



## JA Elementary School Programs

### JA Our Families®

#### 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 and consider using the [Customizable Program Certificates](#) to complete the Certificates in preparation for Session 5.
- Have the teacher pre-approve any take-away (not included in the kit) you plan to distribute to the students. Many schools are peanut-free or have other food restrictions.

#### Session 1: Our Families

##### Helpful Hints

- Unless the teacher requests it, take the map with you at the conclusion of this session, it is needed throughout the program.
- Consider completing the activity as a class if this delivery method meets the students' needs. Explain the need to take care when completing the picture books, as the stickers are very sticky and are difficult to move once placed in the book. Consider completing a book to reference in the next session.
- If students struggle with drawing a picture describing a feeling, have them draw a picture of someone helping a neighbor.
- Students should take the completed picture book home; it does not need to be collected.
- Show students the postcards with magnets, but ask the teacher to distribute them.

##### Talking Points

- Be prepared to explain how work is divided in your family.
- Remain mindful of the possible family situations represented in the classroom. Family may include a group of people with different last names and different home addresses, even close friends.

#### Session 2: Our Families' Needs and Wants

##### Helpful Hints

- Reinforce the need for food, shelter, and clothing. Explain that certain types of food, shelter, and clothing are not needs, we need one coat, not five. We need healthy food, not candy.
- Be sensitive to the reasons and examples students give describing needs and wants. For example, many students consider a dog a want; while, a service dog is considered a need for some.
- Consider bringing pictures of needs and wants. Students can sort the pictures a needs pile and a wants pile.
- The diploma can be confusing since it is not food, clothing, or shelter. Describe it as something we need so that we can make money to buy our needs and wants. You can even bring in your diploma(s) to share your accomplishments!

- The Drop Me a Note activity may be a challenge if students choose expensive items. As a class, share realistic examples students could earn by completing a household chore including; extra TV time, a favorite ice cream flavor, or time at the park.
- The guidebook suggested that students write a Drop Me a Note to a family member or neighbor (bottom of page 18). In updated guidebooks, the reference to “neighbor” has been removed (should only reference “family member”).
- Review how jobs allow people the opportunity to earn money needed to buy needs and wants prior to completing the Drop Me a Note activity.

### Talking Point

- Share a time when you wanted something, but chose to spend your money on something you needed.

## Session 3: Great Job!

### Helpful Hints

- Connect what the students are learning in math, reading, and science to aspects of your job or even jobs they are interested in.
- Discuss a hospital, school, or other large business and highlight the variety of jobs and the importance of each job within that business.
- Students do not need to cut out the coupon as a part of the activity.

### Talking Points

- When you were a child, what were you interested in doing?
- How have your goals and interests changed?

## Session 4: Business in our Neighborhood

### Helpful Hints

- Another delivery option is to display the map in the front of the room and have students stay at their desks for the discussion. Call students up individually to tape the symbols on the map.
- The Business Map Sheet includes many of the same symbols used on the stickers. Students can either place their stickers on symbols already identified on the map, or they can place them in a different location. Depending on how students decide to place the stickers, it's possible to have duplicate businesses. This is an opportunity for you to review the value of having two businesses that meet the same need within a city.

### Talking Point

- Can you think of a time when you couldn't get something you needed in your neighborhood? What did you do?

## Session 5: Our New Business

### Helpful Hint

- Students may not understand the difference between owning their own business and working at a business. Further discussion may be needed to help students understand.

### 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.

