

## JA A Business of Our Own

### GRADE 6

**JA's A Business of Our Own** is an interactive program that encourages students to put on their entrepreneurial hats and run their own retail businesses. The program can be led by a teacher or students can participate in self-directed learning through the JA Digital Learning Platform

Our online programs are offered at no cost to teachers and students and introduce young learners to the world of finance and business. Each program lasts 2 to 4 hours and provides expert guidance so they can learn all about finances, the world of work and how to start their own business.

These programs support the curriculum and help learners develop and build on skills they are taught in the classroom – giving them the tools to succeed in work and life!

### JA's A Business of Our Own - Program Objectives

- Learn what a business is and about the different types of organizations
- Understand what a business model canvas is and why it is useful
- Compare unit and mass production methods
- Define important production-related concepts (e.g. assembly line, division of labour, quality control)
- Calculate worker productivity and describe effects of management decisions on worker productivity
- Learn about pricing, promotions, and target markets
- Develop an understanding of management and financial record keeping
- Create business goals and practice the skills needed to run a business
- Create and implement a business plan for their own retail business
- Describe their experience in operating a business
- Draw conclusions about planning and running a retail business

### Connections to Curriculum and Learning

JA Programs align with several aspects of the Ontario Ministry of Education curriculum and priorities. Below are some of the significant ways the A Business of Our Own program supports learning priorities and objectives.

### Social-Emotional Learning (SEL) Skills and the Mathematical Processes

#### Problem Solving/Reasoning and Proving

A1.1 Express and manage their feelings, and show understanding of the feelings of others, as they engage positively in mathematics activities

#### Reflecting

A1.2 Work through challenging math problems, understanding that their resourcefulness in using various strategies to respond to stress is helping them build personal resilience

## Connecting

A1.3 Recognize that testing out different approaches to problems and learning from mistakes is an important part of the learning process, and is aided by a sense of optimism and hope

## Communicating

A1.4 Work collaboratively on math problems – expressing their thinking, listening to the thinking of others, and practising inclusivity – and in that way fostering healthy relationships

## Representing

A1.5 See themselves as capable math learners, and strengthen their sense of ownership of their learning, as part of their emerging sense of identity and belonging

## Selecting Tools and Strategies

A1.6 Make connections between math and everyday contexts to help them make informed judgements and decisions

# MATH

## Number Sense & Operations

Rational Numbers / Properties & Relationships / Mental Math / Addition & Subtraction

- Read and represent whole numbers using appropriate tools and strategies, and describe various ways they are used in everyday life
- Solve problems involving whole numbers, decimal numbers, and percents, including those requiring multiple steps or multiple operations
- Use mental math strategies to calculate percents and explain the strategies used
- Represent and solve problems involving the addition and subtraction of whole numbers

## Mathematical Modelling

C4 Apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

## Data Literacy

Data Collection & Organization

- Collect data to answer questions of interest about a population, and organize the sets of data as appropriate
- Analyse different sets of data presented in various ways by asking and answering questions about the data, challenging preconceived notions, and drawing conclusions, then make convincing arguments and informed decisions

# Financial Literacy

## Money & Finances

Money Concepts

F1.1 Describe the advantages and disadvantages of various methods of payment that can be used to purchase goods and services

Financial Management

F1.2 Identify different types of financial goals, including earning and saving goals, and outline some key steps in achieving them

F1.3 Identify and describe various factors that may help or interfere with reaching financial goals

## Consumer and Civic Awareness

F1.4 Explain the concept of interest rates, and identify types of interest rates and fees associated with different accounts and loans offered by various banks and other financial institutions

F1.5 Describe trading, lending, borrowing, and donating as different ways to distribute financial and other resources among individuals and organizations

## LANGUAGE

### Oral Communication

#### Listening to Understand

1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups

#### Speaking to Communicate

2.2 Demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions

### Writing

#### Developing and Organizing Content

1.1 Explain how a variety of media texts address their intended purpose and audience

1.3 Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, or experiences in media

1.4 Explain why different audiences might have different responses to media texts

#### Understanding Media Forms, Conventions, and Techniques

2.2 Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience

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*“Students were very motivated to come up with creative business ideas through the examples that were shared.”- Grade 6 Teacher*

**I WANT JA IN MY CLASSROOM!**

Register online or email [info@jawr.ca](mailto:info@jawr.ca) for more information.

**Click Here to Register Online Now!**