



JA Our Community™

Program Overview

JA Our Community is designed to provide practical information about businesses and the many occupations in those businesses in a typical day.

Session Overviews and Objectives

<p>Session One How Does a Community Work? The students study a poster illustrating a community to identify typical jobs. They develop an awareness of how people live and work together in a community.</p>	<p>Objectives Students will be able to:</p> <ul style="list-style-type: none"> • Identify a variety of jobs in the community. • Recognize how people live and work in a community. • Become aware of a wide range of job opportunities.
<p>Session Two Sweet “O” Donuts The students, individually and in groups, use different production strategies to simulate producing donuts for Sweet “O” Donuts.</p>	<p>Objectives Students will be able to:</p> <ul style="list-style-type: none"> • Define production. • Compare unit and assembly-line production methods. • Explain that different strategies are used to produce different types of products.
<p>Session Three The Role of Government The students learn about the economic role of government in a community by identifying services that government provides for citizens. The students also recognize that government must collect taxes to pay for these services.</p>	<p>Objectives Students will be able to:</p> <ul style="list-style-type: none"> • Recognize government jobs in the community. • Understand why taxation is necessary.
<p>Session Four A New Business The students determine the best use for the empty store on the How Does a Community Work? Poster. The step-by-step decision-making process helps students understand how group decisions are made.</p>	<p>Objectives Students will be able to:</p> <ul style="list-style-type: none"> • Define choices. • Use a decision-making model. • Recognize the need to make informed decisions. • Take personal responsibility for decisions.
<p>Session Five Money Moves The students learn about an economy’s circular flow of money.</p>	<p>Objectives Students will be able to:</p> <ul style="list-style-type: none"> • Identify circumstances of money being exchanged for goods or services. • Recognize how money flows through a community’s economy.

Program Basics

- Includes a series of five sessions recommended for students in second grade.
- Average time for each session is 30 minutes.
- Materials are packaged in a self-contained kit that includes detailed plans for the volunteer and materials for 32 students.
- Explores the interdependent roles of workers in a community, the work they perform, and how communities work.
- Session-specific, age-appropriate materials included to increase student interaction and emphasize JA's experiential approach to learning.
- Correlates well to state social studies, English, and math standards, as well as the Common Core State Standards in English/Language Arts and mathematics.

JA Our Community enhances students' learning of the following concepts and skills:

Concepts—Ballot, Banking, Benefits, Business, Choices, Circular flow of money, Community, Defect, Division of labor, Economic institutions, Goods, Government, Incentives, Interdependence, Jobs, Money, Needs, Productivity, Quality, Resources, Services, Skills, Specialization of labor, Taxes, Trade-offs, Vote, Wants

Skills—Comparing, Critical thinking, Constructing data, Decision-making, Developing ideas, Displaying data, Formulating questions, Identifying choices, Interpreting data, Listening responsively, Making observations, Matching, Predicting based on data, Problem-solving, Role-playing, Teamwork