



## **Using Goods and Services**

### **Lesson Description:**

In this lesson, students review the concept of goods and services and use that knowledge to identify goods and services found in their school building. Then, they connect the idea of providing a service to the work done by individuals.

### **Suggested Grade Level:**

1<sup>st</sup> – 2<sup>nd</sup>

### **Economic Concepts:**

Goods and services

### **Voluntary National Content Standards in Economics:**

Content Standard 1: Scarcity

Students will understand that 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.

### **National Standards for Financial Literacy:**

Standard II: Buying Goods and Services

People cannot buy or make all the goods and services they want; as a result, people choose to buy some goods and services and not buy others. People can improve their economic well-being by making informed spending decisions, which entails collecting information, planning, and budgeting.

### **Jump Start National Standards in K-12 Personal Finance Education**

Employment and Income Standard 1:

Explore job and career options.

### **Time Suggested:**

45-60 minutes (if completed in a single teaching period)

### **Supplies:**

- *Good Boy Gets His Name* video, and means to project it
- One copy of the Goods and Services Scavenger Hunt handout per student, with writing utensil
- Cut and mounted copies of the scavenger hunt cards, if hunting in the classroom
- Help Wanted handout, one per student, with writing and coloring utensils
- Ticket handouts, one per student (cut the page in half so that each student has one ticket)

**Classroom Procedures:**

1. To begin the lesson, show students the *Good Boy Gets His Name* video. Following the video, review the definitions of goods and services with the class.
  - a. Ask, “what is a good?” (**Something we can touch that we buy to satisfy our economic wants.**)
  - b. Ask, “what is a service?” (**Something someone does that we pay for in order to satisfy our economic wants.**)
  - c. If students are unclear on these definitions, spend a bit more time cementing them before moving on with the rest of the lesson. Ask the class to list goods and services shown in the video, particularly those in the song. The chart below (from this video’s Lesson 1 document) shows the goods and services mentioned in the video that relate to Good Boy.

Goods		Services
Bowtie	Chew toys	Dog walking
Leash	Dog biscuits	Dog grooming
Dog bowl	Collar	Dog brushing
Sweater	Dog Bones	Dog sitting
Dog treats	Brush	Dog training
Dog bed	Toothbrush	Veterinary care
Dog food	Dog Toothpaste	

2. Following this review, tell students that the class will be taking a field trip around the school building on a scavenger hunt for goods and services. Give each student a copy of the Goods and Services Scavenger Hunt handout, a pencil, and something that will make writing easier – a clipboard, sturdy folder, or textbook.
  - a. Before leaving the classroom, make sure students understand their assignment and your behavioral expectations. They need to find goods and services around the school building and record them on their charts, checking the correct box to show if what they find is a good or a service. Stress that students need to be respectful of other classes’ learning time and other adults’ work time, and remain quiet and polite as they move through the building.
  - b. Walk through the school building and pause at locations where students are likely to note goods and service providers that are familiar to them: books and the media specialist in the media center; computers and the technology teacher in the computer lab; food items and the cafeteria workers in the cafeteria; administrators in the office; and PE supplies and the coach in the gym. Stop periodically to allow students time to record their answers.
  - c. If necessary, complete one stop together as a class. For example, if stopping at the media center:

- i. Ask the class, “what goods do you see people using in the media center?”  
**(Books, magazines, computers, shelves, carpet, paper, etc.)**
  - ii. Continue by asking, “what services do you see the media specialist providing?” **(Teaching students, helping students and teachers find books, reading aloud to classes, checking out books, organizing library materials, etc.)**
  - iii. Make sure students correctly record these scavenger hunt finds before continuing to tour the building.
- d. If moving around the school building is not possible, use the goods and services photo cards at the end of this document to complete a scavenger hunt in the classroom - or other space – where students can move around freely. Cut out the photo cards and mount them on index cards or card stock for durability. Before students enter the classroom to participate in the scavenger hunt, stick them in various places around the room. (If needed, write titles for the services on the cards before posting them.) At your signal, allow students to move quietly around the room to find the cards, and then record what they find on their charts.
- e. Follow the procedures in Step C above if students need assistance in recording what they find.
- f. Remind students that they do not have to record every good and service that they see, especially if completing the scavenger hunt inside the classroom.
3. Returning to the classroom or students’ seats, ask each student to select one good and one service to share with the class. Go quickly around the room and ask students to share what they found and why it is a good or a service. If students’ answers are repetitive, encourage them to select something from their list that others have not shared yet.
4. Once all students have shared, explain to the class that they will continue the discussion of services provided within the school by creating “help wanted” posters for one of the services that they saw someone providing.
  - a. Tell students to imagine that a new school is under construction, and that they have been asked to help suggest the sorts of services that the school will provide. Distribute one copy of the Help Wanted handout to each student.
  - b. Keeping in mind the services that students found within their own school, ask students to select one of those services, or one that they would like to see provided in the new school, and record it in the appropriate place on the Help Wanted poster. Before continuing with the activity, quickly review each student’s response to make sure that they have listed a service and that the service is appropriate for a school building. The service does not have to be one that exists in the current school, but should be somewhat reasonable.
  - c. Once students have recorded their service-providing job title, they should draw a picture of someone doing it or write a few sentences describing it in the top box on the page.
  - d. Then, they can list or draw the services provided by the job in the bottom box. Students should include details that would help an observer determine the responsibilities of the job in providing a service.

- e. When all students have finished their posters, ask a few to share what service provider they selected, the services that that person will provide in the new school building, and why that particular service provider is important to the students and staff.
  - i. Ask, “what service will the person doing your job provide?” (**Answers will vary, but students need to be able to explain how the person is doing something for others in order to earn an income.**)
  - ii. Continue by asking, “how is this job important to the people who will work in the new school building?” (**Students should be able to share the function of the job, and how it enhances the school’s functioning. The depth of these answers will depend upon students’ ages, but should indicate some knowledge of the importance of service providers.**)
  - iii. If time permits, ask students to share the goods that these service providers use as part of their jobs. For example, a cafeteria cook might use an oven, pots and pans, utensils, and ingredients. The art teacher uses paper, paint, colored pencils, and a computer. Again, the depth of these answers will vary, but this question will allow you to evaluate the connections students are making between goods and services, and between their economics content and their own lives.

### **Closing:**

Ask students to share which of the service-providing jobs they might like to do when they are adults. Discuss the importance of these jobs, and the ways that the people doing these jobs interact to benefit the larger community.

### **Assessment:**

Using the attached Ticket Out the Door handout, have students identify three goods and three services they can think of from their homes. (If you have students experiencing homelessness, alter the assignment so that students think of goods and services they might encounter in their communities.)

### **Extensions:**

-Many children’s books exist that address the basic idea of goods and services, even if they do not do so explicitly. Some suggestions are:

\*Richard Scarry’s books that show towns and people in action. Students can identify the various service providers within the community, and the goods used by characters and sold in stores.

\*Bunny Money, by Rosemary Wells, tells the story of a sister and brother who set off shopping and end up purchasing a variety of goods and services while watching their saved money dwindle. Using this book also allows students to consider the consequences of spending decisions.

\*Ox-Cart Man, Donald Hall and Barbara Cooney’s classic, follows the journey of a New England farmer who takes a year’s worth of his family’s farm production to town to sell

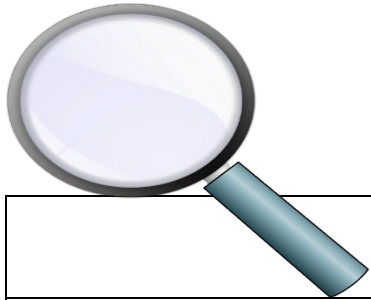
and trade for the things they cannot make themselves. This is also a good choice for discussing producers and consumers.

\*On Market Street, by Arnold and Anita Lobel, is a simple alphabet book with a single item pictured for each letter of the alphabet. These are all goods, and students can identify the service associated with each one.









## Goods and Services Scavenger Hunt

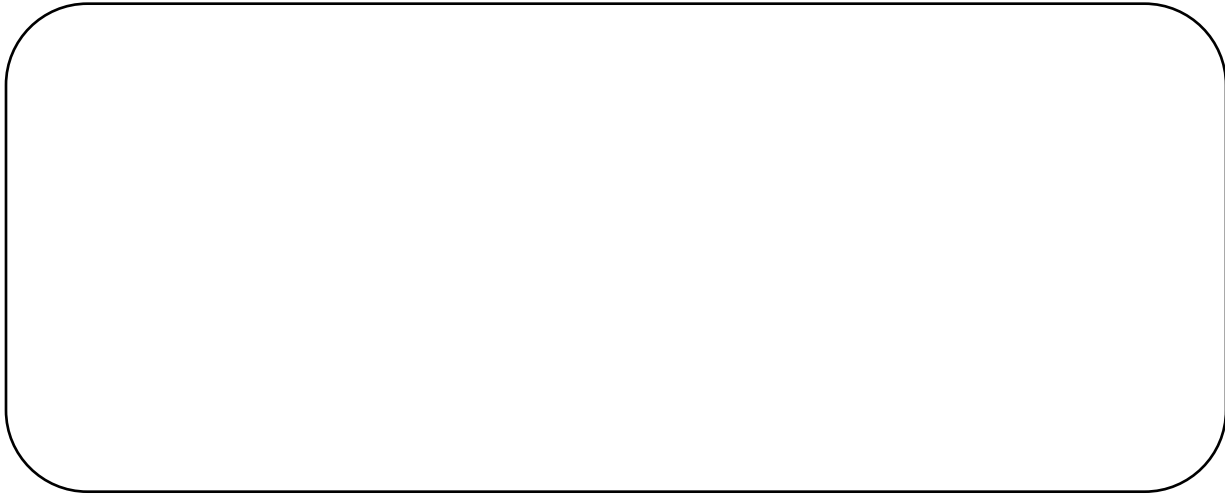
WHAT I FOUND	GOOD	SERVICE



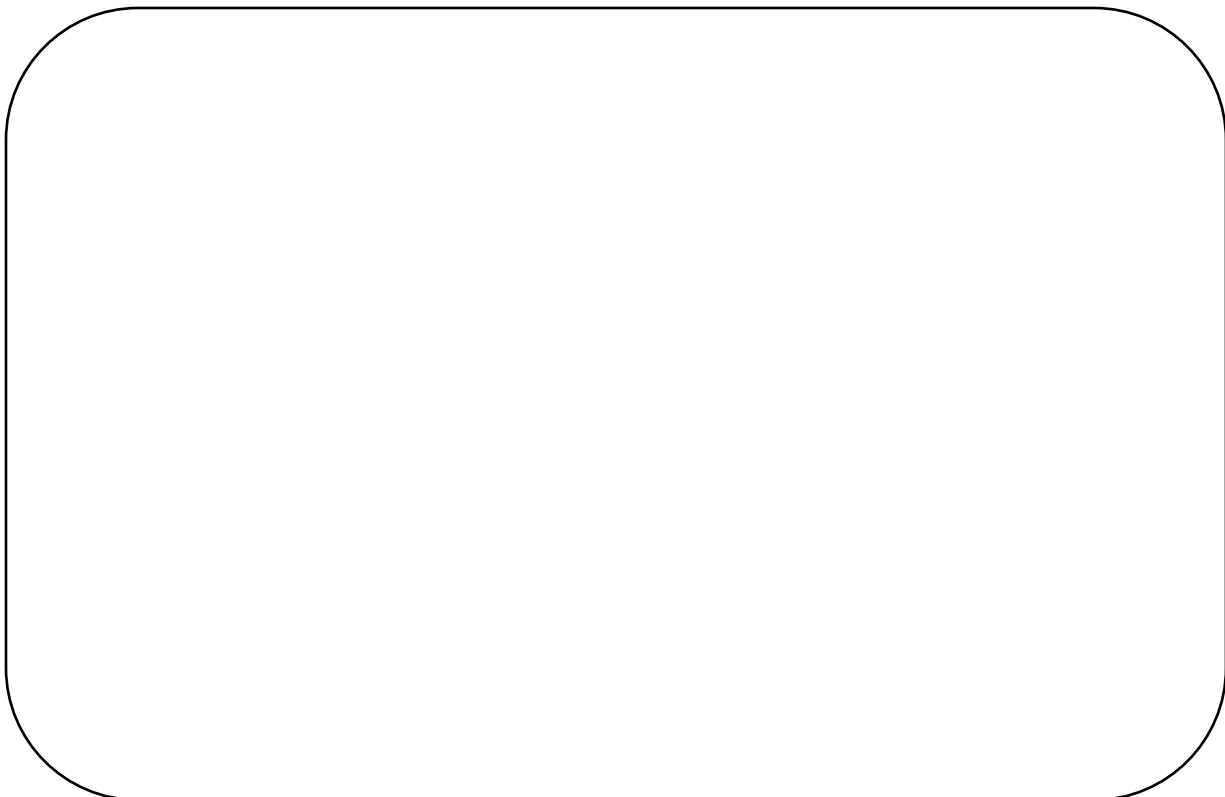
# HELP WANTED:

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(list job title here)



## Services Provided:



<b>Goods:</b>	<b>Services:</b>
1.	1.
2.	2.
3.	3.

<b>Goods:</b>	<b>Services:</b>
1.	1.
2.	2.
3.	3.