



JA Elementary School Programs JA Our Community® Helpful Hints

Preparation Checklist:

- Thoroughly review the Guide for Volunteers & Teachers. Use the note space and Talking Points to plan each session. Think about relevant stories to share with the students and record them in your guide.
- Use the Master List of Materials to organize materials by session and separate into folders.
- Check out the jaum.org [Volunteer Page](#) for valuable resources and tips.
- Obtain a class roster to complete table tents and certificates in advance; consider using the [Customizable Program Certificates](#) to complete the Certificates in preparation for Session 5.
- Have the teacher pre-approve any items (not included in the kit) you plan to distribute to the students. Many schools are peanut-free or have other food restrictions.

Session 1: People in a Community Work Together

Helpful Hints

- To help engage students in the story, the guidebook indicates to write the word and action on the board. Consider pointing to the word as you are reading the story.
- Some students will have difficulty reading their job card. Instead of reading cards to the whole class, consider having them work in small groups. They can help each other with their reading, as you and the teacher walk around the classroom assisting them as well.
- When playing the game “Tic-Tac-Toe, Three Jobs in a Row!,” make sure you place a visual example on the board of how to set up the game. For this activity, there is a maximum of three groups.
- Collect the job cards for use again in Session Three.
- Show students the postcards with magnets, but ask the teacher to distribute them at the end.

Talking Points

- Talk about how your job or business provides a benefit to the community.
- Refer to guidebook for additional talking points.

Session 2: Sweet “O” Donuts

Helpful Hints

- Do not separate the donuts, this is part of the activity.
- You will want to separate the sheets of ingredient stickers in advance. You may want to consider cutting the ingredient sheets horizontally every three rows – keeping the three ingredients together, six total for milk, flour, eggs. Each student then has enough to complete one sheet of donuts. There are not enough extra ingredients to make more than six donuts per student for larger classes.
- Have each student only pull out one marker/crayon to flavor their donuts, not the whole box.
- Ask the teacher to help you assign the students to teams. Six student teams of an equal number, if possible.

Talking Points

- Share a time when working as a team created a better result than if you had done the work individually.
- Have you ever had an experience with a defective product/service, as a consumer or producer? How did it affect you? How did it influence your opinion of that brand?

Session 3: Business and Government Jobs

Helpful Hints

- Consider bringing in receipts with taxes highlighted.
- Separate and paper clip the money into \$5 bundles in advance.
- Emphasize that everyone pays taxes in order to receive government services. It makes the community a better place for everyone. Explain that some government positions may be performed by a volunteer in some smaller communities.
- Consider the presenting tip on page 26 – delay paying the students until after they have been given their new job cards and have had time to share with another student (paired sharing). Handing out the money too soon can cause a major distraction for the students – lots of excitement.
- Collect the job cards for the teacher to use in the classroom later or to hand out at the end of the day.

Talking Point

- Before collecting taxes from the students, ask the class if they think government workers also have to pay taxes (you will get mixed responses). Explain that yes, they also pay taxes. If everyone pays taxes we can all benefit from the different services provided by the government – and that's fair.

Session 4: Let's Vote!

Helpful Hints

- Be sure students understand they need to make an important decision that is best for the entire school community (this may mean putting aside their personal preferences). Help students realize they can use the same decision-making process to solve their personal problems, such as what to do on Saturday afternoon or how to spend their money.
- Separate the ballots in advance.
- Ask your teacher if they prefer to have the students brainstorm in smaller discussion groups or if the brainstorming should be done as a class.
- Remind students that when people vote, it is confidential and nobody knows individual choices unless they tell someone.

Talking Point

- If you have voted, describe what the experience was like for you. Did you cast a mail-in ballot or vote in person? How did you educate yourself about the candidates and/or issues?

Session 5: Money Moves in a Community

Helpful Hints

- Secure a way to play a music CD for this activity. Ask your teacher if they can play a music CD off of their computer or if they have a CD player in their room.
- For the money matchup card game, pre-separate all cards in advance and place each set in a baggie for easy distribution to teams of 2 students.
- Be sure to explain to the students that the values of each card need to match (i.e: 1 dime = 2 nickels or 1 dime = 1 nickel and 5 pennies, etc.). The concept of this game is similar to a memory match game; however, there may be more than one possible matching option.

- 7 students are needed for the Money Moves role play, ask the teacher to help select these students or if the class has a way to fairly select names (i.e. – names on popsicle sticks).
- For the rest of the class you can ask them to be part of the chorus group and be sure to follow along in their Junior Journals as you play the song. Tell them you will need their help to make this work well – helps to keep them all involved.

Program Closure (Graduation)

- Make this time special. Call students, one-at-a-time, to receive their certificate. Encourage applause. Demonstrate a proper handshake (no limp fish or super squeezers).
- Have students shake with the right hand, and accept the certificate with the left hand.
- If you brought a snack or a special take-away, allow time for the students to enjoy it during your time in the classroom.