



Session by Session Teaching Tips

JA Our Families



Short session-by-session training videos: <https://jatraining.ja.org/ja-our-families/>

All sessions:

- Thoroughly read your Facilitator Guide. Spend time planning your sessions and thinking about relevant stories you can share with students.
- Make sure to note which materials belong to each lesson within your kit of materials. Printed materials note the session number on the bottom of the page for your convenience. There is also a list of materials needed for each session listed in your Facilitator Guide.
- You may choose to use the Onscreen Presentation available at <https://learn.ja.org> during your lessons. JASD recommends displaying the presentation to provide students with visual support, but it is not required to successfully complete the classroom activities.

Session 1:

- Consider bringing a picture of your family to share with the class.
- Please be sensitive to students' family situations. "Family" may include people with different last names or who live in different homes. Every family is unique. Emphasize the positive relationships and caring connections that make a family special.
- To increase student participation throughout the lesson, use a turn-and-talk strategy when asking questions. Have all students share their responses with a nearby classmate before inviting a few volunteers to share their ideas with the whole class.
- Activity: Oh No! Let's Go:
 - You may complete this activity as described in the Facilitator Guide or use an alternative format by having students work in pairs to complete each scenario. Have all students act out the scenario, then allow 30–60 seconds for partners to discuss solutions. Have all pairs act out their solutions simultaneously. Debrief before continuing. This approach increases participation by keeping all students engaged.

Session 2:

- Stress the importance of our need for food, shelter, and clothing; however, we may not need certain types of food, shelter, and clothing to live. (We need one coat, not five; we need healthy food, not candy.)
- Be sensitive to the reasons students give as to why they consider certain items to be a need or a want. For example, many students will consider a dog a want; however, a service dog could be considered a need for a person who is visually impaired.
- To reinforce the lesson concepts, consider showing pictures of objects that represent needs and wants or bringing in actual items you could put in a bag. Give each student an item and have them sort them into groups of "needs and wants" and tell you why they put it in either group. (i.e., shoes, candy, pop, bottle of water, cell phone, pair of socks, etc.)

- Discuss with students how a job allows you the opportunity to earn money to buy a need or a want. What are some of the things that you “want”, but choose not to purchase so that you can spend your money on the things you need?
- Take It or Leave It! Activity:
 - This activity can be done in pairs.
 - Demonstrate how to roll the dice appropriately before handing out materials.
 - Separate each sticker sheet along the perforated line. Each student will receive one.
 - Remind students that they will not have room in their backpack to bring everything along on their family day trip and that they will only be able to bring 4 needs (ex; food, water, clothes) and 4 wants.

Session 3:

- Activity: Incredible Inventions
 - You may complete the activity as outlined in the Facilitator Guide by giving each group a different Challenge Card, or you may have all groups use the same Challenge Card.
 - If all groups use the same Challenge Card, emphasize that each group's solution may be different. Remind students that there is more than one way to solve a problem and encourage them to think creatively.
 - Before distributing materials, each group must agree on one solution to build. Encourage students to take turns sharing ideas, listen to one another, and work together to make a team decision. Explain that people often have different ideas, but successful teams choose one plan and work together to bring it to life.
 - Allow 5 to 10 minutes at the end of the lesson for students to share their inventions. You can have each group present to the class or invite groups to leave their inventions on their desks while students rotate around the room to view each other's creations.

Session 4:

- To help the Map It Out activity run smoothly, separate the stickers for the activity prior to class.
- If you plan to use the physical Map It Out Poster, plan to hang the poster up when you get to the classroom in a place where students can gather to see it before working in their Junior Journals.
- Talk with students about how you save and spend your money. What are some examples of things that you are saving for? How old were you when you opened your first bank account?
- While talking about maps, consider showing students a map of their school and surrounding area. Help students identify familiar locations, such as their school, a park, or a grocery store. Ask questions like, "How do maps help us find places?" and "How do you think people found their way before phones and GPS?" This can help students understand how maps have always been important tools for finding directions and locating places. If you have used a physical map for directions, tell students about your experience and talk about how maps have changed.

Session 5:

- Consider bringing in an item/tool that you use in your job (calculator, wrench, product, etc.).
- Help students connect what they are learning in school to workplace skills. Point out how reading, math, problem-solving, teamwork, and communication are important in your job and many other careers.
- If your job provides a good or service, explain the difference to students. Share what your business makes (goods) or does to help people (services) and discuss why those goods or services are important. Remind students that some goods are digital.
- Ask students what jobs they would like to have when they grow up. Discuss the skills they might need for those careers and how they can begin developing those skills now.

- Share your own career journey. What did you want to be when you were a child? How did your interests or goals change over time? Explain how learning new skills helped you get to where you are today.
- Flip and Find Card Activity: Some students may need assistance reading certain job titles. Before beginning the matching activity, take a moment to review the job titles as a group. Encourage students to use the accompanying pictures as clues to help identify and understand any unfamiliar words. Utilize the classroom teacher to help get students into groups.
- Graduation:
 - The JA Certificates of Achievement have been provided. Please work with your teacher to obtain student names and fill these out to make graduation special. Allow ample time (5-10 minutes) for the graduation ceremony at the end.
 - If you plan to bring something to hand out to the students during the last session, have the item “pre-approved” by the teacher. Please consider items such as company logo'd trinkets, pencils, erasers, stickers, etc., as most schools now promote healthy/peanut-free options and no longer allow candy.
 - If you bring an edible treat, ask the teacher if they can eat it right away. Also, allow time for them to finish the snack during the JA session time. Please make sure your treat is peanut-free, as this may be a school district policy and make sure you have approved the treat with the teacher.
 - Make this time special. Call the students up one-at-a-time to receive their certificates and have other students provide applause. Teach them to shake your hand properly (no ‘limp fish’ or ‘super squeezers’) and to shake with the right hand while accepting the certificate with the left.
- Please feel free to recycle any leftover materials or pass them along to the classroom teacher. There is no need to return unused supplies to JASD.

General Tips for All Programs

- Before going into the classroom, take time to explore:
 - The Guidebook (think about relevant stories you can share and how to ask questions to engage their thinking and create an interactive discussion versus talking at the students).
 - The Onscreen Presentation (advance through slides, familiarize yourself with navigation, test videos, activities, links, etc.).
 - SD Session by Session training videos and additional resources:
 - Training: <https://jatraining.ja.org/ja-our-families/>
 - Additional resources: <https://southdakota.ja.org/programs/ja-our-families>
- For Arrival:
 - Bring a State Issued Photo ID (Driver’s License) to check in at the school office each visit.
 - Arrive to the class a few minutes early so you have time to log onto the learning platform OR work with your teacher ahead of time to ensure they can log in before you get there.
- During Class:
 - During your introduction and throughout your sessions, emphasize WHY you are teaching JA! Why did you care enough to take time out of your schedule to be a volunteer? Did you have JA when you were a student – how did it impact you? If not, how do you think having JA would have influenced you? What do you hope the students will get out of the time you are there?
 - Please refrain from discussing sensitive topics like alcohol, tobacco, gambling, firearms, religion, etc.
 - Distribute the table tents and have students write their names legibly. This will allow you to call on students using their name during the activities. Collect them back after each lesson to be used in the following lessons.
- Consider posting your experience of teaching JA on social media! *Please do not post any pictures of student faces.* Since JA does not have photo releases for students, faces cannot be posted. Ideas: action shots of you teaching, showcasing activities, prepping material, a favorite student quote or ‘aha’ moment of the lesson, etc. Be sure to tag Junior Achievement of South Dakota on Facebook (@JASouthDakota), Instagram (@ja.southdakota) or LinkedIn (@Junior Achievement of South Dakota).

How to Access the Digital Platform

How to log in/access the digital resources.

- 1st time logging in:
 - Go to <https://learn.ja.org> (JA Learning Platform/D2L).
 - **All volunteers will need to create a login by clicking “Volunteer/Educator – Sign Up”.**
 - Enter your Email: the email JA has on file for you.
 - Send verification code.
 - Create password (JA does not have access to this. If you forget your password, you will need to create a new one.
 - Fill out remaining information (select JA of South Dakota as your area).
- Accessing the platform after initial setup.
 - Go to <https://learn.ja.org> (JA Learning Platform/D2L).
 - Click on “Community Login”
 - Enter your Email and Password you created.
- Once you have logged in to the digital platform
 - Volunteers teaching one class will automatically enter into their program’s materials.
 - Volunteers teaching more than one class will see each of the class programs displayed under “My Courses”. You will need to select the correct program to continue. You can toggle between classes if needed by using the button at the top of your screen.
 - Select the session you will be teaching. Use the left navigation bar to select the  “Onscreen Presentation” for your session.
 - Once you have selected “Onscreen Presentation”, below are some tips on presenting the materials.
 - To expand the presentation to “Full Screen”, click the icon on the top right. 
 - To exit Full Screen, click the icon in the top middle, the “Esc” key, or  F11.
 - Pop-ups may need to be enabled for games to work properly.
 - Use the “Next” and “Back” buttons to navigate the presentation.
 - If you need to zoom in or out on the computer to have the screen fit the board select **Ctrl + or -** .