



PIRATE LOOT: SAVING FOR THE STORMS AHEAD Instructor's Guide

1. What is this program?
 - a. "Pirate Loot" is a digital executable file (PC only) that is playable offline in a classroom/group setting. It can also be played individually.
 - b. This game was developed by Tyler Lemke, Jonathan Guymon and Luke Erickson of University of Idaho Extension. Funding was generously provided by Northwest Farm Credit Services.
 - c. The purpose of this program is to provide a fun and engaging activity to supplement third party curricula or lessons on understanding savings and saving behavior. It is designed to improve knowledge and actions of class participants (see objectives below).
2. Who is the target audience for this program?
 - a. This program is developed specifically for middle school and junior high school students. However, in field tests this program has also been used successfully with younger and older audiences.
3. Objectives of the program.
 - a. After playing Pirate Loot, students will be better prepared to:
 - i. Start saving at a young age.
 - ii. Avoid premature affluence.
 - iii. Involve parents in savings decisions.
 - iv. Plan for financial emergencies.
4. To download and open the game.
 - a. Visit <http://www.uidaho.edu/nw-youth-financial-ed> to download the game. Click "download kit" or "download zip-file."

- b. Once folder is downloaded, be sure that your downloaded file is fully extracted (unzipped) and ready to use. GAME WILL NOT OPEN UNLESS YOUR DOWNLOAD IS FULLY UNZIPPED!
- c. Next, open the "Pirate Loot" folder.
- d. Click on the "movie" (flash) icon to open the program. (PC compatible only. Not currently compatible with Apple products or tablets.)
- e. The game will open and will also work offline.

5. Program materials.

- a. Visit <http://www.uidaho.edu/nw-youth-financial-ed> to find the following supplemental materials:
 - i. Student worksheet - This program uses student worksheets so that each student can play along individually and make their own personal game decisions while going through the program in the classroom. These worksheets can also be useful grading tools to assess how well the students are paying attention during the program.
 - ii. Program overview - Use for program marketing or as a student/parent handout.
 - iii. Student evaluation - Have your students fill out the evaluation at the end of the activity to see what they learned. Share results with Luke Erickson whenever possible.
 - iv. Instructor's guide - Download additional copies of this guide to assist you in preparing to use this program with your students.
 - v. Articles - A detailed version of the article can help the instructor become familiar with the financial content and sources used in the game. The summarized version of the article can be useful as a student handout and for reflection on the main concepts covered in the game.
 - vi. Education standards - Compare the content of this game to the national personal finance education standards of both the JumpStart and Council for Economic Education organizations.

6. How to teach this program.

- a. The game begins with some written narration.
- b. When prompted, the students will use the student worksheet to select their character or "role."
- c. Most game actions are explained during gameplay. When possible, run through the program once yourself before you facilitate this program with your students.
- d. This game consists of five rounds, and can be completed in approximately 45-60 minutes, depending on the pace of the facilitator.
- e. The first round begins by clicking the dice to "roll it." Randomly, a number (1-3) will tell you how many spaces to move the ship. Click on the appropriate space and a "card" will pop up indicating a decision or action for each student to take depending on their role.

- i. Hint: If you feel like the same number keeps getting rolled, try clicking a different part of the dice.
 - f. As the students earn or lose money and morale they can keep track of it using the worksheet.
 - g. Students can “win” by accruing as much savings and morale as possible. A *balance* of morale and savings will always be best, just like real life!
 - h. We have designed this program to be easily facilitated in classroom sized groups by an instructor using a standard PC and projector.
 - i. Students will need a pencil/pen, and possibly a calculator depending on their math level.
 - j. At the conclusion of the program a final slide has suggested reflection questions that the instructor can use to facilitate group discussion on the main objectives covered in the game. Feel free to add your own reflection questions to the discussion as well.
7. How we measure success of this program.
- a. Program materials are offered free of charge through UI Extension.
 - i. However, we do ask payment in the form of an email each time you use the program in your group or class so we can count your numbers and track usage. Copies of tallies of student evaluations would also be nice, when possible. This will ensure that our program shows strong impact and merits continued financial support from our partners.
 - ii. Please print copies of the Pirate Loot *student evaluation* and have your participants fill them out.
 - 1. Completed surveys can be mailed to:
 - a. Luke Erickson
UI Extension, Madison County
PO Box 580
Rexburg, ID 83440
 - 2. OR, scan surveys, tallied results, or just the numbers of participants in your program and send to erickson@uidaho.edu.
 - iii. Pictures of you and your kids using our program are also very helpful!
 - iv. Thanks for your help, this program can't be successful without the help of local volunteers and program facilitators like you.
8. Contact us with any questions, comments, or class numbers, data, or surveys to share!
- a. Luke Erickson, erickson@uidaho.edu, 208-359-6215.
 - b. Lyle Hansen, lhansen@uidaho.edu, 208-287-5900.

Thanks! We hope you enjoy the program!