Rebecca Wittebols, April 9th 2015, SST309-01

**Economic Mysteries (Template- See rubric for details)**

**Part A: Activity 4- the Homework Mystery from NCEE Booklet:**

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| Handy Dandy Guide (Economic Principles used to solve the Mystery)   1. People choose to do the things they think are best for them. 2. People’s choices have costs. 3. People choose to do things for which they are rewarded. 4. People create rules that affect our choices and how we act. 5. People gain when they freely decide to trade with one another. 6. People’s choices today have future results. | |
| True False Questions (Clue/cues to solving the mystery – type out and answer): | \_\_\_\_Louisa likes not doing well in school.  \_\_\_\_Students like Louisa have nothing to do after school—no chance to watch TV or play video games or play with their friends.  \_\_\_\_Doing homework seems more like a punishment than a reward.  \_\_\_\_Watching TV seems more like a reward than a punishment. |
| Solution to the Mystery (Use relevant Economic Vocabulary – see Principles and handouts): | Louisa chooses not to do her homework because she believes that is the best choice for her to have more fun after school (1). Louisa’s choice not to do homework has the cost of Louisa getting bad grades or getting punished by her parents for not doing her homework (2). Louisa chooses not to do her homework after school because she is rewarded with more play time or more time to watch TV (3). To make Louisa do her homework, Louisa’s parents could make a rule that Louisa can’t play or watch TV until her homework is done. Louisa might not already have a rule like that at home, but if she did, she might do her homework (4). In not doing homework, Louisa is trading a good grade for more playtime after school(5). Louisa’s choice has the possible future result that she will get poor grades in school for not doing her homework (6). |

**Part B: Write and Solve your own Economic Mystery**

**The Job Mystery:**

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| Handy Dandy Guide (Economic Principles used to solve the Mystery)   1. People choose to do the things they think are best for them. 2. People’s choices have costs. 3. People choose to do things for which they are rewarded. 4. People create rules that affect our choices and how we act. 5. People gain when they freely decide to trade with one another. 6. People’s choices today have future results. | |
| Your original economic mystery scenario: | Rachel and Rebecca are twins who both go to GVSU and because they are away at school together, they share a car. At the beginning of the school year, Rachel and Rebecca do not have jobs because they want to devote more time to their studies. They both haven’t worked since the summertime and they are starting to run out of spending money. Rachel and Rebecca know that they both need jobs to get more money, but they have been having trouble finding jobs on campus and need to seek off-campus employment. What makes their situation particularly difficult is that they have only one mode of transportation, which they share. |
| Focus Question: | Why would Rachel and Rebecca want to go through all this trouble to find jobs? What do they decide to do so that they can both get a job? |
| True False Questions (Clue/cues to solving the mystery – create your own **and answer**): | \_\_\_\_Rachel and Rebecca decide that they don’t need to find a job. They can get by without having any money.  \_\_\_\_\_Rebecca is willing to walk 10 miles to her new job so that Rachel can drive their car to work.  \_\_\_\_Rachel and Rebecca’s parents offer to give them each a lot of extra spending money.  \_\_\_\_Rachel and Rebecca work out a schedule for using the car so that they can both get a chance to use the car to go to work. |
| Solution to the Mystery (Use relevant Economic Vocabulary – see Principles and handouts): | Rachel and Rebecca do what is best for both of them by sharing time with the car so that they can both rive to work off campus (1). They are both rewarded by having a job that brings in some extra spending money (3). The cost of doing that is that because they share time with the car, they each have to work less hours and another cost is that because they are both working, they have less time to spend on their homework (2). When Rebecca lets Rachel drive the car to work, Rebecca is trading Rachel more work hours for more study hours, and Rachel is doing the same when she lets Rebecca take the car to work (5). In making a schedule for who gets the car and when, Rachel and Rebecca are both abiding by that schedule and they can plan each of their days around that schedule (4). Rachel and Rebecca’s choice to both find jobs affects their futures because income from the jobs can be used to help build up their savings or can instead be used to spend on leisure activities. This also affects their future grades if the girls work so much that they cannot keep up with their schoolwork (6). |