Junior Achievement™

JA Our Nation®

Facilitator Guide



Grade 5

JA Our Nation®

Facilitator Guide

Grade 5

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Colorado Springs, Colorado

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First Edition 1992

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Welcome to Junior Achievement

As a facilitator of this learning experience, you play an important role in our impact model by representing the community and demonstrating its support for our students. Together, through collaboration, we empower and prepare our youth for future success. We truly appreciate your time and effort in leading this Junior Achievement learning experience. Thank you!

Junior Achievement USA (JA; JA USA) is a nonprofit organization founded in 1919. It has contributed to the business and economic education of more than 100 million young people around the world.

JA is the nation's largest organization dedicated to educating students in grades K–12 and young adult learners, ages 16–25, about entrepreneurship, work readiness, and financial literacy. In partnership with businesses and educators, JA brings the real world to students, opening their minds to their potential and connecting them to a supportive community.

For more information, visit JA online at https://jausa.ja.org or send mail to: Product Development, Junior Achievement USA National Office, 12320 Oracle Blvd. Ste 310, Colorado Springs, CO 80921.

Acknowledgments

Junior Achievement USA gratefully acknowledges the Z Zurich Foundation for its dedication to the development and implementation of the *JA Our Nation* learning experience. Junior Achievement appreciates its collaboration with the Z Zurich Foundation to inspire and prepare young people to succeed in a global economy. JA learning experiences encourage self-confidence and motivate young people to achieve their personal, educational, and career goals.

Junior Achievement USA extends its gratitude to JA Area members of the K–5 Committee for their contribution to the development of *JA Our Nation*.

JA North
JA of Memphis and the Mid South
JA of Alabama
JA of New Jersey
JA of Arizona
JA of New York
JA of Arkansas
JA of Northern Indiana
JA of Chicago
JA of the Space Coast
JA of the Chisholm Trail
JA of Southern California
JA of Dallas
JA of Southwest New England
JA of Utah
JA of Greater St. Louis
JA of Lincoln
JA of Western Pennsylvania
JA of Maine
JA of Wisconsin

Junior Achievement USA extends its gratitude to the following JA Area Offices who contributed to the development of the facilitator videos for *JA Our Nation*.

JA of Arizona
JA of Chicago
JA of Southwest New England
JA of Utah

Junior Achievement USA extends its gratitude to the following JA Area Offices for their work in piloting *JA Our Nation*.

Junior Achievement of Chicago
Junior Achievement of the Chisholm Trail
Junior Achievement of Maine
Junior Achievement of Memphis and the Mid South
Junior Achievement of Northern Indiana
Junior Achievement of the Space Coast

Volunteer Conduct Standards

Junior Achievement Volunteers are required to sign a Volunteer Conduct Standards Form. If you have not done so, please contact your local JA Area office before presenting this learning experience.

Why the Standards are Important

JA serves youth. JA volunteers teach valuable lessons in their learning experience delivery and especially in their conduct with students.

Adult misconduct with or in the presence of youth carries serious consequences. Because Junior Achievement cares that its volunteers have healthy, appropriate relationships with the youth they serve, it has established its Volunteer Conduct Standards.

Junior Achievement staff convey these standards IN WRITING to all volunteers prior to their first visit to the classroom. JA staff also review these standards verbally with volunteers teaching for the first time.

Junior Achievement's Commitment

At Junior Achievement USA, we aim to answer critical questions: What skills and mindset do young people need to achieve economic success and create thriving communities? At the elementary level, how can we build the foundational knowledge, skills, and attitudes necessary to prepare our youngest learners for life's opportunities? Our approach is built on three pillars: financial literacy, work and career readiness, and an entrepreneurial mindset. Throughout the sessions, you'll see a focus on specific competencies and key characteristics (JA Mindset™) that align with these pillars. Our curriculum is intentionally designed to address these questions and make learning relevant to each student by connecting it to their lives.

The curriculum also supports you as a facilitator by making it easy to share personal stories and build a positive connection between you, as a community representative, and the learners. We are committed to preparing young people to thrive in today's resource-conscious economies, with a strong focus on sustainability both in the educational content and the use of session materials. Our sessions prioritize hands-on, real-world learning through the use of manipulatives, which is why we provide physical kits, all while being mindful of the resources used. If you have feedback or suggestions for improvement, we welcome it, as we continually strive to enhance our practices.

To help improve the JA experience, we welcome your feedback via this short survey.

https://juniorachievementusa.formstack.com/forms/feedback_form_location_ck

JA Our Nation Overview

JA Our Nation

This program introduces fifth graders to key aspects of the nation's economy, skill development, career exploration, and community involvement. Through interactive games and activities, students explore competition, innovation, career options, and the importance of giving back.

By tying individual growth to the larger concept of the nation, this program helps students see how their skills and actions contribute to both personal success and the greater good. It blends real-world learning with hands-on activities, showing students how they can shape their future and make a positive impact on their communities and the nation as a whole.

Learning Experience Objectives

- Analyze how transferable skills, education, and personal interests add value to career success.
- Demonstrate understanding of how networking allows one to accomplish personal or community goals.
- Explain how competition and innovation between producers and consumers shape the U.S. market economy.

JA Our Nation Sessions

All sessions have a focus on financial literacy, work and career readiness, and entrepreneurial mindset. Specific Learning Types are listed here.

Session	Overview of the Session	Activity Type	Learning Type
Session One: Winning With Competition	Students play a pricing game to learn about the nation's market economy, consisting of consumers and producers, and how price, variety, and quality are affected by competition.	**The Right Price Game** Pairs Activity	• **Financial Literacy**
Session Two: Innovation Nation	Students explore how they can improve products or processes to benefit both people and the environment. They engage in problem-solving and innovation to enhance sustainability.	**Innovate to be Great!** Small Group Activity	• **Work & Career Readiness** • **STEM** • **Sustainability**
Session Three: Success Skills	Students play a board game to understand and explore transferable skills and apply those skills to life and work situations. Thinking about the essential question "What skills will help me be successful in my job or career?" helps them to evaluate their own transferable skills.	**Skill Seekers** Small Group Activity	• **Work & Career Readiness**

(continued)

Session	Overview of the Session	Activity Type	Learning Type
Session Four: Career Horizons	Students explore how their interests, skills, and education can guide them in considering various jobs and careers in the nation. They will contemplate different occupations and reflect on how their unique strengths and passions influence the type of work they might want to pursue.	**Career Compass** Small Group Activity	• **Financial Literacy** • **Work & Career Readiness** • **Sustainability**
Session Five: Connecting for a Cause	Students are introduced to philanthropy and the importance of helping others in the community. They brainstorm the resources needed to plan small group projects aimed at creating a community center. Each group evaluates the resources they have and what they still need. Then, they network with one another to locate, negotiate, and trade for time, treasure, and talent resources required to complete their projects.	**Community Connections** Small Group Activity	• **Financial Literacy** • **Entrepreneurial Mindset**

Implementation Options

There are different implementation options available for this learning experience: JA Kit only or JA Kit with Digital Options. Your JA Area will guide you on which option to use. If you have any questions about the implementation options before class, please reach out to your JA Area for assistance.

JA Kit Only

If you are using the JA Kit, the session materials will be listed by session in the Gather Materials sections of the Facilitator Guide.

Directions for implementing the JA Kit materials are found in the guide, and preparation instructions are located on the materials themselves.

JA Kit Plus Digital Options

If you are using the JA Kit with Digital Options, the JA Kit materials are listed by session in the Gather Materials sections.

Materials with a Digital Option are indicated in the Digital Materials section of the Facilitator Guide in each session. If you are facilitating the session without using a physical JA Kit, you can print the materials. To access Digital Options or to print materials, log in to the JA Learning Platform™ at https://learn.ja.org.

Instructions for implementing JA Kit materials are in the guide, while directions for Digital Options are provided within the digital onscreen presentation or digital activity.

Delivery Options

JA Our Nation is a flexible, modular program that can be delivered in two ways: over five weeks or condensed into a single day, known as JA in a Day. If you have any questions about the delivery options before class, please reach out to your JA Area for assistance.

- **Week-by-Week Delivery:** Follow the guide as written for the weekly format.
- **JA in a Day:** Modify your delivery of guide content based on the modifications outlined here.

Modifications for JA in a Day

- Introduce yourself to students only once, at the start of the day.
- Work with the educator to coordinate two 5–10 minute breaks for students to stretch, use the restroom, and for you to set up for the next session.
- At the end of the final session distribute the Certificates of Achievement.

Preparation & Planning

How to Navigate the Sessions

All sessions in the learning experience follow the same format. General information is located here in the front matter, while session-specific details are found in their designated sections within the guide.

Prepare

In the Prepare section of each session, you will find all the resources you need to get ready before class, including:

- A checklist of what to do in advance.
- Short videos to preview key activities and facilitation strategies.
- A complete materials list with quantities and prep instructions.
- Classroom setup tips, including material placement instructions and group size recommendations.

Each session follows a consistent structure—Connect, Activity, and Take Home—to help you facilitate with ease while allowing room for personalization. Use the table here to understand the purpose of each section and how to prepare.

Section	Purpose of the Section	Prepare
CONNECT	Connect with students by introducing yourself, reading a Jade and Jack episode, and discussing key concepts and vocabulary.	• Review the Prepare section and complete any listed tasks. • Watch the overview and storytelling videos.
ACTIVITY	Lead the main hands-on experience that builds on the Connect section. Students explore concepts through play, discussion, and reflection.	• Watch the activity video. • Prepare and organize materials. • Review the activity steps and directions.
TAKE HOME	Wrap up the session by inviting students to take home their Learning Log and share the Together At Home question with their parents or caregiver.	• Watch the take home video. • Prepare certificates for the final session or for a JA in a Day class.

Guide Format

Throughout the guide, you'll find clear guidance to help you lead the learning experience with confidence. The format is designed to give you extra support and make sure you have the right information at the right time. Here's what each cue point means:

- **Outdented text** highlights specific actions for you to take—such as starting discussions, using materials, or introducing a concept.
- **ASK:** These prompts are key questions to engage students, encourage reflection, and spark conversation.
- **SAY:** Suggested wording to help explain concepts, model thinking, or support students through activities.
- **Example/Answer boxes** (blue) show how students might respond to discussion questions.
- **Numbered lists** provide step-by-step instructions to guide you through each session smoothly.
- **Vocabulary words** are highlighted throughout the guide and appear in vocabulary boxes. Use them to introduce and reinforce key terms.
- **Materials images** provide visuals of what to use and when to use it.
    - **Digital Option Available:** A digital version of each activity and materials are available on the JA Learning Platform™.
    - **SLIDE #**: This callout indicates the slide to display if you are using the onscreen presentation found on the JA Learning Platform™.

Jade and Jack

In the Connect section, you will read the Jade and Jack episode with the students to launch the session with a brief adventure. Jade and Jack's contrasting personalities explore the overall concept of the session while subtly demonstrating mindsets like hope, resilience, problem-solving, connection, empathy, and entrepreneurship.



Jade

Jade is a vibrant, enthusiastic young person bursting with creativity and optimism. She eagerly embraces new challenges and learning opportunities, approaching life with a can-do attitude.



Jack

Jack is Jade's trusty, skeptical best friend. His laid-back nature and occasional doubts provide a grounding balance to Jade's ambitious ideas, often offering unexpected insights.

Connection Point Box

Use this prompt to share a personal or relevant story that will help students connect with the content.

Activity Types

In the Activity section, you'll guide students through hands-on learning to explore and apply new concepts. Use the icons for quick tips on setup and group organization. Connect with the educator ahead of time to confirm student groupings.

Individual activity

Pairs activity

Small group activity

Whole class activity

Additional Resources

Junior Achievement USA provides additional online resources for new volunteers, those seeking a refresher, or those wanting additional details: https://jausa.ja.org/volunteer-resource/ja-volunteer-training.

We also offer a series of videos for each session, offering ideas and examples of classroom scenarios.

Session-specific videos can be found in the Prepare section of each session.

General training videos are available in the chart that follows.

Section	General Video Topics on YouTube.com			
VOLUNTEERING	How to Plan and Prepare https://data.ja.org/s/GzYAAA	Storytelling for Engagement https://data.ja.org/s/HDYAAA	What to Expect on Volunteer Day https://data.ja.org/s/HTYAAA	How to Use Digital Options https://data.ja.org/s/HjYAAA
CLASSROOM MANAGEMENT	How to Manage the Classroom https://data.ja.org/s/HzYAAA	How to Facilitate a Discussion https://data.ja.org/s/IDYAAA	How to Keep Your Session on Track and on Time https://data.ja.org/s/ITYAAA	How to Respond to Difficult Emotions in Games https://data.ja.org/s/IjYAAA

Notes:

SESSION ONE: **Winning With Competition**

Students play a pricing game to learn about the nation's market economy, consisting of consumers and producers, and how price, variety, and quality are affected by competition.

SESSION OVERVIEW

Objectives

You will guide students through the session and by the end, they will be able to:

- Recognize the United States as a nation with a market economy.
- Explain how competition between producers has an impact on consumers.
- Describe how consumer decisions have an impact on producers.

Essential Question

The essential question serves as the foundation for the entire session. Introduce it at the beginning of the session. Students should be able to answer it by the session's end.

- **How do producers and consumers affect one another?**

Vocabulary

Vocabulary cards support students in seeing, hearing, and learning new words. Use the session's vocabulary cards or project the digital asset to introduce key terms as they appear in the guide. Vocabulary words are also defined within the text. Encourage students to share their answers first, then reinforce understanding by providing the correct definition as shown on the card or digital asset.

You will introduce these new vocabulary words and concepts throughout the session.

- **consumer:** a person who buys goods and services
- **producer:** a person or business that makes goods or provides services
- **nation:** a people sharing land, government, cultures, and economy
- **market economy:** a system in which goods and services are bought and sold freely with little government interference
- **competition:** rivalry among businesses striving for the same customer

PREPARE FOR YOUR SESSION

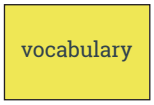
Before the day of your session, use the resources below to get ready to lead the session. The videos below are specific to this session, so you will know exactly what you need to do and when.

Prepare in Advance

Session Section	Session Time	What to Do	What to Watch
CONNECT	10 minutes	• Watch the Overview and Storytelling videos. • Review Jade and Jack: Episode 1. • Review vocabulary: **consumer, producer, nation, market economy, competition.** • Prepare a personal story in the Connection Point Box.	Session Overview: 1 https://data.ja.org/s/BzYAAA  Storytelling with the Connection Point https://data.ja.org/s/CDYAAA 
ACTIVITY	30 minutes	• Watch the Activity preparation video. • Consult the educator on how to group students for the activity. • Open, unwrap, and organize classroom and student materials for in-class use.	The Right Price Game https://data.ja.org/s/CTYAAA 
TAKE HOME	5 minutes	• Watch the student take home video.	Take Home: 1 https://data.ja.org/s/CjYAAA 

Gather Materials

Verify with your local JA Area whether you're using kit-based or digital materials in advance. For kit-based materials, double check the quantities to ensure you have everything you need.

Kit Materials	Amount Needed	Prep Instructions
Classroom Materials		
 **Junior Achievement Banner** displayed throughout session	1 per class	hang at the front of the classroom
 **Vocabulary Cards (a-e)** used throughout session	1 set	used to present vocabulary words to students throughout the session
 **United States Map** used throughout session	1 poster	hang in the classroom where students can easily see it
 **Price Tags** used during activity	1 set per group	hand out 1 set to each group
 **Right Price Game Cards** used during activity	1 set per class	used by you to present scenarios, prices, and rationale information for each round
Tape or Magnets for hanging materials		not provided in the kit
Timer for timing each round	1 per class	not provided in the kit
Student Materials		
 **Table Tents** used throughout session	1 per student	hand out 1 to each student
 **Learning Log: 1** student handout	1 per student	hand out 1 to each student

If you're using digital materials, you'll receive a username and password for the JA Learning Platform™. Instructions for the interactive elements can be found directly on the Onscreen Presentation.

Digital Materials	JA Learning Platform™ Link
 **Onscreen Presentation** digital interactive slides for projection to guide the session	To access the digital assets used in this program go to JA Learning Platform™ at https://learn.ja.org.

In-Class Setup

Place Classroom Materials

Before the session starts, if possible, do the following:

- Display the Junior Achievement Banner.
- Display the United States Map poster in a central location.

Confirm Student Groupings

Connect with the teacher to confirm student groupings. The classroom educator knows which students should be paired with others.

Recommended Group Size: 16 pairs of students

SESSION ACTIVITY

45 minutes

Connect

Introductions

5 minutes

Introduce yourself to students. SLIDE 1

Ask a helper or another volunteer to hand out one **Table Tent** and one **Learning Log: 1** to each student.



Table Tent

Have students write their names on their **Table Tents**.

Instruct students to open their **Learning Logs** to the first page.



Learning Log: 1

Read **Jade and Jack: Episode 1** together as a class. SLIDE 2

ASK: "What would you sell if you had a business?"

SAY: "If you make something to sell to others, that makes you a **producer**." SLIDE 3

> **producer**—a person or business that makes goods or provides services

"Did you know that the people that would buy your items are called **consumers**?"

> **consumer**—a person who buys goods and services

ASK: "Can you think of a time when you were a producer or a consumer? Maybe you sold lemonade or bought a toy. What happened?"

SAY: "Today, we're going to explore the question: *How do producers and consumers affect one another?* Let's get started!" SLIDE 4

Discuss Nation, Economy, and Competition

5 minutes

Lead a brief discussion about the nation, economy, and competition.

> **REMINDER:**
>
> Ensure the **United States Map poster** is displayed before the discussion begins.



United States Map

Project or point to the **United States Map** and show the state where you live or have lived. SLIDE 5

ASK: "What other states have you lived in or visited?"

"Do you know what a **nation** is?"

> **nation**—a people sharing land, government, cultures, and economy

SAY: "You are all an important part of our nation."

"We are all connected by the people and resources in this country."

"Those connections create what we call an economy, which is a system that guides how money is earned and used in a nation."

"In our nation, we have a special type of economy called a market economy."

ASK: "Do you know what it means to be a **market economy**?" SLIDE 6

market economy—a system in which goods and services are bought and sold freely with little government interference

Discuss the meaning of a market economy with a scenario.

SAY: "Let's imagine you own a cupcake business."

ASK: "What kind of cupcakes would you sell?"

SAY: "Now imagine you are the only one making that kind of cupcake."

"Because no one else makes it, you can charge whatever you want."

"You might set a high price to make the most money, even if it's not fair."

"Customers have to pay your price if they really want your cupcakes."

"But wait! What if someone else starts making the same cupcakes?"

"Now, customers have a choice. They can buy from you or the other business."

ASK: "Do you know what that other business is to you?" SLIDE 7

Answer: competition

competition—rivalry among businesses striving for the same customer

SAY: "When there's competition, you might have to lower your price or make your cupcakes better because people get to choose the one they like best."

CONNECTION POINT:

Share a brief story about creating something to sell or deciding what to pay for a purchase. What initiative did you take in understanding its value? How did you ensure the price was fair for everyone involved?

_____

_____

SAY: "Next, we're going to do a fun activity together to learn more about how competition affects prices. So, let's get to it!"

Activity: The Right Price

Pairs activity

Give Directions — 5 minutes

SAY: "Are you ready for the Right Price game? We've learned about producers, consumers, the market economy, and competition. Now, let's see how all that works in a fun game where your goal is to pick the best price for products based on what's happening in the market. You'll play in multiple rounds, and the group with the most points at the end wins!" **SLIDE 8**

Separate students into pairs.

Ask a helper or another volunteer to hand out **one set of 8 Price Tags** to each group.



Price Tags

SAY: "Each group should have one set of 8 price tags."

Hold up the picture side of the **Price Right Game Cards** and show them to the students.


Price Right Game Cards

SAY: "Now, I'll explain how to play the game. Follow along to see how it works." **SLIDE 9**

- I am going to read a scenario. Each scenario is one round.
- Your job is to work with your partner to pick the best price for the product.
- After I read the scenario, you have up to 1 minute to talk with your partner, pick a Price Tag, and hold it up.
- I will share the ideal price and award points if you got it right.

"But wait! The scenario might change because of competition in the market."

- You may change your price based on the competition if you want.
- Earn points if your final price matches the final ideal price.

Check in to make sure everyone understands the directions before starting.

SAY: "Let's get ready to have some fun!"

Complete the Activity — 20 minutes

REMINDER:

Play this activity as a game show. Think high-energy and fun! Use a lively host-like voice. Hold something to mimic a microphone, build excitement with dramatic pauses, and cheer for correct answers.

Round 1: Ice Cream, 1A-1E

1. Hold up the **ice cream** game card (1A) so it faces the students and read the scenario from the back. SLIDE 10
   - Go on to the next card and continue with the scenario.
2. Hold up the **ice cream** game card (1B) so it faces the students and read the scenario from the back.
   - Use a timer to track one minute for students to make their decision.
   - Use the hint on the back of the card if students get stuck.

   SAY: "The ideal price is $4.00!"

   "The price is $4.00 because you can double the cost."
3. Hold up the **ice cream** game card (1C) so it faces the students and read the scenario from the back.
   - Go on to the next card and continue with the scenario.
4. Hold up the **ice cream** game card (1D) so it faces the students and read the scenario from the back.
   - Use a timer to track one minute for students to make their decision.

   SAY: "The ideal price is $4.00."

   "Your quality is still better, and your costs have stayed the same."
   - Award 1 point for prices at $4.00 or $5.00.
5. Hold up the **ice cream** game card (1E) so it faces the students.

   ASK: "Why is it important for businesses to have competition in a market economy?" SLIDE 11
   - Review the possible responses on the back of the card.
6. Keep a record of each group's points displayed for all to see. The points to award are on the back of scenario cards (they vary).

Round 2: Misting Fans, 2A-2C

1. Hold up the **misting fans** game card (2A) so it faces the students and read the scenario from the back to them. SLIDE 12
2. Continue through the scenario as noted above, until the round is complete.
3. Hold up the **misting fans** game card (2C) so it faces the students and read the scenario from the back to them.

   ASK: "What message do consumers send to producers when they buy the most expensive product?" SLIDE 13
   - Review the possible responses on the back of the card.
4. Keep a record of each group's points displayed for all to see. The points to award are on the back of scenario cards (they vary).

Round 3: Cacti, 3A-3D

1. Hold up the **cacti** game card so it faces the students and read the scenario from the back to them. SLIDE 14
2. Continue through the scenario as noted above, until the round is complete.
3. Hold up the **cacti** game card (3D) so it faces the students and read the scenario from the back to them.

   ASK: "Why do consumers look for a better price?" SLIDE 15

   - Review the possible responses on the back of the card.

Wrap-Up Discussion — 5 minutes

Discuss the activity with students. SLIDE 16

ASK: "Why are the consumers looking for a better price?"

Answer: Consumers often want the best value for their money. Finding a better price helps them feel like they're making smart choices.

SAY: "I said at the beginning we would explore a question today. Let's see how you answer now that we have talked about consumers and producers, and how price, variety, and quality are affected by competition." SLIDE 17

ASK: "How do producers and consumers affect one another?"

Highlight or celebrate students' achievements in class. SLIDE 18

SAY: "Thank you for letting me visit you today! Great job learning about our nation's market economy, consumers and producers, and how price, variety, and quality are affected by competition."

TAKE HOME — 5 minutes

Tell students to take their **Learning Logs** home and ask their parent/caregiver the question found on the back page. SLIDE 19

We value your feedback! Please share your observations about student engagement and your experience with the JA curriculum.

https://www.surveymonkey.com/r/K5Volunteer

SESSION TWO: **Innovation Nation**

Students explore how they can improve products or processes to benefit both people and the environment. They engage in problem-solving and innovation to enhance sustainability.

SESSION OVERVIEW

Objectives

You will guide students through the session and by the end, they will be able to:

- Analyze how businesses create sustainable products or processes.
- Design an innovation that increases sustainability in process or product.
- Summarize the reasoning behind an innovation.

Essential Question

The essential question serves as the foundation for the entire session. Introduce it at the beginning of the session. Students should be able to answer it by the session's end.

- **How can I change a product to make it better for people and the environment?**

Vocabulary

Vocabulary cards support students in seeing, hearing, and learning new words. Use the session's vocabulary cards or project the digital asset to introduce key terms as they appear in the guide. Vocabulary words are also defined within the text. Encourage students to share their answers first, then reinforce understanding by providing the correct definition as shown on the card or digital asset.

You will introduce these new vocabulary words and concepts throughout the session.

- **sustainability:** using resources in a careful way that allows people in the future to use them too
- **renewable resource:** a natural resource that will replace itself over time
- **innovation:** a new or original idea, product, or improvement

PREPARE FOR YOUR SESSION

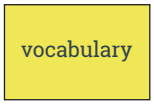
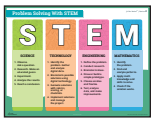
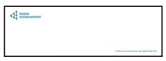
Before the day of your session, use the resources below to get ready to lead the session. The videos below are specific to this session, so you will know exactly what you need to do and when.

Prepare in Advance

Session Section	Session Time	What to Do	What to Watch
CONNECT	15 minutes	• Watch the Overview and Storytelling videos. • Review Jade and Jack: Episode 2. • Review vocabulary: **sustainability, renewable resource, innovation**. • Prepare a personal story in the Connection Point Box.	Session Overview: 2 https://data.ja.org/s/CzYAAA Storytelling with the Connection Point https://data.ja.org/s/DDYAAA
ACTIVITY	25 minutes	• Watch the Activity preparation video. • Consult the educator on how to group students for the activity. • Open, unwrap, and organize classroom and student materials for in-class use.	Innovate to Be Great! https://data.ja.org/s/DTYAAA
TAKE HOME	5 minutes	• Watch the student take home video.	Take Home: 2 https://data.ja.org/s/DjYAAA

Gather Materials

Verify with your local JA Area whether you're using kit-based or digital materials in advance. For kit-based materials, double check the quantities to ensure you have everything you need.

Kit Materials	Amount Needed	Prep Instructions
Classroom Materials		
 **Junior Achievement Banner** displayed throughout session	1 per class	hang at the front of the classroom
 **Vocabulary Cards (f-h)** used throughout session	1 set	used to present vocabulary words to students throughout the session
 **Problem Solving With STEM Poster** used throughout session	1 poster	hang in the classroom where students can easily see it
 **Innovation Challenge Topic Cards** used during activity	1 per group	hand out 1 to each group
Student Materials		
 **Table Tents** used throughout session	1 per student	hand out 1 to each student or return from previous session
 **Learning Log: 2** student handout	1 per student	hand out 1 to each student

If you're using digital materials, you'll receive a username and password for the JA Learning Platform™. Instructions for the interactive elements can be found directly on the Onscreen Presentation.

Digital Materials	JA Learning Platform™ Link
 **Onscreen Presentation** digital interactive slides for projection to guide the session	To access the digital assets used in this program go to JA Learning Platform™ at https://learn.ja.org.

In-Class Setup

Place Classroom Materials

Before the session starts, if possible, do the following:

- Display the Junior Achievement Banner.
- Display the Problem Solving With STEM Poster in a central location.

Confirm Student Groupings

Connect with the teacher to confirm student groupings. The classroom educator knows which students should be paired with others.

Recommended Group Size: 8 groups of 2–4 students

SESSION ACTIVITY

45 minutes

Connect

Introductions

5 minutes

Introduce yourself to students. SLIDE 1



Table Tent

Ask a helper or another volunteer to hand out one **Table Tent** and one **Learning Log: 2** to each student.

Have students write their names on the tents if not done previously.

Instruct students to open their **Learning Logs** to the first page.



Learning Log: 2

Read **Jade and Jack: Episode 2** together as a class. SLIDE 2

ASK: "Do you know what **sustainability** is?" SLIDE 3

> **sustainability**—using resources in a careful way that allows people in the future to use them too

"What do you think a **renewable resource** is?" SLIDE 4

> **renewable resource**—a natural resource that will replace itself over time

SAY: "Examples of renewable resources include water, sunlight, and trees. When a business uses renewable resources, then they are acting sustainably."

"Businesses aren't the only one's responsible for problem solving for sustainability. We are all problem-solvers. We look for ways to improve things in our daily lives all the time. And when we look for these options or strategies to address real-world challenges, we are also innovators!"

CONNECTION POINT:

Share a brief story about making your daily routine more environmentally sustainable. What greater purpose motivated this change? How did you take responsibility for your impact on our shared environment?

_____

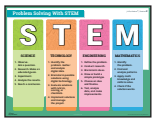
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SAY: "Today, we're going to explore the question: *How can I change a product to make it better for people and the environment?* Are you ready?" SLIDE 5

Discuss Sustainable Products and Innovation — 10 minutes

REMINDER:

Ensure the **Problem Solving With STEM Poster** is displayed before the discussion begins.



Problem Solving With STEM Poster

Lead a brief discussion on sustainable products and innovation

ASK: "When you notice something that could be better, what are some creative ways you might try to fix or improve it? For example, how could you improve a product to be safer for people or the environment?"

Examples:

- Change the material used to make it or package it (switch from plastic to plant-based materials).
- Change the way it is made (use solar energy to run a factory).

"Can you think of any products that are harmful to people and the Earth that could be made better?" **SLIDE 6**

Example: Sunscreen can harm coral reefs.

Introduce the LEGO® company. **SLIDE 7**

ASK: "Who has used LEGO® blocks before?"

SAY: "The LEGO® company is working to protect the Earth by making their products and packaging more sustainable. Did you know they even make some of their flexible pieces, like leaves and bushes, out of plants? They use a plant called sugarcane to do it. And that's not all!"

- "They're trying to make their regular bricks from recycled plastic bottles."
- "They're working on paper packaging that breaks down easily instead of plastic."
- "They're making sure their factories use clean energy, like sunlight and wind."

ASK: "How do you think LEGO® comes up with these new ideas and ways to protect the Earth?"

SAY: "They come up with new ideas and better ways to make things. This is called innovation." **SLIDE 8**

innovation—a new or original idea, product, or improvement

SAY: "When companies, like LEGO®, focus on being sustainable, they look for creative ways to solve problems and improve their products. They might:" **SLIDE 9**

- "Look for new and better ways to make and do things."
- "Choose materials that are safer for people and the environment."

- "Avoid wasting materials by reusing them when they can."
- "Make sure parts can be recycled or used for something else."

"But how do companies come up with these new ideas? They follow something called the Innovation Cycle. Let's watch a video to learn how it works." **SLIDE 10**

"The key steps of the innovation process include:"

1. "Start with a need or a problem you'd like to solve."
2. "Think about all the ways to solve the problem. Come up with ideas."
3. "Make a prototype of your idea."
4. "Test it to learn what does and doesn't work and then make improvements."

Point to the **Problem Solving With STEM** poster to show how different problem-solving approaches are applied in different disciplines. **SLIDE 11**

SAY: "We're going to do a fun activity together to learn more about innovation and improving sustainability. Let's get started!"

Activity: Innovate to Be Great!

Small group activity

Give Directions — 5 minutes

SAY: "Let's improve the sustainability of a product! You've learned about the key steps to innovation and the STEM problem solving process. Now you will work with your group to brainstorm an innovation to improve the sustainability of the product, packaging, or process you are assigned." **SLIDE 12**

Divide students into 8 groups of 2–4.

Ask a helper or another volunteer to hand out one **Innovation Challenge Topic card** to each group.



Innovation Challenge Topic Cards

SAY: "You will use the engineering design problem-solving approach we just learned about to help with your innovation, just like it shows on the Problem-Solving With STEM poster."

"The Innovation Challenge Topic card shows which product your group is assigned." **SLIDE 13**

"Listen to the activity steps:"

1. "Read the Innovation Challenge Topic card and discuss the challenge within your group."
2. "Answer the questions in your Learning Log: 2 using the engineering design approach as your guide. One person can write answers for the group."
3. "Brainstorm a sustainable improvement idea as a group."
   - "Think about what to do with the product or its packaging when it's done being used. How will it be sustainable?"

4. "The last step will be to create a drawing or diagram of your product or process improvement in the Learning Log: 2."

SAY: "You have 2 minutes to read the card, 5 minutes to brainstorm, and 8 minutes to create your drawing or diagram."

Complete the Activity — 15 minutes

1. Tell students to get started.
2. Walk around the room observing if students need assistance. Answer any questions or clarify instructions, as needed.
3. Emphasize that setbacks and failures can be a part of the innovation process to encourage students. Remind students how the innovation process works.
4. Time permitting, encourage the groups to share their innovation with the class.
5. Request that students return to their seats if they moved to complete the activity.

Wrap-Up Discussion — 5 minutes

Discuss the activity with students. **SLIDE 14**

ASK: "What was your group's problem-solving process?"

"Did your group have any setbacks? If so, what did you learn?"

SAY: "I said at the beginning we would explore a question today. Let's see how you answer now that you have learned about sustainability, renewable resources, and innovation." **SLIDE 15**

ASK: "How can I change a product to make it better for people and the environment?"

Highlight or celebrate students' achievements in class. **SLIDE 16**

SAY: "Thank you for letting me visit you today! Great job learning about sustainability and innovation using the STEM Problem Solving techniques."

TAKE HOME — 5 minutes

Tell students to take their **Learning Logs** home and ask their parent/caregiver the question found on the back page. **SLIDE 17**

We value your feedback! Please share your observations about student engagement and your experience with the JA curriculum.

https://www.surveymonkey.com/r/K5Volunteer

SESSION THREE: **Success Skills**

Students play a board game to understand and explore transferable skills and apply those skills to life and work situations. Thinking about the essential question, "What skills will help me be successful in my job or career?" helps them to evaluate their own transferable skills.

SESSION OVERVIEW

Objectives

You will guide students through the session and by the end, they will be able to:

- Identify the transferable skills that employers find valuable in their employees.
- Apply transferable skills to work and life situations.
- Evaluate personal transferable skills.

Essential Question

The essential question serves as the foundation for the entire session. Introduce it at the beginning of the session. Students should be able to answer it by the session's end.

- **What skills will help me be successful in my job or career?**

Vocabulary

Vocabulary cards support students in seeing, hearing, and learning new words. Use the session's vocabulary cards or project the digital asset to introduce key terms as they appear in the guide. Vocabulary words are also defined within the text. Encourage students to share their answers first, then reinforce understanding by providing the correct definition as shown on the card or digital asset.

You will introduce these new vocabulary words and concepts throughout the session.

- **employer:** a person or business that hires one or more people for pay
- **employee:** a person who works for others
- **transferable skill:** a quality or ability that helps a person have success in their work

PREPARE FOR YOUR SESSION

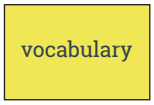
Before the day of your session, use the resources below to get ready to lead the session. The videos below are specific to this session, so you will know exactly what you need to do and when.

Prepare in Advance

Session Section	Session Time	What to Do	What to Watch
CONNECT	10 minutes	• Watch the Overview and Storytelling videos. • Review Jade and Jack: Episode 3. • Review vocabulary: **employer, employee, transferable skill**. • Prepare a personal story in the Connection Point Box.	Session Overview: 3 https://data.ja.org/s/DzYAAA Storytelling with the Connection Point https://data.ja.org/s/EDYAAA
ACTIVITY	30 minutes	• Watch the Activity preparation video. • Consult the educator on how to group students for the activity. • Open, unwrap, and organize classroom and student materials for in-class use.	Skill Seekers https://data.ja.org/s/ETYAAA
TAKE HOME	5 minutes	• Watch the student take home video.	Take Home: 3 https://data.ja.org/s/EjYAAA

Gather Materials

Verify with your local JA Area whether you're using kit-based or digital materials in advance. For kit-based materials, double check the quantities to ensure you have everything you need.

Kit Materials	Amount Needed	Prep Instructions
Classroom Materials		
 **Junior Achievement Banner** displayed throughout session	1 per class	hang at the front of the classroom
 **Vocabulary Cards (i-k)** used throughout session	1 set	used to present vocabulary words to students throughout the session
 **Skill Seekers Game Board** used during the activity	1 board per group	included as part of the **Game Pack**; used to move the pieces along and progress through the game
 **Skill Cards** used during activity	1 set per group	included as part of the **Game Pack**; used to present questions during the game
 **Challenge Cards** used during activity	1 set per group	included as part of the **Game Pack**; used to present questions during the game
 **Die** used during activity	1 per group	included as part of the **Game Pack**
 **Game Pieces** used during activity	1 set per group	included as part of the **Game Pack**; small plastic disks in four colors for the **Skill Seekers** game (each player gets a different color)
Student Materials		
 **Table Tents** used throughout session	1 per student	hand out 1 to each student or return from previous session

Kit Materials	Amount Needed	Prep Instructions
 **Learning Log: 3** student handout	1 per student	hand out 1 to each student
 **Character Traits Bookmark**	1 per student	hand out 1 to each student

If you're using digital materials, you'll receive a username and password for the JA Learning Platform™. Instructions for the interactive elements can be found directly on the Onscreen Presentation.

Digital Materials	JA Learning Platform™ Link
 **Onscreen Presentation** digital interactive slides for projection to guide the session	To access the digital assets used in this program go to JA Learning Platform™ at https://learn.ja.org.

In-Class Setup

Place Classroom Materials

Before the session starts, if possible, do the following:

- Display the Junior Achievement Banner.
- Shuffle the Skill Cards and the Challenge Cards before passing them out to the students.

Confirm Student Groupings

Connect with the teacher to confirm student groupings. The classroom educator knows which students should be paired with others.

Recommended Group Size: 8 groups of 4 students

SESSION ACTIVITY

45 minutes

Connect

Introductions

5 minutes

Introduce yourself to students. SLIDE 1

Ask a helper or another volunteer to hand out one **Table Tent** and one **Learning Log: 3** to each student.



Table Tent

Have students write their names on the tents if not done previously.

Instruct students to open their **Learning Logs** to the first page.

Read **Jade and Jack: Episode 3** together as a class. SLIDE 2



Learning Log: 3

ASK: "What kind of work do you think you might like to do when you're older?" SLIDE 3

"Do you know how someone gets a job?"

Answer: apply; go on an interview; get hired.

"Who do you think decides whether you get the job or not?"

SAY: "That person or company is called an **employer**." SLIDE 4

employer—a person or business that hires one or more people for pay

"If an employer hires you for a job, that makes you an **employee**."

employee—a person who works for others

SAY: "Now that we know how people get jobs, let's think about what skills are needed to be good at them."

"Today, we're going to explore the question: *What skills will help me be successful in my job or career?* Ready to figure it out?" SLIDE 5

Discuss Transferable Skills

10 minutes

Lead a discussion about transferable skills.

ASK: "What kind of things do you need to know or do to get the job you want? Will you need special training or education?"

SAY: "Employers want workers who have the right knowledge and skills to do the job. But they also look for something just as important and those are skills that can be useful in almost any job."

ASK: "What skills do you think people need to be successful at their jobs?"

"What do you think a **transferable skill** is?" SLIDE 6

> **transferable skill**—a quality or ability that helps a person have success in their work

SAY: "Transferable skills can be used in any job or situation. They help people work well with others, solve problems, communicate, and handle challenges. Employers value these skills as much as the job-specific skills needed to do the work."

CONNECTION POINT:

Share a brief story about developing transferable skills like communication or problem-solving. When did these skills challenge you? How did your resilience help you persist, and how has mastering them built your confidence?

SAY: "We're going to do a fun activity together to learn more about transferable skills and success. Let's get started!"

Activity: Skill Seekers

Small group activity

Give Directions — 5 minutes

SAY: "Let's get ready to play the Skill Seekers game! Now that you've learned about how important transferable skills are, let's discover some of the transferable skills you can use in any job and throughout your life." SLIDE 7

Divide students into 8 groups of 4.

Ask a helper or another volunteer to hand out one **Game Pack** to each group.

SAY: "Each group should have:"

- "1 **Skill Seekers Game Board**"
- "1 pack of **Skill Cards**"
- "1 pack of **Challenge Cards**"
- "1 **die**"
- "A set of 4 **Game Pieces**"



Skill Seekers Game Board



Skill Cards



Challenge Cards



Die and Game Pieces

Instruct each group to set up their game board and stack the two sets of game cards.

SAY: "Now, I'll show you how to play the game. Follow along as I explain the parts of the game." SLIDE 8

SAY: "**Start the Game**"

- "Everyone rolls the die once. The player who rolls the highest number goes first."

"**Taking Your Turn**"

- "Roll the die and move your game piece that number of spaces on the board."
- "Follow the instructions based on where you land."
- "If you land on a Skill Card or Challenge Card space, the person to the right always reads the card to you."

"**Keeping Score**" SLIDE 9

- "If you land on the Skill Card space, answer the question. If you get it right, check off the skill on your scorecard in your Learning Log: 3 and add one point to the Running Score column."
- "If you land on the Challenge Card space, answer the question. If you get it right, write down the points from the card in the Running Score column on your scorecard."
- "If you land on a Text Space, follow the directions on the space. You may earn points, move your game piece, or answer a question."
- "Keep score as you go by adding your points with each turn in the Running Score column."

SAY: "Use the list of skills in your **Learning Log: 3** to help answer questions."

Explain how points work for each space they land on using the directions in the **Learning Log**.

SAY: "You have 15 minutes to play the game."

Complete the Activity — 15 minutes

1. Tell students to get started. SLIDE 10
2. Walk around the room observing if students need assistance. Answer any questions or clarify instructions, as needed.
3. Call time's up when the game time ends.
4. Assist students with addition to total points at the end, as necessary.

SAY: "It's time to tally your final scores." SLIDE 11

"Make sure you added one point for every check mark you have in the scorecard."

"Add all the points in your Running Score column together to get a final score."

"The student in each group with the most points wins."

5. Request that students return to their seats if they move to complete the activity.
6. Collect all game materials.

Wrap-Up Discussion — 5 minutes

Discuss the activity with students. SLIDE 12

ASK: "Which transferable skill from your list you checked off in your Learning Log is your strongest?"

"Was there a skill you checked off that you want to improve in the future?"

"How do you think the skills you learned about today could help you be successful in a job or career when you get older?"

SAY: "I said at the beginning we would explore a question today. Let's see how you answer that now that you have learned about your own transferable skills and how they will help you be successful." SLIDE 13

ASK: "What skills will help me be successful in my job or career?"

Hand out the **Character Traits Bookmark**.



Character Traits Bookmark

SAY: "This bookmark is for you to keep! It will help you remember the important skills and character traits you can work on to be successful in your future jobs."

Highlight or celebrate students' achievements in class. SLIDE 14

SAY: "Thank you for letting me visit you today! Great job learning about transferable skills!"

TAKE HOME — 5 minutes

Tell students to take their **Learning Logs** home and ask their parent/caregiver the question found on the back page. SLIDE 15

We value your feedback! Please share your observations about student engagement and your experience with the JA curriculum.

https://www.surveymonkey.com/r/K5Volunteer

SESSION FOUR: **Career Horizons**

Students explore how their interests and skills can guide them in considering various jobs and careers in the nation. They will contemplate different occupations and reflect on how their unique strengths and passions influence the type of work they might want to pursue.

SESSION OVERVIEW

Objectives

You will guide students through the session and by the end, they will be able to:

- Assess personal skills and interests.
- Summarize relationships between education, skills, and income in diverse occupations.
- Compare information about job qualifications to weigh potential career ideas.

Essential Question

The essential question serves as the foundation for the entire session. Introduce it at the beginning of the session. Students should be able to answer it by the session's end.

- **How do my skills and interests help determine what kind of work I want to do?**

Vocabulary

Vocabulary cards support students in seeing, hearing, and learning new words. Use the session's vocabulary cards or project the digital asset to introduce key terms as they appear in the guide. Vocabulary words are also defined within the text. Encourage students to share their answers first, then reinforce understanding by providing the correct definition as shown on the card or digital asset.

You will introduce this new vocabulary word and concepts throughout the session.

- **occupation:** work that a person does to earn money and that requires certain skills or knowledge

PREPARE FOR YOUR SESSION

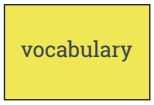
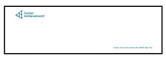
Before the day of your session, use the resources below to get ready to lead the session. The videos below are specific to this session, so you will know exactly what you need to do and when.

Prepare in Advance

Session Section	Session Time	What to Do	What to Watch
CONNECT	10 minutes	• Watch the Overview and Storytelling videos. • Review Jade and Jack: Episode 4. • Review vocabulary: **occupation**. • Prepare a personal story in the Connection Point Box.	Session Overview: 4 https://data.ja.org/s/EzYAAA Storytelling with the Connection Point https://data.ja.org/s/FDYAAA
ACTIVITY	30 minutes	• Watch the Activity preparation video. • Consult the educator on how to group students for the activity. • Open, unwrap, and organize classroom and student materials for in-class use.	Career Compass Game https://data.ja.org/s/FTYAAA
TAKE HOME	5 minutes	• Watch the student take home video.	Take Home: 4 https://data.ja.org/s/FjYAAA

Gather Materials

Verify with your local JA Area whether you're using kit-based or digital materials in advance. For kit-based materials, double check the quantities to ensure you have everything you need.

Kit Materials	Amount Needed	Prep Instructions
Classroom Materials		
 **Junior Achievement Banner** displayed throughout session	1 per class	hang at the front of the classroom
 **Vocabulary Cards (I)** used throughout session	1 set per class	used to present vocabulary words to students throughout the session
 **Job Offer Cards** used during activity	1 set per group	24 Job Offer Cards per set for the **Career Compass** game
 **Game Coin** used during activity	1 per group	game piece for **Career Compass** game
 **Die** used during activity	1 per group	game piece for **Career Compass** game
Student Materials		
 **Table Tents** used throughout session	1 per student	hand out 1 to each student or return from previous session
 **Learning Log: 4** student handout	1 per student	hand out 1 to each student

If you're using digital materials, you'll receive a username and password for the JA Learning Platform™. Instructions for the interactive elements can be found directly on the Onscreen Presentation.

Digital Materials	JA Learning Platform™ Link
 **Onscreen Presentation** digital interactive slides for projection to guide the session	To access the digital assets used in this program go to JA Learning Platform™ at https://learn.ja.org.

In-Class Setup

Place Classroom Materials

Before the session starts, if possible, do the following:

- Display the Junior Achievement Banner.

Confirm Student Groupings

Connect with the teacher to confirm student groupings. The classroom educator knows which students should be paired with others.

Recommended Group Size: 8 groups of 4 students

SESSION ACTIVITY

45 minutes

Connect

Introductions

5 minutes

Introduce yourself to students. SLIDE 1

Ask a helper or another volunteer to hand out one **Table Tent** and one **Learning Log: 4** to each student.



Table Tent

Have students write their names on the tents if not done previously.

Instruct students to open their **Learning Logs** to the first page.



Learning Log: 4

Read **Jade and Jack: Episode 4** together as a class. SLIDE 2

SAY: "All jobs are valuable and important to keep our nation running. Some jobs require a lot of education or training, while others are things you can learn as you work."

ASK: "Who already has an idea about what they want to do when they get older?"

SAY: "If you don't already have an idea about a job you might want to do when you're older, that's okay. People don't always figure out immediately what makes them happy in a job. It can take time to discover what you enjoy doing."

"If you stay positive, keep trying, and keep exploring different possibilities you will find a job you love."

"Today, we're exploring the question: *How do my skills and interests help determine what kind of work I want to do?* Let's find out!" SLIDE 3

Discuss Future Jobs

10 minutes

Lead a brief discussion about jobs students might like to do someday.

SAY: "Let's start thinking about jobs you might like to do when you're older. Think about what you enjoy, what you're curious about, or what you are really good at." SLIDE 4

CONNECTION POINT:

Share a brief story about securing your first adult job. What gave you the confidence to pursue this position? What initiative did you take to prepare yourself and stand out during the application process?

_____

_____

Direct students to the Interests and Skills List in their **Learning Log: 4**.

SAY: "Look at the list in your Learning Log. You will notice it's a mix of interests, skills, and knowledge."

"Some of these might be things you already enjoy or are good at, and others might be things you want to learn about in the future."

ASK: "What interests or skills do you have that may lead to a future job?"

SAY: "Take a few minutes to check five items on the list that appeal to you or are things you would like to learn more about."

"It's okay if you're not sure about all of them right now. Just choose the ones that jump out at you. If you need more time, you can finish up after we get into our groups."

ASK: "Why do people work?" SLIDE 5

Answers:

- to earn money
- to use their skills and do something they're good at
- to feel good about achieving something or helping others
- to support themselves and their families

SAY: "Because everyone is different and their needs are different, there are many different jobs in our nation. Every single job is important in its own way.

ASK: "Who can tell me what an **occupation** is?"

occupation—work that a person does to earn money and that requires certain skills or knowledge

SAY: "We're going to do a fun activity together to learn more about your skills and interests and what sort of occupations you might like. Let's get started!"

Activity: Career Compass

Small group activity

Give Directions — 10 minutes

SAY: "Let's get ready to play Career Compass! Now that you've learned about your skills and interests, and what an occupation is, let's put that knowledge to work! You are going to work in a group to discover occupations all over the nation that will fit your skills and interests. You'll also explore how education level, skills, and income relate to different occupations." SLIDE 6

Divide students into 8 groups of 4.

Ask a helper or another volunteer to hand out one set of **Job Offer Cards**, one **Game Coin**, and one **Die** to each group.



Job Offer Cards



Game Coin


Die

SAY: "Each group should have:"

- "1 **Game Coin**"
- "1 **die**"
- "1 set of **Job Offer Cards**"

Instruct each group to set up their materials.

SAY: "Now, I'll show you how to play the game. Follow along as I explain how it works." **SLIDE 7**

"**Starting the Game**"

- "Everyone takes a turn rolling the die, and the player with the highest roll gets to go first. The next highest goes second, and so on."

"**Taking Your Turn**"

- "Flip the Game Coin."

"**What To Do**

- "If your coin shows Develop Skills, check off two new skills in your Interests and Skills List in your Learning Log: 4."
- "If your coin shows Pick a Job, draw a Job Offer Card from the deck or the discard pile. Keep the card if you like the job and at least two of your skills match. If you don't want the job or it doesn't match your skills, place it face up in the discard pile."

Completing the Game

- "Use the Job Offer Card that you end with to fill out the information in your Learning Log."
- "Fill in all four blanks; if you have two jobs, you can fill in the second one as well."

SAY: "Play each turn the same way. You may keep the job you have or choose a new one, adding your old one to the discard pile.

"If you see a job in the discard pile that interests you, work on adding those job skills to your list."

Demonstrate a sample turn:

Use the **Game Coin** and walk through how to select a **Job Offer Card,** read it, and make a choice.

Show how to pick a skill.

SAY: "You have 15 minutes to complete the activity."

Complete the Activity — 15 minutes

1. Tell students to get started.
2. Monitor time and give time warnings when appropriate.
3. Walk around the room observing if students need assistance. Answer any questions or clarify instructions, as needed.
   - If a student gets their desired job before the game play ends, they can work on finding a second job or discard their first job for another player to use.
4. Request that students return to their seats if they move to complete the activity.
5. Collect all game materials.

Wrap-Up Discussion — 5 minutes

Discuss the activity with students. **SLIDE 8**

ASK: "Who is the winner? The one with the most money? The one with the most skills? Or the one who likes their job the most?"

SAY: "Some jobs, like doctors, need a lot of education because they need very specific skills to take care of people's health."

ASK: "Do you think jobs with high responsibility pay more even though they require workers to spend more time and money on education?"

SAY: "Job choices are based on your personal skills, interests, and life goals. The personal choice of job, income, and education is the right choice for you."

"I said at the beginning we would explore a question today. Let's see if you can answer the question now." **SLIDE 9**

ASK: "How do my skills and interests help determine what kind of work I want to do?"

Highlight or celebrate students' achievements in class. **SLIDE 10**

SAY: "Thank you for letting me visit you today! You did an amazing job learning about how your skills and interests can help determine your future occupations."

TAKE HOME — 5 minutes

Tell students to take their **Learning Logs** home and ask their parent/caregiver the question found on the back page. **SLIDE 11**

We value your feedback! Please share your observations about student engagement and your experience with the JA curriculum.

https://www.surveymonkey.com/r/K5Volunteer

SESSION FIVE: **Connecting for a Cause**

Students are introduced to philanthropy and the importance of helping others in the community. They brainstorm the resources needed to plan small group projects aimed at creating a community center. Each group evaluates the resources they have and what they still need. Then, they network with one another to locate, negotiate, and trade for the time, treasure, and talent resources required to complete their projects.

SESSION OVERVIEW

Objectives

You will guide students through the session and by the end, they will be able to:

- Give examples of how working with others can result in a greater impact.
- Explain how people give of their time, talent, and treasure to improve the lives of others.
- Express how using empathy helps us understand and meet people's needs.

Essential Question

The essential question serves as the foundation for the entire session. Introduce it at the beginning of the session. Students should be able to answer it by the session's end.

- **How do we contribute to our nation with our time, talent, or treasure?**

Vocabulary

Vocabulary cards support students in seeing, hearing, and learning new words. Use the session's vocabulary cards or project the digital asset to introduce key terms as they appear in the guide. Vocabulary words are also defined within the text. Encourage students to share their answers first, then reinforce understanding by providing the correct definition as shown on the card or digital asset.

You will introduce these new vocabulary words and concepts throughout the session.

- **empathy:** sharing someone else's feelings or experiences by imagining what it would be like to be in that person's situation
- **philanthropy:** increasing the well-being of people through giving of one's time, money (treasure), or talent

PREPARE FOR YOUR SESSION

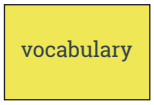
Before the day of your session, use the resources below to get ready to lead the session. The videos below are specific to this session, so you will know exactly what you need to do and when.

Prepare in Advance

Session Section	Session Time	What to Do	What to Watch
CONNECT	10 minutes	• Watch the Overview and Storytelling videos. • Review Jade and Jack: Episode 5. • Review vocabulary: **empathy, philanthropy**. • Prepare a personal story in the Connection Point Box.	Session Overview: 5 https://data.ja.org/s/FzYAAA  Storytelling with the Connection Point https://data.ja.org/s/GDYAAA 
ACTIVITY	30 minutes	• Watch the Activity preparation video. • Consult the educator on how to group students for the activity. • Open, unwrap, and organize classroom and student materials for in-class use. • Complete each Certificate of Achievement with the student's name and signatures from you and the educator.	Community Connections https://data.ja.org/s/GTYAAA 
TAKE HOME	5 minutes	• Watch the student take home video.	Take Home: 5 https://data.ja.org/s/GjYAAA 

Gather Materials

Verify with your local JA Area whether you're using kit-based or digital materials in advance. For kit-based materials, double check the quantities to ensure you have everything you need.

Kit Materials	Amount Needed	Prep Instructions
Classroom Materials		
 **Junior Achievement Banner** displayed throughout session	1 per class	hang at the front of the classroom
 **Vocabulary Cards (m-n)** used throughout session	1 set per class	used to present vocabulary words to students throughout the session
 **Project Tiles** used during activity	6 tiles per kit	hex-shaped tiles that label the project type
 **Time, Talent, and Treasure Tiles** used during activity	30 tiles per kit	shuffle the hex-shaped trading tiles; tiles don't need to be evenly distributed by color
Student Materials		
 **Table Tents** used throughout session	1 per student	hand out 1 to each student or return from previous session
 **Learning Log: 5** student handout	1 per student	hand out 1 to each student
 **JA Our Nation Certificate of Achievement** student handout	1 per student	hand out one certificate to each student at the end of the session

If you're using digital materials, you'll receive a username and password for the JA Learning Platform™. Instructions for the interactive elements can be found directly on the Onscreen Presentation.

Digital Materials	JA Learning Platform™ Link
 **Onscreen Presentation** digital interactive slides for projection to guide the session	To access the digital assets used in this program go to JA Learning Platform™ at https://learn.ja.org.

In-Class Setup

Place Classroom Materials

Before the session starts, if possible, do the following:

- Display the Junior Achievement Banner.

Confirm Student Groupings

Connect with the teacher to confirm student groupings. The classroom educator knows which students should be paired with others.

Recommended Group Size: 5 groups of 5–6 students

SESSION ACTIVITY

45 minutes

Connect

Introductions

5 minutes

Introduce yourself to students. SLIDE 1



Table Tent

Ask a helper or another volunteer to hand out one **Table Tent** and one **Learning Log: 5** to each student.

Have students write their names on the tents if not done previously.

Instruct students to open their **Learning Logs** to the first page.



Learning Log: 5

Read **Jade and Jack: Episode 5** together as a class. SLIDE 2

SAY: "We all have ways we can help others, whether it's by giving our time, using our skills, or donating things people need. That's sometimes called time, talent, and treasure."

"Time refers to the time people spend volunteering. Talent means the skills people have and use to help their community or nation, and treasure is money or items that people give to their community for a project or cause."

"Imagine your community was hit by a big storm, and some buildings or homes were damaged. People in your community came together to help by volunteering their time to clean up, using their skills to repair buildings, and maybe donating food, clothing, or money to help those in need. These are all examples of time, talent, and treasure."

ASK: "Why do you think it is important to help others?"

"Have you or your family ever helped others in your community?"

SAY: "When you help others, you get to connect with people, experience their viewpoints, and practice empathy, which makes the community stronger by supporting one another."

CONNECTION POINT:

Share a brief story about collaborating to improve lives in your community or nation. How did your sense of citizenship inspire you to get involved? How did empathy help you understand the needs you were addressing?

_____

_____

ASK: "Today we will explore this question: *How do we contribute to our nation with our time, talent, or treasure?* Ready to find out?" **SLIDE 3**

Discuss Empathy and Helping Others — 5 minutes

Lead a discussion about how empathy and helping others goes hand in hand.

ASK: "What kinds of problems or issues do you think people in the community face?" **SLIDE 4**

"How do people learn about community issues?"

Answer: local news, social media, listening to other people's stories, hearing discussions at home

SAY: "When you notice what others need and use your skills to help, you are using empathy to help support your community."

ASK: "Does anyone know what **empathy** is?" **SLIDE 5**

empathy—sharing someone else's feelings or experiences by imagining what it would be like to be in that person's situation

ASK: "Who knows what **philanthropy** is?" **SLIDE 6**

philanthropy—increasing the well-being of people through giving of one's time, money (treasure), or talent

SAY: "Philanthropy is a way people can work together to help solve problems. When we work together, we can make a bigger impact and help more people."

"We're going to do a fun activity together to learn more about philanthropy and working together to achieve goals. Let's get started!"

Activity: Community Connections

Group activity

REMINDER:

Ensure that the **Time, Talent, and Treasure Tiles** are shuffled before handing them out. Groups need a mix of tiles for the activity to work well.

Give Directions — 10 minutes

SAY: "Get ready to play a game called Community Connections! Now that you've learned about empathy and helping others, you are going to plan philanthropy projects for a community center. Your goal is to find the Time,

Talent, and Treasure Tiles that your project needs to complete the work. Let's get started!" SLIDE 7

Divide students into 5 groups of 5 or 6.

Ask a helper or another volunteer to hand out one **Project Tile**, and six **Time, Talent, and Treasure Tiles** to each group.



Project Tiles



Time, Talent, and Treasure Tiles

SAY: "Each group should have one project tile and six Time, Talent, and Treasure Tiles."

"Let's walk through an example together."

ASK: "What Time, Talent, and Treasure Tiles might be needed to plan and complete a community project for a park?" SLIDE 8

Answers:

- time—volunteers to help
- talent—builders, gardeners or landscapers, architects or planners
- treasure—donated supplies such as plants, mulch, nails, or wood

SAY: "A community center is a place where people can come together, share resources, learn new skills, have fun through activities, get help when needed, and work together to strengthen their community."

ASK: "What are some needs in your own communities that may be met by creating a community center?"

Jot down ideas on a whiteboard or easel.

Examples: kids hang out after school, place to take pets to play, a meeting place for groups, grow food, plants, or flowers

ASK: "How can using empathy help you with this project?"

Answer: It will help you think about what others might find useful in a community center by placing yourselves in their shoes.

SAY: "Completing a philanthropy project is like solving a big puzzle—each piece represents the time, skills, and donations needed. A philanthropy project takes many people with the right skills and donated resources and fits them together to meet the needs of others."

"Each group has a Project Tile for a community center. Pretend you've already talked with people in the community to find out what they need." SLIDE 9

Explain the activity steps.

SAY: "Your group will work together to complete your project by finding the right mix of time, talent, and treasure. The goal is for all groups to complete their projects, not just yours, so help each other out!" SLIDE 10

- "Start by discussing the skills and resources your project needs to succeed. Think about what kind of time, talent, and treasure are necessary to complete your project."
- "Look at your group's tiles and decide if any of them fit your project's needs. If a tile works, place it next to your project tile to start building your puzzle."
- "If you don't have all the tiles you need, collaborate with other groups to trade tiles. Keep in mind that working together helps everyone succeed!"

SAY: "You will need exactly two of each Time, Talent, and Treasure Tiles.

"Remember, the goal is for all projects to be completed, not just your individual project. Work together with other groups and trade tiles to get what you need."

"We will play for 15 minutes."

Complete the Activity — 15 minutes

1. Tell students to get started.
2. Ensure each student has one tile they are responsible for.
   - If a student places their tile, encourage them to work with their group members to find the tiles they need.
3. Monitor time and give time warnings when appropriate.
4. Walk around the room observing if students need assistance. Answer any questions or clarify instructions, as needed.
5. Monitor how students are adding tiles to their project. Since each group will need at least one specific tile of each type, encourage students to brainstorm with other groups to see what they have and how they can help each other.
6. Offer suggestions if groups struggle to make decisions.
7. Give a two-minute warning before time is up.
8. Request that students return to their seats if they move to complete the activity.
9. Collect all game materials.

Wrap-Up Discussion — 5 minutes

Discuss the activity with students. **SLIDE 11**

ASK: "What did you learn about philanthropy from the activity?"

"ASK (if a group was unable to finish their project): How can we connect to help complete the projects?"

If time permits, have students bring their leftover tiles together and work as a class to finish the project.

SAY: "I said at the beginning we would explore an important question together. Let's see how you answer that now that you have learned about philanthropy and helping others." **SLIDE 12**

ASK: "How do we contribute to our nation with our time, talent, or treasure?"

Hand out a signed **Certificate of Achievement** to each student.

Highlight or celebrate students' achievements in class. **SLIDE 13**

SAY: "Thank you for letting me visit you today! Congratulations on successfully working together to complete your community center projects!"



Certificate of Achievement

TAKE HOME

5 minutes

Tell students to take their **Learning Logs** home and ask their parent/caregiver the question found on the back page. **SLIDE 14**

We value your feedback! Please share your observations about student engagement and your experience with the JA curriculum.

https://www.surveymonkey.com/r/K5Volunteer

GLOSSARY

competition: rivalry among businesses striving for the same customer

consumer: a person who buys goods and services

empathy: sharing someone else's feelings or experiences by imagining what it would be like to be in that person's situation

employee: a person who works for others

employer: a person or business that hires one or more people for pay

innovation: a new or original idea, product, or improvement

market economy: a system in which goods and services are bought and sold freely with little government interference

nation: a people sharing land, government, cultures, and economy

philanthropy: increasing the well-being of people through giving of one's time, money (treasure), or talent

producer: a person or business that makes goods or provides services

occupation: work that a person does to earn money and that requires certain skills or knowledge

renewable resource: a natural resource that will replace itself over time

sustainability: using resources in a careful way that allows people in the future to use them too

transferable skill: a quality or ability that helps a person have success in their work

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