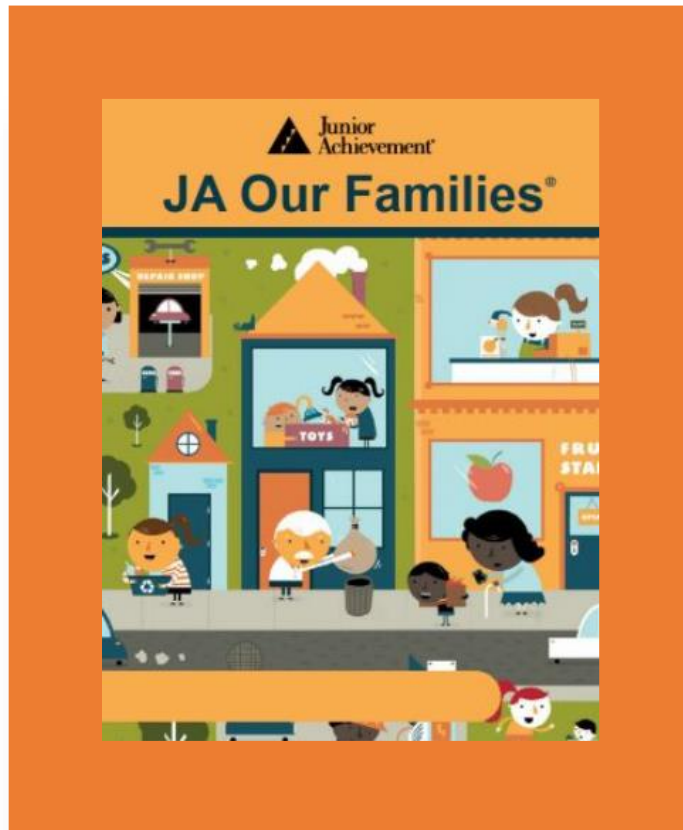




Junior  
Achievement™





# JA Our Families®

South Dakota Teaching Tips



# South Dakota Teaching Tips

## General Tips for all Programs:

- How to log in/access the digital materials.
  - a. Go to <https://learn.ja.org> (JA Connect):
  - b. Enter your Username: your email (the one JA has on file for you).
  - c. Enter your Password: something created by you.
    - i. JA does not have access to your password. If you do not have a password or you cannot remember it, you will need to reset it at:  
<https://jasa.ja.org/Account/RequestPasswordReset>
    - ii. If you receive an error message: “This page isn’t working – If the problem continues, contact the site owner. HTTP ERROR 400”, simply try again or make sure you included “https” in the URL rather than just [learn.ja.org](https://learn.ja.org).
  - d. Click on your class under “My JA Courses” (left middle of screen).
- The left Navigation Bar allows you to select the session you are teaching. Items you will see:
  - **Interactive Learning Resource (Onscreen Presentation)**- This is the presentation you want to pull up and utilize throughout your lesson – click on the play button to launch.
  - **Documents to Download**- Nearly all of these are printed and provided with your JA materials.
- Once you have clicked on the Onscreen Presentation/Interactive Learning Resource for your Session and clicked the play button to launch, below are some tips on presenting the materials.
  - To expand the presentation to “Full Screen”, click the purple icon on the bottom right. 
  - To exit Full Screen, click the icon in the top right, the “Esc” key, or F11. 
  - Pop-ups may need to be enabled for games to work properly.
  - Use the purple arrows on either side to navigate the presentation. 
  - To jump to different slides quickly you can use the  button (bottom middle of the screen).
    - Use the gray buttons on the left and right to navigate the slide deck.
    - As you prepare, go back to the first slide before exiting or it will start where you left off.
  - If you need to zoom in or out on the computer to have the screen fit the board hit **Ctrl + or -**.
- 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 digital component (advance through slides, familiarize yourself with navigation, test videos, games, links, etc.).
  - SD Session by Session training videos and 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 avoid topics not appropriate for school — alcohol, gambling, etc.

- Distribute the table tents. Have the students fold the paper in half the long way (hotdog bun style) and have them write their names in big letters. This will allow you to call on students using their name during the activities.
- A suggestion on how to make vocabulary review fun/interactive: Multiple vocab words are often showcased at the same time. Have the corresponding number of students come to the front and give their “best-guess” of what the word means and then have them click on the word to reveal the definition in writing.
- Have the teacher collect the Junior Journals and table tents at the end of the lesson. The students will utilize these the next time you visit.
- For Graduation:
  - Work with your teacher to obtain student names to fill out the Certificates of Achievement for the graduation on your final visit.
  - If you plan to bring something to hand out to the students after the last session, have the item “pre-approved” by the teacher. Most schools are peanut-free and may have other food restrictions.
  - 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.
- 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 a game, prepping material, a favorite student quote or ‘aha’ moment of the lesson, etc. Be sure to tag Junior Achievement of South Dakota or @JASouthDakota.

## JA Our Families Tips:

### Session 1:

- Consider bringing a picture of your family to share with the class.
- Explore a Neighborhood Activity:
  - Have students come up to the interactive board to click on the people they are looking for.
  - Tell a story about how work is divided within your family.
- Please be sensitive to students’ family situations. “Family” may include a group of people with different last names, different home addresses, or even close friends — anybody who cares for you and loves you. Stress the positive side of family relationships and remind students that it’s normal to have different kinds of families.
- If there is not time at the end of the lesson, you can have students color their flag at home (after the 5<sup>th</sup> session) or when they have extra time in class. Remember, the teacher should collect the Junior Journals at the end of every lesson since it will be needed for the next lesson.

### Session 2:

- Needs and Wants Activity: to get the students moving, you can have the students stand if it is a need and sit if it is a want.
- 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 to a person who is visually impaired.
- Consider bringing in pictures of objects that represent needs and wants or bring 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 before completing the Our Needs and Wants Chart.
- 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?
- The diploma can be confusing since it is not food, clothing, or shelter. Describe it as something we need so that we can make money to buy our needs and wants. You can even bring in your diploma(s) to share your accomplishments!

### Session 3:

- Goods and Services: If time allows, students can fill out their workbook when you are talking about different examples of goods and services.
- Identifying a Business Activity: Have the students name a business in their community for each symbol.
- As you discuss the map symbols and corresponding businesses, refer to names of local businesses where students may fulfill their needs and wants.
- While talking about maps, consider showing an App that can be utilized on a cell phone. You could also show websites such as Google Maps or MapQuest.
- Can you think of a time when you couldn’t get something you needed in your neighborhood? How did you go about getting it?

### Session 4:

- Guess the Job Activity: You can have students come up to the board or just call on them to answer the questions.
- Consider bringing in an item/tool that you use in your job (calculator, wrench, product, etc.).
- If time allows you can fill out the Coupon in the classroom or have the students take it home (after Session 5).
- Connect what the students are learning in math, reading, and science to parts of your job — and even the jobs that they want to have when they enter the workforce.
- Discuss a hospital, school, or other large business and highlight the variety of jobs and the importance of each role in the business.
- When you were a child, what did you want to be when you grew up? How did your goals change as you grew up?
- The word entrepreneur is a big word for 1<sup>st</sup> graders. Introduce the term but realize they probably won’t master it.

### Session 5:

- A New Business Advertisement - Options for Game Play:
  1. Play as a full class on the board and send the worksheet home with students.
  2. Have students sit at their desk and color their sheets as you go through the presentation.
  3. Have students sit at their desk and work on the worksheet on their own. They can solve the math and color the page.
- Consider allowing time for the students to come up with their own business that they feel is needed in the community instead of just making advertisements for “The Pet Watchers” business.
- Share stories with students about your family or close friends who are entrepreneurs and how they became business owners.
- Students may not understand the difference between owning their own business and working at a business. You may need to create further discussion to help them better understand.
- The JA Certificates of Achievement have been provided. Please fill these out to make graduation special. Allow ample time (5-10 minutes) for the graduation ceremony at the end.