

Session One

This or That? Make a Choice

Overview

Students practice personal economics by making choices.

Objectives

Students will be able to:

- Identify personal interests.
- Consider the factors that determine personal choices.
- Define *money*.

Preparation

Before the program begins, give the teacher a **Guide for Volunteers and Teachers** and a **Junior Journal Minibook** to review. Review the sessions and the lists of materials.

Concepts

Choice
Interests
Money

Skills

Decision making
Following directions
Interpreting information
Listening responsively
Reading and writing
Reasoning
Verbal communication

- ☐ Determine the best place to display the **Junior Achievement Banner**.
- ☐ Discuss the session presentation with the teacher in advance so he or she can assist you as needed. Establish how the students will be seated during the program. Ideally, students should be seated on the floor in a semicircle in front of you for the introduction of each session.
- ☐ Throughout this guide, you will find **Talking Points**. These discussion starters are designed to direct the students' attention to each session's topic. Use the suggested questions and ideas—and others you would like to add—to engage students.
- ☐ Flash cards help students see, hear, and learn words. Use the session's **Illustrated Key Term Flash Cards** to introduce today's key terms or project the digital asset. Key terms also are highlighted in bold in the guide and defined in the margin.
- ☐ Arrange to distribute the **Postcards with Magnets** at the close of this session or whenever the teacher recommends. This item is a take-home piece about Junior Achievement for students to share with their families.
- ☐ Prepare the student name tags before class or have the teacher prepare them for you.
- ☐ Review the session's **Extended Learning Opportunities** on page 12. Discuss application options with the teacher.
- ☐ **Note:** The **Junior Journal Minibooks** contain activities for the students to complete each time you meet. Use the digital asset to introduce the activities.



Recommended Time

This session typically takes 30 minutes to complete. Ask the teacher to help you keep track of the time.

Materials

- 1 Junior Achievement Banner
- 4 Name Tag Sheets
- 2 Illustrated Key Term Flash Cards (a, b)
(digital asset available)
- 1 This or That? Picture Cards Set (a–f)
(digital asset available)
- 30 Junior Journal Minibooks (digital asset available)
- 30 Postcards with Magnets
Pencils (not included)
Crayons (not included)



Junior Achievement Banner



Name Tag Sheets



Junior Journal Minibooks



Illustrated Key Term Flash Cards



This or That?
Picture Cards



Postcards with
Magnets

Presentation

Introduction

Greet the students. Tell them your name, describe your job, and provide some information about your background. You may wish to share something memorable about your education.

Explain that you are a volunteer with Junior Achievement, an organization that helps young people learn about saving and spending money, working jobs, and starting businesses. Tell the students that you will visit the classroom five times to present *JA Ourselves*, a program that helps them make wise choices about earning, saving, sharing, and spending money.

Write your introduction ideas here.

Introduction Time
15 minutes

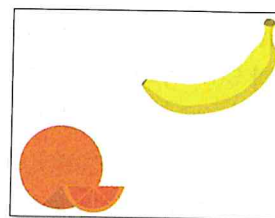
Presenting Tip

Young students often do best seated on the floor in a semicircle around the presenter. Remind students that good listeners sit quietly, pay attention, and raise their hands to speak. Be sure to model good classroom behavior throughout the program by saying “please” and “thank you” when appropriate.

Be sure to call students by name when they raise their hands (or stand) to ask or answer questions.

This or That? Picture Cards

- Will you eat this orange or that banana for breakfast? *(Can you tell me why you chose this or that?)*
- Will you wear this pair of shorts or that pair of pants to school? *(Can you tell me why you chose this or that?)*
- Will you play with this ball or climb that jungle gym at recess? *(Can you tell me why you chose this or that?)*
- Will you read this picture book or that comic book? *(Can you tell me why you chose this or that?)*



Before presenting the last two picture cards, tell students that when we buy things like fruit, clothing, or books, we have to spend **money**. Ask the students to tell you what *money* means. After a brief discussion, display or project the *money* flash card. Have the students repeat the word after you. Explain that money is something we use to pay for things we buy. Point out each unit of money and the debit card on the flash card. Emphasize that people who make smart choices with money often compare prices.

Key Term

Money

Something used to pay for the things we need and want.

Present the last two cards.

- Will you buy this sandwich for \$3.00 or that cookie for 50 cents? *(Can you tell me why you chose this or that?)*
- Will you buy an ice cream cone with one scoop for \$1.00 or two scoops for \$2.00? *(Can you tell me why you chose this or that?)*

Praise the students for being good listeners and sharing their choices with the group.

Activity

Activity-at-a-Glance

Using their **Junior Journal Minibooks**, students circle their choice of presents. They also color balloons using their choice of colors.

Activity Time

10 minutes

Have students return to their seats. Remind them not to run or touch other students.

Summary and Review

Summary and Review Time
5 minutes

It's important that students learn about making choices. If time permits, select a few students to stand up and share their journal choices and why they made that choice. Or provide students with the following scenario: "You receive \$100 for your birthday to buy something to ride on. A scooter costs \$50 and a bike costs \$125. Your brother will loan you \$25 to buy the bike, but you have to do his chores for a month. Which one would you choose—scooter or bike?"

Remind the students that making choices can be hard, so it is important they think and choose wisely. Finally, emphasize that money-smart people make good choices with their money.

Collect the **Junior Journal Minibooks** and give them to the teacher to use in the next session. Students will need their minibooks for each session in the program. Thank the students for being cooperative and working well together. Tell them that you've enjoyed spending time with them. Be sure to tell them when you will return.

Distribute the **Postcards with Magnets**. Explain that the postcard has a note on it to share with their families. Tell them the interior magnet can be removed for use on their refrigerators at home. The frame that remains is a photo frame magnet.

Presenting Tip

Extended Learning Opportunities are included if you would like to spend more time in the classroom. The teacher also may present them.

Extended Learning Opportunities

A Trip to the Store

Go to a local grocery or discount store and ask for 15 copies of a weekly sales flier. Working in pairs, have students find and circle items that cost 99 cents or less.

Let's Buy a Present

Review coin recognition with the students with the help of coin and dollar bill flash cards the teacher may have in the classroom. Have students then tell you the money they need to buy the following presents. After the activity, have students make a choice and pick the one they would like to give to a friend.

Pinwheel: \$1.00 (one dollar bill or four quarters or other combination of coins)

Stickers: 30¢ (three dimes or other combination of coins)

Pretzel snack: 25¢ (one quarter or other combination of coins)

Candy: 8¢ (eight pennies or other combination of coins)