VCEE Economic Educator Award Winners

MIDDLE – HIGH SCHOOL

**2012**

**Barbara Palmer**, Montevideo Middle School, Rockingham County
"Green Island: Living Well for the Good of the Earth and Your Pocketbook."This year-long environmental economics unit centered on sixth grade science students producing a marketable product from recycled materials while learning about environmental choices and costs.  Students experienced the financial benefits and importance of conserving while considering the advantages of long term planning.  Profits from the unit &culminating activity, Green Island Market Day, were used to purchase recycling bins for the school.
Click [**here**](http://www.vcee.org/misc/userfiles/files/Economic%20Educator%20Awards/EconEd%20Award%202012%20--Green%20Island.doc) for lesson summary and details.

**Steven Zanetti**,  Douglas Freeman High School, Henrico County
"The Price is Right"This student data collection and application project features how prices are determined in a market economy.  Following ten actions on eBay the students were assigned the task of tracking the price of a self-chosen product. This choice defined the student learning as they parlayed their research into a strong understanding of supply and demand graphs, equilibrium, consumer and producer surplus, and price and ceiling floors.
Click [**here**](http://www.vcee.org/misc/userfiles/files/Mini-Economy%20Market%20Day/EconEd%20Award%202012%20--%20Price%20Is%20Right.pdf) for lesson summary and details.

**Robert Wedge**, Collegiate School, Independent School, Henrico County
"Fix the Structure, Fix the Future"Beginning with a simple slogan from a classroom discussion, and ending with a competition that displayed the student's understanding of complex economic concepts, this project promotes teamwork, problem solving and creativity.   Using award money to fund the website "Fix the Structure-Fix the Future" this teacher challenged his students to use their understanding of contemporary social and political situations.  The students interesting solutions to this challenge can be found on the website: <http://www.fixthestructurefixthefuture.org/>
Click [**here**](http://www.vcee.org/misc/userfiles/files/Economic%20Educator%20Awards/EconEd%20Award%202012%20--%20Fix%20Structure.pdf) for lesson summary, details, and example presentations.

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**Allison Anthony**, Hermitage High School, Henrico County
"Economically Developing or Developed Countries: Factors that Make a Difference"Students examine economic and demographic data, study current events, and use critical thinking skills to formulate theories concerning a specific county & standard of living and development.  Applying their knowledge of the concepts of productivity, gross national product, resources, capital, and technology, students correlate their research to Rostow & Model of Economic Growth to determine the current level that applies to their researched country.  They then summarize their findings, compare their results to the research of others, and offer solutions in an interactive roundtable class discussion.
Click [**here**](http://www.vcee.org/misc/userfiles/files/Mini-Economy%20Market%20Day/EconEd%20Award%202012%20--%20Econ%20Development.doc) for lesson summary.  Click [**here**](http://www.vcee.org/misc/userfiles/files/Mini-Economy%20Market%20Day/EconEd%20Award%202012%20--%20Econ%20Development%20Chart.docx) for related lesson chart.

**Wanda N. Wallin**, Christchurch School, Private School, Diocese of Virginia
"Outback, Inc.""Outback, Inc." a real-world application task, is a unit taught in a high school mathematics class.  It applies linear functions to business models and uses Microsoft Excel software to aide in financial/economic decision-making.  Students learn about revenue, cost and profit functions, cost allocation to various product lines, plus the effect of price on the quantity consumers demand and the quantity suppliers bring to market.  Students also learn how to manipulate numbers using an Excel spreadsheet and then use the calculated information in graphic presentations.
Click [**here**](http://www.vcee.org/misc/userfiles/files/Mini-Economy%20Market%20Day/EconEd%20Award%202012%20--%20Outback.docx) for lesson summary.  Click [**here**](http://www.vcee.org/misc/userfiles/files/Mini-Economy%20Market%20Day/Wanda%20Wallin%20%20Outback%2C%20Inc%20%281%29.zip) for specific lesson files.

**2013**

**Vickie L. Mills**, Altavista Combined School, Campbell County
"Taxes: A Love/Hate Relationship"
This lively lesson reinforces basic tax concepts ranging from progressive tax to marginal tax rate to the distribution of the Federal tax dollar. Students actively participate in three phases of the lesson.  First, students use an iPad to take an interactive quiz testing their tax knowledge.  Next, students compete in a "Who Wants to be an IRS Agent?" round. Lastly, students move to the gym to work through a series of tasks to collect puzzle pieces to complete a pie chart showing the distribution of the Federal tax dollar.
[**Click here**](http://www.vcee.org/misc/userfiles/files/Economic%20Educator%20Awards/EconEd%20Award%202013%20-%20Taxes.pdf) to download lesson plans for "Taxes: A Love/Hate Relationship" and [**here**](http://www.vcee.org/misc/userfiles/files/Economic%20Educator%20Awards/EconEd%20Award%202013%20-Who%20Wants%20to%20be%20IRS%20Agent.pdf) for "Who Wants to be an IRS Agent?"

**Amy L. Wheeler**, Harrisonburg High School, Harrisonburg
"Health is Wealth: Pedometers Make Cents"
[**Click here**](http://www.vcee.org/misc/userfiles/files/Economic%20Educator%20Awards/Econ%20Ed%20Award%202013%20-%20Health%20is%20Wealth.doc) to download the lesson plan for "Health is Wealth: Pedometers Make Cents."

**Christine Pedersen**, Varina High School, Henrico County
"The Economics of George Orwell'sAnimal Farm"
This lesson uses George Orwell's Animal Farm, an allegory of the 1917 Russian Revolution, to compare the results of command and market economies.  The lesson was made even more current by Planet Money's podcast "The Secret Document," which tells the story of a small group of farmers who risked their lives to make one of China's earliest moves toward a market economy. "Start Up" questions measured student knowledge prior to the lesson, with "Wind Down" questions to determine what they had learned.