



# Kid Power Strikes Back

By Susan Beth Pfeffer

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## Lesson Overview

*Kid Power Strikes Back* focuses on a neighborhood business organized by Janie Golden. Janie and her friends decide to expand their Kid Power summer business of grooming lawns, walking dogs, and running errands to shoveling driveways and sidewalks during the winter. Throughout the book, Janie and her friends learn valuable lessons in economics. They confront concepts such as open market, monopoly, and, most important, competition.

### Key Economic Concepts

Markets	Profit
Specialization	Competition
Monopoly	Advertising
Market Survey	Entrepreneurship

### Materials

Handouts 1, 2, and 3



## Teaching Procedure

1. Before reading *Kid Power Strikes Back*, discuss with your students the kinds of money-making jobs they have performed. Discuss whether their jobs provided a **good** or **service** to their customers. Ask what **productive resources** were necessary, what **price** they charged, and how they determined the price.
2. Define and discuss the Key Economic Concepts above.
3. Read *Kid Power Strikes Back* orally to the class or individually if enough copies are available. Highlight economic concepts as you read. Then have students complete Handout 1, Economics Concepts in the Story.
4. Put students into groups of four or five. Each group should visit a different class in the school and brainstorm possible services that the class would like the group to perform. Then meet and select three services the group would actually like to provide to the other class. (Examples: sharpen pencils, wash desks, straighten library books, supervise milk break, etc.)
5. On Handout 2, Market Survey, list these three services. Make copies and distribute them to the students in the other class. Based on the survey results, decide what service to provide and make an offer to the class. (Use Handout 3 for this.) Payment can be mini-economy money, tokens, class privileges, candy, etc. The two teachers will have to coordinate this. Create a contract, as per the instructions on Handout 3.



## Key Questions To Ask Students

1. Why was Kid Power so successful? (*provided a valuable service at a good price, kids worked together as a team, helpful advice of parents, etc.*)
2. Why was it beneficial for Janie to hire her sister, Carol, as a manager? (*Carol had organizational skills and could keep track of the jobs. By specializing in what she did best, Carol reduced Jamie's work load.*)
3. What is a **market**? (*a place or situation where buyers and sellers interact*) How are prices determined in a market? (*supply and demand*)
4. What is **competition**? (*other sellers who produce the same good or service*) Why were Kid Power customers willing to pay Johnny more money for his services even though they thought he was employed by Kid Power? (*He did even better work than Kid Power.*)
5. Is competition good for the economy? (*Yes, it forces businesses to be very efficient in their production and respond well to consumer wants. This leads to better quality products and lower prices.*)
6. List some of the specific characteristics possessed by Janie and her employees that made them successful **entrepreneurs**. (*persistent, having a good work ethic, disciplined, flexible, motivated*) What motivated them? (*primarily the money they earned*)
7. What are **contracts**? Why are they important in our economy? Who enforces contracts in our economy? (*binding agreements between businesses; contracts help create a stable, just, and efficient economy; government enforces contracts*)



## Follow-Up Activities

1. *School Services*: Make a list of services the class could provide to the principal, librarian, school nurse, or other personnel. Identify the types of capital resources (tools or equipment) and special skills (human capital) each group would need to provide the service.
2. *Classroom Visitor*: Invite an entrepreneur to visit and explain how he or she started a business. Discuss the challenges in starting the business and how they were overcome. Discuss the character qualities that are necessary to be a successful entrepreneur.
3. *Kid Power*: Read the original *Kid Power* book. See the book citation in the bibliography.

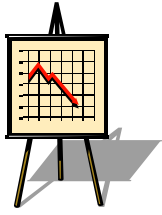


## Handout 1

# Economic Concepts in the Story

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1. Services
2. Capital Resources
3. Scarcity
4. Opportunity Cost
5. Entrepreneurship
6. Specialization
7. Profit
8. Competition
9. Open Markets
10. Monopoly



## Handout 2 Market Survey

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Our group came to your class earlier and brainstormed possible services your class would like to receive from us. Below are three services we are willing to provide. Each student in your class should complete a Market Survey. This will help us determine which service your class wants most.

Put 1, 2, or 3 in the second column. Discuss with your teacher what price you would be willing to pay to receive the service. Put that in the third column.

<b>The Service Our Group Can Provide</b>	<b>Which Is Your First, Second, and Third Choice?</b>	<b>What “Price” Is Your Class Willing to Pay?</b>



## Handout 3

# The Contract

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1. Meet as a group to discuss the details of the agreement you will make with the other classroom. Use the questions below to help you.
  - a. Service to be provided:
  
  
  
  
  
  
  
  
  
  
  - b. Number of times the service will be provided:
  
  
  
  
  
  
  
  
  
  
  - c. "Price" you will charge for the service:
  
  
  
  
  
  
  
  
  
  
  - d. Other possible items to include in a contract:
  
2. Once your group has agreed on the items above, present your offer to the other classroom.
  
3. Create an agreement (a contract!) in your own words to be signed by representatives from your group and the other classroom.