

## How teachers integrate the Game into their lessons

### General

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- This was the first time I participated in the Game, so I spent 5 periods of the week before the Game to help my students get to know the Game rules and process (via the on line tutorials being projected/played to the class) and then allowed them time to look around the site. After this, students were asked to check the Game regularly (one period a week dedicated to watchlists and buy/sell)...I tried to get students to discuss their investment strategies (in future I would use Edmodo for blogging in the group). I would also go over more strategies with the students upfront - as some students from other school got the "jump" on us quickly.
- After the initial intro to the sharemarket lessons (about 3 x 72 mins) and then two lessons to get portfolios set up, the students spent the first 20 mins of each session reviewing their progress. This tailed off to 10mins during the last three weeks.
- A whole lesson getting everyone set up plus the last 20mins of class once a week. Discussing the rankings and why some companies went up or down.
- The Game was to reinforce the concept of markets and exchange. I only used the Game in one or two lessons for each of the two year levels.
- I integrated the Game into our investing - Commerce unit and the students were given 1 period a week to assess their portfolio choices. They reviewed their success/failures and created a future action plan at the end of the Game
- I used the Game as a bonus activity at the end of lessons
- We used one lesson per week for trading and writing a trading journal which was one of the major assessments for the term. Students needed to analyse their trading decisions, and evaluate their portfolios based on current data and issues.
- The Game is part of an assessment task for my Commerce class (part of the Investing unit). They get at least 2 lessons at the start to set up shares and tracking spreadsheet, and then 15 mins per lesson thereafter.
- The Game is offered to all 7 -12 students. In Commerce, Business and Economics classes, students are given time in class to play. Other students come to lunchtime sessions for assistance and play at home or during lunchtime.
- We spent time in the computer labs on the Game.....about ½ an hour per week on average.
- I used the Game as a reward for completing work in class. Would give students 10 minutes to play on it

### Year 7 / 8

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- I use the Game in Year 8 Commerce, it usually depends on ability to book into the computer room to do the Game however many students will also trade at home.
- We use the Game as part of financial management in Year 8. A general invitation to all students in the school who wish to participate in their own time was also given.

### Year 9 / 10

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- I am using the Game with year 9 Commerce students. I set it as an assessment task for their reports. There were two parts. We spent a lesson going the requirements of the task and the students then had 4 lessons to complete the 3 student lessons. They have then had 1 lesson per week to play the Game. They have to hand in the second

part of the assessment a week after the Game closes. This section includes their Game Plan and an evaluation of the way they played the Game.

- I had a combined grade 9 and 10 Business Studies class with several lower ability students and several who had joined the subject only because it was in a computer lab. We had 90 per cent participation which was great. I had students working together in syndicates and for the first 2 weeks we all worked at finding our way around the site and on the easier lessons. We then spent at least half an hour each lesson at studying the market and buying shares. Students became competitive and rushed to get online to see who was on top of the ladder. Some are keen to do it again later on the year.
- It is part of our Year 10 Commerce course. Students are allocated a syndicate with two others, all complete research; we encourage them to speak with their parents or other adults with expertise. Developing their Excel skills are incorporated into this too.
- I use it as part of my year 10 Commerce course. It links well with both the Economics and Accounting components and it gives students a chance to apply theory to the 'real' world. It is very well accepted. I allow students 10 minutes per class to check, buy/sell.
- I rely heavily on the Game for practical reinforcement of theory taught in Yr 10 Enterprise and Yr 11 Economics. Topics such as Supply and Demand, Circular Flow, and the like, to encouraging family conversations about investment and what parents believe is important. The Game constitutes several minutes in each lesson, checking, recording and trading, and checking to see which syndicates are currently beating the teacher!
- The Game is integrated through Year 10 Accounting and Business class. Students get 10-15 minutes, three days per week.
- We do this with year 10 Business every year. We teach information about ASX, companies and shares, and then get started on the Game. Once students start the Game it operates largely in their own time.
- Extension year 9 commerce class (NSW) as an extension topic. Students were given one lesson a week to work on the Game. Next semester we hope to run it outside class time now we've done it once. We'll offer school based prizes as well as the official prizes

## Year 11 / 12

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- We used the Game for Year 11 Business Management. I gave 25-30 minutes class time each week for students to and submit any orders. We also read each Game Newsletter as a class and discussed our thoughts.
- Year 11 Accounting students use the Game to examine investment and alternatives to going into business so more investigation takes place. With Year 10 Small Business Accounting I tend to "throw them in" with some background about shares and the ASX and let them discover how financial markets work for themselves and discover the fun of the Game.
- The Game was very competitive in my year 11 classroom, especially as students started to incorporate sharemarket information from the media and the net. We spent approximately 40minutes per week in class trading. We discussed market fluctuations, impacts of the Australian dollar as well as many other impacts on stock prices such as profit forecasts and reserve bank decisions. My students have come a long way in a short period.
- We checked results weekly. Students compiled data on spreadsheets showing movement in share price and value of holdings showing % change. Data subsequently used in statistics and data portion of Year 11 General Maths course. Actual data to be used in assessment project for term 3. If time permitted I logged into the site at the end of other periods to show our portfolios standings state wide throughout the week. I may use the Game with junior classes as it was so well received with the Year 11 class.
- Year 12 students use it as a basis for a major assignment. They play the Game as individuals and do the assessment using the Game resources and doing calculations themselves.
- I get them to play the Game 1 hour per week and we have developed sac's (assessments) that they need to complete whilst they are playing the Game