

**Ohio Social Studies Education Standards
Economics Grade 6**

Scarcity and Resource Allocation

- Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions.
- Social Studies Skills and Methods
- Work effectively in a group.

Market

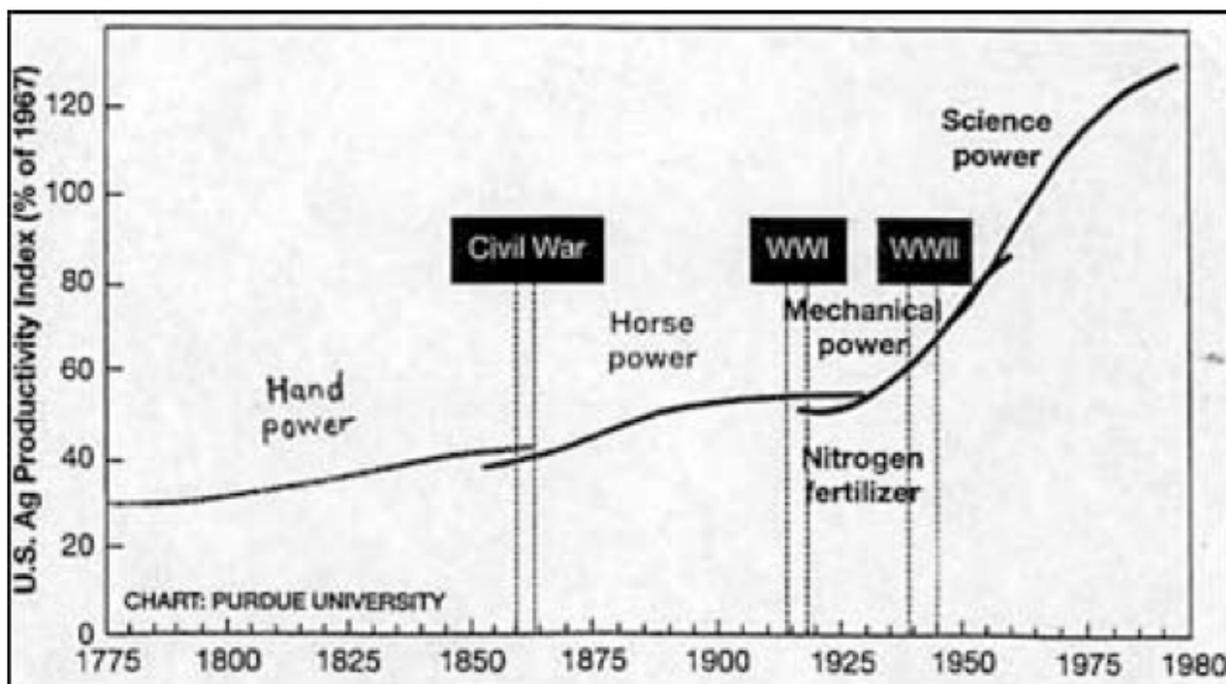
- Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.
- Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.

CARING FOR PIGS IS A TEAM EFFORT

The focus of this video is team work. Kevin Stuckey of Cooper Farms tells how team members specialize and work together using the best technology available to care for their pigs on a day-to-day basis. The concept of specialization and team work is often introduced to students in a variety of fun ways, but the real-life applications are significant and far reaching for the employees and the economic growth of the pork industry. This video and the lessons illustrate the importance of team work within Ohio agriculture. Successful team work at Cooper Farms impacts the cost and quality of their product.

PRODUCTIVE RESOURCES AND ENTREPRENEURSHIP

Today’s modern pork production facilities face new challenges regularly. Progress requires specialization, entrepreneurship, science and technology. U.S. pork production continues to lead agriculture in the adoption of new technologies and has achieved record productivity, exports and overall meat quality. Visit ohioporktour.com – The Scoop to take an interesting look at Pork Production Today and Economic Contribution of the Pork Industry in Ohio and around the world.



EXPORTS AND TRADE

The following statistics illustrate a recent increase in U.S. pork trade. This may be in part the result of specialization, producing at the lowest opportunity cost, causing both production and consumption to increase. “One in five market hogs are leaving the country,” points out Nick Giordano, National Pork Producers Council’s trade counsel. For first quarter 2008, pork exports were up 41 percent over 2007’s levels. Year-to-date highlights by country/region include:

- Japan was still the top buyer with total pork exports up 17% to 319.5 million pounds valued at \$460 million;
- The China/Hong Kong region follows closely behind with exports up 311% to 319.2 million pounds valued at \$243.5 million. April exports set a new record for the region at 93.3 million pounds;
- Exports to Mexico were up 10% to 228.5 million pounds, but still lag record 2006 volumes by 16%;
- Exports to Russia set a new record in April at 40.7 million pounds for a January-April total of 128.6 million pounds, up 142% from the first four months of 2007;
- Exports to Canada were up 24% to 117.6 million pounds;
- Exports to South Korea were up 12% to 107 million pounds;
- Exports to Southeast Asia were up 316% to 34 million pounds, and
- Exports to the European Union were up 117% to 30.1 million pounds.

VIDEO: CARING FOR PIGS IS A TEAM EFFORT

After viewing the video, the following questions will extend students' critical thinking about the impact of team work on hog production.

1. What did you learn about teamwork and pork production? What didn't you know before?
2. How do you think entrepreneurship is part of what Kevin Stuckey does?
3. Explain how specialization and effective teamwork on the Cooper Farms in Ohio affects hog customers around the world.
4. Do research on pork production in other parts of the world. How does it compare to Ohio hog farms?

HOW DO TEAMS WORK? TEAM-BUILDING ACTIVITIES

1. Introduce students to team work with some fun activities.

Follow each activity with reflection questions:

- What was the hardest thing about this activity? What was the easiest thing?
- What did you learn about cooperation? Communication? Teamwork? What did you learn about yourself?
- How can you use what you learned in other life situations? In a business situation?

2. Introduce the Team Challenges outlined on the student page. To build an effective team, it's important for students to share their own expectations at the beginning of the project. Here are a few ideas for discussion points:

- Share their ideas for what makes a great team. What ground rules would they establish? How would they make decisions? How would they work out disagreements and conflicts?
- Talk about the different "jobs" that students might have on the team (for example: project manager, researcher, writer/editor, artist/photographer, and web developer). This is a good opportunity for students to learn new skills from one another.
- Remind them that they will be working as a team and relying on one another for success. Each student is a valuable member of the team.

3. Read one of the following articles for examples of team work on various farms.

- On a Farm, Calving Teamwork. <http://tinyurl.com/64kzp3>
- Team Makes Dairy Expansion Succeed for Hohags. <http://tinyurl.com/5qhxj9>

Small groups of students can answer these questions and share their findings.

- Describe the farm. What is the current situation?
- What changes have taken place?
- How is team work or specialization helping?

4. Consider taking on a team challenge at **ThinkQuest.org**. In this international competition, student teams engage in collaborative, project-based learning to create educational websites. The goal is to build a global team of students, choose a global topic, ask questions, and create a web site. Teams can be comprised of students from different schools, even different countries! Both national and international competitions award a prize to the website that best reflects a global perspective or addresses a global issue. What could your students investigate related to hog farms around the world?