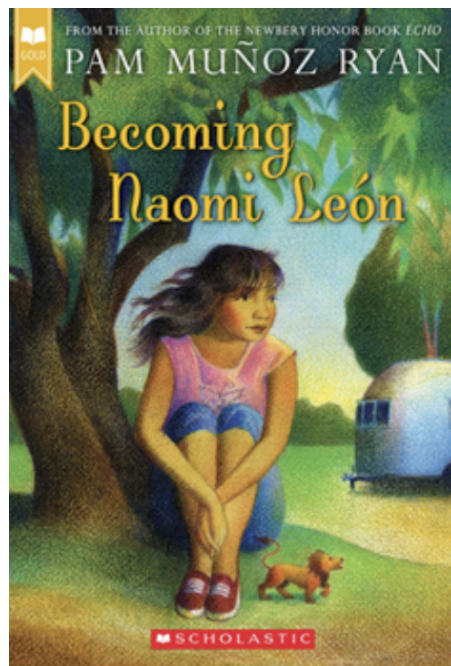


# “What’s My Human Capital?”

**Becoming Naomi León** by Pam Muñoz Ryan



**Student Objectives:** By the end of the lesson, students will be able to:

- 1) Understand the meaning of *human capital*.
- 2) Identify examples of human capital in the life of Naomi (from the novel).
- 3) Reflect on their own skills, traits, and knowledge they are developing.

**Voluntary National Content Standards in Economics 2nd Edition**

Standard 1 - Scarcity

**Teacher Instructions:**

1. Ask “Have you ever learned something that made you better at doing a job or chore?” (answers will vary)
2. Say “Human capital is everything you know how to do and who you are that helps you succeed - like reading, being creative, solving problems, being helpful, or learning from others. You’re building your human capital every day.”
3. Ask “Why is human capital important?” (answers will vary; possible answer is the more we learn, the better we can do things—and that helps us and our communities grow)
4. Ask “What kinds of human capital does Naomi have in *Becoming Naomi León*?” (brainstorm together as a class and write answers on the board)
  - a. Optional : Write Handout 1 chart categories on the board and ask students to give examples for each category, enabling students to think about Naomi’s examples before seeing the examples written on the handout.
5. Tell students they will be identifying examples of **their own** human capital.
6. Give each student Handout 1.
7. Explain to students the different categories of human capital on the chart then discuss examples of Naomi’s skills. Explain to students they will be coming up with examples of their own human capital skills.
8. Tell students to complete the right side of the chart.
  - a. Optional: In small groups, students can work together brainstorming examples of their own human capital skills.

9. Closure:

- Say “Imagine two kids open two different lemonade stands. One learned how to make delicious lemonade, how to give great customer service, and how to count money fast. The other kid didn’t practice or learn any of that. Who do you think will sell more lemonade?” (answer: the kid who learned how to make good lemonade and give great customer service)
- Ask students why? (answer: because that kid has **more human capital**—they’ve learned more, so they can do a better job)
- Say "Human capital is all the things people learn that help them do a job. It includes skills, education, and experience. It's like upgrading your brain! Naomi's human capital—her creativity, resilience, kindness, and willingness to learn—helps her grow stronger through every challenge and shapes the person she's becoming."

**Handout 1**

Student Name: \_\_\_\_\_

Category	Naomi's Human Capital	My Human Capital (Your Turn!)
<b>Creative Skills</b>	Soap carving, storytelling	
<b>Communication Skills</b>	Learning Spanish, expressing her feelings	
<b>Problem-Solving</b>	Navigating family issues, staying calm under pressure	
<b>Learning &amp; Knowledge</b>	Schoolwork, learning about her culture & heritage	
<b>Personal Traits</b>	Kind, brave, patient, thoughtful	

**Reflection & Goal-Setting:** One skill or strength I want to grow this year is

\_\_\_\_\_.