

# LEARNING EXPERIENCE OVERVIEW

# JA Our City<sup>®</sup>

## JA IN A DAY

### ■ Financial Literacy

JA Our City featuring Cha-Ching™ introduces third-grade students to financial literacy and grade-level social studies learning objectives, including how people manage their money and the importance of economic exchange within a city. Dr. Alice Wilder, an award-winning expert on childhood learning (*Blue's Clues*, *Super Why*, *Cha-Ching*, *Speakaboos*, and Amazon Kids original programming), consulted on the redevelopment of the learning experience.

The JA in a Day model consists of five kit-based, volunteered sessions that include primary and secondary objectives from the traditional learning experience. New features include Cha-Ching financial literacy music video enhancements, digital posters and games for use in the classroom, Save the City! collaborative, online game, and augmented reality activities to do at home. Each JA in a Day session is 35–40 minutes. The JA in a Day implementation model will receive four Instructional Contact Hours upon registration.

**Concepts:** Banking, business, business decisions, circular flow of money, city, city planner, consumer, currency, deposit, economic development, entrepreneur, goods, government, income, interdependence, jobs, making payments, money choices, producer, save, savings, savings account, services, spend, taxes, transaction, withdrawal

**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, teamwork, verbal communication, working in groups, writing



## LEARNING EXPERIENCE HIGHLIGHTS

### Features of the JA in a Day Guide for Teachers and Volunteers:

- Format is redesigned for easy delivery of the JA in a Day model.
- Introduction and conclusion are specific to the JA in a Day model.
- Preparation content appears in the front of the guide instead of within each session.
- Junior Journal Extras and Extended Learning Opportunities have been removed from the learning experience.
- Information pertaining to optional digital resources has been added.



## CURRICULUM SESSIONS

### CURRICULUM OUTLINE

Session	Overview <i>Students...</i>	Objectives <i>Students will be able to...</i>	Changes from Traditional Implementation
<b>SESSION ONE</b> <b>Earn, Save, Spend, and Donate</b>	Knowing we have four choices with money—earn, save, spend, and donate—helps us reach our personal goals and dreams and keeps cities alive and healthy.	<ul style="list-style-type: none"> <li>Describe the four choices consumers have with money.</li> <li>Define <i>deposit and withdrawal</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Distribute the E308 <b>Postcard with Magnets</b> at the conclusion of the program.</li> <li>The Money Tracker Poster will not be used in the session.</li> <li>The Summary and Review section has been removed from the guide.</li> </ul>
<b>SESSION TWO</b> <b>Invisible Money</b>	There are different forms of “spend”: cash, credit and debit cards, electronic payment, and checks. Cash is visible and easy to see. Other forms are invisible because we don’t see it as money being spent.	<ul style="list-style-type: none"> <li>Define <i>goods and services</i>.</li> <li>Explain the role of money in making exchanges easier.</li> <li>Recognize methods of payment and whether they are visible or invisible.</li> </ul>	<ul style="list-style-type: none"> <li>The E308 <b>Payment Cards Sheet</b> and sticky notes will not be used in the session.</li> <li>The Summary and Review section has been removed from the guide.</li> </ul>
<b>SESSION THREE</b> <b>How Do I Become an Entrepreneur?</b>	Entrepreneurs create businesses where people can earn money. Entrepreneurs spend money to keep their businesses running. Entrepreneurs also save money for business needs, and donate money for the good of the community.	<ul style="list-style-type: none"> <li>Define <i>entrepreneur, producer, and consumer</i>.</li> <li>Explain the need for a business plan.</li> <li>Discuss the ways in which entrepreneurs help a city.</li> </ul>	<ul style="list-style-type: none"> <li>The Summary and Review section has been removed from the guide.</li> </ul>
<b>SESSION FOUR</b> <b>Money Choices Make the City Go Round</b>	When people, businesses, and the city balance the four money choices (earn, save, spend, and donate), the city remains healthy and can thrive.	<ul style="list-style-type: none"> <li>Work together to make smart money choices to keep the city in balance with the Save the City! game. OR demonstrate the importance of money in everyday life.</li> <li>Describe how money flows through a city’s economy.</li> <li>Explain the ways in which the city government pays for the goods and services it provides.</li> </ul>	<ul style="list-style-type: none"> <li>The counting money exercise in the <b>Junior Journal</b> (pages 6–7) will not be used in the session.</li> <li>The Summary and Review section has been removed from the guide.</li> </ul>
<b>SESSION FIVE</b> <b>Let’s Build a City!</b>	Students begin to understand how the individual choices they make with money affect the economic decisions of businesses and the government.	<ul style="list-style-type: none"> <li>Describe how personal choices make a city a good place to live, work, and play.</li> <li>Recognize that businesses and the government make money choices.</li> </ul>	<ul style="list-style-type: none"> <li>The Summary and Review section has been removed from the guide.</li> <li>The program wrap-up has been shortened to save time.</li> </ul>

**Note:** The JA Our City kit is used for both traditional and JA in a Day implementation models.