

Lesson 1 - Rolling for Resources

LESSON DESCRIPTION

This lesson is designed to introduce the concept of productive resources and to have the students identify productive resources as human resources, natural resources or capital resources (goods). By playing a game, the students practice identifying and categorizing various resources. The game allows the students to assess their knowledge of resources and can also be used as an enrichment-station activity.

CONCEPTS

Capital resources (goods)
Human resources
Natural resources
Productive resources

CONTENT STANDARD

Standard 1 – Scarcity

- **Benchmark 9 for 4th grade:** Productive resources are the natural resources, human resources and capital goods available to make goods and services.
- **Benchmark 10 for 4th grade:** Natural resources, such as land, are “gifts of nature”; they are present without human intervention.
- **Benchmark 11 for 4th grade:** Human resources are the quantity and quality of human effort directed toward producing goods and services.
- **Benchmark 12 for 4th grade:** Capital goods (resources) are goods produced and used to make other goods and services.

OBJECTIVES

The students will:

1. Identify productive resources.
2. Define and give examples of natural, human and capital resources.

3. Distinguish among natural, human and capital resources.

TIME REQUIRED

45-60 minutes

MATERIALS

- ✂ Scissors
- ✓ Scotch tape
- ✓ Visuals 1.1 and 1.2
- ✓ One copy of Activities 1.1 and 1.2 for each group, printed on card stock and cut apart
- ✓ For each group of students, prepare one “game set” (a set of resource cards and one die):
 - ✂ Cut out a die for each group, fold it into a cube and use tape to secure it.
 - ✂ Cut out the resource cards. On the back of each human resource card, draw one small dot. On the back of each natural resource card, draw two small dots. On the back of each capital resource card, draw three small dots. By matching the number of dots on the die, students will be able to see if they have selected the correct resource card.
- ✓ One copy of Activities 1.3 and 1.4 for each student

PROCEDURE

1. Ask the students what things are necessary to produce or build a house. *Answers will vary but should include such things as lumber, nails, saws, carpenters, drywall, roofers, and so on.* Tell the students that **productive resources** are the things used to produce a good or service. Point out that productive resources can be placed into three groups – human resources, natural resources or capital resources.
2. Display Visual 1.1. Define the types of re-

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sources as follows:

- **Human resources** are people who work to produce a good or service. Examples of human resources are a truck driver, plumber, teacher and nurse. Ask the students for other examples of human resources. Write the students' responses on the board.

- **Natural resources** are things that occur naturally in the world and can be used to produce a good or service. These resources are gifts of nature and are present without human intervention. Examples of natural resources are natural gas, granite, deer and minerals. Ask the students for other examples of natural resources. Write the students' responses on the board.

- **Capital resources** are goods produced and used to make other goods and services. Examples of capital resources are an office building, office copying machine, pots and pans and a wrench. Ask the students for other examples of capital resources. Write the students' responses on the board.

(NOTE: A hammer is a capital resource. Nails are intermediate goods. Both capital resources and intermediate goods are goods that are produced in order to produce other goods. Producing both capital resources and intermediate goods requires human, capital and natural resources. The difference between capital resources and intermediate goods is the role they play in producing those other goods. Capital resources provide productive services; they are the actors in the process—the tools. Intermediate goods provide the materials with which the goods are produced; they are acted upon—they are the stuff from which the goods are made.)

3. Explain to the students that human, natural and capital resources are all examples of productive resources used to make goods and services that people buy every day. Ask the students what things are necessary to produce a haircut. *Answers will vary but should include such things as comb, razor, clippers, electricity, scissors, hair stylist, and so on.*

Ask the students to classify the productive resources used to produce a haircut as natural, human or capital resources. Record their answers on the board. *Capital – comb, razor, clipper; natural – water; human – hair stylist*

4. Tell the students that they are going to play a game in small groups. Divide the class into groups of four or five students each. Distribute an already cut-apart copy of Activity 1.1 and an already-assembled copy of Activity 1.2 to each group.
5. Display Visual 1.2. Review the rules of the game as displayed on Visual 1.2.
6. Help the students determine who the youngest player is in their groups. Make certain that cards are dispersed so that all of the students in the group can see the resources. Allow time for the students to play.
7. When the groups have finished playing, distribute a copy of Activity 1.3 to each student. Instruct the students to identify the resource cards they selected during the game by writing the resource name in the correct space on Activity 1.3.
8. Once the students have identified the resource cards they collected, ask each student to think of a good or service that each resource could be used to produce. In the box next to each type of resource on Activity 1.3, instruct the students to either write a sentence containing the name of this good or service or draw a picture of the good or service.
9. Display the students' pictures and sentences on a bulletin board in the classroom for further discussion.

CLOSURE

10. Ask the following questions to review the main points of the lesson:
 - A. Why do people use productive re-

sources? *To produce goods and services*

B. Name one of the three kinds of productive resources. *Human, natural or capital resources*

C. What are natural resources? *Things that occur in the world naturally and can be used to produce a good or service*

D. Give some examples of a natural resource. *Water, soil, trees, cows, coal, sunlight*

E. What are human resources? *People who do the work to provide a good or service*

F. Give some examples of human resources. *Teacher, mechanic, nurse, carpenter, plumber, farmer*

G. What are capital resources? *Things made by people and used to produce goods and services, such as tools, equipment, factories and machinery*

H. Give some examples of capital resources. *Machines, office buildings, delivery trucks, computers, software, robots*

I. What are some human resources needed to build a house? *Carpenter, electrician, architect*

J. What are some natural resources used to build a house? *Land, stone, trees, sand*

K. What are some capital resources used to build a house? *Hammer, saw, sawhorses, paint brush*

ASSESSMENT

Distribute a copy of Activity 1.4 to each student. Explain that in each picture there is a human resource, a natural resource and a capital resource. Tell the students they should identify a natural resource, a human resource and a capital resource in each picture and write the name of that resource in the appropriate space on the page.

Activity 3 answers:

Picture #1:

The human resource is *a farmer*.

The natural resource is *soil*.

The capital resource is *a tractor*.

Picture #2:

The human resource is *a florist*.

The natural resources are *flowers*.

The capital resources are *vases*.

Picture #3:

The human resource is *a logger, chain saw operator*.

The natural resource is *a tree*.

The capital resource is *a chain saw*.

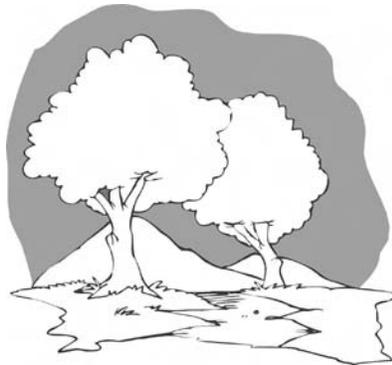


Visual 1.1 - Rolling for Resources

- **HUMAN RESOURCES**



- **NATURAL RESOURCES**



- **CAPITAL RESOURCES**



Visual 1.2 - Rules for Rolling for Resources

- ✓ Each group displays all of its resource cards face-up.
- ✓ Make certain the cards are scattered slightly so that each resource card is visible.
- ✓ To "win" the game, a student must collect a human resource card, a natural resource card and a capital resource card.
- ✓ The resource cards have dots on the back that match the dots for each type of resource on the die (human resources-one dot; natural resources-two dots; capital resources-three dots).
- ✓ The students will take turns rolling the die. Begin with the youngest student in the group. After that, play will move to the left.

Visual 1.2 - (continued)

Rules for Rolling for Resources

- ✓ If the die lands on "natural resource," the student should find a natural resource card from the deck of cards.
- ✓ If the die lands on "human resource," the student should find a human resource card from the deck of cards.
- ✓ If the die lands on "capital resource," the student should find a capital resource card from the deck of cards.
- ✓ If a student selects the correct resource card, the number on the back of the card will match the number of dots for the type of resource on the die.
- ✓ If a student selects a correct resource card from the deck of cards, he or she may keep the card, and his or her turn is over.

Visual 1.2 - (continued)

Rules for Rolling for Resources

- ✓ If the card selected isn't a correct example of the resource displayed on the die, the student must put the card back in the pile and wait for his or her next turn.
- ✓ If a student rolls the die and it lands on a resource for which he or she already has a card, he or she may roll a second time. If the die again lands on a type of resource for which he or she already has a card, he or she must wait until his or her next turn.
- ✓ The game is played until each student in the group has correctly selected cards for each type of resource.

Activity 1.1 - Resource Cards

DOCTOR	NURSE
TEACHER	PILOT
WAITRESS	FIREFIGHTER
CHEF	TAXI DRIVER
SECRETARY	ARTIST

(HUMAN RESOURCES ARE ON THIS PAGE)

Activity 1.1 - (continued) **Resource Cards**

STORE CLERK	ENGINEER
RODEO COWBOY	ACTOR
FLORIST	AUTHOR
CIRCUS CLOWN	BALLET DANCER
FARMER	LAWYER

(HUMAN RESOURCES ARE ON THIS PAGE)

Activity 1.1 - (continued) **Resource Cards**

SOIL	TREES
SUNLIGHT	SEEDS
STONE	COAL
AIR	CLAY
FISH	WIND

(NATURAL RESOURCES ARE ON THIS PAGE)

Activity 1.1 - (continued) **Resource Cards**

COPPER ORE	FEATHERS
HERBS	SAND
DIAMONDS	SUGAR CANE
OIL	WATER
GOLD ORE	IRON ORE

(NATURAL RESOURCES ARE ON THIS PAGE)

Activity 1.1 - (continued) **Resource Cards**

DESK	CHAIN SAW
HAMMER	COMPUTER
PLOW	CALCULATOR
FORK LIFT	SCISSORS
TRACTOR	PAINT BRUSH

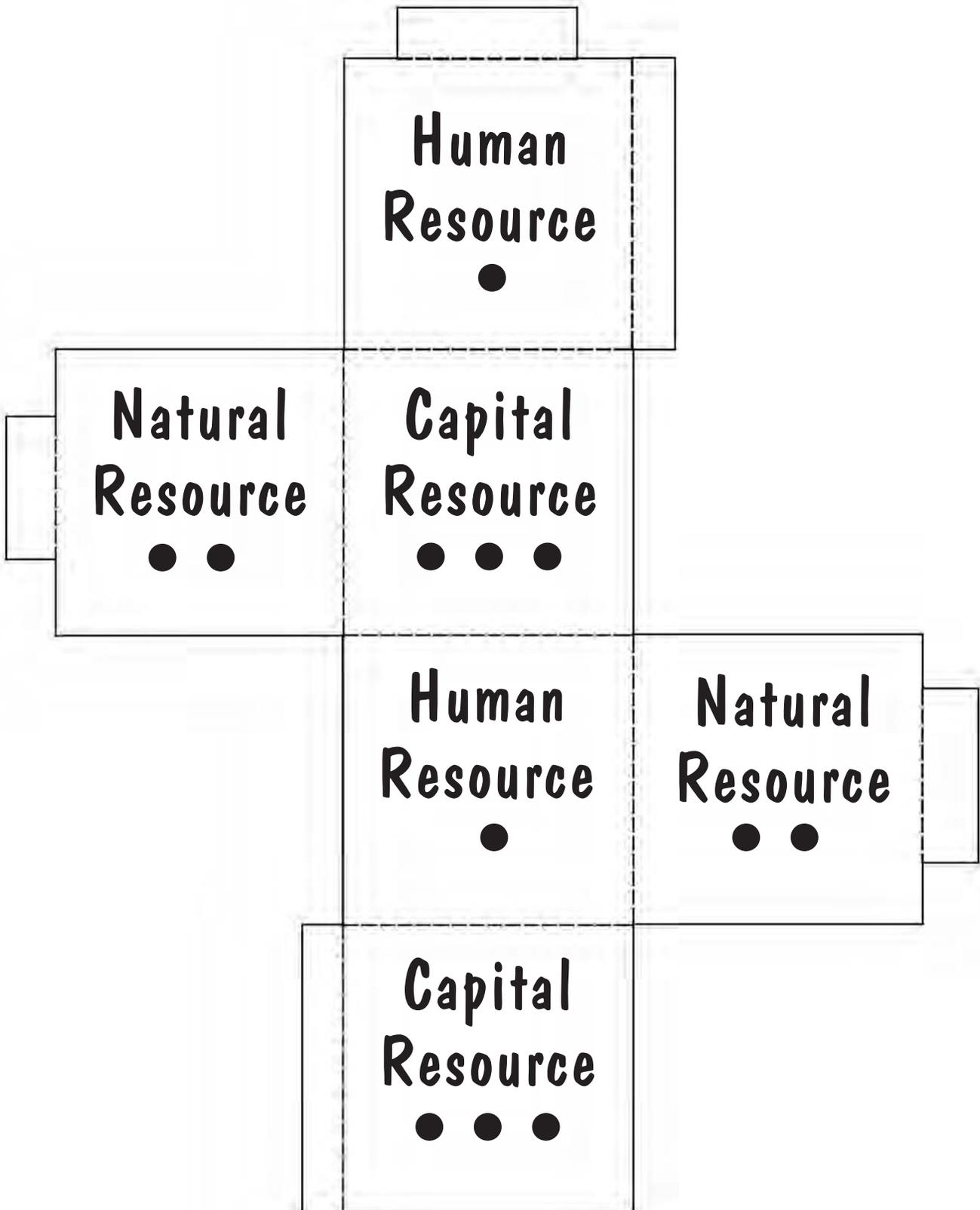
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Activity 1.1 - (continued) Resource Cards

DUMP TRUCK	TELEPHONE
SHOVEL	BULLDOZER
FIRE HOSE	MICROSCOPE
FISHING POLE	CASH REGISTER
VACUUM CLEANER	SEWING MACHINE

(CAPITAL RESOURCES ARE ON THIS PAGE)

Activity 1.2 - Die Cut-Out



Activity 1.3 - Resource Worksheet

<p style="text-align: center;">A GOOD OR SERVICE THAT THIS RESOURCE CAN PRODUCE IS....</p>	<p>The HUMAN RESOURCE on my card was</p> <p>_____.</p>
	<p>The NATURAL RESOURCE on my card was</p> <p>_____.</p>
	<p>The CAPITAL RESOURCE on my card was</p> <p>_____.</p>

Activity 1.4 - Assessment

Identify the types of resources in each picture below.

	<p>1. The human resource is _____.</p> <p>2. The natural resource is _____.</p> <p>3. The capital resource is _____.</p>
	<p>1. The human resource is _____.</p> <p>2. The natural resource is _____.</p> <p>3. The capital resource is _____.</p>
	<p>1. The human resource is _____.</p> <p>2. The natural resource is _____.</p> <p>3. The capital resource is _____.</p>