

Suggested Activities: The Works
J.D. and the Great Barber Battle (2021)
by J. Dillard

Before the Book

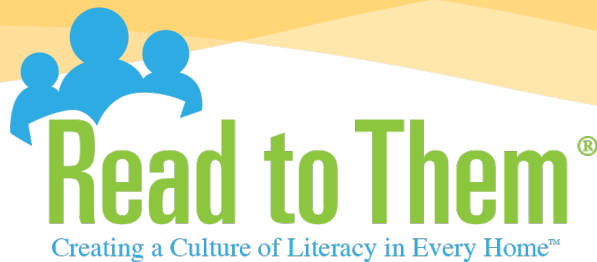
1. **Teasers** During the days leading up to the kickoff, use these teasers to build curiosity:
 - Ask during the daily announcements: *“If anyone has an extra pair of hair clippers or some hair styling gel, please bring them to the office.”*
 - Hang drawings around school that are images of things that J.D. has drawn. Marvel Characters, Lego Batman, a bass fish, Marvel Black Panther, Chicago Bulls mascot, etc.

Throughout the Book

2. **Remember When?** (Language Arts, Memory, Public Speaking) – Have students recall a favorite quote, page, event, or scene. For example, one might say, “Remember when J.D. cut Justin’s hair without his mom’s permission? That was so scary and funny at the same time!” You could start each day with this activity, maybe choosing a different student to share each day. Or, do it in small groups so kids can share with their peers. You could have students put their memories on paper barber poles and post them in the classroom.
3. **What Did They Mean By That?** (Language Arts) – Alternately, invite students to ask questions about a scene, a sentence, or an incident that they didn’t understand. Let other students weigh in to help clarify. For example, one might ask, “What is an edge up?” or “What is burial insurance?”
4. **Act It Out!** (Drama) – This is similar to **Remember When?** but is done through motions and not words. Have your students act out their favorite part in the book. (They could do this solo or in pairs.) See if the other students can guess the scene.

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Chapter 1 – A Crooked Fade (pp. 7-14)

5. **Classic Cornrows** (Social Studies) – Until his first haircut, J.D.’s mom always cornrowed his hair. Find out about cornrows here:

<https://en.wikipedia.org/wiki/Cornrows>

Do any of your students have cornrows? Does anyone know how to create them? This is a great first place to begin noticing different hairstyles – as more will be introduced throughout the book.



6. **MBA, Statistics, Management, Oh My!** (Economics, Financial Literacy) – J.D.’s mom is back in school, this time working toward her MBA and studying subjects like Statistics and Management. Help students research what it means to get an MBA (Master of Business Administration) and what kinds of jobs are available once completing this course of study. You could ask a parent or community member to come and talk to your class about jobs that require an MBA and what made them want to pursue a career in business.

Chapter 2 – The Nervous Breakfast (pp. 15-19)

7. **Bonkers for Breakfast!** (P.E.) – We all know that play helps with our physical health, but it can also increase our cognitive ability. Here’s a fun game that can cement the idea that breakfast is important and help your students know what to reach for when planning their morning meal:
- Before the game, laminate photos of some healthy (and not so healthy) breakfast foods: (scrambled eggs, donuts, bacon, granola and yogurt, sugary cereal, avocado toast, a can of soda, a banana, a bag of chips, etc.) Place these photos at one end of the gym or playground. Separate your students into two teams and have them stand at the other end of the gym or playground.
 - The game begins with one student from each team racing to the other end of the gym. Each player must choose one of the cards. They then race back to their side of the gym and another person from their team races to the cards.
 - At the end of the game, look at the cards. The team with the most healthy-food cards wins!

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8. **Breakfast, Continued...** (Nutrition, Financial Literacy) – Here’s a good opportunity to talk nutrition – and cost. Food is not cheap and understanding how to make healthy choices AND not break the bank is important for all families – and students of all ages can help.

Have students write out (or draw) a menu plan for one week of breakfasts. Look up the different prices of the foods they chose. Which ones are healthy, but expensive? How about the ones that are cost-effective, but not ideal body fuel? Talk about how grown-ups have to make tough decisions around finding foods for their families that are good for their bodies *and* budgets.

Chapter 3 – The Most Horrible First Day (pp. 20-26)



9. **A Pyramid of Priorities** (Math, Financial Literacy) – Jordan teases J.D., suggesting he doesn’t have money “to pay Naija for a haircut!” (p. 20)

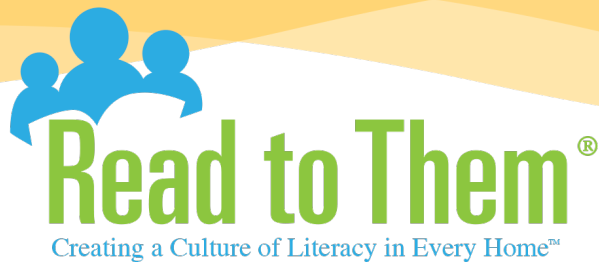
Make a class list of common expenses that we all have: school lunch, a new pair of sneakers, different school supplies, an ice cream cone, a ticket to a movie. Write the cost for each one next to the item. How do the costs of these different things compare? Have students rank the items in order of price. (For younger students, you can round the prices to the nearest whole dollar to make the data easier to handle.)

Have students figure out how many of each item they could buy with \$20. Give younger students 20 pretend \$1 bills to use to help figure out the answer. (They might work in small groups to figure this out together, too.)

Using different colored post-it notes for each item, arrange the items into a rough pyramid. For example, if you can buy 8 school lunches with \$20, make a row of 8 pink post-its to represent the lunches. If you can buy 20 pencils with \$20, make a row of 20 blue post-its under the pink ones to represent the pencils. If you can buy 2 movie tickets with \$20, make a row of 2 yellow post-its above the pink ones. And so on. This will give you a graphic representation of the relative prices of individual items.

10. **Track STAR!** (Teambuilding, P.E., Math) – Jessyka is a track star and anchors the boy’s and girls’ 4 x 100 relay teams. Create a relay race for your students. Teach them how a relay race works, then break them into their own teams and have your own race!

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11. **Let's Learn about Flo-Jo** (Social Studies, P.E.) – Florence Joyner, popularly known as Flo-Jo, was a female athlete who held the record for the 100- and 200-meter dash for over 30 years – both records she set at the 1988 Seoul, South Korea Summer Olympics. Recently, another popular female athlete, Elaine Thompson-Herah broke Flo-Jo's record in the 100-meter dash during the 2020 Tokyo Summer Olympics, but Flo-Jo still holds the record for the 200-meter. Spend some time researching famous female athletes and discussing how they've changed the world of sports! For more about Flo-Jo, you can read the chapter book biography by Rita Williams-Garcia, part of the *She Persisted* series.
12. **Track Day** (Teambuilding, P.E.) – Spend some time learning different track and field events. Include some less-known ones like the triple jump or even the steeplechase. Then, hold a track and field day for your class – or maybe the whole school? Make a list of the different events and have your students sign up for the ones they'd like to try.
13. **Hurray for Hand-Me-Downs!** (Life Skills, Public Speaking) – J.D. receives a lot of hand-me-downs from family in North Carolina. He feels embarrassed because he's "always out of style." Talk to your students about the benefits of recycling clothing, both for the budget and for the environment. Then, ask students to share their own experiences with purchasing or receiving a second-hand item. You could also host a "show-and-tell" and ask each student to bring in an item they have in their home that was recycled or reused.

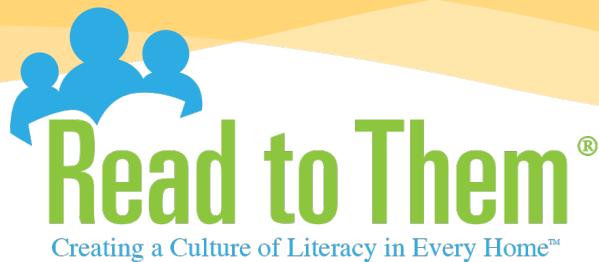
Chapter 4 – Jordan's Magical House (pp. 27-31)

14. **A Family of Creasters** (Social Studies, Art) – Jordan's family only goes to church on Easter and Christmas. Invite students to tell about a particular holiday celebration that is special in their family. It might be a cultural holiday or a special way of celebrating birthdays. Have them draw or write about it and you can make a Celebrate Good Times bulletin board.
15. **Trailblazers** (Social Studies, Teambuilding, Art) – Henry Sr. received a trailblazer award. A trailblazer is defined as someone who has been an innovative pioneer in their business or community.

Have students create their own trailblazer awards. Ask each person to present their award to someone in the class and explain why they think this person deserves the award. You may want to pair students up ahead of time to make sure everyone in class receives an award. You can also give them prompts beforehand, like: *Best Classroom Participant, King of Comedy, Top Teacher's Helper, First to Be Friendly, Best at*

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Chapter 5 – Another Bad Hairstyle (pp. 32-37)

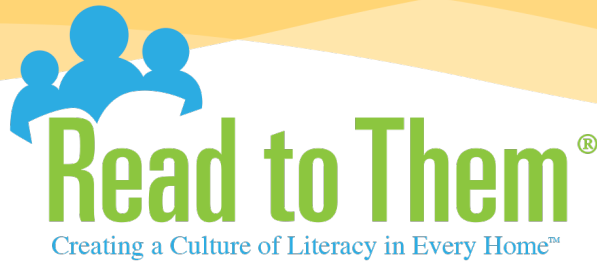
- 16. Thank You, Ms. Scott** (Language Arts) – Ms. Scott lets J.D. keep his hat on for the whole class period after she sees his hair. Ask students to think about a teacher, coach, family member, or friend who has done something for them that they’ll never forget. Have them write a letter to that person, thanking them. It would be even more special if they mailed the letters!
- 17. An Irritancy-what?** (Science) – Before J.D. decides to use his mom’s relaxer on his hair, he reads the warning label which says: “WARNING: Contains alkali. CAUTION: THIS PRODUCT WILL CAUSE IRRITANCY REACTION WHEN IT COMES INTO CONTACT WITH THE SKIN.” What is an irritancy reaction?
- Do some research with students to learn more about what kinds of products can cause a reaction and how to avoid them. Perhaps you could bring some different products into the classroom (or empty product containers) and show how you can read the labels of different common products to know how they may react when exposed to your eyes or skin.
- You can also take this as an opportunity to learn about acids and alkalis (also known as bases). Baking soda (alkali) and vinegar (acid) are always fun – especially outside where the mess is less of an issue.
- 18. Thriller!** (Social Studies, Music, Fun!) – Jessyka’s parents showed her the Michael Jackson *Thriller* video...now it’s your turn to share it with your students! (Of course, preview the video before showing your class to be sure you feel comfortable with it for your students.) After watching the video, see if they can learn part of the *Thriller* dance. Some of them may already know it!

Chapter 6 – Me vs. the Clippers (pp. 38-44)

- 19. Bowling Fun** (Games, Social Studies, P.E.) – Bowling can be traced back to 5200 B.C.! It’s a widely popular sport that is fun for kids and adults alike.
- See what other fun and interesting facts your class can gather about bowling, then try your hand at it. If you don’t have bowling pins, there are plenty of other items that can be used as substitutes. One-liter bottles or tennis ball cans will both work.
- Teach students the rules of bowling and how to keep score. Here is a fun site to help get you started: <https://www.thepecialist.com/bowling/>.

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20. **Bowling for Knowledge** (Math, Language Arts) – Here’s a great way to teach math and literacy concepts while incorporating bowling fun!

Get 12 plastic water bottles and fill them with liquid or sand. (You can leave them empty if you want them to fall more easily.)

For a math game:

Put a number on each bottle then set them up like bowling pins. Have students take turns rolling a ball (heavier if the bottles are full) toward the bottles. After their pins fall over, ask them to add up or subtract the numbers they knocked over.

Students can play as partners or individuals. The person (or team) who has the most points at the end, wins. Older students can multiply the knocked-over numbers instead.

For a literacy game:

Putting short, easy to rhyme words on each pin. Students have to come up with a rhyme for each word they knock down. Or put one half of an opposite pair on the pins and have students come up with opposites for the pins the knock down.

21. **What Is...Jeopardy?** (Games, Social Studies, Trivia) – Spend a bit of time sharing with students the format of the game show Jeopardy. Then, play it as a class! Come up with your own categories or use events that have happened in the book to serve as your questions. (You can use the *Trivia* document in this packet to help create question-answer pairs.)

Chapter 8 – My First Client (pp. 47-52)



22. **What To Do With \$3?** (Math, Financial Literacy) – J.D. gets three dollars from Jordan for his haircut and thinks about all the things he could do with it. Have your students draw posters of how many different ways they could spend three dollars. Encourage them to put as many things as they can on their poster and really think outside the box. Hopefully, this will help them see how far three dollars can go!

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- 23. Three Dollars' Worth of...What?** (Math, Games, Financial Literacy) – Alternately, talk to students about the different ways they can spend three dollars. Ask each student to bring in a paper bag with something inside that's the exact equivalent of three dollars. Give some examples ahead of time: 1 avocado, 2 candy bars, 30 stickers, 1 sock... Encourage them to be as creative as possible! Have each student stand in front of the class with their bag and try to describe what's inside without giving away the answer. The first student who guesses correctly gets to go next!



- 24. Three Dollars' Worth of...What?** (Math, Financial Literacy) – Some items are priced by the pound – things like produce and meat. And some things are priced by the ounce – like candy from old-fashioned candy counters. Set up a pretend candy counter with pictures of different types of candies and per ounce prices.

Have kids use a scale, some paperclips, and small ziplock bags to make bags of specific weight so they will have a sense of how much these increments are: 4 ounces (a quarter pound), 8 ounces (a half pound), and 16 ounces (a pound).

Give each student \$3 worth of pretend coins – a mixture of quarters and dimes – and let them decide how they would spend it at the counter. Compare students' preferences for the different types of candy. Older students could graph the data. To end the activity on a sweet note, offer each student one piece of candy to try. (Of course, be mindful of allergies. Many candies contain peanuts or nut products.) See *Supplementary Resources* on the Book Resource Page for *J.D. and the Great Barber Battle* for a suggested list of candies and prices, but feel free to make your own.

Chapter 9 – The Start of a Business (pp. 53-59)



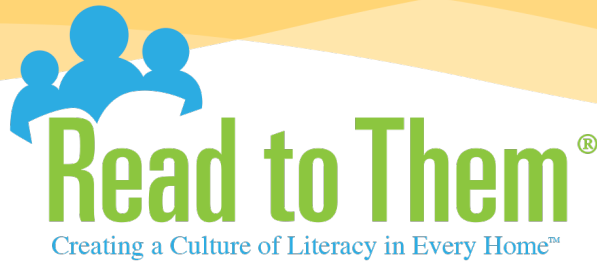
- 25. More Clients, More Money** (Math, Financial Literacy) – J.D. starts thinking about what he can buy if he attracts more clients and makes more money. Have students do the same thing.

Talk to students about how the more hours or more time you spend doing something, the more money you will get paid. Then, ask each student to come up with a part-time job they could do. Whether it's dog-walking, grass-cutting, babysitting, cleaning, or doing other chores, have each student choose one idea. Talk about how much they could expect to get paid for that service and how often they would need to do it to make a certain amount of money.

Here's an example:

- Emily wants to make \$100.
- She starts a dog-walking business.

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- She charges \$5 per dog walk.
- How many dogs will she need to walk to earn \$100?

Chapter 10 – Henry Hart Jr. Has a Problem (pp. 60-63)

26. Peewee Football Fun (P.E.) – J.D. loves peewee football! Introduce your students to the game by playing flag football. Talk to students about the rules, the different positions, and what qualities are needed for different positions. Having a fun scrimmage would be a great way for them to experience this well-loved sport.

27. A Lesson in How-To (Public Speaking, Life Skills) – J.D. doesn't think Henry Jr. hates special request hairstyles – he just doesn't know how to do them.

Talk to students about the difference between not liking something and just not knowing anything about it. Encourage each of them to come to class with something to share with everyone else, something that can do and maybe others can't. Maybe they know how to play the violin or make friendship bracelets. Perhaps they are good at whistling or can tie a slipknot. Encourage them to think outside the box and come in with something they can teach the rest of the class.

Chapter 11 – The Visit (pp. 64-66)

28. Do You Have a License for That? (Life Skills) – Henry Jr. threatens J.D., telling him he's going to call the authorities and get him shut down because he doesn't have a license to cut hair. Talk with students about what kinds of licenses we must get in order to do different things (drive a car, buy certain items, go fishing, have certain jobs.)

Come up with four titles, such as Crayon & Coloring Book Carrier, Candy Purchaser, Doll Owner, Video Game Operator. Make a list of specific requirements that each student must complete to obtain a “license” for their title. These could be things like:

- In order to have a Crayon & Coloring Book Carrier license, you need to agree you won't color on walls.
- In order to have a Video Game Operator license you must agree you will only play at certain times of the day.

Hand out the list of requirements and let students decide which license they want to apply for. Then, have them sign the document, agreeing to the terms. Make “licenses” to then hand out to each of them!

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Chapter 12 – Henry Jr. Has a Problem (pp. 67-71)

- 29. Just Like Steph Curry** (Social Studies, Art) – Xavier wants an edge up with a small ‘fro, just like Steph Curry. (Steph Curry is an all-star NBA basketball player.)

Have your students think about someone they look like or would like to look like. Help them print out pictures of this person and then share with the class what they like about this person’s look. Is it their hairstyle? Their smile? The fact they are tall or short? Talk about what it means to want to emulate another person.

- 30. The Health Inspector** (Social Studies, Science) – The health inspector makes a visit to J.D.’s house and tells him he’s going to have to shut him down. Can he do that?

Research together what a health inspector is. What’s their job? What kind of background/schooling do they need to have? What is a typical day like for them? Have students create job descriptions for a health inspector, answering these various questions. It would be great if you could have a health inspector come to your class and talk about what they do for the community and why they enjoy their job.

- 31. Germs!** (Language Arts) – Read the picture book, *Germs: Fact and Fiction, Friends, and Foes* by Lesa Cline-Ransome, illustrated by James Ransome. A fun and educational read!

Chapter 13 – The Little Barber Strikes Back (pp. 72-76)

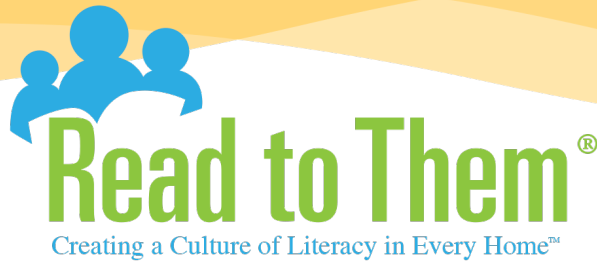
- 32. Family Dinner Time** (Art, Life Skills) – J.D.’s family sits down to dinner together, which consists of steak, rice, collard greens, and cornbread. (Are any of these dishes familiar?) Ask students to draw pictures of their typical dinner table. Ask students what their perfect meal might be.

- 33. Saturday Schedules** (Math, Time, Life Skills) – J.D.’s family stays busy on Saturdays! Ask students to write out a typical Saturday schedule in their family. Have them write out a timeline of events and when they start and stop. (For older students, this could be an elapsed time exercise.) They could also draw a map, showing a typical Saturday’s excursions.

- \$** **34. Needs Versus Wants** (Financial Literacy, Life Skills) – J.D.’s mom tells him they already have everything they need, but J.D. has his own idea of what “needs” are.

Talk to students about the difference between needs versus wants. Help them dig deep and think about the things that must be paid for before anything else: shelter, food, gas, and electricity.

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Make cards of various items we must spend money on every month. Have them put the cards in order of priority, from what they think is the biggest need to what are the wants. Talk about who prioritizes what – and why.

For older students, ask each of them to customize this list. Have them write down what they think their family would list as needs and wants every month. They don't have to know the exact dollar amount spent, just have them list items in priority as to what expenses must get paid and what things they think are optional expenses.

- 35. The Art of a Good Prank** (Language Arts, Problem Solving, Fun) – J.D. tries to think of something he could do to Henry Jr. to get him back for sending the health inspector to his door. He decides his ideas aren't great and he needs a better one.

Have students come up with their own ideas – something that J.D. could do to Henry Jr. to stop him from shutting down J.D.'s business. (Make sure the students know that pranks shouldn't be destructive, illegal, or hurtful.) Share the pranks with the class and see if everyone can find one or two that they really like!

Chapter 14 – The Plan (pp. 77-79)

- 36. That Sounds Like a Plan** (Problem Solving, Life Skills) – J.D. asks Jordan to help him come up with a plan for getting Henry Jr. to leave him alone. Give your students cards with different problems on them. Have them come up with three steps for solving their problem. Sample problems might include:

- I keep forgetting my homework.
- My little sibling won't stop messing with my stuff.
- I don't get enough exercise.

- 37. Run a Maze** (Problem Solving, P.E., Fun!) – Invite your students to solve physical problems! Make a maze for them to maneuver through. Set up in the gym or outside. How big or challenging can make it?

Alternate: Make an obstacle course.

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Chapter 15 – The Challenge (pp. 80-82)

38. **“If/Then” Statements** (Language Arts) – J.D. slips a note under Henry Jr.’s barbershop door, telling him that if he wants J.D. to quit cutting hair, then he needs to beat J.D. in a competition. Have your students write “If/Then” statements of their own. See how many they can come up with. Then, have them pick one of those statements and turn them into a note to someone, either a sibling, a parent, a teacher, a coach, or their local candy store owner, such as: “IF you lower your price of gumballs, THEN I’ll tell all my friends to come here” or “IF you clean my room for me, THEN I’ll play dolls with you for the rest of the day.”

Chapter 16 – The Rules (pp. 83-87)

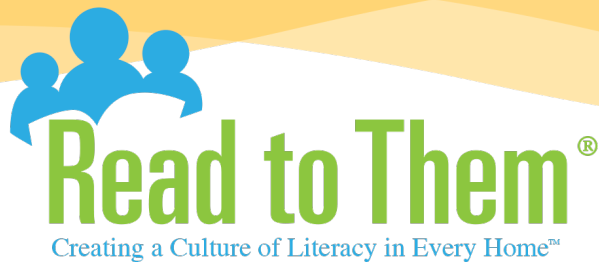
39. **What Are the Rules?** (Teambuilding, Life Skills) – J.D. starts laying out the rules of the contest. See if your class can make up their own, imaginary contest. Go around the room, asking students to each come up with a rule for this contest. Can everyone think of a new rule without repeating anyone else’s? Let students be creative, and mix silly and serious as they go.
40. **Beauty School Basics** (Social Studies, Life Skills) – Spend some time learning about beauty school/cosmetology school. Talk about what skills are taught at cosmetology school and what kind of careers a person can expect to have upon completion. You could have a parent or community member come in and talk about having gone to cosmetology school and what profession they are engaged in now. Another option is to check with your local vocational school and see if they have students (perhaps at the local high school) who would like to come and do a workshop for a day with your students.

Chapter 17 – Spreading the Hype (pp. 88-91)

41. **Writing the Ask** (Language Arts) – Once students have practiced asking for something from an adult, have them write it out in a letter form. This is a great way to develop persuasive argument skills! Then, discuss which was more challenging – verbally asking for something, or writing it out on paper.
42. **Read All About it!** (Language Arts, Art, Financial Literacy) – J.D. makes fliers to hang around town to promote his upcoming contest. Have students do the same thing. Ask each person to think of a competition they’d like to host. Then, have them design fliers with all the pertinent information included. Remind them to think about how they



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are going to publicize their competition to draw the biggest crowd possible. Is it important to tell people it's free? Will there be a raffle or door prizes for those who attend? This is a good chance to think about how marketing and advertising can make a difference in an event's success.

Chapter 18 – The Night Before (pp. 92-96)

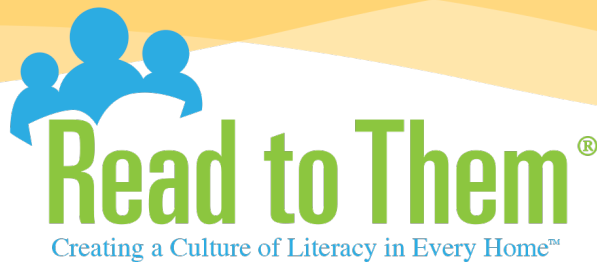
43. **Map It Out** (Art, Math, Time) – J.D. forgets his clippers and his mom has to drive him the 10 minutes home to get them. Have students draw out J.D.'s route from home, to the barbershop, back home, then back to the barbershop. This is also a fun way to incorporate some math problems such as:
- If J.D. lives 10 minutes from the barbershop, and his mom is driving 25 miles an hour, how many miles away from the barbershop does he live?
 - The competition starts at 12 noon. J.D. shows up the first time at 11:30 am. After driving home, then back again, what time does he get back to the barbershop?
 - The competition is over at 4:30 pm. It takes J.D. 15 minutes to clean up, 5 minutes to thank everyone, 4 minutes to load the car, then 10 minutes for his mom to drive him home. What time does J.D. get home?

Chapter 19 – The Barber Competition (pp. 97-104)

44. **Dress to Impress** (Fun! Life Skills) – Ask students to come to school dressed as if they are going to a fancy dinner or movie premier. (Maybe you can even create a red carpet to roll out with construction paper!) Talk about how dressing a certain way sometimes gives us a level of confidence we didn't have before. Ask them, "Do clothes make a difference in how people see you?" "Do clothes have a way of making you feel different about yourself?"
45. **Time to Tailgate!** (Food, Planning, Fun!) – Who does not love a good tailgate party? Talk to students about what a tailgate party is, the history behind them, and why they are so popular, especially during football season. Then, host your own! Encourage students to help with the planning: you could have a Menu/Meal Prep Crew, a Set-Up/Take-Down Crew, and an Entertainment/Games Crew. If you could get more classrooms involved, you could host a tailgate in the gym, or in the parking lot with real cars. Do not forget the corn-hole and beanie-weenies!

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46. **Simone Biles** (Social Studies, Sports) – Most people know who Simone Biles is. Here’s a good opportunity to focus on a person who has made a difference in the world of sports but has also been openly candid about her struggles with mental health and what she has done to take care of herself. There are several books about the athlete to explore, but one that has received rave reviews is *Flying High: The Story of Gymnastics Champion Simone Biles* by Michelle Meadows and illustrated by Ebony Glenn.

Chapter 20 – The Winner? (pp. 105-107)

47. **Hip! Hip! Hooray!** (Social Studies, Language Arts) – For as long as civilization have had competitions, the idea of yelling encouragement has been around. Have students research the history of cheering, starting with the gladiators at the Coliseum in Rome and working up to modern-day cheerleading, which has become highly competitive and is recognized as a sport. Have students work in small groups to write a cheer for your class.

Chapter 21 – A Real Job (pp. 108-113)



48. **Supply Versus Demand** (Financial Literacy) – After winning the barber competition, J.D. starts charging \$5 per haircut, a significant increase over the \$3 cuts from before his big win! (Have older students see if they can figure out what percent increase that actually is.)

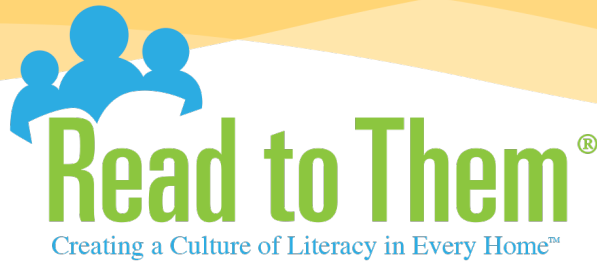
Talk to students about whether they think this is a fair increase or not. There are a lot of resources for teaching students about microeconomics and supply versus demand. Here are a few activities to help teach this:

Activity #1: This activity will show what happens when there is more of a demand for something than what is available.

1. You will need small tokens of different colors (jellybeans, m&ms, marbles, small erasers, etc.) You will also need large containers to put the items in and coins.
2. Begin by putting the items into each container, separating them by color. Assign the same price to each container.
3. Give each student a handful of change, but give them each different amounts.
4. For the first round, invite students to buy whichever color item they'd like, but tell them they must spend all their money.

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5. Determine the most popular color to the least. Talk to the students about why it would make sense to now raise the most popular color's price and adjust the others accordingly. Have them help you in this decision and change all the prices based on supply levels.
6. Hand out random amounts of change again and have students repeat #3, taking into consideration the new prices. Will the costs factor into what they buy?
7. After everyone has made their purchases, re-adjust the prices again. Keep doing this until all of the tokens are gone.

Activity #2: Ask students to each name an item that they regularly buy at the store when they have extra money. (Encourage them to give you a variety of price points – a favorite candy bar, latest video game, new sneakers, favorite pizza, new outfit, the latest book in their favorite series.)

1. Write all the items on your whiteboard for everyone to see. (You could also have students print out pictures of these items and place those on the whiteboard as well.)
2. Give students different scenarios and ask them to write down if the price of an item would INCREASE or DECREASE based on the scenarios. (They can write their answers, or you can have them come to the board and put up-arrows or down-arrows next to each item.)
3. Questions could be things like:
 - “If peanuts became hard to buy, what would happen to the price of the Snickers bar?”
 - “Everyone at the sneaker factory went on strike. Are the sneakers going to increase or decrease in price?” Why...?
 - “The pizza place bought too much dough and sauce last month and they need to use it all up or it will go bad. What is going to happen to the price of your favorite pizza?”

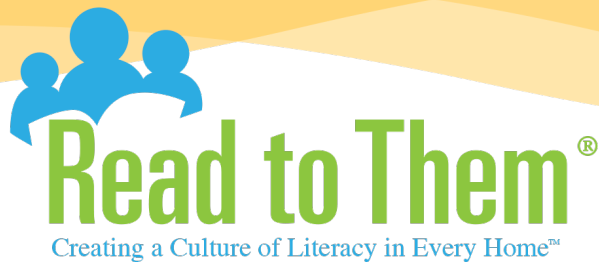


49. **Raking in the Dough** (Financial Literacy) – J.D.'s business is taking off, but his grandmother reminds him to save some of his money (and pay her back for all the toilet paper he's been using!)

Talk to students about the importance of Giving/Saving/Spending money. Then, give budget sheets and tell them they have \$100 and need to divide it into three categories:

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Give/Save/Spend. Here are some examples you could give them:

- Your grandma needs \$5 for toilet paper. Which category?
- Your mom’s birthday is coming up and you want to buy her flowers for \$10. Which category?
- Your dog needs a new collar and it cost \$14. Which category?
- Your best friend wants to go to the movies with you tonight but doesn’t have any money left from his allowance last week. Which category?
- You want to go to soccer camp this summer and your mom said you need to pay half the total fee, which is \$58. Which category?
- You want to put \$10 into your savings account. Which category?
- You see a girl at the grocery store who is asking for \$5 donations for the local animal shelter? Which category?

Give them enough scenarios so that they have to give/save/spend the entire \$100. Then, have students compare sheets and see which expenses they put into which categories.



- 50. Bravo for Buffets!** (Fun! Meal Planning) – Who doesn’t love a good buffet? Have students plan out what they would serve if they owned a buffet restaurant. They can design the buffet stations and draw which dish they would put where. You could do this as an individual, small group, or whole class project.

For more Financial Literacy fun, you could give them a budget to work from as well.

Chapter 22 – Let’s Make a Deal (pp. 114-118)

- 51. Great Graduations** (Social Studies, Public Speaking) – Graduations are important milestones in our lives and signify having accomplished something to be proud of. Have the class do some research on the history behind graduations and maybe hold a mock one of your own to celebrate reading *J.D. and the Great Barber Battle* together! You could make certificates congratulating them on a job well-done, and give a short, “you did it” speech.

Another fun activity would be to watch some clips of well-known graduation speeches like this one: [The BEST Commencement Speeches To Get You PUMPED For Life | Top 5 Speeches | Goalcast - YouTube](#) or have one or two students give a speech of their own.

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- 52. Tipping...Why, When, and How Much?** (Financial Literacy, Life Skills) – Tipping is an important part of our society and necessary for certain jobs, where the wages are low and the person providing the service may count on tips to help with their budgeted expenses every month.

That said, your students should also know that tipping is not required, and they shouldn't feel they have to tip if they don't think the job was done appropriately.

So...when do we tip and how much? This is a good activity for understanding how we come up with different tipping amounts and it's a good chance to have older students work on percentages and do some word problems, such as:

- My haircut cost \$15 and I want to give my barber a 15% tip. How much will the tip be?
- My family ate out at our favorite pizza place and the waitress was excellent! The total bill was \$35. How much of a tip should we leave?
- I cut the grass for my neighbor and charged her \$10 but she gave me \$15. How much of a tip did she include?

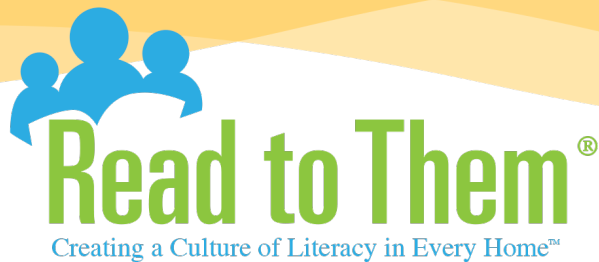
- 53. The Tip Jar** (Team Building, Community, Language Arts) – Have students create a classroom tip jar, but instead of monetary rewards, encourage each person to write a “tip of the day” to place inside. These could be words of encouragement, like: “Say Something Nice to 5 People Before Lunch” or silly things like, “Sit Backwards in Your Desk During Read Aloud Time”.

Draw one “tip” out of the jar each day and see if the class can complete it!



- 54. Working Solo or Working Together?** (Life Skills, Teambuilding, Financial Literacy) – As J.D. thinks through the pros and cons of working at Hart & Son versus working from home, have your students do the same thing. Using the numbers at the end of Chapter 22, have your students come up with similar word problems. You can give them a specific scenario or have them create one of their own, plugging in their own numbers. Some examples could be things like: lemonade stands, lawn care businesses, dog walking services – any activity they could do on their own OR join forces with an already established business and decide which option would be more profitable for them.

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Chapter 23 – Off to Work? (pp. 119-121)

- 55. The Young and the Restless** (Social Studies, Drama) – Soap operas have been around for decades, having started as radio shows that were sponsored by soap companies. Many of them have long-running narratives and characters that have had loyal followers for decades.

Do some research into soap operas and encourage students to explore how soap operas have evolved, not just in the United States, but in other countries as well. (For example, the same form exists in Spanish-speaking communities as telenovelas.) Then, divide students into groups and have them perform a soap opera scene of their own!

End of the Book

- 56. Who is J. Dillard?** (Language Arts, Social Studies) – Now that the class has finished reading, you can learn more about the author. His own story very interesting – and inspiring. Consult the *Author Connection Guide* on the Book Resource Page for *J.D. and the Great Barber Battle* to find out how to contact the author and tell him what your class thought about the book!
- 57. Let's Have a Contest!** (Teambuilding, Fun!) – What type of contest can your class come up with? Maybe you're not ready to have a barber contest, but perhaps a dance-off contest, a drawing contest, or a funniest-animal video contest would work. Encourage students to help you come up with the idea, choose who is going to be the competitors, who will be the audience, and who will serve as judges. If you want to involve more students, have your class make flyers (like J.D. did) to encourage more spectators!
- 58. Stay Tuned...** (Language Arts, Art, Drama) – At the end of *J.D. and the Great Barber Battle* we get the sense that there is more to come! (And J Dillard has in fact written two sequels.) Have students write what they think is going to happen next for J.D and the other characters in the story. Will he and Vanessa team up? Will Henry Jr. try to shut him down again? Will J.D.'s prices continue to increase? Will Henry Jr. learn more hairstyles?

Students can write the next chapter, and it would be fun for them to team up and act it out as well!

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- 59. Let's Start a Start-Up** (Financial Literacy, Teambuilding) – There are lots of online resources that encourage students to start their own business and give ideas for how to do it. Talk to students about starting a classroom business. Encourage them to take on different roles, depending on their interests and talents – who will be part of the marketing team, the creative group, the accountants?
- This may be too large a task to realistically do, but you can also make it a fun, imaginative activity. Here is a resource site to give you some ideas: [A Guide to 50 Creative Business Ideas for Kids - Kidpreneurs](#).
- 60. New Cover Art** (Art) – Now that your students have finished the book, invite them to reimagine the cover art. If they were hired to make the cover for the next edition, what would they choose? To give them a sense of how much covers can change from edition to edition, do a Google image search for “The Wonderful Wizard of Oz book.”
- 61. Movie Time** (Art and Drama) – Lots of great books get made into movies, sometimes with mixed success. Have students take on the job of the producer in charge of making *JD and the Great Barber Battle* into a movie. They can design the movie poster to entice people to come see the movie without giving away too much of the plot. What actors would they cast in the major roles? What parts of the book will they shorten or cut so the movie won't be too long? They could even write a script for a trailer, cast their friends, and film it.
- 62. Playlist** (Art) – Have students design a CD and cover that could be the soundtrack for *JD and the Great Barber Battle*. In the CD booklet, they should include the reasons they chose each song and how each relates to the story's characters, plot, theme, or conflicts. They should indicate which songs would be used for which particular scenes in the novel.

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