



JA Our Families

1st Grade

Preparation Checklist

Additional Resources:

The following tools are available to support you in presenting the JA Our Families Program:

- Teaching Tips
- Program Synopsis
- For printable JA Certificate Templates, Table Tents, and Name Tags, you may visit our website for a downloadable template at: <https://www.juniorachievement.org/web/ja-gstlouis/volunteer-resources>
- For additional information and tips visit the Junior Achievement USA website at: http://www.ja.org/involved/involved_vol.shtml
- To view a training video for this program, you may visit the JA website at: <http://www.jasd.org/Volunteers>

- Thoroughly read your Guide for Volunteers & Teachers, plan lessons and relevant stories to share with students.
- Inventory your JA kit; make sure you have everything you need.
- If you have a partner, meet to discuss how you want to present the lessons.
- Separate and organize all materials for lessons into five separate baggies or file folders.
- Refer to the colored side bars on the pages throughout the guide book for helpful suggestions and teaching tips.
- When working with stickers, be sure to collect the empty sticker sheets immediately in order to prevent students from placing the remnants on themselves.
- Remember to speak with the teacher prior to the activity to be sure you will have tape, tacks or magnets to display the JA posters.

Characteristics for 1st Grade Students (6 year olds)

These children are active learners and demonstrate considerable verbal skills. They are interested in games and rules and develop concepts and problem-solving skills from these experiences. Hands-on activity and experimentation are important.

Translation:

- Even when these kids sit, they do not sit still, for this is a class of movers and shakers
- First graders move their whole bodies about, as if desks were made for scooting
- The “wiggly sixes” have a hard time finishing what they start
- They find it difficult to copy from the chalkboard, so teachers use many worksheets
- Differences are apparent: boys usually use their arms and legs better while girls are better with their small muscles – eyes and hands
- The stress in school is social as well as academic; a well-equipped playground and time to interact are important
- Their feelings for teacher are unmatched: by the end of the year, students do not just love their teacher, but are passionately in love

Introduction & Icebreaker

Prior to beginning your first lesson, take some time to build a relationship with your students, to help with classroom management, and your impact as a role model.

Since the First grade program is about “Our Family” you may want to ask the students to share one thing about their family while you hand out the table tents.

Session 1: Our Families



Today is your day! Your mountain is waiting. So... get on your way.

[Dr. Seuss](#)

Why a High School Diploma is Important?

- Statistics show that more than 60% of job opportunities in the skilled labor force require a [high school diploma](#).
- There are also a number of employers who will not even consider hiring a candidate that did not graduate.
- Higher salaries are typically available to high school graduates, as most employers consider a high school graduate as someone who remained committed to finishing school and pursuing his/her education.
- Receiving a high school diploma enables someone to pursue a higher education, albeit it vocational school, trade programs, a certified work-program and/or college. A high school diploma is simply the doorway to even more available long-term career opportunities.

http://www.theamericanacademy.com/blog/why_a_high_school_diploma_is_important

- First grader's writing skills will vary. You may need to help some students complete the sentences in the picture book.
- To prevent students from placing all the stickers in their books too quickly, have each student hold up their book when they have finished one page. Wait until everyone is finished, then read the next verse aloud together. Continue in the same manner with each page.

Personal Stories

- How is work divided within your family?
- Describe how your family has changed over the years.

Potential Challenge

- It can be 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.
- 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.

Session 2: Our Families' Needs and Wants

- You may want to enhance the pictures of needs and wants by bringing magazine photographs that illustrate wants and needs and bringing actual items from home. Show a banana, socks or shingles (needs) and/or TV remote control, toys, flowers, etc. (wants). You can also use a tablet (I-pad) to illustrate additional pictures of needs and wants.
- Remind students that air, water, and health care are needs also, but focus on the basic economic needs of food, clothing, and shelter.
- Bring in a diploma to illustrate how more education translates into more money to buy more wants.

Personal Stories

- What are some of the things that you 'want', but choose not to purchase so that you could spend your money on the things you 'need'?

Potential Challenge

- The diploma may be confusing to the students since it is not food, clothing, or shelter. Describe the diploma as something we **need** so that we can make more money to buy our needs and wants. You may want to bring your diploma(s) to share your accomplishments with the students.

Session 3: Great Job!

- Discuss your first job—what skills did you learn on this job.
- You may want to bring in a tool that you use in your current job (calculator, stethoscope, wrench, product that you sell, etc.) to share with the students.
- Discuss a hospital or other large business and highlight the variety of jobs and the importance of their role in that business.
- Draw a correlation between their classes/skills and a job they would like to have someday.
- Mention that people choose jobs that match their skills and talents.
- Depending on the classroom size, you may wish to have an additional list of jobs available for the students to provide clues.

Personal Stories

- When you were a child, what did you want to be when you grew up? How did your goals change as you grew up?

Potential Challenge

- Students may need hints on what to draw when completing their 'A Job I Can Do! Coupon Sheet'.

Session 4: Businesses in Our Neighborhood

- Be sure to ask the teacher to help with this activity, as students may get very excited.
- Consider using a local map to help students make more concrete connections to this activity.
- As you discuss the map symbols and their corresponding businesses, make reference to local businesses where students' families may get their wants and needs.
- Explaining the symbols and their representations may take more time than the concept of where they go for wants and needs.

Personal Stories

- What is your favorite neighborhood business? What makes it different from other businesses in the neighborhood?

Potential Challenge

- Some neighborhoods may only have a certain type of business' (pay day loan stores, liquor stores, and franchise fast food restaurants).



A person's a person, no matter how small.

Dr. Seuss, *Horton Hears a Who*

Session 5: Our New Business

- You could bring in pictures of creative birthday cakes to share with the students.
- You may choose to bring in an actual birthday cake or cupcakes (if approved by the teacher) for the students to have once they have completed the activity.
- Certificate Template: <https://www.juniorachievement.org/web/ja-gstlouis/volunteer-resources>

Personal Stories

- What are you saving your money to buy? How much will you have to save?

Potential Challenge

- Students are not used to working as pairs; you may need to partner with the classroom teacher to demonstrate how pairs work together.

Graduation

- Make this time special. Call the students up one at a time to receive their certificate and have the other students applaud for them. Teach them to shake your hand properly and to shake with the right hand while accepting the certificate with the left hand.
- If you brought an edible treat, ask the teacher if they can eat it right away. Remember that all food items must be individually pre-packaged. You must have pre-approval from the classroom teacher before bringing in any food items.
- Remember to allow time for the students to finish the snack during the JA session time.



Guide to Working with Students

General Tips:

- Know the school's policies regarding visitors; most require checking in at the office.
- Seek the teacher's advice; respect the teacher's authority and expertise in the classroom.
- Leave student discipline to the teacher.
- In any contact with a student, the teacher, another school-sanctioned adult, or the student's parent or guardian must be present.

Creating Expectations:

- Arrive early, but don't interrupt an activity that's in progress.
- Wear appropriate attire; look like an 'expert.'
- Greet students in a friendly, yet professional, manner.
- Smile, shake hands (if appropriate), and maintain eye contact.
- Guide your student's behavior by providing and inviting environment, treating each student with respect, and meeting his or her needs.
- Introduce yourself and ask each student their name. Remember, reusable table tents (or nametags) are provided to help you learn students' names.
- Be yourself. Talk about your early aspirations, your current job, and how you were hired.

Teaching Strategies:

Although the teacher is responsible for discipline within the classroom, the following suggestions can help you work with students.

- Tailor your presentations to meet the needs of the teacher and the students. Use language, examples, and analogies that students can understand, but don't talk down to them. **Avoid any use of gender, racial, or ethnic stereotypes.**
- Discuss with the teacher the best way to work with students with special needs, those who have limited English language skills, or those who have difficulty reading.
- Limit lectures to no more than 5 to 10 minutes; lecture usually is the least effective of all teaching strategies.



Managing the Class:

- Ask the teacher for suggestions on grouping or pairing the students. Pairing requires that both students participate. Groups of three or more students should have prior experience working in groups.
- Give general directions before separating the class into groups.
- Save time by using the same groups for each session. However, it sometimes becomes necessary to change group membership. Ask the teacher to assist in assigning group work. Circulate among small groups to answer questions and help keep the students on task. Encourage the students to help one another.
- Distinguish between active learning and genuine engagement and disruptive/inattentive behavior. A quiet class isn't necessarily good, nor is a talkative class necessarily bad. Rigorous discussions or active simulations often are noisy indicators that the students are learning.

“There's no limit to how much you'll know, depending how far beyond zebra you go.”

— Dr. Seuss