

# BELL TO BELL: HUMAN CAPITAL



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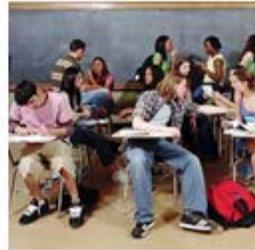
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**Engage:**  
Get them thinking



**Teach:**  
Share the knowledge



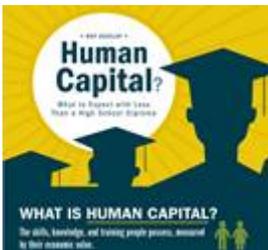
**Practice:**  
Use the knowledge



**Reflect:**  
Assess their learning

## Teaching human capital? We have a plan!

### Engage: Invest in Yourself!



Ask students to define the word capital. Tell them that there is another type of capital, human capital, that is also very important. Display the first block in the [Human Capital infographic](#) to reinforce the meaning of the word, and then follow Procedures 1-6 in Unit 1: Exploring Careers in the [Navigate Teacher Handbook](#) for a hands-on interactive human capital activity. Ask students the following questions after the activity:

1. How does education make a person more productive?
2. How will developing your human capital help you in the future?

### Teach: What is human capital?



Open the PowerPoint from [Katrina's Classroom: Teaching Money Skills For Life- Lesson 4: Back to School](#), and teach students using Slides 3-8. Have students complete Handout 1 from [the Lesson Procedures](#) as you discuss slide 5. Show students the [Continuing Education: Saving for College](#) video to reinforce the concept of human capital and making an investment in yourself, especially as it relates to planning for your future.

**Practice:** Why do people invest in human capital?



Distribute Handout 2 from the [Federal Reserve Bank of Atlanta's Katrina's Classroom Lesson 4: Back to School](#) and instruct students to fill the columns labeled "estimate". Access and display or print out copies of the following chart: [http://www.bls.gov/emp/ep\\_chart\\_001.htm?d=1&s=email-bell-to-bell](http://www.bls.gov/emp/ep_chart_001.htm?d=1&s=email-bell-to-bell) and have students use the chart's information to fill in the actual median salaries, then use that information to calculate the actual number of years to earn \$1 million. Using the updated chart and instructions [from Handout 1, It's Your Paycheck Curriculum Lesson 1: Invest in Yourself](#), have students update the table with the latest numbers and create their graphs.

**Assess:** Project Based Learning – Expense Tracking & Creating a Budget



Have students read the Page One Economics newsletter article "[Investing in Yourself: An Economic Approach to Education Decisions](#)" and complete the discussion questions at the end of the reading. Ask the following questions:

1. The chart in the article gives unemployment rates and median weekly earnings from 2011. How do these figures compare to the updated figures that you used to complete your tables?
2. What general trend do you see on both graphs between education level and unemployment rate and weekly earnings?
3. Approximately how many weeks would someone with a high school diploma work to earn the same weekly salary as someone with a bachelor's degree? How many times higher is the unemployment rate for high school dropouts than for those with an associate's degree?