

A. Cover Page

Title: Goods and Services

Teaching Position: Nichols Middle School

Grade: 6th

Course: Mathematics

Total number of students: 30

How long the project lasted: 10 days

Description: The two classes that I chose to do this project with were my learning strategies math class. These classes have a wide range of learning abilities. The make-up of both classes was 99% African American and 1% Philippians. The ratios to girls to boys in the both classes were 2:1. Nichols Middle School is located in Canton public School district. 99% of the students in the district are on free lunch.

B. Abstract

The project focuses on scarcity and gain from trade. The students will learn and obtain the following skills: Describe how spending for consumer goods or services satisfies wants; Identify consumer spending decision; Compare and contrast individuals spending with group or family spending; Compare similarities and difference in spending decisions; Understand that all economic distribute goods and services; Recognize that distribution of goods and services is carried out through exchange; Understand that all parties benefit in a voluntary exchange. The skills that students will practice is using graphic organizer such as the Venn diagram. The students will practice math skills such as graphing a double bar graph. The skills that the students will practice in language arts will be writing and editing. The outcome was that all objective were master and the economic skill was learned and applied. One major outcome from the instruction was letting the students interact with each other. Another major outcome was bringing something tangent for the students to see how it connects to their lives.

C. Chronology, Instructional Process and Lessons

Lesson 1:

Grade level: 6th

National Economic Content Standards and Benchmarks:

Standard 1: Scarcity: Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result they must choose something and give up others.

MS Social Studies Framework competencies:

6: Examine how cooperation and conflict among individual, families, business, and government influence the distribution of resources and analyze the effect on the economy.

A: Compare and contrast human and physical factors that affect economic development in various regions (E.g. household, business, bank, government agencies, labor unions, cooperation)

Lesson Description: This lesson focuses on consumer spending decision that students make and different roles they assume in making those decisions. Then students will learn that most exchanges in our economy involve the trading of money for goods and services. The activities establish a rationale for studying personal finance decision making.

Student Objective:

Students will

- Describe how spending for consumer goods or services satisfies wants
- Identify consumer spending decision
- Compare and contrast individuals spending with group or family spending
- Compare similarities and difference in spending decisions

Time Required: 40 minutes

Material:

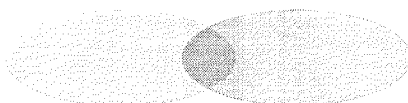
- Can drink
- Bag of chips
- Book
- Magazine
- Ball
- Spending sheet

Procedures:

Lesson 1:

1. Display a can drink, bag of chips, book, magazine, and a ball. Write the following services on the board: repairing an iPod, attending a football game, washing a car, and watching a movie.
2. Pass or have each student to hold the can drink, bag of chips, book, magazine, and the ball. Then ask if it's possible to "hold" repairing an iPod, attending a football game, washing a car, or watching a movie. (the response should be no)
3. Explain to the students that the items they held are goods. The items on the board are services. (Goods are objects that satisfy people's economic wants. Services are activities that satisfy people's economic wants.)
4. Draw a Venn diagram on the board label as the following:

Goods Services



Then ask the students to help you fill in the Venn diagram using the following questions:

- How are goods and services different?
(Goods are things that you can touch. Services are activities; you can't touch them)
- How are goods and services similar?
(They satisfy people's economic wants; people buy and use them)

5. Under the Venn diagram make the following chart and have students to list some goods and services:

<u>Goods</u>	<u>Services</u>
Juices	Babysitting
Chips	Playing basketball

6. Next explain that an economic want is a desire to have a good or services. Refer to the goods on display and services on the board. Ask the following questions to help the students get a better understanding of economic wants:

- What satisfy your wants, if you are hungry? (can drink, bag of chips)
- What satisfy your wants, if you want to have fun? (watching a movie, attending a football game)
- What satisfy your wants, if you want your broken iPod fixed? (repairing an iPod)
- What satisfy your wants, if you want a clean car? (washing a car)

7. First, ask what the word consume means. (to consume is to use a good or services to satisfy an economic want) Next, ask what the word consumer means. (someone who uses a good or service to satisfy economic wants) Finally, ask how are they related? (a consumer consume a good or service to satisfy economic wants) Point out that this is called consumer spending decisions.

8. Ask students do they always get what they want. Point out that this is because their families might not be able to afford it. Then explain to them that the school is the same way. It can't always afford things they want to purchase for the students. Explain to them that this face the economic problem of scarcity. Use the following questions:

- When you can't have all the goods or services you want, what must you do?
(make a choice or decision)

- Give an example of a decision you made because you couldn't have everything you want? (answers will vary)
9. Explain that people can check to see what kind of spending decision they make by keeping a record of all their spending for a while. Ask the students to keep track of their spending for one week. Display the following on the board to demonstrate to the students how to keep up with their spending. Have students to bring in their spending sheet everyday for you to check for one week:

Date: 10/09	Date: 10/09
Good/service:	Good/service:
Hot chips	Shoes
Price: 0.35	Price: 35.26
Total spent: 1.05	Total spent: 35.26
Who decided? Me	Who decided? Me
Who paid? Me	Who paid? Family

Closure: What is a good, a service, and what are the Venn diagram and double bar graph used for?

Resource: Financial Fitness for Life: Steps to Financial Fitness

Lesson 2:

Grade level: 6th

National Economic Content Standards and Benchmarks:

Standard 1: Scarcity: Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result they must choose something and give up others.

MS Social Studies Framework competencies:

6: Examine how cooperation and conflict among individual, families, business, and government influence the distribution of resources and analyze the effect on the economy.

A: Compare and contrast human and physical factors that affect economic development in various regions (E.g. household, business, bank, government agencies, labor unions, cooperation)

Lesson Description: This lesson focuses on consumer spending decision that students make and different roles they assume in making those decisions. Then students will learn that most exchanges in our economy involve the trading of money for goods and services. The activities establish a rationale for studying personal finance decision making.

Student Objective:

Students will

- Describe how spending for consumer goods or services satisfies wants
- Identify consumer spending decision
- Compare and contrast individuals spending with group or family spending

- Compare similarities and difference in spending decisions

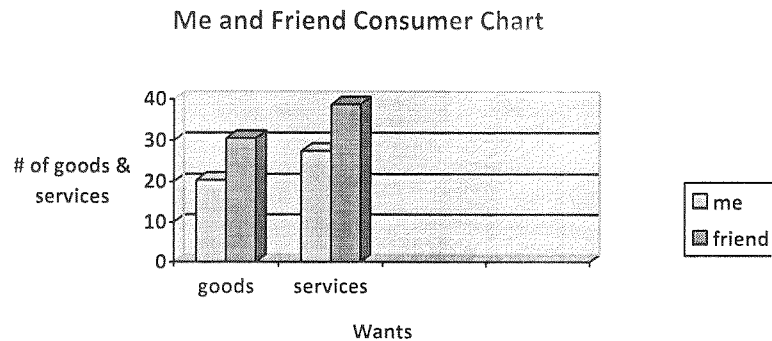
Time Required: 40 minutes

Material:

- Spending sheet

Procedures:

1. Have the students to count the number of goods and services he or she bought from their spending sheet.
2. Pair the students up and have them to create a double bar graph comparing how many goods they bought and how many services they used. An example:



3. Have each student report one item from their spending sheet. As they reports record their items on the board. Tell the students that they should not report items that have already been listed on the board.
4. Explain that the students will compare their personal spending decision with the class decisions listed on the board using a Venn diagram.

Assessment: Have the pairs to make a Venn diagram comparing their goods and services with each other. Then have the students to answer the following questions on their own:

- What spending choice did you make that were different from those on your partner list?
- Why did you make a different choice?
- Name some spending decisions you had in common with your partner?

Closure: Bring an item from home that you can use to barter with. (Toy, comb, pencil etc...)

Resource: Financial Fitness for Life: Steps to Financial Fitness

Lesson 3:

Grade level: 6th

National Economic Content Standards and Benchmarks:

Standard 5: Gain from trade: Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organization within a nation, and among individuals or organization in different nations.

MS Social Studies Framework competencies:

6: Examine how cooperation and conflict among individual, families, business, and government influence the distribution of resources and analyze the effect on the economy.

A: Compare and contrast human and physical factors that affect economic development in various regions (E.g. household, business, bank, government agencies, labor unions, cooperation)

Lesson Description: This lesson focuses on consumer spending decision that students make and different roles they assume in making those decisions. Then students will learn that most exchanges in our economy involve the trading of money for goods and services. The activities establish a rationale for studying personal finance decision making.

Student Objective:

Students will

- Recognize that distribution of goods and services is carried out through exchange
- Understand that all parties benefit in a voluntary exchange

Time Required: 40 minutes

Material:

- One item per student to barter brought from home. (toy, comb, pencil, etc...) You may also need to barter an item and bring extras.

Procedures:

1. Have each student place the barter item on their desk. Explain that no other barter items may appear during the activity.
2. Introduce the activity by taking 10-15 seconds to describe your barter item. Then ask if any students are interested in having your item.
3. Then allow some students 10-15 seconds to describe their barter item. Next ask if any student is willing to trade or exchange items with you.
4. Explain that if two parties are satisfied with the exchange, barter can take place. Then ask students to tell what are goods and services. (goods are objects that can satisfy people's want. Services are activities that can satisfy human wants) Inform the class that bartering may involve an exchange of either goods or services, but today only goods will be exchange.
5. Have students walk around the room and barter their item. Students may make one exchange or continue to exchange items until finding one that is satisfactory. This activity takes about 15-20 minutes. When time is up students should not have the same item they began with. (you may have to exchange with students whose barter item is no interest to others)

Assessment: At the end of the activity have students to respond to the following question:

- Why they made the exchange they did?
- Are they more satisfied now than before the trade?
- Was there some object they would have preferred to have but could not because its owner was not interested in their item?

Closure: Have students write about a barter situation they know of involving themselves or members of their families.

Resource: Choice and Change in Life, School and Work

D. Evaluation

A pre/ post test was given before the start of the first lesson and at the end of the third lesson. The results on the pre-test were extremely low. The class average for the first class was 45% and the class average for the second class was 51%. The post test results were extremely good. The class average for the first class was 93% and the class average for the second class was about 96%. There was a gain of 38% for the first and 35% for the second class. The pre/post test was not multiple choice but it included the following questions:

- What does consume mean?
- What is a consumer?
- How are consume and consumer related?
- What is consumer spending decision?
- What is scarcity?
- What are goods?
- Name three goods.
- What are services?
- Name three services?
- What is a voluntary exchange?
- What is barter?

Throughout the lessons student had many activities to complete. Those activities went into the students portfolios. In all the activities students were made to use graphic organizer and use their anchor writing skills to answer short answer question. The students were also assessed on their ability to construct a double bar graph. The students will receive grades in social studies, language arts and mathematic, because this lesson requires students to rely on skills from those subjects.

Bibliographical

1. Financial Fitness for Life: Steps to Financial Fitness-Grade 3-5 Teacher Guide; lesson 6 on the Virtual Economic disk
2. Choice and Change in Life, School and Work- Grade 6-8 Teacher Guide; lesson 3 on the Virtual Economic disk

Attachments:

Spending Sheet

Date:	Date:	Date:	Date:
Good/service:	Good/service:	Good/service:	Good/service:
Price:	Price:	Price:	Price:
Total spent:	Total spent:	Total spent:	Total spent:
Who decided?	Who decided?	Who decided?	Who decided?
Who paid?	Who paid?	Who paid?	Who paid?
Date:	Date:	Date:	Date:
Good/service:	Good/service:	Good/service:	Good/service:
Price:	Price:	Price:	Price:
Total spent:	Total spent:	Total spent:	Total spent:
Who decided?	Who decided?	Who decided?	Who decided?
Who paid?	Who paid?	Who paid?	Who paid?
Date:	Date:	Date:	Date:
Good/service:	Good/service:	Good/service:	Good/service:
Price:	Price:	Price:	Price:
Total spent:	Total spent:	Total spent:	Total spent:
Who decided?	Who decided?	Who decided?	Who decided?
Who paid?	Who paid?	Who paid?	Who paid?

Venn diagram

