
Teaching Tips

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Activity 1

Giving each student a sticker will be time consuming. Plan ahead for how many students will be represented by each job category and where they will be located in the classroom.

The term “sole proprietorship” can be difficult for children to understand, so explain it clearly. Mention that businesses organized as sole proprietorships and partnerships are often referred to as “small businesses.”

When discussing stocks, ask if anyone in the class holds stock that someone has purchased for them. Tell them that anyone can purchase stock and thus be a part owner of a corporation, even a 5th grader. Tell the students that on your last visit they will participate in an annual stockholders’ meeting.

Before you leave, ask if the teacher can provide an overhead projector for you next visit. Also, ask if the teacher is willing to do a “bad interview” as an example during the next activity.

Activity 2

Students tend to think of job applications as just another form to fill out. Stress to them that a job application is an opportunity for them to sell themselves to a potential employer by showing that they have the attitude, education, and skills necessary for a job. It would be helpful for you to ask for and bring in examples of job applications for businesses such as McDonald’s, Wal-Mart, etc. to show kids and pass around. As you show the application on the provided overhead transparency point out the social security number and explain to the students why employers would need to know this information. If any students are not aware of their social security numbers, recommend that they ask about their number at home. Make sure to explain that they do not want to give out this number to just anyone.

Have the teacher (or one of the students if necessary) do a bad interview as an example while the students evaluate the interview on page 4 of their workbooks. The “interviewee” can mess up their clothes and hair, have poor posture, give a poor greeting, etc. The students really enjoy seeing their teacher in a humorous light and learn very well from a negative example. After the interview, discuss what was done poorly and what could be improved. Ask how the students graded the interview. Then if time allows have someone do a good interview as a positive example.

Activity 3

Our staff has taught this activity for many years, and has never been satisfied with the experience as described in the program guide. We agree that students at this age are not content to simply watch their classmates as some participate in the production of the ballpoint pens. Although the guide suggests encouraging the students to view the process as a manager and analyze where improvements might be made, we have found that students become easily distracted if they are not actively involved in the process themselves.

As an option, you might choose to divide the class into three groups of five students along with a timekeeper, quality control expert and recorder for each group, perhaps even all. Assign a group to unit, batch or mass production and, AFTER giving the whole class directions, give each group enough materials to create ten pens.

Once the groups are situated, signal each group to begin production simultaneously. Have the timekeeper note how long it takes his/her group to complete the ten pens. Next have the quality control expert verify the number of working pens and instruct the recorder to list the time and number of pens on the board.

When all groups have finished, analyze the results listed on the board and use as discussion points regarding advantages and disadvantages to each production method.

Activity 4

You may wish to choose other ads that are particularly engaging to this age group. Videotaping commercials that reflect the different advertising strategies is also an excellent way to introduce students to the principals of marketing.

Activity 5

You might allow the students to randomly pick their step to creating a business plan from folded slips of paper. REMEMBER: If the students choose a service, remove the “method of production” step as a choice.

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