



Time  
Required:  
20 minutes

Grade Level:  
3rd - 5th  
grades

Skills for the 21<sup>st</sup> Century Marketplace Activity

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Last Modified: 04/06/11

## “Consumption and Production Charades” Activity

Infusionomics Themes, Keystone Economic Principles, and Skills for the 21st Century Marketplace:

- **THEME: COSTS**
  - **Keystone Economic Principle™ #1:** We all make choices
- **THEME: RESOURCES**
  - **Keystone Economic Principle™ #4:** Economic systems influence choices
  - **Keystone Economic Principle™ #6:** Do what you do best, Trade for the rest
  - **Skills:** 16. Communication Skills; a. Oral, Written, Body Language (positive and normative economics)
- **THEME: INCENTIVES**
  - **Skills:** 23. Marketing; a. Product/Service Creation

\*\* For additional standards and content references, please see the [end of document](#).

### Overview:

In the Consumption and Production Charades activity, students play a game of charades, acting out the roles of producers and consumers.

### Objectives:

In this activity, students learn how goods and services are produced and consumed and how producers and consumer interact with one another.

### Materials and Handouts:

Printed pictures of producers and consumers ([Supplement #1](#) – cut each page in half so that each slip of paper has only one picture on it)

### Activity:

- Provide 10 students with a picture of a consumer or a producer (printed from [Supplement #1](#)). Tell the students not to show their picture to anyone else.

- Play a game of charades in which each student performs the action shown in his or her picture. As each person's action is guessed, list the actions on the chalkboard in two columns. Without putting headings above the columns, list producers in one column and in the other list consumers.
  - If the students have trouble guessing the charade, give them hints.
- After all 10 pictures have been completed, ask students to decide what the actions in each column have in common. Brainstorm with students headings for the columns. *[The students may say, 'These people (the consumers) are using something, they're taking something. The other people (the producers) are creating or selling something.]*
- After the students brainstorm, write the words consumer and producer above the appropriate columns. Explain that in economics, a producer is a person or business that makes goods or provides a service for sale. A consumer is a person who buys or uses goods and services.
- Next, explain that we are all producers and consumers. We make goods and perform services, and we use goods and services. Ask students to try to think of times when they have been a producer and times when they have been a consumer.
- Optional Variation: if a good discussion about producers and consumers as well as goods and services comes first, students could draw their own charades cards to illustrate producers and consumers and they could use those for the game. For this grade level, this is enforcing fine motor skills, illustrating and communicating an idea, and being creative.

### **Writing Prompt or Class Discussion:**

*Here are some optional questions for writing prompts and/or class discussion.*

- What is the difference between a good and a service?
- If you were to guess, how many different things do you think you consume every day? Is it in the hundreds?
- Do you also produce things? (Clearly, kids don't have traditional jobs, but many kids perform chores around the house, sometimes for allowance. Also, it helps to point out that students consume because of the love and generosity of family.)
- How is it that people can consume so many things, while producing just a few? (E.g. A car mechanic provides the service of automobile repair, but they consume food, shelter, clothing and transportation, among many other things). This is because of *specialization, exchange* and *gains from trade*. In simpler terms, "do what you do best, and trade for the rest."
- Is it necessary to produce in order to consume? (Yes!)

## Additional Standards and Content References

### Voluntary National Content Standards in Economics:

- Standard #1 : Scarcity; Consumers, Opportunity Cost, Producers, Wants, Entrepreneurship
- Standard #2 : Decision Making; Cost/Benefit Analysis
- Standard #6 : Specialization; Production, Specialization, Gains from Trade
- Standard #7 : Markets and Prices; Markets exist where buyers and sellers interact

### Partnership for 21st Century Life Skills Concept:

- Communication and Collaboration > Communicate Clearly
- Critical Thinking and Problem Solving > Make Judgments and Decisions

### National Content Standards for Entrepreneurship Education:

- Ready Skills, D. Communications and Interpersonal Skills; Fundamentals of Communication
- Business Functions; L. Marketing Management; Product/Service Creation

### Economics Vocabulary:

- Consumers** - People who use goods and services to satisfy their personal needs and not for resale or in the production of other goods and services.
- Division of Labor** - An arrangement in which workers perform only one step or a few steps in a larger production process (as when working on an assembly line).
- Gains from Trade** - The increased output resulting from trade; with trade, each individual, region or nation is able to concentrate on producing goods and services that it produces efficiently, while trading to obtain goods and services that it does not produce.
- Opportunity Cost** - The second-best alternative (or the value of that alternative) that must be given up when scarce resources are used for one purpose instead of another.
- Producers** - People and firms that use resources to make goods and services.
- Specialization** - A situation in which people produce a narrower range of goods and services than they consume. Specialization increases productivity; it also requires trade and increases interdependence.
- Source: *EconEdLink.org* by the Council for Economic Education

### Keystone Economic Principles™:

- For more information: [http://infusionomics.com/wp-content/uploads/2010/06/Keystone\\_Cheat.pdf](http://infusionomics.com/wp-content/uploads/2010/06/Keystone_Cheat.pdf)

Supplement #1



(Being a teacher)



(Watching TV)



(Eating fast food)



(Being a doctor)



(Mowing a lawn)



(Shopping for shoes)



(Being a scientist)



(Being a pastry chef)



(Watching a sports game)



(Buying a cat)