



# JA Our Nation<sup>®</sup>



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





Junior Achievement®

# JA Our Nation®

## Guide for Volunteers and Teachers

### Upper Elementary Grades

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Junior Achievement USA  
Colorado Springs, Colorado

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First edition 1993

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# Common Core Standards by Session

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. Source: ©2010. All rights reserved.

Session:	1	2	3	4	5	Supplemental Session	STEMBot Activity
<b>Common Core ELA Standards Grade 5</b>							
<b>RI. Reading for Informational Text</b>							
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	X	X	X	X	X		X
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	X	X	X	X	X		X
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	X	X	X	X	X		X
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	X	X	X	X	X		X
<b>RF. Reading: Foundational Skills</b>							
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	X	X	X	X	X		X
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	X	X	X	X	X		X
<b>W. Writing</b>							
WS.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		X		X			
WS.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		X		X			

Session:	1	2	3	4	5	Supplemental Session	STEMBot Activity
<b>SL. Speaking and Listening</b>							
SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	X	X	X	X	X	X	
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	X	X	X	X	X	X	
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	X	X	X	X	X	X	
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	X	X	X	X	X	X	
<b>L. Language Standards</b>							
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X	X	X	X	
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		X	X	X	X		
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X	X	X	X	X		X
L.5.4 Determine and clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibility from range of strategies.	X	X	X	X	X		X
L.5.5 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	X	X	X	X	X	X	X
<b>Common Core Math Standards Grade 5</b>							
<b>OA. Operations and Algebraic Thinking</b>							
OA.5.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	X	X		X			X

Session:	1	2	3	4	5	Supplemental Session	STEMBot Activity
<b>NB. Numbers Base Ten</b>							
NBT.5.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.	X		X	X			
NBT.5.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	X	X	X	X			X
<b>Mathematical Practices</b>							
1. Make sense of problems and persevere in solving them.	X	X	X	X			X
2. Reason abstractly and quantitatively.	X	X	X	X			X
3. Construct viable arguments and critique the reasoning of others.			X				
4. Model with mathematics.	X	X	X	X			X
5. Use appropriate tools strategically.	X	X	X				
6. Attend to precision.	X	X	X	X			X
7. Look for and make use of structure.	X	X	X	X			X
8. Look for and express regularity in repeated reasoning.		X					X

# Acknowledgments

## JA Areas

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

- Junior Achievement of Chattanooga
- Junior Achievement of Greater St. Louis
- Junior Achievement of North Central Ohio
- Junior Achievement of South Dakota
- Junior Achievement of Southern Nevada
- Junior Achievement of Southwest Michigan
- Junior Achievement of Washington
- Junior Achievement of Western Pennsylvania

## Program Advisory Committee

The JA Program Advisory Committee (PAC), composed of Junior Achievement staff from across the United States, provided direction and feedback for the development of *JA Our Nation*.

## Consultants

JA expresses its gratitude to the following consultants for their contributions to the development of *JA Our Nation*. Their expertise in social studies, mathematics, literacy, business, and work readiness has enhanced the quality of this program.

Abigail L. Reynolds, National Board Certified Teacher, ESEA Facilitator, Carter Lawrence School, TN

Joy Nehr, National Board Certified Teacher, English Department Chair, Laurel Springs School, Tucson, AZ

Mary Topp, National Board Certified Career and Life Skills Teacher, Franklin, WI

Molly J. Hellerman, Senior Strategy Manager, Atlassian, San Francisco, CA

Sheryl Szot Gallaher, Director, Office of Economic Education, Governors State University, IL



# Foreword

## Junior Achievement USA

Junior Achievement USA (JA<sup>®</sup>; JA USA<sup>®</sup>) 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 infuses real-world experiential learning into its sessions.

All Junior Achievement programs are developed by the Education Group and are piloted in classrooms and/or after-school settings around the nation. Members of the Junior Achievement USA Education Group contributing to the development of *JA Our Nation* possess postgraduate degrees in education or 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 school, 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 Nation* an informative, relevant, and engaging experience.

## Online Survey

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

## Digital Assets Survey

If you use the digital resources for this program, please complete the following survey: <https://www.survey.monkey.com/r/jaournation>.

# Program Overview

## JA Our Nation

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 Nation* is an interdisciplinary program that supports the attainment of academic standards of work readiness, with a secondary focus on social studies, business, economics, reading, writing, and mathematics.

Through hands-on classroom activities, *JA Our Nation* introduces students to the intersection of work readiness and upper-elementary grades social studies learning objectives. The program provides practical information about America's free market system and how it serves as an economic engine for businesses and careers. The curriculum also introduces the need for entrepreneurial and innovative thinking to meet the requirements of high-growth, high-demand careers and explores the concept of globalization in business. *JA Our Nation* is volunteer-taught and kit-based. There are five sessions, with additional extended learning activities offered throughout and a supplemental session on business organization.

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


- Identify the characteristics of a free market economy.
- Define *entrepreneur* and *entrepreneurship* and explore the process of innovation.
- Understand that businesses need people with technical skills to support high-growth, high-demand jobs.
- Compare career clusters.
- Explore how the United States is tied to the global economy.

## Preparing for Sessions

Junior Achievement USA provides additional resources online for first-time volunteers or volunteers who would like refresher training to prepare for implementing the sessions in this guide. These are available by visiting <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.

### Digital Assets for Volunteers and Teachers

Here is the information you 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 Nation under My JA Courses—Resources.
- Under Digital Assets, select an item from the menu list. Select  to launch the item.

If you use the digital assets for this program, please complete an educator, volunteer, or staff survey at <https://www.surveymonkey.com/r/jaournation>.

### Pre-/Post-Program Student Survey

To measure student understanding of this program, your JA Area Office may ask that a Pre-/Post-Program Student Survey be administered to students. The survey is available for download at <https://www.juniorachievement.org/web/programs/resources>. Select *JA Our Nation* and then the Surveys folder. The Pre-Program Survey should be administered prior to the first session, either by a teacher, a volunteer, or a JA staff member. Administer the Post-Program Survey at the end of the program. If you have been asked to conduct the surveys, your JA program manager will collect them.

### 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 staff shall convey these standards in writing to all volunteers prior to their first visit to the classroom. Staff also shall review these standards verbally with volunteers teaching for the first time.

Junior Achievement (JA) 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, Volunteer agrees 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 Nation* kit.

Quantity	Item	Session(s)	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 set per class	Key Term Flash Card Set (1–28) (digital asset available)		•	•	•	•	•
1 per student	JA Our Nation Student Fliers (a)		•				
1 per class	Sticky Note Pad		•		•		
1 per class	STEM Skills Poster (digital asset available)			•	•	•	•
1 per student	JA Our Nation Student Fliers (b)			•			
1 per class	Resources Poster (digital asset available)			•			
1 per class	Our Innovation Nation Topic Cards Sheet			•			
1 per student	JA Our Nation Student Fliers (c)				•		
1 set per class	Career Cluster Trading Cards Set (a–h)				•		
1 per student	Career ID Bookmarks				•		
1 per student	JA Our Nation Student Fliers (d)					•	
1 per group of 4 students	Get and Keep the Job! Game Boards (digital asset available)					•	
1 per group of 4 students	Get and Keep the Job! Game Cards Sheets					•	
1 per group of 4 students	Dice Pack					•	
1 per group of 4 students	Game Pieces Pack (4 colors)					•	
1 per student	JA Our Nation Student Fliers (e)						•
1 set per class	Mystery Puzzle Cards Sheets Set (a–f)						•
1 per student	Certificates of Achievement						•
1 per class	Business Role-Play Sticker Sheet (32 stickers)						(Supplement)

## Session One

# Free to Choose Your Work or Business

## Overview

Students examine how the free market system serves as an economic engine for businesses and careers.

## Objectives

Students will be able to:

- Identify the characteristics of a free market economy.
- Explain how pricing guides economic decisions.

## Preparation

- Before the program begins, give the teacher a **Guide for Volunteers and Teachers**. Determine the best place to display the **Junior Achievement Banner**.
- If you have been asked to conduct the Pre-Program Student Survey, see page 7 for instructions.
- Review the session objectives and materials list. Discuss with the teacher the best way to implement the session activity.
- Display or project the **Key Term Flash Cards** to introduce the session's key terms. Key terms are highlighted in bold, defined in the margin, and also printed in the **Student Fliers**.
- The student flier offers enhanced and extended learning opportunities that can be implemented during the session, time permitting.

## Recommended Time

This session typically takes 45 minutes to complete. If needed, ask the teacher to help you keep track of the time.

## Materials

- Junior Achievement Banner
- Table Tents
- JA Our Nation Student Fliers (a)
- Key Term Flash Cards (1-7; digital asset available)
- Sticky Note Pad
- Pens or pencils (not included)
- Optional: highlighters



Junior Achievement Banner



Table Tents



JA Our Nation Student Fliers



Key Term Flash Cards



Sticky Note Pad

## Concepts

Business  
Consumer  
Free market economy  
Good  
Producer  
Profit  
Service

## Skills

Analysis  
Differentiation  
Interpretation  
Listening and speaking  
Reasoning

# Presentation

**Introduction Time**

15 minutes

## Introduction

Greet the students. Tell them your name, describe your job, and provide some information about your background. You may wish to share something memorable about being in school. Explain that you are a volunteer with Junior Achievement, an organization dedicated to helping young people learn about money, careers, and starting businesses. Tell the students you will visit their classroom five times to present *JA Our Nation*, a business and work-readiness program.

Distribute the **Table Tents** and ask the students to write their names on them.

Write your introduction ideas here.

## Talking Points

- When you think about your future, what are you most excited about?
- Do you see yourself someday working for a company or for yourself? Why?
- What do you think is the best job in the world?

## Presenting Tip

Throughout the guide, you will find **Talking Points** with questions designed to introduce students to the session topics. Use the suggested questions—and others you would like to add—to engage students.

Tell the students that people and businesses in our nation enjoy many freedoms. Two important freedoms are the freedom to choose a job and the freedom to start a business.

Ask the students to name some successful businesses or the people who started them. Use the following examples, if needed:

- Black Entertainment Television (Robert L. Johnson and Shelia Johnson, cofounders)
- Google (Larry Page and Sergey Brin)
- McDonald's (Ray Kroc)
- Brightstar Corporation (a global wireless company; Marcelo Claure, cofounder)
- Care.com (Sheila Lirio Marcelo, founder, chairwoman, and CEO)
- Tracy Reese Designs (Tracy Reese, fashion designer)
- LeBron James (sports entertainment and media, restaurant investor)
- OWN (Oprah Winfrey; The Oprah Winfrey Network)
- Facebook (Mark Zuckerberg)
- Apple (Steve Jobs, Steve Wozniak, Ronald Wayne)

## Key Terms

### Goods

Items that can be bought or sold.

### Services

Work done for others, like haircuts or car repairs.

### Consumer

A person who buys goods or services.

### Producer

A person or business that makes goods or provides services.

### Free market economy

A system in which goods and services are bought and sold freely with little government interference.

### Profit

The amount of money left after all business expenses have been paid.

Distribute the Session One student fliers, *Free to Choose Your Work or Business*. Have students write their names on them and highlight the session's key terms in their fliers as you present them.



Display or project the *goods* and *services* **Key Term Flash Cards**. Define the terms. Explain that in the successful business examples just discussed, individuals or a group of individuals came up with ideas for **goods** or **services** and turned them into successful businesses. Tell the students that businesses are important to a nation because they provide goods, services, and jobs.

Display or project the *consumer* and *producer* cards. Ask the students if their parents have ever paid someone to do something for them, such as cutting their hair or grooming a pet. If they have, they are consumers. A **consumer** is someone who buys goods and services. Ask if the students have ever baked cookies or walked a dog for money. If so, they are producers. A **producer** is someone who makes goods or provides services to others.

Display or project the *free market economy* and *profit* flash cards. Tell the students that the United States economy is characterized by freedom of choice, which is called a **free market economy**. In a free market economy:

- Producers are free to choose what to produce.
- Consumers are free to choose what to buy.
- Businesses are free to compete, set prices, and earn a **profit**. Profit is the amount of money left after all business expenses have been paid. Businesses rely on profits to hire workers, reward investors, and expand.

Explain to the students that when a free market economy is doing well, there is a lot of buying and selling. When it is not, buying and selling slows down.

Ask the students to name a few things they recently bought at a store. Did they look for the best price before buying? Prices often guide consumers' economic decisions. Emphasize that one of the basic principles of a free market is that producers respond to consumers' choices by adjusting prices.

Tell students they will now experience how pricing affects consumers' buying decisions.

## Presenting Tip

Consider handing out the **Key Term Flash Cards** in advance. When the time comes to discuss them, have students "pop up" (quickly stand) and read aloud the definition on their cards.



## Activity

**Activity Time**  
25 minutes

### Activity-at-a-Glance

Students price items from their desks and experience how prices affect the buying decisions of their classmates.

All consumers have economic needs and wants. Remind students that the free market system allows consumers and producers to decide which goods and services are bought and sold.

To increase profits, businesses compete for consumers. Display or project the *competition* flash card and define it as rivalry between two or more businesses striving for the same customer. **Competition** is what makes the free market system unique, as consumers choose the best products and services at the best price.

### Key Term

#### Competition

Rivalry between two or more businesses striving for the same customer.

To demonstrate this, distribute the sticky notes, two per student.

### Activity Steps

Have students:

1. Take two items from their desks (pencil, textbook, lanyard, ruler, pencil case, etc.) and place them on their desktops.
2. Think about the value of each item. How would they price it if they were to put it up for sale?
3. Decide on a price for each item and secretly write it on the sticky notes.

Once prices have been set, have students place the sticky notes next to their items.

Now, invite students to walk around the room and check out the prices. Have them make a mental note (or write on a scrap of paper) what product they would buy based on its price. Tell them to be ready to explain why they would buy some items and not others. After a few minutes, have students return to their desks.

As a class, discuss the items for sale, the quantity, and the prices. List the items and their values on the board. Lead the discussion with the following questions:

- Which item would you buy? Why would you choose that item over another?
- Select a student who has put a high price on an item. Say (for example), “You want five dollars for your ruler. Who will give you five dollars if there are eight rulers for sale with some priced as low as ten cents?”

- Now that you see how others have priced their items, how might that affect your pricing?
- When it comes to pricing, how low can a business go? What would happen if a business priced an item lower than what it actually paid for it?
- What would happen if there was just one ruler for sale but a lot of people wanted it?
- Do you think businesses put a lot of thought into pricing their goods and services? Why or why not? (Businesses care about pricing. One of the basic principles of a free market is that producers respond to consumer choice by adjusting prices.)

Wrap up the discussion by asking the students what they learned today about free markets. Remind them how a free market system generally provides goods and services at an affordable price for consumers but at a level that lets businesses make a profit and grow.

### Enhanced Activity: What's the Average Price?

If time allows, have students find the average cost of goods using the exercise on page 3 of the student fliers.

Matt builds and paints birdhouses for a hobby and has decided he will sell them at the flea market. He wasn't sure what to charge, so he did some research online. Here is a list of prices he found for birdhouses similar to his:

Pet store	\$20.99
Discount store	\$7.00
Gift shop	\$32.99
Specialty shop	\$25.00
Craft store	\$19.99
Department store	\$14.50
Internet shopping	\$22.07

To find the average cost, the students should add all the prices and then divide by 7.  
(Answer: \$20.36)

## Summary and Review

Review the concepts and key terms introduced in this session. If time allows, read the key term definitions from the flash cards and ask students to identify the terms. Encourage the students to share what they learned today with their families. Thank the students for their participation. Collect the **Table Tents** and give them to the teacher for use during the next session. Extra sticky notes can be used for the Presenting Tip activity in Session Three, page 26.

**Summary and Review Time**  
5 minutes

**Program Note:** A supplemental session focusing on Business Organization is on page 46. In this optional session, students explore three ways a business can be organized. Either the volunteer or the teacher may present this optional session.

## Extended Learning Opportunities

### Science Means Business

Scientific inventions and innovations have paved the way for many processes and devices that businesses use today. Refer students to the profiles in the student flier of science pioneers George Carruthers, Stephanie Kwolek, An Wang, and Shirley Ann Jackson. Evaluate the four profiles and create an argument about which person has had the greatest impact on modern life. Or suggest a new application for any one of the inventions mentioned in the flier.

### Extended Learning Opportunities

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

### Ben's Guide to the U.S. Government for Kids

Have students learn more about the United States' form of government by logging on to <http://bensguide.gpo.gov>. There, they will find links to information on the three branches of government, symbols of the U.S. government, historical documents, and games and activities. The Library of Congress, [www.americaslibrary.gov](http://www.americaslibrary.gov), is another student-friendly government site.

### Hold an Auction

Consider holding a class auction to illustrate how businesses determine prices for their goods and services. Using play money (or points\*) and small trinkets (candy, gum, or stickers), auction items to the highest bidder. The auction ends when no one places a bid after 10 seconds or so. Generally, items that have several bidders will sell for higher prices than items with fewer bidders, demonstrating the effect of demand. One or more items may sell for more because they are appealing or in limited supply. Emphasize that supply and demand also can apply to salaries. For example, computer programmers may demand higher salaries in the job market if only a few people possess such skills.

\*If using points, give each student 25 points with which to bid. Explain to the students that they can bid no more than 10 points at a time.

## Interview a Business Owner

Ask students to use the questions on page 4 in their student fliers to interview an adult their family knows who owns a business. Or have them contact their local Chamber of Commerce for the name of an entrepreneur or small-business owner who would be willing to be interviewed.

Students should ask the interviewee:

- What kind of business do you own? What do you like or dislike about owning a business?
- How did you know you had the ability to be a business owner? What skills do you need to run a business?
- What are some of the risks involved in owning a business?
- Who is your competition?
- How do businesses in the United States compete with others around the world?
- What are some things you learned in school that helped you in your business?
- What subjects could be taught in school to help young people who want to become entrepreneurs?

If students are unable to interview an entrepreneur or small-business owner, they should ask a Chamber of Commerce employee the following questions:

- In your experience, what are the qualities needed to successfully run a business?
- Is there a difference between a small-business owner and an entrepreneur? What is the difference?
- How do startup businesses get their initial funding?
- What type of community resources support strong business startups?

## Session Two

# Innovation Nation

## Overview

Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.

## Objectives

Students will be able to:

- Define *entrepreneur* and *entrepreneurship*.
- Describe resources and how businesses use them.
- Explore STEM skills and the process of innovation.

## Preparation

- Review the session objectives and materials list. Discuss with the teacher the best way to implement the session activity.
- Display the **Junior Achievement Banner** and the **Resources** and **STEM Skills Posters**. If possible, display the STEM Skills Poster for all remaining sessions.
- Display or project the **Key Term Flash Cards** to introduce the session's key terms. Key terms are highlighted in bold in the guidebook, defined in the margin, and also printed in the student fliers.
- Consider introducing the optional STEMBot online activity ([ja.org/jaournation](http://ja.org/jaournation)) in class.
- The student flier offers enhanced and extended learning opportunities that can be implemented during the session, time permitting.

## Recommended Time

This session typically takes 45 minutes to complete. If needed, ask the teacher to help you keep track of the time.

## Materials

- Junior Achievement Banner
- Table Tents
- JA Our Nation Student Fliers (b)
- Key Term Flash Cards (8–15; digital asset available)
- STEM Skills Poster (digital asset available)
- Our Innovation Nation Topic Cards Sheet
- Resources Poster (digital asset available)
- Pencils (not included)
- Optional: highlighters



Junior Achievement Banner



Table Tents



JA Our Nation Student Fliers



Key Term Flash Cards



Resources Poster



STEM Skills Poster



Our Innovation Nation Topic Cards Sheet

## Concepts

Entrepreneur  
Entrepreneurship  
Innovation  
Skills

## Skills

Collaboration  
Communication  
Creativity  
Critical thinking  
Problem solving  
Reading and writing  
Reasoning  
Teamwork  
Thinking conceptually

# Presentation

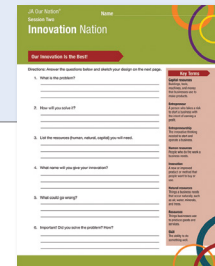
**Introduction Time**  
10 minutes

## Introduction

Greet the students and distribute the **Table Tents**. Remind the students that during your first visit, they learned about a free market system and how it generally provides goods and services at an affordable price for consumers but at a level that lets businesses make a profit and grow.

## Talking Points

- I want to hear your big idea! Do you have an idea for a product or service that people might want?
- Could your idea become a business?
- How might your idea change the way you and others live?



Distribute the Session Two student fliers, *Innovation Nation*. Have students write their names on them and highlight this session's key terms in their fliers as you present them.

## Key Terms

### Entrepreneur

A person who takes a risk to start a business with the intent of earning a profit.

### Entrepreneurship

The innovative thinking needed to start and operate a business.

## Presenting Tip

Consider handing out the **Key Term Flash Cards** in advance. When the time comes to discuss them, have students “pop up” (quickly stand) and read aloud the definition on their card.

Display or project the *entrepreneur* and *entrepreneurship* flash cards.

Tell the students that our nation needs people who can turn ideas into businesses, like the creative people discussed in Session One. In a free market economy, a person is free to be an **entrepreneur**. An entrepreneur is someone who starts a business with the intent of earning a profit and, sometimes, to help others. Entrepreneurs are men and women who see opportunities to make money by providing things people want or by solving a problem in a creative way.

Examples of a local entrepreneur could be a pizza shop owner, dog groomer, car wash or nail salon owner, or a dry cleaner. Ask students to think of a few words that might describe a local entrepreneur in their community. After the students suggest a few descriptions, you could offer these if not mentioned: dynamic, risk-taker, determined, creative, optimistic, flexible, collaborator, communicator, a people-person, someone who wants to earn a good income or help people.

If you are an entrepreneur, share with the students why you decided to become one and describe the type of good or service you sell.

Tell students that a free market system encourages **entrepreneurship**. How? A free market system does not put unnecessary restrictions on innovators and businesses, and it allows consumers to make choices about what they buy. That means entrepreneurs try to meet customers' needs that the competition is not satisfying. Define *entrepreneurship* as the imagination, innovative thinking, and management skills needed to start and operate a business. Point out that successful entrepreneurs also help keep the unemployment rate down by hiring workers.

Display or project the *resources* flash card.

An entrepreneur often risks **resources** (natural, capital, human) to bring a new or improved product or service to market. Display or project the *natural*, *capital*, and *resources* flash cards, or refer to the **Resources Poster** for definitions and visual examples of these words.



Emphasize that businesses make choices every day based on resource needs. Present the following exercise: up a pencil. Tell the students there are many resources into making this simple product.

- **Natural resources:** the trees, graphite, and clay to make the wood shell, core, and rubber eraser
- **Capital resources:** the plant or factory where it is made and the actual tools to create it; money also is essential
- **Human resources:** the people who work the factory machines and sell the product; people are an important resource for businesses

Tell the students they will now put on their entrepreneur caps and think of ways to improve some everyday items.

## Key Terms

### Resources

Things businesses use to produce goods and services.

### Natural resources

Things a business needs that occur naturally, such as air, water, minerals, and trees.

### Capital resources

Buildings, tools, machines, and money that businesses use to make products.

### Human resources

People who do the work a business needs.

## Activity

### Activity Time

30 minutes

### Activity-at-a-Glance

Students use an engineering design method (define the problem, brainstorm, formulate an idea, sketch a design) to improve a good or service.

## Talking Points

- How did people connect with each other before phones?
- How did people listen to music before portable digital devices?
- How did people keep cool or warm before air-conditioning and central heating?

## Key Terms

### Skill

The ability to do something well.

### Innovation

An improvement of an existing product or method.

## Presenting Tip

Technical skill jobs include biologist, chemist, scientist, doctor, dentist, forest technician, and computer software engineer.

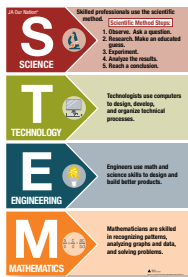
Display or project the *skill* and *innovation* cards.

Emphasize that curiosity and **skill** are at the heart of new ideas and entrepreneurship. Define *skill* as the ability to do something well. Point out that developing a skill usually takes time and practice.

## Presenting Tip

Have students perform a simple skill exercise designed to show that acquiring a skill takes time and practice. Using their dominant hand, students should write their name anywhere on their flier. When finished, students should write their name with their other hand. They will quickly see that their writing is not as neat and legible. Explain that if they had to, they could learn to write legibly with their nondominant hand but it would take time and practice.

Emphasize that entrepreneurs often assemble a creative team whose members have different knowledge and skills to develop and market a product or a service. Many times the skills needed are technical skills. Technical skill jobs are defined as those related to science, technology, engineering, and mathematics, called STEM skills. Those skills are valuable and worth the effort to learn because many jobs demand them. Display or project the **STEM Skills Poster**.



By using educational and technical skills—plus creativity, critical thinking, and experimentation—entrepreneurs and their teams create products that consumers want to buy.

Define **innovation**. Tell students that sometimes an entrepreneur's aim is not to invent something new but to make a product that already exists something cheaper, better, or more efficient. Share the following example: At one time, travelers had to carry each piece of their luggage when they traveled in airports. An entrepreneur's idea to add wheels to luggage made traveling more convenient.

Share another example with the class:

### A Better Toothbrush

Did you know that the nylon toothbrush was not invented until 1938? The earliest toothbrushes were thin twigs with frayed ends that were rubbed against the teeth. Later came bone-handled brushes made with stiff, coarse hairs taken from the back of a hog's neck.\*

Today, entrepreneurs market all-in-one toothbrushes with toothpaste, floss, and even a mirror!

\*Source: [www.loc.gov/rr/scitech/mysteries/tooth.html](http://www.loc.gov/rr/scitech/mysteries/tooth.html)



Innovation cannot happen without new ideas. Have students turn to a partner. Ask them to discuss a product or service that interests them, and then brainstorm a way to improve it. Say, “Think of things you use throughout the day that don’t work just right. What are they? What changes or improvements would make them better?”

To facilitate brainstorming, consider having students answer the following question: “Wouldn’t it be great if \_\_\_\_\_?”

After a few minutes of brainstorming, get the students’ attention and tell them it’s now time for them to do a little creative problem solving.

### Activity Steps

1. Separate the students into eight groups. Give each group an **Our Innovation Nation Topic Card**.
2. Ask members of each group to take a few minutes to read their card.
3. Groups will develop a plan to improve a product or service based on their topic card. Instruct students to answer the questions on the cover of their fliers to:
  - a. Define the problem.
  - b. Brainstorm a solution.
  - c. Formulate an idea to develop. (Ideas may vary within the group.)
4. After formulating their ideas, students should sketch a design for their new product on page 2 of the fliers.
5. Give students 10–15 minutes to work. If time allows, have groups present their innovations to the class.



Entrepreneurs need consumers, and consumers need entrepreneurs. As we’ve learned, entrepreneurs offer new and improved goods and services that consumers want. Emphasize that a new or improved product or service will not be successful if consumers are not willing to pay for it.

### Summary and Review

Wrap up the session with the following questions:

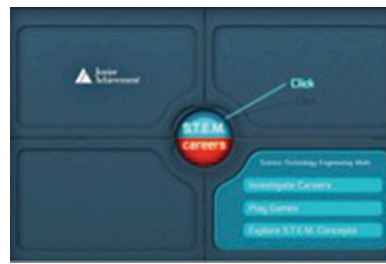
**Summary and Review Time**  
5 minutes

- How do entrepreneurs help consumers? (Entrepreneurs bring new and better products and services to the market.)
- What is the reward for many entrepreneurs? (They make a profit.)
- Businesses need resources to make products. Can you name them? (Natural, human, and capital.)

- If you had to explain to someone why science, math, engineering, and technology are important skills for future jobs, what would you say?
- Ask students to think about the product or service innovation they created. Ask, “What small experiment could you do to test your new idea? What would that look like?”

Remind the students that human, natural, and capital resources are vital to operate a business. Tell the students that as “human resources,” they can begin to develop skills in school that will help them find satisfying, well-paying jobs.

Collect the **Table Tents** and leave them with the teacher for use during the next session. Consider introducing the optional STEMBot online activity ([ja.org/jaournation](http://ja.org/jaournation)) if the classroom has access to digital devices and a Web browser.



## Extended Learning Opportunities

### Dr. Robert Cade

Refer the students to their student fliers and have them read about Dr. Robert Cade and the invention of the sports drink Gatorade. Ask the students to write their answers to the related questions for class discussion. This may be done as homework before the next session or as extra reading.

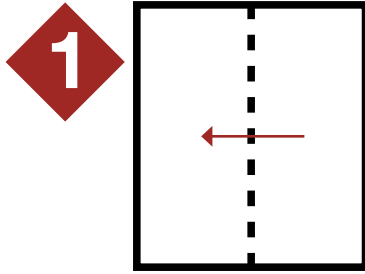
### Be an Engineer

Engineers rarely build just one of anything. Engineers design and test many versions of their ideas to find the best one. They build and test prototypes, or models, to see if they will work. Using sheets of paper and the directions on page 4 of the student fliers, students will build a basic paper airplane and test it. Have students build a second plane with weight, thrust, and lift in mind and test one of the following modifications: tilt the wings, add some weight (a paper clip or pieces of tape), or change the shape of the tail. Students can test different materials—aluminum foil or card stock, for example—to see if their planes fly faster and farther.

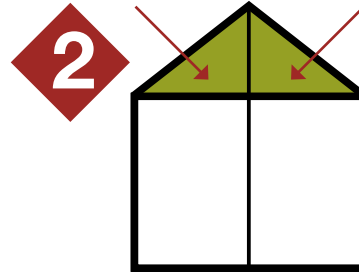
### Extended Learning Opportunities

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

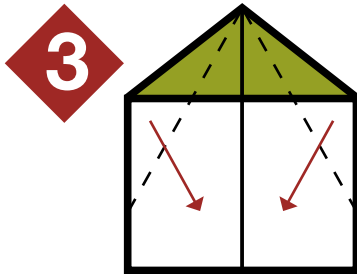
## Steps to Make a Paper Airplane



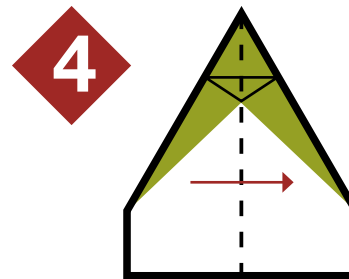
**Step 1:** Fold an 8 ½-inch by 11-inch sheet of paper in half the long way to form a crease. Unfold.



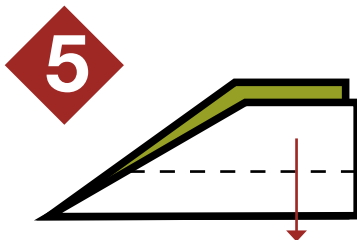
**Step 2:** Fold down the top corners toward the centerline to form a triangle at the top.



**Step 3:** Fold the two edges in toward the centerline.



**Step 4:** Fold the paper in half along the original center crease to form a valley. Rotate the paper 90 degrees.



**Step 5:** Create a wing crease that begins at the nose.

*Helpful Hint:  
Bend up the  
tailing edge of  
the wings for  
lift if the plane  
dives nose  
first.*

## Session Three

# Career Quest

## Overview

Students learn about career clusters and the background necessary for a variety of careers.

## Objective

Students will be able to:

- Examine career groupings and the skills necessary for different occupations.

## Preparation

- Review the key terms, session objective, and materials list.
- Display the **Junior Achievement Banner** and **STEM Skills Poster**.
- Display or project the **Key Term Flash Cards** to introduce the session's key terms. Key terms are highlighted in bold in the guidebook, defined in the margin, and also printed in the student fliers.
- The student flier offers enhanced and extended learning opportunities that can be implemented during the session, time permitting.
- Refer to the Appendix on pages 51–56 for a list of job descriptions used in this session.

## Recommended Time

This session typically takes 45 minutes to complete. If needed, ask the teacher to help you keep track of the time.

## Materials

Junior Achievement Banner  
Table Tents

JA Our Nation Student Fliers (c)

Key Term Flash Cards (16–19; digital asset available)

STEM Skills Poster (digital asset available)

Career Cluster Trading Cards Set (a–h)

Career ID Bookmarks

Pens or Pencils (not included)

Optional: highlighters

Optional: sticky notes



Junior Achievement Banner



Table Tents



JA Our Nation Student Fliers



Career ID Bookmarks



STEM Skills Poster



Key Term Flash Cards



Career Cluster Trading Cards

### Concepts

Career clusters  
Career planning  
Skills

### Skills

Analyzing data  
Evaluation  
Oral and written communication  
Teamwork

# Presentation

## Introduction

Introduction Time

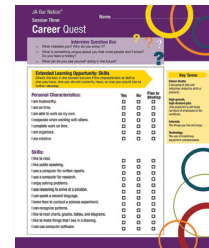
10 minutes

Greet the students and distribute the **Table Tents**. Remind the students that in the previous session, they thought like entrepreneurs and designed innovative products. Today, they will discuss careers and the skills needed for high-demand jobs.

## Talking Points

- Imagine someone asked you to open a new elementary school. What jobs would be absolutely necessary for a new school?
- What skills do you think a fifth-grade teacher needs?
- Teaching is one of many careers. What career do you want to learn more about?

Distribute the Session Three student fliers, *Career Quest*, and have students write their names on them and highlight the session's key terms as you present them.



Display or project the *high-growth, high-demand jobs and technology* flash cards.

Our nation needs skilled workers. Remind students that new and existing businesses create demand for workers (human resources) who have the skills that fit their needs. If businesses need scientists, people with those STEM skills will be in high demand.

## Key Terms

### High-growth, high-demand jobs

Jobs projected to add large numbers of employees to the workforce.

### Technology

The use of machinery, equipment, and processes.

Explain that if making a good or a service is expected to create a large number of jobs, those jobs are called *high-growth jobs*. The government does research to determine which jobs will be **high-growth, high-demand jobs**. This information helps schools, colleges, and young people prepare for career opportunities in professions that require special skills.

Emphasize that many *high-growth, high-demand jobs* today require the use of **technology**, a capital resource. Technology has led the way to today's personal computer and graphic interfaces, the software that makes using computers easier. With these tools came video games and the Internet.

## Presenting Tip

Rapid advances in technology make it possible for businesses to substitute capital resources for human resources. That means some people will lose their jobs. Have students think of jobs that may not exist in 10 years because of advances in robotics, automation, or software. Job loss examples could include store clerks, toll collectors, travel agents, postal carriers, and those in various manufacturing jobs.

Ask the students:

- How many video game consoles can you name?
- How has technology changed the game system you play?
- What skills do game engineers need?

Refer to the **STEM Skills Poster**. Share examples of how technology is used in your workplace. Explain that technology has fundamentally changed the way most businesses operate.

Display or project the *interests* flash card. Point out that the prospect of a future career that uses technology and other special skills might seem a long way off for students. But it is possible for them to begin today to prepare for such a career. To start, students should consider their personal skills and **interests** and the types of careers that match their interests. Define *interests*.

To discuss their interests, have students turn to a neighbor and conduct a two-minute interview using the questions in the *Interview Question Box* on page 1 of their fliers.

### Presenting Tip

Ask for a volunteer who is interested in designing video games to stand in front of the class. Ask the class what skills video game designers need. Have students write the skills on sticky notes and put the notes on the arms of the volunteer to show all the skills needed to do the job.

### Key Term

#### Interests

The things you like and enjoy.

### Interview Questions

- What interests you? Why do you enjoy it?
- What is something unique about you that most people don't know? Do you have a hobby?
- What job do you see yourself doing in the future?

As students discuss their interests, fold the **Career Cluster Trading Cards** in half and place them around the classroom.

After a few minutes, call time and direct the students' attention back to you.

## Activity

### Activity Time

30 minutes

#### Activity-at-a-Glance

Student groups participate in a Career Quest, answering specific questions in their fliers with information found on the Career Cluster Trading Cards.

Now that students have discussed their interests, they can begin to think about what kinds of jobs they might be interested in.

## Talking Points

- Do you like building things? Can you think of three jobs needed to build a house? (Possible answers: engineer, architect, construction worker)
- Do you like helping others? Can you think of three jobs that keep the public safe? (Possible answers: police officer, firefighter, civil engineer)
- Do you like technology? Can you think of three jobs that require information technology skills? (Possible answers: computer programmer, multimedia animator, graphic designer)

Have students open their fliers to page 2. Ask them to find the “Education and Training” title among the 16 boxes on the page and read the jobs that go with it.

Now, ask students to name the elementary school jobs they mentioned earlier in the session. Answers might have included teacher, principal, librarian, and counselor. Explain that those careers would be listed in the “Education and Training” box in their fliers because they are a grouping of jobs that are related by education and training skills.



### Key Term

#### Career cluster

A grouping of jobs and industries related by skills or products.

Display or project the *career cluster* flash card and define the term. Emphasize that the government created the idea of **career clusters** to make thinking about careers easier.

Ask students to count the number of cluster titles on the page.  
(Answer: 16)

Introduce the **Career Cluster Trading Cards**. Walk over to one of the cards you placed around the room earlier. **Important!** Each card contains information about two different career clusters.

- Pick up the card and read aloud one of the career cluster titles (Health Science, for example). Read the sentence below the title “Imagine yourself as an athletic trainer, hygienist, or therapist.”
- Ask students who may be interested in one of those careers to stand by you. If students are unsure about their interests, read additional information on the card, including the pay.
- Move on to three or four more cards, inviting students to stand by the career cards of their choice.
- After a few minutes of the activity, thank the students and have them return to their seats.

## Activity Steps

1. Tell students they will now go on a career quest to discover more about careers.
2. Separate the class into groups of three to four students each.



## Activity Option

Have students stay seated and trade their career cluster cards back and forth among themselves.

3. Groups will:
  - o Walk with their fliers in hand to the card closest to them.
  - o Read the career cluster title and information from the card. Each card contains information on two career clusters.
  - o Answer the corresponding career cluster questions found on page 3 of their fliers.
  - o Go to other cards to answer additional questions.
4. Circulate as the students work, to ensure they are on task.
5. After 15 minutes, call time.
6. Call on students to read the correct answers from their fliers.
7. Praise students for their good work and award them a **Career ID Bookmark**. Have them fill in their name and a career they might be interested in pursuing.



Follow up the activity with these questions:

- Which career cluster interested you?
- Which job in that cluster had special appeal?
- Does that job match your interests?
- Will you need a college degree or special training? How long might that take?

## Presenting Tip

Students can learn more about careers by visiting the Bureau of Labor Statistics Career Information home page at [www.bls.gov/k12](http://www.bls.gov/k12). Select Student Resources.



## Career Hunt Questions Answer Key

<p><b>Agriculture, Food, and Natural Resources</b></p> <p>What career would work with this natural resource?</p>  <p>Fisherman</p>	<p><b>Architecture and Construction</b></p> <p>If you love maps and would like to create them, you could become a</p> <p>Cartographer</p>	<p><b>Arts, A/V Technology, and Communications</b></p> <p>List the three job titles in this cluster.</p> <ol style="list-style-type: none"> <li>1. Animator</li> <li>2. Floral designer</li> <li>3. Editor</li> </ol>	<p><b>Business, Management, and Administration</b></p> <p>What is the average salary for an <b>accountant</b>?</p> <p>\$69,350</p>
<p><b>Education and Training</b></p> <p>What are two job skills necessary to be a <b>teacher</b>?</p> <p>Possible answers: speaking and listening, writing, organization, creativity, teamwork, technology</p>	<p><b>Finance</b></p> <p>Choose Finance if you would like a career working with _____, _____, and _____.</p> <p>Customers, money, and record keeping</p>	<p><b>Government and Public Administration</b></p> <p>What education is needed to work as a <b>city planner</b>?</p> <p>Master's degree</p>	<p><b>Health Science</b></p> <p>What education is needed to work as an <b>athletic trainer</b>?</p> <p>College</p>
<p><b>Hospitality and Tourism</b></p> <p>In what career would you create tasty meals?</p> <p>Chef</p>	<p><b>Human Services</b></p> <p>True or False.</p> <p><b>Fitness trainers</b> teach about health and exercise.</p> <p>True</p>	<p><b>Information Technology (IT)</b></p> <p>What does an <b>audio/video engineer</b> do?</p> <p>Creates sound and video for television, movies, and websites</p>	<p><b>Law, Public Safety, and Security</b></p> <p>If you had an interest in putting out fires and responding to medical emergencies, what career would you choose?</p> <p>Firefighter</p>
<p><b>Manufacturing</b></p> <p>True or False.</p> <p>An <b>aircraft mechanic</b> earns \$29.45 an hour.</p> <p>True</p>	<p><b>Marketing, Sales, and Service</b></p> <p>What is a typical salary for an <b>art director</b>?</p> <p>\$92,500</p>	<p><b>Science, Technology, Engineering, and Mathematics (STEM)</b></p> <p>What does an <b>electrician</b> do?</p> <p>Connects, fixes, and maintains wires for electrical power</p>	<p><b>Transportation, Distribution, and Logistics</b></p> <p>Choose this career if you would like to plan and manage air traffic.</p> <p>Air traffic controller</p>

## Enhanced Activity: The M in STEM

If time allows, share the following with the students: A strong background in mathematics is excellent preparation for a variety of careers. Encourage students to take classes in algebra, geometry, trigonometry, and calculus if they're thinking of a career requiring math skills. Explain that many mathematicians find jobs working in business, government, or industry.

- Those with a bachelor's degree may find jobs as teachers, accountants, computer operators, or statisticians.
- Many people who earn a master's degree or a doctorate conduct research for communications, energy, manufacturing, or transportation industries.
- Mathematicians also work as computer programmers or in jobs that require people who understand how computers work.

Point students to page 4 of the student fliers and have them read the following scenario and complete the math.

"Because of my training as a middle school mathematics teacher, I have been offered a job that pays a yearly salary of \$50,000, which after taxes leaves about \$39,000 to live on. My expenses for housing, transportation, food, health care, and utilities (including phone) total \$2,850 per month."

- How much will my monthly salary be after taxes?  
(Answer: \$3,250.  $\$39,000 \div 12 = \$3,250$ )
- Will I make enough money from the new job to pay all my monthly expenses?  
(Answer: Yes.  $\$3,250 - \$2,850 = \$400$ )
- How much extra money for savings, entertainment, or vacation will I have each month after paying my living expenses?  
(Answer: \$400. See the previous question's equation.)

## Summary and Review

Review the concepts and key terms introduced in this session. Remind the students that they have the opportunity to learn new skills at school, at home, and in the community.

**Summary and Review Time**  
5 minutes

Ask:

- Tell me three things you are learning in school today that will help you prepare for a job in the future.
- Fill in the blank. "I would really like to spend time with someone who works as a \_\_\_\_\_ to learn more about that job."

Thank the students for their participation. Explain that during the next session, they will explore career-readiness skills that are used in many jobs.

Collect the **Table Tents** and leave them with the teacher for use during the next session.

## 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.

### Interest Assessment

Considering their personal interests will help students explore a variety of occupations that could someday earn them an income. Have students complete the personal characteristics and skills exercise on page 1 of their fliers. After the exercise, have them turn to a neighbor to discuss their passions and what motivates them.

### Shopping Made Easy

Refer the students to the story in the session's flier about Sylvan Goldman and the invention of the shopping cart. Following the reading, ask the students to answer the questions below using information they learned.

1. What was the first problem Goldman was trying to solve when he came up with the idea of the shopping cart?
  - a. Reduce the number of employees he had to hire at his store.
  - b. Figure out where to store the carts in a small space.
  - c. Make it easier for customers to buy more groceries than they could carry. *(Correct answer.)*
  - d. Convince people that using the shopping cart could make shopping a better experience.
2. Based on the story, which of the following best describes an inventor and entrepreneur?
  - a. Someone who has skills in many different areas.
  - b. Someone who tries different solutions to solve a problem. *(Correct answer.)*
  - c. Someone who prefers to work with large groups of people.
  - d. Someone who has specific training in an area and stays focused on that one area.
3. Describe how Goldman solved the problem of getting people to use the shopping carts once they were placed in his store.

### Be an Architect

Have students become architects for a day and build paper bridges. Tell them they will build a model of a bridge that might one day support their family as they drive across it. Give each pair of students sheets of paper and a roll of tape. Have them build a bridge between two chairs without it touching the floor. Test the bridges with objects of different weights to see which one holds up the best.

## Session Four

# Get and Keep the Job!

## Overview

Students examine occupational skills needed for a successful career.

## Objective

Students will be able to:

- Identify the soft skills wanted by today's employers.

## Preparation

- Review the key terms, session objective, and materials list. If you choose, bring a sample resume to share with the students.
- Display the **Junior Achievement Banner** and **STEM Skills Poster**.
- Display or project the **Key Term Flash Cards** to introduce the session's key terms. Key terms are highlighted in bold in the guidebook, defined in the margin, and also printed in the student fliers.
- The student flier offers enhanced and extended learning opportunities that can be implemented during the session, time permitting.
- Prepare the **Certificates of Achievement** or have the teacher prepare them for you.

## Concepts

Communication  
Employee  
Employer  
Resume  
Skills

## Skills

Problem solving  
Reading and writing  
Teamwork  
Verbal communication  
Working in groups

## Recommended Time

This session typically takes 45 minutes to complete. If needed, ask the teacher to help you keep track of the time.

## Materials

- Junior Achievement Banner
- Table Tents
- JA Our Nation Student Fliers (d)
- Key Term Flash Cards (20–25; digital asset available)
- STEM Skills Poster (digital asset available)
- Get and Keep the Job! Game Boards (digital asset available)
- Get and Keep the Job! Game Cards Sheets
- Dice Pack (8 dice)
- Game Pieces Packs (4 colors)
- Pens or pencils (not included)
- Optional: highlighters



Junior Achievement Banner



Table Tents



JA Our Nation Student Fliers



Key Term Flash Cards



STEM Skills Poster



Dice Pack



Get and Keep the Job! Game Boards



Get and Keep the Job! Game Cards Sheets



Game Pieces Pack

# Presentation

Introduction Time  
10 minutes

## Introduction

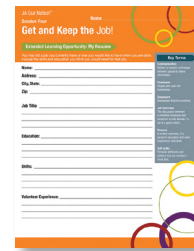
Greet the students and distribute the **Table Tents**. Remind the students that in the previous session, they learned about groupings of jobs that share the same skills. Today, they will think like job applicants and examine important work-readiness skills.

## Talking Points

- Someone has hired you for a job. Describe the job and why you are perfect for it.
- How will you prove that you are qualified?

Distribute the Session Four student fliers, *Get and Keep the Job!* Have students write their names on them and highlight the session's key terms as you present them.

Ask students if they have siblings or friends who work. What types of jobs do they do? Do they work at restaurants or movie theaters? What are the qualifications needed for their jobs? Is special training needed? Is a high school diploma necessary?



Display or project the *employees* and *employers* cards.

Tell the students that a job seeker must have certain skills, education, or training that an employer is looking for. People who are looking for jobs become **employees** when they are hired. Define *employees* as people who work for businesses. Businesses that hire workers are **employers**.

Display or project the *resume* flash card.

Job seekers usually present their skills to a potential employer in a document called a **resume**. Define *resume* as a written summary of a person's education, work experience, and skills. Have students review the simplified resume on page 1 of their fliers. They can fill it in later in the session if time allows.

## Key Terms

### Employees

People who work for businesses.

### Employers

Businesses that hire workers.

### Resume

A written summary of a person's education, work experience, and skills.

## Activity

**Activity Time**  
30 minutes

### Activity-at-a-Glance

Students play a board game to become familiar with the soft skills employers seek in employees.

Display or project the *soft skills*, *communication*, and *job interview* cards.

### Key Terms

#### Soft skills

Personal attributes and abilities that are needed in most jobs.

#### Communication

Written or spoken exchanges between people to share information.

#### Job interview

The discussion between a potential employee and employer to help decide if a job is a good match.

As previously discussed, people who demonstrate critical thinking and problem-solving skills are valuable to employers. Of equal importance to employers are people who have appropriate behavior skills. These skills are called **soft skills**. Define the term for the class. Explain that a person's soft skills show an employer that he or she cares about the job, works well with others, and has integrity and discipline. Emphasize that possessing sound soft skills will give a job applicant a greater chance of landing a job.

Tell students that **communication** is another important work-readiness skill. To earn a profit and grow, businesses need people with strong communication skills. Define communication as written or spoken exchanges between people to share information. Explain that the ability to read, write, and speak well are valuable skills and critical to career success. Remind students that these are the very skills they are learning in school today.

Tell the class that an employer, after reviewing a resume, may want to talk to the applicant about his or her skills. A **job interview** is a discussion between a potential employee and an employer to decide if a job is a good match.

Conduct a brief job interview with a student volunteer. Ask the volunteer to join you at the front of the classroom. Ask him or her the following interview questions:

### I'm Here for the Job!

"Thank you for coming in for an interview, Mr./Ms. \_\_\_\_\_ (student's name). My company is looking for someone who is friendly, polite, and has a positive attitude. Does that describe you? (Pause for a response.) Good. The position has lots of deadlines. How are you with getting work in on time? (Pause) Terrific. Do you take pride in your work? (Pause) Great. The job also requires someone who works well with others. Are you a team player? (Pause) Very good. My last question: My company is new and has a lot of challenges. Are you a good problem solver? Can you give me an example? (Pause) Excellent. Congratulations. You're hired!" (Shake hands with the student.)

**Be sure to...** demonstrate a handshake with your student volunteer. Say to the student, "Look me in the eye, give me a firm handshake, and, say, 'Thank you, sir/ma'am.'"

Thank your volunteer for his or her participation. Have the class stand and practice shaking hands. Caution students that handshakes should be firm but not so firm that they are uncomfortable.

Ask students to be seated. Tell them they will now separate into groups and play a board game to introduce them to work-readiness skills that most jobs require.

### Activity Steps

Display or project the **Get and Keep the Job! Game Board** and explain the game before passing out materials.

**Game Objective:** Collect as many work-readiness skills points as possible.

### Directions:

- Place the game pieces on the START space. Stack the **Get and Keep the Job! Game Cards** on the board.
- Take turns rolling the die. The player who rolls the highest number starts play. Play continues counterclockwise.
- Move game pieces the number of spaces shown on the die. Most spaces indicate how many points are won or lost.
- Record the skills and points gained on page 2 of your flier.
- Follow the directions when you land on a Pick a Card space.
- Play for 10–15 minutes, going around the board at least once. Add up the points at the end of play. The player who collects the most skills points wins.
- Separate students into groups of four and distribute the game materials. Begin play. Have students play for 10 minutes or as time allows.



### Presenting Tip

The U.S. Department of Labor has several YouTube videos that address the soft skills needed in the workplace. Each video is less than 3 minutes and highlights one or two soft skills. Directions to access these videos are in the Extended Learning Opportunities section. Have the teacher preview any videos you choose to use.

## Enhanced Activity: Lunch Box Company

If time allows, have students turn to page 4 of their student fliers. Ask them to consider a business called The Lunch Box Company, which receives lunch orders from school cafeterias throughout a metropolitan area. Assignment: Calculate the following for one of the company's customers:

The Lunch Box Company is located 15 miles from the school. The kitchen staff needs to make deliveries to the school and back each weekday (5 days); gas costs \$3 per gallon; and the company van travels 17 miles per gallon of gas.

- How much will gas cost per week to deliver to their customer?  
(Answer: \$26.46.  $15 \text{ miles} \times 2 \text{ ways} \times 5 \text{ days per week} = 150 \text{ miles}$ .  $150 \text{ miles} \div 17 \text{ miles per gallon} = 8.82 \text{ gallons needed}$ .  $8.82 \times \$3 = \$26.46$ .)

(Continued)

- If 12 students want apples in their lunches, 15 students want oranges, and 4 students want bananas, how many pieces of fruit will The Lunch Box Company have to purchase? (Answer: 31.  $12 + 15 + 4 = 31$ )
- What is the total cost of fruit if each piece costs \$0.15? (Answer: \$4.65.  $31 \times 0.15 = \$4.65$ )
- Assuming every student ordered fruit, what percentage of students want oranges? (Answer: 48%.  $15 \div 31 = 0.48 \times 100 = 48\%$ )

## Summary and Review

Review the concepts and key terms introduced during this session. Remind the students that for a business to be profitable and to grow, it must hire the best employees. To do this, it must employ people who have skills.

**Summary and Review Time**  
5 minutes

Remind the students that the things they are learning now can later lead to skills that will be in demand in the workplace. More and more businesses demand workers with strong problem-solving skills and good communication and teamwork skills.

Thank the students for their participation. Tell them that during the final session, they will see how businesses and jobs are connected around the world and how businesses and employees compete in a global community.

## Extended Learning Opportunities

### My Resume

Ask students to think about their “perfect job” and why they are well-suited to do it. With that in mind, students should fill in the resume template on page 1 of their fliers. Be sure to tell them that at their age, work experience may include chores, jobs they do at school or for clubs, and volunteer experience.

### Extended Learning Opportunities

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

### The U.S. Department of Labor YouTube Videos

Go to [www.youtube.com](http://www.youtube.com) and search U.S. Department of Labor. Select “Soft Skills Series by U.S. Dept. of Labor” to view six videos titled Skills to Pay the Bills: Mastering Soft Skills for Workplace Success. Topics include Communication, Enthusiasm and Attitude, Teamwork, Networking, Problem-solving and Critical Thinking, and Professionalism. Be sure to have the teacher preview the videos before presenting them to the students.



### **Marie Van Britton Brown and the Home Security System**

Refer the students to the reading on page 3 of the student flier about Marie Van Britton Brown and her home security system. Ask them to write answers to the related questions for class discussion. This may be conducted as homework or as extra reading.

### **Online Chart-Making Tool**

Charts are a good way to visualize and compare data. Have the students research how a specific career has evolved over time and chart the information they find. What was the job like in the past? What is it like now? How might it change in the future?

The Bureau of Labor Statistics offers an online chart-making tool for students to use. Students should choose a chart type: a line chart, which is a good way to track data that changes over time; a column chart, for comparing several items at one point in time; or a bar chart, which is similar to a column chart except that the X and Y axes are swapped. Access the tool at [www.bls.gov/k12](http://www.bls.gov/k12). Select Student Resources and then “Charts and Tables.”

### **My Classroom Job**

Tell the students they have the opportunity to apply for classroom jobs. If interested, they will need to submit a resume and go through the interview process. Make it clear that if they are offered the job and accept it, they will need to take their duties seriously. If they do not meet their commitments, they will be “fired.”

Tell students which jobs are available. Jobs should be given to each student or teams of students. Some possible jobs are listed below. Add to the list based on your classroom’s needs and students’ abilities.

- **Pencil manager** makes sure the class always has a supply of sharpened pencils.
- **Class work manager** passes papers back to students.
- **Energy manager** turns off the light when the class leaves the room.
- **Line manager** leads the student line.
- **Hallway monitor** keeps students quiet in the halls.
- **Table captain** passes and collects classroom papers; may be more than one student.
- **Teacher manager** helps the teacher at any time.
- **Office manager** helps the substitute teacher; takes paperwork to the office.
- **Clinic manager** helps escort students to the clinic.
- **Lunchroom managers** monitor student behavior in the cafeteria.
- **Tech manager** ensures digital devices are charged in the morning and powered down and stored at the end of the day.

Have students use a formal job application and apply for their first and second choices by circling the jobs on the application. Throughout the year, the teacher can monitor job performance and decide whether to switch students’ jobs if needed.

## Session Five

# Global Connections

## Overview

Students explore how our nation is connected to the global economy.

## Objectives

Students will be able to:

- Explain why businesses specialize and trade.
- Define *opportunity cost*.

## Preparation

- Review the key terms, session objectives, and materials list.
- Display or project the **Key Term Flash Cards** to introduce the session's key terms. Key terms are highlighted in bold in the guidebook, defined in the margin, and also printed in the student fliers.
- Display the **Junior Achievement Banner** and **STEM Skills Poster**.
- The student flier offers enhanced and extended learning opportunities that can be implemented during the session, time permitting.
- If you have been asked to conduct the Post-Program Student Survey, see page 7 for instructions.
- If you haven't already done so, prepare the **Certificates of Achievement** or have the teacher prepare them for you. Be sure to sign the certificates.

## Recommended Time

This session typically takes 45 minutes to complete. Ask the teacher to help you keep track of the time.

## Materials

- Junior Achievement Banner
- Table Tents
- JA Our Nation Student Fliers (e)
- Key Term Flash Cards (26–28; digital asset available)
- STEM Skills Poster (digital asset available)
- Mystery Puzzle Cards Sheets Set (a–f)
- Certificates of Achievement
- Pens or pencils (not included)
- Small bag or container (not included)
- Optional: highlighters



Junior Achievement Banner



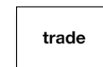
Table Tents



JA Our Nation Student Fliers



STEM Skills Poster



Key Term Flash Cards



Mystery Puzzle Cards Sheets



Certificates of Achievement

## Concepts

Competition  
Globally  
competitive  
Specialization  
Trade

## Skills

Communication  
Decision making  
Map reading  
Problem solving

# Presentation

Introduction Time

15 minutes

## Introduction

Greet the students and distribute the **Table Tents**. Remind students that during the previous session, they examined important work-readiness skills and how to present those skills to an employer. During this session, they will see how international trade connects our nation with other countries around the world.

## Talking Points

The global marketplace refers to the buying and selling of goods and services between businesses and consumers in just about every country around the world.

- Ninety-five percent of the world's customers live outside of the United States.\* With the global marketplace in mind, does a neighborhood bookstore or amazon.com have more customers? Why?
- What are the advantages for customers who shop in a global marketplace? (Possible answers: Customers can buy a wide variety of goods any time of year; global competition drives down prices.)
- What are the advantages for U.S. businesses? (Businesses that sell globally open new markets to U.S. goods and services and put people to work; businesses can hire the best employees wherever they live.)
- True or False. Entrepreneurs tend to travel to countries where their ideas can be put into action. (True)

\*National Association of Manufacturing

Distribute the Session Five student fliers, *Global Connections*. Have students write their names on them and highlight the session's key terms as you present them.



Display or project the *trade* flash card.

Tell students that a free market economy affects the movements of goods and services. In the past, businesses competed only with nearby businesses. Products transported by ship, horse, or railroad took a long time to get to the customer. When transportation innovations allowed faster shipping, businesses found they could **trade** their products and services in another region, across the nation, or even worldwide. Explain that trade means buying and selling products and services. Businesses in regions and nations became interdependent as they reached customers in ever-expanding markets.

### Key Term

#### Trade

The process of buying and selling.

If your job requires you to work with people in diverse locations or to buy products or services from other countries, share your experiences with the students.

Additionally, businesses today operate with sophisticated technology that can instantly reach people around the world— attracting far more customers than a single store ever could. Emphasize that electronic buying and selling over the Internet (e-commerce) has helped businesses grow and profit. Many of today’s customers use technology, such as smartphones and tablet computers, to buy products and services they need and want.

**Global Connections Exercise:** Have students open their fliers to the world map inside.

Ask students: “If you could visit anywhere in the world, where would you go? Pause as students answer. Then ask, “What would you buy to bring home?” If answers are slow in coming, you might suggest students could bring home electronics from China, spices or clothes from India, or chocolate from Belgium.

To help students better visualize global connections, read aloud the following statements. Have students find the countries you mention on their maps and draw a line (or shipping route) from the country to the United States.

#### Presenting Tip

If time allows, extend the activity by having students look for labels on their clothing that say, “Made in \_\_\_\_\_” and find those countries on the map as well.

Say, “The global market is experienced by just about everyone in our nation. We may:”

1. Eat raspberries that have been harvested in **Chile**. (Have students find Chile on the world map and draw a line to the United States.)
2. Drink orange juice made from oranges shipped from **Brazil**. (Have students find Brazil and draw a line to the United States.)
3. Make salads with tomatoes trucked from **Mexico**. (Have students find Mexico and draw a line to the United States.)
4. Eat bread made from wheat imported from **Germany**. (Have students find Germany and draw a line to the United States.)
5. Season food with pepper from **India**. (Have students find India and draw a line to the United States.)
6. Wear clothes made from **Egyptian** cotton. (Have students find Egypt and draw a line to the United States.)
7. Communicate with digital devices made in **China**. (Have students find China and draw a line to the United States.)
8. Drink soda from cans made from aluminum mined in **Australia**. (Have students find Australia and draw a line to the United States.)

Display or project the *specialization* and *opportunity cost* cards.

Tell students that many businesses produce one type of product or part of a product and then sell it to others. This is called **specialization**. Sometimes businesses specialize by using natural resources plentiful in their region. For example, many businesses in the state of Florida specialize in growing citrus fruits and making products from those fruits. And many businesses in the country of Colombia specialize in growing coffee and producing coffee products. Specialization helps businesses in many countries buy and sell with one another. It also lowers the cost of production. With lower costs, businesses can reduce prices. Consumers benefit from more choices and lower prices.

## Key Terms

### Specialization

Choosing to focus production on one or a few products.

### Opportunity cost

The next best alternative given up when making a choice.

In a global marketplace, businesses compete worldwide for customers. They also compete for the best workers.

When a worker decides to work in one location instead of another, there is an **opportunity cost**. Opportunity cost is often defined as “opportunity lost.” It is what’s given up when a person chooses to do one thing instead of another. If U.S. workers decide to take jobs in Colombia, they give up the opportunity to be near their friends, families, and familiar surroundings. They may also be giving up big houses, seasonal climates, or their favorite schools. Question: Must a future job be close to home? Before making that choice, workers must ask themselves if the benefits are likely to be greater than the opportunity cost they face.

## Activity

### Activity Time

20 minutes

### Activity-at-a-Glance

Using the Mystery Puzzle Cards Sheets, student groups assemble one of six products. The card sheets illustrate how nations specialize in certain resources and how this exchange results in a product.

### Presenting Tip

Check with the teacher. If he or she recommends it, emphasize the geography component of the session. Tell the students that the individual puzzle cards are color-coded to indicate continents:

Green: North America  
Orange: South America  
Blue: Europe  
Yellow: Africa  
Red: Asia  
Purple: Australia

### Activity Steps:

1. Hold up the front of the six **Mystery Puzzle Cards Sheets** for students to see. **Important!** Show only the front of the cards.
2. Tell students that each sheet illustrates a single product that uses resources from six countries.



## Presenting Tip

There are six puzzle card sheets that represent six different products; each of the puzzles has six pieces. You do not have to include all the puzzles. Have the teacher help you determine the number of puzzles to include. Be sure to hand out all six pieces of any puzzle sheets you use. If the class size is not evenly divisible by six, give some students two cards from the same puzzle so that each puzzle will be complete in one group.

3. Separate the **Mystery Puzzle Cards Sheets** and drop the cards into a bag or box. Students will pull out one card. (Or simply hand each student a card.) Tell students that on your cue, they are to stand and walk around the room and search for other students who have a puzzle card that they think matches their own.
4. When ready, say, “Ready, set, go!” Monitor the activity as students seek out classmates with a piece of their product.
5. Mystery solved! Once students discover their product, have them stay in their groups and discuss the many resources and countries needed to produce that product. The mystery products are: chocolate bar, fruit basket, computer tablet, car, toaster, and backpack.
6. Have groups appoint a spokesperson. Have the spokesperson share with the class that group’s product and the resources and countries involved in making it.

For your convenience, an Answer Key is provided on page 43.

Debrief the activity with the following questions:

- What other resources not mentioned might be needed to produce a chocolate bar, fruit basket, computer tablet, car, toaster, or backpack?
- Although there are many advantages for an entrepreneur or business in a global market, there are challenges as well. What problems may a business encounter when transporting resources from their source to a manufacturing site? (Many things could delay the transport of resources: bad weather, supply shortages, labor strikes, or money problems.)
- Say, “I’d like to add oranges to the fruit basket. I’d like to get them from Alaska because that’s where I live. Could oranges be grown in Alaska?” Most students will say no, but oranges could be grown in greenhouses, although the cost of growing them would be too high. That’s another reason for global trade: Specialization lowers the cost of making products. With lower costs, businesses can reduce prices and consumers can benefit from more choices and lower prices.

## Enhanced Activity

Refer students to page 4, International Careers, in their fliers. Emphasize that the international job market is increasingly dependent on qualified applicants with a STEM education. Explain that skilled, creative workers have always been the driving force in business and will continue to be so in the future. If time and resources permit, have students research online a career they might like to pursue overseas and then write a paragraph based on the following prompt: In your opinion, what is the most important thing job hunters need to know about working in another country?

## Mystery Puzzle Answer Key

	North America	South America	Europe	Africa	Asia	Australia and Oceania
Chocolate Bar	Paper Wrappers Canada	Sugarcane Brazil	Cream Switzerland	Cacao Beans Nigeria	Coconut Oil Philippines	Manufacturing Plant Australia
Fruit Basket	Apples USA	Raspberries Chile	Plums Italy	Mangoes Uganda	Coconut India	Strawberries Australia
Computer Tablet	Motherboard Mexico	Silicon Brazil	CPU Germany	Gold South Africa	LCD Screen South Korea	Systems Engineer Australia
Car	Glass Mexico	Copper Chile	Factory Manager France	Batteries South Africa	Rubber Thailand	Wool Seat Covers New Zealand
Toaster	Steel USA	Iron Peru	Nickel UK	Plastic Kenya	Chromium India	Mechanical Engineer New Guinea
Backpack	Manufacturing Plant USA	Leather Argentina	Nylon Fabric Spain	Cotton Padding Burkina Faso	Zippers Japan	Designer New Zealand

## Summary and Review

If time permits, review the concepts and key terms introduced in this session. Remind students that many products we buy use resources from around the world and that different resources come from different countries. Sometimes, using resources from other countries can lower a business's cost of making a product, and its profits will rise. As a nation, we are all connected globally through the products we purchase and in the production of goods and services.

**Summary and Review Time**  
5 minutes

## Final Visit

Thank the students for their participation. Remind them that during the *JA Our Nation* program, they learned about our nation's free market system; how entrepreneurs innovate; the job skills in demand by today's businesses, including those needed for high-growth, high-demand jobs; and how businesses' need for workers and goods connect the global marketplace.

**Final Visit Time**  
5 minutes

Distribute a **Certificate of Achievement** to each student. Congratulate the students on the knowledge they gained, and thank them for their attention and involvement.

## Reminder

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

## Extended Learning Opportunities

### Make a Web

Using a ball of twine, create a web illustrating the connection between the **Mystery Puzzle Cards** products and the many countries contributing to those products. Redistribute the Mystery Puzzle Cards, giving extras to those who want them.

Explain to the students that they will now do an activity that shows the connection between the products on the cards and the global resources used to make them.

Ask students to stand or sit in a large circle. Have them look at their cards and memorize the country and resource or job description.

Start the activity. Use the Answer Key chart on page 43 to guide your reading and the handing off of the twine. In time, the class will create a web illustrating the connection

### Extended Learning Opportunities

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



between the products and the many countries and industries that help provide those products. Helpful hint: A pencil inserted through the hollow center of the ball of twine will help it unravel quickly and smoothly.

For example, start with the chocolate bar. Say, “To make a chocolate bar, a company will need a number of things.”

- **Paper Wrappers** from **Canada**. (Student with the Paper Wrappers from Canada card holds the ball of twine.)
- **Sugarcane** from **Brazil**. (The student holding the ball of twine holds a piece of it and passes the remainder to the student holding the Sugarcane from Brazil card.)
- **Cream** from **Switzerland**. (Student holds a piece of twine and passes the remainder to the student holding the Cream from Switzerland card.)
- **Cacao Beans** from **Nigeria**. (Student holds a piece of twine and passes the remainder to the student holding the Cacao Beans from Nigeria card.)
- **Coconut Oil** from the **Philippines**. (Student holds a piece of twine and passes the remainder to the student holding the Coconut Oil from Philippines card.)
- **Manufacturing Plant** in **Australia**. (Student holds a piece of twine and passes the remainder to the student holding the Manufacturing Plant in Australia card.)

Continue play. Say, “To make a basket of fruit, a company will need a number of things.”

- **Apples** from the **United States**. (Student with the Manufacturing Plant in Australia card holds a piece of twine and passes the remainder to the student holding the Apples from the United States card.)
- **Raspberries** from **Chile**. (Student holds a piece of twine and passes the remainder to the student holding the Raspberries from Chile card.)
- **Plums** from **Italy**. (Student holds a piece of twine and passes the remainder to the student holding the Plums from Italy card.)
- **Mangoes** from **Uganda**. (Student holds a piece of twine and passes the remainder to the student holding the Mangoes from Uganda card.)
- **Coconut** from **India**. (Student holds a piece of twine and passes the remainder to the student holding the Coconut from India card.)
- **Strawberries** from **Australia**. (Student holds a piece of twine and passes the remainder to the student holding the Strawberries from Australia card.)

Continue with the remaining products until all connections have been made. Lastly, have students put their cards together to form their products.

### **How to Be Cool and Robots that Think for Themselves**

Refer the students to the reading in the student fliers about Willis Carrier and Ayanna M. Howard. Ask them to write the answers to the related questions for class discussion. This may be conducted as homework or as extra reading.

## Supplemental Session

# Business Organization

## Overview

This session further explores entrepreneurship and free enterprise. It is an optional session for the volunteer or the teacher to present. Students explore three ways that a business is organized.

## Objective

Students will be able to:

- Identify the three basic ways businesses are organized.

## Preparation

- Review the key terms, session objective, and materials list.
- Determine the best place to display the Junior Achievement Banner.

## Recommended Time

This session typically takes 45 minutes to complete. If needed, ask the teacher to help you keep track of the time.

## Materials

Junior Achievement Banner

Table Tents

Business Role-Play Sticker Sheet (32 stickers)



Junior Achievement Banner



Table Tents



Business Role-Play  
Sticker Sheet

## Concepts

Corporation  
Partnership  
Sole proprietorship  
Stock  
Stockholders

## Skills

Brainstorming  
Role-playing

# Presentation

**Introduction Time**  
10 minutes

## Introduction

Greet the students and distribute the **Table Tents**. Explain to the students that today they will see how businesses are organized in a free market economy, a concept explored in Session One.

## Talking Point

- Ask the students to name some local businesses. Tell them that many business ideas begin with just one person. If that person invents a new good or service and begins to sell it, then he or she is the sole proprietor of the business. But this isn't the only way businesses are organized. Let's take a look...

### Key Terms

#### **Sole proprietorship**

A business that is owned and operated by one person.

#### **Partnership**

A business owned and operated by two or more people.

#### **Stock**

Parts of ownership of a corporation.

#### **Stockholders**

Individuals who own stock in a company.

#### **Corporation**

A business owned by stockholders.

A **sole proprietorship** is a business owned and operated by one person. That person receives all the profits of the business. Remind the students that profit is the amount of money left after all expenses have been paid. The downside: If the business loses money, the loss may come directly out of the owner's pocket.

Sometimes, two or more people team up to sell a product or service in a **partnership**. This means the partners share profits if the business is successful and split the losses if it isn't. It is important that partners agree on goals and can work together to make important decisions.

If a business becomes successful and wants to expand quickly, it can sell shares of ownership to fund its growth. These shares are called **stock**. People who own stock **stockholders** get to vote on who leads the company and how it runs. A business owned by stockholders is a **corporation**.

To recap, sole proprietorships, partnerships, and corporations are the three basic ways a business can be organized. Tell the students they will experience a business as it grows from a sole proprietorship to a corporation.

## Activity

**Activity Time**  
25 minutes

### Activity-at-a-Glance

Students role-play starting a business that begins as a sole proprietorship and grows into a corporation.

### Growing a Business Together

Ask the students if any of them has thought about owning a business in the future. Ask one of the students who raises a hand to come forward and stand beside you.

1. Tell the class this student is the owner of Terry's Popcorn Stand. Terry started a sole proprietorship when he or she opened the popcorn stand. Congratulate the student on this outstanding accomplishment. He or she will make money if the business makes money but will lose money if the business loses money. Give the student an "Owner" sticker to wear.
2. Business is going well for Terry. But when more popcorn, butter, oil, and an additional popcorn machine are needed, Terry must close the stand to go buy the supplies and equipment. What should Terry do?

Allow the students to offer some suggestions, and then tell them that Terry is going to hire a cashier to help at the stand. Bring another student forward, and give him or her a "Cashier" sticker to wear. Have the "Cashier" lock arms with Terry, the "Owner."

3. The business continues to grow, and the owner discovers that he or she can make twice the money by selling homemade ice cream. What should Terry do?

Allow the students to offer some suggestions. Then tell them that Terry has decided to team up with Cary, a well-known ice cream maker in the area, so they will both own part of the business. Terry and Cary form a partnership. They now will share the profits or losses of the business. Bring another student forward, and give him or her an "Owner" sticker to wear. Have "Cary" lock arms with "Terry."

### Presenting Tip

If the teacher allows it, consider bringing a popcorn or ice cream treat to class.

4. Terry and Cary are making lots of money with their popcorn and ice cream business. They want to open a second shop in a new part of town. The partners will need to buy a freezer, popcorn machine, and refrigerator for the new shop. What should the partners do?

Announce that they have decided to hire a business manager to buy the best products and manage their new shop. Call another student forward, and give him or her the "Business Manager" sticker to wear. Have the "Business Manager" lock arms with the "Cashier."

5. The business manager really knows how to run the business profitably. The manager hires additional workers for the shops and an accountant to track income and expenses. Call three more students forward. Give two of them “Cashier” stickers and one the “Accountant” sticker. Have students join the others.
6. People begin to notice how great Terry’s popcorn is and how tasty Cary’s homemade ice cream is. They want to invest their money in the business. To really grow their business, the partners decide to form a corporation. The investors and the partners become owners, or stockholders, of the corporation. Their ownership pieces are called stock.

Call nine students forward, and give each of them a “Stockholder” sticker. Have the nine lock arms and join the others. The stockholders, including the former partners, decide to hire a lawyer to do their legal work.

Call one student forward, and give him or her the “Lawyer” sticker to wear. Have the “Lawyer” lock arms with a “Stockholder.”

7. Some of the stockholders will become members of the board of directors to make decisions for the corporation.
8. The board of directors wants to let everyone know how great the business’s products are. The board decides to hire an advertising manager. Call another student forward, and give him or her the “Advertising Manager” sticker to wear. Have the “Advertising Manager” lock arms with the “Lawyer.”
9. The board also hires a new “Chief Executive Officer” to manage the corporation and two “Administrative Assistants” to help. It also hires three “Truck Drivers” because the company’s products are now sold in grocery stores and must be delivered. Call six students forward, and give each a sticker denoting their jobs. Have students join the others.

If there are students remaining in the class, continue the scenario by assigning the following roles.

10. Because the products are so popular, more popcorn and ice cream shops are opened. Assign a business manager, cashier, ice cream maker, and advertising manager for one or two additional shops. Have students join the others.

Thank the students for their participation. Ask them to return to their seats. Review the advantages and disadvantages of the three ways to organize a business by posing the following questions:

- What would happen if the sole proprietor did not want to be in business anymore? (The business would close down or would be sold by the owner.)
- What if it lost money? (The owner would be responsible for any losses.)
- What would happen if it was a partnership and the partners disagree? (The partnership would fail. Tell the students this usually is the main cause of a partnership's failure.)
- If it was a corporation, who would make a decision to add a new product? (The chief executive officer or the board of directors would decide.)

### Summary and Review

Review the concepts and key terms introduced in this session. Encourage the students to share what they learned with their families.

**Summary and Review Time**  
10 minutes

Thank the students for their participation. Tell them you have enjoyed discussing the three types of business organizations.

# Appendix

## Career Clusters and Job Descriptions

The following are career cluster titles and job descriptions that appear in the *JA Our Nation* program.

Choose **Agriculture, Food, and Natural Resources** if you are interested in a career working with plants or animals, agricultural products, or resources.

**Fishermen** catch and trap various types of fish for a living.

Education: high school

Skills: operate fishing equipment, problem-solve, teamwork

**Forestry workers** assess, improve, and protect the quality of forests.

Education: high school

Skills: research, leadership, writing and speaking, science

**Veterinary assistants** help veterinarians take care of animals.

Education: high school

Skills: caretaker, speaking and listening, teamwork

Choose **Architecture and Construction** if you are interested in a career building, planning, or fixing houses, other buildings, or bridges.

**Architects** plan and design houses, office buildings, and other structures.

Education: college

Skills: critical thinking, creativity, mathematics

**Cartographers** create maps and charts.

Education: college

Skills: measure, map and chart, perform surveys

**Drafters** use software to create plans for buildings and bridges.

Education: college

Skills: creativity, analyze technical drawings, problem-solve

Choose **Arts, A/V Technology, and Communications** if you are interested in a career designing, writing, working in journalism, entertainment, or the arts.

**Animators** create animation and visual effects for television, movies, video games, and other media.

Education: college

Skills: creativity, technology, organization

**Floral designers** cut and arrange plants and flowers to make decorative displays.

Education: high school

Skills: decision making, creativity, artistic

**Editors** review and rewrite the work of writers.

Education: college

Skills: write and correct, research, problem-solve

Choose **Business, Management, and Administration** if you are interested in a career planning or organizing business information.

**Accountants** prepare financial, business, and tax reports.

Education: college

Skills: mathematics, research, business organization

**Analysts** provide investment advice to businesses and people.

Education: college

Skills: critical thinking, leadership, technology

**Retail salespeople** sell goods (such as clothing, furniture, and cars) and services to people and businesses.

Education: high school

Skills: customer service, speaking and listening, problem-solve

Choose **Education and Training** if you are interested in a career teaching and training others.

**Elementary school teachers** teach children math, reading, and other subjects.

Education: college

Skills: speaking and listening, teamwork, organization

**Speech therapists** help people of all ages speak correctly.

Education: master's degree

Skills: speaking and listening, science, research

**Coaches** organize training to help athletes and teams reach their goals.

Education: college

Skills: leadership, motivate, teach

Choose **Finance** if you are interested in a career involving customers, money, and record keeping.

**Bank tellers** help customers with their bank accounts.

Education: high school

Skills: speaking and listening, customer service

**Loan officers** work with people who want to borrow money.

Education: college

Skills: decision making, organization, research

**Treasurers** keep track of money and prepare reports.

Education: college

Skills: accuracy, planning, record keeping



Choose **Government and Public Administration** if you are interested in a career working for the local, state, or federal government.

**Mayors** are elected to lead government operations of a city.

Education: high school or college

Skills: leadership and management, speaking and listening, organization, teamwork

**Police detectives** investigate crimes by gathering facts and collecting evidence.

Education: high school

Skills: investigate, speaking and listening, teamwork

**City planners** plan future building sites, roads, and parks.

Education: master's degree

Skills: reason, organize, research, collaborate

Choose **Health Science** if you are interested in a career caring for or treating people or testing and researching health-related conditions.

**Athletic trainers** prevent, diagnose, and treat injuries.

Education: college

Skills: speaking and listening, evaluate, science

**Dental hygienists** clean teeth and examine patients for signs of oral diseases.

Education: associate's degree

Skills: develop treatment plans, take X-rays

**Occupational therapists** treat hurt, ill, or disabled patients.

Education: master's degree

Skills: observe, develop treatment plans, record keeping

Choose **Hospitality and Tourism** if you are interested in a career helping people with their travel, lodging, or entertainment choices.

**Chefs** oversee the daily preparation of food at restaurants.

Education: high school

Skills: cook, bake, supervise

**Reservations clerks** provide customer service to hotel guests.

Education: high school

Skills: speaking and listening, problem-solve, record keeping

**Travel agents** plan trips and book transportation and lodging.

Education: high school

Skills: phone and computer, speaking and listening, organization

Choose **Human Services** if you are interested in career counseling or helping others.

**School counselors** help students improve social skills and succeed in school.

Education: master's degree

Skills: organize, communicate, and collaborate

**Hair stylists** cut and style hair.

Education: high school

Skills: hairstyling and nail care, creativity, inventory tracking

**Fitness trainers** teach people how to exercise and improve their physical health.

Education: high school

Skills: leadership, motivate, exercise and nutrition

Choose **Information Technology (IT)** if you are interested in a career designing, developing, supporting, or managing hardware or software systems.

**Computer programmers** write code to create software programs.

Education: college

Skills: use technical devices, problem solve, mathematics

**Security analysts** plan and install security software and monitor networks for security breaks.

Education: college

Skills: investigate, test, research

**Audio/video engineers** create sound and video for television, movies, and websites.

Education: high school

Skills: analyze, record, repair equipment

Choose **Law, Public Safety, and Security** if you are interested in a career providing or managing legal, public safety, or homeland security services.

**Firefighters** put out fires and respond to medical emergencies.

Education: high school

Skills: teamwork, physical strength, manage emergencies

**Emergency medical technicians (EMTs)** provide immediate medical care after an accident or injury.

Education: high school; certification

Skills: assess injuries, problem-solve, document

**Lawyers** advise and represent people who must appear before a judge or jury.

Education: law degree

Skills: problem-solve, communicate, research

Choose **Manufacturing** if you are interested in a career inspecting, installing, or processing materials into products.

**Aircraft mechanics** maintain and repair aircraft.

Education: high school

Skills: diagnose, repair, record keeping

**Plumbers** install and maintain water and waste systems.

Education: high school

Skills: fix, test, inspect

**Environmental engineers** develop solutions to pollution found on land, in water, or in the air.

Education: college

Skills: investigate, manage and plan, science

Choose **Marketing, Sales, and Service** if you are interested in a career creating, promoting, or selling products or services.

**Art directors** create artwork for marketing materials.

Education: college

Skills: style and vision, creativity, design and organize

**Public relations specialists** help shape companies' public images.

Education: college

Skills: communicate, speaking and listening, writing and presentation

**Entrepreneurs** create an idea for a product or service and start businesses.

Education: high school or college

Skills: innovate, collaborate, organize

Choose **Science, Technology, Engineering, and Mathematics (STEM)** if you are interested in a career designing ways to make or improve products, performing laboratory or scientific research, or using technical services or math to solve problems.

**Electricians** connect, fix, and maintain wires for electrical power.

Education: high school

Skills: read blueprints, install and inspect wiring

**Mathematicians** use numbers and mathematical symbols to solve problems.

Education: master's degree

Skills: reason, develop theories and math concepts

**Aerospace engineers** design aircraft, spacecraft, satellites, and missiles.

Education: college

Skills: research and develop, evaluate, plan and manage

Choose **Transportation, Distribution, and Logistics** if you interested in a career related to the movement of people, materials, and goods by road, rail, pipeline, air, or water.

**Air traffic controllers** direct the takeoffs and landings of planes at airports.

Education: associate's degree

Skills: critical thinking, plan and manage air traffic, teamwork, technology

**Bus drivers** drive people from place to place.

Education: high school

Skills: driving, knowledge of traffic laws, perform basic maintenance

**Auto mechanics** fix and service cars and trucks.

Education: high school

Skills: test, repair, and fix mechanical problems

# Glossary

## **Capital resources**

Buildings, tools, machines, and money that businesses use to make products

## **Career cluster**

A grouping of jobs and industries related by skills or products

## **Communication**

Written or spoken exchanges between people to share information

## **Competition**

Rivalry between two or more businesses striving for the same customer

## **Consumer**

A person who buys goods or services

## **Corporation**

A business owned by stockholders

## **Employees**

People who work for businesses

## **Employers**

Businesses that hire workers

## **Entrepreneur**

A person who takes a risk to start a business with the intent of earning a profit

## **Entrepreneurship**

The innovative thinking needed to start and operate a business

## **Free market economy**

A system in which goods and services are bought and sold freely with little government interference

## **Goods**

Items that can be bought or sold

## **High-growth, high-demand jobs**

Jobs projected to add large numbers of employees to the workforce

**Human resources**

People who do the work a business needs

**Innovation**

An improvement of an existing product or method

**Interests**

The things you like and enjoy

**Job interview**

The discussion between a potential employee and employer to help decide if a job is a good match

**Natural resources**

Things a business needs that occur naturally, such as air, water, minerals, and trees

**Opportunity cost**

The next best alternative given up when making a choice

**Partnership**

A business owned and operated by two or more people

**Producer**

A person or business that makes goods or provides services

**Profit**

The amount of money left after all business expenses have been paid

**Resources**

Things businesses use to produce goods and services

**Resume**

A written summary of a person's education, work experience, and skills

**Services**

Work done for others, like haircuts or car repairs

**Skill**

The ability to do something well

**Soft skills**

Personal attributes and abilities that are needed in most jobs

**Sole proprietorship**

A business that is owned and operated by one person

**Specialization**

Choosing to focus production on one or a few products

**Stock**

Parts of ownership of a corporation

**Stockholders**

Individuals who own stock in a company

**Technology**

The use of machinery, equipment, and processes

**Trade**

The process of buying and selling

# Notes

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GOODS Sole Proprietorship Demand HUMAN RESOURCES  
Cost scarcity capital resources career cluster partnership ENTREPRENEUR



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