



HELPFUL HINTS

Fifth Grade - "Our Nation"

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 who are addressed by a nickname. If privacy issues are a concern for the teacher, ask her to complete 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 items – Texas state law addresses this issue. Be sure to bring the same treat for every student; choices become a headache. Ask the teacher if you can bring in edible treats and if there are special circumstances (allergies, diabetes, 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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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.
- Save the CD ROMs for distribution in Activity 4.
- Instead of having the students draw an advertisement, consider having them verbally share their product with the class. This will save time and will allow for more discussion.
- Bring examples of advertisements to share with the students.
- Consider bringing an example of your company's logo to highlight the importance of branding.
- Hand out the Student Flier. (Consider challenging the students to interview an adult by utilizing the questions in Opportunity Two.)

Optional Activity

There is an optional session in the Guide between Session 1 and Session 2. This lesson is NOT REQUIRED, but if you and the teacher agree that you want to present it, you can schedule one additional trip to the class. This lesson does fit best between Sessions 1 and 2. It CANNOT substitute for another lesson.

Activity 2

- If you challenged the students to interview an adult in Activity 1, allow them to share the insight they gained.
- Prior to going into the classroom, use baggies or envelopes to separate the games into eight groups. Each group needs to have 1 Red chip, 1 Blue chip, 1 Yellow chip, 1 Orange chip, 1 die and 1 set of game cards torn apart. (The game cards are separated by white pages – 3 sheets per group.)
- Prior to going into the classroom, review the game card questions so you know what to include in your introduction before the students start the game. (Be sure to review Natural Resources, Human Resources, Capital Resources, Opportunity Costs, and Scarcity.)
- Distribute the Student Flier during your introduction so that the students can reference the Key Terms throughout the discussion.
- The Score Sheet for the game is on page 2 of the Student Flier.
- Add a requirement that the students must **read aloud** the scenario on the Technophile/Technophobe Spaces in order to get the points.
- Consider challenging the students to interview an adult by utilizing the questions in Opportunity Two of their Student Flier

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Activity 3

- If you challenged the students to interview an adult in Activity 2, allow them to share the insight they gained.
- Opportunity Three of the Student Fliers provides great questions to ask if you need/want to use them. (Also found on page 30 of the Guide for Volunteers and Teachers.)
- Print pictures (from the internet) of old game systems or bring in examples you may have at home.
- *Optional Activity Adaptations:* A) Instead of having the students read the job descriptions to build the graphs, have the students use their background knowledge to build the graphs and then use the job descriptions to check their work. B) Consider doing the activity as a large group.
- Be sure to provide the students an example of what to do by completing the first job category together as a large group.

Activity 4

- It takes a significant amount of time to separate the job cluster cards. Don't wait until class time to do it.
- While defining employer and employee, help the students remember the difference by emphasizing the long Es. (An employee is like me (a person).)
- Bring in an example of resume to share with the students.
- The objective for the Job Clusters Card Game is to learn about job clusters. However, because students usually only match the jobs in a cluster by using the lists on the top of the card, often the objective is not met. Instead of completing the Job Clusters Card Game as found on page 33 of the Guide for Volunteers and Teachers, we would suggest using this **game alternative**:
 1. Pull out one set of job cluster cards from the kit. (The remaining sets will not be used in this alternative activity and can therefore be discarded or given to the teacher for use outside of JA.)
 - a. A pink sheet separates each set of 16 clusters
 - i. Each set includes 8 pages containing a total of 64 cards. (The 64 cards are made up of 16 job clusters with 4 career examples in each cluster)
 - ii. Job cluster titles are centered under the right hand corner picture.
 - iii. The four career titles located at the top left corner of the card make up the job cluster.
 2. Of the 16 job clusters, choose 6-8 (depending on the number of students in your class) to tear apart and shuffle. (Set aside the clusters not chosen as they will not be utilized.)
 3. Distribute one card per student.
 4. Give the students about 3 minutes to read the card noting the skills needed for their job.

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5. Have the students walk around the room and find the other three students who have jobs in their cluster.
6. Once all four group members are together, have the students share the similarities and differences of their jobs.
7. Keep the students in their groups as you continue the discussion. (Ask a question, have the students discuss it among their group, then have a few groups share their answer with the whole class.) Question Suggestions:
 - a. Why do the four jobs form a cluster?
 - b. What are the similarities in Skills? Differences?
 - c. Are there different educational requirements for the different jobs? If so, what are they?
 - d. Why is it important to find a job that has your skills?
8. Have the students return to their seats.
9. Conclude the session by using the Summary and Review found on page 34 of the Guide for Volunteers and Teachers. (Give out the CD-ROMs to the students, explaining that they contain puzzles and games that highlight skills discussed during the sessions.)

Activity 5

- Give examples from your community when discussing the customer base of local vs. on-line businesses.
- Prior to going into the classroom, tear the Global Needs Cards apart. Be sure to keep them in order as they are organized in the kit from first to last. (The first card should be the Factory in Germany and the Last Card should be Ethanol in New Zealand.)
- If the Global Needs Cards get out of order, follow the text found on pages 38-42 to reorder them.
- Count out as many cards as you have students starting with the Factory in Germany. (Disregard any extra cards and stop reading the scenarios once all students have had a turn.)
- Be sure the cards are scattered among the students in the circle so a web will be formed as you read the scenarios.
- Be sure to stress that the students are to pass the string and not to throw it. To help in this, have them stand in a tight circle so they are close to one another and have them unwind some of the string while you read the next scenario so it can be passed more easily.
- Emphasize how specialization affects the Best Car Company.
- Use the bullets on page 42 of the Guide for Volunteers and Teachers to help summarize the activity.
- 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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