

# JA Our Community<sup>®</sup>

## 2nd Grade



*JA Our Community* explores work readiness, including careers, production, innovation, earning, taxes, government money, business, and decision-making. Students will develop a sense of career awareness and learn how all jobs help a community. *JA Our Community* consists of five 40 minute volunteer led sessions.

Following participation in the program, students will be able to recognize how money flows through the community's economy, how a community works together to succeed, and how citizens benefit from and contribute to a community's success.

### ***Session One: People in a Community Work Together***

Students learn what a community is and the variety of jobs people have in a community.

### ***Key Learning Objectives***

The students will be able to:

- Describe a community
- Identify a variety of jobs in a community, each needing specific skills

### ***Session Two: Sweet "O" Donuts***

The students learn that workers who produce goods and services earn money for their work.

### ***Key Learning Objectives***

The students will be able to:

- Define the terms: produce, production, goods, and services
- Apply innovation to the production process
- Explain that people in a community earn money by performing work

### ***Session Three: Business and Government Jobs***

The students explore how money earned for work moves through a community and the impact of that money on people, businesses, and government.

### ***Key Learning Objectives***

The students will be able to:

- Locate businesses and identify government careers
- Discuss how taxation supports government services

### ***Session Four: Let's Vote!***

The students participate in a decision that benefits their school community. They vote to express their choice and to determine the majority's will.

### ***Key Learning Objectives***

The students will be able to:

- Apply a decision-making tool
- Recognize voting as a way responsible community citizens act and contribute

### ***Session Five: Money Moves in a Community***

The students learn about money and how it moves in a community.

### ***Key Learning Objectives***

The students will be able to:

- Identify coins and terms
- Describe how money flows through a community's economy



### Teaching Tips for Junior Achievement Volunteers

#### Session 1 Tips:

New illustrated *Key Term Flash Cards*. Students perform a choral reading: “*Lilly Finds a Job.*” Distribute *Job Card* (16 Career clusters grouped into 7 categories); introduce the *Sweet “O” Donut Baker job Card*. New review activity: *Tic Tac Toe, 3 Jobs in a Row!*

#### Session 2 Tips:

Students produce donuts. To increase sales, students draw and describe new donuts ideas. New *Sweet “O” Donuts Production Poster* with *Production Record Chart* on the back.

#### Session 3 Tips:

Students place business stickers on the *How Does a Community Work* worksheet. Students get paid and pay taxes. Using the *Job Cards* from session 1, distribute cards and students with government jobs present cards and play a memory game with the class.

#### Session 4 Tips:

Discuss three ways to “*Keep Our School Beautiful*” and decide the pros & cons of each suggestion. Distribute ballots and vote for one of the ideas; tally the ballots in groups of five. Identify the workers at school who can help with the new program. Computer templates are available at [www.jabrand.org/volunteers/customizable-program-certs/](http://www.jabrand.org/volunteers/customizable-program-certs/) to help you prepare Certificates of Achievement before session 5 or you can handwrite the students’ names.

#### Session 5 Tips:

Ask the teacher beforehand if a CD player is available to use at end of session 5. Students work in pairs and examine coins using the *Money Matchup Card* game. Have students trace the movement of money, making sure students start game together. Play the new “*Money Moves*” rap song on CD and have students listen and perform with chorus.

#### JA Day Tips:

JA sessions should comprise the entire school day. To assist you in planning your JA Day, prepare the supplemental lessons and Junior Journal Follow-up lessons to ensure you have activities for the entire day. If possible, discuss the additional activities with the teacher before you begin teaching so that the teacher has a basic understanding of the flow of the day. Wait until the end of the day to pass out any take home items (newsletters, postcards with magnets, etc.).

*JA programs are correlated to Arizona’s College and Career Ready Standards in English Language Arts and Mathematics and Arizona K-12 Academic Standards in Social Studies. Additional national correlations can be found at [www.ja.org](http://www.ja.org).*