wetheeconomy
20 SHORT FILMS YOU CAN’T AFFORD TO MISS
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THE VALUE OF WORK
THIS WON’T HURT A BIT
Dear educator, event organizer, community leader, enthusiast, and seeker of great and informative content.

We have assembled a program filled with imaginative ways to inspire curiosity and spark conversation around one of the most important topics of our time - the U.S. Economy.

Our mission is to help everyone we can reach get a better understanding of the basics and bring back dinner table, water cooler, classroom, cafeteria, poolside, mountaintop, and cocktail party conversation about topics that are so very important to our present and future lives.

Through these entertaining and informative films and the accompanying companion materials, it is our hope that you become inspired to share and expand upon these topics and help others become engaged with their own economy.

We thank you for taking the time to read through the materials and welcome any thoughts and feedback you have on our program and the films.

Gratefully yours,

THE PRODUCERS

WE THE ECONOMY 20 SHORT FILMS YOU CAN’T AFFORD TO MISS
ABOUT THE FILMS

The economy. Everyone’s talking about it, but who can explain it? Paul G. Allen’s Vulcan Productions and Morgan Spurlock’s Cinelan have joined forces to produce WE THE ECONOMY 20 Short Films You Can’t Afford to Miss. Each film is helmed by an acclaimed director, each with his or her own creative vision. The series aims to drive awareness and establish a better understanding of the U.S. economy. Told through animated, comedic, musical, non-fiction, and scripted films, WE THE ECONOMY seeks to demystify a complicated topic while empowering the public to take control of their own economic futures. A panel of top economic experts including academics, analysts, journalists, and historians helped identify 20 key topics about the U.S. economy that every American should understand. Those economic advisors then worked with our filmmakers to shape the topics into 5-8 minute films.

BACKGROUND AND CONTEXT

What happens in a recession? How does money work? Why do we pay taxes? Economics affects every aspect of our lives and our individual decisions play a critical role in the state of our local and global financial stability. Yet despite our critical role, many of us are unaware of the basic fundamentals of the economic system, and the need for everyday citizens to engage intelligently in these issues.

WE THE ECONOMY addresses 20 key topics about the U.S. economy that every American should understand, and, taking the shape of 5-8 minute films, answers a comprehensive series of guiding questions:

WHAT IS THE ECONOMY?

The U.S. economy is the sum of its transactions. All of these transactions have their roots in the principle of “the marketplace.” From the first systems of barter to consumer spending on credit now driving the growth of our economy, our system has certainly evolved. Directors Morgan Spurlock, Jon M. Chu, Chris Henchy, Ramin Bahrani, and Adrian Grenier each answer - with humor and unexpected charm - one of these five questions in order to demystify the market.

1. How did the economy get started?
2. Why is the law of supply and demand so powerful?
3. How do we measure the economy?
4. How does Government regulate the economy?
5. Are natural resources vital to the economy?
BACKGROUND AND CONTEXT

WHAT IS MONEY?

Money is a commodity like any other. These next four questions will explore the institutions that create, sustain, and manage the circulation of money and how they impact our daily lives and personal financial decisions. Follow the money with directors James Schamus, Catherine Hardwicke, Lee Hirsch and Joe Berlinger. You’ll never see green the same way again.

1. What is the real value of a dollar (plus part two: What do banks do with our deposits)?
2. What is the Federal Reserve?
3. What causes a recession?
4. How does Wall Street influence the economy?

WHAT IS THE ROLE OF OUR GOVERNMENT IN THE ECONOMY?

Some of the biggest issues of the day are the role of the government in stimulating economic growth and whether or not our tax system is beneficial, bloated, or simply not good enough. Directors Jessica Yu, Marshall Curry, Barbara Kopple, Rachel Grady, and Heidi Ewing present four films that take a hard look at the numbers through animation, song and cinéma vérité.

1. Why is our tax system so complicated?
2. Why do we have budget deficits and a national debt?
3. Where do our tax dollars go?
4. Why does the U.S. fund foreign aid?

WHAT IS GLOBALIZATION?

With the internationalization of trade and finance, we are more connected than ever to other nations. Here we will tell stories that illuminate globalization, and why it matters to the health and future of the U.S. economy. Directors Bob Balaban, Albert Hughes, Miao Wang and Jehane Noujaim each dig into one of these next four questions with worldly stories you won’t soon forget.

1. What is the global trade system?
2. What happens when jobs disappear?
3. Is China’s boom good for our economy?
4. What do human rights have to do with the economy?
BACKGROUND AND CONTEXT

WHAT CAUSES INEQUALITY?

Most economists agree the gap between rich and poor is big, and getting bigger. Before we can decide how best to address the problem of growing inequality, we need to understand how it originated. Directors Adam McKay, Shola Lynch, Steve James and Mary Harron guide us through the maze with humor, creativity, and more, each tackling one of these final four topics.

1. Is inequality growing?
2. What are the causes of inequality?
3. Why is minimum wage important?
4. Why is healthcare so expensive?

Understanding these questions, and their answers, allows every viewer to gain insight into the economy, how it works, how it affects each of us, and how, by acquiring this knowledge, individuals can be better informed and make a difference when it comes to many of the issues that face us as global citizens each day.

HOW TO USE THIS GUIDE

TIPS FOR HOSTING A SUCCESSFUL VIEWING OF WE THE ECONOMY

Hosting a viewing of any or all of the WE THE ECONOMY short film series is a great way to initiate a thoughtful exploration of America’s economic structure through the minds of those who experience it every day – both consciously and unconsciously. Your viewing event might be part of an informal house party, a festival, workshop or other instructional setting. Whatever the occasion, this guide will help you spark fruitful and comprehensive conversations about the series, the individual films, and the economy in general.

The films can be used in a variety of educational and non-educational settings, with more or less facilitation, depending on your objectives and audience. Since the series is split into 5 chapters (each ranging between 4 – 5 films) you can choose to screen them all at once, by chapter, or in even smaller increments, depending on the length of your event. You can also mix and match using only the films you feel will best impact and engage your audience. In total, the series is approximately 150 minutes, and hosts should allow for an additional 30 to 45 minutes for follow-up discussion afterward. With larger groups, consider having a moderator. Your discussion might also benefit from including local experts, such as economists, policy makers, professors from local universities, or other experts to expand upon the video content and address audience questions.

Other kinds of events to consider include: a separate follow-up session for participants to create economic action agendas; a workshop for a longer, more informal and participatory event; or a formal classroom activity that spans multiple class periods. When you decide what is right for you, we’d love to hear about it. Please share anecdotes, pictures, and/or videos from your event with us and we may showcase them on our website. Send your stories to wte@cinelan.com.
The guidelines that follow, just like the films themselves, can be used together or separately depending on your timeframe and objectives. Implement the procedures below as they are written, or, if time does not allow, consider choosing one or two of the procedures from each section. For a brief, less facilitated viewing, you may choose to simply introduce the film(s), show them to the group, and choose one or two of the discussion questions to guide a post-viewing dialogue.

GUIDELINES FOR INFORMAL GROUP VIEWING

BEFORE VIEWING

1. Introduce the series and concepts. Before playing the film(s), provide a brief introduction to the series and the issues it raises. Refer to the sections “About The Films” and “Background and Context” in this guide for a general description. Then, communicate some of the central themes that reoccur throughout the series, including:
   - How the economy stabilizes and destabilizes
   - How economic decisions affect various groups of people
   - The intersection between the economic, political and social spheres
   - The importance of understanding how the economy works
   - The ways in which past economic decisions have affected our present economic climate, and how the present will affect the future
   - The complexity of our current tax structure and system
   - How the economy works on an individual, national and global scale

2. Get the audience thinking about the economy. On a flip chart or white board, write the word “ECONOMY” in the middle. Then, write the following words in a scattered word-web around the page:
   - Money
   - Supply and demand
   - Market
   - GDP
   - Budget
   - Trade
   - Labor
   - Government
GUIDELINES FOR INFORMAL GROUP VIEWING

In a large group format, elicit definitions and associations for each word from the group. Ask participants to consider how each of these words relate to one another. As they provide their definitions, draw arrows between the words, indicating how each topic relates to the others. If other words come up in conversation, add them to the word-web.

3. Convey to the group that the economy is not just about money, but is also about how a series of political, social and economic structures interact with one another – and how each one of us is involved. Ask the group to keep these terms and ideas in mind as they view the series, and to consider how they relate to one another and affect outside topics, throughout the various videos.

4. Before screening the film(s), you may want to use some or all of the following questions to conduct a group discussion. Encourage viewers to draw on their existing knowledge, personal experience and assessments of the issues surrounding the economy in their responses.

- Why is money valuable to individuals? To a society as a whole?
- What is the purpose of taxes? Do you agree with the ways in which taxes are currently implemented, enforced, and applied? What changes might you make to our tax system?
- What are the pros and cons of outsourcing labor? Who benefits and who loses?
- Do you think it is important for America to have a minimum wage? Why or why not?
- Our healthcare system exists on a continuum: on one end of the continuum is a fully privatized system, and on the other, a healthcare system that is a function of the government and paid for entirely with public funds. Where on this continuum does our healthcare system currently fall? Where do you think our healthcare system should fall?
- How do you see the concepts of supply and demand at work in your every day life?
- What does “economics” mean to you? Who and/or what decides our economic policies?
- Do you think the United States should provide economic aid to other countries? Why or why not?
- Do you think the United States’ economy could thrive without trading with other countries? What role does trade play in our economy?
- What connotations does “Wall Street” have? What do you imagine Wall Street to look like? What actually goes on there?
- How much of a role do you think the government should play in regulating the economy? What should be decided by policy and what should be left to the forces of the market?
- How do you think the U.S.’s economy compares with other countries’ economies? Which are the world’s largest economies?
- How do you think people become rich or poor?
  What factors play a role in a person’s socio-economic success?
- What is the difference between a recession and a depression? How did the recession of 2008-2009 affect your life?
- What do you think causes economic inequality? How might inequality be considered a good thing? How might it be considered a bad thing? How do we reduce the gap between rich and poor?
WHILE VIEWING

1. In advance, create a full-sized version of the following chart and distribute a copy to each viewer. (Alternatively, draw the chart on a white board, and instruct participants to recreate it on their own papers.)

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>HOW IT RELATES TO THE OVERALL ECONOMY</th>
<th>WHY IT IS IMPORTANT/BENEFICIAL</th>
<th>HOW IT RELATES TO THE INDIVIDUAL</th>
<th>WHY IT IS PROBLEMATIC/RISKY</th>
</tr>
</thead>
<tbody>
<tr>
<td>BANKS</td>
<td></td>
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<tr>
<td>TAXES</td>
<td></td>
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<td></td>
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<tr>
<td>GLOBALIZATION/OUTSOURCING</td>
<td></td>
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<tr>
<td>MINIMUM WAGE</td>
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<tr>
<td>HEALTHCARE</td>
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<tr>
<td>FOREIGN AID (FROM THE US)</td>
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<tr>
<td>GLOBAL TRADE</td>
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<tr>
<td>GOVERNMENT REGULATION</td>
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<tr>
<td>HUMAN RIGHTS</td>
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<tr>
<td>WALL STREET</td>
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<tr>
<td>NATURAL RESOURCES</td>
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<tr>
<td>HUMAN RESOURCES</td>
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</table>
2. Explain to the group that the terms in the left-hand column are some of the main topics raised by the film series and that they will be learning how the economy affects, and is affected by, each one, as well as the benefits and problems that they each present.

3. Viewers may be able to only complete some of the chart depending on which films, and how many films, you are screening at your event. Explain to the group that they are not expected to complete the entire chart, and that it should be used as a model for organizing and concretizing their thoughts as they view the film(s).

4. Instruct participants to take notes in the chart as they watch the series. Viewers should aim to understand how each of these topics relates to the broader notion of the economy, and how they are individually affected by each topic. Notes can consist of thoughts, reflections, questions, comparisons or observations. Explain to the group that they will be able to refer to the charts they have created during post-viewing discussions.

**NOTE:** Another way to utilize this chart would be to have viewers complete columns 1 and 3 (how topics relate to economy and how they relate to the individual) before viewing, and columns 2 and 4 (benefits and risks) after viewing. Or, alternatively, distribute two copies of the chart to each person, and have them complete one before they view the film(s) and one while they view the film(s). Then, after viewing, either in pairs, small groups, or in a large group discussion, allow them to compare the contents of each chart to see what they learned and how their perspectives shifted from watching the film(s).
AFTER VIEWING

1. When viewing concludes, or mid-way if you choose to break the discussion up accordingly, allow time for viewers to process what they have learned. Encourage participants to share one question or observation that they have noted on their chart. Use these comments to facilitate full group discussions, encouraging participants to answer and debate with one another in the group setting.

2. Divide the group into smaller groups of 4-6 people, and assign each group one or two of the topics from the chart, depending on the size of the audience.

3. Allow time for each group to begin a general discussion about their topic(s). Each group should then answer the following questions, which can be copied and distributed as handouts, projected overhead or written on a flip chart or white board:
   - What were your preconceived notions about your topic prior to viewing this series? How have your ideas changed since viewing it?
   - What are three ways in which your topic affects other aspects of the economy, and three ways in which other parts of the economy affect your topic?
   - How do the political and social spheres affect your topic?
   - What changes would you like to see made regarding how our economy currently interacts with your topic?
   - How does governmental and public policy affect your particular topic?
   - What primary message is the series is trying convey about your topic and its relation to the economy?

4. Allow time for small groups to present one of their answers to the whole group, and to discuss these responses as a whole. Ask viewers to consider the following guiding questions as they discuss each topic in depth:
   - How is this topic similar or different to the others in how it is affected by the economy?
   - How does this topic interact and converge with all the others?
   - How does this topic interact with, converge with, and affect ME – and how do I do the same with the topic?
In addition to, or in lieu of, the more formal after viewing activities outlined above, use some or all of the following questions to facilitate an after viewing discussion about the films:

**WHAT IS THE ECONOMY?**

- After watching the series, what do you think drives our marketplace the most? On what is most of our GDP based?
- How do you see the concepts of supply and demand at play in your own life?
- How does the government currently regulate the marketplace? Do you believe we should have more or less regulation? Why?
- What are some of the natural resources that our economy depends upon for growth? What would be the cost of using up our natural capital?

**WHAT IS MONEY?**

- What did the series say about the way the Federal Reserve functions? Who decides its policies and how does it operate?
- How did WE THE ECONOMY explain what happens when we deposit money into the bank? How exactly do banks work?
- A lot of people believe that when they deposit money into the bank, their money is “safe.” How does WE THE ECONOMY challenge this notion?
- How does WE THE ECONOMY delineate between the two types of recessions? Which do you think we are currently experiencing (if you believe we are in one), and what do you think is the best way for us to revive the economy?
- What was your understanding of Wall Street before watching the series? What is your understanding now? How does Wall Street affect both our national and global economy?
WHAT IS THE ROLE OF OUR GOVERNMENT IN THE ECONOMY?

• According to the series, what has made our national tax system so complicated? Would you propose any changes to our current structure?

• After seeing how the series explores our current “budget crisis,” what do you propose we do to solve it? How is a federal deficit different from debt, and how do these issues affect you?

• What is WE THE ECONOMY’s explanation for why the U.S. provides development aid to foreign countries when we have so many people in need of financial help at home? Do you think that the U.S. should continue to provide foreign aid? What are the pros and cons of doing so?

• After watching the series, what is your understanding of where your tax dollars go? Is this different from your understanding prior to viewing the series?

• What is globalization?

• What did you learn about the effects of urban globalization on American workers’ livelihoods from watching this series?

• After watching WE THE ECONOMY, do you believe that overseas outsourcing will increase or decrease in future years? Why?

• What does WE THE ECONOMY suggest are some of the unintended consequences of providing humanitarian aid to other countries? How might you tweak our current economic policy to address some of these consequences?

• Explain the relationship between global trade and the U.S. economy.

• After watching the series, do you think we can achieve rapid economic growth without violating moral and human rights? How you think we should balance the effort to expand economically with employing fair and human labor practices overseas?
QUESTIONS FOR FURTHER DISCUSSION

WHAT CAUSES INEQUALITY?

• What does WE THE ECONOMY say the U.S. government has done to facilitate economic growth for those at the lower end of the wage scale? Do you think governmental policies such as the minimum wage are beneficial and/or necessary? Why or why not?

• Do you think government and policy makers have a responsibility to promote economic equality, or do you think we should allow the free market system to decide economic outcome?

• After watching WE THE ECONOMY, what is your understanding of how fully private and fully public healthcare systems differ? What kind of system would you like to see implemented in this country?

• WE THE ECONOMY explores how economic inequality has grown over the past 40 years. To what do they attribute this growth? Do you agree or disagree? Explain.

GENERAL (NOT FILM OR TOPIC SPECIFIC)

• What was the most surprising part of this series? What was unexpected?

• How did the series suggest that we spur economic growth?

• What are some of the different economic concepts that WE THE ECONOMY introduced? What questions do you still have about these topics? What do you understand more now that you’ve seen the series?

• What do you think are the main thematic threads that run throughout the entire series?

• How has your understanding of the economy changed since viewing this series?

• Why do you think that it is important for all American citizens to understand the basics of our economic system?

• Which was your favorite video of the series and why? What do you think made this video more effective than the others?

• What do you think were the strengths and weaknesses of conveying information in short, distinct clips? How did this format both facilitate and hinder complete understanding of the material?

• How did this series help you understand how policies that affect economics fall on a continuum from efficiency to fairness? Where do your judgments fall on this continuum? Give examples.
The following prompts can be used to further the thinking beyond the viewing, as independent study, as small group work, or as part of community service activities. Use these examples or come up with your own similar activities using the series, the chapters, or the individual films as guiding principles. The purpose of these project prompts is to provide an opportunity for a deeper exploration of the larger themes presented by the films.

Identify and focus on one major economic issue encountered in one or more of the films (i.e., U.S. economic inequality, foreign aid taking money from domestic needs, the loss of well-paid manufacturing jobs, unaffordable healthcare, etc.). Imagine it is your job to convince lawmakers or the general public to make a change to correct this problem. Write an essay, Op-Ed, or letter explaining what the issue is and its future implications. Why is it important to take action? What are the long-term consequences of this problem if nothing is done to correct it? How will it affect your own life and the lives of future generations? Then, propose a solution and create a strategic plan that includes a step-by-step outline for implementation. If you’re able, put together a team and see if you can implement your plan.

The UN’s Universal Declaration of Human Rights is a compilation of 30 human rights that have been deemed universal – rights that every person on the planet should have. Use examples from the WTE films and current events to identify manufacturing practices that are in violation of specific articles from the UDHR. Develop a detailed strategy to align manufacturing practices with the rights listed in the UNDHR. Include in your plan how these changes will be regulated, what the consequences might be, and how you would counteract the negative consequences that may occur as a result of the changes you seek to make.

Divide a large group into pairs or small groups. Each pair or small group should select one film from WE THE ECONOMY. Each group’s task will be to identify the film’s message, the most important issues covered, and any lingering questions or curiosities sparked by the film. They will research the topic to find information to address their inquiries as well as to feel informed enough to create their own original conception of the film’s topic. They may choose to write and act out a play, make a children’s book or comic strip, or express any other creative implement of the topics raised in the film.

Consider the general idea of “the haves and the have nots.” In every society, there are people who enjoy a more luxurious lifestyle, and those who are struggling to make ends meet. A number of the films in WE THE ECONOMY address this issue – coming at it from the point of view of institutionalized inequality, globalization, access to resources, even supply and demand. Individually, in pairs, or in small groups, ask viewers to consider why, in our country and around the world, there are people who seem to benefit in the current economy and people who don’t. Ask each person/pair/group to focus on one aspect that contributes to the gap in standard of living. Explore how that aspect has evolved, why it perpetuates, how it affects individuals and societies, and what might be done to level the playing field. Groups should create a visual presentation (poster, video, slideshow, PowerPoint) that illustrates their findings. Encourage students to be creative (consider The Unbelievably Sweet Alpacas, Supply and Dance, Man) in their presentations of their findings.
**ADDITIONAL RESOURCES**

**AMERICAN ECONOMIC ASSOCIATION** [AEAWEB.ORG](http://AEAWEB.ORG)

Part of the American Economic Association is the Committee on Economic Education which sponsors conferences, workshops, and regular paper sessions with the mission of improving the quality of economic education at all levels: pre-college, college, adult, and general education.

**AMERICAN INSTITUTE FOR ECONOMIC RESEARCH (AIER)** [WWW.AIER.ORG](http://WWW.AIER.ORG)

AIER features an online community that allows members to share their interests, expertise, questions and perspectives on economic and financial aspects of the issues that are important to them. The organization creates comprehensive programs for teachers, students, professionals, and other interested individuals that are designed to help people understand economic concepts as well as to apply them to their most important daily decisions.

**CALVIN K. KAZAJIAN ECONOMICS FOUNDATION** [KAZANJIAN.ORG](http://KAZANJIAN.ORG)

The Calvin K. Kazajian foundation works directly with a Connecticut-based program, STRIVE, to provide job skills and basic economics education to the unemployed.

**CENGAGE LEARNING** [CENGAGE.COM](http://CENGAGE.COM)

Cengage Learning provides digital, print, and video business and economics content for educators, teachers, and librarians. The aim is to engage students, support educators, and make authoritative information available to librarians.

**COUNCIL FOR ECONOMIC EDUCATION** [HTTP://WWW.COUNCILFORECONED.ORG/](http://HTTP://WWW.COUNCILFORECONED.ORG/)

The Council for Economic Education has an extensive collection of resources for K-12 educators and students, which includes assessments, visuals and activities, webinars, competitions, classroom resources, and professional development.

**FAMILIES IN SCHOOLS (FIS)** [FAMILIESINSCHOOLS.ORG](http://FAMILIESINSCHOOLS.ORG)

The organization offers 5-week “College Knowledge Academies” for families of 5th-12th grade students, which includes a “Money Smarts” program. FIS also partners with the Council for Economic Education to effectively engage parents in the “Financial Literacy for Hispanic Students and Their Families”. This California program provides a comprehensive family approach to financial literacy in both English and Spanish, and is set to expand to other states in the future.
FEDERAL RESERVE SYSTEM / FEDERAL RESERVE EDUCATION FEDERALRESERVEEDUCATION.ORG

The organization’s website has free classroom resources for teachers, broken down by grade level and topic including complete lesson plans and interactive activities for students.

FOUNDATION FOR TEACHING ECONOMICS (FTE) FTE.ORG

A branch of the Foundation for Teaching Economics, the Professional Teachers Association (PTA) is an organization that provides its members with: recommendations and discounts on specially selected current books, exceptional lesson plans and teaching experiences, advance previews of new FTE program materials, regular updates on all FTE programs, and advance information of any developments that will affect the profession, such as the 2012 National Assessment of Economics.

GLOBAL ECONOMIC EDUCATION ALLIANCE (GEEA) GLOBALECONED.ORG

Global Economic Education Alliance is a non profit organization that trains educators in developing countries in the principles of market-based economics and financial literacy. One of GEEA’s programs is a teacher exchange study tour that seeks to promote and raise awareness of effective economic and financial literacy education practices throughout the world.

INTERNATIONAL MONETARY FUND IMF.ORG

In addition to providing online teaching resources on international trade and finance, the International Monetary Fund offers student scholarship programs for scholars who wish to study graduate level macroeconomics or a related field at any leading university in Japan.

JUMP$TART JUMPSTART.ORG

Jump$Start is a coalition of diverse financial education stakeholders. These organizations work together to educate and prepare our nation’s youth for life-long financial success.

JUNIOR ACHIEVEMENT (JA) JUNIORACHIEVEMENT.ORG

Junior Achievement partners with educators across the nation providing training, materials, and support to promote business education and increase financial literacy among students. JA programs correlate to various national, state, and district educational standards. Also, students who participate in Junior Achievement programs demonstrate a significant understanding of economics and business concepts, particularly those who participate in programs at consecutive grade levels, according to independent evaluators.
**KHAN ACADEMY** [KHANACADEMY.ORG](http://www.khanacademy.org)

Khan Academy is an interactive website that offers free materials and resources to students, teachers, and parents, with a section dedicated solely to economics and finance.

**NATIONAL ACADEMY FOUNDATION (NAF)** [NAF.ORG](http://www.naf.org)

The National Academy Foundation puts on an Academy of Finance at high schools nationwide to complement students’ core academic studies, offering a curriculum that covers economics, banking and credit, financial planning, global finance, securities, insurance, and accounting. The purpose of the NAF’s academies is to immerse young people in professional fields in which they are likely to find opportunities for employment, development, growth, financial reward, and advancement.

**NATIONAL ASSOCIATION OF ECONOMIC EDUCATORS (NAEE)** [WWW.NAEE.NET](http://www.naee.net)

The website offers teachers a large supply of high quality K-12 economics lessons and materials, puts on an annual professional development conference, and provides opportunities for the professional growth and recognition of its members through publications and awards.

**NATIONAL ECONOMIC ASSOCIATION** [NAECON.ORG](http://www.naecon.org)

Formerly the Caucus of Black Economists, the National Economic Association seeks to shape the future of our nation by increasing the diversity of the leaders in the field of economics, as well as promoting the professional lives of minorities employed within the profession.

**NATIONAL ENDOWMENT FOR FINANCIAL EDUCATION (NEFE)** [NEFE.ORG](http://www.nefe.org)

The National Endowment for Financial Education offers resources to help educators facilitate financial education workshops and classes and evaluate their successes. NEFE also boasts a customizable online tool for nonprofit universities and colleges, CashCourse, which has a wealth of financial education resources for students and educators.

**THE NEW YORK FINANCIAL LITERACY COALITION** [HTTP://WWW.WISE-NY.ORG/PROGRAMS.HTM](http://www.wiseny.org/programs.htm)

An innovative w!se program, the New York Financial Literacy Coalition works with financial service firms, non-profit organizations, teachers, school administrators, and parents to promote financial literacy among young adults.
UNITED STATES HISPANIC CHAMBER OF COMMERCE (USHCC) USHCC.COM

Founded in 1979, the USHCC actively promotes the economic growth and development of our nation’s entrepreneurs. The USHCC advocates on behalf of nearly 3.2 million Hispanic-owned businesses that together contribute in excess of $468 billion to the American economy each year. As the leading organization of its kind, the USHCC serves as an umbrella organization for more than 200 local Hispanic chambers and business associations in the United States and Puerto Rico.

WISE WISE-NY.ORG

W!se has a financial literacy certification program that gives high school students access to financial education and the opportunity to become certified financially literate. Participating schools teach personal finance and administer w!se’s standardized Financial Literacy Certification (CFL) Test. Teachers have access to training, educational resources, pre-tests, and online practice tests. Students who pass the CFL Test are Certified Financially Literate, earning their CFL.

WORLD ECONOMICS ASSOCIATION WORLDDECONOMICSASSOCIATION.ORG

Over 12,000 economists and related scholars are members of the World Economics Association, which publishes books, journals, blogs, and newsletters, puts on conferences, and has a number of national chapters.

YMCA YMCA.NET

The YMCA of Greater New York works in partnership with the Council for Economic Education to teach young students the basics of financial literacy through the program, “Never Too Young: Personal Finance for K-5 Learners”.