

VISIT AND DEBRIEFING

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VISIT AND DEBRIEFING

OVERVIEW

Citizens participate in the *JA BizTown* simulation and then return to class for a debriefing lesson. The debrief lesson allows citizens to reflect on their *JA BizTown* experience and further identify the relevance of classroom learning to their future plans and goals.

CONCEPTS

Business management: Businesses make decisions about their use of resources and work to earn a profit so they can repay their loans.

Economics: The circular flow of goods, services, resources, and money between people and businesses.

Free enterprise: In a free enterprise system, people have the freedom to buy and sell goods and services and to invest in businesses.

Performance evaluation: Quality businesses realize the process of improvement is ongoing and is an important way to learn, grow, and prosper.

CONTENT STANDARDS

Whenever applicable, the standards recommended by the Common Core State Standards Initiative will be referred to in the lesson title using the abbreviation CCSS, followed by the subject, the grade, and then the strand and skill numbers. For example, CCSS LA 5 RI 7 is **Common Core State Standard for Language Arts, Grade 5, Reading for Informational Text, skill 7**. The expanded standards can be found in the Teacher References section. State specific standards for English Language Arts, Mathematics, and Social Studies can be found at <https://www.juniorachievement.org/web/ja-usa/correlations>.

Visit and Debriefing

Lesson 1:

The Visit

Lesson 2:

Debriefing

Application and Extension Activities

Lesson 2:

Rank Your Business

BizQuiz

Fact Tag

Business Letter



VISIT AND DEBRIEFING

Lesson 1: The Visit

INTRODUCTION

After many days of instruction and preparation, your class is ready for its visit to *JA BizTown*. Citizens will undergo on-the-job training and complete the activities and responsibilities required by their job positions.

LEARNING OBJECTIVES

Citizens will:

- Function in their job capacity at *JA BizTown*.
- Manage their personal finances and time.
- Carry out responsibilities of citizenship, such as voting and obeying laws.

MATERIALS

- ❑ ***JA BizTown* Checkbooks**
- ❑ Completed **BizPrep** paperwork for each business

PREPARATION

1. Your *JA BizTown* simulation date will be scheduled by request and in concert with local JA staff. Reservations are required and are made several weeks or even months in advance.
2. To review specifics of your local *JA BizTown* daily schedule and related details, see the documents included in the Visit Information Tab of this Teacher Guide.
3. Remember to bring the following items to the simulation:
 - **BizPrep** paperwork for all businesses
 - ***JA BizTown* Checkbook** for each citizen
 - Sack lunches (if appropriate)
 - Student medication as necessary (teachers must dispense medication while at *JA BizTown*)

4. A few things to remember while at *JA BizTown*:

- Encourage volunteers to allow citizens to do all the work within their businesses. Volunteers are there as advisers only.
- Be available during the breaks to assist citizens at the bank, making sure their bank paperwork is correct before they get in line to see the teller.
- You have worked hard to get your citizens ready for this day. Relax and enjoy their success.

VISIT AND DEBRIEFING

Lesson 2: Debriefing

LESSON CONCEPTS

This lesson allows citizens to review and evaluate their team's performance at *JA BizTown*. They also will review the concepts of the circular flow and free enterprise they learned in class and experienced at *JA BizTown*.

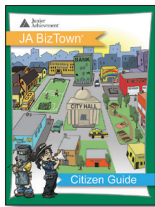
LEARNING OBJECTIVES

Citizens will:

- Evaluate team performance at *JA BizTown*.
- Explain the circular flow.
- Describe how citizens use financial institutions.
- Describe how citizens work within a quality business.

MATERIALS

☐ Citizen Guides



☐ Circular Flow Poster (kit) or digital asset



☐ Banks in an Economy Poster (kit)



SETTING THE STAGE | 5–10 minutes

- Ask your class about their *JA BizTown* experience.
- Allow citizens time to relate something positive about their experience.
- Remind them how much they have learned since the beginning of this program.
- Tell them they now will have an opportunity to review their visit and assess the success of their businesses.

ACTIVITY | 15 minutes

Team Meeting

CCSS LA 4/5 W 1

1. Ask citizens to meet in their business teams and turn to their **Citizen Guides**, Page 71, as you project or display Page 7, Illustration V-2A, **Business Review**. They should discuss the quotation from billionaire investor Warren Buffet and share insights aloud as a team.

DISCUSSION QUOTE

“In the business world, the rearview mirror
is always clearer than the windshield.”

—Warren Buffet, investor

2. Remind citizens that each team was expected to operate a quality business at *JA BizTown*. Quality businesses realize the process of improvement is ongoing, and they often need to reflect on and adjust business plans. Here are some characteristics of a quality business that you may want to write on the board.
 - Good customer service
 - Strong community involvement and support
 - Satisfied employees
 - Successful, profitable sales
 - Creative ideas and solutions
 - Employee teamwork
 - Strong business ethics
3. Tell teams to complete questions 2–6 of the **Business Review**. They will identify what they did well at *JA BizTown* and what they might change if their businesses were to continue.
4. Allow team members to share their reflections with other citizens.

OPTION

For a less subjective, more mathematical approach to business review, you can substitute this activity with Page 12 , Application Activity 1, **Rank Your Business**.



BUSINESS REVIEW

Name _____

1. As a team, discuss the following quotation: "In the business world, the rearview mirror is always clearer than the windshield."
—Warren Buffet, investor

Complete items 2-6.

2. Did we operate a quality business? Our team planned to do the following things to operate a quality business:
3. For the most part, we succeeded in operating a quality business. We are most proud of the following:
4. Some of our biggest challenges are listed below.
5. If we could go back to *JA BizTown* for another visit, our team would make the following changes:
6. Other comments about our business performance are recorded here.

Vocabulary

Internship

A short-term, career-related work experience for students, with or without pay.

Job shadow

Following a worker who performs job duties.

ACTIVITY | 20 minutes

Bringing it Home

CCSS LA 4/5 SL 1.d

1. Tell citizens they have learned much that will help make them valued employees when they are old enough to get a job.
2. Point out that as teens, some may want to seek internships, and some may want to have job shadow experiences before getting a job for pay.
 - Define **internship** as a short-term, career-related work experience for students, with or without pay.
 - Define **job shadow** as following a worker who performs job duties.
 - The experiences citizens had in *JA BizTown* will help them in the future, if they look for an internship or participate in a job shadow experience.
3. Remind citizens that *JA BizTown* teaches aspects of business management, economics, and free enterprise.
4. Ask citizens to share examples of the following concepts that they saw or experienced at *JA BizTown*.
 - The movement of goods, services, resources, and money between people and businesses is called circular flow of economic activity, or circular flow. Can you think of an example of that at *JA BizTown*?
 - In a free enterprise system, people have the freedom to buy and sell goods and services and to invest in businesses. Can you think of an example of that at *JA BizTown*?
 - Consumers make choices in purchasing goods and services, and businesses make decisions about their use of resources. Can you think of an example of that at *JA BizTown*?
 - Scarcity is the situation in which people cannot have everything they want due to limited resources. Can you think of an example of that at *JA BizTown*?

- The opportunity cost of a decision is the value of the next best alternative that is given up. Did you have to make any hard choices? Can you give an example of an opportunity cost you experienced at *JA BizTown*?
- Saving is paying yourself first so you have money for the future, and philanthropy is using your resources to help others. Can you give an example of the saving or giving you did at *JA BizTown*?

OPTION

For an interactive game that reviews the concepts learned in this curriculum, substitute Page 14, Application Activity 2, **BizQuiz**, for steps 3-4.

Digital Asset Note

Project the digitized **Circular Flow Poster** to help explain the flow of money in a town or city.

SUMMING IT UP | 5–10 minutes

Project or display the **Circular Flow Poster** and refer citizens to the back of their **Citizen Guides**, where there is a reproduction of the poster. Remind citizens this diagram is a model of an economy. Discuss the following:

- What goods and services did you see flowing from businesses to people in *JA BizTown*? (newspapers, drinks, retail items for sale)
- What did people exchange for the goods and services? (money, in the form of cash, checks, and debit cards)
- How did the money flow from businesses to people? (Workers received paychecks.)
- How did resources flow from people to businesses? (Citizens provided their skills and labor to businesses.)

On large chart paper or on your interactive board, invite citizens to come up and write a “take-away” they have gained from their *JA BizTown* experience. Or you can distribute sticky notes, have citizens write at their desks, and then post the notes on the board.

- Encourage citizens to write one sentence that either sums up their experience; tells something they learned; explains how their thinking about community or economy has changed or deepened; or explores how their *JA BizTown* experience may affect their future.
- You may want to use some of these as prompts for the business letter (Page 17, Extension Activity 1, **Business Letter**) or as statements in an appreciation card to JA staff or volunteers.
- Have citizens detach the Family Newsletter in their **Citizen Guides**, Page 75, and take it home. A copy is on Page 19.

OPTION

For a more active approach to summing up the lesson, substitute Page 16, Application Activity 3, **Fact Tag**. Note, this option may take more than 10 minutes.

OPTION

This is the end of this unit. For further reflection or review, choose an application activity to reinforce concepts.

- Application Activity 1 is a more mathematical approach to business evaluation.
- Application Activity 2 is backwards-style game wherein players provide questions to answers about economic concepts.
- Application Activity 3 is a no-preparation game that reviews curriculum concepts.
- Extension Activity 1 walks students through writing a letter of appreciation.

APPLICATION ACTIVITY 1 | 30 minutes

Rank Your Business

CCSS LA 4/5 SL 4

MATERIALS

- ❑ **Citizen Guides**
- ❑ Illustration V-2B, **Rank Your Business**

1. Ask citizens if they remember what qualities make a business a quality business. (good customer service, employee teamwork, profitable sales)
2. Tell them they have an opportunity to meet in their business teams. They will be ranking, or rating, their businesses by giving different aspects of their performance an ordinal (number) value according to how well they thought they did at *JA BizTown*.
3. Instruct citizens to turn to their **Citizen Guides**, Page 72, **Rank Your Business**. You can also display this; see a copy on Page 13.
4. Allow about 10 minutes for teams to assess their performance using the ranking scale.
5. To determine the highest ranked business, write the names of each business on the board. Ask each team to report its score. Remind citizens they all had a valuable experience at *JA BizTown*, and their high scores show how well they thought they did.
6. Be prepared to talk to low-scoring teams about why they thought they did poorly and how they could improve.



RANK YOUR BUSINESS

As a quality business at *JA BizTown*, your team should have attempted to practice many of the following things:

- Good customer service
- Strong community involvement and support
- Successful, profitable sales
- Creative ideas and solutions
- Employee teamwork
- Admirable business ethics

Think about how your business operated at *JA BizTown* and rank its performance in each of the following areas, using a number system. Give each statement a number value according to how well you think you did in that area. Decide whether the statement is always true, often true, sometimes true, not often true, or never true. Write an example that supports your decision. Add your points to determine your ranking score.

Always–5 points, Often–4 points, Sometimes–3 points,

Not often–2 points, Never–0 points

___ 1. We offered good customer service.

Example: _____

___ 2. Our business had strong community involvement and support.

Example: _____

___ 3. Our sales were high, our products were competitively priced, and our business was profitable.

Example: _____

___ 4. We solved any problems with creative ideas and solutions.

Example: _____

___ 5. Our employees displayed good teamwork.

Example: _____

___ 6. We showed a strong business ethic.

Example: _____

Total Score: _____

APPLICATION ACTIVITY 2 | 20 minutes

BizQuiz

MATERIALS



- ❑ **BizQuiz Categories Banner** (kit)



- ❑ **BizQuiz Cards** (kit)

This game-show style review will help your citizens review economic facts and discover how much they remember about their *JA BizTown* experience. Before play begins, post the **BizQuiz Category Banner** on the front board. Sort the **BizQuiz Cards** by color and tack the color-coded cards beneath their matching headings on the banner, starting with the smallest dollar amounts. Citizens will form teams and line up to play the game.

1. Divide citizens into four teams to play BizQuiz. Have each team select a chief financial officer (CFO) to record team totals on the board. Have citizens organize themselves within each team in alphabetical order, based on last names. They should form four single-file lines, one for each team, with citizens seated on the floor (or a similar method).
2. Determine which team will go first by asking CFOs to pick a number that you have written on a piece of paper (or a similar method).
3. Ask the first four contestants, one from each team, to approach the posted **BizQuiz Cards**.
 - The contestant whose CFO won the opportunity to go first selects the first category.
 - After you read the question, the contestants at the front of each row only should raise a hand to answer. The first person to raise his or her hand will answer the question. (Hints are available on the cards for use at your discretion.)
 - If the contestant answers correctly, that team wins the money amount on the card (tallied by the CFO on the board) and wins the right to choose the next question.

- If the contestant answers incorrectly, the remaining three contestants have the opportunity to answer, based on whose hand was raised second. (If no one answers correctly, you should select the next category.)
- Rotate the four contestants at the end of each question or at your discretion, based on the total number of citizens in the classroom. If desired, allow the CFOs to cycle into the contestant pool as well.
- The team with the highest point total at the end of the game wins.

APPLICATION ACTIVITY 3 | 15 minutes**Fact Tag**

CCSS LA 4/5 SL 4

MATERIALS

- Banks in an Economy Poster** (kit)
- Beanbag or small ball
- Timer (optional)



1. Point to the **Banks in an Economy Poster** and remind citizens that financial institutions play an important role in an economy.
2. Start a tag-team activity around the room. Each citizen should stand. Begin the game by stating one fact about financial institutions and banking. (Examples: People can deposit their paychecks into banks. People apply for bank accounts. Paychecks must be endorsed before cashing. Transaction registers are important to maintain accurate balances.)
3. Then “tag” a citizen by tossing that person the beanbag (or use a physical tag by hand). The tagged citizen must then state a different fact about banking. He or she tags another citizen. Repeat the process throughout the room. Place a time limit on how quickly citizens must respond.
4. Citizens unable to come up with a new fact within the time limit must sit down. The last citizen standing wins the game.
5. Repeat the tag activity using information learned about working in a quality business. (Examples: Teamwork helps in a quality business. Getting and keeping customers is important. Prices for goods and services must be set carefully. Businesses get loans, which must be paid back with interest.)
6. Play as many rounds as you wish using different concepts in the curriculum, such as citizenship, work readiness, or business management.

EXTENSION ACTIVITY 1 | 30 minutes

Business Letter

CCSS LA 4/5 W 8

MATERIALS

- ❑ **Citizen Guides**
 - ❑ Illustration V-2C, **Sample Business Letter**
 - ❑ Paper for writing appreciation letters
 - ❑ Addresses for the companies or organizations to whom the citizens will be writing
1. Ask citizens to develop a business letter about their visit to *JA BizTown*. Point out that by expressing their appreciation, citizens are providing encouragement to the people who supported them in a valuable learning experience.
 2. Explain that a business letter is a basic means of communication to a company or organization.
 3. Have citizens refer to their **Citizen Guides**, Page 73, **Sample Business Letter** for a template. (A copy is on Page 18.)
 - Remember the importance of “making a good impression” when interacting with customers and businesses. Written communications are one way that a good impression can be formed.
 - Develop a plan to work together so the draft business letters can be proofread by others. (Or you can suggest a classroom “round-robin” to help edit the materials.)
 - Check for appropriate spelling, mechanics, language usage, and structure before printing the final copy to be sent to the designated recipient.
 - If desired, require an addressed envelope as well.
 4. Tell citizens that you will provide the sponsors’ addresses. (Use the *JA BizTown* Business Addresses in the Visit Information Tab.) If no personal names are provided, use “To Whom It May Concern” in the greeting.

Teacher Note

Letters can be written to one of the following: *JA BizTown* sponsor, local school program funder, JA staff, or *JA BizTown* volunteers.



SAMPLE BUSINESS LETTER

Name _____

Business letters usually have six parts: **Heading:** (address and date)
Inside Address: (name and address of recipient)
Greeting (salutation): (Dear Mr. __: Mrs. __: Ms. __: Dr. __:)
Body: (main part of your letter)
Closing: (Sincerely or Respectfully yours, _____)
Signature (Your name in cursive)

Pleasant School
123 Learning Street
Core, CO 98765
July 1, 2019

Heading

President Phil Anthropist
Hometown Bank
123 Main Street
Core, CO 98765

Inside Address

Dear Mr. Anthropist:

Greeting

Body

Our school recently visited *JA BizTown*, a mini-town offered by Junior Achievement that students operate for the day. Your company sponsors a business at *JA BizTown*. We want to thank you for making a contribution so that we could have a great day of fun and learning.

We learned how to contribute to the economy of *JA BizTown* and how to operate a quality business. There were several things we did to serve our customers well and earn a profit. We also tried to keep our customer lines from getting too long!

Finally, we learned how important it is for businesses and people to be philanthropic. Your company helped our school enjoy *JA BizTown* because of your philanthropy. We appreciate your generosity. Thank you.

Sincerely,

Closing

J.A. BizTown Employee

Signature

FAMILY NEWSLETTER

EXPERIENCING JA BIZTOWN

Your student has now completed the core lessons for Junior Achievement's experiential-learning program *JA BizTown*. The journey has been fun and educational! Hopefully, you have heard about the simulation at *JA BizTown*, where your student was employed within a thriving community and economy. Concentrated hours of classroom study culminated in this unique experience, and research suggests that your student will remember JA's program for many years to come.

It is our hope that your student will apply the skills and experiences gained from *JA BizTown* to future opportunities as he or she enters the teen and young-adult years. For example, the financial literacy skills needed to use financial institutions, including managing spending and savings accounts, were introduced and practiced in this program. Soft skills such as teamwork, problem solving, and business ethics were discussed. Finally, students practiced formal business greetings, letter writing, job application skills, and in many cases job interviewing. The early development of these important skills will help students as they enter the world of work and begin to manage their personal finances.

JA BizTown's curriculum is rooted in the belief that an understanding of market-based economics and free enterprise is vital. An appreciation for how money, products, and resources flow within economies allows for a better understanding of business management, loans, saving and investing, and taxation. Your child now should better understand how the world works and his or her future roles as employer, employee, consumer, saver, and investor. *JA BizTown* offered your child a valuable foundation in these concepts, and this early foundation will help direct and develop future learning.



We invite you to continue your family's involvement with Junior Achievement and encourage you to visit the Junior Achievement USA website (www.juniorachievement.org). JA My Way (jamyway.org) offers interactive games, competitions, and timely, pertinent information about your child's economic future.



VISIT AND DEBRIEFING

Teacher References

COMMON CORE STATE STANDARDS REFERENCES

Lesson 2

CCSS LA 4/5 W 1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS LA 4/5 SL 1.d

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.

CCSS LA 4/5 SL 4 (Application Activity)

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS LA 4/5 W 8 (Extension Activity)

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

VISIT AND DEBRIEFING VOCABULARY

Lesson 2

Internship

A short-term, career-related work experience for students, with or without pay.

Job shadow

Following a worker who performs job duties.