

## Concepts:

1. Learn how people earn money from providing good and services
2. People work on a paid and/or voluntary basis to provide goods and services.
3. What are the different methods of payment?

## Learning Standards:

- **Identity:** I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both. (ID.K-2.5)
- **Diversity:** I want to know about other people and how our lives and experiences are the same and different (DI.K-2.8)

## Considerations

- Relationships play an important role when making informed and culturally responsive instructional decisions. Be aware of the impact conversations around income can have on your students based on their families' access to opportunities and resources. Families receive income in different ways, some may be earned through selling goods and/or services however some families may receive income in a different way (social security, welfare etc.).
- Teachers should be sensitive to the differences of students' access to resources. Think about how questions about income and possessions will impact students such as discussing specific brands of clothes and shoes. It is helpful to use characters from books to have conversations around these topics to provide a level playing field of experience as well as being sensitive to the differences in economic circumstances of your students.
- Assumptions about groups of people can perpetuate stereotypes. Be curious about the stories of your students and create space for them to share their voice so that they can socially construct ideas with their classmates.
- Leverage the social capital of your students. Activate the various experiences of your students by including resources (books, posters, media etc.) that offer a range of goods, services, and ways to sell. Every child in your class should receive an opportunity to feel like an expert.

## Setting up Discussion Space-Community Agreements

Classroom discussions provide a great way for students to socially construct knowledge from a variety of experiences. It is important to set up discussions and the overall classroom climate with community agreements. Think about what “rules, norms, guidelines, agreements etc.” will create a safe and brave space for conversation. Co-create this list of agreements with your students. Ideally you will already have community agreements in place and will just revisit them prior to discussions as a reminder of how we will care for each other. Some examples of agreements: “Listen when others are speaking.” “Think about how your words will impact others.” “Be present.” “What is said in this space stays in this space.”

### Discussion Questions

As you have conversations with students about how people earn money by providing goods and services, make the connections between wanting to know about other people and how our lives and experiences are the same and different.

- What goods and services do you use?
- What are some ways you can earn money? Can you think of a good or service you'd like to produce? Tell us about it.
- What are some ways you have noticed family or friends producing goods and services?

### Extension Activity

Serving the Community: Talk to students about how they can find all sorts of ways to solve problems and serve their community. Highlight young activist, [Mari Copeny](#), and her efforts to bring awareness to the Flint water crisis. Discuss how she began collecting bottled water donations to supply her community with the goods they needed. Talk about how you can raise awareness about an issue or get involved with getting goods to your community. Encourage students to create videos, posters, letters etc. to get their message across.

### Journal Prompt

Think about how resources are used in different ways. What goods and services are the most important to you and your family? Why? What similarities and differences do you notice between you and your classmates? Write about it.

### Suggested Read Alouds

- [The Paperboy](#) by: Dav Pilkey [click here for read aloud](#)
  - Discuss why the Paperboy may be delivering paper.
  - What would you buy with the money you earned? Would you save?
- [Grandma and Me at the Flea: Los Meros Meros Remateros](#) by: Juan Herrera (Author), Anita De Lucio-Brook (Illustrator)
  - Discuss the various forms of transactions. How important was it to Juanito to send home money to Mexico? What did the transaction tell you about the value?
  - Discuss the idea that “the value of a community can never be measured in dollars.”
  - This book is an example of a digital story project with this read aloud-perhaps you can buddy up with a high school Spanish class and do a similar project with Spanish words.

