Junior Achievement® Rocky Mountain

# Teaching Tips — "Our Community" 2nd Grade

## Preparation Checklist ☑

- ☐ Thoroughly read your Guide for Volunteers & Teachers, plan lessons and relevant stories to share with students
- ☐ If you have a partner, meet to discuss how you want to teach the lessons
- ☐ Separate and organize all materials for lessons into 5 separate folders, bring all materials to the classroom
- ☐ Fill out certificates with school, date & your signature (ask teacher to do other fields)
- ☐ Separate "Gov't Workers Sticker Sheet"," (left side Lesson 1, right side Lesson 3)
- ☐ Separate "Ingredient Sticker Sheets," along perforated line, secure with a binder clip; do not separate donuts, students will do this as part of the lesson (Lesson 2)
- ☐ Consider bringing donuts or Krispy Kreme hats (Lesson 2)
- ☐ Separate "Money Sheets," (into sets of $5) bundle with rubber band or zip-top bag (Lesson 3)
- ☐ Separate "Ballot Sheets," bundle with paperclip (Lesson 4)

## Characteristics of Second Graders (7 to 8 years old)

- Students read and write at a basic level. To improve reading skills (accuracy and speed) students at this grade level are encouraged to read in and out of the classroom environment.
- Students' ability to count numbers is greater than their ability to order, group and manipulate numbers.
- Students' high level of honesty and openness might surprise you. They have a lot of praise for those they admire and also begin to develop loyalty in their friendships.

## Introduction & Icebreaker

Prior to beginning your first lesson, take some time to build a relationship with your students. This will not only help with classroom management, but will strengthen your impact as a role model.

**Option A, Stand Up If You**: Introduce yourself to the students and explain that now you want to learn something about them! Call out a statement in the format "Stand up if you…" then fill in the blank. Each round have the students who stood introduce themselves and tell you what makes your statement true for them. Example: you say "Stand up if you play soccer". You call on one of the students who stood, "My name is Tyron, and my favorite soccer team is the Wildcats. Ask them to then remain standing until the whole class has introduced themselves. If you get stuck toward the end, ask their classmates for help.

**Option B, Your Own Icebreaker:** You are welcome to bring your own icebreaker activity. Try to find something that allows you to introduce yourself, as well as meet each individual student. Make sure it is age appropriate and fun!

### Additional Resources

Visit Junior Achievement's online Volunteer Resource Center, *jacolorado.org/index.php/volunteers/volresources*

The following tools are available to support you in presenting the "Our Community" Program:

- Teaching Tips
- Program Synopsis
- Ideas for Stories to Share with Students
- Printable JA Certificate Templates
- Sweet "O" Donut Work Instructions
- MP3 of "Money Moves" Song

Visit JA's online **Volunteer Resource Center** for additional tools and tips.

*jacolorado.org/index.php/volunteers/volresources*

## Session 1: How does a Community Work? Pages 7-12

**Guiding Questions:**

- How do people work and live in a community?
- What are some job opportunities in a community?

**Helpful Hint:**

While doing the activity, work as an entire class. Instruct the students to put each sticker on their poster *after* you have discussed why the community needs the job represented on that sticker. This will prevent kids from working ahead and disengaging.

**Potential Challenge:**

If students are loud and restless tell them that you will only give materials to the students who are sitting quietly with their hands in their laps. This will encourage them to settle and quiet quickly.

**JA in a Day Only:** Wait to hand out the Postcard with Magnets at the end of the day during graduation.

**If Time Permits…**

- Challenge the students to think of a job that starts with the first letter of their first name. Have a cheat sheet prepared so that you can help.

## Session 2: Sweet "O" Donuts Pages 13-17

**Guiding Questions:**

- What is production?
- What are the different strategies used to produce different types of products.
- What's the difference between unit and assembly-line production methods?

**Helpful Hints**:

- It is often difficult for the students to perforate the donuts. Consider assigning two students to punch out the donuts in the assembly line or adjusting the time allotted.
- It is best to have each student involved in a production process. There are enough supplies to have groups of five participate so everyone may try. Students enjoy competing with other groups to try to produce the largest number of donuts.
- Check out the Sweet "O" Donut Work Instructions in the online Volunteer Resource Center for more specifics about the donut activity.
- Consider using small donuts, Krispy Kreme hats, or other incentives to encourage participation and competition.

**Potential Challenges:**

- Frequently, unit production will produce more donuts than assembly-line production. You may consider adjusting the assembly line to cut down on wait time for the students at the end of the line or allow the assemble-line production to "practice" a few times. Either way, use the outcome to teach a lesson using the discussion questions under the "Summary and Review" and include a discussion of the role that technology plays in assembly line production (explanation why assembly line is usually much faster than production line).
- This activity can be difficult to manage. Thorough preparation and careful planning will pay off when facilitating this activity.

**If Time Permits…**

- Allow students to try both methods (production-line and assembly-line). This will allow greater student understanding of both concepts.
- Finish the class by emphasizing the importance of teamwork in accomplishing goals (as demonstrated in this lesson).

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## Session 3: The Role of Government

Pages 18-21

**Guiding Questions:**

- How do government workers contribute to the economy?
- Why is taxation necessary?

**Helpful Hint:**

Emphasize that everyone pays taxes in order to receive government services. It makes the community a better place for everyone!

**Potential Challenge:**

Students might not immediately think of examples of government jobs. Provide examples of government workers and discuss their responsibilities to help broaden their idea of what government workers do. (ex. President, Astronaut from NASA, teacher, Mayor, etc.)

**If Time Permits…**

- Emphasize the importance of voting. In the United States, the people are the "boss" of the government. By paying taxes we are paying our "employees".
- Allow the students to color the "Our Community" worksheets after you complete this activity.

## Session 4: A New Business

Pages 22-26

**Guiding Questions:**

- Why is it important to make informed decisions?
- How do we take personal responsibility for our decisions?

**Helpful Hints:**

- Be sure students understand they need to make an important decision that is best for the entire community (this may mean putting aside their personal preferences). Help students realize they can use the same decision-making process to solve their personal problems, such as what to do on Saturday afternoon or how to spend their money.
- Simulate the real life voting process; bring (or borrow from the teacher) a box and have each student approach the voting booth, mark his/her choice, and place the vote in the box; reward each student with an "I Voted" sticker.

**Potential Challenge:**

Students may need help spelling words during this activity, it will be helpful for you and the teacher to move around the room and work with each group.

**If Time Permits…**

- Reinforce the importance of evaluating choices before deciding. Ask "what are some difficult decisions you have made; how did you decide?". Share a few personal experiences.

## Session 5: Money Moves

Pages 27-30

**Guiding Questions:**

- What are some examples of money exchanged for goods or services?
- How does money flow through a community's economy?

**Helpful Hints:**

- Be sure to review your kit to see if it has a tape or a cd. Check with the classroom teacher to see if there is a cassette tape player or cd player available. There is an MP3 version of the song available on the online Volunteer Resource Center.
- When choosing the 8 students to role play, spread them throughout the room and allow them to create the flow of money, rather than following the song lyrics. Ie Tommy is hungry, where would he go to eat? The pizza shop needs ingredients, where do they buy supplies?
- As the 8 students role play, ask the rest of the class to follow along with the words. The words of the song are written in their Journals.

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**If Time Permits…**

- Play the song again and have a different group of 8 students role play. You could also have more than one quarter so multiple groups can play at once.

**Graduation:**

Make this time special. Call students up one-at-a-time to receive their certificates and shake your hand, and have other students provide applause.

**JA in a Day Only:** Request the teacher completes the certificates (by entering the students' name & signing their own name) early in the day so that they are finished prior to the graduation.

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