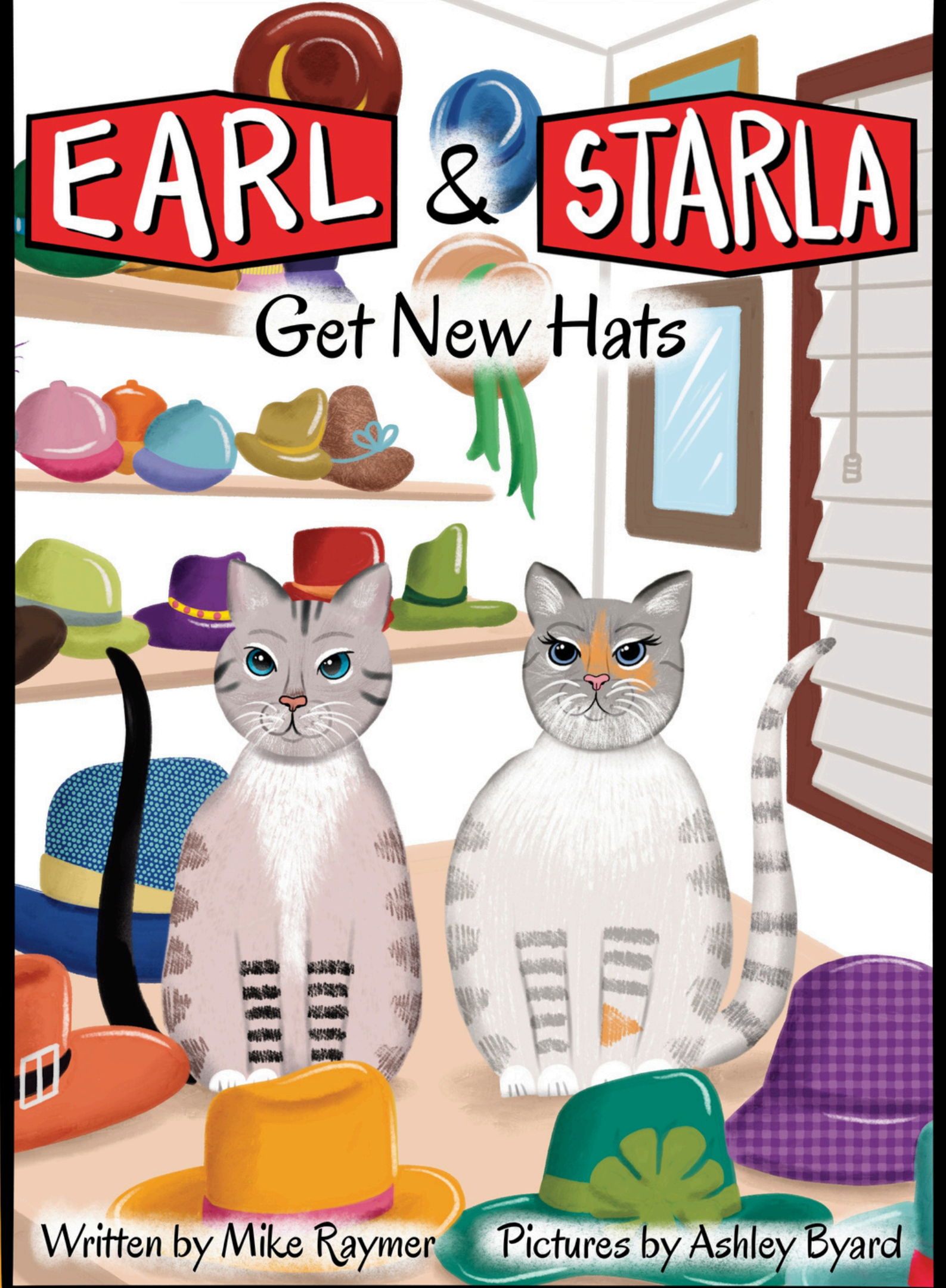


Earl & Starla Get New Hats

Angie Battle
Program Manager



Certificate Requirements

To earn professional development hours for webinars, you must:

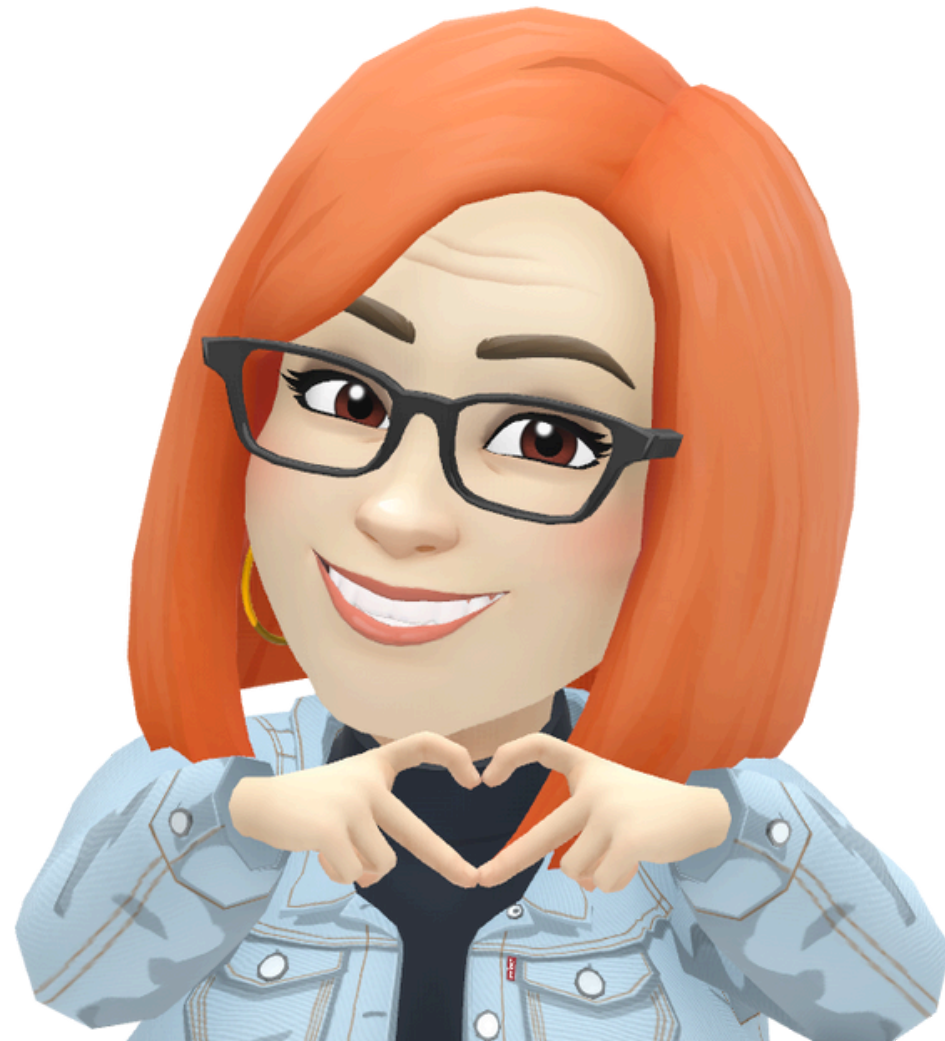
- Watch a minimum of 75% for all sessions
- You will automatically receive a professional development certificate via e-mail within 24 to 48 hours.

Objectives

You will be able to:

- Insert objective – start with a verb
- Insert objective – start with a verb
- Insert objective – start with a verb

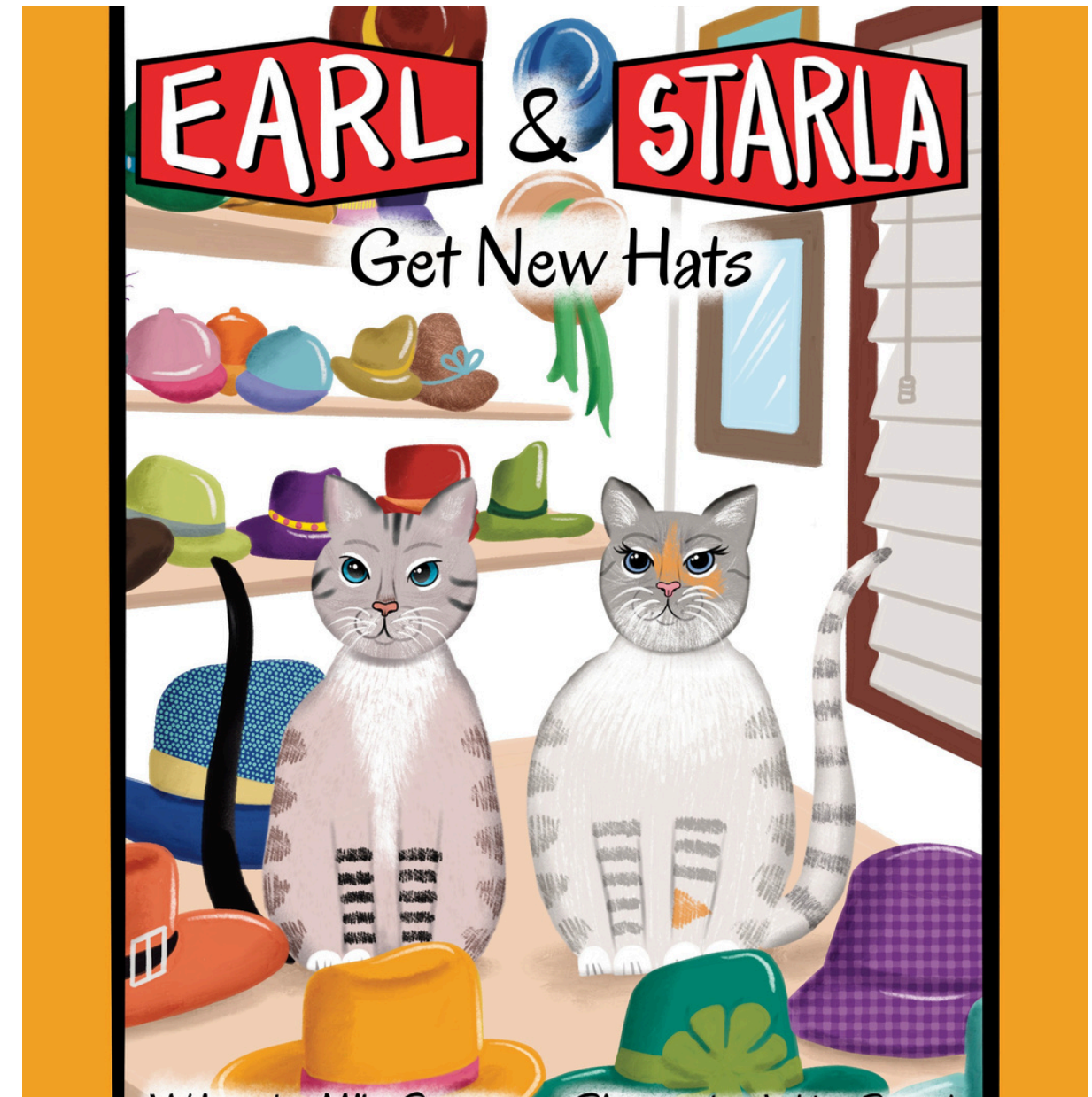
Presenter



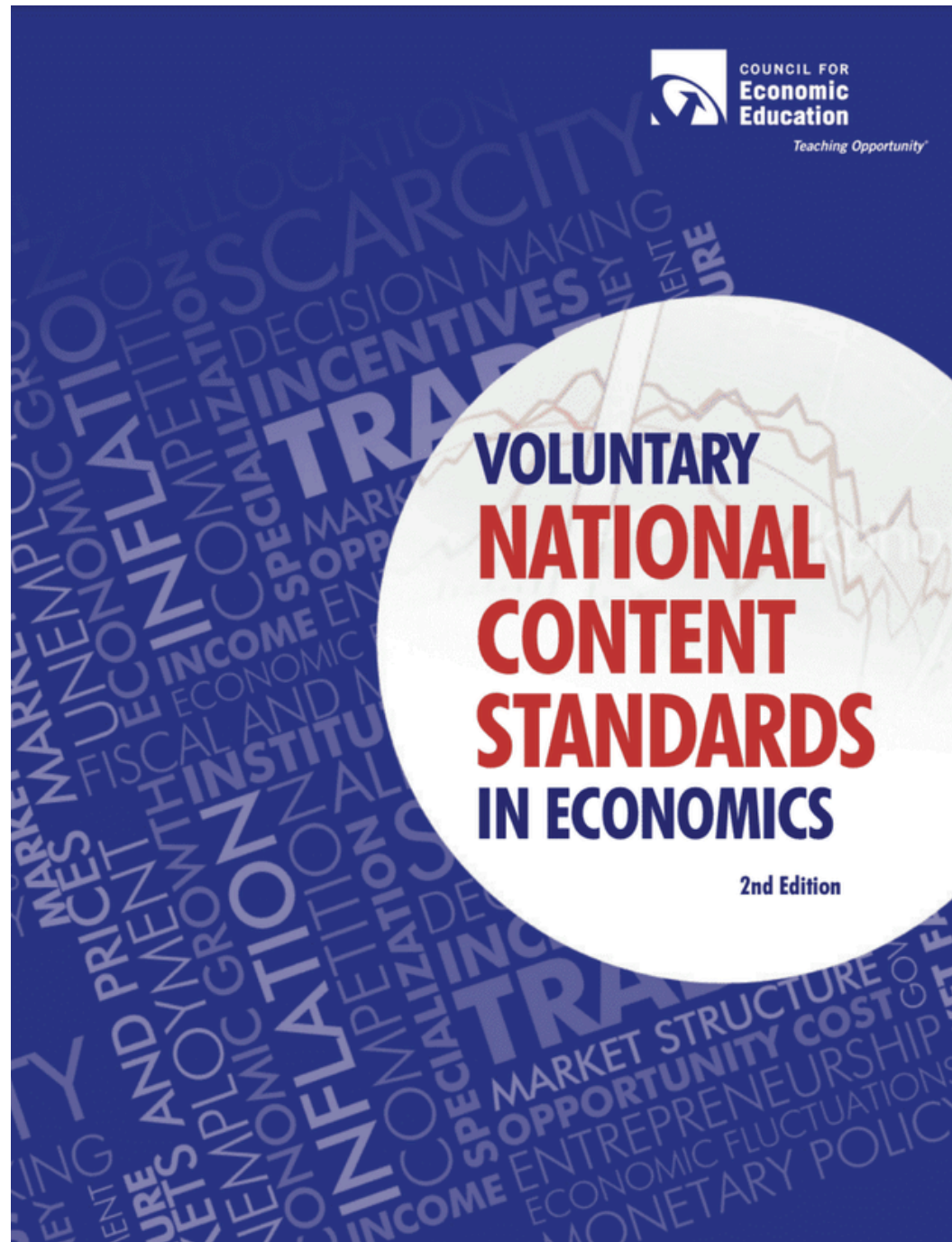
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Session Agenda

1. Making Trades
2. Let's read!
3. Interdependence
4. Hands-On Lesson
5. Final Thoughts



National Standards



STANDARD 3: SPECIALIZATION AND EXCHANGE

- Specialization and the division of labor allow people to benefit from voluntary exchange. Voluntary exchange occurs only when all participating parties expect to gain.



(You will need a piece of paper and something to write with)

Essential question

Why do people trade?

Economic concepts

trade/voluntary trade, interdependence



National Content Standards in K-12 Economics

STANDARD 3: SPECIALIZATION AND EXCHANGE

Specialization and the division of labor allow people to benefit from voluntary exchange. Voluntary exchange occurs only when all participating parties expect to gain.



Do you make trades?

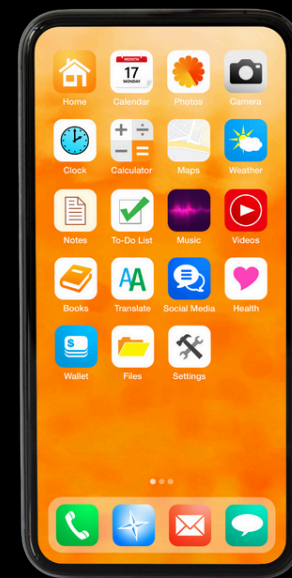
If so, what was the last trade you made?

Were you better or worse off after you made the trade?

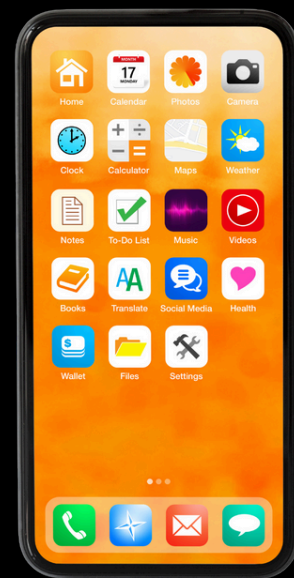
Who actually makes trades?



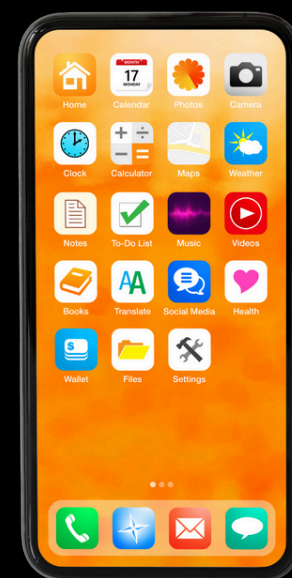
Select One Good to Produce Yourself

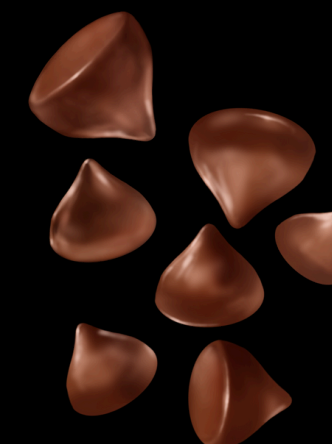
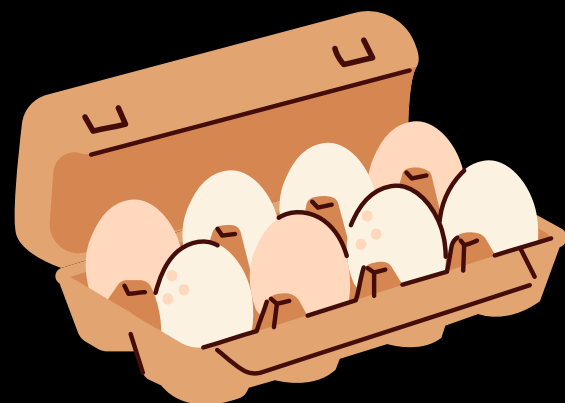


Can you produce any of these goods yourself?



Can you really produce any of these goods “yourself”?





Label search

Directions: Find five goods in your home and note where each was made. Once you have five, type your findings in the chat box like this...

- *T-shirt from Vietnam*
- *Computer from China*
- *Yeti water bottle from USA*

*I have a prediction I will share on the next slide

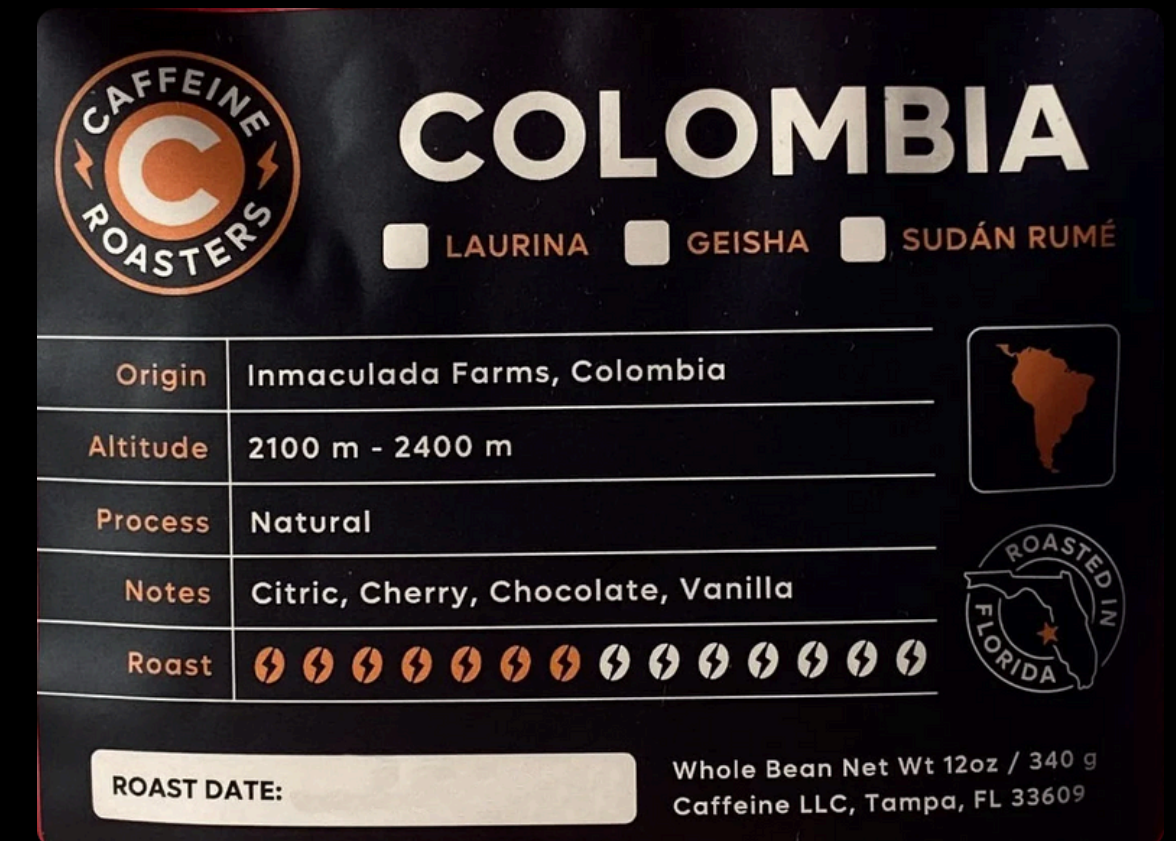
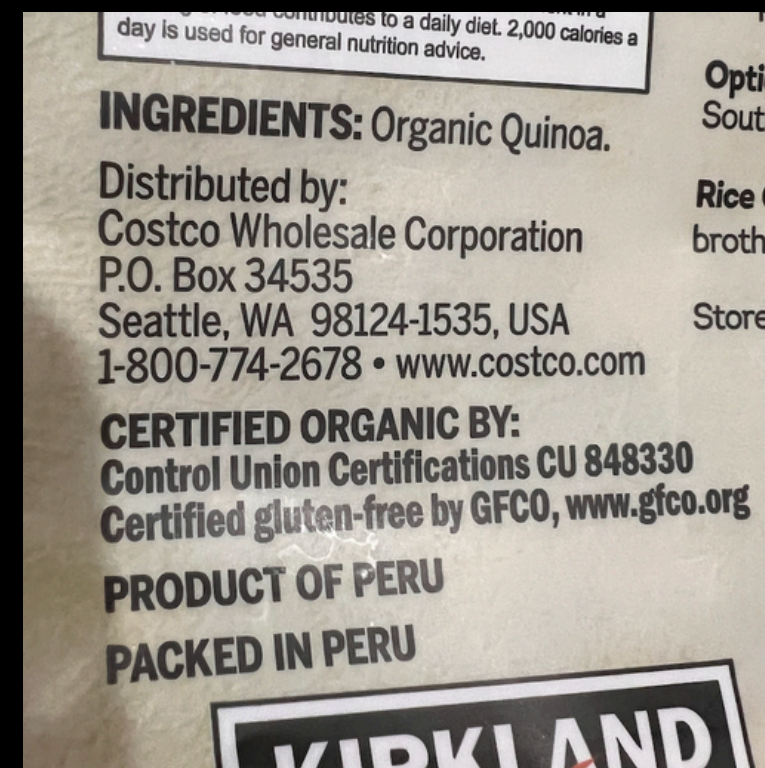


My prediction...

No list completely made up of goods made in the USA



Why?



Let's read a book about trade!



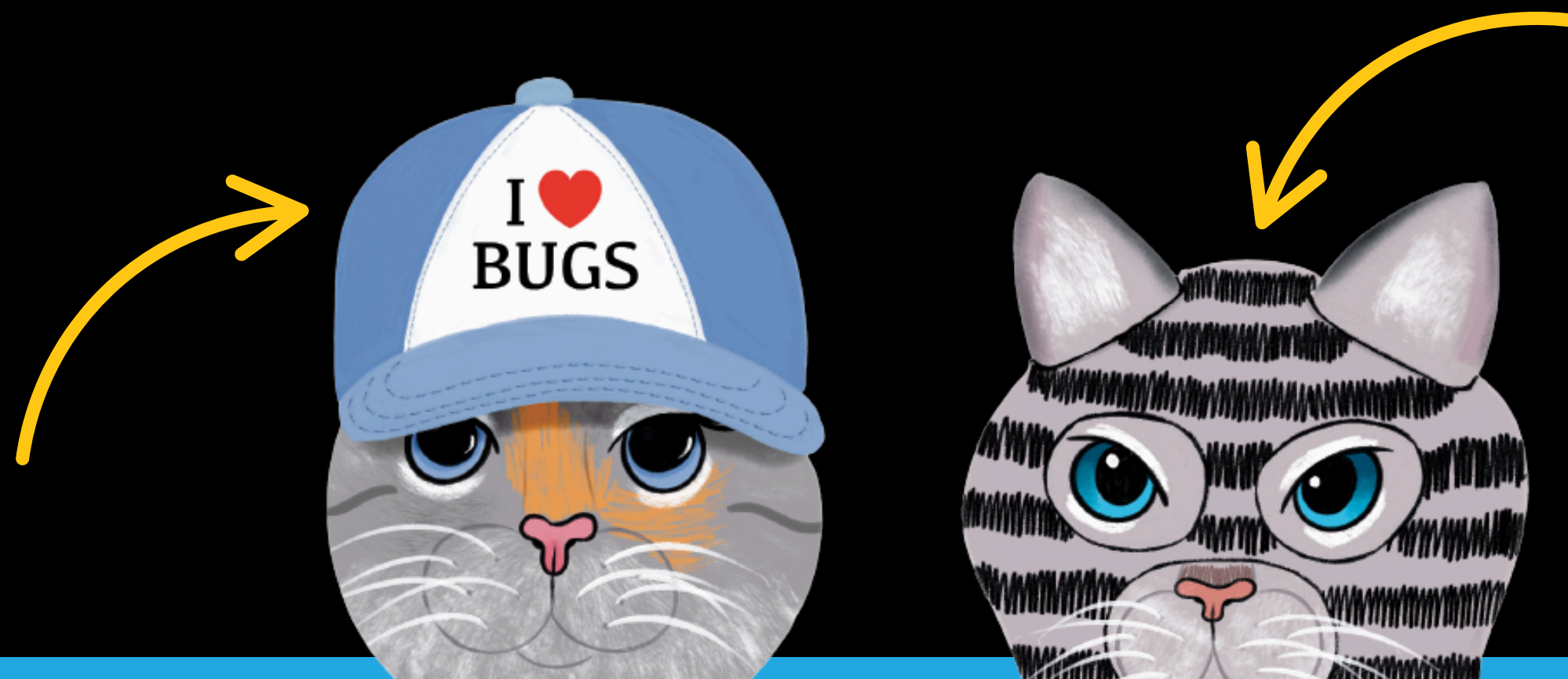
Without further ado...



What did Earl & Starla want?

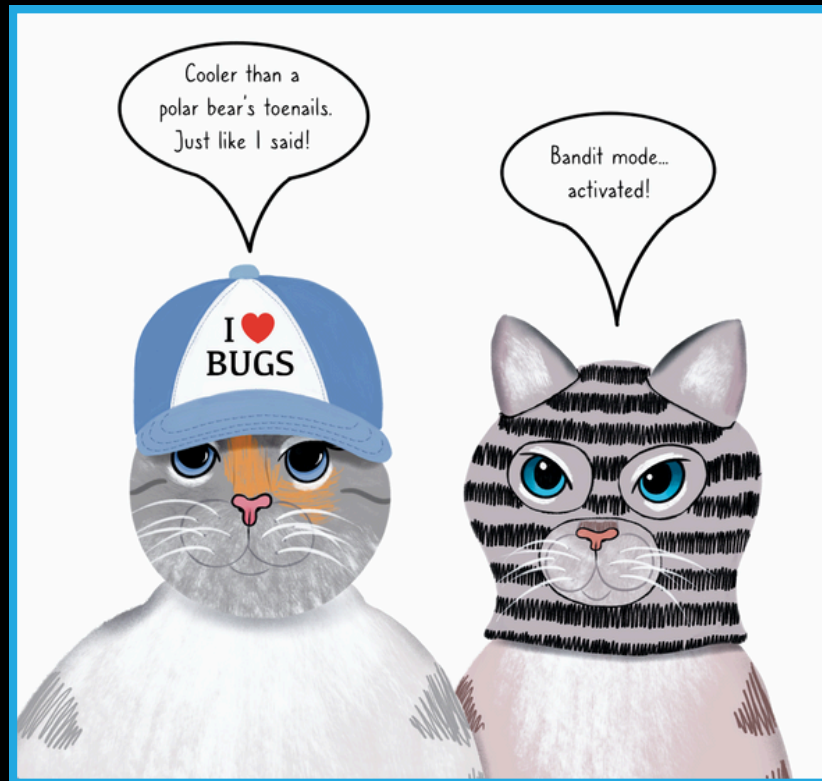
How did they get what they wanted?

Why doesn't the Hat Barn make their own hats?

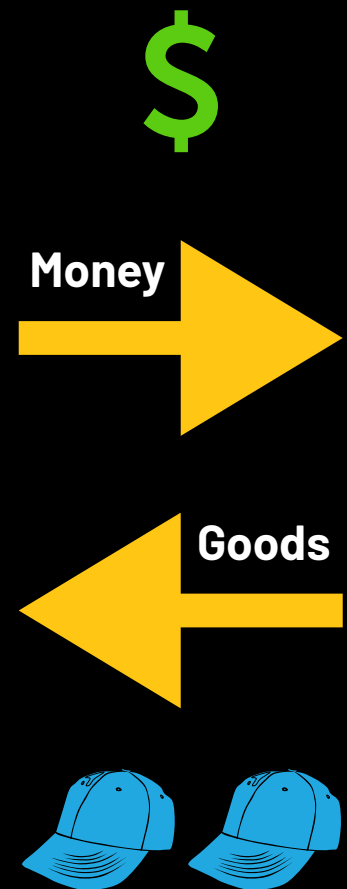


Let's talk about Interdependence...

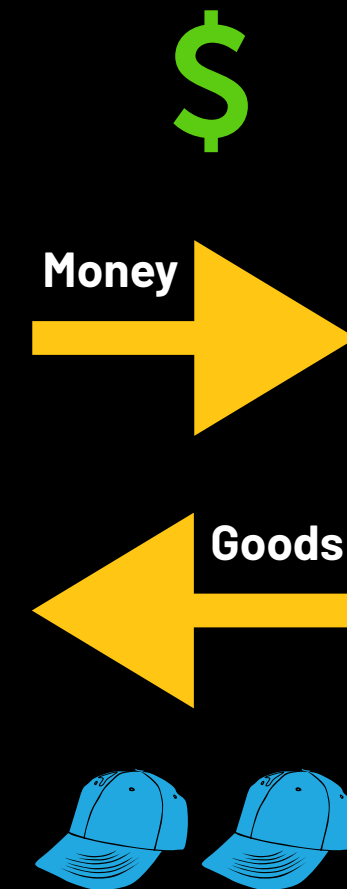
We've got cool new hats, the Hat Barn earned money selling us the hats, and Lucky Dragon earned money making the hats. We all benefited from trade! Now, say cheese so I can take a selfie and share it on CatTok!



Earned money working
at Space Camp



Earned money buying and
then selling hats



Earned money producing and
then selling hats

***Current Events**



Who are the “winners” from trade in the book?
(explain your answers)





Who are the “winners” from trade in the book?
(explain your answers)



Earl & Starla Get New Hats: The Power of Trade

Earl & Starla Get New Hats: The Power of Trade

A hands-on card game activity that shows how trade helps us all get what we want—and why we depend on others to do it

Author
Angie Battle

Editors
Chris Cannon and Mike Raymer

OUR MISSION

To help K-12 teachers teach economics and personal finance in the public and independent schools of Georgia.

OUR VISION

Students leaving school prepared for their economic roles as productive workers, informed consumers and savers, involved citizens, and lifelong decision makers in a globally interdependent world.





Groups of 4 or 5 students
One deck of cards per group
Each student receives five cards
Each student is assigned a "want"





Goal is to get as many “want” cards as possible

Round 1: Cards you have been given

Round 2: You can trade with group

Round 3: You can trade with class



Group Score Tracking Sheet			
Group #: 7			
Student Names	Round 1 Number of Cards You Have You Want	Round 2 Number of Cards You Have You Want	Round 3 Number of Cards You Have You Want
#1: ShNya			
#2: Larry			
#3: Chelsea			
#4: Bryton			
#5: Angel			
Group Total:			





What do you think will happen to total number of “want” cards possessed as students move from Round 1 to Round 3?



Group Score Tracking Sheet			
Group #: <u>7</u>			
Student Names	Round 1 Number of Cards You Have You Want	Round 2 Number of Cards You Have You Want	Round 3 Number of Cards You Have You Want
#1: ShNya	2	3	4
#2: Larry	0	2	3
#3: Chelsea	2	2	4
#4: Bryton	1	2	4
#5: Angel	3	4	5
Group Total:	8	13	20





IF THERE WAS A ROUND 4

ROUND 4: YOU CAN TRADE WITH SCHOOL (THE WORLD)



So, why do people (and cats) trade?
How does voluntary trade make us interdependent?





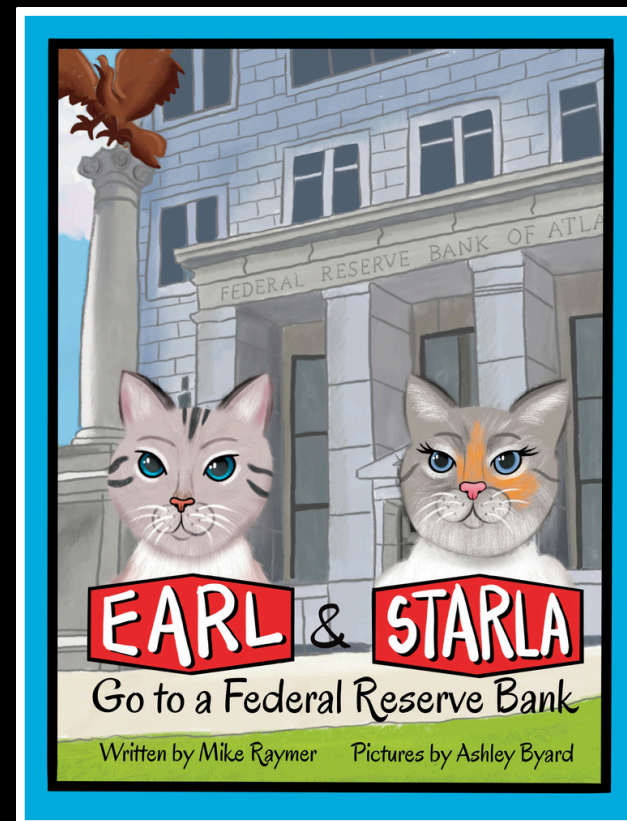
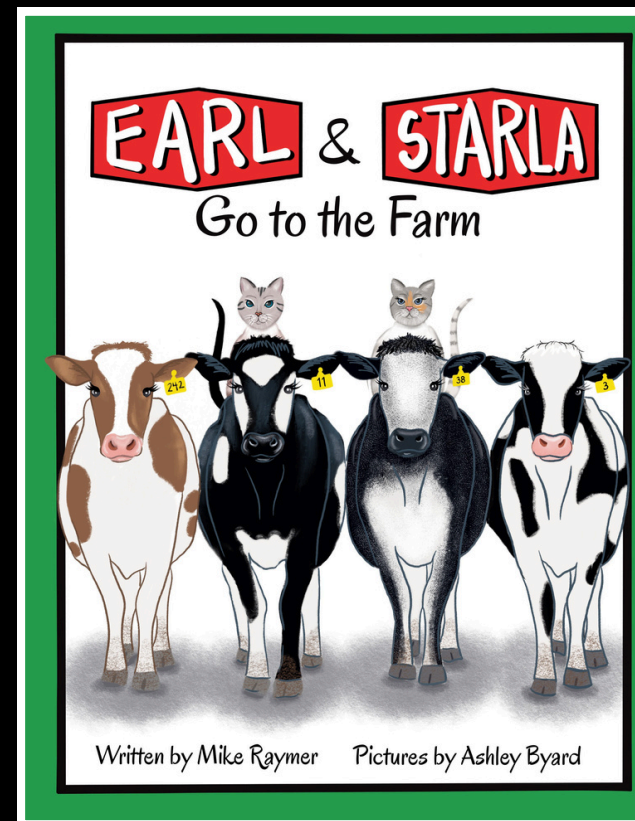
Flipbook link and trade lesson are shared



Thank you!
jbattle15@gsu.edu



Earl & Starla...



...the complete series

Econ Ed Month Student Video Contest Winners



Personal Finance Program for High School Girls

is (a program of CEE) invites your high school students to learn about finance in a supportive all-girl environment! IIG instructors will teach students of personal finance, how to invest, and help them build professional skills. Programs are online and free to attend.

LINK WITH YOUR STUDENTS



Thank you

