



Junior Achievement®

All in It Together

JA Current Economic Climate Supplement
For JA Elementary School Programs
Grades 2-3

Guide for Volunteers and Teachers





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Sources

JA Worldwide is committed to the development and implementation of programs designed to help students become entrepreneurial thinkers, financially literate, and work ready. JA Worldwide Education Group members contributing to the development of the JA Current Economic Climate Supplements possess postgraduate degrees in education and are experienced in the classroom and in curriculum development and design.

Consultants

JA Worldwide expresses its gratitude to the consultants who contributed to the development of the JA Current Economic Climate Supplements. Their expertise in financial literacy, and elementary and secondary school education has significantly enhanced the quality of the supplemental sessions.

- Sheryl Szot Gallaher, Economics and Personal Finance Consultant, Palos Park, IL
- Molly J. Hellerman, Economics and Personal Finance Consultant, San Francisco, CA



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Student Materials

All in It Together Coupon Sheet

All in It Together Coupon Choice Sheet

JA Current Economic Climate Take-Home Newsletter

Foreword

JA Worldwide is a nonprofit organization dedicated to inspiring and preparing young people to succeed in a global economy. Since its founding in 1919, JA Worldwide has contributed to the business and economic education of more than 105 million young people around the world.

JA Worldwide's elementary school programs encompass economics and business curricula for students in grades kindergarten through 5. JA programs are designed to help students assess their personal skills, interests, and values, understand the economic benefits of education, explore career options, learn job-seeking skills, and practice personal and family financial management. Students are introduced to the principal characteristics of economic systems and the role of business within those systems.

JA Worldwide programs provide hands-on experiences to help young people understand the economics of life. In partnership with businesses and educators, JA Worldwide brings the real world to students, opening their minds to their potential.

For more information about JA Worldwide's elementary school programs, as well as programs for middle grades and high school students, visit JA online at www.ja.org or address mail to: Product Development, JA Worldwide Headquarters, One Education Way, Colorado Springs, CO USA 80906.

Supplement Goals

Following participation in this supplement, students will be able to:

- Describe the importance of the whole family working together to save money by being thrifty.
- Recall and apply specific strategies for spending less and saving more.

A Guide to Working with Elementary School Students

Please note: Developmentally, elementary school students provide a unique challenge to volunteers. Because no single activity will meet the needs of every student, volunteers should adapt presentations as necessary, staying focused on the stated objectives. Keep in mind that the supplement is designed as a framework and a model, and can be adapted to address students' special needs and interests.

General Tips

- Know the school's policies regarding visitors; most require checking in at the office.
- Leave student discipline to the teacher.

Creating Expectations

- Arrive early, but don't interrupt if an activity is in progress.
- Wear appropriate attire; look like an "expert."
- Greet the students in a friendly, yet professional, manner. Smile, shake hands, and maintain eye contact.
- Be yourself. Talk about your early aspirations and your current job.
- Ask the teacher how he/she gets the students' attention. Consider using the same method.
- At the beginning of the program, state the behavior you expect from the students, such as raising their hands before speaking. Reinforce this by recognizing examples of good behavior.
- Determine what students already know about a concept or topic. What knowledge and experiences do they bring to class?



Teaching Strategies

Although the teacher is responsible for all instruction and discipline within the class, the following suggestions can help in working with the students:

- Tailor the presentation to meet the needs of the teacher and the students. Use language, examples, and analogies that the 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 3 to 5 minutes; a lengthy lecture usually is the least effective of all teaching strategy. Students at this age learn best by doing activities.
- Define or review main points and/or Key Terms in a visible place; keep the Key Terms posted as reminders for the students.
- Wait at least 5 seconds for an answer after calling on a student. Use as many open-ended questions as possible, rather than those easily answered with a yes or no answer.
- Don't answer your own questions, and avoid criticizing or rejecting wrong answers from the students.
- When particular skills are required, such as mathematical calculations, provide an example or demonstrate the process before asking the students to solve a problem.
- Frequently check for understanding by asking relevant questions.
- When asking for responses from the students, monitor the length of answers and number of students responding to avoid excessive use of time.

Managing the Students

- Speak in a quiet voice, which requires the students to quiet down and listen carefully. Stop speaking if they become talkative and inattentive.
- Give general directions before organizing the students into groups.
- Circulate among the groups to answer questions and 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.

Volunteer Conduct Standards

Junior Achievement volunteers teach valuable lessons to young people and can make a lasting impression on their lives. Any adult misconduct with students carries serious consequences. The following standards are designed to help volunteers understand the conduct expected of them prior to visiting the classroom. Each year, Junior Achievement staff will convey the standards verbally and in writing to returning volunteers and those volunteering for the first time.

- 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. Use of profanity and sexualized language or jokes is inappropriate. Violation of state laws regarding interactions with youth (e.g., providing them with alcohol, legal or illegal drugs) is forbidden.
- Volunteers must take particular care when touching students and must understand the difference between appropriate touching, such as a handshake or pat on the back, and touching that is sexual or disrespectful. Volunteers also must be aware of how any physical contact may be perceived.
- Interactions with students must be appropriate and appear to be appropriate. Volunteers typically work with groups of students, though occasionally a one-to-one situation may occur. Prior to any one-to-one interaction, a JA volunteer must ensure that another adult is present. Favoritism or the appearance of favoritism should be avoided in all interactions with students.
- Volunteers are responsible for the quality of their interactions with young people. Students often find it difficult to state discomfort or voice objections. Volunteers must be especially sensitive to students' physical and verbal cues.

These standards do not constitute a comprehensive list. Other actions considered inappropriate could result in a volunteer's suspension or dismissal.

Junior Achievement takes seriously all complaints of misconduct. The appropriate authorities will promptly investigate credible allegations of misconduct. During any such investigation, the JA volunteer will be placed on leave. If it is determined that misconduct has occurred, it will result in the immediate and permanent dismissal of the volunteer.

Any suspected misconduct by a volunteer must immediately be reported to the local JA office.

JA volunteers are required to sign a Volunteer Conduct Standards Form. If you have not done so, please contact your local JA office before presenting your first session.

Program Introduction

Inform the students that you are a Junior Achievement volunteer. Explain that JA volunteers help students learn why financial literacy is important to their lives and communities. Let the students know you are excited to be sharing this program with them. If possible, tell them about an experience you had as an elementary school student.

Talk to the students about your interests, hobbies, and volunteer experiences. Keep in mind that you are presenting a program on financial capability. You may choose to mention situations and guidelines that have helped you gain and apply economic skills in your life.



All in It Together

Overview

Students learn practical steps they can take to assist their family in spending less and saving more money.

Objectives

Students will be able to:

- Describe the importance of the whole family working together to save money by being thrifty.
- Recall and apply specific strategies for spending less and saving more.

Preparation

Review the objectives and materials needed. Make copies of materials as outlined below.

Discuss with the teacher how best to group the students, and arrange the room for the activity.

Recommended Time

This supplement typically takes 45 minutes to complete. Ask the teacher to help you keep track of the time.

Materials

- All in It Together Coupon Sheet (1 per student; copied by the volunteer)
- All in It Together Coupon Choice Sheet (1 per student; copied by the volunteer)
- JA Current Economic Climate Newsletter (1 per student; copied by the volunteer)
- Pens or Pencils (1 per student)
- Markers or colored pencils (1 set per group)
- Scissors (1 pair per group)
- Glue or tape (1 per group)

Introduction

(Recommended Time: 10 minutes)

Greet the students. Explain that JA volunteers help students explore why learning about money is important all the time, but especially during difficult economic times. Explain that the word economy refers to money that is earned and spent in a home, a business, or the government. To run a home well, a family must carefully balance money coming in with money going out. Let the students know you are excited to be sharing this program with them.

Ask the students for examples of times they were caught in uncomfortable weather that they thought would never end; for example, a lengthy winter storm, or record-breaking summer heat. Have the students also explain how long the conditions lasted—a few hours? Days? Weeks?

Explain that the financial situation in an area can be compared to weather—sometimes it’s enjoyable and sometimes it’s can be unpleasant for a while. The condition of the economy, like the weather, changes overtime. When it’s bad, it eventually becomes better, and when it’s good, it won’t last forever.

Explain that when the economy is in a down cycle, it can have serious consequences for a family. That means many families have to pay for the things they need and want with less money. They must make hard choices about how to spend, save, and share money to make the family budget work.

Ask the students what their families do when the weather is bad. If not mentioned, point out that people usually prepare for bad weather by having coats and umbrellas. The best way for a family to prepare for situations in which money is hard to get is to have extra money available by spending less and saving more.

Activity

All in It Together

(Recommended Time: 30 minutes)

Tell the students that each member of a family, including children, can make a difference in managing money. Write on the board the terms Spend Less Money and Save More Money. Ask the students to brainstorm what kids can do to help a family spend less or save money. If not mentioned, offer examples like clipping coupons, searching sales fliers, and collecting toys to sell at a garage sale.

Distribute an All in It Together Coupon Sheet and a Coupon Choice Sheet to each student.

Explain that today they will learn about specific things they can do to help their family make smart choices. Then they will get to select one of the choices to practice at home.

Ask the students to follow along as you read the Coupon Choices.

- Offer personal, local, or current examples of each to illustrate the task.
- Ask the students to explain if this is something they want to do or would be willing to do to help their families.
- Ask for volunteers to explain why or why not.

Ask the students if they can think of other things they can do to help their family earn, save, and share money.

Organize the students into groups of three or four and distribute art supplies to each group. Ask them to consider the three choices and decide on one they would like to try at home. Have them take turns cutting out their selected choice and affixing it to their All in It Together Coupon Sheet. Ask them to decorate their coupons.

Announce when 3 minutes remains.

Ask for volunteers to explain their choices.

Encourage the students to share their coupons with their parents/guardians.



Summary and Review

(Recommended Time: 5 minutes)

Take a poll to see which coupon option was most frequently selected. Ask a few student volunteers how they made their choices.

Ask the students to describe what they learned from the activity. Remind them that, like bad weather, there are times when families and countries will have less money available. It's important to spend wisely and save more to prepare for these times.

Distribute the JA Current Economic Climate Newsletter. Encourage the students to share it with their parents or guardians.

Thank the students for their participation.

Session Outline

Introduction

- Greet the students.
- Introduce yourself, Junior Achievement, and the program supplement.
- Discuss the importance of helping the family earn, save, and share money.

Activities

- Conduct and debrief the All in It Together coupon activity.

Summary and Review

- Poll the students to see which coupon options were most frequently selected.
- Distribute the JA Current Economic Climate Newsletter.
- Thank the students for their participation.
- Complete the online survey, and also encourage the teacher to complete it.

Online Survey

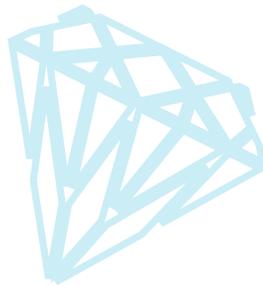
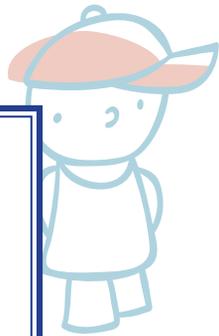
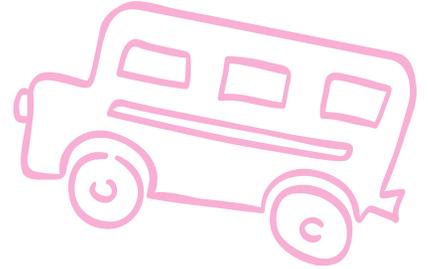
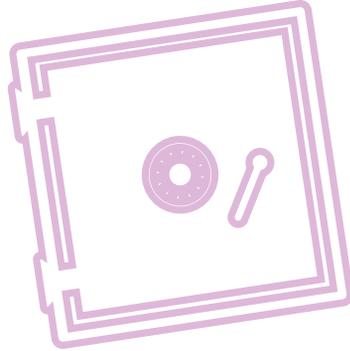
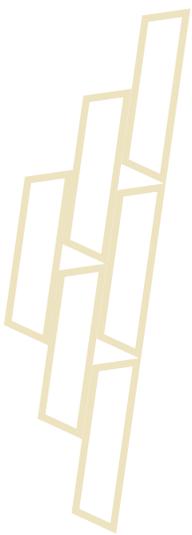
Teachers and Volunteers: Please visit <http://tinyurl.com/economic-adult> to complete a survey at the program's conclusion. Your comments will help to enhance the quality of this supplemental program.

Extended Learning Opportunity

List the three coupon choices on the board. Have each student report which coupon he or she chose. Make a tally mark next to the choice.

Create a bar graph representing the class results and have the students figure out which choice was selected most and least frequently.

All in It Together Coupon Sheet



ALL IN IT TOGETHER

I want to do my part to help my family make wise spending, saving, and sharing decisions.

[ATTACH COUPON CHOICE HERE.]

All in It Together Coupon Choice

CHOICE ONE

I CAN HELP WHEN WE DO FAMILY ACTIVITIES.

Coupon: I will put some of my allowance in a piggy bank to help pay for a fun, family event.



CHOICE TWO

I CAN SAVE FOR A RAINY DAY.

I will put half of my allowance in a piggy bank until I save \$_____.



CHOICE THREE

I CAN EARN MONEY TO BUY THE THINGS I WANT.

Coupon: I will make money doing something that I'm good at and like to do. (Examples: Cleaning, lawn raking, or selling cookies or lemonade.)



At-Home: All in It Together Coupons

The JA Current Economic Climate lesson is about the importance of spending less and saving more. The students were offered a choice of activities they could do to practice these skills. They also were asked to turn one choice into a coupon to present to their families. The choices are listed below, along with a possible at-home activity you can do with your child to reinforce these financial skills.

- **Coupon Choice:** I will put some of my allowance in a piggy bank to help pay for a fun, family event.
- **At-Home Extension:** Choose a local attraction or event that the family can enjoy together in the next month. Decide on a reasonable amount of money for your children to save toward the desired choice. With your children, create a chart showing the goal. Each time they make a deposit to the piggy bank, add it to the goal sheet and help them figure out how much is still needed for the goal.
- **Coupon Choice:** I will put half of my allowance in a piggy bank until I save \$_____.
- **At-Home Extension:** Choose a reasonable amount of money for your children to save. It can be for a future item, or simply to reinforce that it's good to save money for a rainy day. With your children, create a chart showing the goal. Each time they make a deposit to the piggy bank, add it to the goal sheet and help them figure out how much is still needed for the goal.
- **Coupon Choice:** I will make money doing something that I'm good at and like to do. (Examples: Sewing, cleaning, lawn raking or mowing, childcare, selling cookies, or lemonade.)
- **At-Home Extension:** Visit these sites to learn more about planning and starting a business:
 - » <http://kids4kids.biz> (a search engine for kids who want to start a business)
 - » www.4webgames.com/lemonade (The Lemonade Stand game)
- **Additional At-Home Choices:**
 - » Clip coupons and circle items in the sales fliers when planning a family trip to the store.
 - » Collect old toys and other personal items that aren't being used to sell at a garage sale.

JA Position Papers on the Economic Crisis

For More Information:

For parents, JA Worldwide offers several resources at www.ja.org. To help you understand the current economic climate, take a look at the following position papers.

- **High Unemployment: The Recession's Harsh Reality**
www.ja.org/files/High-Unemployment-critical-issues.pdf
- **The U.S. Financial Crisis: Global Repercussions**
www.ja.org/files/USFinancialCrisisGlobalEffects.pdf
- **Understanding Stock Market Fluctuations: The Turmoil at the Heart of the Capitalist System**
www.ja.org/files/UnderstandingStockMarket.pdf
- **Understanding the Financial Crisis: Origin and Impact**
www.ja.org/files/UnderstandingFinancialCrisis.pdf

Did You Know?

Junior Achievement is a worldwide nonprofit organization that annually reaches nearly 10 million students in kindergarten through high school. Through a dedicated volunteer network, Junior Achievement provides in-school and after-school programs that focus on three Pillars of Student Success: work readiness, entrepreneurship, and financial literacy. Junior Achievement's core purpose is to inspire and prepare young people to succeed in a global economy.

Thank you for participating in Junior Achievement!





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