

Title:	Hike! Let's Go!
Developed by:	Jane Blaile 2008 Wells Fargo Teacher on the Trail
Discipline/Subject:	math, social studies, technology
Topic:	budget, economics, travel planning, fundraising
Grade Level:	4-8
Resources/References/Materials Teacher Needs:	printed guidelines to give students, Wells Fargo Hands on Banking for Kids materials
Lesson Summary:	Students compare costs and options between dog sled rides offered by kennels in Alaska, choose a kennel, and plan a dogsled trip for a group of people.
Standards Addressed:	<p>national standards:</p> <p>NSS-EC.5-8.2 To determine the best level of consumption of a product, people must compare the additional benefits with the additional costs of consuming a little more or a little less</p> <p>NSS-EC.5-8.9 Sellers compete on the basis of price, product quality, customer service, product design and variety, and advertising</p> <p>NSS-EC.K-4.13 People can earn income by exchanging their human resources (physical or mental work) for wages or salaries</p> <p>NM-PROB.PK-12.2 Solve problems that arise in mathematics and in other contexts</p> <p>NM-PROB.PK-12.3 Apply and adapt a variety of appropriate strategies to solve problems</p> <p>Alaska state standards:</p> <p>civics and government F.5 understand the basic concepts of supply and demand, the market system, and profit</p> <p>civics and government G.1 apply economic principles to actual world situations</p> <p>civics and government G.3 identify and compare the costs and benefits when making choices</p> <p>M7.2.2 [5] PS-1 The student demonstrates an ability to problem solve by selecting and applying an appropriate strategy to solve a variety of problems and verify the results</p> <p>M10.2.1 & M10.2.2 [5] PS-5 The student demonstrates the ability to apply mathematical skills and processes across the content strands by using real-world contexts such as social studies, friends, and school</p> <p>Arizona state standards:</p> <p>Strand 4-Students develop economic reasoning skills to apply basic economic concepts, assess problems, make choices and evaluate the choices of others as consumers, workers, and citizens participating in local, national, and global economies</p> <p>4SS-E3-PO1 Describe how consumers and businesses interact in the United States economy, with emphasis on how competition, markets, and prices influence peoples' behavior</p> <p>4SS-E3-PO2 Describe how people earn income by selling their labor to businesses</p> <p>S2-C1-PO8 Solve contextual problems using graphs, charges, and tables</p>

Learning Objectives:

The students will:

- research dog sled trip choices and costs (evaluation)
- plan a trip for a group of people (synthesis)
- formulate a budget for a trip for a group of people (synthesis)
- organize a fundraising plan to pay for the trip (synthesis)
- perform multi-step mathematical problems (application)

Method of Assessment of Learning:

Check trip plan for thoroughness.

Check budget for accuracy.

Check fundraising plan for accuracy and thoroughness.

Asses presentation

If using **Wells Fargo Hands On Banking**, assess worksheets given.

Procedural Activities:

1. Discuss adventure vacations with students.
2. Lead students in a discussion on dog sledding being done in many places (even Arizona) around the world.
3. Give students project guidelines.
4. Distribute flyers, brochures, and printed materials.
5. Allow students to research dog sled trips for best value. (using printed and online resources)
6. Have students record all pertinent information such as number of people, trip description, cost per person, total costs, etc.
7. Use Wells Fargo Hands On Banking materials to introduce students to budgeting and earning.
8. Have students draw up a budget for their trip.
9. Have students formulate a fundraiser for their trip.

Materials Students Need: printed and online dog sled ride descriptions and costs, calculators, computer access, paper, pencils, poster/sign making materials such as markers and poster board

Technology Used to Enhance Learning: Internet, Excel for budgets and fundraising records, calculators, publishing software such as Microsoft Publisher, Timeliner for trip planning or fundraising goals

Other Information:

You may tell the students how many people or the numbers of children/adults in their groups, let them use their family as the group, or let them pick their own group.

A good foundation to this activity is to use the Wells Fargo Hands on Banking program for kids. It gives them background in income, bank accounts, earning power, making budgets, borrowing and credit.

www.handsonbanking.org

This activity could be simplified for younger learners having them count out money to pay for the trip or telling different ways to name the same amount for example.

Modifications for Special Learners/Enrichment Opportunities:

Once students have done their individual trips, challenge them to plan a class trip. Groups could design posters advertising the kennel they would choose and even act as "sales" people to convince the others to use their kennel. Finally, require a budget and suggested fundraising solutions to finance the trip.

Another approach to the class trip project is to have the class apply for a position - advertising, sales, finance, travel arrangements - and have small groups work on separate parts of the project.

An extension would be to add costs to travel to and find lodging in Alaska.

Why not go all the way and have them plan to go to Iditarod 2008 as a class!

Dog Sled Trip Project Guidelines /Planning Sheet

Name _____

Describe the group of people taking the trip. How many people are going? How many are adults, children?

Record the names of the companies you researched. (at least 3)

Describe the type of trip you chose. How long is it? What kinds of activities does it include?

What will be the cost for one person? For your group? (show the equations you used to solve this)

If there additional costs for food, pictures, or activities, what are they? What amount will that add to the trip cost?

Create a table showing each person in your group, their expenses, their total costs, and the group's total cost. (Excel)