



HELPFUL HINTS

Second Grade - "Our Community"

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 issues are a concern for the teacher, ask her to prepare 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 for 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.
- Have the students think of a job that starts with the first letter of their first name. Have a cheat sheet prepared so that you can help.
- The students like to know where you work and will have questions about you and your job.
- Please note that the poster is difficult for colorblind students.
- Be sure to collect and have the students write their names on the worksheets for use again in Activity 3.

Activity 2:

- Read the consultant guide's instructions on the perforated donut sheets. It is often difficult for the students to punch out the donuts. Consider assigning two students to punch out the donuts in the assembly line or adjusting the time allotments to give them more time.
- This activity can be very time-consuming so read instructions carefully.
- ALL students need to be able to participate in a group, or as an inspector.
- Ask the teacher to divide the class into groups of five. Assign half the groups to do unit production and the other half to do assembly line production.
- Stress to the students that they are NOT competing against each other, this activity is a demonstration.
- For unit production, ONE sheet of each of the materials should be placed in the middle of the table. Also, don't put the new donut sheet down until the first is completed.
- Ask the teacher to help write any key words on the board. This helps the activity move along more smoothly, and frees up time to get more done.
- Frequently, unit production will produce the most donuts because mass production tends to have numerous defects from donuts that do not make it through the entire assembly line. A good discussion tip: talk to the students about what they think the outcome would be if they were allowed ten more minutes for production.
- If available, bring donut hats from a bakery such as Krispy Kreme to add to the activity. Ask the teacher if this is appropriate, as Texas state law governs use of food in the classroom.

Activity 3:

- Separate the money and put into bundles before class.
- Have the classroom teacher wear the coordinating sticker. This may make the lesson more effective.
- You will have to watch the time carefully with this activity, since there is a lot to do in 30 minutes. If possible, ask the teacher if you could have 5 or 10 extra minutes.
- The concept of government may be difficult for students to grasp; try to keep the definition and explanations simple. Also, the same applies for the concept of paying taxes. Your guide provides detailed information.

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Activity 4:

- Have the students vote at their desk and instruct them not to look at their neighbors' ballots. After everyone has made their choice, ask the students to cast their vote by quietly placing their ballot in a box or jar.
- During this activity it will be helpful for you and the teacher to move around the room and work with each group. They may need help spelling words.
- Tally the votes on the board while a student is reading the votes.
- Give a positive reason for voting for each particular mayor.
- Be sure students understand that they need to make an important decision that is best for the whole community, and sometimes this means putting aside their personal preferences. Also, emphasize the importance of voting. In the United States, the people elect the government.

Activity 5:

- Check in advance that there is a tape player available for Activity 5. Some classrooms may only have a CD player in the room and will need to make arrangements for a tape player. If a tape player is not available, there is a downloadable version online at http://www.ja.org/programs/programs_elem_comnty.shtml. The MP3 file can be played from a computer with Internet access, or downloaded onto an MP3 player.
- Feel free to play the song more than once in case the students had a difficult time keeping up with it – they will like it!
- You may want to bring in real or pretend quarters to let the students follow along with the song individually on their own worksheet the first time, and then you can bring them up in groups of eight to role play along with the song until all students have been given a chance to participate in this activity.
- Have the eight students sit in a circle on the floor where everyone else can see them.
- If time allows, you may want to have more than one group participate in the song, so no feelings are hurt. Having more than one quarter and group demonstrate the flow of money to the lyrics of the tape at the same time could help accomplish this.
- 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 finished my class" to let us know!

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