

JA Our Families®



Guide for Volunteers and Teachers
Early Elementary Grades





Junior Achievement®

JA Our Families®

Guide for Volunteers and Teachers

Early Elementary Grades

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Junior Achievement USA®
Colorado Springs, Colorado

First edition 1991

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Common Core Standards by Session

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| Common Core ELA Standards Grade 1 | Sessions: | 1 | 2 | 3 | 4 | 5 |
|--|-----------|---|---|---|---|---|
| RL. Reading Standards for Literature | | | | | | |
| RL.1.1 Ask and answer questions about key details in a text. | | X | | | | |
| RL.1.3 Describe characters, setting, and major events in a story, using key details. | | X | | | | |
| RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | | X | | | | |
| RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. | | X | | | | |
| RL.1.9 Compare and contrast the adventures and experiences of characters in stories. | | X | | | | |
| RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. | | X | | | | |
| RF. Reading Standards: Foundational Skills | | | | | | |
| RF.1.1 Demonstrate understanding of the organization and basic features of print. | | X | X | X | X | X |
| RF.1.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes). | | X | X | X | X | X |
| RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. | | X | X | X | X | X |
| RF.1.4 Read with sufficient accuracy and fluency to support comprehension. | | X | X | X | X | |
| RI. Reading Standards for Informational Text | | | | | | |
| RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | | X | X | | X |
| RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. | | | X | X | | |
| RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | | | X | X | | |

| | | | | | |
|---|---|---|---|---|---|
| RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by words in a text. | | X | X | X | X |
| RI.1.7 Use the illustrations and details in a text to describe its key ideas. | | X | X | X | X |
| RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. | | X | X | | |
| W. Writing | | | | | |
| W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | X | | X | | |
| W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | X | | X | X | |
| W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | X | | X | | |
| SL. Speaking and Listening | | | | | |
| SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. | X | X | X | X | X |
| SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | X | X | X | X | X |
| SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | X | X | X | X | X |
| SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | X | | X | X | X |
| L. Language | | | | | |
| L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | X | X | X | X | X |
| L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | X | | X | X | |
| L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. | X | | | X | X |



Common Core Math Standards Grade 1

| OA. Operations and Algebraic Thinking | | | | | |
|---|--|---|---|---|------|
| 1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. | | | | | ELO* |
| 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. | | | | | X |
| 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. | | | | | X |
| MD. Measurement and Data | | | | | |
| 1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. | | X | X | | X |
| Mathematical Practices Grade 1 | | | | | |
| 1. Make sense of problems and persevere in solving them. | | | | X | X |
| 2. Reason abstractly and quantitatively. | | | X | X | X |
| 3. Construct viable arguments and critique the reasoning of others. | | | | | X |
| 4. Model with mathematics. | | | X | X | X |
| 5. Use appropriate tools strategically. | | | X | X | X |
| 6. Attend to precision. | | | | | X |
| 7. Look for and make use of structure. | | | X | X | X |
| 8. Look for and express regularity in repeated reasoning. | | | X | X | X |

* ELO—The standards are supported by an Extended Learning Opportunity within the lesson.

Acknowledgments

JA Areas

Junior Achievement acknowledges the following JA Areas for their work in piloting *JA Our Families*:

- Junior Achievement of Central North Carolina
- Junior Achievement of Eastern North Carolina
- Junior Achievement of Greater Kansas City
- Junior Achievement of Lincoln
- Junior Achievement of Middletown Area
- Junior Achievement of Northern Indiana
- Junior Achievement of OKI Partners
- Junior Achievement of South Central Pennsylvania
- Junior Achievement of Southeast Texas
- Junior Achievement of the Desert Southwest
- Junior Achievement of the Eastern Shore

Consultants

JA expresses its gratitude to the following consultants for their contributions to the development of *JA Our Families*.

- Beth Zemble, Independent Education Consulting, Greater Philadelphia, PA
- Sheryl Szot Gallaher, Director, Office of Economic Education, Governors State University, IL



Foreword

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 young people understand the economics of life. In partnership with businesses and educators, JA brings the real world to students, opening their minds to their potential.

All Junior Achievement programs are developed by the Junior Achievement USA Education Group and are piloted in classrooms and in after-school settings around the nation. Members of the Education Group contributing to the development of *JA Our Families* possess postgraduate degrees in education and business, have experience in the classroom, and are experts in curriculum development and design.


For more information about Junior Achievement USA programs for high school, middle school, and elementary grades, visit JA online at <https://www.juniorachievement.org>.

Thank You, Volunteers and Teachers!

Junior Achievement USA appreciates the commitment you have made to the success of this program. We are certain you and your students will find *JA Our Families* to be an informative, worthwhile, and enjoyable experience.

Digital Assets for Volunteers and Teachers

Here is the information you will need to access the digital assets used in this program.

- Go to CrossKnowledge at <https://learn.ja.org>.
- Log in with your username and password. If you don't have credentials, please contact your local JA staff.
- Select JA Our Families under My JA Courses–Resources
- Under Digital Assets, select an item from the menu. Select  to launch the item.

Online Survey for Volunteers and Teachers

At the program's conclusion, you may access an online survey at <https://www.juniorachievement.org/web/programs/resources> to offer feedback on your experience. Select JA Our Families and then Surveys. Please take a moment to complete the survey. Your comments will help to improve the quality of Junior Achievement programs.

Digital Assets: If you use the digital resources for this program, please complete an Educator, Volunteer, or Staff survey at <https://www.surveymonkey.com/r/jaourfamilies>.

Program Overview

JA Our Families

Junior Achievement USA is committed to developing and implementing programs designed to help students acquire the knowledge and economic reasoning skills to make sound financial decisions. *JA Our Families* is an interdisciplinary program that supports social studies, business, economics, reading, writing, and mathematics standards.

Through hands-on classroom activities, *JA Our Families* introduces students to entrepreneurship and learning objectives for first-grade social studies, including how family members' jobs and businesses contribute to the well-being of the family. Further, it introduces students to the concept of needs and wants and investigates the ways families spend money to acquire goods and services. The program is volunteer-taught and kit-based. It includes five 30-minute sessions, with additional extended learning activities offered throughout.

Following participation in the program, students will be able to:

- Describe the similarities and differences found in families.
- Begin to understand that families must earn money to pay for the things they need and want.
- Recognize the importance of entrepreneurial businesses to a neighborhood.
- Identify the goods and services provided by local businesses.
- Explain one of the entrepreneurial characteristics—Satisfy a Need or a Want.



Preparing for Sessions

Junior Achievement USA provides additional resources online for first-time volunteers or volunteers who would like refresher training as preparation for implementing the sessions in this guide. Go to <https://www.juniorachievement.org>, scroll to the bottom of the page, and select “Go to the JA Central page.” Once there, select JA Volunteer Training. For even more support, watch the training videos.

Junior Achievement USA Website

For additional resources and activities for volunteers, educators, and students, please visit the Junior Achievement USA website at <https://www.juniorachievement.org>.

Volunteer Conduct Standards

Junior Achievement (JA) staff shall convey these standards in writing to all volunteers prior to their first visit to the classroom. Staff shall review these standards verbally, as well, with volunteers teaching for the first time.

Junior Achievement serves youths. JA volunteers teach valuable lessons in their program delivery and especially in their conduct with students. Adult misconduct with or in the presence of youths carries serious consequences. Because Junior Achievement cares that its volunteers have healthy, appropriate relationships with the youths they serve, it has established the following 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 of whether it occurs face-to-face, over the Internet, or by any other means. JA strictly forbids violating any state law regarding interactions with youths; for example, providing them alcohol or legal or illegal drugs, or coaxing them into illicit relationships over the Internet or otherwise.
- Volunteers must take particular care when touching youths. Most adults understand the difference between appropriate physical contact, such as a handshake or pat on the back, and contact that is sexual or disrespectful. Volunteers also must be cognizant of how any physical contact may be perceived.
- 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 youths 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. 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 with their JA Area.

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 presenting your first session.

Master List of Materials

The following is a comprehensive inventory of items included in the *JA Our Families* kit.

| Quantity | Item | Session(s) | 1 | 2 | 3 | 4 | 5 |
|---------------------------|---|---|---|---|---|---|---|
| 1 per class | Junior Achievement Banner |  | • | • | • | • | • |
| 1 per student | Table Tents |  | • | • | • | • | • |
| 2 per class | Guides for Volunteers and Teachers |  | • | • | • | • | • |
| 1 per class | JA Our Families Neighborhood Poster (digital asset available) |  | • | • | • | • | • |
| 1 per student | Junior Journals (digital asset available for the Needs and Wants game) |  | • | • | • | • | • |
| 1 set per class | Illustrated Vocabulary Flash Card Set (a–o) (digital asset available) |  | • | • | • | • | • |
| 1 per student | Postcards with Magnets |  | • | | | | |
| 1 per student | Picture Books |  | • | | | | |
| 1 per student | Picture Book Sticker Sheets |  | • | | | | |
| 1 per class | Our Needs and Wants Chart |  | | • | | | |
| 1 set per class | Needs and Wants Picture Card Set (a-l) (digital asset available) |  | | • | | | |
| 1 per class | Coin Pack (13 toy coins) |  | | • | | | |
| 1 per group of 4 students | Game Pieces Pack (4 colors) |  | | • | • | | |
| 1 per class | Floor Map |  | | | • | | |
| 1 per class | Business Symbol Card Sheet (10/sheet) |  | | | • | | • |
| 1 per student | Business Map Sheets |  | | | • | | |
| 1 per student | Map Symbol Sticker Sheets |  | | | • | | |
| 1 set per class | Job Card Set (a-h) (digital asset available) |  | | | | • | |
| 1 per student | Certificates of Achievement |  | | | | | • |
| 1 per student | Take Home: Story Sheets |  | | | | | • |

Session One

All Kinds of Families

Overview

Students discover how families are alike and different and how they work together to create a strong economy for the neighborhood.

Objectives

The students will be able to:

- Begin to understand the similarities and differences between families.
- Recognize the importance of businesses to a neighborhood.

Preparation

- Before the program starts, give the teacher a **Guide for Volunteers and Teachers**. Coordinate with the teacher how best to present the digital assets if available.
- Review the activity and the list of materials. See pages 40–41 for a copy of the **JA Our Families Neighborhood Poster** to help you prepare. Prominently display or project the poster, and display the **Junior Achievement Banner**.
- Arrange with the teacher to distribute the **Postcards with Magnets** at the close of this session. This item introduces Junior Achievement and is for students to share with their families.
- Discuss the activity with the teacher. Because the topic centers on the family, it is critical that you talk with the teacher in advance so you are aware of students' family situations.
- Prior to your first session, check with the teacher to see if the **Table Tents** are needed. If so, ask the teacher to print the students' first names before you arrive.
- Flash cards help students see, hear, and learn words. Display or project this session's **Vocabulary Flash Cards** to introduce today's key terms. Throughout the program, key terms are highlighted in bold and defined in the margins.
- **Junior Journals** used in each session will go home with the students at the end of the program.
- Review the session's Extended Learning Opportunities on page 16. Discuss application options with the teacher.

Concepts

Business
Family
Interdependence
Job
Neighborhood
Traditions
Work

Skills

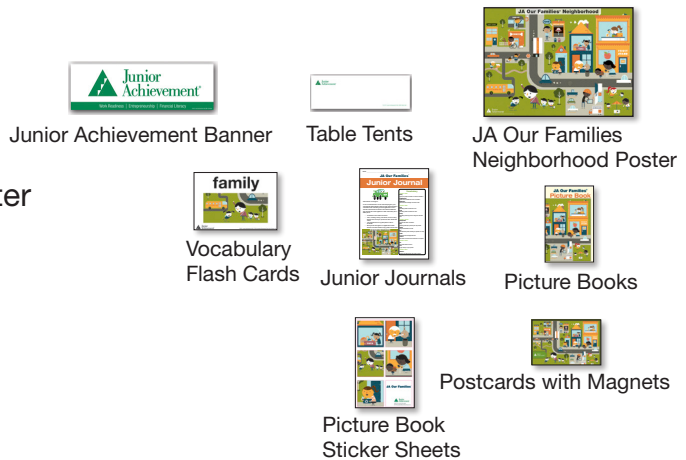
Analyzing information
Drawing
Listening and responding
Matching
Reading
Sequencing

Recommended Time

This session typically takes 30 minutes to complete. If needed, ask the teacher to help you keep track of the time.

Materials

- Junior Achievement Banner
- Table Tents
- JA Our Families Neighborhood Poster
(digital asset available)
- Vocabulary Flash Cards (a–c)
(digital asset available)
- Junior Journals
- Picture Books
- Picture Book Sticker Sheets
- Postcards with Magnets
- Pencils and crayons (not included)



Presentation

Introduction Time
10 minutes

Introduction

Greet the students and distribute the **Table Tents**. Tell them your name, describe your job, and provide some information about your background. You may wish to share something special about yourself and something special you remember about school. Explain that you are a volunteer with Junior Achievement, an organization dedicated to helping young people learn about money, jobs, and starting businesses. Tell the students you will visit the classroom five times to present *JA Our Families*, a program that teaches about families and the people who start businesses in their neighborhoods.

Write your introduction ideas here.

Presenting Tip

You may want to walk around the room with the poster to give the students a chance to see it up close. Help them discover the families who live in this neighborhood and how they are helping to make it a good place to live.

Display or project the **JA Our Families Neighborhood Poster**. Explain that the poster shows how people work together and help each other to make their neighborhood a nice place to live. Be sure to ask the students if they can see the poster clearly.



Talking Points

- What do you see in the poster? (Possible answers: houses, stores, people, a school bus, streets, children, trees, a dog)
- What do you see people doing? (Possible answers: children playing; people working)
- How can you tell that families enjoy living here? (Possible answers: people look happy; people are working together)

Explain that today you will talk about the **family** and neighborhoods. Display or project the *family Vocabulary Flash Card*. Ask students to repeat the key term after you.

Ask students to describe the term *family* using their own words. How are families alike? How are families different? Accept all answers. Students may consider pets to be family members.

After several students have answered, explain that a family may be a number of people who have several things in common.

- Families often are related but not always.
- Family members may live together, or they may live apart and visit each other on weekends or special occasions.
- Families often believe in the same things.
- Family members help one another. Talk about the caring things some family members may do for one another, such as share and listen.

Families differ in size, background, customs, and traditions. Family members can differ in ages and relationships. They also can differ in the things they need and want. Ask students if they would like to share a custom or tradition that is special to their family. For example, does their family speak a second language or prepare foods at home that reflect their culture or background?

Now, ask the students to think of their **neighborhoods** and the types of things they do with their families there. Display or project the *neighborhood Vocabulary Flash Card*. Ask the students to repeat the key term after you. Emphasize that everyone can help to make their neighborhood a better place to live.

Vocabulary

Family

a group of people who share a common connection

All Kinds of Families

Parents
Brothers and sisters
Blended
Adoptive
Aunts and uncles
Cousins
Foster
Grandparents
Single parent

Vocabulary

Neighborhood

a place where families live near one another

- Neighborhoods sometimes celebrate special days. Does your neighborhood hold holiday parades, picnics, or street festivals?

Vocabulary

Businesses

places that sell the things we need or want

Finally, display or project the *businesses* flash card. Explain that **businesses** are important to neighborhoods. Ask the students to repeat the key term after you. Families need businesses for jobs, to buy their food and clothes, to help fix their cars, and to get haircuts. Point out the businesses on the poster. They include the Fruit Stand, Jewelry Store, Repair Shop, Hair & More, and Dog-O-Rama.

- Can you name a business in your neighborhood where you like to shop? (Possible answers: fast-food restaurant, laundromat, sports store, gas station, car wash)

Activity


Activity Time

15 minutes

Activity-at-a-Glance

Students read and enhance their Picture Books with colorful stickers of neighborhood scenes.

Activity Steps:

1. With the teacher's help, give each student a **Picture Book** and **Sticker Sheet**. Read the title to the students. Point out that the book cover matches the poster. Ask the students what they think the book is about. Tell the students to open their books to page 1. Read the title again. Have students print their names on the blank line. 
2. Tell students to turn to page 2 and follow along as you read about one of the family members they see on the poster.
3. As you finish reading, turn to the poster and find the person the page describes (Grandpa Nash, for example). Be sure the students stay on the correct page. Ask, "Who takes out the trash? Grandpa Nash." Tell them to find the sticker that matches the picture on the poster and place it on the page. Make sure each student has placed the correct sticker on the page.
4. Have students fill in the sentences at the bottom of the page with personal information. Tell students to do the best they can and not to worry about misspellings.
 - Page 2. Grandpa Nash.

Hello! My name is _____.

I am _____ years old. In my neighborhood, families take out the trash, too.



- Page 3. Russ. Ask the students to turn to page 3 in their books. Have the students read with you, then ask, “Who meets students at the bus?” Show the students the picture of Russ on the poster. Make sure each student places the correct sticker on the page.

In my neighborhood, families help one another, too.

My favorite animal is _____.

My favorite color is _____.



- Page 4. Rosa and Roy. Ask students to turn to page 4 in their books. Have the students read with you, then ask, “Who puts away their toys?” Show the students the picture of Rosa and Roy on the poster. Make sure each student places the correct sticker on the page.

My favorite toy is _____

_____.



- Page 5. Ann. Ask students to turn to page 5 in their books. Let the students read with you, then ask, “Who collects bottles and cans?” Show the students the picture of Ann on the poster. Make sure each student places the correct sticker on the page.

In my neighborhood, families recycle, too. When I grow up,

I want to be a _____

_____.



- Page 6. Zach. Ask students to turn to page 6 in their books. Let the students read with you, then ask, “Who carries Grandma’s grocery sack?” Show the students the picture of Zach on the poster. Make sure each student places the correct sticker on the page.

My favorite store in my neighborhood is _____

_____.



5. Read on page 7, “Who makes our neighborhood a great place to live? We all do!” If time allows, have students choose the appropriate crayon colors to color in the shape person. If not, students can finish this page at home.

Remind the students that the people and businesses on the poster make life better

for their families. Guide them to understand that when we all work together, we make our neighborhoods nice places to live and play. Ask students to name some things they do to better the lives of family members and neighbors.

6. Direct students to page 8 in their books. Ask the students how a happy neighborhood makes them feel. Have them draw on the blank sticker (or directly on the page) a picture of how they feel or of something they can do to keep their neighborhoods happy.

Summary and Review

Tell the students you are proud of them for working to finish their books. To reinforce learning, suggest that students ask their parents and grandparents about their families and what businesses are important to them.

Summary and Review Time
5 minutes

Ask several volunteers to collect the **Picture Books** so the teacher can keep them to distribute later. Tell the students that you look forward to your next visit when you will talk about needs and wants and the money required to buy them. Be sure to let students know when you will return. Have the teacher keep the **Table Tents**, the **Junior Journals**, and the **Vocabulary Flash Cards** for use during the next session. Also, if you leave the poster in the classroom, a copy is on pages 41–42 to help you prepare for the next activity.

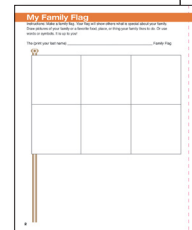
Distribute the **Postcards with Magnets**. Explain that the postcard has a note on it from Junior Achievement to share with the students' families. Suggest that the interior magnet can be removed for use on their refrigerators at home. The frame that remains is a photo frame magnet.

Junior Journal Extra

The **Junior Journal** has an extra activity to start if you have additional time to spend in the classroom. If not, the journal can be sent home at the end of the program for students to complete with their families.

Make a Family Flag Instructions:

- Distribute the Junior Journals. Have students write their names on the cover and turn to page 2.
- Read the directions aloud. Explain to students that they will create family flags to help them express what is important to them about their families.
- The flag is divided into 6 boxes. In each box, students will use pictures, symbols, or words to best represent their families. Students can choose to draw pictures of their families, favorite foods, or hobbies their families enjoy.
- Encourage students to share their flags and their meaning with their families.



Extended Learning Opportunities

A Family Business

Children are more likely to become entrepreneurs if they have a parent or family friend who has started a business. Consider inviting an entrepreneur to class to speak about the support, inspiration, and training he or she received from a family role model.

Being Neighborly

Immigrant families must learn new ways of doing things when they come to live in a new neighborhood. Discuss with the students the challenges a family may face when they are new arrivals to this country. How can they help a classmate who misses his or her old way of life? Have students share their thoughts and ideas with the class.

A Budding Engineer

Ask the students to think of a problem that they and their families can help fix in their neighborhood. Have them answer the question: What do I want to make better? Perhaps it's cleaning up trash from the schoolyard, restoring a hiking trail, or planning a new playground for the neighborhood park. Tell the students to think like engineers and come up with a plan or redesign or invent a simple machine that will help solve the problem. Have the students draw pictures of their new designs or inventions and describe them to the class.

Extended Learning Opportunities

Additional activities are included if you would like to spend more time in the classroom. The teacher also may present them.

Session Two

Money for Needs and Wants

Overview

Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for them.

Objectives

Students will be able to:

- Describe the difference between needs and wants.
- Explain that families must earn money for the things they need and want.

Preparation

- Display or project the **JA Our Families Neighborhood Poster**. Display the **Junior Achievement Banner** and the **Our Needs and Wants Chart**.
- Discuss the *Needs and Wants Game* with the teacher. The game is found inside the **Junior Journal** and is available as a digital asset to help you introduce it to the students.
- To enhance the activity, consider bringing to class pictures from magazines that illustrate needs and wants or actual need-and-want items (hat and gloves, apple, cell phone, or small toy).
- Flash cards help students see, hear, and learn words. Display or project this session's **Vocabulary Flash Cards** to introduce today's key terms. Key terms also are highlighted in bold and defined in the margins.
- Students vary in their reading abilities. Encourage them to read along with you so they recognize and understand the words.
- Review the session's Extended Learning Opportunity on page 21. Discuss possible application options with the teacher.

Recommended Time

This session typically takes 30 minutes to complete. If needed, ask the teacher to help you keep track of the time.

Concepts

Economic incentives
Family
Needs and wants
Shelter

Skills

Decision making
Differentiating
Following directions
Listening and responding
Matching
Working in pairs

Materials

- Junior Achievement Banner
- Table Tents
- JA Our Families Neighborhood Poster
(digital asset available)
- Vocabulary Flash Cards (d–f)
(digital asset available)
- Junior Journals
(digital asset available for the Needs and Wants game)
- Our Needs and Wants Chart
- Needs and Wants Picture Card Set (a–l)
(digital asset available)
- Coin Pack (13 toy coins)
- Game Pieces Pack (4 colors)
- Marker (not included)
- Pencils and crayons (not included)
- Tape (not included)



JA Our Families Neighborhood Poster

Vocabulary Flash Cards

Junior Journals



Our Needs and Wants Chart



Needs and Wants Picture Card Set



Coin Pack



Game Pieces Pack

Presentation

Introduction Time
10 minutes

Introduction

Post the **Our Needs and Wants Chart**. Greet the students and distribute the **Table Tents**. Remind the students that families are groups of people who share a common connection and that families shop at businesses that offer the things they need or want.

As a review, refer to the **JA Our Families Neighborhood Poster**.

Talking Points

- How are neighbors important to neighborhoods? (Possible answers: Neighbors help one another; they help keep the neighborhood looking nice)
- Why are businesses important to neighborhoods? (Possible answers: People buy things they need or want from businesses in the neighborhood; businesses provide jobs for workers)

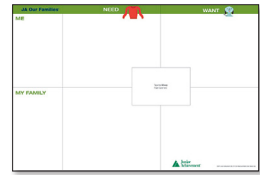
Explain to students that today they will learn about two important words. Display or project the *need* and *want* **Vocabulary Flash Cards**. Ask the students to repeat the key terms after you. Ask if anyone knows what the words mean.

All families have needs and wants. Explain that a **need** is something that people in families cannot live without. All people have three basic needs for living: food, clothing, and shelter.

Vocabulary

Need
something families must have to live

Use a marker to write *food*, *clothing*, and *shelter* in the appropriate spaces on the **Our Needs and Wants Chart**. The words should appear in both the “Me” and the “My Family” spaces on the chart.



Say,

- “Food gives us energy to do activities throughout the day.”
- “Clothing protects us from the weather.”
- “Shelter (a room, house, or apartment) protects us by giving us a place to live.”

Ask if students agree that they and their families need these things to live. Allow for responses, but try to guide the students to specify why families need food, clothing, and shelter.

Point to the word *want*. Explain that a **want** is something that families would like to have but could do without. A want is not something we must have to live. Explain that everyone has different wants.

Vocabulary

Want
something families would like to have

Tell the students that you are now going to display or project several picture cards. After you describe each one, have students tell you if the picture shows a need or a want item.



Money
something used to pay for the things we need and want

Once students respond, ask them if the item is a need or want for “me” or for “my family” or both. Write the items in the appropriate places on the chart. (Most cards apply to both “me” and “my family.”) Use the additional space on the chart to write (or draw) need and want items that students may mention during the discussion.

Important! Go through all the picture cards except the diploma; save it for later. Read the description on the back as you hold up each card. There are:

- 2 food cards (food is a need for everyone)
- 2 clothing cards (clothing is a need for everyone)
- 3 toy cards (toys are want items for children; responses may vary)
- 2 shelter cards (homes are a need for everyone)
- 2 pet cards (pets are a want for everyone; responses may vary)

Finally, introduce the term *money*. Display or project the **Vocabulary Flash Card**. Explain that families use **money** to buy the things they need and want. Emphasize that money-smart families buy the things they need before buying the things they want—if they have money left over. Explain that debit and credit cards are also used to buy the things we need and want.

Tape the money flash card to the center of the chart for students to see the connection between money and needs and wants.

Activity

Activity Time
15 minutes

Activity-at-a-Glance

Students play the Needs and Wants Game found in their Junior Journals to learn more about the difference between needs and wants. The game is available as a digital asset to help you introduce it to the students.

Tell students they will now play a fun game with a partner. With the teacher's help, separate the class into pairs.

Activity Steps

1. Project the digital asset for the *Needs and Wants Game* to explain the game and show students how to move sequentially on the game board, or hold up a game board for students to see and explain the game. Do this before distributing materials.
2. Read aloud the game instructions.
3. To advance in the game, players take turns flipping a toy coin. (Option: Students can cup the coin in their hands and shake it in place of flipping it.)
4. If the coin lands heads up, players move one space. If the coin lands tails up, players move two spaces. (Show students the “head” and “tail” of a coin. Demonstrate flipping the coin.)
5. If a player lands on an up arrow space, move up.
6. If a player lands on a down arrow space, move down.
7. Trace the game board path with your finger to show students the “back and forth” direction of play.
8. The first player to reach the “FINISH” space wins.



Alternate Activity Method

Check with the teacher. He or she may recommend playing the game as a class or in groups. If working in groups, designate one student to flip the coin.

For each pair of students, distribute a **Junior Journal**, one coin, and game pieces (one per student). Have the students place their game pieces on the START square. (Student pairs will need one journal to play the game.) Start play. Allow 8–10 minutes for students to play the game.

Call time. Tell the students they have done a good job today. Ask a student volunteer to tell you the difference between a need and a want.

Summary and Review

Encourage the students to play the *Needs and Wants Game* with their families at home.

Summary and Review Time
5 minutes

Now, hold up the picture of the diploma, the 12th **Needs and Wants Picture Card**. Tell the students that a diploma is an official paper or certificate that is awarded to students who complete many years of hard work and graduate from school.

Encourage the students to stay in school and work hard. Ask the students how many of them would like to have a diploma someday.

Tell the students you look forward to your next visit, when you will talk about how entrepreneurs start businesses to help families with their needs and wants. Let them know when you will return. Have the teacher keep the **Table Tents**, the **Junior Journals**, and the **Vocabulary Flash Cards** for use during the next session. If you leave the poster in the classroom, a copy is on pages 41–42 to help you prepare for the next session.

Junior Journal Extra

The **Junior Journal** has an extra activity to start with the students if you have additional time to spend in the classroom. If not, the journal can be sent home at the end of the program for students to complete with their families.

Make a Match Activity Instructions:

- Distribute the Junior Journals. Have students turn to page 3.
- Read the directions aloud. Explain to students that they are to read each sentence and find the matching picture.



Extended Learning Opportunity

Money for Needs and Wants

Teaching students about money is easier if they see how it is used in everyday examples. Collect circulars from local supermarkets or convenience stores and distribute them to the class. Have students determine which of the items are needs and which are wants. Explain to students that knowing the difference between needs and wants helps shoppers from overspending.

Extended Learning Opportunities

Additional activities are included if you would like to spend more time in the classroom. The teacher also may present them.

Session Three

Businesses All Around the Neighborhood

Overview

The needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.

Objectives

Students will be able to:

- Define *entrepreneur*, *goods*, and *services*.
- Interpret map symbols.
- Identify the goods or services businesses provide.

Preparation

- Display or project the **JA Our Families Neighborhood Poster**, and display the **Junior Achievement Banner**.
- Discuss the activity with the teacher. Ask the teacher in advance where you can lay the approximately 4-foot-by-4-foot **Floor Map**. If there are special-needs students in the classroom, plan to allow room for them. Become familiar with the **Floor Map** so you can tell the students about it without referring to the activity instructions.
- Flash cards help students see, hear, and learn words. Display or project this session's **Vocabulary Flash Cards** to introduce today's key terms. Key terms also are highlighted in bold and defined in the margins.
- **Note:** The **Business Symbol Cards** used in today's session also will be used in Session Five.
- Review the session's Extended Learning Opportunities on page 27. Discuss possible application options with the teacher.

Recommended Time

This session typically takes 30 minutes to complete. If needed, ask the teacher to help you keep track of the time.

Concepts

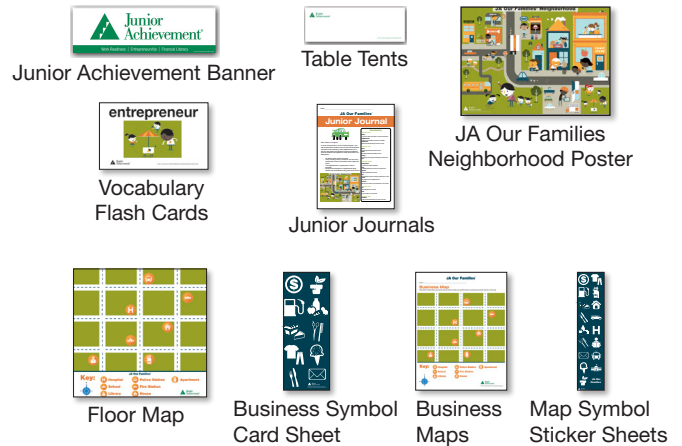
Business
Economic institutions
Family
Goods and services
Needs and wants

Skills

Decision making
Following directions
Listening and responding
Map reading
Patterns
Recognizing and interpreting symbols

Materials

- Junior Achievement Banner
- Table Tents
- JA Our Families Neighborhood Poster
(digital asset available)
- Vocabulary Flash Cards (g–l)
(digital asset available)
- Junior Journals
- Floor Map
- Business Symbol Card Sheet (10/sheet)
- Business Maps
- Map Symbol Sticker Sheets
- Pencils and crayons (not included)



Presentation

Introduction

Greet the students and distribute the **Table Tents**. Remind students that families have needs and wants. Today, they will learn where families can go to get their needs and wants.

Introduction Time
5 minutes

Talking Points

- Display or project the **entrepreneur Vocabulary Flash Card**. Say, “Entrepreneurs are people who open businesses in neighborhoods, towns, and cities.”
- Name a business where you and your family shop.
- Would you like to start a business someday? What kind of business would you start?

Vocabulary

Entrepreneur
a person who starts a business

If you are an entrepreneur, write about your experience here.

Activity

Activity Time
20 minutes

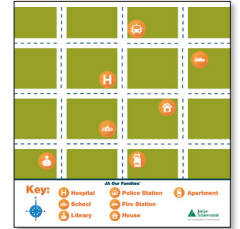
Activity-at-a-Glance

Students place Business Symbol Cards on a Floor Map to highlight new neighborhood businesses.

Tell the students you have a special treat for them today.

Activity Steps

1. Lay the **Floor Map** on the floor. Place the session's six **Vocabulary Flash Cards** nearby. Use the cards to define the terms as you mention them in the activity. Ask the students to repeat each key term after you. Ask students to tell some ways that people can get around a neighborhood. Students may mention that people can get around by car, bus, bike, or by walking. Tell them that today you are going to "walk" around the neighborhood while demonstrating "walking" with your fingers.
2. Ask the students to raise their hands if they know what a **map** is. Allow them to respond. Tell them a map is a drawing that helps you find your way around. Explain that a map uses *symbols* to represent real things. A **symbol** is a sign used instead of a word.
3. Display or project the (+), (-), and (\$) symbols on the flash card and ask the students to tell you what they mean. Explain that maps have directional symbols. Include in your discussion the compass points N, S, E, and W.
4. Slowly walk your fingers along the roads to several symbols on the map. Ask the students if they know what the various symbols on the map mean. After a few responses, guide the students to the map **key** at the bottom of the map. Explain that the key tells us what the symbols mean. Tell the students that a map key will help them identify the symbols.



Vocabulary

Map

a drawing that helps you find your way around

Symbol

a sign used instead of a word

Key

a list that tells you the meaning of symbols on a map

Point to the symbols on the map and say, "I spy with my little eye a . . ."

- police station
- fire station
- library
- apartment
- hospital
- school
- house

Talking Points

With each symbol, ask the students:

- What is this place?
- How does this place help a neighborhood?
- Does this place offer a need or a want item or a service for families?
- Have you ever visited a place like this? What did you do there?

5. Hold up a **Business Symbol Card**. Explain that you have 10 such cards with symbols that are not shown on the **Floor Map**. Explain to the students that they will now place new businesses on the map. Businesses started by entrepreneurs provide the **goods** and **services** that families in a neighborhood need and want. Display or project the *goods* and *services* **Vocabulary Flash Cards** to define the terms. Ask the students to repeat the key terms after you.



Vocabulary

Goods

things that can be bought or sold

Services

work done for others, such as haircuts or car repairs

Say,

- “A good is something that can be bought or sold.”
- “A service is work done for others, such as haircuts or car repairs.”
- “People spend money when they buy goods and services.”

Talking Points

With each symbol, ask the students:

- What is the picture on the card?
- What new business does the picture represent (garden shop, hair salon, etc.)?
- What goods could you or your family buy at this business?
- Does this business provide a service? Does it help you to do things you can't do for yourself (haircut, car repairs, package delivery, etc.)?
- Is this business needed in the neighborhood?

6. Ask a volunteer to identify a picture, and then allow him or her to place the card on the map. Ask other volunteers to identify each symbol. The symbols represent:
- bank
 - bakery
 - ice cream shop
 - grocery store
 - garden shop
 - hair salon
 - restaurant
 - service station
 - clothing store
 - card or postal store

Explain that there can be more than one symbol on a space. After all the cards have been placed on the floor map, have the students return to their seats.

7. Tell the students they now will place businesses on their own maps. Ask two students to help you distribute the **Map Symbol Sticker Sheets** and **Business Map Sheets**. Encourage students to think carefully before they place the business symbols on the sheet. The students will have 5 minutes to complete their maps. Ask one or two students why they chose particular places for their businesses.



Tell the students that during your next visit, they will become entrepreneurs and open new businesses in their neighborhoods.

Summary and Review

Tell the students you have enjoyed looking at the floor map with them. Suggest that sometime today they think of a business not shown on their sticker sheets and create a symbol for it. New businesses could include a nail salon, movie theater, smoothie shop, gym, or pizza shop.

Summary and Review Time
5 minutes

Remind the students that families depend on businesses to provide for their needs and wants. Thank the students for their participation. Have the teacher keep the **Table Tents**, **Junior Journals**, and **Vocabulary Flash Cards** for use during the next session. Collect the **Business Symbol Cards** for use in the final session.

Junior Journal Extra

The **Junior Journal** has an extra activity to start with the students if you have additional time to spend in the classroom. If not, the journal can be sent home at the end of the program for students to complete with their families.

Goods and Services Instructions

- Distribute the Junior Journals. Ask students to turn to page 6.
- Read aloud the directions and have students follow along. Explain to students that they will do two things on the page. First, they will read the sentences and circle all the goods found in neighborhood stores. Second, they will complete the sentences describing the services people do.
- Have students share their completed work with the class or their families.



Extended Learning Opportunities

Extended Learning Opportunities

Additional activities are included if you would like to spend more time in the classroom. The teacher also may present them.

Plan a Class Party

Use the floor map to plan a trip to buy supplies for a class party. Talk about how you will bring along a pretend wagon as you “walk” around the neighborhood so that you can carry things for the class party. Ask the following questions:

- Where would we go on the map to get money to buy supplies for the party? (Walk your fingers from the school to the bank.)
- We need cupcakes for the party. Where should we go to buy them? (Walk your fingers to the bakery.)
- We’ll need napkins and plates, too. Where is the best place to find them? (Walk your fingers to the grocery store.)
- Do we want ice cream? Where would we go to buy it? Which symbol represents ice cream? (Walk your fingers to the ice-cream shop.)

Draw a Map

Take the students on a walk around the classroom. Have them take notes or make sketches of the large “landmarks” they see. For example, landmarks could include the teacher’s desk, classroom doors and windows, a coat closet, bulletin boards, work stations—even flags and posters. Have students return to their seats.

Flip the floor map to the back and, using students’ suggestions, draw a simple classroom map with a map key. Then, working in small groups, have students create map symbol cards using squares of colored construction paper or sticky notes for each landmark. For example, a green square could represent the teacher’s desk, blue squares the doors and windows, and yellow squares the bulletin boards or large posters. Have the students place their symbol squares on the map.

Simon Says

Play a game of Simon Says to reinforce the compass points (north, south, east, west) with the students. Print the direction letters on blank pieces of paper and place them in the appropriate positions around the classroom. Tell the students, “Simon says, take one step north!” Students should move one step toward the north side of the classroom. In keeping with the rules of the game, remind students that a command not preceded by “Simon Says” means the students should not move but stand in place. The students who do move must return to their seats.

Play the game as time allows. If a compass is available, show the students how it works.

Session Four

Jobs All Around the Neighborhood

Overview

In this session, students learn that entrepreneurs create businesses that provide jobs for families.

Objectives

Students will be able to:

- Identify the jobs people do.
- Analyze their own skills to determine ways they can support family members.

Preparation

- Display or project the **JA Our Families Neighborhood Poster**, and display the **Junior Achievement Banner**.
- Discuss the activity with the teacher.
- Flash cards help students see, hear, and learn words. Display or project this session's **Vocabulary Flash Cards** to introduce today's key terms. Key terms also are highlighted in bold and defined in the margins.
- Students vary in their reading abilities. Encourage them to read along with you so they recognize and understand the words.
- Review the session's Extended Learning Opportunities on pages 32–33. Discuss possible application options with the teacher.
- Prepare the **Certificates of Achievement** for Session Five or have the teacher prepare them for you.

Recommended Time

This session typically takes 30 minutes to complete. If needed, ask the teacher to help you keep track of the time.

Concepts

Business
Economic incentives
Employment
Entrepreneurship
Family
Human resources
Income
Job
Skills

Skills

Analyzing information
Drawing
Following directions
Listening and responding
Making observations
Verbal communication

Materials

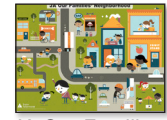
- Junior Achievement Banner
- Table Tents
- JA Our Families Neighborhood Poster
(digital asset available)
- Vocabulary Flash Cards (m,n)
(digital asset available)
- Junior Journals
- Job Card Set (a–h)
(digital asset available)
- Pencils and crayons (not included)



Junior Achievement Banner



Table Tents



JA Our Families Neighborhood Poster



Vocabulary Flash Cards



Junior Journals



Job Card Set

Presentation

Introduction Time
5 minutes

Introduction

Greet the students and distribute the **Table Tents**. Remind students that the last time you met, you talked about entrepreneurs. Entrepreneurs are people who start businesses. Explain that entrepreneurs understand what goods and services families need or want, and by doing so create jobs in the neighborhood. Today, they will learn more about the jobs that family members may have.

Talking Points

- What jobs do the people in your family do?
- Where do they work? Do they work in the neighborhood? Is the job indoors or outdoors? Can you name the business?

Share what you learned from your first job. Write your ideas here.

Remind students that businesses are places where people work. Display or project the *job* **Vocabulary Flash Card**. Businesses are important to a neighborhood because they offer families jobs. Explain that a **job** is work that needs to be done. Ask the students to repeat the key term after you.

People **earn** income for the work they do. They can use the money they earn to buy the things their families need and want. Display or project the *earn* **Vocabulary Flash Card** and define it. Ask the students to repeat the key term after you.

Vocabulary

Job
work that needs to be done

Earn
to get money for a job you did

Family members can work at many kinds of jobs. Emphasize that some family members work caring for the home and children, but do not earn money. Even so, every job within a family is important.

Activity

Activity-at-a-Glance

Students give clues to a classmate to help him or her guess a certain job. Students complete the Jobs I Can Do! page in their journals.

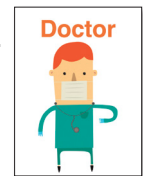
Activity Time

20 minutes

Tell the students they will now play a fun guessing game. They will need to pay close attention and follow directions.

Activity Steps:

1. Ask for a student volunteer to join you at the front of the room or ask the teacher to partner with you to show how the activity works.
2. Explain that you are going to display or project for the class (not the volunteer) a picture of someone doing a job. Place the **Job Card** over the volunteer's head so that the class can see it but the volunteer can't. Put a finger to your lips to indicate the students should look at the picture but not speak yet.
3. Tell the students to offer the volunteer three clues to see if he or she can guess the job. Have the students raise their hands if they would like to offer a clue. Remember, the clue should not include the job name.
4. **Important!** Tell your volunteer not to guess the job until all three clues have been given.
5. After three clues have been given, ask the volunteer to guess the job. If needed, read the sample clues listed on the back of the card. Once the volunteer correctly guesses the job, he or she should sit down. Choose additional volunteers for the remaining cards. Use the sample clues printed on the **Job Cards** as needed. Accept all reasonable responses.



Job Clues

Doctor

Clue 1: You are needed when someone is sick or hurt.

Clue 2: You may work in a hospital.

Clue 3: You write prescriptions for medicine. Who are you?

Mechanic

Clue 1: You are a person who fixes cars and trucks.

Clue 2: You work with tools and car parts.

Clue 3: You can be found in a neighborhood garage or shop. Who are you?

Teacher

Clue 1: You help children read, write, and do math.

Clue 2: You grade papers.

Clue 3: You talk to parents on conference day. Who are you?

Firefighter

Clue 1: You rush to put out fires.

Clue 2: You may drive a big red or yellow truck.

Clue 3: You are trained to save lives. Who are you?

Video Game Designer

Clue 1: You create software for games.

Clue 2: You work with laptops and tablets.

Clue 3: You work for businesses like Nintendo and Apple. Who are you?

Baker or Chef

Clue 1: You make things like breads, cakes, or cookies.

Clue 2: You use mixers, measuring cups, and spoons.

Clue 3: You like to feed hungry people. Who are you?

Pilot

Clue 1: You fly airplanes and helicopters.

Clue 2: You help people travel from one place to another.

Clue 3: You look at maps and weather reports. Who are you?

Veterinarian (Vet)

Clue 1: You are an animal doctor.

Clue 2: You work in an office, farm, or zoo.

Clue 3: You help animals large and small. Who are you?

Presenting Tip

If time allows, have students think of a job not pictured on one of the Job Cards and write three clues for the job. Ask students to read the clues to a partner who must then try to guess the worker.

Thank the class for working well together.

- Distribute the **Junior Journals**. Have students turn to the *Jobs I Can Do! Coupon* on page 7. Instruct students to draw a picture that shows them doing a job to help their family. Jobs could include taking out the garbage, feeding the dog, emptying the dishwasher, sweeping leaves, tidying the playroom, or helping to prepare dinner.



Encourage students to do their best work. You may need to help them write on their pictures who they are helping. Ask the teacher to assist you. Allow time for students to share with the class some of the chores they can do for their families.

Emphasize that someday they will be able to make money in exchange for the work they do. Ask the students to consider how their work might be turned into a business someday.

Presenting Tip

You may need to explain the word “coupon” for the class. Explain that a coupon is a piece of paper that allows a person to get something for free or at a lower price. Coupons can also be found online.

Summary and Review

Thank the students for their participation. In this session, students are reminded that some jobs are done by people who work for a business, and some jobs are done by people who own the business. If time allows, consider reviewing the **Job Cards** to identify which is a worker or a business owner.

Summary and Review Time
5 minutes

Tell the students that you look forward to your next visit. Have the teacher keep the **Table Tents**, the **Junior Journals**, and the **Vocabulary Flash Cards** for use during the next session. Be sure to let the students know when you will return.

Extended Learning Opportunities

Careers

Display or project two of the eight **Job Cards**. Ask the students if the people on the cards need an education or special skills to do their jobs. Discuss some of the special training the people on the cards need to do their jobs. Explain that a skill is knowing how to do something well.

Extended Learning Opportunities

Additional activities are included if you would like to spend more time in the classroom. The teacher also may present them.

Tools for the Job

Collect an assortment of small tools or materials used in jobs. Put them in a box so students cannot see them in advance. As you pull each item from the box, ask the students to tell you what it is and who would use it. Some items to collect might include:

- artist's paintbrush
- sheet music
- laptop computer
- stethoscope
- cooking spatula or whisk
- compass
- measuring tape

Session Five

A New Business

Overview

Students help advertise a new business needed in the neighborhood.

Objective

Students will be able to:

- Describe one of the entrepreneurial characteristics— Satisfy a Need or a Want.

Preparation

- Display or project the **JA Our Families Neighborhood Poster**, and display the **Junior Achievement Banner**.
- You will need the teacher's help to show how partners work together to start a business. Ask the teacher to briefly review the short script on page 36 before the session starts.
- You will use the **Business Symbol Cards** from Session Three to begin today's session.
- Check with the teacher in advance to determine how the **Certificates of Achievement** should be distributed. Make sure you have signed each certificate and correctly spelled each student's name.
- Review the session's Extended Learning Opportunities on page 38. Discuss possible application options with the teacher.
- Send the **Junior Journals** home with the students after today's session.

Recommended Time

This session typically takes 30 minutes to complete. Ask the teacher to help you keep track of the time.

Concepts

Advertising
Earning
Entrepreneurship
Fill a need
Job
Money
Needs and wants
Spend
Work

Skills

Analyzing information
Creative thinking
Following directions
Listening and responding
Math calculations
Working in pairs

Materials

- Junior Achievement Banner
- Table Tents
- JA Our Families Neighborhood Poster
(digital asset available)
- Vocabulary Flash Card (o)
(digital asset available)
- Junior Journals
- Business Symbol Cards (from Session Three)
- Certificates of Achievement
- Take Home: Story Sheets
- Pencils and crayons (not included)



JA Our Families Neighborhood Poster



Vocabulary Flash Card



Junior Journal



Certificates of Achievement



Business Symbol Card Sheet



Take Home: Story Sheets

Introduction Time
10 minutes

Presentation

Introduction

Greet the students and distribute the **Table Tents**. Tell the students you are glad to be back with them. Remind them that during the previous session, they talked about entrepreneurs, businesses, and jobs.

Talking Points

- Does your family own a business?
- Many large companies you know have well-known family names. Raise your hand if you have heard of Heinz, JC Penney, Sam's Club, Disney, or Ford.

Review the 10 **Business Symbol Cards** from Session Three. Present the cards one at a time.

Talking Points

- What business does this symbol represent?
- What new business would you like to see in your neighborhood?

Give the students clues and reminders to help them identify the symbols as needed. Remind students that entrepreneurs start businesses like these to help families with their needs and wants.

Share a new business idea with the class. Ask the teacher to help you present it.

Presentation Steps:

1. Say to the teacher, “I have an idea for a business. I’ve noticed that when families in our neighborhood go on vacation, they have trouble finding care for small pets like hamsters, guinea pigs, hermit crabs, and birds. These pets can’t go to a boarding kennel like a dog. What business can we create to help our neighbors solve this problem?”
2. Turn to the students and repeat the problem. “The problem is that families want someone to watch their small pets while they’re on vacation.”
3. Say to the teacher, “Do you have any ideas about what we can do? Maybe the students have some ideas, too.” A student or the teacher may answer, “We can start a pet-watching business.”
4. You reply, “That’s a great idea. What can we name our business?”
5. The teacher says, “I think The Pet Watcher! is a good name. This new business will help the neighborhood by providing a service.”
6. Print the name of the business on the board. Sketch a hamster or a rabbit being fed.
7. Ask students what they think of the business idea.

Activity

Activity Time
15 minutes

Activity-at-a-Glance

Students color in a picture in their journals to help advertise a new business.

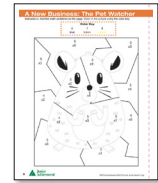
Display or project the **advertise** flash card. Ask if anyone can define or describe *advertise*. Define the term. Share with students that advertising helps a business tell others about a good or service it sells. If people like the good or service, they will spend money to buy it.

Vocabulary

Advertise
a way to tell others about your good or service

Activity Steps:

1. Tell students they will now tell others about The Pet Watcher!
2. Distribute the **Junior Journals**. Have students turn to the back cover (page 8). Tell the students they will help advertise The Pet Watcher! by coloring in a picture of the new business.
3. Explain that they will choose the colors by first solving the math equations. Their answers will determine the color needed. A color key appears at the top of the page.
4. Give students 8–10 minutes to complete the page.



If students finish early, have them brainstorm with you or a classmate another business idea for the neighborhood. New business suggestions are found in the margin.

Use the questions below to help the students share their new businesses with the class if time allows.

- What is the name of your business?
- What do you sell or what service do you provide? How will it help the neighborhood?
- Where would we place your business on the floor map?
- Would you like to live close to your business? Why or why not?

Congratulate the students for working well together. Tell them they get to take their journals home today to share with their families.

Presenting Tip

Share the following business names if students need help with new business ideas:

Doggie Day Care
Kitty Catering
T-Shirt Mart
Lunch Box Cafe
Rock Shop
Grow Veggies! Garden
Helping Hands
Tick-Tock Shop

As students work, ask them to identify a good or service their new business would provide.

Summary and Review

Review with the students what they have learned from the *JA Our Families* program. Remind students that they learned about families, neighborhoods, and businesses; needs and wants; the goods and services provided by businesses that were started by entrepreneurs; the jobs people do to earn money; and how to think like an entrepreneur.

Summary and Review Time

2 minutes

Final Visit

Final Visit Time
3 minutes

Thank the students for their participation. Tell students that you will pass out a **Take Home: Story Sheet** to each of them to share with their families as they explain what they have learned about families and neighborhoods. Distribute the **Take Home: Story Sheet** to each student. Then tell them they each will receive a **Certificate of Achievement**. Distribute the certificates and ask the students to take them home to share with their families.

Finally, gently roll up one of the certificates to look like a diploma and hold it up for the students to see. Remind them that a diploma recognizes their years of hard work and staying in school. Encourage them to stay in school and work hard. Ask if any students can think of reasons they might want a diploma—for example, to get a good job, to go to college, or to start their own business.

Ask the students, “How many of you would like to have a diploma someday?” Encourage students to stay in school to earn a diploma.

Reminder

At the program’s conclusion, you may access an online survey at <https://www.juniorachievement.org/web/programs/resources> to offer feedback on your experience. Select JA Our Families and then Surveys. Please take a moment to complete the survey. Your comments will help to improve the quality of Junior Achievement programs.

Digital Assets: If you used the digital resources for this program, please complete an Educator, Volunteer, or Staff survey at <https://www.surveymonkey.com/r/jaourfamilies>.

Extended Learning Opportunities

Calling All Customers

Distribute sheets of paper and have student pairs create symbols or logos to advertise their new businesses.

Solving Money Problems

1. Naiah buys a container of juice for 10 cents and an apple for 5 cents. How much money did Naiah spend in all?
2. Chris has 8 cents, but he uses 3 cents to buy a pencil. How much money does Chris have left?
3. Mario gets 25 cents from his father to rake the leaves. He gets 10 cents from his mother to wash the dishes. How much money has Mario earned?

Extended Learning Opportunities

Additional activities are included if you would like to spend more time in the classroom. The teacher also may present them.

For each word problem, ask the students, “Are we going to use addition or subtraction?” As the students answer each question, write the problem on the board.

Glossary

Advertise

a way to tell others about your good or service

Businesses

places that sell the things we need or want

Earn

to get money for a job you did

Entrepreneur

a person who starts a business

Family

a group of people who share a common connection

Goods

things that can be bought and sold

Job

work that needs to be done

Key

a list that tells you the meaning of symbols on a map

Map

a drawing that helps you find your way around

Money

something used to pay for the things we need and want

Need

something families must have to live

Neighborhood

a place where families live near one another

Services

work done for others, such as haircuts or car repairs

Symbol

a sign used instead of a word

Want

something families would like to have

JA Our Families



Neighbors Neighborhood



Notes



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