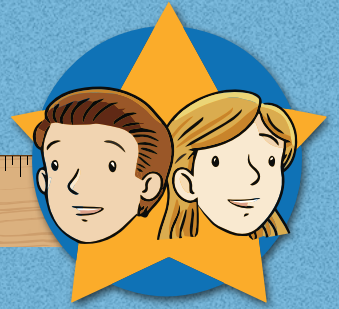
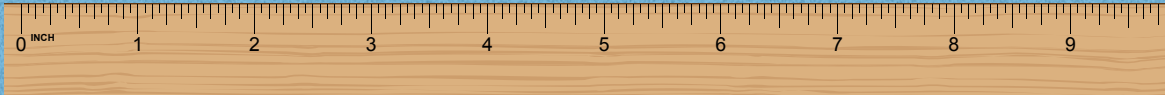


THE TUTTLE TWINS PRESENT:

FREE MARKET RULES



CORE CURRICULUM

UNITS 1-10

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UNIT 1

Do You Really Need that?

Lesson 1: What are wants and needs?

Survival or self-actualization? Which one is the higher need? Well, according to psychologist Abraham Maslow, both are categorized as a need. Growing up, we are often taught to distinguish between “wants” and “needs” as luxury items versus resources required for mere survival. But what if that is the wrong way to think about it? Really, you only need to have food and water if you first actually want to live. Even then, you only need to drink water and you only need to eat every few days. That says nothing about the quantity or quality of the food or water. You can sustain life by eating bugs and grass that are freely available, but do you want to? Is anything more than that considered a luxury?



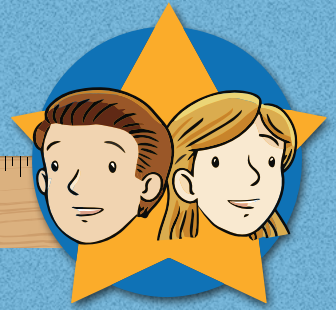
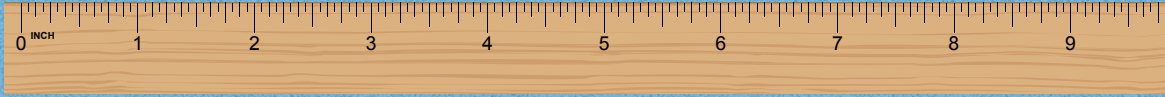
These activities are designed to help your family think about the causative relationship between the two, and how needs satisfy our wants.

Before you work through this week’s activities with your kids, [this quick article \(TinyURL.com/3t6tcpub\)](https://www.tinyurl.com/3t6tcpub) from the Foundation for Economic Education will help you develop a deeper understanding of the relationship between wants and needs as the foundation for all economic activity.

Activities

On the following pages you’ll find the youth and teen activities. Feel free to print them more than once for different children in the family. Following the activities, we’ll provide you with some Dinner Conversation Starters about the topic.

FREE MARKET RULES



Unit: 1 Do you really need that?

Lesson 1 - Ages 5-11

What are wants and needs?

Have you ever seen a commercial for something on TV, said “I *need* that!” and your parents replied, “Do you really *need* that or do you just *want* it?”

Well, what’s the difference between wants and needs? Let’s find out!

Find each term from the word bank below in the word search located on the next page. Then place the word in either the “Needs” column or “Wants” column in the chart on page 3. (Hint: some may be both!)

Word Bank

Food	Clothes	Video games
Want	Shelter	Bicycle
Money	Healthcare	Water
Need	Shoes	Books



W Y Q Q Q C E I S I Y W B Y F
C S B C C K P Y P J Q D J E O
G L R F R U T E K C U J R I O
E F O L F L Y W N X J A I Z D
F Y S T U B Q B R S C C Z Y P
S B B I H I A B C H E U T S Q
V Y K R G E I B T F F O D K G
V H F K B C S L Z B B N H O D
A N S I Y R A D M N T A E S M
T U B C Y E N O M W A N T E G
C Z L W H X C M I Y A V D H D
X E V I D E O G A M E S Q S S
I O L G W N W F O N D M J R D
D Q Q O S J T Y S R C S E X W
D T A K F H C V H O I A X X U
K T O P D B R B E K X T I O S
W O S M W U E B L N A X E V C
B T P V M K T F T P Q A M Q M
Y Q X S N K A C E R W T G D G
X H R Z W F W W R S T H K T V

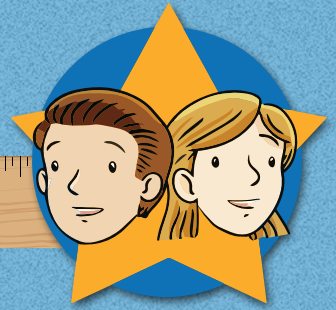


Wants	Either	Needs

Wrap-Up Questions

- How did you decide which column to put each word in?
- When you need something, what do you need it for?
- Could wants and needs change? Why or why not?





Unit 1: Do you really need that?

Lesson 1 - Ages 12-17

What are wants and needs?

What can cookies teach us about the difference between wants and needs?

With your friends or family, choose one or more of the recipes below, or feel free to use your own favorite recipe! Bake some cookies, paying close attention to what is needed in order to complete each recipe. Then complete the following activity.

Chocolate Chip Cookies

Ingredients

- 1/2 cup butter
- 1/2 cup granulated sugar
- 2 teaspoons vanilla extract
- 1/4 cup brown sugar
- 1 large egg
- 1 3/4 cups all-purpose flour
- 1/2 teaspoon baking soda



- 1/2 teaspoon kosher salt
- 1 cup semisweet chocolate chips

Instructions

1. Preheat the oven to 350 degrees F
2. Microwave the butter for about 40 seconds. Butter should be completely melted but shouldn't be hot.
3. In a large bowl, mix butter with the sugars until well combined.
4. Stir in vanilla and egg until incorporated.
5. Add the flour, baking soda, and salt. Mix until just combined. Dough should be soft and a little sticky but not overly sticky.
6. Stir in chocolate chips.
7. Scoop out 1.5 tablespoons of dough (medium cookie scoop) and place on baking sheet.
8. Bake for 7-10 minutes, or until cookies are set. They will be puffy and still look a little under baked in the middle.

Sugar Cookies

Ingredients

- 2 3/4 cup all purpose flour
- 1 teaspoon baking soda
- 1/2 teaspoon baking powder



- 1 cup butter, softened
- 1 1/2 cup white sugar
- 1 egg
- 1 teaspoon vanilla extract

Instructions

1. Preheat oven to 375 degrees F. In a small bowl, stir together flour, baking soda, and baking powder. Set aside.
2. In a large bowl, cream together the butter and sugar until smooth. Beat in egg and vanilla. Gradually blend in the mixture of dry ingredients from step 1. Roll rounded teaspoonfuls of dough into balls and place onto ungreased cookie sheets.
3. Bake 8-10 minutes in the preheated oven, or until golden. Let stand on cookie sheet two minutes before removing to cool on wire racks.

All-Inclusive Cookies (Vegan, dairy-free, gluten-free, sugar-free)

Ingredients

- 1 1/3 cups gluten-free oat flour
- 1/4 teaspoon baking powder
- 1/2 teaspoon baking soda
- 1/4 teaspoon salt
- 2 1/4 tablespoons solid coconut oil
- 2/3 cup coconut sugar

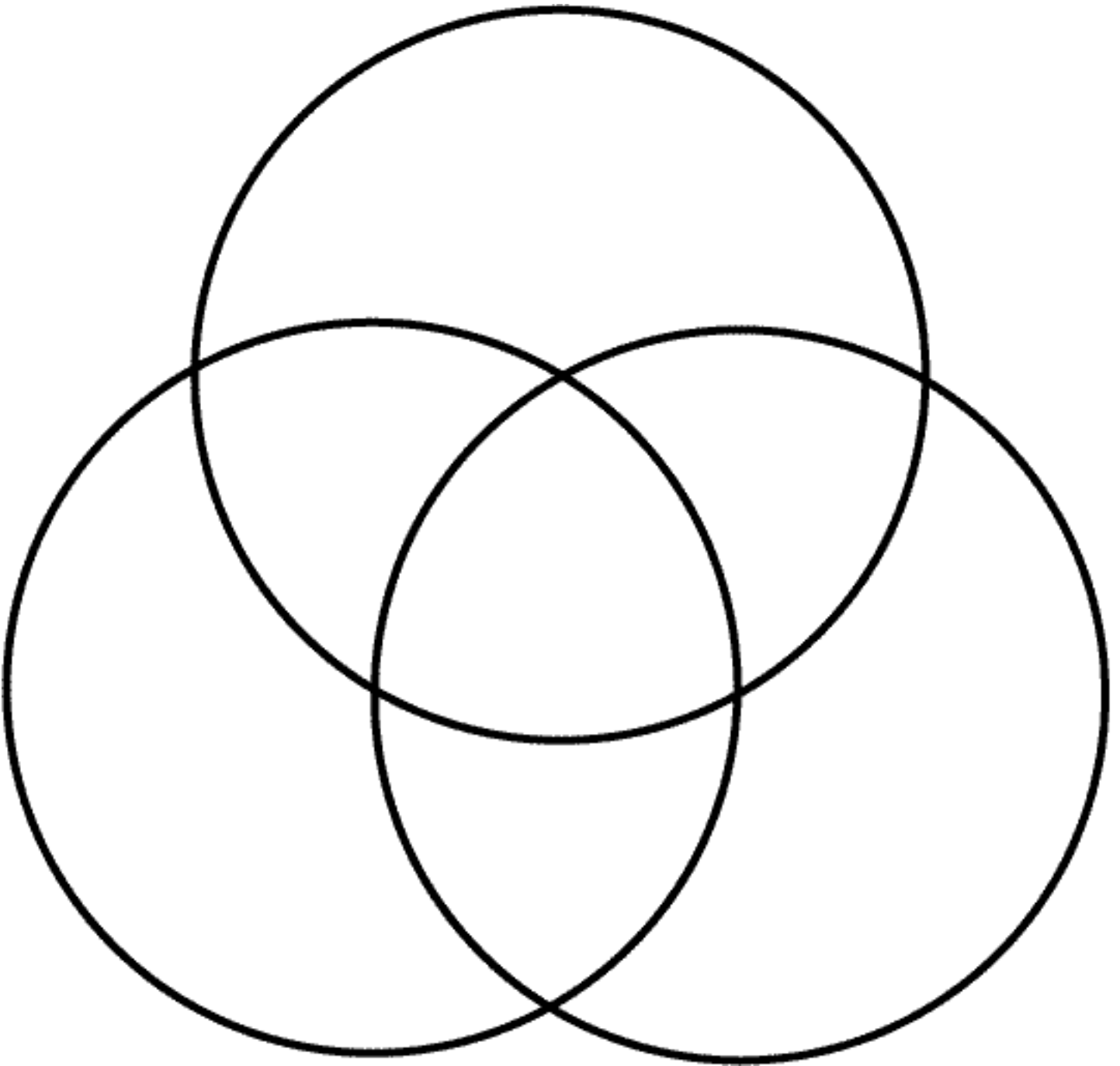
- 1 1/3 modified flax egg (4 teaspoons ground flax + 4 tablespoons water, whisked together, set for 15 minutes)
- 1 teaspoon vanilla extract
- 1/2 cup + 2 tablespoons vegan chocolate chips

Instructions

1. Preheat the oven to 375 degrees F. Line a cookie sheet with parchment paper or greased foil.
2. In a medium mixing bowl, whisk together the dry ingredients: flour, baking powder, baking soda, and salt. Set aside.
3. Add solid coconut oil and coconut sugar to a large mixing bowl. Using a pastry cutter or fork, cut the sugar into the solid oil—this will take a few minutes. Cut until only small coconut oil clumps remain, and the texture resembles clumpy wet sand.
4. Add in the remaining wet ingredients: modified flax egg and vanilla extract. Whisk until incorporated. The mixture will be wet and chunky.
5. Using a hand mixer, gradually add the dry ingredients into the wet ingredients bowl. Mix until well incorporated and a cohesive dough forms. Don't worry about the small lumps of solid coconut oil. Fold in chocolate chips.
6. Using a 2-tablespoon cookie scoop, scoop out and place balls of cookie dough onto the prepared baking sheet. Bake 8-12 minutes.
7. Transfer baking sheet to a cooling rack. Allow cookies to cool on the baking sheet for 10 minutes. Then transfer cookies directly onto the cooling rack to finish cooling.



In the Venn diagram below, compare the ingredients of the three recipes to see their similarities and differences. Tip: use a pencil in case you need to move something to another area of the diagram!



Wrap-Up Questions

- Did everyone want the same type of cookies? What does this tell us about different people and the things they want?
- How do people's differences, like dietary restrictions, affect what they need in order to get what they want?
- Why is it important that the ingredients are different? What does this say about needs in the face of different wants?
- What is the relationship between wants and needs? How did this relationship play out in your activity?



Dinner Conversation Starters

1. How does our culture shape our wants and the way we think about wants and needs?
2. Do you think people's needs change over time? What about from one generation to the next? From one century to the next?
3. Identify one "want" that you have. What are the resources you might need in order to satisfy this want? As a family, take turns sharing. Then discuss where you have common wants and how you might work together to satisfy them.

Go Deeper

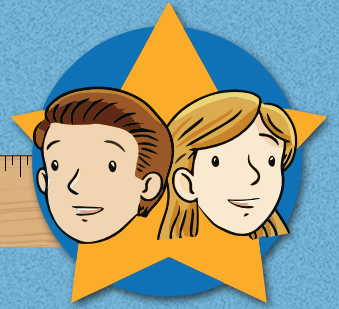
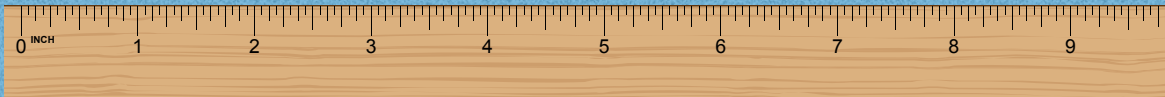
If you're still eager to learn more about this topic, [here's another article](https://www.tinyurl.com/pycaymmx) ([TinyURL.com/pycaymmx](https://www.tinyurl.com/pycaymmx)) that helps explain the difference between wants and needs, and goes into detail about the process of satisfying "desires," or wants.

What's in the Next Lesson?

It's important to learn how to distinguish between wants and needs, but what happens when they change over time? How can you prioritize what's important when it's always changing — and when other people's needs and wants are also constantly changing?

THE TUTTLE TWINS PRESENT:

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PARENT TEACHING GUIDE

UNITS 1-10

Lesson 1: What are wants and needs?

We're starting this program with the concept of wants and needs because it sets the entire field of economics in context. Yet, they are simple and intuitive concepts that can ease children into the economic way of thinking.

The study of economics at the most simple level is the study of how people pursue what they want. Economics goes further into studying why and how people do this, but it is fundamentally a study of how people satisfy their desires.

When we distinguish between wants and needs informally, we think of needs as what we need to live, and wants are extra things we don't necessarily need. In economics, the most useful definitions of these two words are the following: Anything somebody desires is a "want," whether it's a goal they want to achieve or it's a physical good. "Needs" are the things necessary to satisfy those desires. In other words, a "want" is the end, and "needs" are the means.

Introductory Content

The first article in the email about Franz Cuhel is a look at how people make decisions. It's included to introduce the concept of satisfying wants. Cuhel breaks down the three steps of the process, which are all applicable in both of the activities.

Key Quote: *"He had some fascinating insights into the structure of human decision making and what it implies for our lives and economic institutions...He said that there are three conceptual stages to decision making, and they sound rather awesome in German."*

We'll skip the German, but the explanation of these three conceptual stages is the key part of the article, and it also helps us understand wants and needs. The

first stage is when somebody feels that they want something. It's the recognition that they have a problem because they desire something they don't have. The second is figuring out how they can solve their problem - by recognizing a course of action. The third stage is actually carrying out the action and getting what they want. This process is, on a simple level, just an explanation of wants and needs. People first want something, then they figure out what they need to get it. This relationship between wants and needs is the important point to drive home to children in this week's activities.

Key Quote: *"If Cuhel is right, the best form of society we can create to maximize perceived value on the part of every single person is one that is free: people are free to perceive problems, imagine solutions, and act on possibilities."*

Wants and needs aren't just purely economic concepts, they have practical implications for freedom. Cuhel's definition of wants and needs means that in order for people to be able to pursue what they want, they need the freedom to do so. This isn't just an important theoretical base for learning economics; it shows why freedom is vital in order for people to flourish.

Youth Activity (Ages 5-11) - Wants and Needs Word Search

Purpose of the activity:

This is a simple way to introduce the concept of wants and needs to younger children.

We chose this activity because it's fun but also provides a way for children to start looking at very normal things in an economic way, like thinking about breakfast not just as food, but as a way to give them enough energy so they can go do the things they want to do.

The main takeaway is to get them to think about things as either what they want or what they need in order to get what they want.

Tips

- Take a minute to look at the word bank and think about the activity for yourself. Our concept of wants and needs is often very informal and imprecise compared to the economic definitions.
- Putting wants and needs on a physiological level makes it easy for anybody to understand. Use breakfast as an example. To children, it might just seem like what they do as part of their morning routine or they might think they need food only because they want to taste how good it is, but food serves a bigger purpose. A rhetorical question to ask your child could be “Do you like being hungry?” The answer, of course, is no, nobody *wants* to be hungry, which is why they *need* food in order to make sure they’re not hungry. Sleep can also be another good example. People *want* to be well rested the next day, so they *need* to go to sleep.

Wrap-Up Questions

1. Q: How did you decide which column to put each word in?

A: This helps them think about their own thought process. Encourage them to look back at their answers and make sure they think they’re right. There are no “correct” answers to which column each item should be in. The important thing is that they can justify their answers and explain why they put each item in the respective column.

2. Q: When you need something, what do you need it for?

A: This is to emphasize that needs are a means to an end. The word “need” has lost some meaning in recent years and is now used for things that are really wants. When somebody needs something in an economic

sense, it's so that they can get something they want or it helps them achieve a goal. This definition might make children think twice before saying they "need" every new toy they see in a TV commercial.

3. Q: Could wants and needs change? Why or why not?

A: This is a transition into the next lesson, which looks at how wants and needs change depending on circumstance. There are two ways this is true. People change over time, which means their wants and needs change. Wants and needs also differ between people because everybody has different preferences. People often need the same things because they want the same things. People need money to pay rent or a mortgage because they want a comfortable place to live, but if people want different things, they will need different things in order to get them.

Teen Activity (Ages 12-17) - Baking Cookies

Purpose of the activity:

This is a practical way to learn about identifying wants and needs. The idea is that everybody wants some cookies and, in order to get them, they have to get everything they need to make them. A list of ingredients and directions is a perfect metaphor for how people go about satisfying their wants. The ingredients are the "needs" in this case and the cookies are the "want." The Venn diagram is to help them categorize their needs, showing that different wants require different needs.

Tips

- During the activity, keep things framed in the economic context of wants and needs. This doesn't have to just be designating the cookies as the "want" and ingredients as the "need." The relationship of wanting one thing and needing other things to get it is universal, even at small steps.

For example, you *want* the cooking area to be clean before you begin, so you *need* to wipe off the counter first.

- After the activity, walk through Franz Cuhel's three stages, Verfügungsbedürfnis, Verwendungsbedürfnis, and Wohlfahrtsbedürfnis, applying them to the process of baking cookies.

Wrap-Up Questions

1. **Q: Did everyone want the same type of cookies? What does this tell us about different people and the things they want?**

A: The fact that people have different tastes demonstrates that they naturally want different things and consequently need different things. The Venn diagram highlights this, showing that according to different recipes, different ingredients are required.

2. **Q: How do people's differences like dietary restrictions affect what they need in order to get what they want?**

A: The assumption here is that everybody wants some kind of cookie. If everybody wants cookies but one person is allergic to gluten, that person is going to need a different recipe to get what they want. Fortunately, there are gluten-free recipes so that they can make a similar kind of cookie. This shows that even though people might want the same thing, external factors mean that they need to take a different path or need different tools to get there.

3. **Q: Why is it important that the ingredients are different? What does this say about needs in the face of different wants?**

A: The ingredients are different so that the outcome is different. This is not only important because it shows that different wants mean people need different things, but it also demonstrates something Franz Cuhel highlights in his book *On the Theory of Needs*: each action a person takes is

deliberate and everything we do is a necessary step in order to get something we want or achieve a goal. There might be several ways to get something we want, but every step on the way there is deliberate.

4. Q: What is the relationship between wants and needs? How did this relationship play out in your activity?

A: The relationship between wants and needs is causal. We need certain things because we want something else. When somebody says they need something, it's important to always ask, "For what?" Needs are always a means to an end, and wants are ends in themselves.

Dinner Conversation Starters

1. Q: How does our culture shape our wants and the way we think about wants and needs?

A: This is an open-ended question, there could be several correct answers, but one example could be that people of different countries have different tastes, and so they want different foods. Because of that, they need different ingredients to make the food.

2. Q: Do you think people's needs change over time? What about from one generation to the next? From one century to the next?

A: Some needs do change, and some needs don't. Since the beginning of time, people have always needed food and water in order to survive. However, the most somebody could want thousands of years ago might be to just survive. Fortunately, we now have a much higher standard of living, and so we want all kinds of things like a nice house or car, which means we need certain things, like money, in order to get them.

3. Q: Identify one "want" that you have. What are the resources you might need in order to satisfy this want? As a family, take turns

sharing. Then discuss where you have common wants and how you might work together to satisfy them.

A: This will obviously vary and there is an infinite number of answers, but the main point is to have an opportunity for children to apply the identification of wants and needs in a different context after they've completed the activities.

Go Deeper

This link gives you the chance to read an expanded work of Franz Cuhel's *On the Theory of Needs*. Not only does it provide more details about the specific process of how people satisfy their wants, but it also gives a more philosophical look at why this is so fundamentally important to anybody's understanding of economics.

Key Section: Part 2 of the introduction is an actionable, step-by-step guide to how people satisfy their wants. In 19 steps, Cuhel meticulously details how people recognize that they want to increase their "welfare" or their state of being, and the steps that they physically and mentally take to actually make it happen.

Key Quote: *"Phenomena that are the subject of economic science are a certain kind of human actions and their results. Each action is caused by one or more desires."*

What Cuhel means here is that economic science, or economics, is, in its simplest form, a study of people doing things and what happens when they do. This preface is important because it shows that he's not just interested in wants and needs for some arbitrary reason, he recognizes that people do things because they're trying to improve their situation or "increase their welfare" to use Cuhel's terminology. This is an important philosophical framework to keep in mind when teaching your children the concepts in this unit.