JA Our Community®

■ **Work and Career Readiness** ■ **Financial Literacy**

Through *JA Our Community*, students are immersed in the daily life of their community—the people who work there, the money decisions they make, the flow of the community's economy, and the importance of being an involved and responsible community member.

Students are introduced to the types of skills and knowledge necessary to be a worker in the community: the experience of working as a team in a pizza shop, buying and selling of goods and services in exchange for money, getting paid and paying taxes, exercising their civic duty to make decisions for the good of the community, and using digital tools.

JA Our Community offers flexible implementation options to meet the needs of students and teachers in a variety of use cases. Materials include an onscreen presentation, digitally compatible student activities, hands-on activities for the classroom, and at-home learning experiences.

This learning experience is designed for second grade students. The learning experience may receive 5–6 instructional contact hours depending on implementation.

Concepts: Bank, Brainstorm, Business, Community, Economy, Goods, Government services, Income, Needs, Pricing, Produce, Responsibility, Services, Taxes, Wants

Skills: assess and analyze problems, brainstorming creative solutions, collaborating and communicating, collecting, recording, and interpreting data using digital tools, considering multiple viewpoints, empathy and observation skills, exchange money for goods or services, express community wants and needs, flexibility, curiosity, and resilience, listening and focused attention, map reading, reason and logic

LEARNING EXPERIENCE HIGHLIGHTS

- Flexible model, designed to support multiple learning environments and to accommodate teacher-led and volunteer-led opportunities

- Engaging and interactive activities, games, and role-plays that support learning objectives

- Flexible facilitation materials including both print and digital guides to accommodate preferences and ease of use

- Includes five 45-minute sessions and one optional session on computer skills and digital tools.

- At-home activities that extend the lessons from the classroom to students' families and their own communities

Junior Achievement™

Sponsored by: **accenture**

JA Our Community

CURRICULUM OUTLINE

Session	Overview *Students...*	Objectives *Students will be able to...*	Activities *Students...*
SESSION ONE: Communities at Work	Are introduced to the idea of a community and discover what types of workers help make their community strong.	• Define and describe a community. • Identify the variety of jobs in a community. • Locate jobs and businesses on a community map. • State how people contribute to and benefit from a community.	• Learn about different workers in a community using job cards. • Play a game of "I Spy" to locate community workers on a map.
SESSION TWO: People at Work	Experience working in the community to earn a paycheck and produce goods and services.	• Define the terms *business, produce, goods,* and *services*. • Explain how people earn income. • Describe how goods are made using skills and knowledge. • Collect, record, and interpret data using digital tools. (Time permitting)	• Discover what it is like to earn money. • Play "Plenty of Pizza" game. • Receive pay in the form of cash, check, or digital payment. • Gather and analyze data using bar graphs. (Time permitting)
SESSION THREE: Money at Work	Learn how people use money to buy goods and services they want and need for personal or business purposes.	• Describe the role of banks in an economy. • Describe how money flows through a community's economy. • Collaborate and communicate to make exchanges of money for goods or services. • Match coin and dollar values. (Time permitting) • Summarize how money is spent on goods and services related to businesses.	• Discover goods and services in a community using cards. • Participate in "Money Moves" role-play activity. • Match coin values to dollar amounts using digital format. (Time permitting)
SESSION FOUR: Votes Count	Discuss the responsibilities of being a part of the community and how they can help make decisions that impact the community.	• Use reason and logic to assess and analyze problems. • Use empathy and observation skills to express community wants and needs. • Recognize that community members have a responsibility to get involved to help meet a community's needs.	• Identify potential problems in a park. • Seek perspectives from other community members to inform decision making. • Vote on the best solution.

Junior Achievement™

CURRICULUM OUTLINE

Session	Overview *Students...*	Objectives *Students will be able to…*	Activities *Students...*
SESSION FIVE: Making Choices	Are introduced to the concept of taxes and how those funds are used to pay government workers and provide services to support the community.	• Define *taxes*. • Identify government jobs. • Explain why community members pay taxes. • Recognize how government services support the community. • Recognize that many viewpoints must be considered when making decisions for the community. • Practice flexibility, curiosity, and resilience in decision making to cope with and adapt to change.	• Receive pay for work with taxes removed. • Participate in the Making Choices activity by reading scenarios and making hard decisions. • Allocate community funds according to need. • Identify places on the Our Community Map that provide services to the community.
SESSION SIX (OPTIONAL): Crack the Code	Learn how digital skills are applied in the community and discuss the types of jobs that require computers or programming skills.	• Describe the digital skills and knowledge required to produce certain goods and services. • Recognize digital tools and computer skills. • Use simple programming language and knowledge to complete tasks. • Define code as the language computers use.	• Differentiate digital skills and digital tools. • Identify workers that use digital skills and tools. • Participate in a code writing activity at one of three levels.