



JA Our Families®

1st Grade

JA Our Families introduces students to the intersection of entrepreneurship and first grade social studies learning objectives, including how family members' jobs and businesses contribute to the well-being of the family. *JA Our Families* consists of five 30 minute volunteer led sessions.

Following participation in the program, students will be able to describe the similarities and differences found in families, categorize needs and wants, describe the jobs people do, analyze their own skills to determine ways they can support their family, identify the goods and services provided by local businesses, and explain one of the entrepreneurial characteristics—to satisfy a need or a want.

Session One: Our Families

The students discover how families are alike and different and how they can work together to make where they live a better place.

Key Learning Objectives

The students will be able to:

- Understand the similarities and differences between families.
- Recognize the importance of individuals and families as part of neighborhoods.

Session Two: Our Families' Needs and Wants

The students become aware that all families need food, clothing, and shelter to live. They begin to understand and distinguish needs from wants.

Key Learning Objectives

The students will be able to:

- Categorize needs and wants.
- Describe the difference between a need and a want.

Session Three: Great Job!

The students examine the jobs family members have, including operating their own businesses, and the ways people earn money to provide for a family's needs and wants.

Key Learning Objectives

The students will be able to:

- Define the terms job, business, and entrepreneur.
- Identify the jobs people do.
- Analyze their own skills to determine ways they can support family members.

Session Four: Businesses in Our Neighborhood

The students use the Floor Map to locate businesses throughout a neighborhood. They also identify locations for new entrepreneurial businesses and discuss the goods or services these businesses will provide.

Key Learning Objectives

The students will be able to:

- Interpret map symbols.
- Identify the goods or services businesses provide.

Session Five: Our New Business

Students become entrepreneurs and start their own businesses.

Key Learning Objectives

The students will be able to:

- Describe one of the entrepreneurial characteristics—to satisfy a need or want.



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Teaching Tips for Junior Achievement Volunteers

Session One Tips:

Please be sensitive to students' family situations. "Family" may include people with a different last name, different home address, or even close friends—anybody who cares for you and loves you. Stress the positive side of family relationships and remind students that it's okay to have different kinds of families. It is very helpful to ask the teacher for personal information about the students before the first class, so you'll have a better understanding of their family backgrounds. If you are going to have the students remain at their desks for the activity, you can walk the map around the room so they can see it up close before you display it.

Session Two Tips:

To enhance the flash cards, bring actual items from home to demonstrate needs and wants. Examples of needs are a banana, socks or a roof shingle. Examples of wants are a TV remote, toys, or flowers. The concept of a diploma being a need can be hard for students to understand so you can bring in a diploma to illustrate how more education can assist you in getting your needs and wants met.

Session Three Tips:

Prior to the activity, discuss with the teacher the best way to select volunteers for this session. Be sure to ask the teacher to help with this activity, as students may get very excited. Explain all steps to the students on how to present the clues and remind students to raise their hands if they want to offer a clue. Prior to having the students draw "A Job I Can Do," review some of the chores or tasks that the students may do in their homes. Be sensitive to socio-economic differences and remember that all jobs are valuable to the community.

Session Four Tips:

Depending on the class behavior and size, you can hang the map in the front of the room and have the students stay at their desks for the discussion. If you and the teacher opt for this, bring masking tape and have the student volunteers tape the symbols to the map. Prepare the certificates of achievement after this session. Computer templates are available to help you prepare at www.jabrand.org/volunteers/customizable-program-certs/ or you can handwrite the student's names.

Session Five Tips:

Discuss with the teacher ahead of time the best way to pair up students for this activity. If available, a document reader can help you deliver this session effectively by showing the students the picture you have drawn of a business you created to solve the pet sitting problem in the example. Ask the teacher to assist with this activity to keep students on task. Use the *Talking Points* questions at the end of the session to help tie in concepts—needs, wants, jobs, skills, etc.

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.