



# WOULD YOU RATHER GAME

## Teacher Guidelines

*Would You Rather* is an ice breaker designed to promote critical thinking and decision-making, while setting the stage for group interaction, active learning and meeting different learning styles in your classroom. This activity can be tied to many economic and personal finance concepts noted below.

Grade Level: 4-12

Activity Time: 15 to 25 minutes (based on your time availability)

### Materials Needed:

Classroom set of Would You Rather Cards

Post-it Note or Dry Erase Marker for each student

### Basic Guidelines for Playing the Game

#### Option A

- Select 1 Would You Rather card per student (based on your preference or grade level you are working with).
- Introduce the game and its purpose.
- Give each student a card.
- Explain that students will have one minute to find a partner to answer the question on the card and explain their answer in each round. They will need to find a different partner each time you announce a new round. Each student will then keep a tally of what their responses are, you can give them a sticky note or a dry erase marker if the cards are laminated. At the end of one minute, tell the participants to find another partner.
- You can have as many rounds as you would like based on time.
- After all rounds have been completed, have students read their cards and which answer got the most votes. Ask them to share a few of the responses they received for each choice. Remind them that there are no right or wrong answers, but their answers will be an indication of their priorities and values.
- Help students synthesize the information at the end of the game by discussing the importance of decision making in economics and personal finance.

## Option B

- Select 15-20 cards from the game cards.
- Introduce the game and its purpose.
- Explain that you will be giving students two choices, and they have 30 seconds to make a decision. Remind them that there are no right or wrong answers.
- Designate one side of the room as Option A and the other side as Option B.
- Read each card, asking students to move to which side of the room represents their answers. Ask each group to discuss the reasons for their answers after each card is read. For example, suppose you are using the card with the stopwatch (Option A) vs the future (Option B). Tell participants to move to side of the room which represents their answer. Ask each group to explain the reason for their answers. Repeat this process for each card selected.
- Help students synthesize the information at the end of the game by discussing the importance of decision making in economics and personal finance.

**How does this relate to personal finance and economic education?** If these answers are not brought up by students, highlight them:

- Several cards have money concepts in them
- Opportunity Cost, in each choice that was made an alternative is given up when a decision was made.
- Scarcity, the fundamental economic problem of having seemingly unlimited human wants in a world of limited resources.
- Choices, a choice is a decision someone must make about what to do with limited resources.
- Budgeting, you have two choices with your money, to spend it or save it.

[Click here for an electronic version of the Would You Rather Cards.](#)



Promoting personal finance and economic education in Oklahoma.

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*Would You Rather Cards are adapted from our affiliate partner, Economics Arkansas.*