

LESSON 6

Mystery Workers

1. FOCUS

Student Objectives

- Understand that people work in jobs to produce goods and services consumers want.
- Understand that producers (or workers) are human resources.
- Understand that producers (or workers) also use natural and capital resources to produce goods and services.

Use either the term *worker* or *producer*, depending on the language used in your social studies text or outcomes.

Background

Productive resources consist of what is required to produce the goods and services that people want. There are three basic categories of productive resources. Human resources, also called labor, represent the quantity and quality of human effort directed toward producing goods and services. The quality of the human resources is related to the health, strength, motivation, and education of people. Natural resources, also collectively referred to as "land," are "gifts of nature." Capital resources are goods made by people and used to produce other goods and services.

Concepts

Goods, services, consumers, resources, human resources, producers (workers), natural resources, capital resources

2. PREPARE

Unlined 4" x 6" file cards, a few more than number of students

Activity 3: *Consumer Stars*

Large safety pins, one per student

Paper hole punch

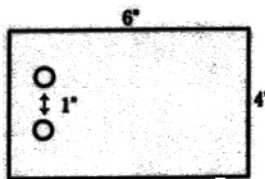
Colored duplicator paper

Crayons or colored felt markers

Schedule this lesson for two days.

Punch two holes, 1" apart, in the 4" side of each 4" x 6" card, as pictured.

2. Duplicate enough copies of Activity 3 so that each student will have one *Consumer Star* badge. Cut out the badges or ask students to cut them out.



3. TEACH

Introduction

Read *Little Monster at Work* by Mercer Mayer, or another book with illustrations of workers at their jobs, to help with brainstorming. Give students plenty of time to look at the pictures.

Day 1. Brainstorm with students the different kinds of jobs that people they know do. Explain that *producers* (or workers) are people who have jobs producing *goods* and *services consumers* want. Have students name workers and the goods and services they produce as you list their responses on the chalkboard. List a few more workers than the number of students in your class. Save the worker list. Distribute one punched 4" x 6" card to each student. Assign at least one worker to each student. Help students print worker names at the bottom of the cards and draw and color pictures of the workers above the names. Laminate the cards (optional).

Activities

Day 2. Have students make consumer stars by drawing a self-portrait in the middle of the badge and coloring the badge.

2. Tell students that they will now play a game in which they will be either consumer stars or mystery workers.
3. Write the following rules on the chalkboard as you explain them to students:
 - a. Mystery workers may ask consumer stars questions to try to find out who they are.
 - b. Consumer stars may say only "yes" or "no."
4. Demonstrate the game by telling students that you will be the first mystery worker. Ask one student to pick a worker card, made the previous day, and pin it to your back without letting you see it. Tell students that you are now the worker on the card. Model questioning for your students by asking them "yes" and "no" questions until you discover what worker you are.
5. When you have identified your worker, ask a student volunteer to be the mystery worker. Choose another worker card and show it to the rest of the students. Pin the card on the back of the volunteer and allow him or her to ask questions. Remind the rest of the students to answer only "yes" or "no." If the mystery worker has trouble with questions, suggest ways to begin questions, such as "Do I....?" or "Can I....?" Also refer the volunteer to the list of workers on the chalkboard to think of questions. Continue asking other volunteers to pose as mystery workers until you believe that students understand the game process.
6. Divide the class in half. Label one group consumer stars and the other group mystery workers. Pin a consumer star badge on the front of each student in the consumer group and a mystery worker card on the back of each student in the worker group.
7. Instruct mystery workers to begin asking questions of individual consumer stars, standing close to them. Tell consumers that if they do not know the answer to a mystery worker's question, they may come to you for help. Encourage students to circulate by allowing the mystery workers to ask no more than one question at a time of any single student.
8. As soon as a mystery worker identifies his or her worker role, remove the badge, pin consumer star on that student, and allow student to begin answering questions.
9. When all mystery workers are identified, have the consumer and worker groups change places and play a second round of the game.

Do I produce a "good."
Do I provide a "service?"
Do I work in a hospital?
Do I wear a white coat?
Am I a doctor?

10. **Evaluation.** Ask students to tell the class what workers they portrayed in the game and what goods or services their workers produced.
11. **Closure.** Introduce the concept of *resources* as everything that workers needed to produce a good or service. Explain that workers or producers are *human resources*. Point out that, to produce goods and services, we use our human resources together with other resources which are called *natural resources* (gifts of nature, like land, trees, and sunshine), and *capital resources* (goods, like tools, used to make other goods and services). To help students understand capital, ask them to clean out their desks. Have them put, on top of their desks, the capital resources which they use to produce school work. Discuss with students how and where these goods were produced and how they got to the school. Reinforce that they use these capital resources together with their human resource to produce school work.

Capital resources: pencils, scissors, crayons, etc.

4. CONNECT

Family Corner. For your family newsletter: We have been studying the many different jobs that people do as they produce goods and services. Today we played a game called *Mystery Workers*. Ask your child how this game was played and what worker he or she represented. Talk with your child about the different jobs that people in your family do, either at home or in the workplace.

Children's Literature:

- Cowles, Kathleen Krull. *What Will I Be? A Wish Book*. New York: Golden Press, 1979. Children daydream about future jobs.
- dePaola, Tomie. *Tony's Bread*. New York: G.P. Putnam's Sons, 1989. This Italian folktale tells the story of Tony, the baker, producing a loaf of bread.
- Florian, Douglas. *People Working*. New York: Thomas Y. Crowell, 1983. Dozens of occupations are illustrated in this picture book of people at work on land, sea, and air, day and night.
- Scarry, Richard. *Richard Scarry's Busiest People Ever*. New York: Random House, 1976.
- _____. *Richard Scarry's What Do People Do All Day?* New York: Random House, 1979. Both of these Richard Scarry books feature dozens of different workers and the jobs they do.
- Silverstein, Shel. *A Light in the Attic*. New York: HarperCollins Publishers, 1981. *The Painter* tells about the work of an unusual painter.