

JA Ourselves Program

Lesson Planning Outline

This lesson planning outline document is a resource to supplement the Volunteer Guidebook.

Volunteer & Classroom Teacher Roles During Class

Volunteer

- Organize JA material in space provided by teacher
- Introduce yourself to the classroom teacher
- Ask for assistance in hanging up program posters
- Take 2-3 minutes to introduce yourself to students
- Review classroom expectations and rules – expect respect
- Facilitate the regrouping strategy suggested by teacher
- Engage teacher during classroom discussion** – connect to everyday classroom discussion
- Ask for teacher’s assistance** with activities and transitions
- Do not talk over the students
- Call on students that raise their hands
- Provide students with time limits – give time reminders
- Communicate your needs to teacher
- Present prepared lesson plan
- Be a positive role model

Teacher

- Have your students wear name tags
- Introduce JA volunteers to your students
- Show volunteers where they can place their belongings
- Remain in the classroom at all times**
- Handle discipline – JA volunteers are *not* licensed educators
- Assist with activities and grouping students
- Stimulate class discussion
- Link JA material to course content
- Lead stretch/brain breaks in between lessons
- Volunteers will give you Certificates of Achievement to sign
- Support your volunteer by staying engaged with the activities, transitions and classroom management
- Share Junior Journals, JA trinkets with students
- At end of event you are encouraged to keep any extra class materials

Volunteer Training Resources

Classroom Management Training Videos:

<https://www.jaum.org/volunteer/training-materials/classroom-elementary/jaid-training/>

JA Ourselves Lesson Material Training Videos:

<https://www.jaum.org/volunteer/training-materials/classroom-elementary/training-ja-ourselves/>

REMINDERS

- All pencils, crayons, markers, tape, etc. will be in the classroom
- You do *not* need to facilitate pre or post tests
- You do not need to hang the Junior Achievement banner or the window decal
- Complete the Certificates of Achievement before the event
- Teachers will have students wearing name tags – no need to prepare table tents
- You are there to provide a wonderful opportunity to the students – have fun!

Introduction to the class

- 1) Introduce yourself(s)
 - a. Share with students where you are from and where you grew up
 - b. Tell students where you work and your role within your organization
 - c. Share some fun things about yourself - family, kids, siblings, animals, traveling
- 2) Help students understand why you are there
 - a. Explain what it means to be a volunteer and giving your time to the community
 - b. What they will be learning today

Lesson #1 – This or That? Make a Choice

Volunteer leading presentation: _____

Vocabulary Words

Choice – To pick one thing over another

Money – Something used to pay for the things we need and want

Summary of Lesson – Main objectives and lesson purpose

Activity Description

Summary and Review

JA in a Day Lesson #1 Tips

- Choice Flash Cards – the last two cards providing a cost with the choice
 - This may be very difficult for the students and they may not be able to connect the reasoning with the money choice.
 - Activity – **Do not** have the students write a sentence about why they made their choice. Explain to the teacher that this can be completed as a writing activity at a later time.
- Coloring the balloons
 - If time is limited students do not need to complete this part of the activity
 - If there is a time to color the balloons, share with the students that they have 3 minutes to color their balloons
 - Monitor and keep track of time and vocalize when the students have 20 seconds, 15 seconds and 10 seconds left.
- **Do not** pass out the **Postcards with Magnets**. Distribute with the Certificates or give to teacher.
- Please **do not** facilitate the Enhanced Activity or Extended Learning Opportunity that is found on page 13.

REMINDER: Before beginning lesson #2

- Look to the teacher to facilitate a 3-5 minute stretch/brain break - while you organize your material for next lesson
- Have the students put away *all* of their materials– teacher will determine the best place
- Teacher needs to regroup and silence the students *before* you begin lesson #2

Lesson #2 – Do I Need What I Want?

Volunteer leading presentation: _____

Vocabulary Words

Need – Something people must have to live

Want – Something people would like to have

Summary of Lesson _____

Activity Description _____

Summary and Review _____

JA in a Day Lesson #2 Tips

- Please **do not** facilitate the Enhanced Activity or the Extended Learning Activity that is listed after the summary and review found on page 19-20.

REMINDER: Before beginning lesson #3

- Look to the teacher to facilitate a 3-5 minute stretch/brain break - while you organize your material for next lesson
- Have the students put away all of their materials– teacher will determine the best place
- Teacher needs to regroup and silence the students **before** you begin lesson #3

Lesson #3 – Penny Earned

Volunteer leading presentation: _____

Vocabulary Words

Earn – To get money for a job you did

Goods – Things that are bought and sold

Services – Work done for others such as haircuts or car repairs

Summary of Lesson _____

Activity Description _____

Summary and Review _____

JA in a Day Lesson #3 Tips

- Complete the activity the way it is listed in the book. Please be flexible and accommodate to the classroom needs.
- Students may need assistance in completing the maze activity
- Please **do not** facilitate the Enhanced Activity (page 25) or the Extended Learning Activity that is listed after the summary and review found on page 26 and 27.

REMINDER: Before beginning lesson #4

- Look to the teacher to facilitate a 3-5 minute stretch/brain break - while you organize your material for next lesson
- Have the students put ALL of their materials away – teacher guide best place
- Teacher needs to regroup and silence the students before you begin lesson #4

Lesson #4 – A Penny Saved

Volunteer leading Presentation: _____

Vocabulary Words

Save – To put money away to use later

Bank or Credit Union – A business that keeps money safe – **FOCUS on the word “bank”**

Summary of Lesson _____

Activity Description _____

Summary and Review _____

JA in a Day Lesson #4 Tips

- **Do not** distribute the **pop-up banks** – show the students they will receive one but give to the teacher to distribute later.
- When discussing banks, please be cautious that some families and cultures do not use banks so students may be unaware of what a bank is.
- Students may not know what an ATM is. You do not need to elaborate on that concept.
- Students may not know how much a nickel and quarter is worth. Suggest bringing a quarter and nickel with to show the students.
- Do the **Saving Money Activity** as **an entire class** – this will help avoid students from arguing and keeping the activity structured.
 - Call one student volunteer up to take a turn by rolling the dice
 - Then have that student count how many dots there are
 - Tell the class to find that number on their Pig
 - Have the students take 30 seconds to color those number spaces – ex: if a 6 is rolled, students color ALL 6's.
 - Call on the next student to come up in front to roll the dice
- Please **do not** facilitate the Enhanced Activity (page 32) or the Extended Learning Activity that is listed after the summary and review found on page 33.

REMINDER: Before beginning lesson #5

- Look to the teacher to facilitate a 3-5 minute stretch/brain break - while you organize your material for next lesson
- Have the students put away all of their materials– teacher will determine best place
- Teacher needs to regroup and silence the students before you begin lesson #5

Lesson #5 – A Penny Shared

Volunteer leading presentation: _____

Vocabulary Words

Give – To make a gift of something

Summary of Lesson _____

Activity Description _____

Summary and Review _____

JA in a Day Lesson #5 Tips

- The volunteer guidebook suggests a lot of questions – select one or two or ask your own questions
- **DO this activity as a class**
 - When finished reading the story **keep the students on the carpet**
 - Have **one set of the story cards** pre-torn
 - Flash one card at a time asking if this was the first thing that happened? Then flash the next card...
 - Continue flashing the cards having the students identifying the story order
 - In the volunteer guidebook the cards are shown in order
 - **DO NOT have them glue/tape** them into their mini journals – it can become too chaotic
 - Leave the extra card sets with the teacher and the students can complete at a different time
- Tear apart the **Story Card Sheets and paper clip** or bind the four squares together for each student. You will not have time for students to tear them apart themselves.
- Please **do not** facilitate the Enhanced Activity (page 39) or the Extended Learning Opportunity that is on page 40.



CELEBRATE!!



- Distribute Certificates of Achievement
- Have the students practice clapping three times
- Call students up, shake their hand and give certificate

Thank the students for their hard work

Thank the teacher for having JA in their classroom and for all of the great work they do

Offer the teacher any extra material (they can keep the bag if they would like)

Whatever they do not want, please place in the bag, zip the bag and bring to the JA staff member