



# Teaching Tips

## JA Our City<sup>®</sup>

3<sup>rd</sup> Grade

### Preparation Checklist

- Thoroughly read your Guide for Volunteers and Teachers. Prepare some relevant stories to share with students.
- Separate and organize all materials for your sessions into five separate folders, one for each session.
- Obtain a class roster and complete the certificates for graduation or print them using the blank template online. If you plan to bring a giveaway for the students, have the item pre-approved by the teacher. Most schools are peanut-free and may have other food restrictions as well.
- Send the teacher the link for **JA Connect** (<https://learn.ja.org>) so the website and internet connection can be tested before your first visit. The teacher may try to load the videos using the following instructions:
  - Share your **JA Volunteer Digital Assets Username and Password** included with your Volunteer Folder
  - Under “My JA Courses,” click to expand “Resources” and select “JA Our City Resources” (either link works)
- Visit our local online program resource center for additional resources at <https://www.juniorachievement.org/web/ja-gstlouis/volunteer-resources>.

### Session 1: Earn, Save, Spend and Donate

#### Helpful Hints

- Prior to beginning your first lesson, take time to login to **JA Connect** and locate the “**Money Choices**” music video as well as the digital **Vocabulary Flash Cards** for Sessions 1-4 and the digital **Game Board**.
- Spend time meeting each student and try to think of a fun, age-appropriate story to introduce yourself.
- Before introducing the Cha-Ching music video “**Money Choices**,” spend time talking about the Cha-Ching Band Members as introduced on page 13 and emphasize who is a saver, spender, giver, and earner.

#### Personal Stories

- Be prepared to share personal examples about times when you had to earn, save, spend and donate money.

#### Potential Challenge

- The students will probably really enjoy the Cha-Ching Music Video and will ask you if they can watch it again. If time permits, be ready to show the “Money Choices” video a second time at the end of your session.
- If the teacher does not have internet access or a projector, you can bring your laptop or tablet to play the video for the students in smaller groups. If no online options are available to watch the video, refer to the appendix on page 58 for instructions on how to deliver this program without the videos.
- Instructions for the “Earn, Save, Spend and Donate Game” suggest students tally individual choices made in their Junior Journal. This makes the game more competitive and may be too challenging for some students. You can play without keeping score if that works better for your class.

### Session 2: Invisible Money

#### Helpful Hints

- The Cha-Ching music videos have a lot of action and movement. Sharing details from the Video Brief (page 24) before you watch “**Invisible Money**” will help your students follow and understand the story.
- Using a projector to display the digital **JA Our City Vocabulary Flashcards** really makes the words easy to see and understand. Students can look at the words to complete their vocabulary section in their Junior Journal.

#### Personal Stories

- You may share your experiences with different payment methods to purchase your needs and wants.

#### Potential Challenge

- Students enjoy writing checks. If time permits, ask the students to complete the activity on page 4 of the Junior Journal and let them have fun with the details!

## Session 3: How Do I Become an Entrepreneur?

### Helpful Hints

- The Cha-Ching music videos have a lot of action and movement. Sharing details from the Video Brief (page 35) before you watch “**Entrepreneur**” will help your students follow and understand the story.

### Personal Stories

- Be prepared to share a story about entrepreneurship that is age-appropriate. If you do not have a personal story, you may research a story about a famous, local entrepreneur who your students will recognize.

### Potential Challenge

- The “Reci-Ps Business Plan Placement” activity requires self-directed work and may be difficult for some students. Consider revising the groups to help your teams be successful. Rather than making groups that have all four roles within each group, organize the class into either four or eight groups, and give everyone in a group the same job. Students can learn collaboration and teamwork as they complete their job assignment. If you have a smaller class, four groups will accomplish the roles required to open one business. If you have a larger class, eight groups will accomplish the roles required to open two businesses. Have each group choose a spokesperson to share their plans with the rest of the class.

## Session 4: Money Choices Make the City Go Round

### Helpful Hints

- The Cha-Ching music videos have a lot of action and movement. Sharing details from the Video Brief (page 43) before you watch “**When You Get Money**” will help your students follow and understand the story.

### Personal Stories

- How do you depend on other businesses in your life and work? Where do you spend money and to whom do you donate money? How do you help money move around in your city?

### Potential Challenge

- The “Money Moves in a City” activity may be difficult because there is not any time devoted to defining each student role. For example, students may not fully understand what it means to be a “recording studio owner” or a “sound engineer.” You could write each role down on a note card or sticky note and let the students choose a role. Before you begin the activity and read the scenarios, you could go around the room and talk about the different jobs and how they help money move in a city.

## Session 5: Let’s Build a City!

### Helpful Hints

- The Cha-Ching music videos have a lot of action and movement. Sharing details from the Video Brief (page 51) before you watch “**Cha-Cha-Choices**” will help your students follow and understand the story.
- A Microsoft Word document for printing your certificates can be found on our volunteer resources page at [www.jastl.org](http://www.jastl.org). Just scroll to the bottom of the volunteer page and click on the K-5 Landscape Certificate.

### Personal Stories

- Share something about your dreams and how your money choices help you achieve them.

### Potential Challenge

- Your City Map is organized into land areas or zones. If you have a smaller class and do not use all of the Pop-Up Buildings, your city could be missing buildings for one or more of your zones. You can make sure all of the zones are covered by pre-selecting buildings for your class to color and construct. This way, you can make sure to select buildings from all of the zones listed on page 53.

### Graduation

- Make this time special. Call the students up one at a time to receive their certificate and have the other students applaud for each other. 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.