



THE BEAN GAME

GRADE LEVEL 7-12

"TAKE CHARGE OF YOUR FINANCES"

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Time to complete: varies

Introduction

The Bean Game can be used to reinforce spending plan skills and concepts. It can be used during the lesson, as a review, or as an assessment activity with FEFE lesson plan 15.2 Developing a Spending Plan lesson plan.

Facilitation

1. Prepare a bag of beans for each student.
 - a. Put 10-25 beans in a plastic zip bag, number of beans can be the same or different in each bag
 - b. Make one bag of beans for each student
2. Give each participant a copy of *The Bean Game* activity handouts
3. Give each participant a bag of beans
4. Play the game
 - a. Participants must create a spending plan using their beans and *The Bean Game* activity handouts. Each rectangle is equal to one bean. All the rectangles next to desired item must be filled to have that item.
 - b. Housing, transportation, utilities, insurance, food, and clothing *must* be accounted for and be sure to reflect the effects of choices in one category in related categories. For example, if a participant chooses to have an automobile, they must also have automobile insurance and if a house is purchased, home insurance must be also.
 - c. If different number of beans are in each bag, ask participants what these different numbers represent
 - i. Answer: they reflect different income levels or socio-economic status
 - d. Give participants about 5 minutes to create spending plan
5. Discussion
 - a. Ask participants if they could afford all they needed? Could they afford all they wanted?
 - i. Why? Why not? What could they not afford?
 - b. Ask participants what they've learned about spending plans
6. Return to the game
 - a. To show how real life events can change income, give students some incidents to change the amount of beans they have. Here are some examples:
 - i. To reduce the number of beans
 1. A non-work related injury has caused all participants to lose their job, all participants who *did not* purchase individual health and disability



- coverage (choice E under Insurance; Health and Disability) lose 5 beans. Those who did have individual health and disability coverage lose only 1 bean.
2. Participants can “leave work” due to becoming a parent, going on a long trip, becoming unsatisfied with their work, or returning to school they now lose 5 beans.
 3. The facilitator can simply take a set number (or different number) of beans away from each participant
- ii. To increase the number of beans
1. Participants can receive a raise or bonus at work or a gift from a loved one, receive 2-10 beans
 2. Participants can change occupations or earn another degree and consequently earn more money, receive 5 beans.
 3. The facilitator can simply give a set number (or different number) of beans away from each participant
- b. Rework spending plan
7. Return to Discussion questions
 8. **Note to facilitator:* There are many ways a facilitator can decide to decrease or increase the number of beans for the participants and the facilitator can decide what number of beans to take away depending on the situation. Also the number of times beans are reduced or increased is endless, the facilitator can decide how many times the number of beans will be changed with relation to amount of time for activity, objectives wanted to be met, or interest of the participants. Beans can be replaced by other items the educator prefers.

Materials

The Bean Game activity handouts

1 plastic zip bag (snack or sandwich size) containing 10-25 beans (or other items) per participant

FEFE 15.2 Developing a Spending Plan Lesson Plan

