

Tips

JA Our Region - fourth grade tips

Activity one

Let the students work individually or in pairs when they plan their own business this session. Challenge the student's; ask them what is special about the service or goods they will be manufacturing.

Use the school setting when discussing human resources. Tell them it is the teacher, the custodian, the lunch ladies, the principal, etc. that make up that resource in their building.

When talking about capital resources, tell them to look around the room. Just about everything in the room would be considered a capital resource.

Activity two

While reviewing the human, natural and capital resources, one volunteer takes in a piece of wrapped candy. Ask the students what resources go into the making of this candy.

When talking about scarcity, one idea is to take Tootsie Pops into the classroom. You should have a larger amount of two different flavors of the pops and only one of the third flavors to show the concept.

Activity three

We recommend the *JA Goes Green* supplement along with the material in the handbook.

Begin the lesson with the first activity in the guide on the process it takes for the cereal to get to the store. Then insert the JA Goes Green after that activity.

As recommended in the JA Goes Green supplement, have the students complete their business plan either as a homework activity or add it at the beginning of the fourth lesson.

Give out the car erasers at the next lesson instead of this one.

Activity four

Students can now complete their business plan at the beginning of this lesson. If there is time, let them discuss their business in the class.

Activity five

It is important to view this game more as an activity that illustrates the flow of money in and out of a business. One of our volunteers suggests using the breakdown on the following pages. She found it more manageable and easier for the students to understand. It is extremely helpful to prepare money and game pieces ahead of time by separating them into 5 envelopes.

To clarify the lesson plan instructions for the activity:

- Banker – get their money (\$1,400), they pay their money to the money manager.
- Money Manager- only handles the team's money (\$700) received from the banker.
- Bookkeeper – records the “income & expenses” on the new income & expense sheets provided.



INCOME

Little e-Racer Company

@Home \$ _____

@ Home \$ _____

Daily Chronicle \$ _____

Government \$ _____

Junior Achievement \$ _____

Makroworks Computers \$ _____

New Amsterdam \$ _____

Ollie's Oil Well \$ _____

Package Express \$ _____

Penny Mart \$ _____

Polly & Pete's Pizza \$ _____

Sally's Soap Mine \$ _____

Wendy Day's Power \$ _____

TOTAL INCOME \$ _____

EXPENSES

Little e-Racer Company

Government					\$ _____
Jail					\$ _____
Little e-Racer Company Factory					\$ _____
Little e-Racer Company Protest					\$ _____
Little e-Racer Company Workers					\$ _____
New Amsterdam					\$ _____
Ollie's Oil Well					\$ _____
Rambling Railroad					\$ _____
Sally's Soap Mine					\$ _____
Seadog's Shipyard					\$ _____
Ted's Tie-Dye Store					\$ _____
RISK	Stay	\$50	Go	\$100	\$ _____
RISK	Stay	\$50	Go	\$100	\$ _____
RISK	Stay	\$50	Go	\$100	\$ _____
RISK	Stay	\$50	Go	\$100	\$ _____
RISK	Stay	\$50	Go	\$100	\$ _____
RISK	Stay	\$50	Go	\$100	\$ _____
TOTAL EXPENSES					\$ _____