

## CHRONOLOGY AND INSTRUCTIONAL PROCESS

**Session 1** PRE-TEST was given to both kindergarten classes and the fifth grade class in their respective classrooms. Then the students were gathered together for a “get acquainted” time. A Hat for You, A Hat for Me was read and a discussion followed with students naming different types of hats. Students were divided into small multi-aged groups to illustrate and label some of these hats. These were shared with the total group and *Hats Off To Economics* project was off and running. **(45 minutes)**

**Session 2** ECONOMIC WANTS Hats, Hats, Hats introduced the students to our first economic concept—wants. Various hats brought by the students were shared. “I want that hat” was heard from numerous students and this led to a lively discussion on our students’ wants. The students were divided into small groups and completed a journal page stating what hat they would like to have and why. The kindergarten students completed an individual wants page by drawing, labeling, and cutting out some of their wants. The fifth graders wrote individual essays discussing their wants. A family wants page was sent home and discussed when returned. **(90 minutes)**

**Session 3** SCARCITY Kindergarten students entering the fifth grade classroom were all excited as they noticed hats being handed out for all to wear. It soon became obvious that all students would not receive one and comments such as “I want one!!” and “There’s not enough for me!” were heard. Scarcity was introduced and the students brainstormed solutions to this problem. The fifth graders created a scarcity story and the kindergarten students discussed solutions to the problem. Then the students were divided into multi-aged groups with each group writing and illustrating their own scarcity story. **(90 minutes)**

**Session 4** GOODS (lesson included covers session 4, 5, 6) Students played a guessing game as they chose an item, identified it and why they would want it. Twelve Hats for Lena,

a book about a girl who made a hat for each month of the year, was read. The term goods was introduced as the students named the goods Lena used when making her hats. Students were divided into twelve groups, one group for each month of the year. They brainstormed a list of goods that could be used to represent their month. The students were then asked to collect materials from home that could go on their hat. **(90 minutes)**

**Session 5 GOODS AND SERVICES** Using the goods brought from home each small group produced a hat. These were displayed in the hallway and shared with the entire student body. The reading of Milo's Hat Tricks gave the students a clear idea of our next concept-services. Milo, being a magician, used the services of others to help in finding his lost hat. Following a discussion of services Milo encountered, the students generated a list of services they have used. These were then illustrated. **(120 minutes)**

**Session 6 GOODS AND SERVICES** Parents and business partners were invited to share the goods and services they provide the community. The fifth graders completed an evaluation sheet on each speaker. These were discussed with the kindergartners and the information was transferred to a graphic organizer. The kindergarten students completed a goods and services page for their portfolio. Fifth graders wrote riddles on services and read these to the kindergarten students. They also created lesson plans for teaching the concept of goods. An at-home connection had the students' listing goods and services as they produce them at home. **(90 minutes for speakers and discussion; 45 minutes for closure)**

**Session 7 PRODUCER** After reviewing goods and services the students were introduced to the concept of producer as they produced their own individual hat. Small groups provided the opportunity for students to list other times when they have been producers. **(45 minutes)**

**Session 8 MARKET** The book Just Shopping With Mom provided the motivation needed to introduce our class market. Guidelines were explained on how the market would be used. Various markets were discussed. **(30 minutes)**

**Session 9 CONSUMER** The students viewed the video, Buyer Be Wise, and were introduced to the concept of consumer. They were instructed to listen for examples of consumers as the book Rembrandt's Hat was read. The students shared times when they were consumers. The kindergarten students wrote about being a consumer at the class market. The fifth graders completed a supply and demand curve graph. They calculated the equilibrium price for hats to be sold later in a school market. **(45 minutes)**

**Session 10 NATURAL RESOURCES** (lesson included covers sessions 10, 11, 12) The students participated in a discussion on natural resources. A list was generated and small groups were assigned one natural resource to illustrate. They also included intermediate goods produced from this resource. Fifth grade students partnered with the kindergartners in the computer lab to produce a "Kidspiration" story web on a natural resource. These were printed and put on display outside our rooms. **(90 minutes)**

**Session 11 CAPITAL GOODS AND HUMAN RESOURCES** A discussion on what they would like to be when they grow up led to the introduction of human resources and capital goods. Each student produced a human resource paper doll and included the capital goods they will use. As a follow up activity the kindergarten students wrote about the human resource they chose. The fifth graders created a "Kidspiration" report that included the definition of terms. They also explained how each capital good was used by the human resource. These were shared with the kindergartners in their multi-aged groups. **(90 minutes)**

**Session 12 PRODUCTIVE RESOURCES/CAREER DAY** The book Career Day was read during our morning broadcast to explain *Career Day* at our school. Each student received a large pre-cut hat to decorate as their future occupation and a form to list all productive resources needed in their job. A school wide assembly and parade was held with each child sharing their hat. A review of productive resources was held in each classroom. The

kindergarten students drew a representation of each resource and explained how it is used in production. The fifth graders participated in a game where they categorized themselves into productive resources and explained their use in production.

**(time at home to produce hat; 45 minutes for assembly; 30 minutes for assessment)**

**Session 13 ENTREPRENEUR** The fifth grade students read the book Boss of the Plains: The Hat That Won the West to help them understand the concept of entrepreneur. Each student then visited the internet site www.stetsonhat.com for research. They completed a profile sheet and shared this information with the kindergartners. We discussed the fact that we too will become risk takers when we produce hats to sell. **(90 minutes)**

**Session 14 CHOICES/OPPORTUNITY COST** (lesson included covers session 14) To help understand choice and opportunity cost, students were introduced to eight pieces of P.E. equipment. Each child was instructed that they were going to use one of these for P.E. Choices were made and the equipment was taken outside to use. A choices graph was completed when the students returned to the classroom. The kindergarten students completed an assessment page where they illustrated all choices available and then their own choice and opportunity cost. The fifth graders graphed their class' choices and opportunity costs using EXCEL in the computer lab. **(75 minutes)**

**Session 15 SPECIALIZATION/INTERDEPENDENCE** Students were asked to identify specialists in their school and community. Two groups were formed, one identified as "School Specialists" and one as "Community Specialists". Each child illustrated a specialist. These drawings were fastened to the students as a necklace. By tossing a ball of yarn to each specialist and holding on to the string as it was tossed to another they formed an interdependence web. As a discussion on "What if we didn't have a certain specialist in our community? or school? that person would drop his/her yarn. The students quickly realized that the web was no longer complete. Interdependence was introduced. **(45 minutes)**

**Session 16** SPECIALIZATION/INTERDEPENDENCE These terms were reviewed and specialists were charted. The kindergarten students completed an evaluation page by identifying a specialist and writing how others depend upon them. The fifth grade students completed a Venn-diagram showing why it is important to specialize and depend on others. These were placed in students' economic portfolios. **(45 minutes)**

**Session 17** PUBLIC GOODS AND SERVICES Using the videos Why We Have Taxes (The Town Without A Policeman and Where We Live, Work, & Play: Public Places students learned about public goods and public services. Students illustrated examples of each from the videos and within their community. The kindergarten students completed an assessment form where they drew a public servant and listed some of the public goods used in their job. The fifth grade students went on a newspaper scavenger hunt to identify examples of both public goods and services. These were shared and displayed. **(90 minutes)**

**Session 18** ECONOMIC FIELD TRIP Parents and students went to Fire Station #9, Old Mill Bakery and CiCi's Pizza to see economics in action in our community. The specialists gave the students a tour of their work places and shared their products. After returning to class, economic concepts were listed and illustrated on a large pictorial graph. The graph was analyzed and discussed in small multi-aged groups.  
**(field trip—120 minutes; evaluation—45 minutes)**

**Session 19** HATS OFF TO ECONOMICS! COMES TO LIFE AT HOME A review of the economic concepts learned served as an introduction to this at-home connection. The students recorded economics in their own lives by completing a hat activity page. Each child created a folder with 8 hats. They also had 12 hats that included concepts and definitions of concepts that had been studied throughout the project. The students were instructed to choose eight pieces and record economic experiences in their lives. **(45 minutes)**

**Session 20** Shared HATS OFF TO ECONOMICS! home activity. **(45 minutes)**

**Session 21 EVALUATION** The students viewed a power point presentation on the project and discussed the economic concepts taught. Each student wrote about the most important thing they learned from economics. **(60 minutes)**

**Session 22 POST TEST** Post test given to all classes. **(30 minutes)**

### CANDLELIGHTERS OF CENTRAL ARKANSAS: A SERVICE PROJECT

**Session 1** After listening to the story Kathy's Hats: A Story of Hope, the students and teachers decided to produce hats to raise money for Candlelighters of Central Arkansas. Notes were sent home asking for parent volunteers to help in production. **(30 minutes)**

**Session 2** During our first production session research and development team of students recommended that we produce a few samples to sell at the Economic Fair to test the market. The results indicated a favorable market for our specialty hats. We sold out!! **(60minutes)**

**Session 3** Hat production continued. **(60 minutes)**

**Session 4** Hat production continued. **(60 minutes)**

**Session 5** Students divided into marketing and advertising specialists developed an advertising campaign. The fifth graders presented an original commercial on our school morning broadcast. The kindergartners created advertisements that were placed around the school. **(60 minutes)**

**Session 6** Sold hats during recess. We counted our earnings. Notes were sent to the entire student body explaining our service project and asking for donations. **(75 minutes)**

**Session 7** Representatives from Candlelighters of Central Arkansas spoke to the children about the kits they create and give to children who come to CARTI for the first time. The students were all smiles as they presented their donations collected from the student body and purchased with the profits from our hat sell. **(30 minutes)**