

PHASE I: PLAYING THE MARKET DAILY LESSON PLANS

MONDAY OBJECTIVES

Students will:

- Read **STUDENT GUIDE**
- Be assigned roles of stockbroker, worker, banker, and businessperson
- Identify tasks the roles require
- Review all materials for **PHASE I**
- Identify and analyze how margin buying works
- Define key terms

PROCEDURE

Your role in **PHASE I** is to fan the flames of greed. You will find that this is not hard to do.

1. Catch their attention. Note that someone gave you a good tip on a stock and you made a lot of money by using the margin system.
2. Explain that they will have the opportunity to make a lot of money in UPS AND DOWNS.
3. Distribute the **STUDENT GUIDE**. Read the introduction. Ask questions to ensure comprehension.
4. Review the roles of all players with the entire class so that everyone will understand what all roles require. Ask appropriate questions to ensure this to avoid later confusion.
5. Assign roles. Then, do the following:
 - Pre-arrange the room into groups of either four or eight. Eight is usually advisable -- in a case a student is absent, the remaining banker, broker, etc. can compensate.
 - Ensure that each working group has a mixture of students. Some adequate secondary computing skills will be helpful for the stockbroker and banker roles.
 - Each group of eight should have two students per each role. Each group of four should have one of each. If you have an odd number, eliminate one worker.
 - Make placards for each role player.
6. Before physically moving the students into the work groups take time to explain each handout you have distributed. Do not be surprised if they promptly forget what you tell them for now. This "acorn" will usually sprout later.
7. Have students assemble in their workgroups.
8. Remind them about the margin buying system. Use the **STUDENT GUIDE** to discuss and illustrate how it works. Role-play a mock transaction with two students in each group. This model will help eliminate much confusion and is worth the investment of time.