



HELPFUL HINTS

First Grade - "Our Families"

All Grades:

- Review the tip sheet that came with your program kit.
- For each school visit, consultants must enter through the main door and **SIGN IN AT THE SCHOOL OFFICE.**
- **BE PREPARED** before you go into the classroom! Read activity plans, organize kit materials, etc.
- Use your *Guide for Volunteers and Teachers*
- Make the activities **FUN** for the students!
- There are different learning abilities among students. Discuss with your teacher how to adapt lessons to meet learning needs.
- 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. If privacy concerns are an issue for the teacher, ask her to fill out the table tents and certificates.
- **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. Ask the teacher about appropriate foods – Texas state law addresses this issue. 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.)

Core purpose: to inspire and prepare young people to succeed in a global economy



Activity 1:

- Before selecting students to answer the first few questions of the activity, ask the teacher if they have a certain process of doing this, so you stay with the management routine of the class.
- 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. . The students may enjoy seeing your own family pictures.
- It is very helpful to ask the teacher for personal information about the students before the first class, so you'll have a better understanding of their family backgrounds.
- To prevent students from placing all the stickers in their books too quickly, have each student hold up their book when they have finished one page. Wait until everyone is finished, then read the next verse aloud together. Continue in the same manner with each page.

Activity 2:

- Along with magazine photographs that illustrate wants and needs, bring actual items from home. Show a banana, socks or shingles (needs) and/or TV remote control, toys, flowers, etc. (wants).
- Remind students that air, water, and health care are needs also, but focus on the basic economic needs of food, clothing, and shelter.
- The concepts of needs and wants can be difficult for students to grasp; therefore, it is okay if they do not fully understand. Remember that needs and wants will vary from student to student and class to class; please be sensitive to this.
- Use the information on the back of the flashcards to prompt discussion.
- Bring in a diploma to illustrate how more education can translate 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.
- Suggestions of pictures students can draw: family member/themselves working or themselves as an adult.
- Suggestions for assembling the book upon completion: staple, three-hole punch, tie with string, or use brads.

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.
- Depending on the class behavior and size, it may work best to hang the map in the front of the room and have the kids stay at their desks for the discussion; then have the students tape the symbols to the map
- 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.

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Activity 5:

- Be sure to bring together all concepts learned—needs, wants, jobs, skills, etc.
- You may choose to bring in an actual item for the students to purchase such as pencils, erasers or rulers instead of having the students purchase the want/need flash cards.
- Depending on the classroom size, you may wish to have an additional list of jobs available for the students to role play.
- Be sure to spend the last ten minutes of the activity handing out graduation certificates, thanking the teacher and students, and highlighting your time in the classroom.

You're done! Go to www.jadallas.org and click "I completed my class" to let us know!