

### **JA Our Families**

Most schools are peanut and nut free, therefore we ask you to review our safe candies list before bringing in food/candy for the children. Some safe candies are Skittles, Starburst fruit chews, Twizzlers, Smarties, Tootsie Rolls, Dum Dum Lollipops, and Rolos. If in doubt, please check with the teacher.

#### **All Grades:**

- **It is REQUIRED that all school volunteers sign in at their school's office.** Please note that some schools have buzzers at the entrance for additional security. Please just state that you are present to volunteer for Junior Achievement.
- It is a good idea to visit your school's website to become familiar with the building, teachers, and/or activities before your first visit.
- Make sure you know how to pronounce your teacher's name!
- If you wear a nametag at your place of business, it is a good idea to wear it to the school.
- PAGE 6 in your planner will help you prepare to go into the classroom. It outlines all the materials you need for each lesson.
- There are different learning abilities between students. Discuss with your teacher how to adapt lessons to meet learning needs. Write any words the students may not understand on the board for them to see.
- Secure student roster from the teacher BEFORE your first visit. Use it to make table tents (for first visit) and certificates (for last visit). Ask the teacher to note any students that are addressed by a nickname.
- ALWAYS ASK the teacher to divide the class into groups for the activities. Teachers know which students work well together. Noting the "need to group students" prior to the beginning of the lesson is helpful to the teacher.
- Ask the teacher for a copy of the seating chart.
- Plan a graduation party at the last session. While gifts are optional, students appreciate food treats, pencils, or anything you bring. Be sure to bring the same treat for every student; choices become a headache. Ask the teacher if there are special circumstances (allergies, diabetic, etc.)
- Emphasize at each visit how you use math, spelling, reading, and language arts at work everyday.
- Ask your teacher if they feel it is a good idea to schedule your visits after recess or a break. This would give you a chance to hang the banner and posters while the students are out of the room.
- Encourage all students to give answers loudly and clearly enough for everyone to hear. Rephrasing their answers, not repeating them, is helpful. Thus, the student "owns" his/her answer.
- Encourage everyone to participate. Use phrases such as "Now we are going to..." rather than "Would everyone like to..." as you begin new activities.
- Give the Junior Journals to the teacher to use as reinforcement between activities.
- During your time in the classroom, please take the opportunity to demonstrate the basics of business etiquette. (Some examples include introducing others, making eye-contact, respectfully addressing others, punctuality, presentation skills, the importance of volunteering, etc.)

#### **Activity 1:**

- 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.

**Activity 2:**

- Bring items from home to illustrate wants and needs. Examples include apples, cell phones, pictures of your pet, and a bottle of water.
- 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.

**Activity 3:**

- Discuss your own job—the skills needed and used. You may also want to bring in a tool that you use (calculator, stethoscope, wrench, product that you sell, etc.).
- 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.

**Activity 4:**

- 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.

**Activity 5:**

- Be sure to bring together all concepts learned—needs, wants, jobs, skills, etc.