



## ACTIVITY

# POPCORN CODEC

See what real-world connections your students can make to the concepts they are learning in class!

### PREPARATION

- To prepare for this activity, ensure your students have a personal version of the CODEC. You might also brainstorm a list of current or recent events to have as the base for students to make the connections related to the Market Concept and Foundational Principles.

### INTRODUCTION

- In the beginning of class or at the end, tell the students that you are going to assess their knowledge of the CODEC concepts by playing an activity called Popcorn CODEC. No – unfortunately this activity will not include eating popcorn, but rather each student will participate in the activity “popcorn style.” Each student will touch on three things when participating:
  - Recent events (whether in school, news, community, sport, etc.)
  - Foundational Principle (1 or more)
  - Market Concept (1 or more)
- Give the students an example:
  - For example, during the pandemic, the cost of eating at some local restaurants has increased due to shortage of food from distributors and fewer customers eating at restaurants (current event). The owners of the restaurant have personal choice (market concept) to determine the cost of their meals due to scarcity (market concept) of the food from suppliers. They are acting with responsibility (FP) to ensure their doors remain open to patrons which is also a win-win (FP). Finally, the restaurant owners are exercising responsible decision-making (market concept) as they have had to constructively think and use sound judgment (FP) to determine how much they must charge per meal to ensure they’re making enough profit during a time of limited patrons.

<b>ACTIVITY TIME</b>	15 Minutes
<b>FOUNDATIONAL PRINCIPLES</b>	
Knowledge	Win-Win Focus
<b>KEY CONCEPTS</b>	
<ul style="list-style-type: none"> <li>Social Awareness</li> <li>Relationship Skills</li> <li>Market Measures</li> <li>Self-Interest</li> <li>Comparative Advantage</li> <li>Scarcity</li> <li>Sunk Costs</li> <li>Subjective Value</li> <li>Opportunity Cost</li> <li>Free Speech</li> </ul>	
<b>MATERIALS NEEDED</b>	
<ul style="list-style-type: none"> <li>CODEC - blank</li> <li>CODEC with Descriptions</li> <li>Empowered Currency - Printed or Virtual</li> </ul>	

### ACTIVITY STEPS

- Ask for a student volunteer to share a recent event and connect 1 market concept and 1 Foundational Principle to that event.
  - Pro-tip:** If these concepts are very new to your students, consider asking them to connect one of the options until they have mastered this step.
  - For example, sharing a recent event and 1 market concept or recent event and 1 Foundational Principle.
- Once a student has made their connections, open the floor for other students to add additional perspectives of other Foundational Principles or market concepts that are also relevant to the recent event.
- Popcorn to the next volunteer to share a new recent event and begin the connection process again.
- Pro-tip:** This is a great activity for students to practice their public speaking skills – challenge them to stand up at their seat, choose a peer to look in the eyes and talk clearly.
  - Pro-tip:** In the beginning, encourage students to view the CODEC while they are making the connections. If students need time to write down their connection first before speaking outwardly, allow students a way to request that if it “popcorns” to them.

## ACTIVITY DEBRIEF

### PRINCIPLES + MARKETS

- How did a classmate identify or describe a Foundational Principle differently than you have previously thought about it before?
- During this activity, how are you exercising Freedom? Win-Win Focus? Opportunity?
- How does seeing/hearing your classmates openly share the connections they are seeing with the current events and the CODEC items incentivize or disincentivize you from also participating?
- What has been a spark in conversation that encouraged you to also add a comment during the popcorn?
- Why is it important to reflect on situations that have happened in the news or in school and connect them to new concepts like social emotional learning skills/competencies?
- What new Knowledge do you gain or share with others by doing so?

### MINDSET

- In what way was it helpful to hear a connection made from a peer about a recent event you also read/heard about? Did you have similar or differing thoughts/feelings?



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