



JA Ourselves®

Kindergarten

JA Ourselves introduces kindergarten students to the intersection of **financial literacy** and early elementary grades social studies learning objectives. Through hands-on activities, the program provides students with an introduction to personal economics and the choices consumers make to meet their needs and wants. It also introduces students to the role of money in society while providing them with practical information about earning, saving, and sharing money. *JA Ourselves* is volunteer-taught and kit-based. There are five 30-minute sessions, with additional extended learning activities offered throughout.

Session One: This or That? Make a Choice

The students practice economics by making personal choices with the help of This or That? Picture Cards. Students practice writing a sentence about a choice they make in their Junior Journal Minibooks.

Key Learning Objectives

The students will be able to:

- Identify personal interests.
- Consider the factors that determine their choices.
- Define money.

Session Two: Do I Need What I Want?

The students recognize that people have basic needs and wants and that money-smart people know the difference between them. Students participate in an eye-spy activity to find need and want items on a poster.

Key Learning Objectives

The students will be able to:

- Explain the difference between needs and wants.
- Create a simple chart.

Session Three: A Penny Earned

The students are introduced to storybook characters and examine ways they can earn money. Through listening to the story *Welcome Home!*, students learn about ways they can earn money.

Key Learning Objectives

The students will be able to:

- Describe the role of money in society.
- Identify jobs they can do to earn money.

Session Four: A Penny Saved

The students are introduced to the concept of saving. Students perform finger plays that help them remember to save.

Key Learning Objectives

The students will be able to:

- Explain the importance of saving money.
- Identify a savings goal.
- Identify a place where people save money.

Session Five: A Penny Shared

The students are introduced to storybook characters and their plans to earn money for a worthy cause. After listening to the story *Charlie Plants a Garden*, students organize story cards sequentially in their minibooks.

Key Learning Objectives

The students will be able to:

- Explain the importance of giving.
- Organize a chronological sequence of events.



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Teaching Tips for Junior Achievement Volunteers

Session One Tips:

To maintain the attention of the class, fully review the activity before handing out materials.

Session Two Tips:

Removing the stickers requires fine motor skills which some students master more quickly than others. Show (rather than tell) students how to do the activities, then pass out the materials and actively move among the groups to assist the students as they work. Ask the teacher to assist you in monitoring the student's progress.

Session Three Tips:

Read the story with enthusiasm, varying your voice level and tone to engage the students. Have fun and be patient with the students when they struggle to learn new words and concepts. If the students are sitting on the floor for the story, nametags placed on their shirts may help in learning the students' names.

Session Four Tips:

Prepare the certificates of achievement after this session. Computer templates are available at www.jabrand.org/volunteers/customizable-program-certs/ to help you prepare Certificates of Achievement before session 5 or you can handwrite the student's names.

Session Five Tips:

The sequencing in this lesson can be difficult for students. Use the illustrations from the story to remind students of character names and pictures.

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.