LEARNING EXPERIENCE OVERVIEW

JA Our Community®

▶ Financial Literacy ▶ Work and Career Readiness

As part of a K-5 learning suite designed to develop durable competencies and intrinsic motivation, *JA Our Community* immerses second-grade students in the daily life of their community—the people who work there, the money decisions they make, and the importance of being an involved and responsible community member. They are introduced to the types of skills and knowledge necessary to be a worker in the community while building confidence and collaboration: the experience of working as a team in a pizza shop, getting paid and paying taxes, deciding how tax money should be allocated, and exercising their civic duty to make decisions for the good of the community.

The *JA Our Community* learning experience is designed for second-grade students. It includes five 45-minute sessions, a new song with movement, storybooks, and optional digital assets throughout.

Concepts: brainstorm, business, community, economy, goods, government services, income, job, needs, payment methods (cash, check, debit card, electronic payment), pricing, produce, responsibility, services, skill, taxes, voting, wants

Skills: assessing and analyzing problems; brainstorming creative solutions; collaborating and communicating; collecting, recording, and interpreting data using digital tools; considering multiple viewpoints; empathy and observation skills; exchanging money for goods or services; expressing community wants and needs; flexibility, curiosity, and resilience; graphing data; listening and focused attention; making informed choices; map reading; reason and logic; small group work; voting



LEARNING EXPERIENCE HIGHLIGHTS

- Flexible model, designed to support multiple learning environments and to accommodate educator-led and volunteer-led opportunities
- Engaging and interactive activities, games, and role-plays that support learning objectives
- Flexible facilitation materials including both print and digital guides to accommodate preferences and ease of use
- Includes five 45-minute sessions
- At-home activities that extend the lessons from the classroom to students' families and their own communities

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JA Our Community

CURRICULUM OUTLINE

Session	**Overview** Students:	**Objectives** Students will be able to:	**Activities** Students:
SESSION ONE **Community Workers**	• Begin to understand a community and the kinds of jobs people do in a community. • Discuss the skills people need to do their jobs and how people contribute to and benefit from their community.	• Describe what a community is. • Identify a variety of jobs people do in a community. • Describe the skills and responsibilities needed for different community jobs.	• Explore different jobs and their associated skills. • Find people working their job roles on a colorful map by playing a listening game.
SESSION TWO **Pizza Payday**	• Explore production of goods and services and the process of pizza making. • Discuss why people work and how people earn money for their work.	• Explain why people work and how they earn income. • Describe how goods are made using skills and knowledge. • Identify the difference between a good and a service.	• Become pizza makers by working as a team to read and fulfill pizza orders. • Receive play money for correctly made pizzas. • Engage with an animated video and song, "We Are One Community."
SESSION THREE **Ways We Pay**	• Learn about common payment methods and how money is used in everyday life. • Explore four ways to pay and choose which one fits best in various shopping scenarios.	• Identify different forms of payment: cash, check, debit card, and electronic payments. • Explain how people choose different payment methods depending on what they're buying.	• Listen to various shopping scenarios and decide which payment method is best. • Move to one of four corners in the room to make their choice with each scenario.
SESSION FOUR **Who Pays for That?**	• Learn how taxes support the community and why people pay them. • Explore public services and jobs funded by taxes. • Complete an activity where they make decisions about how to allocate tax dollars to support community projects.	• Explain how taxes support government workers and services in the community. • Recognize that many viewpoints must be considered when making choices for the community. • Explain how people help their community and how the community helps people.	• Receive a Job Card and earn a paycheck. • Select one or more projects to fund by placing dollar stickers on their selections.
SESSION FIVE **Making Choices Together**	• Discover what it means to be a responsible member of a community. • Identify problems in a community park, listen to ideas from other community members, and brainstorm possible solutions. • Vote on the solution they would like the community to do first.	• Propose solutions to a community problem. • Participate in a group decision-making process. • Recognize that community members have a responsibility to get involved to help meet a community's needs.	• Work in small groups to explore how to improve a community park by voting.