**Lesson Plan 1**

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| **Time** 30 mins | **National Standards in Economics**  STANDARD 1: SCARCITY, STANDARD 2: DECISION MAKING, STANDARD 6: SPECIALIZATION |
| **Objectives**  Students will be able to:   * Listen to a story and determine the human capital traits of the main characters. * Define human capital and demonstrate understanding of the concept by identifying their own human capital traits. | **Materials**   * Book - *Sloth & Squirrel in a Pickle* by Cathy Ballou Mealey * Human Capital Graphic Organizer |
| **Activities**  **Read Aloud**  Share with students that today they will listen to a book featuring 3 characters. All of them have special skills, attitudes, education, training, talents, and abilities. Challenge them to listen for those skills in the book. Read the book to the students. Ask them to identify the characters which are Squirrel, Sloth, and Mr. Peacock.  **Human Capital Graphic Organizer**  Display the handout. In economics, the term used to describe those skills, talents, education, experience, and abilities is called human capital. Challenge students to look at each character and complete the chart in teams or as a whole group. Challenge students to pretend they are Mr. Peacock. Ask them to identify human capital traits they would like in an “ideal” new hire to work at the pickle factory. Record the answers on the graphic organizer. | |
| **Assessment**  **Thumbs Up or Thumbs Down**  Assess student learning by reading the following statements. If the student agrees with the statement, they will show a thumbs up sign with their thumb. If they disagree, they should show a thumbs down sign with their thumb.   * Sloth was a very fast worker. (thumbs down) * A person’s skills, talents, education, and abilities are called their human capital. (thumbs up) * Squirrel was a very fast worker. (thumbs up) * Specialization leads to more productivity. (thumbs up) * Being tall, practicing, being a good shot, and a team player, would be examples of human capital for a basketball player. (thumbs up) * Being tall, practicing, being a good shot, and a team player would be examples of human capital for a pilot. (thumbs down) * There are ways to increase your human capital. (thumbs up) * Watching a You Tube video, reading a manual, or practicing is an example of investing in your human capital. (thumbs up) | |

**Human Capital Graphic Organizer**

Human capital refers to the quality of labor resources, which can be improved through investments in education, training, and health. Complete the graphic organizer below by writing the skills, talents, education, and suggestion for an investment in human capital of each character from the book.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Character** | **Skills** | **Education** | **Talents** | **Suggestion for an investment in human capital** |
| A cartoon of a peacock  Description automatically generated |  |  |  |  |
| A cartoon monkey on a yellow background  Description automatically generated |  |  |  |  |
| A cartoon of a squirrel holding a bottle  Description automatically generated |  |  |  |  |
| **The ideal hire at the pickle factory** |  |  |  |  |

**Answer Key for Human Capital Graphic Organizer**

Human capital refers to the quality of labor resources, which can be improved through investments in education, training, and health. Complete the graphic organizer below by writing the skills, talents, education, and suggestion for an investment in human capital of each character from the book.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Character** | **Skills** | **Education** | **Talents** | **Suggestion for an investment in human capital** |
| A cartoon of a peacock  Description automatically generated | **Manages a business** | **Has a diploma of pickleology** | **Expects quality**  **Very serious about business** | **Invest in technology and training for employees** |
| A cartoon monkey on a yellow background  Description automatically generated | **Team player** | **No experience but willing to work** | **reliable**  **has good ideas** | **Practice**  **Find a different working posture** |
| A cartoon of a squirrel holding a bottle  Description automatically generated | **Works really, really fast**  **Goal setter** | **Can bury a jillion acorns in an hour** | **Confident**  **Great shape** | **Practice, training** |
| **The ideal hire at the pickle factory** | **Fast**  **Quality worker** | **Has received training and practice on how to assemble pickle jars** | **Fast**  **Close eye to detail**  **Good worker** | **Continuous training** |

**Lesson Plan 2**

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| --- | --- |
| **Time** 30 mins | **National Standards in Economics**  STANDARD 1: SCARCITY, STANDARD 2: DECISION MAKING, STANDARD 6: SPECIALIZATION |
| **Objectives**  Students will be able to:   * Participate in a production activity to experience how investments in human capital increase productivity. | **Materials**   * Pickle Jar Assembling Activity * Resources for Pickle Jar Assembling Activity: copies of the activity worksheets, scissors (2 pair for each team), green crayon (one for each team), glue stick (one for each team) * Human Capital Sorting |
| **Activities**  **Pickle Jar Assembling Activity Teacher Preparation**  Create stations. At each station provide labels, colors, scissors, glue sticks, and pickle jars. Print copies of the Pickle Jar Assembling Activity. Divide students into groups of 4 students with assigned roles: Scissor Specialist, Artistic Specialist, Glue Specialist, and Assembly Specialist.  **Pickle Jar Assembling Activity**  Begin the activity by stating the following directions, “Sloth and Squirrel decided they should **specialize** to be more productive. To specialize means that a worker focuses on a specific task. This makes each worker more efficient at a task, and thus more productive. Teams will specialize in creating as many pickle jars as they can in four minutes See the perfect pickle jar. Two students will serve as supply specialists. Supply specialists will need certain tools to do their job efficiently. Ask students what an example of a tool would be that would help them cut along a dotted line to create labels. Scissors will make it easier and faster to cut the labels. Another specialist will cut along the dotted line to create pickle jars. That specialist will also need a set of scissors. One artistic specialist will color the pickle green making sure to stay exactly in the lines and coloring the pickle completely. The next student will serve as the assembly specialist gluing and adhering the label in the correct position within the dotted line. This specialist will need a careful eye for detail. All should be advised to do their very best work because Mr. Peabody expects quality for the consumer. If any are messy, he will not accept it. The team wouldn’t earn income for their work…just like Squirrel and Sloth.”  Start the timer. At the end of four minutes, the teacher will visit each station to see how many pickle jars are ready for the market. Just like Mr. Peabody, the teacher can only accept quality pickle jars. Ask students the following questions, “How did you feel you performed? What would you do differently if you had another opportunity to be more productive? How would you change the process to be more productive the second round?”  Conduct Round 2. Identify the quality of the pickle jars for market. The number of quality pickle jars should increase. Discuss the reasons why. Some answers might include practice or training. | |
| **Assessment**  **Human Capital Sorting**  Distribute an assessment worksheet to each student. Ask students to sort the human capital cards that would best fit each specialist and write their answer under each box. | |

**Pickle Jar Assembling Activity**

A black and white drawing of a cucumber

Description automatically generatedA drawing of a jar

Description automatically generatedA green and black paint stroke

Description automatically generated with medium confidence

The Perfect Pickle

A black and white drawing of a pickle

Description automatically generatedA black and white drawing of a pickle

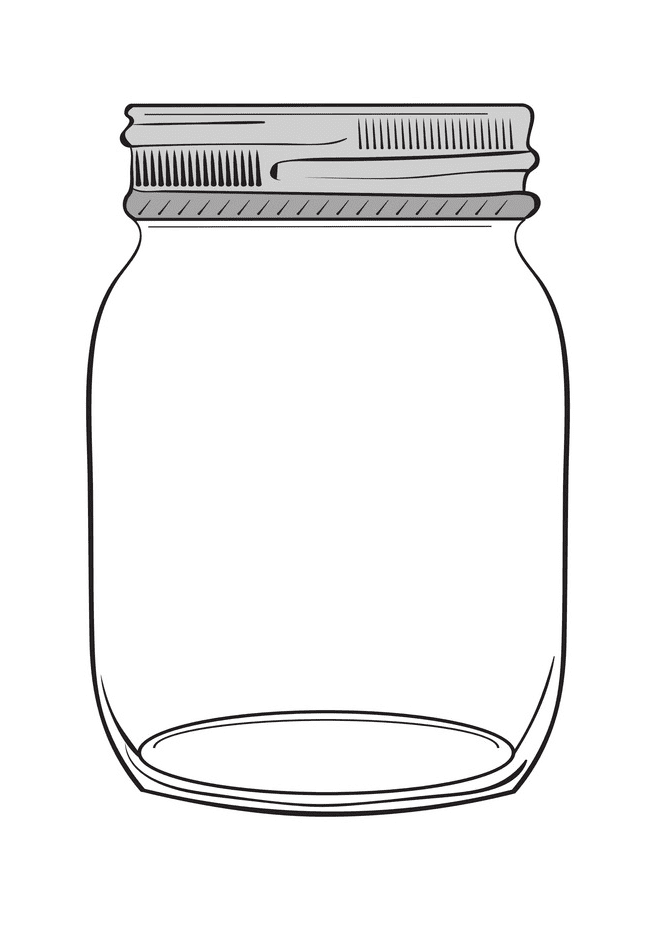
Description automatically generatedA black and white drawing of a pickle

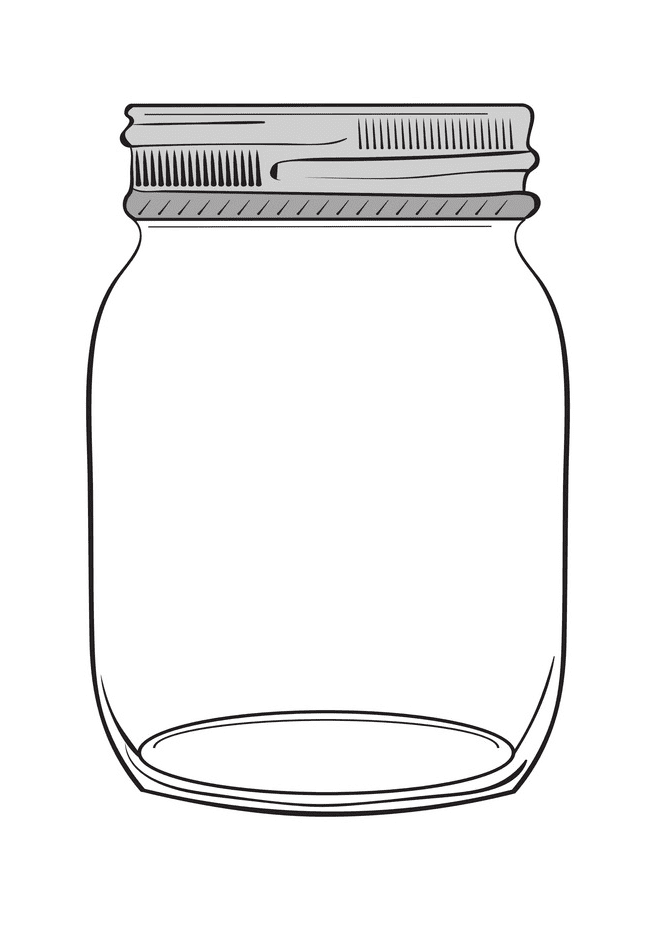
Description automatically generatedA black and white drawing of a pickle

Description automatically generatedA black and white drawing of a cucumber

Description automatically generatedA black and white drawing of a cucumber

Description automatically generated





**Human Capital Sort**

Sort the human capital traits below that best fits each specialist. Write in the box the correct descriptions or cut and paste them in the correct category.

|  |  |  |
| --- | --- | --- |
| **Basketball Player** | **Doctor** | **Baker** |
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|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | | |
| **good at measuring** | **tall** | **physically fit** |
| **team player** | **finishes medical school** | **knows how to read recipes** |
| **attends basketball camp** | **artistic/creative** | **practices shooting** |
| **knows how to read an x-ray** | **practices with new recipes** | **attends trainings about new medicine** |
| **enjoys taking care of people** | **enjoys being in the kitchen** | **knows how to use medical equipment** |

**Answer Key for Human Capital Sort**

Sort the human capital traits below that best fits each specialist. Write in the box the correct descriptions or cut and paste them in the correct category.

|  |  |  |
| --- | --- | --- |
| **Basketball Player** | **Doctor** | **Baker** |
| **tall** | **finishes medical school** | **good at measuring** |
| **physically fit** | **enjoys taking care of people** | **knows how to read recipes** |
| **team player** | **knows how to use medical equipment** | **artistic/creative** |
| **attends basketball camp** | **knows how to read an x-ray** | **practices with new recipes** |
| **practices shooting** | **attends trainings about new medicines** | **enjoys being in the kitchen** |