





# FUN WITH DICK AND JANE

*Active Learning Tool*



RECOMMENDED GRADE LEVELS	AVERAGE TIME TO COMPLETE	EACH FEFE LESSON PLAN IS DESIGNED AND CONTINUALLY EVALUATED "BY EDUCATORS, FOR EDUCATORS." THANK YOU TO THE FOLLOWING EDUCATORS FOR DEVELOPING SPECIFIC COMPONENTS OF THIS LESSON PLAN.
10-12	<p><b>Anticipatory Set and Facilitation:</b> 95-110 minutes (includes 90 minutes of movie viewing time)</p> <p><b>Conclusion/Assessment Options:</b> 20-120 minutes</p>	<ul style="list-style-type: none"> <li>▪ Shelly Stanton, Business Educator, Billings, MT</li> <li>▪ Marjorie Chinadle, Family and Consumer Sciences Educator, Ruyard, MT</li> </ul>

NATIONAL STANDARDS	LESSON PLAN OBJECTIVES
<p><i>For additional national standard or specific state standard alignment information, visit <a href="http://www.fefe.arizona.edu">http://www.fefe.arizona.edu</a>.</i></p> <p><b>National Family and Consumer Sciences:</b> 2.6.1, 3.3.5</p> <p><b>National Standards for Business Education:</b></p> <ul style="list-style-type: none"> <li>▪ Personal Finance: VIII</li> </ul>	<p>Upon completion of this lesson, participants will be able to:</p> <ul style="list-style-type: none"> <li>▪ Recommend resources available for use during a financial crisis</li> <li>▪ Analyze financial planning steps consumers may take to protect themselves from a financial emergency</li> </ul>

MATERIALS		
MATERIALS PROVIDED WITHIN THIS LESSON PLAN	MATERIALS SPECIFIC TO THIS LESSON PLAN BUT AVAILABLE IN A SEPARATE DOWNLOAD AT <a href="http://www.fefe.arizona.edu/">HTTP://WWW.FEFE.ARIZONA.EDU/</a>	MATERIALS THAT MAY NEED TO BE ACQUIRED SEPARATELY
<ul style="list-style-type: none"> <li>▪ Dick and Jane Vocabulary Fun 5.0.57.A1</li> <li>▪ Dick and Jane's Sequence of Events 5.0.57.A2</li> <li>▪ Choice and Consequences 5.0.57.A3</li> <li>▪ Financial First Aid Kit 5.0.57.A4</li> <li>▪ Fun with Dick and Jane Vocabulary List 5.0.57.E1</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fun with Dick and Jane Answer Key 5.0.57.C1</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Fun with Dick and Jane</i> movie</li> <li>▪ Large pieces of paper (1 per every 2-4 participants)</li> <li>▪ Markers</li> <li>▪ Sticky notes</li> </ul>

## SUPPLEMENTAL RESOURCES

### EXTERNAL RESOURCES

#### External resources that are referenced in this lesson plan:

- "I Survived Enron" article from *Bloomberg Business* week:  
[http://www.businessweek.com/magazine/content/06\\_06/b3970081.htm](http://www.businessweek.com/magazine/content/06_06/b3970081.htm)
- Online brainstorming tools and timeline creators. Specific websites are listed in the *Technology Integration Options* 5.0.63 resource.

#### Additional external resources:

- Additional resources, including websites, games, and videos, that may supplement this lesson plan may be found on the lesson plan download page at <http://www.fefe.arizona.edu>.

### FEFE RESOURCES

May be downloaded for free at <http://www.fefe.arizona.edu>.

#### Similar lesson plans at different levels and different time frames:

- None available

#### Additional FEFE resources that may supplement this lesson plan:

- Choosing to Save 1.14.1
- Receiving from Family, Friends, and Non-Profits 1.20.1
- Receiving from Government Programs 1.20.2
- Perez Family Case Study 1.20.3
- Savings Campaign Enhancement Tool 6.14.3
- Technology Integration Options 5.0.63

#### Instructional support resources:

- FEFE offers a collection of support resources to assist with instruction of this lesson plan. Lesson plan demonstration videos, classroom samples, webinars, and other online support resources may be found on the lesson plan download page at <http://www.fefe.arizona.edu>.

## CONTENT







The day before Globodyne's stock tanks and its pension fund evaporates, the corporation's CEO and CFO set up middle manager Dick Harper to be the public face of the disaster. Jobless, and with no savings, pension, or home equity, Dick and his wife Jane slowly sink into poverty. Dick looks for work (as do all former Globodyne executives); he even tries day labor with the relatives of their nanny. A foreclosure notice sends Dick and Jane into a life of crime.




Use this movie to discuss how to properly prepare for a financial crisis, such as having a secure emergency savings fund. The movie also presents an opportunity to discuss resources such as family, friends, non-profits, and government programs that are available if a person finds themselves in a financial crisis. The movie may be more applicable if the following lesson plans are taught beforehand:

- Choosing to Save 1.14.1
- Receiving from Family, Friends, and Non-Profits 1.20.1
- Receiving from Government Programs 1.20.2

## LESSON FACILITATION

*FEFE lesson plans are designed in a ready-to-teach manner that allows educators to easily customize instruction to fit their classroom needs. To assist in this process, icons are provided to help navigate the facilitation section. A description of each icon can be found at <http://www.fefe.arizona.edu>.*

VOCABULARY ACTIVITY (OPTIONAL)	TIPS
<p><b>Approximate time:</b> 10 minutes prior to the movie and 10 minutes at the end</p> <p><b>Before the movie:</b></p> <ol style="list-style-type: none"> <li>1. Provide participants with the vocabulary words from the <i>Fun with Dick and Jane Vocabulary List 5.0.57.E1</i> and one copy of the <i>Dick and Jane Vocabulary Fun 5.0.57.A1</i> for each participant.</li> <li>2. Follow the directions on the <i>Dick and Jane Vocabulary Fun 5.0.57.A1</i> to complete the “before the movie” section.</li> </ol> <p><b>After the movie:</b></p> <ol style="list-style-type: none"> <li>3. Have participants complete the “after the movie” section and make any corrections to the definition examples completed before the movie.</li> </ol>	   <p>Have participants work in small groups to discuss words they may not understand.</p>
<p><b>ANTICIPATORY SET OPTIONS – COMPLETE EITHER/OR</b></p> <p><b>Option 1: News Headline Activity</b></p> <p><b>Approximate time:</b> 20 minutes</p> <ol style="list-style-type: none"> <li>1. Before class begins, print one article, “I Survived Enron” from <i>Bloomberg Businessweek</i> for every 2-4 participants. The URL to the article is included in the supplemental resources section. Glue or tape each article to the center of a large piece of paper.</li> <li>2. When class begins, break participants into groups of 2-4 and provide each group with markers and the large piece of paper with the article pasted in the middle.</li> <li>3. Tell participants that the movie they will be watching features a company, Globodyne, is similar to the real-life story of the Enron scandal. If necessary, provide some background information regarding Enron.</li> <li>4. Instruct participants to read the article. As they are reading the article, record the answers to the following questions on the large piece of paper.             <ol style="list-style-type: none"> <li>a. Why was it difficult for former Enron employees to find new jobs?</li> <li>b. How did former Enron employees survive financially without resorting to crime?</li> <li>c. How did former Enron employees use their human capital to find new ways to earn income?</li> </ol> </li> <li>5. Discuss the responses.</li> </ol> <p>Or</p> <p><b>Option 2: Brainstorm</b></p> <p><b>Approximate time:</b> 5 minutes</p> <ol style="list-style-type: none"> <li>1. Ask participants, “What does the phrase ‘If it’s too good to be true, it probably is’ mean to you?”</li> <li>2. Discuss the responses, then ask participants the following questions:             <ol style="list-style-type: none"> <li>a. Have you ever been offered something that was too good to be true?</li> <li>b. What questions should you ask yourself if you find yourself in this situation?</li> <li>c. What might alert you to the fact that a deal is too good to be true?</li> </ol> </li> </ol>	  <p>Have participants research the 2001 Enron scandal.</p>  <p>Use a brainstorming Web 2.0 tool from the <i>Technology Integration Options 5.0.63</i> resource to complete this brainstorming activity electronically.</p>

<b>RECOMMENDED FACILITATION</b>	
<p><b>Approximate time:</b> 90 minutes</p> <p><i>Fun with Dick and Jane</i> is rated PG-13 for mild language and some violent comedy. Please review the movie in advance to decide if it is appropriate for your classroom.</p> <ol style="list-style-type: none"> <li>1. Pass out one <i>Dick and Jane's Sequence of Events</i> 5.0.57.A2 to each participant and have them complete the "during the movie" section while watching the movie.</li> <li>2. View the <i>Fun with Dick and Jane</i> movie.</li> </ol>	
<b>CONCLUSION OPTIONS</b>	
<p><b>Dick and Jane's Sequence of Events</b></p> <p><b>Approximate time:</b> 20 minutes</p> <ol style="list-style-type: none"> <li>1. Complete the "after the movie" section of <i>Dick and Jane's Sequence of Events</i> 5.0.57.A2.</li> <li>2. Have participants determine which event identified on their <i>Dick and Jane's Sequence of Events</i> 5.0.57.A2 they feel impacted Dick and Jane the most, and write that event on a sticky note.</li> <li>3. Use each participant's sticky note to create a collaborative sequence of events for Dick and Jane on the class whiteboard or wall.</li> <li>4. Using the timeline, have participants identify what they would have done differently if they were Dick and Jane and why.</li> <li>5. Ask participants to determine if the events would have happened in a different order would the results have been the same.</li> </ol>	<p>Use an online timeline creator to from the <i>Technology Integration Options</i> 5.0.63 resource to complete this activity electronically.</p> 
<b>ASSESSMENT OPTIONS</b>	
<p><b>Choices and Consequences Worksheet</b></p> <p><b>Approximate time:</b> 20 minutes</p> <ul style="list-style-type: none"> <li>▪ Have participants complete <i>Choice and Consequences</i> 5.0.57.A3.</li> </ul> <p>Or</p> <p><b>Financial First Aid Kit</b></p> <p><b>Approximate time:</b> 20 minutes</p> <ul style="list-style-type: none"> <li>▪ Complete the <i>Financial First Aid Kit</i> 5.0.57.A4</li> </ul> <p>Or</p> <p><b>Perez Family Case Study</b></p> <p><b>Approximate Time:</b> 45-90 minutes</p> <ul style="list-style-type: none"> <li>▪ To show how people can receive help from family, friends, non-profits, and government programs in time of need, complete the <i>Perez Family Case Study</i> 1.20.3. Download the <i>Perez Family Case Study</i> 1.20.3 from the FEFÉ website.</li> </ul> <p>Or</p>	

### Savings Campaign

**Approximate Time:** 120 minutes (will vary depending upon which project option is chosen)

- To teach others about the importance of having an emergency savings fund, complete the *Savings Campaign Enhancement Tool 6.14.3*. Download the *Savings Campaign Enhancement Tool 6.14.3* from the FEFE website.



## Fun with Dick and Jane Vocabulary List

	TERM	DEFINITION
1	Asset	Everything a person owns with monetary value
2	Emergency savings	Cash set aside that can be used to cover the costs of unexpected events
3	In-kind income	The provision of a product or service rather than cash
4	Liquidity	How quickly and easily an asset can be converted into cash
5	Non-profit organization	Organizations that exist for human service, conservation, religious, or other charitable purposes to benefit others
6	Social capital	The access a person has to social relationships that can provide resources
7	Stock	A share of ownership in a company
8	Well-being	Feeling good about one's life

## Dick and Jane Vocabulary Fun

	Total Points Earned
20 (4 points per word)	Total Points Possible
	Percentage

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

**Before the movie:**

1. Select 5 vocabulary words that will be used in the movie from the vocabulary list provided.
2. Assess your understanding of each word.
  - a. If you know the word well, put a "+" next to the word, give an accurate example of the word and write the definition in your own words.
  - b. If you are somewhat sure of the word, put a "✓" next to the word and give either an example of the word or write the definition in your own words.
  - c. If the word is new to you, put a "-" next to the word.

**After the movie:**

3. Provide an example of how each word was used in the movie, and write the definition of each word in your own words.

Before the Movie				After the Movie	
Word	+	✓	-	Example from the movie	Definition in your own words

# Dick and Jane's Sequence of Events

	Total Points Earned
30	Total Points Possible
	Percentage

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

**Directions:** While watching the movie *Fun with Dick and Jane*, complete the “during the movie” section. After watching the movie, complete the “after the movie” section.

During the movie	After the movie		
<b>Identify at least 5 financial decisions Dick and Jane made during the movie.</b> (1 point each)	<b>For each of these decisions, consider what you would have done if you were in the same situation. Would you have made the same decision or a different one? Explain.</b> (2 points each)	<b>Did this decision have a positive or negative impact on their well-being?</b> (1 point each)	<b>If the decision had a negative impact on their well-being, could Dick and Jane have prepared differently so the outcome of the decision was positive instead of negative? Explain.</b> (2 points each)
1			
2			



3			
4			
5			

## Choice and Consequences

	Total Points Earned
17	Total Points Possible
	Percentage

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

**Directions:** Answer the following questions about the movie *Fun with Dick and Jane*.

1. Dick loses his job due to no fault of his own and searches for another; what government benefit program could Dick have applied for to supplement his income while he looked for a new job? Explain. (2 points)
2. After Dick lost his job, Jane and Dick could have changed some of their spending to save money. List at list 3 things Dick and Jane could have done to save money. (3 points)
  - 1.
  - 2.
  - 3.
3. Dick and Jane never asked their family and friends for help during their time of need. What is one way family and friends could have supported Dick and Jane during this time? (1 point)
4. If Dick and Jane lived in your local community, what is one resource that could have provided them support during their financial crisis? Explain how this resource could have provided them with support. (2 points)



## Financial First Aid Kit

	Total Points Earned
12	Total Points Possible
	Percentage

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

What are three financial strategies a person can do to prepare themselves for a financial crisis? (2 points per item)

1.

2.

3.

What are three resources a person might look into if they find themselves in a financial crisis? (2 points per item)

1.

2.

3.

