



JA Our Community

2nd Grade

Preparation Checklist

- Thoroughly read your Guide for Volunteers & Teachers. Spend time planning your sessions and think about relevant stories you can share with students.
- Separate and organize all materials for your sessions into five separate folders, one for each session.
- Visit the online program resource center for additional tips and resources at: <https://www.juniorachievement.org/web/ja-gstlouis/volunteer-resources> .
- Obtain a class roster and fill out the certificates for the graduation on your final visit or print them using the blank template online. If you plan to bring something to hand out to the students, have the item “pre-approved” by the teacher. If an “edible treat” is planned, please make sure your treat is peanut-free, as this may be a school district policy.

Session 1: People in a Community Work Together

Helpful Hints

- To help engage students in the story, the guidebook indicates to write the word and action on the board. Consider pointing to the word as you are reading the story.
- Some students will have difficulty reading their job card. Instead of reading cards to the whole class, consider having them work in small groups. They can help each other with their reading, as you and the teacher walk around the classroom assisting as well.
- When playing tic-tac-toe jobs games, make sure you place a visual example on the board of how to set up the game. For this activity, there is a maximum of three groups.

Personal Stories

- Talk about how your job or business provides a benefit to the community.

Potential Challenge

- If students are loud and restless, tell them know that you will only give materials to the students who are sitting quietly with their hands on their laps. This will encourage them to settle down and to get quiet quickly.

Session 2: Sweet “O” Donuts

Helpful Hints

- Do not separate the donuts, this is part of their activity.
- Consider making an example of a good donut and a bad one to show the students the desired outcome.
- Have the students only pull out one or two markers from the desk, not the whole box.
- After the activity, collect all the materials, and have students put their colors or markers away so they are not distracted by these items as you move into the next part of the lesson.
- Many volunteers like to bring in donuts for the end of this lesson. Be sure to check with the teacher about this treat.

Personal Stories

- Share a time when working as a team created a better result than if you had done the work individually.
- Have you ever had a job where you were directly involved in production (food services, manufacturing, construction, etc. . .)? Share your experience!
- Explain your responsibility in your workplace for delivering a quality product. What would happen if your product/service was subpar?
- Have you ever had an experience with a defective product/service, as a consumer or producer? How did it affect you? How did it influence your opinion of that brand?

Potential Challenge

- Consider asking the following discussion questions:
 - Were the teams equal in the number of workers?
 - Did any team do something special to make production more effective (ie: divide tasks – each student doing something different?)

Session 3: Business and Government Jobs

Helpful Hints

- Bring in receipts with taxes highlighted!
- Separate and paper clip the money into \$5-bundles.
- Emphasize that everyone pays taxes in order to receive government services. It makes the community a better place for everyone! Explain that some government positions may be performed by a volunteer in some communities.
- Consider the presenting tip on page 26 to illustrate how taxes work and pay government employees.

Personal Stories

- Has there been a recent election in your city or state to approve a tax for a community good?
- Do you, a family member, or a friend work for the government? Explain how their salaries are paid through tax revenue. What would happen to these jobs if there were no taxes?

Potential Challenge

- Students might not immediately think of examples of government jobs. Provide examples of government workers and discuss their responsibilities to help broaden their idea of what government workers do (example: President, NASA, Mayor, etc...).

Session 4: Let's Vote!

Helpful Hints

- Be sure students understand they need to make an important decision that is best for the entire community (this may mean putting aside their personal preferences). Help students realize they can use the same decision-making process to solve their personal problems, such as what to do on Saturday afternoon or how to spend their money.
- Consider simulating the real life voting process. Bring a box and have each student approach the voting booth, mark his/her choice, and place the vote in the box. Reward each student with an "I Voted" sticker. Tally the votes when finished.
- Remind students that when people vote, it is confidential and nobody knows individual choices unless they tell someone.

Personal Stories

- Share a time when you made a difficult decision as part of a group. Talk them through how you analyzed your options, the decision you made, and the results.
- If you have voted, describe what the experience was like for you. Did you cast a mail-in ballot or vote in person? How did you educate yourself about the candidates and/or issues?

Potential Challenge

- Students may need help spelling words during this activity. It will be helpful for you and the teacher to move around the room and work with each group.

Session 5: Money Moves in a Community

Helpful Hints

- Secure a cd player for this activity.
- For the money match-up card game, pre-separate all game pieces and place each set in a baggie for distribution.
- Be sure to explain to the students that the values of each card need to match (ie: 1 dime=2 nickels, etc.) The concept of this game is similar to “Memory Match Game”; however, there may be more than one possible matching option.
- When choosing the 7 students to role play, spread them throughout the room and allow them to create the flow of money, rather than following the song lyrics. If Frank is hungry, where would he go to eat? The pizza shop needs ingredients, where do they buy supplies? Pictures are also available online to use in showing how the quarter is exchanged for goods in the community.
- Allow ample time (10-15 minutes) for the graduation ceremony at the end.

Personal Stories

- Describe how money flows through your workplace: customer pays your business, your business pays your salary, you use that money to purchase something you need from another business, etc...

Graduation

- Make this time special. Call the students up one-at-a-time to receive their certificate and have other students provide applause. Teach them to shake your hand properly (no ‘limp fish’ or ‘super squeezers’) and to shake with the right hand while accepting the certificate with the left hand.
- If you brought in an edible treat, ask the teacher if they can eat it right away. Also, allow time for them to finish the snack during the JA session time. Please make sure your treat is peanut-free, as this may be a school district policy.

Congratulations! You’ve Finished!

Please email the following to volunteer@jastl.org:

“I have completed all 5 JA sessions as required by JA USA!”

Junior Achievement USA®

Volunteer Conduct Standards

Each year Junior Achievement staff shall convey these standards in writing to all volunteers prior to their first visit to the classroom. Staff shall review these standards verbally, as well, with volunteers teaching for the first time.

Junior Achievement (JA) serves youth. JA volunteers teach valuable lessons in their program delivery and especially in their conduct with students. Adult misconduct with or in the presence of youth carries serious consequences. Because Junior Achievement cares that its volunteers have healthy, appropriate relationships with the youth they serve, it has established the following standards.

1. *Young people look to adults for examples of appropriate behavior.* JA volunteers must use appropriate language and model honorable behavior, such as respect, integrity, honesty, and excellence. Profanity or sexualized language or jokes are inappropriate when working with students, regardless whether it occurs face-to-face, over the Internet, or by any other means. JA strictly forbids violating any state law regarding interactions with youth; for example, providing them alcohol or legal or illegal drugs, or coaxing them into illicit relationships over the Internet or otherwise.
2. *Volunteers must take particular care when touching youth.* Most adults understand the difference between appropriate physical contact such as a handshake or pat on the back, and contact that is sexual or disrespectful. Volunteers also must be cognizant of how any physical contact may be perceived.
3. *Interactions with students must both be appropriate and appear appropriate.* It is expected that volunteers' interactions with students are at all times appropriate and professional, and are strictly related to the role of business mentor. It is unacceptable to seek or engage in one-to-one meetings with students at any time.
4. *Volunteers are responsible for the quality of interactions.* Students often find it difficult to state discomfort or objections. Volunteers must be especially sensitive to physical and verbal cues that youth provide.

The aforementioned standards do not represent a comprehensive list. Other actions not included could result in suspension or dismissal as a volunteer. JA volunteers also must read and comply with JA's Social Media Policy.

Junior Achievement takes all complaints of misconduct seriously. Credible allegations of misconduct will be promptly reported to the appropriate authorities. During any such investigation, the JA volunteer will be placed on leave. If an investigation determines misconduct occurred, it will result in the immediate and permanent dismissal as a JA volunteer.

Any JA staff member or volunteer who reasonably suspects misconduct must report these suspicions immediately to the appropriate JA staff person with their JA Area.

Junior Achievement USA®

Social Media Policy for Employees and Volunteers

Social media (e.g., Facebook) is a powerful communications tool. Junior Achievement USA ("JA") expects all employees and volunteers to abide by its social media policy in all their communications on any social media site.

JA employees and volunteers must communicate on social media sites professionally and respectfully, just as JA would expect them to communicate were they present in person. All communications with young people must be appropriate, both in terms of the student's age and the relationship between the adult and student. Profanity, sexualized language or jokes, images of a sexual nature, or similar communications involving adult topics, drugs or alcohol, are never appropriate around students, no matter if they occur in person, in an email or text message, or on a social media site.

JA employees and volunteers must keep separate any social media communications that implicate JA from their own personal communications. Young people may have difficulty distinguishing among an adult's different roles. Therefore, JA employees and volunteers must presume that any communications with a JA student will be perceived by the student as relating to JA business and must act accordingly.

JA employees and volunteers should carefully consider the implications of becoming "friends" with JA students on social media sites. This is strongly discouraged, due to how dynamic social media sites are and the different maturity levels of adults and youth. If a volunteer must engage with students via social media or other online channels to facilitate delivery of a JA program, it will be in accordance with the rules and privacy policies of those sites and only during his or her participation in JA programs which contain a component of direct volunteer-student interaction, such as *JA Company Program*® and only if the student is in 8th grade or above. After the JA program concludes, the volunteer will "unfriend" the student.