



# Producer and Consumer

## Core Standard Alignment:

- **Utah Core Standard (Economics):** ECONOMICS Standard 2.4.4: Describe how people can be both **producers** and **consumers** of local **goods** and **services**.
- **Financial Literacy Concept:** Understanding economic roles and transactions within a community.

## Learning Objectives:

Students will be able to:

1. **Define** and provide local examples of a **good** and a **service**.
2. **Differentiate** between a **producer** and a **consumer**.
3. **Explain** how a single person can be both a producer and a consumer.

## Time Required:

45–55 minutes

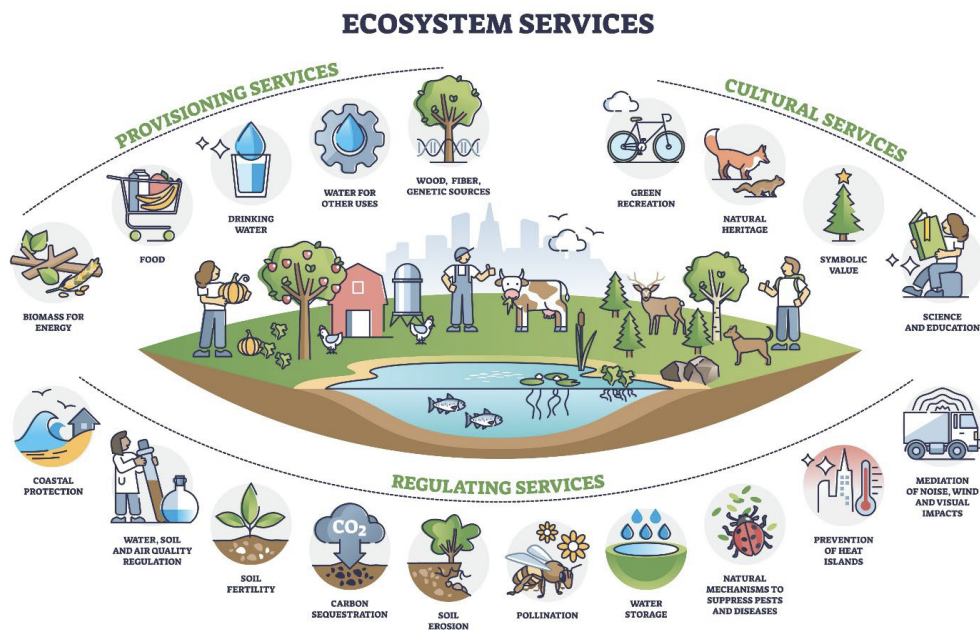
## Materials:

- Anchor Chart or Whiteboard for definitions.
- Index cards or small slips of paper.
- Markers or crayons.
- **Role Cards:** Cards labeled "PRODUCER" and "CONSUMER".

## Procedure:

### 1. Introduction: Goods and Services (10 minutes)

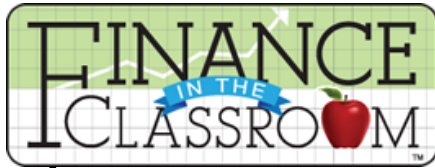
- **Define Goods:** Ask students, "What can you buy that you can touch and hold?" (e.g., apple, shirt, toy). Define **Goods: Things that can be bought or sold that you can touch.**
- **Define Services:** Ask students, "What can you buy that someone does for you?" (e.g., haircut, teeth cleaning, car wash). Define **Services: Work that someone does for other people.**



- **Quick Sort:** Write examples on the board (e.g., Bread, Haircut, Library Book, Teaching a Class, Toy Car) and have students identify them as a Good or a Service.

### 2. Activity 1: Defining Roles (15 minutes)

- **Define Producer:** Ask: "Who makes the good or does the service?" Define **Producer: A person who makes a good or offers a service.**
- **Define Consumer:** Ask: "Who buys and uses the good or service?" Define **Consumer: A person who buys or uses a good or service.**



- **Role Play:** Give students the **Role Cards**. Present a scenario and have students hold up the correct card (PRODUCER or CONSUMER).
  - Scenario 1: A baker makes cookies. (Baker = Producer)
  - Scenario 2: A person buys a cookie at the store. (Buyer = Consumer)
  - Scenario 3: A dentist cleans a child's teeth. (Dentist = Producer of a service)
  - Scenario 4: The parent pays the dentist. (Parent = Consumer of a service)

### 3. Activity 2: The Dual Role (15 minutes)

- **Explain the Connection:** Explain that almost everyone is both a producer and a consumer. People earn money by producing something (their job) and then use that money to consume what they need and want.
- **Local Example Think-Aloud:**
  - "Mrs. Jones works at the local library. When she helps check out books, she is a **Producer** of a service."
  - "After work, Mrs. Jones drives to the grocery store. When she buys an apple, she is a **Consumer** of a good."
- **Student Activity: "My Dual Role"**
  - Have students imagine their parent's job (or a job they want to have).
  - **Side 1 (Producer):** Have them write/draw what their job produces (good or service) for the community.
  - **Side 2 (Consumer):** Have them write/draw two things that person consumes in the community (e.g., gas for the car, milk from the store).

### 4. Conclusion (5–10 minutes)

- Ask students to share their "My Dual Role" examples.
- Emphasize the idea that money flows through the community: We are producers when we work, and we use the money we earn to become consumers.

#### Assessment:

- **Informal:** Observe students during the Role Play activity to ensure they can correctly identify a producer versus a consumer.
- **Formal:** Collect the "**My Dual Role**" activity sheet. Check for two clear examples: one where the person is a **producer** of a good or service, and a second where the same person is a **consumer** of a good or service.