

## WORK PAYS

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### LESSON DESCRIPTION

Discussing parent jobs and reading a story help students learn about human resources. Students work at home and produce goods and services by helping their families. They receive beans from the teacher as income for their work. This experience allows students to link the idea that income is received for work performed.

### AGE LEVEL

8-9 years old

### CONCEPTS

Human resources  
Goods  
Services  
Income

### CONTENT STANDARD

Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.

### BENCHMARKS

Goods are objects that can satisfy people's wants.

Services are actions that can satisfy people's wants.

Human resources are the quantity and quality of human effort directed toward producing goods and services.

People can earn income by exchanging their human resources (physical or mental work) for wages or salaries.

### OBJECTIVES

- ◆ Define goods, services, human resources, and income.
- ◆ Identify human resources and the goods they produce or services they provide.
- ◆ Explain why people work.

### TIME REQUIRED

Two class periods

### MATERIALS

- Several dimes or quarters
- Dirty chalkboard
- Transparency of Visual 1 and Activity 1
- Copies of Activity 1, four per student
- Copies of Activities 2 and 3, one per student
- Small candies or stickers, at least three per student
- Supply of beans, 12 per student

### PROCEDURE

#### Day One

1. Ask students how you (the teacher) earn money. (*teach*) Explain that teaching is your occupation or job. Write teaching on the board.
2. Ask what their parents' occupations or jobs are. Write several of these on the board.
3. Tell students that people who work in the jobs listed on the board produce goods and provide services.
4. Define **goods** as objects that can satisfy people's wants. Shoes, cars, toys, and books are goods. Ask for other examples of goods.
5. Define **services** as actions that can satisfy people's wants. Cutting hair, fixing cars, and driving a bus are examples of services. Ask for other examples.

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6. Direct students' attention to the list of jobs on the board. Ask what good is produced or service is provided by each. Write the good or service next to the job listed on the board. (The list includes the job of teacher that provides a service, teaching. If no job produces a good, add baker to the list.) Discuss the following.

- A. What would happen if no one had a job and worked? (*People would not have any goods or services.*)
- B. Why do people work? (*They work to earn money.*) (A discussion of the other rewards from work may be appropriate at this time, such as personal satisfaction, fulfillment of a particular interest of the worker. However, the emphasis of this lesson is on income received for work performed.)

7. Explain that the money people earn when they work is called **income**. When people produce goods or services that people want, they usually earn income.

8. Explain that people who work producing goods and services are called **human resources**. Sanitation workers, plumbers, cafeteria workers, and farmers are human resources.

9. Direct students' attention to the list of workers with the goods and services that each produced. Review all the human resources on the list. Discuss the following

- A. Can only adults be human resources and work? (*No.*)
- B. Who else can be a human resource? (*anyone who produces a good or service*)

10. Ask if there is a student who wants to help you. Select one student and ask him or her to clean the dirty board. Give the student a dime or quarter. Discuss the following.

- A. What was the student's job (*board cleaning*)
- B. Did the student produce a good or service? (*service*)
- C. What kind of resource was the student helper? (*human resource*)
- D. What was the income the student received for providing the service? (*10¢ or 25¢*)

11. Reinforce the idea of receiving income for work performed, by repeating procedure step 10, asking several students to perform different jobs in the classroom.

12. Tell students you will read a story about two sisters. Tell them to listen for the problem the sisters had and how they solved their problem. Display Visual 1 and read the story. Discuss the following.

- A. What was the problem that Elena and Ginta had? (*no money to buy a gift*)
- B. What did they do to earn income? (*Ginta made and sold cookies; Elena walked Rusty the dog.*)
- C. Did Ginta produce a good or a service? (*good – cookies*)
- D. Did Elena produce a good or a service? (*service – dog walking*)
- E. Give some examples of when you've produced something at school. (*line leader, board washer, table cleaner, paper collector*)
- F. What are jobs that you might perform at home? (*make beds, feed pets, help prepare dinner, take out garbage, weed garden, clean room*)

13. Explain that students will have an opportunity to become workers at home to earn income. Recall the situations when students received coins for the services they performed.

14. Display the transparency of Activity 1. Explain that each student's assignment is to work at home, fill in the job performed on the coupon, and have a parent or guardian sign the

coupon. Complete a sample coupon to model how the coupons are completed.

15. Inform students that they will earn one bean for each coupon completed. Beans represent the income they earn and can spend to buy treats in the classroom at a later date.

16. Give four copies of Activity 1 to each student. Point out that each student may earn up to 12 beans in income. Point out that they have one week to complete as many coupons as they wish (up to 12). Be sure students understand that the beans or income earned will be spent in the classroom.

17. Give a copy of Activity 2 to each student. Tell students to take the letter and coupons home to their parents or guardians.

**Day Two**

1. Ask what types of jobs the students performed. (*Answers will vary.*) List these on the board.

2. Ask students which jobs produced a good and which produced a service.

3. Collect and count completed coupons for each student. Pay each student one bean per coupon. Ask what the beans represent. (*Income they earned for work they had completed.*)

4. Arrange a table with small treats. Tell students that all treats require four beans. Allow time for students to spend their income on treats. Discuss the following.

- A. Why were some students able to purchase more treats than others? (*They had more income to spend.*)
- B. Why did some students earn more income than others? (*Some students did more work than others.*) Why did this occur? (*Some may not have wanted to work, weren't interested in class treats, or had little time at home.*)

**CLOSURE**

Review the main points of the lesson with the following.

- 1. What are human resources? (*people who work to produce goods and services*)
- 2. What are goods? Give examples. (*Goods are objects that satisfy people's wants, such as roller skates, notebooks, and candy.*)
- 3. What are services? Give examples. (*Services are actions that satisfy people's wants such as movies, teaching, and waiting tables.*)
- 4. Give some examples of human resources. (*Answers will vary, but they should represent workers.*)
- 5. Identify the goods and services these human resources provide. (*Answers will vary.*)
- 6. Why do people work? (*to earn income*)
- 7. What is income? (*money people earn for work performed*)

**ASSESSMENT**

Distribute a copy of Activity 3 to each student. Explain that students will complete the page in class. Then, they will take the completed page home, discuss it with their parents, and bring it back to school.

**EXTENSION**

- 1. Have students interview parents or other adults about their jobs. Give students a form that asks for a job description, degree or training needed, type of product produced, good or service, and positive or negative aspects of the job.
- 2. Invite parents to visit the class to discuss their jobs.

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3. Plan a Career Day. Have students select a job they would like to have as an adult. On Career Day, students dress up and bring tools or artifacts that are representative of the job they selected. Have each child prepare a short essay about his or her job.

4. Conduct a school human resource search. Assign small groups to interview and report on a particular worker at school.

## Visual 1

### **Elena and Ginta Earn Income**

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Elena and Ginta are sisters. They have a problem. Their mother's birthday is coming up, and they want to buy her a gardening book. But, Elena and Ginta have no money. What are they going to do?

Elena has an idea. "Mrs. Baker needs someone to walk her dog Rusty. She said she would pay me to do it. I can walk Rusty and earn some income to buy Mother's gift."

This gave Ginta an idea. She said, "Saturday there will be a big parade. If I make cookies, I can sell them at the parade."

Over the next week, Ginta made cookies and Elena walked Rusty. When the parade came, Ginta was able to sell all her cookies. After the parade, the sisters counted the money they had earned. They had enough income to buy the gardening book and two ice cream cones as well! When the birthday came, their mother loved the book and gave each of them a big hug!

# Activity 1

## Coupons

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\_\_\_\_\_ performed the following task:  
(child's name)

\_\_\_\_\_

\_\_\_\_\_

(signature of parent or guardian)

\_\_\_\_\_ performed the following task:  
(child's name)

\_\_\_\_\_

\_\_\_\_\_

(signature of parent or guardian)

\_\_\_\_\_ performed the following task:  
(child's name)

\_\_\_\_\_

\_\_\_\_\_

(signature of parent or guardian)

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## Activity 2

# Parent Letter

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Dear Parent,

Today we learned that human resources produce goods and services. We also learned that people earn income for the work they do.

To help reinforce this concept, we have planned an income activity for the classroom. For this, we need your help.

Over the next week, please allow your child to perform jobs at home. This might include making the bed, taking out the trash, or reading a story to you or a sibling. For each task completed, fill out one attached coupon. Students must return all completed coupons to school on \_\_\_\_\_.  
(date)

The students will earn income in the form of beans for work done at home. This income will then be spent for special treats in the classroom.

I appreciate your continued interest and involvement in your child's education.

Sincerely,

