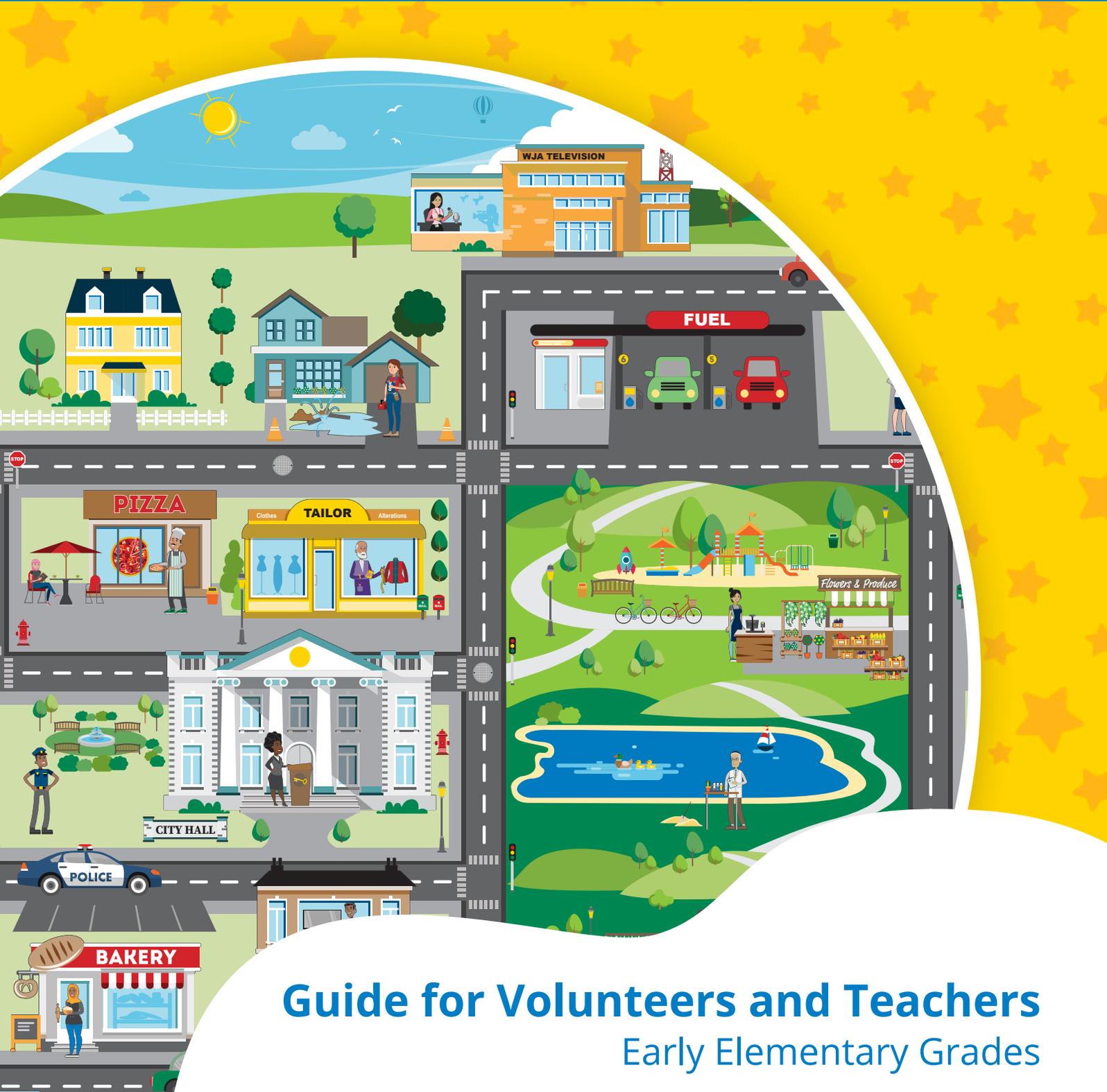


# JA Our Community<sup>®</sup>



**Guide for Volunteers and Teachers**  
Early Elementary Grades



# JA Our Community®

Guide for Volunteers and Teachers

Early Elementary Grades



# JA Our Community®

## Guide for Volunteers and Teachers

### Early Elementary Grades

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Colorado Springs, Colorado

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First Edition 1992

# Welcome to Junior Achievement

## About Junior Achievement USA®

Junior Achievement USA (JA; JA USA) is a nonprofit organization financed by businesses, foundations, government, and individuals. Since its founding in 1919, Junior Achievement has contributed to the business and economic education of more than 100 million young people around the world.

Junior Achievement USA is the nation's largest organization dedicated to educating students in grades K–12 about entrepreneurship, work readiness, and financial literacy through experiential, hands-on programs designed to help students understand the economics of life. In partnership with businesses and educators, JA brings the real world to students, opening their minds to their potential.

For more information about Junior Achievement USA programs for high school, middle school, and elementary school, visit JA online at [www.juniorachievement.org](http://www.juniorachievement.org) or send mail to: Product Development, Junior Achievement USA National Office, One Education Way, Colorado Springs, CO 80906.

# Table of Contents

Welcome to Junior Achievement..... **iii**

Table of Contents..... **iv**

Acknowledgments ..... **v**

The Volunteer Conduct Standards ..... **vi**

About This Program ..... **vii**

Master List of Materials..... **x**

Virtual Preparation Suggestions ..... **xv**

## Sessions

Communities at Work..... **1**

People at Work ..... **13**

Money at Work ..... **24**

Votes Count ..... **36**

Making Choices ..... **45**

Crack the Code ..... **56**

Glossary ..... **73**

# Acknowledgments

## Sponsorship

Junior Achievement USA gratefully acknowledges Accenture for its dedication to the development and implementation of the *JA Our Community* program. During the *JA Our Community* experience, students will use classroom games and activities and online experiences to learn about their place in the community.

## Consultants

Junior Achievement is grateful to the following subject matter experts for contributing to and reviewing *JA Our Community*. Their expertise in early childhood education and diversity, equity, and inclusion (DEI) has significantly enhanced the quality of this program.

- Dr. Teresa Leary Handy, DEI Consultant, University of Arizona Global Campus, Chandler, AZ
- Heather Sherwood, Research Associate, Education Development Center, Waltham, MA
- Jennifer Yurof, Associate Project Director, Education Development Center, Waltham, MA

## Junior Achievement Areas

Junior Achievement USA acknowledges the following JA Areas and JA Worldwide Members for their work in the design, development, and piloting of *JA Our Community*:

### JA Areas

- JA of Central Indiana
- JA of Middle Tennessee
- JA of New York
- JA of South Florida
- JA of Southern Nevada
- JA of the Bluegrass
- JA of Wisconsin

### JA Worldwide Members

- JA Argentina
- JA Belgium
- JA Brazil
- JA Canada
- JA Ireland
- JA Italy
- JA Japan
- JA Malaysia
- JA Mexico
- JA Philippines
- JA Poland
- JA Portugal
- JA Spain
- JA Switzerland

Junior Achievement is committed to developing and implementing programs designed to help students become financially literate, entrepreneurial thinkers who are work ready. *JA Our Community* is designed to support the JA Financial Literacy and Work & Career Readiness pillars. It introduces students to jobs in the community, how money works in an economy, and the role government plays in the community.

Members of the Junior Achievement Education Group who have contributed to the development of *JA Our Community* possess post-graduate degrees in education and are experienced in the classroom and in curriculum development and design.

## The Volunteer Conduct Standards

**Junior Achievement (JA®) serves youth.**

### Why the Standards Are Important

JA volunteers teach valuable lessons in their program delivery and especially in their conduct with students. Adult misconduct with or in the presence of youth carries serious consequences. Because Junior Achievement cares that its volunteers have healthy, appropriate relationships with the youth they serve, it has established the following standards.

Junior Achievement staff convey these standards IN WRITING to all volunteers prior to their first visit to the classroom. JA staff also review these standards verbally with volunteers teaching for the first time.

### The Standards

- Young people look to adults for examples of appropriate behavior. JA volunteers must use appropriate language and model honorable behavior, such as respect, integrity, honesty, and excellence. Profanity or sexualized language or jokes are inappropriate when working with students, regardless whether it occurs face-to-face, over the Internet, or by any other means. JA strictly forbids violating any state law regarding interactions with youth; for example, providing them alcohol or legal or illegal drugs, or coaxing them into illicit relationships over the Internet or otherwise.
- Volunteers should avoid all contact with students beyond a business handshake.
- Interactions with students must both be appropriate and appear appropriate. It is expected that volunteers' interactions with students are at all times appropriate and professional and are strictly related to the role of business mentor. It is unacceptable to seek or engage in one-to-one meetings with students at any time.

- Volunteers are responsible for the quality of interactions. Students often find it difficult to state discomfort or objections. Volunteers must be especially sensitive to physical and verbal cues that youth provide.
- Volunteers will be presenting, facilitating, and discussing various programs, content, and ideas with students that are likely owned by JA, its licensors, or the students. A primary purpose of the JA programs is to encourage creativity by the students. By working with JA and the students, volunteers agree that they do not obtain any intellectual property rights therein, will not seek ownership in or to contest those intellectual property rights, and will not attempt to secure trademark, patent or other intellectual property rights, or registrations therein without prior written consent from Junior Achievement USA.

**The aforementioned standards do not represent a comprehensive list.**

Other actions not included could result in suspension or dismissal as a volunteer. JA volunteers also must read and comply with JA's Digital Media Policy. Junior Achievement takes all complaints of misconduct seriously. Credible allegations of misconduct will be promptly reported to the appropriate authorities. During any such investigation, the JA volunteer will not perform services as a JA volunteer. If an investigation determines misconduct occurred, it will result in the immediate and permanent dismissal as a JA volunteer.

Any JA staff member or volunteer who reasonably suspects misconduct must report these suspicions immediately to the appropriate JA staff person within their JA Area.

**Please be sure to sign the form.**

Junior Achievement volunteers are required to sign a Volunteer Conduct Standards Form. If you have not done so, please contact your local JA Area office before your *JA Our Community* meeting.

## About This Program

Welcome! This program overview provides information and ideas for how to implement the *JA Our Community* program in a range of learning environments.

### Introduction

The *JA Our Community* program introduces second grade students to their community, and the way people in communities work, earn, and spend money, and help one another. A sixth optional session explores computer programming and coding. *JA Our Community* uses stories, games, and role plays to teach students about communities. The program is designed to accommodate multiple learning environments and supports the JA Financial Literacy and Work & Career Readiness pillars.

## Program Goals

By participating in this program, students will:

- Describe what a community is and differentiate between types of communities.
- Explore the variety of careers people have in a community and how each job requires specific skills.
- Identify how business and government jobs benefit a community.
- Describe the flow of money in a community's economy.
- Explain how taxation supports government services.
- Recognize caring for the community and voting as ways in which responsible citizens act.

This program is an introduction to the JA Work & Career Readiness and Financial Literacy Pathways and can be used in grades 1 through 3. The program offers five or more instructional contact hours (ICH) based on delivery of the optional content; the program is either volunteer- or educator-led with multiple options for digital and classroom implementation and volunteer engagement.

## Curriculum Overview

*JA Our Community* is accessed online through JA Connect™ Learning Platform.

*JA Our Community* is designed to accommodate multiple learning environments, including in-person, face-to-face, or remote, virtual experiences. Teachers can lead the class in synchronous remote implementation, involve volunteers to lead or contribute to the remote sessions, or have volunteers lead an in-class learning experience.

## Curriculum Structure

*JA Our Community* is made up of **five required** sessions that each take approximately **45 minutes** to complete. A sixth optional session introduces students to digital skills and tools and explores computer programming and coding. Sessions are best delivered sequentially, as the concepts build upon one another. Each session includes an onscreen presentation to aid in direct instruction. Content includes discussions, interactives, role-plays, and games; activities provide options for in-person and remote learning engagement as well as physical movement.

Each session begins with welcome and warm-up activities in which volunteers are encouraged to engage with students and ends with wrap-up activities and reflection questions to reinforce student learning. Student materials include a Together at Home section that outlines an activity for caring adults to engage with their students to extend the learning beyond the classroom.

## Course Materials

Materials for this program are available in both print and digital format. The materials are designed to be flexible. You can adapt them to a variety of instructional approaches and implement them in learning environments with a range of access to technology. You are encouraged to use the digital functionality of the materials but are empowered to determine how and where the materials are used, as well as their sequence and timing.

When you are leading a session, you have the option to open the facilitation instructions on your phone or another secondary device so you can use your computer to project the onscreen presentation and/or share materials.

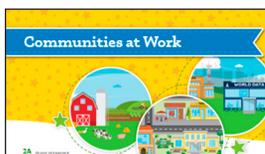


Digital Guide

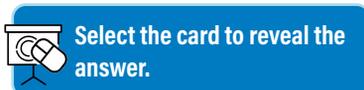
## Educator and Volunteer Materials Overview

- **Educator Overview:** session learning objectives, alignment to educational standards, extended learning opportunity instructions, and digital app and game instructions
  - The People at Work session includes the Plenty of Pizza! game and Bankaroo App Setup Instructions.
- **Guide for Volunteers and Teachers:** Session information, setup, and talking points for implementing the program
- **Onscreen Presentation:** Instructional content in interactive slides designed for facilitators to project or share onscreen (requires Internet access)

The guide and onscreen presentation provide visual cues and tips to prompt the volunteer or educator when there are specific ways to interact with the materials:



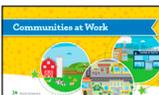
The small slide image in the guide indicates when to advance to the next slide in the onscreen presentation.



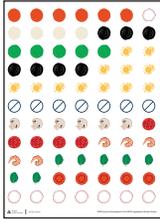
The interaction icon with the blue text box indicates that the slide has an interactive feature. Read the instructions in the blue box to determine how to interact with the presentation.

## Master List of Materials

All materials denoted with an asterisk (\*) are accessible through the JA Connect™ Learning platform and some are available for download. Some printed materials have interactive equivalents included in the onscreen presentation.

Quantity	Image	Description	Session
1 per class		Junior Achievement Banner	All sessions
1 per student		Junior Achievement Table Tents	All sessions
2 per class		Guide for Volunteers and Teachers*	All sessions
1 per class		JA Our Community Map* (interactive version included in onscreen presentation)	All sessions
1 per class		Job Cards* (interactive version included in onscreen presentation)	Communities at Work Money at Work
1 per student		Communities at Work Learning Log*	Communities at Work
1 per class		Communities at Work Onscreen Presentation*	Communities at Work

(continued)

Quantity	Image	Description	Session
1 per student		People at Work Learning Log*	People at Work
1 per class		People at Work Onscreen Presentation*	People at Work
1 per team		Pizza Ingredients Sticker Sheets*	People at Work
1 per team		Pizza Shop Orders*	People at Work
3 per team		Pizza Sheets*	People at Work
1 per class		Play Money Sheets*	People at Work Money at Work

(continued)

Quantity	Image	Description	Session
1 per student		Money at Work Learning Log*	Money at Work
1 per class		Money at Work Onscreen Presentation*	Money at Work
1 per class		Goods and Services Cards* (interactive version included in onscreen presentation)	Money at Work
1 per student		Votes Count Learning Log*	Votes Count
1 per class		Votes Count Onscreen Presentation*	Votes Count
1 per class		Get Advice Cards* (interactive version included in onscreen presentation)	Making Choices
1 per student		Making Choices Learning Log*	Making Choices

(continued)

Quantity	Image	Description	Session
1 per class		Making Choices Onscreen Presentation*	Making Choices
1 per student		Certificate of Achievement*	Making Choices

For virtual implementation: Communicate in advance with your students to set them up for success. Encourage them to either print their Learning Log before class or set up their viewing windows so the virtual classroom and their Learning Log are both onscreen. This setup will encourage students to follow along and increase engagement potential in a remote, virtual learning environment.

### Planning and Preparation

You may use the following questions to help you plan and prepare for each session:

- How** will students access the materials? (e.g., classroom kit, direct access, JA Connect™ Learning Platform student login, whole class projection/screen share)?
- What** concepts will be taught through the student online sessions or with the onscreen presentation, and what activities will students complete?
- When** will students complete the Learning Log activities? During the session or afterwards?
- Where** will the learning take place? Will instruction be in-person, face-to-face or virtually through remote technologies? Will students complete the activities independently or work collaboratively with their peers?

### Implementation Scenarios

The following scenarios illustrate ways that you can use the flexible content of *JA Our Community*. The examples are provided to spark blended learning ideas. *However, facilitators should always begin with the end goal in mind and implement the content in the method that will best achieve that end goal.*

#### Scenario 1

Sessions are conducted in-person in a face-to-face learning environment. You distribute printed student materials. You project the onscreen presentation to guide class discussion. You determine whether to use printed materials of

job cards and the community map or the interactive version in the onscreen presentation. Students complete small group and class activities such as games, role-plays, and worksheets. Students are encouraged to complete more activities in their Learning Logs at home with their family members.

## Scenario 2

Sessions are delivered in a hybrid or remote, virtual learning environment. You use the Remote Virtual Facilitator Guide on a secondary tablet or smartphone while leading the session on a laptop and show the onscreen presentation via screen share. You use virtual versions of session activities that accommodate remote learning. Students engage virtually during class time using their documents and the online presentation.

## Planning for Volunteers

The *JA Our Community* program is primarily volunteer-led with teacher assistance or teacher-led in a virtual environment. Use the details in the Educator Overview to make decisions for each session if volunteers are leading sessions. Volunteers are encouraged to consult with the teacher before class, prepare each session ahead of delivery, and use examples from their life to engage with students. Work with your local JA staff to coordinate volunteer engagement.

## Additional Resources

Contact your local JA Area representative with questions or for additional resources and support.

## Thank You

You are about to give students the gift of facts and ideas that can open the door to a world of possibilities. Add in students' own imaginations and talents, and there's no limit to what they might accomplish. You have Junior Achievement's sincere gratitude and congratulations for the important work you are about to do.

# Virtual Preparation Suggestions

## Best Practices

You may use the following best practices for remote, virtual learning, as needed, to implement this program:

- 1. Use a “second screen” setup.** Use a second device like a tablet or smartphone to view the facilitator guide or to access external tools like polling. The second screen allows you to avoid flipping between windows or browser tabs.
- 2. Establish ground rules for class.** Be sure cameras are on, microphones are off to maximize participation and focus.
- 3. Prepare your workspace for smooth transitions.** Organize the Web-conferencing tool’s windows (e.g., main window, participants, chat) so they work for your facilitation style. Open the curriculum in JA Connect Learning Platform and the onscreen presentation ahead of time for easy access.
- 4. Maintain a central location where information is conveyed for assignments, action items to complete before a session, and small group meetings.** Do this in the system established by the school district or create an online collaborative tool, such as a shared Google document.
- 5. Use a group text messaging tool.** Send quick reminders outside of class about upcoming sessions and assignments. Tools include:
  - [Remind101](https://education.fcps.org/trt/remind101) (<https://education.fcps.org/trt/remind101>)
  - [ClassParrot](https://classparrot.com/) (<https://classparrot.com/>)
- 6. Keep students engaged.** Determine how students will stay engaged with the content while working virtually. Decide which technology tools and strategies (e.g., virtual polls, chat, status icons) you will use for students to respond to questions and share ideas throughout the session.
- 7. Use breakout rooms.** For student collaboration or small group activities in a virtual setting, use a breakout room feature. Learn how to use your Web-conferencing tool feature ahead of time and practice it in advance for smooth use during sessions. Establish small group assignments ahead of class to make set up easier during the session. As the facilitator, move from group to group virtually to provide support. (Breakout rooms for younger students may be challenging without additional adult support and supervision.)

## Virtual Tool Ideas

You may use the following virtual tools with students when implementing this program.

### Web-Conferencing Features

All Web-conferencing tools have facilitator controls that you will need to use to turn on and off specific features. Acquaint yourself with the Web-conferencing tool before a session to use the features effectively. Sometimes a simple step like clearing the screen annotation can be confusing if you don't practice ahead of time.

Use the features provided in the Web-conferencing product being used for implementing the program. Most software provides similar features such as:

- **Whiteboard:** A white screen is where students can annotate on the screen simultaneously.
- **Chat:** An instant messaging window allows students to type questions or provide input; monitor the chat panel to ensure the quieter students are being "heard" as well.
- **Audience control:** Most tools provide the facilitator with the ability to mute participants or limit talking abilities; use these controls to keep students' attention focused on the discussion.
- **Recording:** Consider recording a session to provide to students for reference if the tool provides this feature.
- **Nonverbal feedback:** Different icons can be used for student feedback:
  - **Raised hand:** Students can use the hand icon to get your attention or ask a question; use this icon to also get consensus or feedback just like raising hands in a classroom.
  - **Checkmark/X or Yes/No or Thumbs-Up/Thumbs-Down:** Icons can be used to indicate agreement/disagreement or ready/not ready.
- **Attendee status icons:** Different icons indicate when students have stepped away or are not available.
- **Poll:** Pose a question and get feedback from students; some tools instantly collate information into a final feedback form.
- **Breakout rooms:** Smaller group sessions within a primary session can be set up and managed during a live session.

## External Tools

There are multiple virtual learning tools available on the Internet. (Some examples are provided for reference; many options can be found in simple browser searches.) Some of the most popular features for synchronous collaboration are:

- Brainstorming: Students can collaborate in real-time using a virtual whiteboard and tools to share visuals, notes, and text:
  - [Miro](https://miro.com/) (https://miro.com/)
  - [Stormboard](https://stormboard.com/) (https://stormboard.com/)
  - [Brightidea](https://www.brightidea.com/) (https://www.brightidea.com/)
- Threaded discussion boards: Students engage in open forum discussions, which usually are best used when assigned with a question prompt and then students have time to respond and share thoughts.
  - [Kialo](https://www.kialo-edu.com/) (https://www.kialo-edu.com/)
  - [NowComment](https://nowcomment.com/) (https://nowcomment.com/)
- Polls: External polling software is available if the Web-conferencing tool doesn't provide one:
  - [Poll Everywhere](http://www.polleverywhere.com) (http://www.polleverywhere.com)
  - [Survey Monkey](http://surveymonkey.com) (http://surveymonkey.com)
  - [Mentimeter](http://www.mentimeter.com) (http://www.mentimeter.com)
- Mind mapping/flowcharts: Students can organize their thoughts for brainstorming or thought organization:
  - [Coggle](http://www.coggle.it) (http://www.coggle.it)
  - [GitMind](http://www.gitmind.com) (http://www.gitmind.com)
  - [Sketchboard](http://www.sketchboard.io) (http://www.sketchboard.io)

Visual content/infographics: Students can design projects for everything from infographics, logos, screen shots, and images:

- [Canva](http://www.canva.com) (http://www.canva.com)

## Best Practices for Virtual Engagement and Learning

You may use the following best practices with students when implementing this program in remote, virtual environments.

- Give students options. Give students the preference of talking with the microphone or text chatting to accommodate their personalities. Make sure you monitor the chat frequently to ensure you get all students' input.

- Leverage a “flipped classroom” model (an instructional model where students are introduced to content at home and practice working through it at school), whenever possible, to maximize the time together live. Use live class time to deepen discussion on topics, collaboration activities, or experiential work. Try to minimize lecture-style teaching during live sessions; the goal is to keep students engaged and talking.
- Encourage student collaboration. Use collaboration tools or shareable documents so students can collaborate during a session or outside of class.
- Offer enrichment opportunities. Share resources with students that they can peruse on their own that enhance the topics they learned in class.
- Use reflection or question prompts as opportunities to open discussion. Use open-ended discussion questions during live sessions to engage students and delve deeper into topics. Or, ask questions that require students to pick a side and state their opinion. Use the Reflection questions provided in the Wrap-Up section or prepare questions ahead of time to guide the discussion.
- Collect information before class. Send a quick email or a 1- to 3-question survey a day or two before class asking students about their experiences or opinions relevant to the session topic.
- Use Web cameras. Ask students to keep their cameras on. Seeing faces creates a sense of connection and students’ attention tends to stay focused when they are seen. (If bandwidth issues arise, you can always turn off video feeds later.)
- Socially connect with students. Use the first few moments of the session to break down the virtual barriers using the Warm-Up and Welcome sections of the guide.

# Communities at Work

## Introduction

In this session, students are introduced to a community and the kinds of jobs people do in a community. They discuss the skills people need to do their jobs and how people contribute to and benefit from their community.

This session enables students to see how they and their families can use their skills and the work they do to contribute to a community. Students will locate jobs and businesses on a map, play a game of I Spy to find different workers, read descriptions of workers' jobs, and create a job card.

## Session at a Glance

### Big Ideas

- People in a community work together to make the community an inclusive place to live, work, play, and learn.
- Different kinds of jobs need different kinds of skills.

### Learning Organizer

The following activities are included in this session. These facilitation instructions include detailed instructions for facilitating all activities.

Learning Outline

Activity Overview	Objectives	Materials	Time
<b>Welcome</b>			5 minutes
<b>Warm-Up: A Community</b> Define a community and compare different types of communities where students may live.	<ul style="list-style-type: none"> <li>• Define and describe a community.</li> </ul>	Onscreen Presentation: Communities at Work	5 minutes
<b>Activity: Workers in a Community</b> Students learn about different jobs and their associated skills and responsibilities using job cards and a community map while playing an I Spy game.	<ul style="list-style-type: none"> <li>• Identify the variety of jobs in a community.</li> <li>• Locate jobs and businesses on a community map.</li> <li>• Apply listening and focused attention skills to identify described workers.</li> </ul>	Onscreen Presentation: Communities at Work  Community Map Poster (in-class use)  Job Cards (in-class use) Optional video: <a href="#">You Can Be ABCs</a>	15–20 minutes
<b>Wrap-Up: Job Skills</b> Students compare differences in job skills and develop a job card for a pizza maker.	<ul style="list-style-type: none"> <li>• Describe how different jobs require different skills.</li> <li>• State how people contribute to and benefit from a community.</li> </ul>	Onscreen Presentation: Communities at Work  Student Activity: Learning Log – Pizza Maker Job Card	10–15 minutes

(continued)

Learning Outline

Activity Overview	Objectives	Materials	Time
<p><b>Together at Home</b>                      Create a personal job card for a job the student would like to do someday.                       Draw a community map.</p>		Student Activity: Learning Log – My Job Card  Student Activity: Learning Log – Create Your Own Community Map	
<p><b>Extended Learning Opportunities</b></p> <ul style="list-style-type: none"> <li>• Students compile a list of their own “You Can Be ABCs” jobs.</li> <li>• Discuss map features, such as a legend and a compass rose.</li> </ul>		Community Map Poster (in-class use)	

Preparation and Materials

Before the session, do the following:

- Access and review the session materials from JA Connect™ Learning Platform, including the onscreen presentation and student materials.
  - Review the onscreen presentation; practice navigating and using the interactive features; open and preview any videos or Web resources.
  - Become familiar with the vocabulary defined in the session.
- Review the timing of each segment in advance so you are conscious of the content to cover in the allotted session time.
- Decide how you will deliver the student materials. Digital versions can be downloaded and printed, or viewed on a device. They are not fillable forms.
- Job cards:** Determine what job cards you will use in the session. There are 36 job cards, plus some blank ones to use if you want to create another job that is not included. You might want to pick out cards best suited to your students’ community (jobs that reflect the community’s geographic location or that are culturally relevant). Determine whether you will use jobs that are familiar to students or introduce them to some new occupations. Keep the Teacher and Pizza Maker job cards out of the distribution. Consult with the educator to determine the best mix of cards to use. Be cognizant not to fall into stereotypes when selecting careers to highlight.
  - **In-person, face-to-face implementation:** Select enough job cards so that you have one for each student in the class. Also identify a few job cards that you will use to discuss the associated skills and responsibilities.

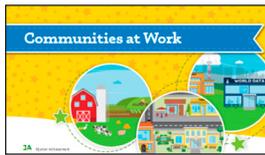
- **Remote virtual implementation:** Review the job cards on slide 10 in the onscreen presentation to get familiar with the workers to use in the I Spy game. Also identify a few job cards that you will use to discuss the associated skills and responsibilities.
- I Spy game:** Review the suggested hints for the game in the Activity section of this guide. Decide on an I Spy list for the activity based on the job cards you picked. (You have the option of using either the interactive map or the community poster if you will be in the classroom for the I Spy activity.)
  - If you will be using the interactive community map for the I Spy game, practice how to review job cards in the onscreen presentation.
- Consider preparing a story to share with students about the role you play in your community or about the job you do and the skills you use to do your job.

### Materials Guide for This Session

Materials	In-Class	Digital
<b>Guide for Volunteers and Teachers: JA Our Community</b> (This document) Session information, setup, and talking points for volunteers or teachers to implement the session	✓	✓
<b>Student Activity: Learning Log</b> Handout for students to write notes and complete activities	✓	✓
<b>Facilitator Onscreen Presentation: Communities at Work</b> Instructional content in interactive slides designed for volunteers or teachers to project or share onscreen	✓	✓
<b>Community Map</b> Large printed or digital interactive community map	✓	✓
<b>Job Cards Deck</b> Set of job cards (available in printed kit or included in interactive community map)	✓	✓
<b>JA Table Tents</b>	✓	
<b>Pencils, markers, or crayons</b> (not included)	✓	✓

## Facilitation Instructions

### Onscreen Presentation Slides



Use the following talking points and instructions to help you implement the session and facilitate student learning.



1. Welcome students to the session. If you are a volunteer, tell them your name and a little bit about yourself. (For example, talk about where you grew up, if you have children or pets, why you are volunteering, etc.)

Hi. My name is \_\_\_\_\_. I am so glad to be here with you today and so happy to share JA with you. I want to share a little bit about myself (share something personal – something students can connect with).

2. Connect with the students to build rapport. Tell students that you want to get to know them a little bit. (Suggestion – Ask students: "Whose name begins with \_\_\_?" (mention a specific letter) Students will raise their hands. Pick a student to share something such as his or her favorite color or something he or she likes to do.)

Share a brief story about your job in the community and how you contribute to the community by doing your job. For example, as a JA volunteer, you are able to help students learn about jobs and money.

3. Explain to students that over the next five sessions they will be learning about a community, what jobs people in a community have, how communities work, and how they can be good community members themselves. (There is an optional sixth session you can mention if you intend to include it.)
4. Distribute Table Tents, if applicable, and have students write their names on them.

### Essential Questions



Review the essential questions for this session with students:

- What is a community?
- How do people use their skills and their jobs to make their community a better place to live?

**Warm-Up: A Community** | 5 min.



Select the card to reveal the answer.



Select each community type on the slide to reveal examples and information.



Select each card to reveal the definition.

- ? **What is a community?**  
*Accept all ideas before defining **community**.*
- ... **A community is a place where people live, work, play, and learn.**

1. Ask student volunteers to give examples of different types of communities. Explain that sometimes a community is a group of people who do things together (such as a school community or a church community), and sometimes a community is people who live close to one another.
2. Review the different kinds of communities, discussing how they are different and what makes them alike.

? **How are communities alike? How are they different?**

- Some communities are in a big city. People often live close together in one building. Businesses and factories are close by.
  - Some communities have small neighborhoods. People live in houses or apartments close to one another. People take buses, trains, and cars to get to work.
  - Some communities are spread out with lots of land. People live in houses or on farms or ranches far apart from one another. Some people work at home while others travel to get to work.
  - In all communities, people do **jobs** that help everyone in the community have the things they want and need. People use their **skills** to do their jobs to make the community a better place. In many jobs, workers make or sell things that people in the community **want** and **need**. In some jobs, people help the community by helping others.
3. Invite student volunteers to define these terms in their own words before revealing definitions on flash cards and reading them aloud.
    - **job:** a type of work for which a person usually is paid
    - **skill:** the ability to do something well
    - **want:** something people would like to have
    - **need:** something people must have to live

**Activity: Workers in a Community** | 15-20 min.



1. Introduce students to the community map.
  - ☰ This is a map of a pretend **community**. We will call it our JA Community. Some maps simply show areas, roads, rivers, and mountains. This map shows a lot more.
  - ❓ What kinds of things can you see on this map?  
*people, buildings, houses, school, roads, City Hall, farms, etc.*
2. Point out that on this map they can see a lot of people doing jobs.
  - ❓ Why do you think people do jobs in their community?  
*Answers should include: People do jobs to earn money, to provide things that people need and want, and to help the community. For example, a teacher helps children learn.*
3. Explain that a community has a variety of jobs that are necessary to meet every person's wants and needs.
4. Show the **You Can Be ABCs** video (optional), as time permits, to hear about a variety of community jobs.



**Job Cards**

**Implementation Options**

- **In-person, face-to-face:** Hand out one job card to each student. Students can form a circle to add physical activity. Keep the Teacher card for yourself. Do not distribute the Pizza Maker card.

Select the card to show the back side.

1. Read through the Teacher job card together, pointing out the different headings and what they mean.
  - Note that the job cards describe what people do at their jobs, where they are likely to work, what kind of education they will need to do that job, what skills they need to do the job, and the people they might work with.
2. Explore some of the community workers' job cards. Select a few (3-4) you would like to highlight, or select a few students to read from their assigned job cards.





Select the job card to zoom in. Select again to flip to the details on the back side.



Select the worker to see the job card. Select the job card again to see the back side. Select outside the card to return to the map.

3. Ask for student volunteers to guess where the person works or something he or she does on the job.
4. Get students familiar with the job cards. Options include reviewing some job descriptions, noting different job or skill categories, and sharing skills and tasks in student pairs or small groups or as a class.

### I Spy

1. Invite students to play a game of I Spy (for approximately 8–10 minutes) to find out more about the workers in the community. Students guess the location of something on the map based on the hint given. Make sure to move around the map so students can see the different sections of the community map.
  - Begin the game by modeling the game with the teacher as an example. (For example: “I spy with my little eye someone outside the school with his students.”)
  - Model reading one sentence from the back of the card that tells what a teacher does or the skills a teacher needs to do the job.
  - One strategy is to start with a more general clue first, such as, “I spy someone near a building” or “I spy someone in the park,” then narrow down your clue to something the person is holding or wearing or something that worker might do.
2. Get students active and engaged. Instruct them at various points to raise their hand (or stand up) if their card has a person holding a tool or wearing a hat or has a certain job skill. Or, ask them all to stand and act out a job skill from a card, such as styling hair, fighting a fire, or building something.
3. Expand the discussion occasionally during game play by asking questions such as:
  - ❓ How does the worker help the community?
  - ❓ How does the job provide for people’s wants and needs?
  - ❓ What special skills might the worker have that help the community? (For example, a firefighter is trained to save people.)
4. Emphasize that there are some skills that all good workers need (e.g., teamwork and problem-solving skills).

Implementation Options

In-person, face-to-face
Materials (per student): One job card; Community poster or interactive map (onscreen presentation)
<ul style="list-style-type: none"> <li>• Give students a hint about a worker on the map. Use a hint from the matrix below or one of your own. (Suggested hints are organized by quadrants on the map.) <i>Make sure to use hints only for job cards you have passed out.</i></li> <li>• Instruct students to look at their job card to see if they have that item or person.</li> <li>• Encourage the student with that job card to stand and share something about the worker or job (based on student's abilities):               <ul style="list-style-type: none"> <li>◦ Read something from the back of the job card (a word, a sentence, etc.).</li> <li>◦ Share something he or she knows about that kind of job.</li> </ul> </li> <li>• Encourage students to support each other in reading from the cards.</li> <li>• Play for approximately 8–10 minutes, picking a variety of jobs. You can play more rounds at the end of the session, if desired.</li> </ul>



Remote virtual
Materials: Interactive map (onscreen presentation)
<ul style="list-style-type: none"> <li>• Give students a hint about a worker on the map in a quadrant. Use the Zoom icon for each map quadrant to see details.               <ul style="list-style-type: none"> <li>◦ Use a hint from the matrix below or one of your own. (Suggested hints are organized by quadrants on the map.)</li> </ul> </li> <li>• Students should raise their hands or type in the chat to respond when they think they know the answer.</li> <li>• Choose a student to provide a guess. If the student is right, have him or her share something about the job.</li> <li>• Encourage students to share something about the worker or job (based on students' abilities):               <ul style="list-style-type: none"> <li>◦ Read something from the back of the job card (a word, a sentence, etc.).</li> <li>◦ Share something they know about that kind of job.</li> </ul> </li> <li>• Encourage students to support each other in reading from the cards.</li> <li>• Play for approximately 8–10 minutes, picking a variety of jobs. You can play more rounds at the end of the session, if desired.</li> </ul>

Hint Matrix

Workers	Suggested Hints		
	Location	Clothing/Prop	What They Do
Farmer	Near a barn	Carrying vegetables	Grows food
Real estate agent	Near a house	Holding a sign	Helps people buy and sell houses
Firefighter	Near a fire truck	Holding a hose	Puts out fires
Grocer	In front of the grocery store	Has a sack of food	Sells things people need
Hair stylist	In a hair salon	Holding scissors	Cuts people's hair
Pizza maker	In front of the pizza shop	Wearing a white hat	Makes and sells pizza

(continued)

Workers	Suggested Hints		
<b>Quadrant 2 (upper right)</b>	<b>Location</b>	<b>Clothing/Prop</b>	<b>What They Do</b>
Plumber	Near water	Carrying tools	Fixes pipes
Journalist	In a big yellow building	Holding a microphone	Reports the news
Doctor	Near the hospital	Wearing white	Cares for people
Nurse	Near the hospital	Wearing gloves	Treats sick people
Medic	Driving a truck (ambulance)	Wearing a blue coat	Gives first aid
Tailor	In a clothing store	Has a white beard	Makes and fits clothing
Cashier	In the park	Wearing an apron	Sells goods to people
CEO	In an office	Wearing red	Runs the company
Office assistant	In an office	Wearing a tie	Keeps the office organized
<b>Quadrant 3 (lower left)</b>	<b>Location</b>	<b>Clothing/Prop</b>	<b>What They Do</b>
Maid	In a doorway (hotel)	Using a vacuum	Keeps places clean
Banker	In front of the bank	Wearing a blue suit	Keeps track of money
Accountant	Upstairs in a building	Dressed in brown	Keeps track of money
Police officer	Near some trees	Wearing a blue uniform	Keeps people safe
Fitness trainer	In a building with a lot of windows (gym)	Holding weights	Helps people stay fit
Librarian	In the library	Has white hair	Finds books for people
Baker	In the door of the bakery	Holding a rolling pin	Bakes good food
Bus driver	Near a bus	Wearing a blue cap	Drives the bus
School principal	Near the school	Wearing a green shirt	Runs the school
Teacher	Near the school	Wearing a white shirt	Teaches children
<b>Quadrant 4 (lower right)</b>	<b>Location</b>	<b>Clothing/Prop</b>	<b>What They Do</b>
Mayor	In the center of town	Wearing a skirt	Runs the town
Ecologist	At the park/Near water	Wearing a white lab coat	Studies living things
Archaeologist	Near some trees/By a rock	Wearing a sun hat	Studies ancient things
Computer programmer	By the Games building	Has red hair/In a wheelchair	Programs computers
Video game designer	Upstairs in a building	Wearing red	Designs computer games

(continued)

Workers	Suggested Hints		
	Location	Clothing/Prop	What They Do
Quadrant 4 (lower right)			
Zoologist	At the park	Wearing a sun hat/Holding an animal	Cares for and studies animals
Auto mechanic	In the car repair shop	Holding tools	Fixes cars
City planner	At a construction site	Using a scientific instrument	Plans the community
Architect	At a construction site	Carrying papers (blueprints)	Designs buildings
Construction worker	At a construction site	Wearing a yellow hard hat	Builds and fixes buildings and roads
Electrician	Near a light pole	Holding tools	Works with wiring



**Wrap-Up**

**10-15 min.**

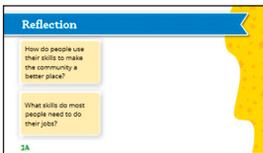


**Job Skills**

1. Ask students to recall some of the skills on the job cards.
  2. Emphasize the following points:
    - We don't all start with the same skills or abilities, but all of us can practice. We can all get better when we practice.
    - Most people choose jobs that use skills they enjoy learning and practicing.
    - Some skills are important for all workers, such as reading, writing, teamwork, communication, and problem solving.
- ? What is a skill you have or would like to learn?**  
*Accept a few responses from student volunteers.*



 Drag each item to a box. If it is incorrect, move it to the correct box.



 Select each question to reveal the answer.

### Pizza Maker Job

1. Share the Pizza Maker job card and point out that the back of the card is blank! Ask students to help you complete the card.
2. With help from students, sort the correct pizza maker skills onto the Pizza Maker job card.

#### Implementation Options

- **In-person, face-to-face:** Distribute the Learning Log page.
- **Remote virtual:** Instruct students to use the Learning Log page they were given to download and print. Or, look at it on screen and write notes on a blank piece of paper.
- **Remote non-technical option:** Instruct students to gather pencils or crayons and a blank piece of paper.

3. As a class or individually, instruct students to fill in the blanks to complete the blank job card. Alternatively, you can discuss the pizza maker's responsibilities and skills as a class.

### Reflection

Encourage students to reflect on what they have learned in this session by discussing the following questions.

- ❓ **How do people use their skills to make the community a better place?**

*Answers should include: They work at jobs that help the community such as at the library or the police station; they make things that people want or need; they do things for others in the community; they have skills other people do not have.*

- ❓ **What skills do most people need to do their jobs?**

*Answers should include general skills such as: Workers need to know how to read and write well; they need to work as a team; they need to listen to others and communicate well; they need general computer skills.*



## Together at Home



Call attention to the Together at Home learning options. Let students know that these are activities they can do at home with a friend or family member.

### My Job Card

1. Students should create a job card for a job they would like to do one day or a job someone in their family does. They can create the card with materials they have at home.
2. Remind students to think about what people do at their jobs and the skills those jobs require. They may need to ask a family member or do research to complete the card.
3. Suggest that students create their own community map on the last page of their Learning Log.

Wrap up the session by congratulating students on their work.



# People at Work

## Introduction

In this session, students are introduced to the concept of producing goods and services and how one particular good in the community—pizza!—is made. They discuss why people work and how people earn money for their work. They analyze and graph the data collected based on the work they do in the activity.

This session enables students to experience a little of what it is like to have a job and get paid for their work. Students take on the role of a pizza maker to read and fulfill orders. They compare their productivity with others’ and get paid with play money or electronic payment via a virtual banking app (optional).

## Session at a Glance

### Big Ideas

- Businesses produce goods and services.
- People work to earn income by producing goods and services.

### Learning Organizer

The following activities are included in this session. These facilitation instructions include detailed instructions for facilitating all activities.

Learning Outline

Activity Overview	Objectives	Materials	Time
<p><b>Warm-Up: People Work</b> Introduce vocabulary terms and compare how workers are paid.</p>	<ul style="list-style-type: none"> <li>• Define the terms business, produce, goods, and services.</li> <li>• Explain how people earn income.</li> </ul>	Onscreen Presentation: People at Work	10 minutes
<p><b>Activity: Plenty of Pizza!</b> Students play a team game in which they fulfill pizza orders and are paid for their work.</p>	<ul style="list-style-type: none"> <li>• Describe how goods are made using skills and knowledge.</li> <li>• Explain how people earn income.</li> </ul>	Onscreen Presentation: People at Work  JA Play Money or Bankaroo app (optional)  Plenty of Pizza! game  Plenty of Pizza! Game Setup Instructions and Bankaroo Setup Instructions (in Educator Overview)	20 minutes

(continued)

Learning Outline

Activity Overview	Objectives	Materials	Time
<p><b>Wrap-Up: Graphing Data</b> The class reviews teams' production records and discusses data. Students create a bar graph.</p>	<ul style="list-style-type: none"> <li>Collect, record, and interpret data using digital tools.</li> </ul>	<p>Onscreen Presentation: People at Work</p> <p>Student Activity: Learning Log – Pizza Game Graph</p>	15 minutes
<p><b>Together at Home</b> Students draw the steps needed to create a good.</p>	<ul style="list-style-type: none"> <li>Describe how goods are made using skills and knowledge.</li> </ul>	<p>Student Activity: Learning Log – Making Goods</p>	

Preparation and Materials

Before the session, do the following:

- Access and review the session materials from JA Connect™ Learning Platform, including the onscreen presentation and student materials.
  - Click-through the onscreen presentation; practice navigating and using the interactive features; open and preview any videos or Web resources.
  - Become familiar with the key terms defined in the session.
- Review the timing of each segment in advance so you are conscious of the content to cover in the allotted session time.
- Decide how you will deliver the student materials. Digital versions can be downloaded and printed, or viewed on a device. They are not fillable forms.
- Plenty of Pizza! Game:** Determine whether you will do the no-tech or the digital online version of the pizza game. Practice the setup of the game at least a day prior to the session to get familiar with how the game works. Set up the app at least a day prior to the session to ensure it is ready for use.
  - Online game:
    - Review the **Plenty of Pizza! Game Setup Instructions** section in the Educator Overview document to learn how to set up the game. (A video tutorial is also available in the online course.)
    - Determine the gameplay mode: Individual mode is one student playing on a separate device; shared mode is one shared device per team. If playing in shared mode, determine the teams prior to the start of the session.
    - Teacher setup: <https://popteacher.ja.org>
    - Student game: <https://plentyofpizza.ja.org>
  - No-tech version (*for in-person, face-to-face implementation only*):
    - Divide the class into teams of three prior to the session.
    - Set up the classroom so that teams have designated workspaces with activity materials.

- Play money:** Determine which play money option you will use—paper JA money, the Bankaroo app, or a generic paycheck (to be used in a remote virtual implementation when NOT using Bankaroo).
  - Paper money: Separate all of the printed paper money before the session. This option can only be used for in-person, face-to-face implementations.
  - Bankaroo app: Discuss with the educator to determine if you will use Bankaroo. The volunteer or teacher will need to review the **Bankaroo Setup Instructions** section in the Educator Overview document prior to the start of the session to learn how to use the app during the activity. This option can be used for any type of session implementation. (*Note: Bankaroo is set up to work with multiple currencies. Review the instructions to see how to change currencies or to request that an additional currency be added to the app.*)
  - Other: Show the generic paycheck in the onscreen presentation. This option can be used for any type of session implementation.
- Consider preparing a story to share with students about your first job and first paycheck, or bring a paycheck to show the class. (The session focuses on skills people need to do their jobs in the community and how they earn money for their work.)

### Materials Guide for This Session

Materials	In-Class	Digital
<b>Guide for Volunteers and Teachers: People at Work</b> (This document) Session information, setup, and talking points for volunteers or teachers to implement the session	✓	✓
<b>Student Activity: Learning Log</b> Handout for students to write notes and complete activities	✓	✓
<b>Facilitator Onscreen Presentation: People at Work</b> Instructional content in interactive slides designed for volunteers or teachers to project or share onscreen	✓	✓
<b>JA Play Money</b> \$1.00 play money sheets	✓	
<b>Bankaroo App</b> <a href="https://www.bankaroo.com/">https://www.bankaroo.com/</a>	✓	✓
<b>Plenty of Pizza! Game</b> Digital game	✓	✓
<b>Pizza Shop Orders</b> List of different pizza orders for no-tech pizza activity	✓	

(continued)

Materials	In-Class	Digital
<b>Pizza Sheets</b> Pizza circles for no-tech pizza activity	✓	
<b>Pizza Ingredient Sticker Sheets</b> Pizza ingredient stickers for no-tech pizza activity	✓	
<b>JA Table Tents</b>	✓	
<b>Whiteboard, chart paper, or sheets of blank paper</b> (not included)	✓	

Onscreen Presentation Slides



Facilitation Instructions

Use the following talking points and instructions to help you implement the session and facilitate student learning.

 **Welcome** | 3-5 min.



1. Welcome students to the session. As needed, introduce yourself and explain what you do.

 **Share a brief story about your first job or your first paycheck. How did earning money for the first time make you feel? What did you do with your first earnings?**

2. Start the session by engaging with the students to learn more about them. Ask volunteers to share what jobs they like in the JA Community or what work they hope to do some day.

3. Distribute Table Tents, if applicable, and have students write their names on them.

 **Presentation Tip**  
Build rapport and connect with students.

 **Essential Questions**



1. Review the essential questions for this session with students:

- Why do people work?
- How do people get paid for the work they do?

**Warm-Up: People Work** | 10 min.



Select each picture to reveal why people have jobs and earn money.



Select each picture to reveal how people get paid.



Drag each term and definition to an image until all terms have been placed.

Explain to students that in this session they will be learning about why people work and how they get paid.

**Jobs and Money Earned**

? Why do you think people go to work?

*Accept all ideas, then include the following points: They enjoy their job; to make the community a better place; to make things people want and need; to earn money*

1. Review the different ways people get paid, discussing how people who work in different businesses and different jobs are paid in different ways. Emphasize that, except for volunteers, people get paid for the work they do.

- Some businesses pay people for the hours they work. Some people earn more per hour of work than others, depending on the business and the workers' education and skills. People with higher education or more skills usually make more money.
- Some people get paid based on the goods they produce. The more goods they make or services they provide, the more money they earn. (Examples: real estate agent for services; some manufacturing jobs pay incentives for quotas – number of goods produced)
- Some businesses pay people a set amount for their work. Not all workers in the business make the same amount.

... In all communities, people work in different businesses to make goods and offer services. They get paid for the work they do and for the skills they have.

2. Define the key terms for students, as needed. Prompt them to guess what image matches the key term in the onscreen presentation.

- **business:** a place that makes or sells things people need or want
- **goods:** items that are bought or sold
- **services:** work done for others, such as haircuts or car repairs
- **produce:** make goods to sell

3. Discuss these questions to use the key terms in a community context.

? What are some examples of goods or services that people buy with their money?

*Goods: groceries, gasoline for their cars, clothes, furniture, electronics, toys*

*Services: house repairs (electrical, roofing, plumbing), movies or bowling alleys, lawn mowing*

**? Why are goods and services important to a community?**

*Businesses make goods and provide services that people need or want; the businesses making the goods and services provide jobs for people to earn money; people spend money on goods and services*

**Activity: Plenty of Pizza!** | 20 min.



Select the card to show the job details on the back side. Select the pizza shop to reveal other pizza shop workers.

1. Ask students to name some of the businesses in the JA Community where they would like to work. (Students can name other businesses not shown on this slide.) Encourage them to name the goods that the businesses make or the services they offer and some of the jobs that workers do.
2. Ask students to raise their hands if they would like to work at the pizza shop. Follow up by asking a few questions:

**? What would you like about working there?**

**? What skills would you need to be a pizza maker?** (Remind them of the job card they created.)

**? What other jobs would there be at a pizza shop?**

*Wait staff (waiter/waitress), host/hostess, manager, dishwasher*

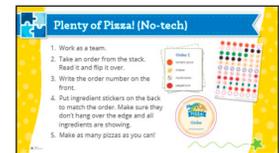
**? What would you need to make the pizza?**

*Flour, water, and oil for dough; tomatoes and onions for sauce; cheese; vegetables, meat, and fruit for toppings*

**? Have you ever had a pizza? What is your favorite pizza?**

**Making Pizzas**

**Note**  
Display the applicable slide(s) based on the way you will implement the activity. Skip the other slides.



1. Inform students that they will play a game to learn more about what it is like to have a job. They will be workers in the pizza shop. They will be paid in JA money (not real money) for the pizzas they make.
2. Connect the idea of producing pizzas with earning money. In this game, students are not getting paid for their time, but by the amount of goods they produce.
3. If using the digital game, play the video to show students how to play.

Implementation Options

In-person, no-tech
Objective: Make as many pizzas correctly as possible, to match the pizza orders, in the allotted time to earn money at the pizza shop.
Duration: Approximately 8–10 minutes (or when one team completes all pizza orders); actual game play is 3-5 minutes.
Setup: <ul style="list-style-type: none"> <li>Organize students into teams of three. They should push desks together to create work spaces or sit in designated areas.</li> <li>Place three pizza sheets, one set of pizza orders (two pages), and one set of stickers in the center of each work space.</li> </ul>
Materials (per team): <ul style="list-style-type: none"> <li>Pizza Shop Orders - one set (separated and randomly stacked)</li> <li>Pizza sheets - three sheets per team</li> <li>Pizza Ingredient Sticker Sheets - one sheet per team</li> </ul>



Digital Game
Objective: Work in teams to make as many correct pizzas as possible in the allotted time to earn money at the pizza shop. Each pizza order must be filled correctly, so avoid remaking pizzas and losing time!
Duration: Approximately 8–10 minutes (Teacher can determine the game duration during setup and/or play multiple rounds if desired.)
Setup: <ul style="list-style-type: none"> <li>Follow the Teacher Setup instructions in the <b>Plenty of Pizza! Game Setup Instructions</b> section in the Educator Overview document.</li> <li>Show students the Student Plenty of Pizza! Setup Tutorial video (in the onscreen presentation) to see how they will play the game.</li> <li>Provide students with the game URL and the unique code (you generated during setup) to enter the game.</li> <li>Start the game when all the students have logged into the game.</li> </ul>
Materials: <ul style="list-style-type: none"> <li>Device for each team (Shared mode)</li> <li>Device for each student (Individual mode)</li> <li>Student video: Plenty of Pizza! Setup Tutorial video in onscreen presentation</li> </ul>

(continued)

Implementation Options

In-person, no-tech	 OR	Digital Game
<p>Gameplay: Arrange students in teams with materials:</p> <ul style="list-style-type: none"> <li>• Tell the teams that they need to complete as many pizza orders as possible. Emphasize that each team member is a pizza maker and must complete each pizza carefully.</li> <li>• Announce that each pizza must be made to order.</li> <li>• To make each pizza:                             <ul style="list-style-type: none"> <li>○ Select an order from the stack and read it. Flip it face down.</li> <li>○ Write the order number on the front of the pizza.</li> <li>○ Place the stickers that match the order on the back side of the pizza. Orders can be viewed again as needed.</li> <li>○ Make sure stickers do not hang over the edge of the pizza. They can overlap but all must be visible.</li> <li>○ Place completed pizzas in a pile. Then begin another pizza with a new order.</li> </ul> </li> <li>• Set a countdown clock for three minutes. Say "Start" to start the activity. Tell students when time is up.</li> <li>• Inspect each team's pizzas (or allow students to evaluate). Compare the completed pizza with the associated order form. Teams receive one point for each perfect pizza. (Order number must be on the front, stickers not hanging off edges, and match the order form to earn a point.) Award points only for pizzas that match the order with an order number on it.</li> <li>• If a team makes all 18 pizzas before the clock runs out, you may award them 3 bonus points.</li> </ul>	<p>Gameplay: Just like a real pizza maker, students will read the order, make a pizza to match the order, and send the pizza to the oven to bake.</p> <ul style="list-style-type: none"> <li>• Students use working memory to make pizzas as quickly as they can, remaking incorrect pizzas.</li> <li>• Students input the game code provided by the teacher and wait for the game to start.</li> <li>• Students will drag and drop items to the right side to build the pizza; they can make changes at any point before they select Bake.</li> <li>• Students can look at the order at any time to check their accuracy before selecting Bake.</li> <li>• Students can help their teammates, if using a shared device.</li> </ul>	

4. Debrief with students after the game by discussing how easy or difficult it was to make pizzas.

-  What skills did you need?
-  What goods did you use?
-  What goods or services did you provide?
-  How was the winning team able to produce so many pizzas?  
(if one team created more pizzas than average)

Production Record (No-tech)						
	Team 1	Team 2	Team 3	Team 4	Team 5	Team 6
Pizzas Made						
Correct Pizzas						
Money Earned						

**Note**  
 Show this slide only if you are not using the digital game. Otherwise, display game results from the Teacher game view.



### Production Record

- Review the teams’ results.
  - No-tech: Ask teams to report on their pizzas. Give students a minute to tally final numbers, if needed. Write the teams’ total Pizzas Made and Correct Pizzas on a whiteboard, smartboard, or easel.
  - Digital game: Select the See Results button in the Teacher view. Share the screen with students to review team results. Save or print the results to know what to pay each student in the next slide.
- Tell each team how much they earned.
- Pay each student based on the amount of pizzas their team produced and the pizza value you assigned. A suggested amount is \$1.00 per pizza.

#### Implementation Options

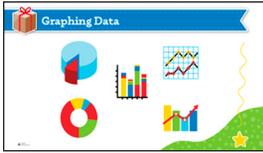
- In-person, face-to-face:** Distribute JA play money to each student, paying the dollar amount according to the team’s total. Each student on a team will receive the same amount (for example, the team’s total pizzas produced multiplied by \$1.00).
- Remote virtual:** Instruct students to log in to the Bankaroo app. Add the appropriate amount to each student’s account. Discuss the fact that many people today are paid via electronic payment or direct deposit. Share that the Bankaroo app was developed by a fourth grader and his father to teach other students about handling money.
- No-tech:** Direct students to the paycheck image in the onscreen presentation. Tell each team how much they would receive in their pretend paycheck based on what they produced in the game.

- Reiterate to students that they have earned money for the work they’ve done in a business.
  - ?** **How does the pizza shop help the community?**  
*Provides jobs for workers, offers food service to people who want pizza*



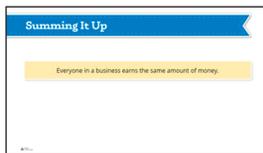
Wrap-Up: Graphing Data

15 min.



**Note**  
If this activity is above the math skills of the students, skip this section and move to the Summing It Up slide.

**Facilitation Tip**  
Model how to plot the team results on the graph if students are unclear. To make the graph more concrete, have students draw a pizza (or circle) in each box to represent each pizza the teams made.



Select each statement to reveal the answer.

- Discuss with students the difference between gathering data by hand (counting and adding their team’s completed pizzas) and using technology to collect and display data.
  - Using a computer program is a good way to collect and check data.
- Point out that the digital game calculated the teams’ results automatically using a computer program. The team results are data about the pizzas each team produced.
- Tell students that they are going to create a graph to compare the number of pizzas each team made. Direct them to the Pizza Graph section in the Learning Log.
  - The bottom row (axis) is labeled with team numbers.
  - Using the production record you created or the results in the Teacher view of the digital game, shade in one box for each pizza that Team 1 made. Repeat this for all teams to create a graph.
  - Remind students that using a graph gives people information they need in a way that is quick and easy to read.
- Ask students to use their chart to share how many pizzas each team produced. Emphasize the point that not all teams earned the same amount of money because the payment was based on how many pizzas were produced correctly.

Summing It Up

- Ask students the following true/false questions; have them respond by giving a thumbs up if the statement is true and a thumbs down if the statement is false.
  - Everyone in a business earns the same amount of money. *false*
  - Pizzas are a good that the pizza shop produces. *true*
  - All people get paid by the hours of work they do. *false*
  - People use their skills and knowledge to produce goods and services. *true*

In all communities, people work in different businesses to produce goods and services. They get paid in different ways for the work they do and for the skills they have.



### Reflection

If there is time, review the essential questions. Ask for volunteers to answer the questions.

**? Why do people work?**

*Answers may vary but should include: to produce goods and services; to earn money; to use their skills doing something they like to do*

**? How do people get paid for the work they do?**

*Answers may vary but should include: Businesses pay workers for the hours they work, for the goods they produce, or for the jobs they do. Workers can be paid with cash or a check, through direct deposit, or by electronic payment. People with more education and skills often get paid more money.*

## Together at Home



### Making Goods

1. Encourage students to complete this activity at home with an adult.
  - Tell students they will make a food or craft together with family members and discuss the skills needed to make it.
  - Then students will draw or write the steps they completed to produce a good.
  - Ask them to think about the special things they make together and how those are like the goods and services found in the community.
2. Encourage students to take home their Learning Log and share their work with a close friend or family member.



### Create Your Own Pizza

Students can draw their own pizza and write a sentence about it. Wrap up the session by congratulating students on their work.

# Money at Work

## Introduction

In this session, students learn how people use money to get the goods and services they want and need, either for personal use or to produce things for their businesses. They review money values, identify prices of products in the community, and use teamwork and communication skills to convey how money can move through the community.

This session enables students to conceptualize the way money is used in a community. Students recognize that money has value, can be exchanged for goods and services, and helps keep a community lively and thriving.

## Session at a Glance

### Big Ideas

- Money is used to pay for things that people need and want.
- Money is used by businesses to pay for the things they need in order to produce goods and services.

### Learning Organizer

The following activities are included in this session. These facilitation instructions include detailed instructions for facilitating all activities.

Learning Outline

Activity Overview	Objectives	Materials	Time
<b>Welcome</b>			3–5 minutes
<b>Warm-Up: Our Money</b> Introduce vocabulary terms and review the values of different coins compared to a dollar.	<ul style="list-style-type: none"> <li>• Describe the role of banks in an economy.</li> <li>• Match coin and dollar values.</li> <li>• Recognize the price of goods and services in the local market.</li> </ul>	Onscreen Presentation: Money at Work	10 minutes
<b>Activity: Money Moves</b> Students act out how money moves through a community by buying and selling goods and services and using the bank.	<ul style="list-style-type: none"> <li>• Describe how money flows through a community's economy.</li> <li>• Collaborate and communicate to make exchanges of money for goods or services.</li> </ul>	Onscreen Presentation: Money at Work Job Cards Goods and Services Cards Play Money (in-class use) Bankaroo banking app (optional)	15–20 minutes

(continued)

Learning Outline

Activity Overview	Objectives	Materials	Time
<p><b>Wrap-Up: Money Moves for Businesses</b> Students complete sentences to facilitate telling their Money Moves story.</p>	<ul style="list-style-type: none"> <li>Summarize how money is spent on goods and services related to businesses.</li> </ul>	<p>Onscreen Presentation: Money at Work Student Activity: Learning Log – Money Moves</p>	10–15 minutes
<p><b>Together at Home</b> Create a list of needs and wants and make a piggy bank to save money for needs and wants.</p>	<ul style="list-style-type: none"> <li>Distinguish between needs and wants.</li> <li>Discuss how people save for things they need and want.</li> </ul>	<p>Onscreen Presentation: Money at Work</p>	

Preparation and Materials

Before the session, do the following:

- Access and review the session materials from JA Connect™ Learning Platform, including the onscreen presentation and student materials.
  - Click through the onscreen presentation; practice navigating and using the interactive features; open and preview any videos or Web resources.
  - Become familiar with the key terms defined in the session.
- Review the timing of each segment in advance so you are conscious of the content to cover in the allotted session time.
- Decide how you will deliver the student materials. Digital versions can be downloaded and printed or viewed digitally. They are not fillable forms.
- Money Moves activity:** Prepare the activity based on the version you will implement.
  - In-person, face-to-face
    - Look through the job cards and choose enough of them so that each student has one. Pair up the associated goods and services card with each job card. Work with the teacher to select job cards that are suitable for your location and culture. Avoid any job cards that could be sensitive; choose some that may be new and others that may be familiar. You may want to leave out cards that have no dollar value—CEO, Medic, Mayor.
    - Assemble cards and money for each student in advance so each student can take a bundle at the beginning of the session to streamline the start of the activity.
  - Remote virtual
    - Prior to the session, use the Goods and Services list to assign one job role to each student.
    - Review the interactive community map that you will use during the activity. Job and goods and services cards are interactive in the onscreen presentation.

- ❑ **Play money:** Prepare play money for the Money Moves activity. Each student will need \$10.00.
  - In-person, face-to-face interactions: Separate the JA Play Money sheets into bills.
  - For remote virtual learning: Set up the class in the Bankaroo app and assign funds to each student’s account. Refer to directions in the **Bankaroo Setup Instructions** in the Educator Overview document from the People at Work session. (Ensure students have the app on their devices before the start of the session. There is also a Student Bankaroo Instructions video available in the course to demonstrate how students should complete certain tasks.)
- ❑ Consider preparing a story to share with students about an experience you had when making a purchase, especially one that meant something to you. Perhaps it was the first time you were asked to shop for your family as a child, or when you started your first business. Keep in mind that today’s lesson focuses on how money moves through a community.

### Materials Guide for This Session

Materials	In-Class	Digital
<b>Guide for Volunteers and Teachers: Money at Work</b> (This document) Session information, setup, and talking points for volunteers or teachers to implement the session	✓	✓
<b>Student Activity: Learning Log</b> Handout for students to write notes and complete activities	✓	✓
<b>Facilitator Onscreen Presentation: Money at Work</b> Instructional content in interactive slides designed for volunteers or teachers to project or share onscreen	✓	✓
<b>Community Map</b> Large printed or digital interactive community map	✓	✓
<b>JA Play Money</b> \$1.00 play money sheets	✓	
<b>Bankaroo App (optional)</b> <a href="https://www.bankaroo.com">https://www.bankaroo.com</a>	✓	✓
<b>Job Cards Deck</b> Set of job cards (available in printed kit or included in the interactive community map)	✓	
<b>Goods and Services Cards</b> Set of cards representing goods and services	✓	✓
<b>Pencils, markers, or crayons</b> (not included)	✓	✓
<b>JA Table Tents</b>	✓	

### Facilitation Instructions

Use the following talking points and instructions to help you implement the session and facilitate student learning.

**Onscreen Presentation Slides**



**Welcome** | 5 min.



1. Welcome students to the session. As needed, introduce yourself and explain what you do.
  - 📖 Share a brief story about a shopping trip that you remember. What did you need? What did you buy? What made the interaction memorable?
2. Start the session by engaging with the students to learn more about them. Ask a few new volunteers to share about a time they helped buy or trade goods or services for themselves or their family.
3. Distribute Table Tents, if applicable, and have students write their names on them.

**💡 Presentation Tip**  
Build rapport and connect with students by making eye contact (when comfortable) when you call on them.



**💡 Essential Questions**

Review the essential questions for this session with students:

1. Why do we use money?
2. How does money help a community work?

**Warm-Up: Our Money** | 10 min.



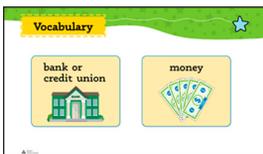
1. Ask students about the money they earned while making pizzas for the pizza shop.
  - ❓ How much money did you earn?
  - ❓ How did you earn it?
  - ❓ Where did the money that you earned come from?



Select the purse to reveal the answer.



Select the flash card to reveal the definition.



2. Prompt students to think about how people would get the things they needed and wanted if they did not have money.

**? Have you ever traded with a friend or family member for something?**

*Prompt students to share stories of things they've traded.*

3. Explain that before people used money, they traded to get the things they needed, which is called bartering. Provide some examples:
- If one person grew flowers, he or she might trade them for bread, milk, or eggs.
  - If you are a painter and I can fix cars, we can exchange services with one another.
  - If you have a pencil and I have markers, we might be able to trade.

**? What if the only thing you had to trade was a giraffe? That would be difficult to carry around in your pocket. There had to be an easier way to trade things!**

**? Why do people use money?**

*People use money because it is easy to trade, carry, and save in a bank.*

4. Explain that when people traded, it was often hard to know how much their goods were worth. When a community uses money, they agree on how much it is worth.

**...** Money has a set value. It is used to pay for things people need and want. It is used by businesses to pay for things they need to make goods and provide services.

5. Invite student volunteers to define these terms in their own words before revealing definitions on flash cards and reading them aloud:

- bank or credit union:** a business that keeps money safe and lends money
- money:** coins and paper bills made by the government

**? Who has been to the bank? Who has a bank account?**

- Ask students to raise their hands if they have a bank account (or if their families have one).

**? What are some different ways people pay for things with the money they keep at the bank?**

*Cash (withdrawal from bank or ATM), check, electronic payment, debit card, credit card (which is paid for with money from a bank account)*



**Presentation Tip**

Presentation tip: For a hands-on option, students can use play money to match the dollar values (in lieu of the presentation slides).



Drag each item to a money match.



People often keep money in a bank or credit union. They use the money to pay for things they need and want now, and they save some for later.

6. Remind students that unlike goods, money has a set value that does not change. Everyone knows how much each coin or dollar is worth.
  7. Review the money values for different coins. Prompt students to provide answers.
  8. Review money equivalents with students using the five Money Matchup slides.
  9. For each activity, ask for student volunteers to identify the correct number of coins to equal one dollar. Drag the student’s guess to the dollar (correct answers will stay in place; incorrect answers will bounce back). Continue with students until the correct option is selected on each slide.
  10. Emphasize that different goods have different values. Some things are worth more than others. Point out that:
    - A game controller is worth more than a plant.
    - A light bulb is worth more than a stick of chewing gum.
    - What other things can you think of that are worth as much as a stick of gum?
    - What other things cost about the same as a plant?
    - What other things would cost a lot of money?
- People use money to buy goods and services. Different goods and services are worth different amounts of money.

**Activity: Money Moves** | 15-20 min.



Drag the money object (located in the bottom left map corner) around the map to show money moving.

**When you buy something, where does the money go?**  
*Answers may include: Businesses buy things to make goods or provide services; businesses pay employees; businesses pay bills; people donate money to the community.*

1. Explain that when one person in the community uses money, another person in the community benefits (or gains).



**Facilitation Tip**

The focus of the activity can be adjusted, as necessary, to focus only on the exchange of goods and services for money (students just practice exchanging money and goods/services cards); alternatively, expand the activity to also talk about different uses of money for each job and the money choices that can be made with money (earn, save, spend, donate).

2. Demonstrate how money moves through the community. Illustrate a scenario by moving your cursor around the community map in the onscreen presentation:



- [Begin at the .] When people pay for pizza at the pizza shop, the pizza shop owner uses that money to buy more goods, to pay workers, and, to deposit some at the bank.



[Move cursor to .]

- After depositing money at the bank, the pizza shop owner buys tomatoes from the farmer to make pizza sauce.



[Move cursor to .]

- The farmer puts some money in the bank to save for later, uses some money to buy seeds, and then buys new tires for his tractor at the auto repair shop.



[Move cursor to .]

- The auto repair person uses some of the money to pay rent. He deposits some in the bank to save for later, then he buys flowers and a card at the grocery store to give to his mom for her birthday.



[Move cursor to .]

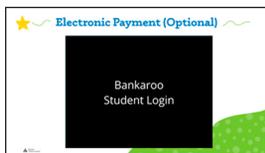
- The cashier at the grocery store gets paid for working there. At lunchtime, she heads to the pizza shop for a slice of pizza.



[Take cursor back to .]

3. (Optional) If using Bankaroo for the activity, show students how to transfer funds with each other using the app.

4. Select the activity implementation (and associated steps) for the session you are facilitating.



Implementation Options

In-person, face-to-face	 OR	Remote virtual
<p>Objective: Students assume a job role and act out exchanging money for goods or services using play money, job cards, and goods and services cards.</p> <p>Conduct the activity in a few groups or as a whole class. All students should stand in a circle holding their job and goods and services cards for others to see.</p>		<p>Objective: Students will “build” a story of money moving through the community as a class, taking turns to add the next transaction to the money story.</p>
<p>Materials (per student):</p> <ul style="list-style-type: none"> <li>• Job card</li> <li>• Matching goods and services card</li> <li>• \$10.00 JA play money (or equivalent funds in the Bankaroo app, if class has dedicated devices)</li> </ul>		<p>Materials (per student):</p> <ul style="list-style-type: none"> <li>• A job assignment (from the job card deck) for each student</li> <li>• \$10.00 of funds in the Bankaroo app (optional)</li> </ul>
<p>Duration: Approximately 10 minutes</p>		<p>Duration: Approximately 10 minutes</p>
<p>Gameplay:</p> <ul style="list-style-type: none"> <li>• Make sure all students have their cards and money.</li> <li>• Select a student to start (for each group or for the entire class).</li> <li>• The first student selects a goods and services card by looking at the cards held by other group or class members.</li> <li>• The student walks to that person, pays the money noted on the goods and services card, and receives the card.</li> <li>• That second person then chooses a good or service that his or her worker might need or want, pays for it, and receives the goods and services card from the seller.</li> <li>• Students continue to exchange money and cards for approximately 8–10 minutes or until all exchanges have been made. Each good or service can be bought only one time.</li> <li>• To extend the activity, instruct students to make a statement about who they are and what they are buying and why. For example, "I am the Ecologist and I am buying a fossil from the Archaeologist, because I like rocks."</li> </ul>		<p>Gameplay:</p> <ul style="list-style-type: none"> <li>• Tell students what community job/role they will act out for the activity.</li> <li>• Begin a story by stating that you, the teacher, need a good or service for something.</li> <li>• Start with the money object at the teacher on the map. Move the money bill to a worker and select the worker to show the goods and services card.</li> <li>• State a reason why you want to buy that good/service. Pay for the good/service to complete the transaction.             <ul style="list-style-type: none"> <li>◦ Bankaroo app: Transfer funds to that person.</li> <li>◦ Without Bankaroo: Tell students to state aloud how much they would pay for the good or service.</li> </ul> </li> <li>• Then, that student takes a turn deciding where to go and what to buy.</li> <li>• As students take turns adding to the story and conducting transactions, illustrate the story by moving the money bill and <b>selecting each worker</b> to reveal the goods and services cards.</li> <li>• Engage other students as transactions occur by asking how the money movement benefits the community.</li> </ul>

## Goods and Services Cards

Job	Good/Service	Price
Accountant	bookkeeping	\$10
Archaeologist	fossil	\$5
Architect	blueprint	\$5
Auto mechanic	tire	\$10
Baker	loaf of bread	\$2
Banker	personal check	\$5
Bus driver	bus ticket	\$1
Cashier	chewing gum	\$1
CEO	report	\$10
City planner	city map	\$1
Computer programmer	computer program	\$5
Construction worker	nails	\$1
Doctor	physical exam	\$10
Ecologist	water sample	\$10
Electrician	light bulb	\$1
Farmer	tomatoes	\$2
Firefighter	fire extinguisher	\$10
Fitness trainer	workout	\$10
Grocer	apple	\$1
Hair stylist	haircut	\$10
Journalist	news article	\$5
Librarian	library card	\$1
Maid	cleaning	\$10
Mayor	key to the city	\$10
Medic	mask	\$1

(continued)

Goods and Services Cards

Job	Good/Service	Price
Nurse	bandage	\$1
Office assistant	paper copies	\$2
Pizza maker	pizza	\$5
Police officer	bike safety poster	\$2
Plumber	pipe	\$5
Real estate agent	for sale sign	\$5
School principal	school spirit banner	\$2
Tailor	tailored clothes (mending)	\$10
Teacher	tutoring	\$10
Video game designer	game controller	\$10
Zoologist	animal crackers	\$1



5. Summarize the activity by asking some of the following questions:

- ❓ What was your favorite part of the activity?
- ❓ Did anyone take money to the bank? Why did you do that?
- ❓ Did anything surprise you?
- ❓ Did you want an item you did not have enough money for? What did you do about that?

6. Emphasize that each time the money moved from one person to another (or one business to another), someone in the community benefited. For example, the farmer in our first story benefitted by getting new truck tires with the money from selling his tomatoes.

- ❓ **How did your worker benefit from the movement of money?**  
*Accept all responses. Responses should indicate students' understanding that the people on their job cards got money from selling their goods or services; they could then use that money to buy things to make more goods, pay employees, set some aside in the bank, or buy something they needed or wanted.*



## Wrap-Up: Money Moves for Businesses

10-15 min.

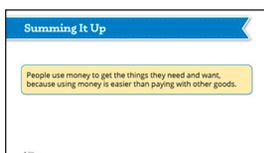


1. Ask students to volunteer examples of things workers on the community map might purchase for their business. Examples include:
  - Pizza maker buys aprons from tailor to cover clothes.
  - Restaurant manager buys flowers at the flower stand for table decorations.
  - The teacher buys books from bookstore for the classroom.
  - The electrician gets a haircut from the hair stylist.
  - The city planner pays an architect to create building plans for a new city building.
2. Tell students that they are going to create a Money Moves story of their own. They will fill in the blanks to tell their part of the story from the activity.
3. Instruct students to write a sentence, using words and pictures, in their Learning Log pages about how their worker spent money.
4. Model the way to write their own story.

... I am a teacher. I keep my money at the bank. I use money to...

### Implementation Options

- **In-person, face-to-face:** Distribute the Learning Log page. Students can complete any portion at home, if time runs out.
- **Remote virtual:** Instruct students to use the Learning Log page they were given to download and print. Or, have them write notes on a blank piece of paper.



### Summing It Up

1. Ask students the following true/false questions and have them respond by giving a thumbs up if the statement is true and thumbs down if the statement is false. (If the statement is false, ask for a student volunteer to restate the statement to make it true.)
  - People use money to get the things they need and want, because using money is easier than paying with other goods. *true*
  - People can keep money that they aren't using right now in a bank. *true*

- When someone in the community uses money, only that person benefits. *false*
- Businesses use money to buy their own goods or services. *false*
- Money moves to and from people and businesses in the community, and to and from the bank. *true*
- The value of coins and dollars does not change. *true*



## Together at Home



### Needs and Wants

1. Encourage students to complete this activity at home with an adult. Quickly review the assignment so they will know what to do at home.
  - Working with an adult, students create a chart of things their family has purchased, separating the items into columns for wants and needs.
  - Next they will discuss how they might save for other items they want to purchase.
  - As a fun activity, students can work with a family member to create a piggy bank from recycled materials.
  - On the back page, they can draw a picture of something they would like to buy with their money.
2. Wrap up the session by congratulating students on their work.
3. Encourage students to take home their Learning Log and share their work with a close friend or family member.



# Votes Count

## Introduction

In this session students discuss the responsibilities of being part of a community and how they can help make decisions that impact their community for the better. They identify some potential problems, brainstorm solutions that could help improve the community, and ultimately exercise their right to vote as a community member.

This session enables students to explore their role as a responsible member of a community. Through analysis and empathy, students apply a problem-solving approach that highlights the importance of looking at a situation from different perspectives, using creativity to identify potential solutions, and ultimately, voting on their chosen solution.

## Session at a Glance

### Big Ideas

- Responsible community members participate in improving the community.
- Voting is a way to make sure everyone has a say in community decisions.

### Learning Organizer

The following activities are included in this session. These facilitation instructions include detailed instructions for facilitating all activities.

Learning Outline

Activity Overview	Objectives	Materials	Time
<b>Welcome</b>			5 minutes
<b>Warm-Up: Community Changes</b> Students are introduced to the concept of being a responsible community member and then identify problems they see in the community park.	<ul style="list-style-type: none"> <li>• Use reason and logic to assess and analyze problems.</li> </ul>	Onscreen Presentation: Votes Count  Student Activity: Learning Log – Responsibility  Community Map Poster or Interactive Map	10-15 minutes

(continued)

Learning Outline (continued)

Activity Overview	Objectives	Materials	Time
<p><b>Activity: Solving Community Problems</b> Students identify potential problems in the park, gather input from community members, vote on one problem they would like to solve, and brainstorm potential solutions to the problem.</p>	<ul style="list-style-type: none"> <li>• Use empathy and observation skills to express community wants and needs.</li> <li>• Generate solutions to a problem using brainstorming techniques.</li> <li>• Identify and propose a creative solution to a community problem.</li> </ul>	Onscreen Presentation: Votes Count	20–25 minutes
<p><b>Wrap-Up: How Can You Help?</b> Students draw a picture about an improvement they would like to make in their own community.</p>	<ul style="list-style-type: none"> <li>• Recognize that community members have a responsibility to get involved to help meet a community's needs.</li> </ul>	Onscreen Presentation: Votes Count Student Activity: Learning Log – How Can You Help?	5 minutes
<p><b>Together at Home</b> Students create a poster to create awareness about a community issue.</p>		Onscreen Presentation: Votes Count Student Activity: Learning Log – Poster for Change	

### Preparation and Materials

Before the session, do the following:

- Access and review the session materials from JA Connect™ Learning Platform, including the onscreen presentation and student materials.
  - Click through the onscreen presentation; practice navigating and using the interactive features; open and preview any videos or Web resources.
  - Become familiar with the key terms defined in the session.
  - Be prepared to read onscreen information and dialogue to the students or choose strong readers who may want to participate.
- Review the timing of each segment in advance so you are conscious of the content to cover in the allotted session time.
- Decide how you will deliver the student materials. Digital versions can be downloaded and printed, or viewed digitally. They are not fillable forms.
- Prepare a space to record the list of problems that the students identify (whiteboard, easel paper, interactive whiteboard, or a blank online document).
- Consider preparing a story to share with students about a time when you helped make a change in your community and what inspired you to get involved.

## Materials Guide for This Session

Materials	In-Class	Digital
<b>Guide for Volunteers and Teachers: Votes Count</b> (This document) Session information, setup, and talking points for volunteers or teachers to implement the session	✓	✓
<b>Student Activity: Learning Log</b> Handout for students to write notes and complete activities	✓	✓
<b>Community Map</b> Large printed or digital interactive community map	✓	✓
<b>Facilitator Onscreen Presentation: Votes Count</b> Instructional content in interactive slides designed for volunteers or teachers to project or share onscreen	✓	✓
<b>JA Table Tents</b>	✓	
<b>Pencils, markers, or crayons</b> (not included)	✓	✓
<b>Whiteboard, easel paper, or sheets of blank paper</b> (not included)	✓	

## Facilitation Instructions

### Onscreen Presentation Slides



Use the following talking points and instructions to help you implement the session and facilitate student learning.

**Welcome**
**5 min.**



1. Welcome students to the session. As needed, introduce yourself and explain what you do.
  - Share a brief story about how you or someone you know brought about a positive change to your community. How did making a change make you feel? What inspired you to get involved?
2. Engage with students by asking them a little about themselves. Ask a few selected students about a time when they did something that made them feel proud or strong.
  - When you do something good for people, you feel happy that you helped others.
3. Distribute Table Tents, if applicable, and have students write their names on them.

**Presentation Tip**  
Build rapport and connect with students by calling them by name whenever possible.



### Essential Questions

Review the essential questions for this session with students:

- How do communities make changes for the better?
- Why do people get involved?

## Warm-Up: Community Changes | 10-15 min.



### Taking Care of Our Community

1. Point out some of the different areas on the community map, such as businesses, houses, the zoo, the park, a farm, and the school.
  - ? What do you think makes this community a place where people like to live?  
*Accept all responses.*
  - ? Is there anything about the community that you dislike?  
*Accept all responses without judging or dismissing the answers. Ask students to explain their dislike so other students can hear another perspective.*
2. Use the following thought-provoking questions to lead a discussion about how change is brought about in a community:
  - ? How do things in a community get changed if you don't like them or if you think they need to be fixed? (Use students' answers to the previous question as examples. Or use an example such as dilapidated school playground equipment.)
  - ? How are problems solved when someone does not like the way things are going?
  - ? What does it mean to be responsible?  
*Accept all ideas before defining **responsible**.*
  - ... Being responsible is the quality of being dependable. People can depend on you to do what you say you are going to do.
3. Explain that when people are acting responsibly, they:
  - Do their best.
  - Keep their promises.
  - Plan ahead.
  - Take care of things.
  - Set a good example for others.



Select the flash card to reveal the definition.



Select the pictures to reveal text.



4. Direct students to the Responsibility section of their Learning Log pages. Depending on students' abilities, you can either:
  - Read the list aloud, pausing a moment after each item for students to mark their Learning Logs.
    - Help my family.
    - Put my toys away.
    - Clean my room.
    - Do my best in school.
    - Tell someone when there is a problem.
  - Give them about two minutes to circle or check off the items they are responsible for.
- ? Who depends on you?**  
*Family, friends, teacher, school principal, neighbors, community members*
5. Shift the discussion to responsibilities in the community.
  - ? If something needs to be cared for in a home, like replacing a light bulb that is not working, who is responsible for that?**  
*The family who lives there or the person who owns the building*
  - ? If something breaks in a business, like a window or a faucet, who is responsible for fixing it?**  
*The person who owns the business*
  - ? Who is responsible for taking care of something that is shared by the whole community, like the park?**  
*All the members of the community should care for the park. People in the community can pay someone to fix things when they are broken or to mow the grass, because it is a shared community place.*
  - ...** People who live in a community have the responsibility to help make the community a better place to live, work, play, and learn. Community members help make decisions about changes in their community.

**Problems in the Park**

1. Direct students to the park map in the onscreen presentation.
2. Instruct students to look for things in the image that could be problems in the park.
  - ? What problems do you see in the park?**  
*Trash all over the park, dogs running loose, no wheelchair ramp, broken playground equipment, no benches, no trees/shade*

- Record a list of problems as students share ideas on a whiteboard, easel, or blank online document.
- Explain to students that the first part of helping change a community for the better is to identify problems that need solutions.



## Activity: Solving Community Problems

20–25 min.



- Explain to students that problems need solutions. People need to think about which problems they can help solve that will benefit the community most.
  - ...** We must decide which problem in the park we would like to help solve. The community has only enough money to fix one thing right now, so we need to pick one.
- Review the list that the class has created. Discuss the issues in more depth.
  - ?** Which problems affects everyone in the community?
  - ?** How do other people in the community feel about this issue?
- Discuss why it is important to ask other community members what they think before trying to solve a community problem.
  - People see issues from different viewpoints.
  - People share ideas that you might not have thought about.
  - Others might have information that you do not know.
  - ...** Someone might think the park needs more trees and flowers. What about a person who has bad allergies to pollen? She might prefer fewer trees and flowers so her allergies don't act up in the park.
  - ...** You want to make changes that will help the most people. If you get input from others, it can help you make the best choice.
  - ...** Let's find out what other community members have to say.
- Select different community members in the park to get their perspectives. Read aloud, or have student volunteers read, the dialogue comments.
- Review the list of problems the students originally created.



Select each person with an "i" icon.

? Did any new problems surface after listening to community members?

*Accept all responses. Add any new problems to the list.*

? Did anyone tell us something we did not know?

? Which problems seem to be the most important?

6. Work with students to select the top three problems to consider. Mark those three problems with letters A, B, C so students know which ones to vote for in the next step.



Select the flash card to show the definition.



**Facilitation Tip**  
Students should raise their hands or use a raised hand icon to vote.



**Facilitation Tip**  
Brainstorming can occur as a class or in small groups.

**Let's Vote!**

1. Review the key term **vote** (to make a decision on something important) briefly.

... Voting is a way for many people to help decide something important. Each person votes to express what he or she feels matters most.

2. Instruct students to vote on the problem they think the class should solve. Once the votes have been tallied and a choice has been made, note the problem to be solved. You may want to cross off the other issues to avoid confusion.

3. Announce which problem had the most votes and tell the class you will all think about how to solve that problem.

**Brainstorming**

... Now we are going to think of ideas to fix the problem in the park that we selected.

1. Explain that brainstorming is an activity where people come up with as many ideas as they can in a short period of time. Brainstorming is a good way to help with problem solving.

2. Talk about the best way to brainstorm:

- Think of as many ideas as you can.
- All ideas are good ideas.
- Share your idea with confidence.
- Be kind to others as they share their ideas. The purpose is to gather ideas, not judge them.

... Remember that there are no bad ideas!

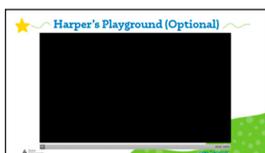
3. Remind students that brainstorming works best when everyone takes turns and is polite and encouraging.

4. Brainstorm ideas as follows:
  - **Brainstorm and record.** Spend 3–5 minutes brainstorming ideas. Accept all answers, recording them as they are shared.
  - **Narrow down.** Read through the ideas and decide which ones are impossible. Eliminate impossibilities.
  - **Discuss.** Read through the list again, trying to narrow down the ideas by crossing out ideas that are too difficult, too expensive, or too impractical. Encourage students to discuss the ideas and contribute their thoughts and opinions.
  - **Narrow down again.** Circle two or three ideas that might work and discuss the benefits of each.
  - **Decide.** Instruct students to raise their hands to vote on the idea they think would best solve the problem.
5. Congratulate students on a job well done.
  - **When we vote, not everyone gets his or her own choice, but everyone gets to participate. That is your responsibility as a community member.**



## Wrap-Up: How Can You Help?

5 min.



1. Discuss with students the importance of being involved in community decisions.
  - **Is there something you would like to make better at home, at school, or in your community?**
  - **How can you be a responsible community member?**  
*Possible answers: Don't litter; pick up trash when you see it; help someone; be a friend; tell someone about a problem; fix something that is broken; pick up after your dog*
2. Direct students to their Learning Log pages. Instruct students to draw a picture of something they would like to change in their own community. (Students can also use a blank piece of paper and drawing tools.)
3. (Optional) Play the video **Harper's Playground** to show students a story about how one family's desire to change a problem in their park resulted in an inclusive community solution.



### Summing It Up

1. Explain to students that we all make our community a better place when we get involved to help fix problems.
2. Encourage students to share ways that they or their families have gotten involved to make the community a better place.
  - As necessary, suggest things such as taking dinner to a sick friend, volunteering at the food bank, or picking up trash.

## Together at Home



### Poster for Change

1. Encourage students to complete this activity at home with an adult.
  - Students will take a walk around their neighborhood with a family member and see if they can identify some problems.
  - They will make a list of any issues they see in their own neighborhood.
  - They will choose one problem and create a poster to make neighbors aware of the problem (e.g., if they see a lot of trash, they could create a poster about always putting trash in the trash can).
2. Encourage students to take home their Learning Log to share and complete their work with a close friend or family member.
3. Wrap up the session by congratulating students on their work.



# Making Choices

## Introduction

In this session, students are introduced to the concept of taxes and how taxes are used to pay government workers and support the community. They also learn about the choices that community leaders must make and the importance of being flexible, curious, and resilient in order to cope with and adapt to change.

This session examines the difference between government and private sector jobs in terms of who the employers are. Students receive a paycheck with taxes deducted, and they discuss the types of services that those taxes are used for. In a scenario-based activity, students take on the role of the mayor’s council, providing advice on daily decisions that affect the way government supports the community.

## Session at a Glance

### Big Ideas

- People pay taxes on the money they earn.
- Government services support the community.
- Decisions can be challenging to make. People must be flexible and willing to adapt to cope with the consequences of those decisions.

### Learning Organizer

The following activities are included in this session. The instructions include details for facilitating all activities.

Learning Outline

Activity Overview	Objectives	Materials	Time
<b>Welcome</b>			3–5 minutes
<b>Warm-Up: Whom Do You Work For?</b> Students explore how workers are paid and review some key vocabulary terms.	<ul style="list-style-type: none"> <li>• Define taxes.</li> <li>• Identify government jobs.</li> <li>• Explain why community members pay taxes.</li> <li>• Recognize how government services support the community.</li> </ul>	Onscreen Presentation: Making Choices JA Play Money or Bankaroo app (optional)	10–15 minutes
<b>Activity: Hard Choices</b> Students make challenging decisions as community leaders about the best way to support the community in a decision-making scenario.	<ul style="list-style-type: none"> <li>• Use flexibility, curiosity, and resilience to cope with and adapt to change.</li> </ul>	Onscreen Presentation: Making Choices Get Advice Cards (in-class use only)	20–25 minutes

(continued)

Learning Outline (continued)

Activity Overview	Objectives	Materials	Time
<b>Wrap-Up</b>	<ul style="list-style-type: none"> <li>Recognize how government services support the community.</li> </ul>	Onscreen Presentation: Making Choices	10 minutes
<b>Together at Home</b> Students write a thank you note to a government worker to show appreciation for his or her contribution to the community.	<ul style="list-style-type: none"> <li>Create a thank you card for a government worker.</li> </ul>	Student Activity: Learning Log – Say Thank You	

### Preparation and Materials

Before the session, do the following:

- Access and review the session materials from JA Connect™ Learning Platform, including the onscreen presentation and student materials.
  - Click-through the onscreen presentation; practice navigating and using the interactive features; open and preview any videos or Web resources
  - Become familiar with the key terms defined in the session.
  - Practice navigating the Making Choices scenario, so you are familiar with how it branches to different outcomes.
- Review the timing of each segment in advance so you are conscious of the content to cover in the allotted session time.
- Decide how you will deliver the student materials. Digital versions can be downloaded and printed, or viewed digitally. They are not fillable forms.
- Play money:** Determine which play money option you will use—play JA money, the Bankaroo app, or a generic paycheck (to be used in a remote virtual implementation and NOT using Bankaroo).
  - Paper money:
    - Separate all of the printed paper money before the session, if that was not already done for a previous session.
    - Prepare stacks of five bills for each student in advance for Pay Day.
  - Other: Discuss with the educator whether you will use Bankaroo or the generic paycheck in the onscreen presentation.
    - Bankaroo: Review the **Bankaroo Setup Instructions** section in the Educator Overview (from the People at Work session) to learn how to use the app during the activity. (Note: Bankaroo is set up to work with multiple currencies. Review the instructions to see how to change currencies or to request that an additional currency be added to the app.)

- Prior to this session, send instructions home with students directing them to download the Bankaroo app, if they have not already done so.
  - Practice the money entries you will make to “pay” students for Pay Day. (Specific transactions are noted in the facilitation instructions.)
- Get Advice Cards:** Depending on your students’ abilities, determine if you will use the cards (for in-class only) to let students read advice dialogue from several community members during the Making Choices activity. Alternatively, you can have students read from the dialogue screens in the onscreen presentation. Or, you can read all of the advice statements aloud to the class.
- Taxes concept:** If you choose not to discuss the topic of taxes in your country/community, skip the associated prompts in the Warm-Up section. You can go directly to the Activity section or substitute an Extended Learning Opportunity from the Educator Overview.
- Consider preparing a story to share with students about hard choices you have had to make at your job, or, if you are a government worker, share how your job helps the community. Keep in mind that this session is about how the community benefits from government services.

### Materials Guide for This Session

Materials	In-Class	Digital
<b>Guide for Volunteers and Teachers: Making Choices</b> (This document) Session information, setup, and talking points for volunteers or teachers to implement the session	✓	✓
<b>Student Activity</b> Handouts for students to write notes and complete activities	✓	✓
<b>Facilitator Onscreen Presentation: Making Choices</b> Instructional content in interactive slides designed for volunteers or teachers to project or share onscreen	✓	✓
<b>Get Advice Cards</b> Advice cards to read during Making Choices decision scenario activity	✓	
<b>JA Play Money</b> \$1.00 play money sheets	✓	
<b>Bankaroo App</b> <a href="https://www.bankaroo.com/">https://www.bankaroo.com/</a>	✓	✓
<b>JA Table Tents</b>	✓	
<b>Pencils, markers, or crayons</b> (not included)	✓	✓

## Facilitation Instructions

### Onscreen Presentation Slides



Use the following talking points and instructions to help you implement the session and facilitate student learning.



### Welcome

3-5 min.



1. Welcome students to the session. As needed, introduce yourself and explain what you do.
  - Share with students about a difficult choice you have had to make at your job and the positive outcome from your decision. Alternatively, if you are a government worker, share how your job helps the community.
2. Engage with the students by asking them a little about themselves. Select a few students to share about a time when they had a choice to make.
3. Explain to students that in this session they will be learning about how services provided by the government benefit the community and how community leaders must make difficult choices, because the community has a lot of different needs.
4. Distribute Table Tents, if applicable, and have students write their names on them.



#### Presentation Tip

- Build rapport and connect with students by using relaxed and open body language.



### Essential Question

Review the essential question for this session with students:

- How does the community benefit from government services?



### Warm-Up: For Whom Do You Work?

10-15 min.



#### Who Pays You?

1. Remind students of when they were paid while working as pizza makers.
  - If you had a real job in a pizza shop, who would pay you for the work you did?  
*Pizza shop owner or manager*



Select the pizza shop to show the business owner.



Select zoom icons to view map quadrants. Then, select workers to show their job cards.



Select the pizza shop one time to show how both people are paid.

? Where would the pizza shop owner/manager get the money to pay his or her workers?

*Business owners pay their workers using the money that customers pay for the goods and services that the business provides.*

2. Provide another example of how business owners pay their workers.

... The museum pays the archeologist for her work using some of the money collected from selling tickets.

3. Select a few different workers on the interactive map in the onscreen presentation and ask student volunteers to guess who pays those workers. (Avoid government workers for now.)

*Some examples include: Cashier is paid by flower stand owner; Baker is paid by owner of bake shop; Office assistant and CEO are paid by World Data, etc.*

4. Announce that it is pay day! Tell students to pretend they are still working for the pizza shop and that they are getting paid again.

5. Pay each student with JA play money, an electronic payment to their Bankaroo account, or talk about the paycheck in the onscreen presentation. (Instruct students to log in to their Bankaroo app to see their money payment, if applicable.)

### Implementation Options

- **In-person, face-to-face:** Distribute \$5.00 of play money to each student. Instruct them to place the money in front of them. (You will take some money away from them later when they pay taxes.)
- **Remote virtual:** Make an entry for all students in the Bankaroo app.
  - **Add Funds: Description:** Pay Day; **One-time allocation** of \$5.00.

6. Explain that many people are paid via electronic payment, also called direct deposit.

7. Explain that people who work in different jobs get paid different amounts of money. Use this pizza scenario:

... The pizza oven repair person has his own business; he went to trade school to learn the special skills he needs to fix machines. He is paid more money for his services than the person who delivers the pizzas. A pizza delivery person does not need much training and can deliver pizzas while still in high school.

- Emphasize that people who have pursued higher education generally receive higher pay for the work they do.

**Facilitation Note**

If you prefer to skip the topic of government workers and taxes because it is not applicable to your area, go directly to the Activity section. Be sensitive to the needs of your students. Choose government workers that would not be controversial for your class.



**Note**

Government worker cards are noted with  in the upper right corner of the card.



Select each person to show how they pay taxes.



**Government Workers and Taxes**

- Select a few government worker cards on the map (like Firefighter or Mayor)



**Who do you think pays workers who help the community, like firefighters, school principals, or mayors?**

*The government*



**Where does the money come from to pay government workers?**

*Taxes*

- Explain that *taxes* are money that people and businesses pay for government goods and services. Normally, taxes are taken right out of a worker's pay. Today you will be acting as the tax collector.

**Implementation Options**

- In-person, face-to-face:** Collect \$2.00 of play money from each student.
- Remote virtual:** Make an entry for each student in the Bankaroo app.
  - Use Funds section:** Enter Taxes in the Description and \$2.00 in the One Time Allocation.
- Not using Bankaroo:** Skip to the next slide to show the paystub.

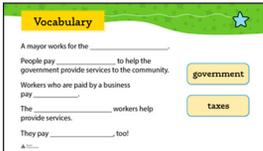
- Direct students to look at the paystub in the onscreen presentation. (Tell students using Bankaroo to look at their app to see that the tax money has been taken out of their funds.)

- Explain the following point about taxes:

- Money collected as taxes goes to pay for many things, such as schools, government offices, and government workers.
- The tax money that community members pay goes toward the services the government provides for the community.
- Community members share the responsibility of paying taxes to help pay for the community's needs.

- ? What government services might you receive in your community?**  
*Road construction and repair, bridges, parks, libraries, community centers, museums, schools, etc.*
- ? What government workers do you have in your community?**  
*Firefighters, police, teachers/principals, librarians, city planners*

5. Read the vocabulary terms aloud for students.
  - **government:** groups of people who manage our cities, states, and nation
  - **taxes:** money that people and businesses pay for government goods and services
6. Prompt students to pick the correct term to fill in the blanks onscreen.



**Drag each term to the blank spaces. Correct answers stay; incorrect answers bounce back.**



**Caring for the Community**

1. If time permits, direct students to the Caring for the Community section of their Learning Log pages. (Otherwise, students can complete this activity at home on their own.)
2. Instruct students to find and circle the things on the map that the community government provides. (Possible answers include buildings, places, things, or workers.)

**Implementation Options**

- **In-person, face-to-face:** Distribute the Learning Log pages.
- **Remote virtual:** Instruct students to use the Learning Log page they were provided to download and print.

**Note**  
 Adjust these lists and add other options based on your country's culture and government.

**Answers:**

Buildings or places: *City Hall, school, library, museum, fire station, park, zoo, school*

Things: *school bus, police car, city bus*

Workers: *Firefighter, Medic, Archaeologist, City planner, Teacher, School principal, Bus driver, Librarian, Mayor, Police officer*

**Activity: Hard Choices** | 20-25 min.



Select each skill to reveal a picture.



Select the computer screen on the slide to begin the scenario.

1. Explain to students that today they will help the mayor with her job. The mayor makes a lot of decisions as part of her job.
  - As a leader, the mayor needs to make decisions that will help the community. Those choices are not always easy.
2. Discuss the types of decisions that people have to make in jobs:
  - In most jobs there are decisions to be made.
  - Some decisions are simple and the choices are easy.
  - Some decisions are more complex. There is not always a clear right or wrong choice to make.
  - Leaders try to make the best decision that will benefit the most people.
  - Leaders and others need to have skills like being brave, being curious, dealing with change when it happens, learning from mistakes, never giving up, solving problems, and taking action.
3. Review the skills in the onscreen presentation with students to make sure they understand the skills listed.
4. Ask for student volunteers to provide examples of jobs that might require a particular skill.

**Making Choices**

- Each day decisions have to be made about how to use money to support the community. The mayor always gets support from her team to make the best decisions. Today, the class will be the mayor’s council and will help her make important decisions.
- When making important decisions, like making choices for the community, the mayor needs to consider a lot of different needs.

**Implementation Options**

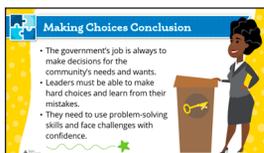
Decide whether advice statements will be read from the onscreen presentation or from the Get Advice cards (for in-class use only). Distribute Get Advice cards randomly to student volunteers in advance.



#### How to Use Scenario in Onscreen Presentation

- Select the phone to get advice. Then, select the person whose advice you'd like to hear. Select off of the phone to close the advice screen.
- Select A or B on the Daily Report to proceed once you make a decision.
- Use the side menu to navigate out of the scenario, if needed.

1. The Making Choices scenario works through a series of screens that are interconnected. Based on the decisions the class makes, outcomes will differ.
2. Conduct the scenario as follows:
  - Display the first Daily Report onscreen.
  - The mayor (either the teacher or volunteer student(s)) will read the Daily Report aloud.
  - Remind students that it is their job to give the mayor their advice about the best decision to make.
  - Ask students which option they would recommend (A or B). Ask for a show of hands to get students' input.
  - Determine whether a decision can be made right away, or if advice is needed.
  - If advice is necessary, select the phone to Get Advice. Select the appropriate person to get more input about the A issue or the B issue. (Either you or a student volunteer reads the advice aloud.)
  - Poll the class again (via show of hands) to make a choice.
  - Select either A or B onscreen. Once a choice is selected, a new Daily Report appears. Occasionally, a news flash will appear to inform students of consequences based on choices made.
  - Read each subsequent Daily Report. Repeat the process until you complete the scenario or until about 10 minutes have passed. (There are approximately 5–6 screens you will encounter in any path of the scenario.)
  - If time allows, you can go through the scenario again and choose different options to see different outcomes.
3. Summarize the scenario with these points:
  - The government's job is always to make decisions for the community's needs and wants.
  - Everyone, but especially leaders, must be able to make hard choices and learn from their mistakes.
  - They need to use problem-solving skills and face challenges with confidence.

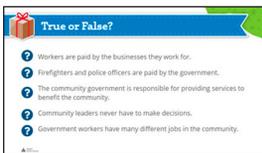




4. At the end of the activity, complete a wrap-up discussion:

- ❓ Did you have to make any hard choices?
- ❓ Did anything impact your other decisions?

 **Wrap-Up** | 10 min.



Ask students the following questions and have them respond with thumbs up or thumbs down for true and false statements.

- Workers are paid by the businesses they work for. *true*
- Firefighters and police officers are paid by the government. *true*
- The community government is responsible for providing services to benefit the community. *true*
- Community leaders never have to make decisions. *false*
- Government workers have many different jobs in the community. *true*

 Select each statement to reveal the answer.



**Summing It Up**

Reinforce the learning by revisiting the essential question.

- ❓ How does the community benefit from government services?  
*The community government provides services that everyone in the community needs, like libraries, schools, and parks. Community leaders make the best decisions they can every day that will benefit the most people.*



**Reflection**

Reflect on the skills that were necessary to be part of the team that helped the mayor.

- ❓ Which skills did you use as you were helping the mayor make decisions?  
*Accept all responses.*



## Together at Home



### Say Thank You

1. Encourage students to complete this activity at home with an adult. Quickly review the assignment so they will know what to do at home.
  - Students should think about different people in the community that work to teach them, keep them safe, or help them in some other way.
  - With help from an adult, students should create a thank you note for someone in their community who would appreciate the encouragement.
  - Students should plan to mail or deliver their cards.
2. Encourage students to take home their Learning Log to share and complete their work with a close friend or family member.



### Celebrate!

1. If this is the last session that students are completing in the *JA Our Community* program, spend a few minutes summarizing and celebrating all that they have learned.
  - ❓ **What is one thing you learned from this program that you think you will remember?**  
*Accept all responses.*
2. Share with students any highlights you experienced from the program and thank them for their participation.
3. Distribute a *JA Our Community* certificate to each student and congratulate them on successfully completing the *JA Our Community* program.



#### Note

If you will be facilitating the optional sixth session, save this **Celebrate!** section until the Crack the Code session has been completed.

# Crack the Code

## Introduction

This optional session enables students to see the importance of digital skills and jobs in the community. Students compare the different kinds of digital skills needed to keep a community running smoothly. They also explore and apply the basics of computer programming by participating in a coding activity.

## Session at a Glance

### Big Ideas

- Many jobs in the community require workers to have computer skills and the ability to use digital tools.
- People use programming code to tell computers, robots, games, and apps what to do.

### Learning Organizer

The following activities are included in this session. These facilitation instructions include detailed instructions for facilitating all activities.

Learning Outline

Activity Overview	Objectives	Materials	Time
<b>Welcome</b>			3–5 minutes
<b>Warm-Up: Digital Tools and Skills</b> Students review examples of digital tools and skills that workers may use in a community and are introduced to computer coding basics.	<ul style="list-style-type: none"> <li>• Describe the digital skills and knowledge required to produce certain goods and services.</li> </ul>	Onscreen Presentation: Crack the Code	10–15 minutes
<b>Activity: Bots and Bugs</b> Students explore coding and create simple code sequences. Activities are available at three different difficulty levels.	<ul style="list-style-type: none"> <li>• Recognize digital tools and computer skills.</li> <li>• Define code as the language computers use.</li> <li>• Use simple programming language and knowledge to complete tasks.</li> </ul>	Onscreen Presentation: Crack the Code  Student Activity: Learning Log	20 minutes

(continued)

Learning Outline *(continued)*

Activity Overview	Objectives	Materials	Time
<p><b>Wrap-Up</b> Students discuss the ways in which digital skills and tools can benefit a community. Then, students write a sentence about a digital skill they'd like to use.</p>	<ul style="list-style-type: none"> <li>Recognize digital tools and computer skills.</li> </ul>	<p>Onscreen Presentation: Crack the Code</p> <p>Student Activity: Learning Log – Digital Skills and Tools</p>	10 minutes
<p><b>Together at Home</b> Students are given a link to an <b>Hour of Code</b> to explore coding further.</p>	<ul style="list-style-type: none"> <li>Use simple programming language and knowledge to complete tasks.</li> </ul>	<p>Student Activity: Learning Log – Hour of Code</p>	

### Preparation and Materials

Before the session, do the following:

- Access and review the session materials from JA Connect™ Learning Platform, including the onscreen presentation and student materials.
  - Click through the onscreen presentation; practice navigating and using the interactive features; open and preview any videos or Web resources.
  - Become familiar with the key terms defined in the session.
- Review the timing of each segment in advance so you are conscious of the content to cover in the allotted session time.
- Decide how you will deliver the student materials. Digital versions can be downloaded and printed, or viewed digitally. They are not fillable forms.
- Bots and Bugs activities**
  - Volunteers should consult with the teacher to determine which activity is the best fit for the class.
  - Assess your class’s abilities. Select the activity level that best matches the students’ knowledge of and experience level with coding.
    - **Go Robot!** This is an introductory level activity for students who have no previous exposure to coding commands or sequences. In this activity, students use directional commands to navigate a robot through a maze. (This activity can also be completed with or without analog bots.)

- **Code a “D”elivery Story:** This is a basic level activity for students who grasp the concept of commands and sequences. In this activity, students translate a story about a delivery robot into a sequence of commands. (This activity can be completed with or without analog bots.)
  - **Find the Bugs!:** This is an elementary level activity for students who have done some basic coding sequences. In this activity, students evaluate an existing program’s code to determine where the errors are. Then they look for ways to make the program more efficient.
- Consider preparing a story to share with students about your first experience with computers. Or, if you have a job that is computer-based or that uses digital tools, share what you do and how your job helps the community. Keep in mind that the point of this lesson is to show how computer and digital skills help a community.

### Materials Guide for This Session

Materials	In-Class	Digital
<b>Guide for Volunteers and Teachers: Crack the Code</b> (This document) Session information, setup, and talking points for volunteers or teachers to implement the session	✓	✓
<b>Student Activity: Learning Log</b> Handout for students to write notes and complete activities	✓	✓
<b>Facilitator Onscreen Presentation: Crack the Code</b> Instructional content in interactive slides designed for volunteers or teachers to project or share onscreen	✓	✓
<b>Programmable robots</b> (optional)	✓	
<b>Tape or blocks (optional)</b> Supplies for creating a grid or maze on the classroom floor for the activity	✓	

## Facilitation Instructions

### Onscreen Presentation Slides



Use the following talking points and instructions to help you implement the session and facilitate student learning.

## Welcome | 3-5 min.



1. Welcome students to the session. As needed, introduce yourself and explain what you do.
2. Explain to students that they will be discovering more about the need for computer and digital skills in the community.
  - 📖 **Share a brief story about your first experience with computers or tell how computers and other digital devices are part of the job that you do.**
3. Engage with the students by asking them a little about themselves. Ask a few students to share how they use computers or digital devices.
4. Distribute Table Tents, if applicable, and have students write their names on them.



### Presentation Tip

Build rapport and connect with students by calling them by name whenever possible.



### 🔗 Essential Question

Review the essential question for this session with students:

- How and why do people use digital tools and computer skills in the community?

## Warm-Up: Digital Tools and Skills | 10-15 min.



Discuss some of the ways technical tools like computers and robots are used or could be used in a community.

### Digital Tools

- ❓ **Can you think of new ways that technology could be used in the community?**

*Accept all ideas. Encourage students to think futuristically: cars that fly; roads that diagnose problems and then immediately dispatch repair crews; robots that deliver groceries, mail, and packages; robots that walk dogs, shovel snow, mow lawns, and clean houses; computer programs or robots that teach students; programs that keep community members safe and healthy.*



- Point out that nearly all workers use digital tools for their jobs today.
- Review the examples of digital tools that the workers in the onscreen presentation are using.

☰ **People in the community need digital skills and tools to do their jobs.**

❓ **What are some of these digital tools, and what might the workers use them for?**

*Spreadsheet (for data, finances, or bookkeeping); 3D model (to plan for/envision the final object); computer (for writing code); interactive whiteboard/smartboard (for teaching, projecting an image); video camera (for recording videos or live streaming); fitness tracker (for health and training); voltmeter (for measuring electricity voltage)*

❓ **What are some popular digital tools that workers use in their jobs?**

*Computers, printers, email, texting, Internet, telephones/smartphones*



### Digital Skills

Review some common digital skills used in jobs. Discuss each skill listed on the slide.

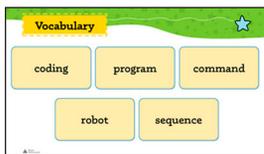
❓ **What types of jobs might use this skill?**

Digital Skill	Possible Jobs
write digital documents	journalist, office assistant, librarian, doctor, nurse, archaeologist, ecologist
create spreadsheets (for data collection and analysis)	accountant, banker, zoologist, auto repair person, city planner, medic, doctor, nurse, electrician, plumber, ecologist
create presentations	CEO, city planner, mayor, archaeologist
write code/programs	computer programmer, video game designer
research online	everyone
write emails	everyone
use Web conferencing	CEO, office assistant, architect, teacher, school principal
record and edit audio and video	journalist, real estate agent, mayor
print documents	architect, office assistant, real estate agent

### Implementation Options

- **In-person, face-to-face:** Distribute the Learning Log page.
- **Remote virtual:** Instruct students to use the Learning Log page they were given to download and print. Or, write notes on a blank piece of paper.

Instruct students to write a sentence and draw a picture in their Learning Log pages about a digital tool or skill they learned about that they'd like to use.



Select each flash card to reveal the definition.

### Vocabulary

1. Define the key terms for students, as needed:
  - **coding:** telling a computer, website, or app what you want it to do
  - **program:** a set of instructions that a computer can follow
  - **command:** an instruction to do one task
  - **robot:** a machine that does the things a person tells it to do with coding
  - **sequence:** the order in which tasks happen
2. Explain that the class will now do an activity that uses basic computer programming skills to get an idea of what it is like to use digital skills in a job.

### What Is Coding?

1. Explain that computers need programs in order to operate. Programs are made from a special language called code. Computers can't think for themselves, so code tells a computer what to do. Code is made from words and numbers. There are many code languages.
  - For a computer to do things the code tells it, the programmer writes exact commands in the proper order, or sequence.





Activity: Bots and Bugs

20 min.



Facilitation Note

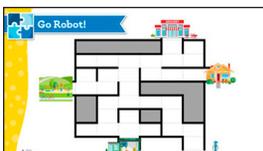
Choose **one** activity that best meets the skill level of your students. Skip the content for the other activities.

Activity	Level	Description	Page in Guide
<b>Go Robot!</b>	Introductory – Students have no previous exposure to coding commands or sequences.	Students use directional commands to navigate a robot through a maze.	62
<b>Code a “D”elivery Story</b>	Basic – Students grasp the concept of commands and sequences.	Students translate a story about a delivery robot into a sequence of commands.	64
<b>Find the Bugs!</b>	Elementary – Students have done some basic coding sequences.	Students evaluate an existing program’s code to determine where the errors are. Then they look for ways to make the program more efficient.	68



Option One: Go Robot! (Introductory Level)

- In this activity, students will use commands to move the robot to a specific location.
  - ? **What is a command?**  
*An instruction to do one task*
  - ? **What directions can the robot move?**  
*forward, backward, left, right*
- Direct students to the **Go Robot!** activity in the Learning Log.
- Instruct students to label the four command cards on their activity page.
- Explain that those are the four commands students will use to move the robot through the maze. The class (or small groups) will work together to put the commands into a sequence to tell the robot how to get from Start to a specific location.



Implementation Options

In-person, face-to-face	<b>OR</b>	Remote virtual
<ul style="list-style-type: none"> <li>• Divide the class into small groups.</li> <li>• Assign each small group a location (house, repair shop, park, or grocery store).</li> <li>• Students will draw arrows on the maze in their Learning Log pages to represent the sequence necessary to get the robot to their assigned location. They should draw one command arrow in each box to show the path the robot will take through the maze.</li> <li>• Reconvene as a class. Ask student volunteers from each group to read the commands for moving the robot through the maze.</li> <li>• Options: Use one of these options to have students demonstrate moving a “robot” through the maze.                             <ul style="list-style-type: none"> <li>◦ Set up a grid pattern with desks, blocks, or tape in the classroom to mimic the maze layout. Each group has a student act as the robot and team “programmers” work together to give commands to move the robot through the maze.</li> <li>◦ Team “programmers” can give commands to you to move the robot through the maze in the onscreen presentation.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Use one destination on the maze as a model and work through it together as a class. Move the robot in the onscreen presentation through the maze following students’ instructions.</li> <li>• Assign students to one of the remaining locations. (Students can count off 1, 2, 3, or you can assign them.)</li> <li>• Students should draw the command arrows in the maze blocks on their activity pages.</li> <li>• Reconvene as a class. Have student volunteers from each group direct you to move the robot through the maze following their instructions.</li> </ul> <div data-bbox="884 768 1222 888" style="border: 1px solid blue; background-color: #0070C0; color: white; padding: 5px; margin-top: 10px;">  <p><b>Drag the robot object with the mouse in the presentation to move it.</b></p> </div>



**Facilitation Note**

If using robots, create a maze on the floor using tape or blocks. Program the bots to move through the maze with the directional commands.

Answers

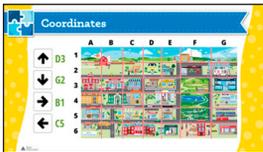
Destinations

House	Repair Shop	Park	Grocery Store
Arrow up	Arrow up	Arrow up	Arrow up
Arrow left	Arrow left	Arrow left	Arrow left
Arrow up	Arrow up	Arrow up	Arrow up
Arrow up	Arrow up	Arrow up	Arrow up
Arrow left	Arrow left	Arrow left	Arrow left
Arrow left	Arrow left	Arrow left	Arrow left
Arrow up	Arrow left	Arrow up	Arrow up
Arrow up	Arrow down	Arrow up	Arrow up
Arrow up	Arrow down	Arrow left	Arrow up
Arrow right	Arrow right	Arrow down	Arrow right
Arrow down	Arrow down	Arrow left	Arrow right
Arrow right		Arrow left	Arrow up
Arrow right			Arrow up
Arrow right			

Option Two: Code a “D”elivery Story (Basic Level)



1. In this activity, students will translate a story about the community into a coding program.
2. Direct students to the **Code a “D”elivery Story** activity in the Learning Log.
3. Explain the premise of the activity to students: They will read a story about “D” the delivery robot. They will then translate the story into a program so “D” can use that program as a delivery route to automate his future work.
4. Review the commands that students will use in this activity. (Quickly review the directional arrows; they should be self-explanatory.) Explain the purpose of the commands that are not directional:
  - **stop** – stop for a second and then continue
  - **pause** – comes after the “stop” command to stay in one place (must program the number of seconds to remain paused)



- **beep** – make a sound (must program the number of times to make the sound)
  - **light** – turn light on or off (must program whether the light is on or off)
5. Explain that the map is divided into a grid. Each block on the map has a special coordinate (a letter/number combination). Practice a few coordinates with students to help them grasp the concept of coordinates. (Note: Coordinates on the sides of the map are just examples to help show the students.)

? Where is the grocery store located?

B3

? Where is the restaurant located?

G5

6. Explain that the directional command is a combination of the direction “D” must go and the coordinate.

... If I wanted to send “D” from the hotel to the fire station, my command would be “forward” or “up arrow” “A3.” This tells the bot to go “forward” or “up” until he gets to A3.

? If “D” is at the auto repair shop (E6), and I want to send him to the pharmacy, what command would I give him?

Right G6

? If “D” is at the hospital (G2) and I want to send him to the tailor, what command would I give him?

There are two possible paths:

Backward/down arrow G3, then left arrow E3

OR

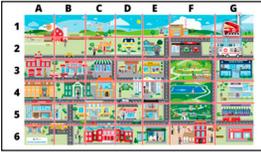
Left arrow E2, then backward/down arrow E3

7. Students should write the arrow with the coordinate destination beside it.

8. Point out how students should write the non-directional commands.

- stop – write the word “stop”
- pause – write “pause [a number]” = the number of seconds the delivery bot should pause
- beep – write “beep [a number]” = the number of times the delivery bot should make a noise
- light – write “light [on/off]” = whether the light is on or off





Implementation Options

**In-person, face-to-face**

- Read the story aloud to the class (or ask for volunteers to help read it).
- Divide the class into groups of 2-3 students.
- Students will work in groups to fill in the coding sheet to write a program with their commands. (Give students roughly 10 minutes to complete.)
- Reconvene as a class. Student volunteers can share their group's coding program.
- Options: Use one of these options to have students share their coding program:
  - Students can direct you to move the robot around the community map in the onscreen presentation one command at a time. (Robot is sitting on G1 coordinate to start.)



**Drag and release the robot to move it around the map.**

- Use the community map grid overlay on the floor. Program robots to move on the map or use an object to represent a robot. Students move the object with each command a team member shares.



**Remote virtual**

- Read the story aloud to the class (or ask for volunteers to help read it).
- As a class, break the story down into commands (these should be equivalent to command steps). Record the parts of the story on an interactive whiteboard. Instruct students to write the commands in their Learning Logs.
- Ask for student volunteers to share one command at a time. Move the robot around the community map in the onscreen presentation as students recite one command at a time.
- If time allows, students can create their own story spontaneously. Allow each student to add on to the story chain (and provide the next command). Instruct students to include in their part of the story where the robot is going and why. Move the robot around the map to match their commands.



**Facilitation Note**

If you are using robots, lay the community map (with grid lines) on the classroom floor. Program the bots to move according to the command sequence that the students create.

**Story**

“D” is the delivery bot for the community. He picks up and delivers things all over the place. Today, he starts from his home base at the Games building. He has a lot of deliveries today! His first stop is the library—lots of great new books for students to read! Next stop is the grocery store. He needs to pick up an order. He will wait for 30 seconds for the order. Got it! The order goes to the blue house, where the plumber is working. Just got a call...pizza pick-up for delivery. “D” should beep two times when he arrives. The pizza maker will be out in 30 seconds or less. Off “D” goes! The pizza goes to the museum. Finally, the last stop of the day is the auto repair shop. “D” will get a new set of wheels—all of this work is wearing his out! He needs to flash his light on and off when he gets there and wait for 30 seconds. All done! Time to go home to the Games building and recharge his battery.



**Note**

There are different ways to move around the map, so accept different movement commands. The following answer key illustrates only one possibility.

**Answers**

Location	Commands
Start: Games building (E5)	
Library	left arrow C5
	stop
Grocery	left arrow B5
	forward/up arrow B3
	stop
	pause 30 (seconds)
Blue house	forward/up arrow B2
	right arrow E2
	stop
Pizza shop	backward/down arrow E3
	left arrow D3
	stop
	beep 2
	pause 30

*(continued)*

Location	Commands
Museum	right arrow G3
	backward/down arrow G4
	stop
Auto repair shop	backward/down arrow G6
	left arrow E6
	stop
	light on
	light off
	pause 30
Home (Games building)	forward/up arrow E5
	stop



**Facilitation Note**

If you are using robots, lay the community map (with grid lines) on the classroom floor. Program the bots to move according to the command sequence the students create.

**Option Three: Find the Bugs!**

1. In this activity, students will review an existing program code to identify and correct the bugs.
2. Direct students to the **Find the Bugs!** activity in their Learning Log pages.
3. Explain to students that this program was written to make community mail delivery fast and efficient. Right now, the mail drone is taking too long to deliver mail, and it runs out of battery power before it is done with the route. Most days, the post office must retrieve the drained drone from the park and finish the mail delivery in person.
  - **The goal is to fix the program so that all the mail can be delivered before the drone runs out of power.**
4. Explain that the mail route includes the hospital, the farm, the bookstore, the restaurant, City Hall, and the hair salon.
5. Implement the activity as follows:
  - Display the existing code in the onscreen presentation (for reference).
  - Direct students to refer to the community map and code provided in their Learning Log pages.

- First, students should examine the code and look at the map to find errors in the code. (They will have an opportunity to make the drone's route more efficient in the next part of the activity. For now, they should concentrate on finding and correcting bugs in the existing program.)
  - Instruct students to mark up the code by crossing things out or writing beside the code.
  - Mention that the mail drone starts the mail route above the hospital at G1.
  - Options: Students can work independently or in small groups (in-person only), or they can work through the activity as a class for roughly 10 minutes.
6. Review the code changes that students make. There are five true errors.

Answers

- |  |  |
|--|--|
| 1 down arrow G2                          | 13 left arrow C4                                   |
| 2 stop                                   | 14 up arrow C3                                     |
| 3 left arrow B2                          | 15 stop  |
| 4 up arrow B1                            | <b>16 left</b> arrow B2 (should be right arrow E3) |
| 5 stop                                   | <b>17 right</b> arrow E4 (should be down arrow)    |
| <b>6 right</b> arrow A1 (should be left) | 18 stop  |
| 7 down arrow A6                          | 19 down arrow E6                                   |
| 8 stop                                   | 20 right arrow G6                                  |
| 9 right arrow G6                         | 21 up arrow G1                                     |
| 10 up arrow G5                           | <b>22 stop</b> (this is missing)                   |
| <b>11 stop</b> (this is missing)         |  |
| 12 up arrow G4                           |  |



? Is the mail drone program correct now?

Yes

? But is the mail drone program efficient now? Do you think the mail drone will be able to complete its route?

*The route is not efficient. The drone should deliver mail to the buildings close together in sequence versus flying all over.*

7. Discuss ways that the code can be changed to make the route faster. Ask for student volunteers. Mark up or rearrange the code on the interactive whiteboard as students provide suggestions. Students may also illustrate their ideas by pointing to the map. Accept any reasonable changes. One potential code sequence is given below, although there are many possible answers.
8. Point out that the revised code now directs the mail drone to make deliveries to buildings that are clustered close together to save battery power, making the mail route more efficient.
9. Reveal one option for revising the code.



Select the Mail Drone Program Changes title to reveal the improved code.

### Answers

- |                  |                   |
|------------------|-------------------|
| 1 down arrow G2  | 10 stop           |
| 2 stop           | 11 right arrow E3 |
| 3 left arrow B2  | 12 down arrow E4  |
| 4 stop           | 13 stop           |
| 5 left arrow A2  | 14 down arrow E5  |
| 6 down arrow A6  | 15 right arrow G5 |
| 7 stop           | 16 stop           |
| 8 right arrow C6 | 17 up arrow G1    |
| 9 up arrow C3    | 18 stop           |



## Wrap-Up

| 10 min.



### Working with Digital Tools and Skills

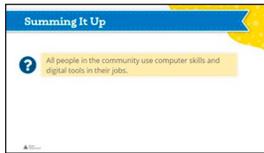
1. Ask students to recall some of the digital tools and skills they've learned about.
2. Brainstorm with students how digital skills and tools can benefit the community. Suggest the following benefits, if not mentioned:
  - Automates some tasks to save money.
  - Creates jobs for people to program computers.
  - Communicates information like weather and news; keeping community members informed.
  - Keeps data organized and easy to analyze.

- Helps people solve problems faster with the aid of digital tools that are run by programming languages, such as medical devices in hospitals (X-rays, ultrasounds, and EKGs) or diagnostic software in mechanic shops.



### Digital Skills and Tools in Our Community

1. Ask for student volunteers to point out a worker on the map who uses a digital skill or tool.
2. Instruct them to share the digital skill or tool the worker uses and how that worker's skill or tool might benefit the community.
3. Cover a few examples if students are missing some key workers:
  - Computer programmer – creates programs for computers; computers can automate tasks to save the community money
  - Video game designer – creates computer code for video games; provides jobs, products, and entertainment for the community
  - Teacher – uses computers and technology to teach children; helps students learn so they can grow up to be responsible community members
  - Auto mechanic – uses a computer to tell what is wrong with cars; helps people get to their jobs and around the community; also provides a service in the community
  - Bus driver – uses GPS to find routes to drive around the community; saves time when there is an accident or road construction; gets people where they need to go on time
  - Banker – uses a computer to access bank records; allows community members to do online banking and pay people electronically
  - Real estate agent – helps create a listing on the Internet to show a house for sale; helps community members find houses to rent or buy
  - Doctor – uses medical equipment to look inside people to see if they are sick; helps community members stay healthier and get better faster
  - Grocer – uses a computer to keep track of food in the store; helps keep the store stocked with groceries that the community members will need to buy



### Summing It Up

1. Ask students the following questions and have them respond with a thumbs up for true statements or a thumbs down for false statements.
  - All people in the community use computer skills and digital tools in their jobs. *false*
  - Code is a language for computers. *true*
  - There is only one kind of coding language. *false*
  - Jobs that use computer skills sometimes require workers to have additional education. *true*
  - Robots can be programmed to do some work in the community. *true*
2. Direct students to their Learning Log pages and instruct them to write a sentence about a digital tool or skill they learned about that they'd like to use.



## Together at Home



1. Call attention to the Together at Home portion of the Learning Log. Suggest that if students are interested in coding, they can work with an older friend or family member at home to explore an Hour of Code online.
2. Explain to students that there are many online tools and toys available to help them learn how to code.
3. Encourage students to take home their Learning Logs to share and complete their work with a close friend or family member.



### Celebrate!

1. If this is the last session that students will complete in the *JA Our Community* program, spend a few minutes summarizing and celebrating all that they have learned.
  - **?** What is one thing you learned from this program that you think you will remember?  
*Accept all responses.*
2. Share with students any highlights you experienced from the program and thank them for their participation.
3. Distribute a *JA Our Community* certificate to each student and congratulate them for successfully completing the *JA Our Community* program.

## Glossary

**bank or credit union** a business that keeps money safe and lends money

**business** a place that makes or sells things people need or want

**coding** telling a computer, website, or app what you want it to do

**command** an instruction to do one task

**community** a place where people live, work, play, and learn

**goods** items that are bought or sold

**government** groups of people who manage our cities, states, and nation

**job** a type of work for which a person usually is paid

**money** coins and paper bills made by the government

**need** something people must have to live

**produce** make goods to sell

**program** a set of instructions that a computer can follow

**responsibility** the quality of being dependable

**robot** a machine that does the things a person programs it to do using coding language

**sequence** the order in which tasks happen

**services** work done for others, such as haircuts or car repairs

**skill** the ability to do something well

**taxes** money that people and businesses pay for government goods and services

**vote** to make a decision on something important

**want** something people would like to have





