



HELPFUL HINTS

Fourth Grade - "Our Region"

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 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 food – 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.
- 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.)

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For each Activity:

- Since there are so many vocabulary definitions, it may be helpful to write them on a chart or on the board before beginning each lesson.

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.
- To help the lesson go more quickly, you may want the students to work in pairs on page 1 of the student workbook.
- Have the students choose individual businesses. It may be more effective and generate more ideas than if they were in groups.
- As you ask students the three sets of questions about regions and resources, write their “resource” answers on the board, but do not initially include the headings. When you finish the questions, ask the students if they see any similarities within each group and then add the headings as you define each of the three types of resources.
- You may select to wait until the 3rd lesson to have them put their post-it flags on the map. By lesson 3, they have a better understanding of where to put their business in conjunction with the resources needed.
- Make sure that the workbooks remain in the classroom for use in upcoming activities and the students have put their name on the cover.

Activity 2:

- Review the different types of resources at each visit; include resources from your own business
- As a suggestion - you may want to have each student work individually to choose their own business and identify resources that they will need to operate that business.
- Give the students a few examples of a business such as a construction company, hair salon, clothing store to help get them started.
- Prior to filling out part 1 on page 3 of the Regional Resources workbook, allow the students an opportunity to view the CD-Rom “Our Region” if the classroom has the capability to do so.
- The CD is about 5 minutes long. If classroom equipment allows, you may want to show it to the whole group at once or work with the teacher on how groups of students could go to the computer to view it.

Activity 3:

- Use examples of local businesses that students can relate to including the one at which you work.
- You may choose to bring in a box of cereal as a visual for the students when doing this activity.
- It is recommended that you call a student to the poster to find the farm and then mark an “X” on the farm so that the rest of the class can locate it and follow along on their worksheets. Then call another student to the poster to find the mill, mark an “X” on the mill and so on.
- Have the students use a crayon or marker so they can see their marks on the Regional Resource poster page in their book.
- As a suggestion – you might choose to hold onto the car e-racers until activity 4 when you discuss the little e-racer company.
- Push through the beginning because it can be a challenge to finish on time.

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Activity 4:

- Some volunteers have found the math too difficult for the students; some have found it too easy. Discuss this activity with the teacher beforehand to make any alterations as necessary.
- Explain that tracking the income, expenses, profits and losses of a business is a job performed by an accountant. (In the guide book the accountant is referred to as a bookkeeper.) You may need to take extra care in explaining the concepts of income and expense. Some students seem to get income and profit confused, as they also do with expense and loss.
- It is important to explain in detail this activity as the information is used during activity 5 to play the game. The game will be played more smoothly if they have a good understanding of income and expense.
- Try your best to get all of the students standing so no one feels left out.
- Have the students look at the bottom of page five of their student workbooks or have the 5 step decision-making process on the board or overhead for students to review.

Activity 5:

- Separate materials and put in envelopes *before* you go to class.
- Before choosing option 1 or 2 for the activity, consult the teacher about which would work best and/or be most appropriate for his/her classroom.
- You may want to consider serving as the *Enforcer*, if class size allows. If the class is too small, you can combine the *Reader* and the *Mover* into one player.
- Make sure the students understand that they are trying to complete two tasks: find 5 sources they need and turn a profit.
- On page 6, where the students record their income and expenses, in the expense section you will notice the 5 boxes, 5 pictures and 5 lines. This portion can be a little confusing as they decide where to record the expenses, as there are other expenses besides the ones for the 5 resources they need. The students should put a check in the box when they have found that resource, and then record the amount on that line. Extra lines are typically needed and can be added at the bottom of the page.
- You may want to ask the teacher if the class has calculators available to use. This will help with calculating the totals at the end of the game.
- 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 on "I completed my class" to let us know!

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