

LEARNING EXPERIENCE OVERVIEW

JA Our City[®]

- Work and Career Readiness
- Financial Literacy
- Entrepreneurial Mindset

JA Our City will engage third grade students through fun, hands-on activities that focus on community, teamwork, and the city economy. Students learn how cities work by looking at the roles of businesses, organizations, and people in making the city successful using interactive hands-on activities such as building a city, designing sustainable spaces, and simulating financial decisions. The learning experience emphasizes critical thinking and introduces real-world concepts in a relatable way, inspiring students to see themselves as active contributors to their communities.

JA Our City 2.0 introduces young entrepreneur Jade and her dog best friend, Jack. Through their engaging adventures, students explore collaboration, develop a growth mindset, and begin to envision themselves as important members of their community. The learning experience introduces a school-to-home component, expanding learning beyond the classroom.

CONCEPTS

banking, business, business decisions, buy, circular flow of money, city, consumer, currency, economic development, entrepreneur, goods, government, income, interdependence, jobs, making payments, money choices, producer, save, savings, savings account, services, spend, taxes, transaction

SKILLS

brainstorming, conceptualizing, critical thinking, decision making, developing ideas, drawing conclusions, evaluating payment types, following directions, listening, making choices, making observations, mapping information, planning a business, problem solving, reading, role-play, teamwork, verbal communication, working in groups, writing



LEARNING EXPERIENCE HIGHLIGHTS

- Five 45-minute sessions
- High-quality, approachable lessons with engaging, hands-on activities that incorporate future-ready and real-world concepts
- School-to-home activities that extend the lessons from the classroom to students' families and their own communities
- JA Mindset[™] infused into sessions through "The Adventures of Jade and Jack" and accompanying activities and talking points
- Age-appropriate content in financial literacy and work readiness with entrepreneurial mindset woven throughout

CURRICULUM OUTLINE

Session	Overview Students:	Objectives Students will be able to:	Activities Students:
SESSION ONE Let's Build a City!	- Build a city by decorating three-dimensional buildings and placing them on a map. - Explore the various businesses, organizations, and workers needed in a city.	- Identify the organizations, businesses, and workers needed in a city. - Describe how people benefit from working together in a city. - Explore the various businesses, organizations, and workers needed in a city.	- Decorate and fold three-dimensional buildings. - Relate the buildings to businesses, organizations, and workers that make up a city.
SESSION TWO City for the Future	- Work in pairs to redesign underused areas in the city, providing space for additional services and community activities. - Think like city planners and use a STEM design process.	- Recognize that everyone can get involved to help the city. - Design a sustainable improvement to a city.	- Identify underused areas on a city map. - Use a STEM design process to create a sustainable community space.
SESSION THREE My Money Choices	- Learn about personal money choices and the purpose of banks and credit unions. - Track the amount of money coming in and going out as they earn, save, buy, and give while playing a board game.	- Identify the four choices people can make with money: earn, buy, save, and give. - Describe banks and credit unions as safe places to save money.	Practice making personal money choices while playing a board game.
SESSION FOUR Money Flows in the City	- Learn about the flow of money through the economy. - Sequence the movement of money through a city as community members earn, save, spend, and give.	- Describe the way money moves through a city's economy among businesses and people. - Model how people move money through the city when they earn and spend.	Sequence the movement of money through a city by using physical movement and Community Member Cards.
SESSION FIVE Workplaces in the City	- Explore their personal interests and the workplace settings they prefer. - Create a paper persona and use their persona to indicate a future career preference on the City Map.	- Prioritize workplace preferences. - Analyze how jobs and interests are valuable to the city.	Explore their future self by selecting personal preferences and locating a place in the city where they might like to work in the future.