

Agriculture

The Real Game of Life



You are the Winner!

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STEP #1

Ask students to begin to consider those “things” that they would like to have or “want.” Let them begin to consider items and start to build “laundry list” of those things. Also, ask the children to make sure they include those items that they “need.” Distribute a variety of old magazines and allow students to dream. Ask them to cut out pictures of both what they “need” and what they “want”.

STEP #2

Share with the children that they are going to learn about the true value of agriculture, money and living in America. Ask the children to...

Define Agriculture:

Farming- it is the production of plants and animals for food, fiber and fuel. **Question:** Do we “need” Agriculture?



Define “Needs” vs. “Wants”

Need - something that is required to sustain life

❖ Ask them to list the major “needs” for life.

- Oxygen - Farmers and Foresters (Tree Farmers) grow plants and trees which convert carbon dioxide into life giving oxygen.
- Water- Farm land and forests offer great areas for recharging ground water, lakes and streams.
- Shelter - Tree Farmers produce wood for use in home and building construction.
- Clothing - Farmers produce cotton, wool and other fiber from sheep and plants which are used for clothing.
- Food - Primary function of the farmer.

Describe how these needs are met through agriculture.

Want - something that a person desires, but is not required to sustain life.

❖ Ask them to list examples of “wants.”

- Cars
- Toys
- Video Games
- Bicycles
- Movies
- Vacations
- Air-Condition
- Hot Water
- Modern Appliances & Furniture
- Elaborate Finishings (Homes, Clothing and etc..)
- TVs and Electronics
- Giving (discussed later)
- Etc...



STEP #3

Ask the students to categorize each item they cut out of the magazines as a “need” or a “want” based on the above information.

TEACHER NOTES:

Depending on the students’ grade level, you may want to introduce these concepts and definitions. This lesson and activities are rooted in the concepts below:

Economics Defined: Economics is the social science that studies the production, distribution, and consumption of goods and services.

Ceteris Paribus - This is a Latin phrase, literally translated as "with other things the same" or "all other things being equal or held constant."

The Law of Scarcity: People must make choices between different items, because the resources necessary to fulfill their wants are limited. These decisions are made by giving up (trading off) one want to satisfy another.

Statement or Question - How do we purchase or meet our needs here in the United States? (*Show a dollar bill.*)

Share with the children that according to the United States Department of Agriculture the average American only spends around 10 percent of their income on food. That means we only spend 10 cents out of every dollar on food.

STEP #4

The students will now have an opportunity to play a simple game of chance. Cut out and put together the spinner (attached). The spinner lists five nations including the United States and notes the percentage of income spent on food. A budget will need to be distributed to each child which will help illustrate how families spend money. Each student should have an opportunity to spin. The student's economic fate will depend upon which nation the spinner lands.

TEACHER NOTES:

In order to simplify this activity, we will have to apply *Ceteris Paribus*. Although all nations' incomes in US dollars are different, we will consider them "all being equal or held constant." The United States has a tremendous advantage in that not only is food inexpensive, but other needs are met very cheaply in our nation. If these were added to this equation it would further illustrate the advantage of living in the United States.

The activity will help illustrate the "Law of Scarcity." It will become painfully obvious for some that they cannot afford all their wants.

STEP #5

Depending upon grade level, you can demonstrate how food cost impacts each student through use of the budget sheet (attached) or by investigating the cost of each item cut out of the old magazines. It should become apparent that there are economic winners and losers, but it can also be pointed out that the economic well-being of an individual does not necessarily dictate success or happiness.

Discussion Question:

Should we spend all of our excess on our wants?

A fact to consider: Giving & Meeting Others "Needs"

- According to the Organization for Economic Cooperation and Development, the countries giving the highest amount of money (in absolute terms) are as follows:



- United States - \$28.67 billion
- France - \$12.43 billion
- Germany - \$11.98 billion
- United Kingdom - \$11.50 billion
- Japan - \$9.48 billion
- Spain - \$6.57 billion
- Netherlands - \$6.43 billion
- Sweden - \$4.55 billion
- Norway - \$4.09 billion
- Canada - \$4.01 billion

Food in America is Safe, Affordable and Abundant!

Kentucky Core Academic Standards

Vocational Studies Concepts related to Consumer Decisions:

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

Academic Expectations:

2.30 Students evaluate consumer products and services and make effective consumer decisions.

2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.

5.4 Students use a decision-making process to make informed decisions among options.

Enduring Knowledge – Understandings:

Students will understand that:

- basic economic concepts are important for consumer decision-making.
- consumer decisions are influenced by economic and social factors.
- values have a role in making consumer decisions.

Skills and Concepts:

Primary students will develop an understanding of how consumer decisions are influenced by economic and social factors by:

- recognizing that consumers are people whose wants are satisfied by using goods and services
- recognizing that producers are people who make goods and provide services
- identifying the difference between wants and needs (e.g., food, clothing, and shelter) and the relationship to consumer decisions.
- describing major factors (e.g., price, quality, features) to consider when making consumer decisions.

Grade 4 and Grade 5 Students will investigate economic concepts and why they are important for consumer decisions by:

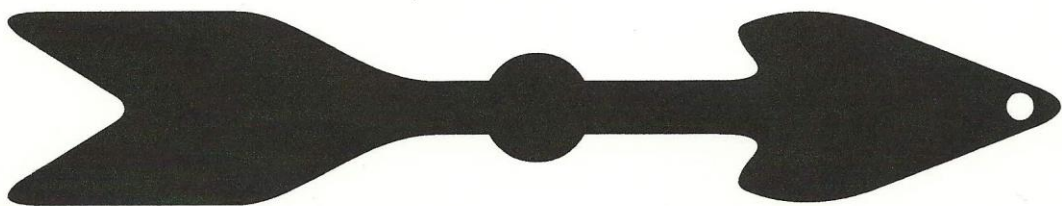
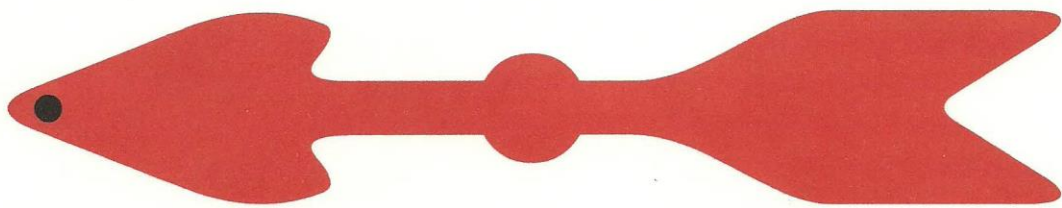
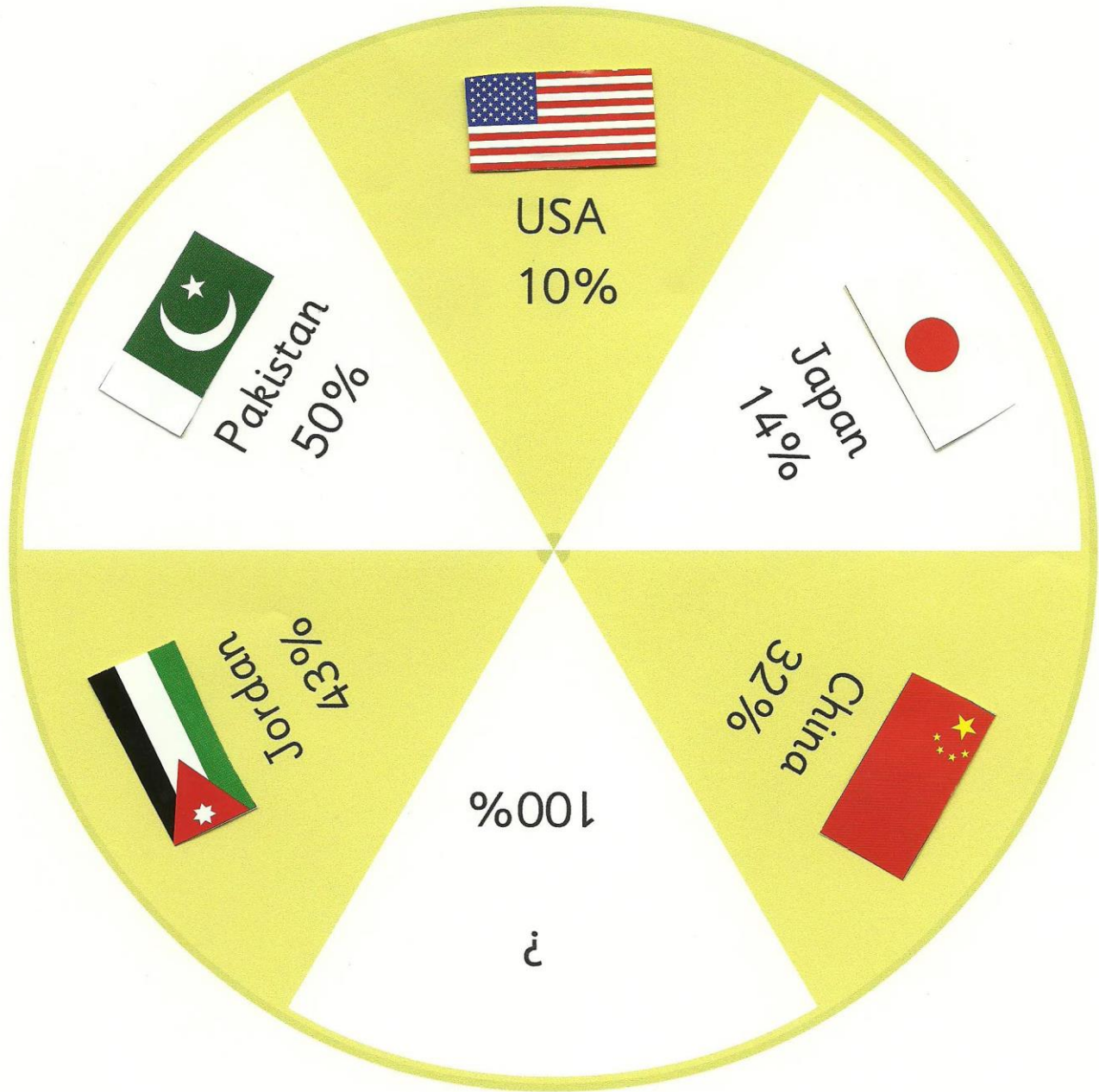
- examining how individuals and families make choices to satisfy needs and wants as they relate to consumer decisions.

Social Studies:

- Economics - 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.
- Geography - 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.
- Historical Perspective - 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

Next Generation Science Standards:

Earth and Human Activity: ESS3.A: Natural Resources - Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)



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MONTHLY INCOME & EXPENSES

TOTAL INCOME _____

1. Housing
 a. Mortgage (rent) _____
 b. Utilities (electricity, gas, water, etc.) _____
 c. Telephone (landline and cell phone) _____

2. Food _____

3. Automobile
 a. Car payment _____
 b. Gas _____
 c. Car insurance _____
 d. Maintenance/repair/replace _____

4. Medical
 a. Medical insurance _____
 b. Doctor and Dentist _____
 c. Medications _____

5. Entertainment and recreation
 a. Eating out _____
 b. Movies _____
 c. Vacation _____
 d. Cable TV _____
 e. Other activities _____

6. Clothing _____

7. Savings _____

8. Miscellaneous
 a. Haircuts _____
 b. Gifts (Christmas and Birthdays) _____
 c. Toys _____
 d. Video games _____
 e. Other wants _____

9. Giving/Tithes/Charities _____

Total Expenses _____

