

Youth Center Budgeting Classroom Activity

The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed, potentially unfamiliar concepts that are associated with the scenario, and **key terms** or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Resources needed:

- Each student should have access to a piece of paper and writing tool¹
- Some method of displaying images²

Learning Goal:

- The student will understand the context of the key ideas related to the topic:
 - Spending within a budget. You cannot spend more money than the budget.
- The student will understand the following vocabulary:
 - **Budget:** a set amount of money for a purpose.
 - **Merchandise:** products you can buy or sell.
 - **Pre-owned:** a product that someone has bought, used, and returned back to the store. Pre-owned products are often cheaper than when buying them new.
 - **Game system:** a console or machine that runs video games.
 - **Controller:** used with the game system to control an object or character in a video game.
 - **Bundle:** pre-owned merchandise that sells at a set price.
 - **Youth Center:** a place that provides activities for children and teenagers. Many youth centers are opened for a few hours after school ends.

Definitions are provided here for the convenience of facilitators. Students are expected to understand these key terms as they arise in the context of the task, not to be able to recite the definitions.

¹ Students who need an accommodation may use their preferred tool for writing.

² Instead of displaying Figures 1 and 2, the last page of this document can be used as a handout for students.

Youth Center Budgeting Classroom Activity

[Purpose: The facilitator’s goal is to help students understand how one can make purchases while staying within a budget.]

Facilitator says: “Today, we will get ready for the Youth Center Budgeting Performance Task. This task is about buying video games for a youth center.”

Facilitator says: “First, who can tell me what a youth center is?” [Allow time for student responses.]

Facilitator says: “A youth center is a place that has activities for younger people like yourselves.”

Facilitator says: “What kind of activities do you do at a youth center?” [Allow time for student responses.]

Facilitator says: “Recreational activities at a youth center include playing board games or video games, doing homework, and reading.”

Facilitator says: “For this performance task, this particular youth center has decided to buy video games for the youth to play with. You will help decide what to buy for the youth center. Let us go over what types of things you may need to buy.”

Facilitator says: “What kind of merchandise, or products, do we need in order to play video games?” [Allow time for student responses.]

[Facilitator should present **Figure 1 Game System.**]

Facilitator says: “This is a picture of a video game system. It is the machine we run video games on.”

[Facilitator should present **Figure 2.Game Controller.**]

Facilitator says: “This is a picture of a video game controller. You use the controller to control a character or object in a video game. How many controllers do you think the youth center needs?” [Allow time for student responses.]

Facilitator says: “A lot of video games can be played by four people, so four controllers, one for each person, would likely be needed.”

Facilitator says: “Sometimes, stores sell pre-owned video game merchandise. Can someone tell me what it means for merchandise to be ‘pre-owned’?” [Allow time for student responses.]

Facilitator says: “A pre-owned video game means that someone bought the video game new, perhaps played it for some time, and then returned it back to the store. The store then sells that used copy of the video game.”

Facilitator says: “What may be a good reason to consider buying a pre-owned copy of a video game rather than a new copy?” [Allow time for student responses.]

Facilitator says: “The pre-owned copy is almost always less expensive than a new copy.”

Facilitator says: “Some stores and websites allow people to sell pre-owned merchandise in ‘bundles’. This means that you buy certain combined merchandise for a set price. For instance, you may buy a pre-owned bundle of merchandise that includes a game system, two controllers, and a video game for \$100.”

Facilitator says: “For the performance task, you will decide what video game merchandise to buy for the youth center while staying within a budget. Who can tell me what it means to purchase merchandise while staying under a budget?” [Allow time for student responses.]

Facilitator says: “Staying within a budget means that you will buy things without going over a certain dollar amount. We will create an example budget for buying groceries. Take a moment and figure out what types of foods you should buy for two people for about a week.” [Allow time for student responses.]

Facilitator says: “Let us say we decided that our budget for groceries for the week is \$60. Can someone give an example of how much money we can spend if our budget is \$60?” [Facilitator should lead the class to understand that one can spend any amount of money under the budget, \$60, and that any amount less than \$60 would result in money remaining in the budget.]

Facilitator says: “Why do you think people use budgets?” [Allow time for student responses.] “People may use a budget to make sure they do not spend too much money on a certain thing(s).”

Possible class discussion questions (*unscripted*):

1. Have you ever used a budget before? On what?
2. How often do you play video games? Is it possible to play video games too often?
3. How many people do you usually play video games with? Is it more fun to play with other people?
4. Have you ever been to a youth center? What would you want to do at a youth center?

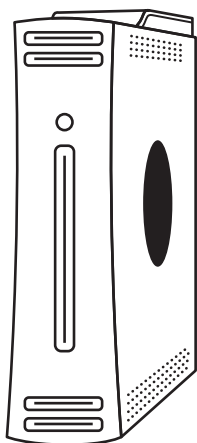
Facilitator says: “Today, we completed an activity about buying video games within a budget. These ideas may help you when you complete your performance task.”

Facilitator says: “Are there any questions?” [Allow time for student questions.]

Facilitator says: “You are ready to complete the Youth Center Budgeting Performance Task.”

Resource Documents

Figure 1. Game System



[Picture Description: The picture shows a system/machine used for playing video games.]

Figure 2. Game Controller



[Picture Description: The picture shows a controller used for playing video games. It has buttons and a direction pad.]