



Session by Session Teaching Tips

JA Our City 3.0

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



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:

- ****New**** As part of JA USA's outcome-based strategy, students are being asked to complete brief surveys before and after their JA experience.
 - Thank you for helping make this a priority in your classroom. The few extra minutes you invest will help JA measure student growth, strengthen our programs, and tell the story of the impact we are making together.
 - Work with your teacher to have students fill out the [pre-program digital survey](https://www.surveymonkey.com/r/JAOurCity2_0_Pre-programStudentSurveyFY25-26). This can be completed when you are setting up the lesson or before your arrival.
https://www.surveymonkey.com/r/JAOurCity2_0_Pre-programStudentSurveyFY25-26
 - For question #1, please scroll to the bottom of the list and select **JA of South Dakota**.
 - For question #6 JASD recommends using the classroom teacher's last name.
- Activity: Pop-Up City:
 - Save time at the end of the activity for students to be able to share about what their business provides for their community and to show their design to their classmates.
 - Invite students to think like city planners. Would it be a good idea to put an airport next to a school and have airplanes roaring overhead during a spelling test? What if the fire station was on the opposite side of town from everyone who needed help? Discuss why cities place certain buildings in locations that best serve the community.
 - Consider showing a satellite map of your area to students. Point out popular landmarks such as the school, grocery store, etc. to give students an idea of how their own city is laid out.
- Consider enhancing the lesson by sharing examples of how your job or business impacts the community and contributes to the city's success.
- Collect the Junior Journals at the end of the session for either you or the teacher to store until the next session.

Session 2:

- Activity: Making Spaces: Students will design and build a model of a sustainable feature that improves the city using space not occupied by buildings, cars, or pedestrians. (Examples of this could include, but are not limited to, a rooftop garden, a habitat for bees, rainwater collection systems, mini wind turbine, etc.). Please note that this activity may take longer than anticipated. Be sure to allow adequate time by reaching this portion of the lesson in a timely manner.
 - Students will work in small groups of 2 to 3, depending on class size. Consider asking the classroom teacher to help form groups as needed.
 - Instruct students to work with their partner or group to complete all four City Planning Steps found on the Making Spaces student handout (1 per group). JASD recommends allowing approximately 5 to 10 minutes for this portion of the activity.
 - While students are creating their designs, prepare the building materials for each group if you have not already done so. Each group should receive:
 - 8 Colored Twisted Sticks
 - 3 sheets of origami paper
 - Tape (approximately 6 to 8 inches per group)
 - Once groups have finalized their design and can explain their plan, distribute supply packs and have them begin building. Encourage thoughtful use of resources, as materials are limited just like in real-world construction projects. JASD recommends allowing about 15 minutes for this activity.
 - If groups finish early, have them prepare a brief explanation of their model. Students will have an opportunity to share what they created with their classmates when the activity concludes.
 - If time allows, have each group present their design to the class.

Session 3:

- Please note JASD encourages volunteers to utilize the *That's Life!* game for this lesson rather than the digital game: *Save the City!* There is not enough time to do both activities for this lesson.
- *That's Life!* game:
 - Prior to the lesson, separate the game cards provided in the materials packet before arriving in the classroom. Each group should receive a game board, one set of cards, one die, and four different colored chips.
 - Before students begin playing in groups, have the class record the starting \$40 in the "Save" column. Model a few turns of playing the game to demonstrate how to use the Money Tracker as they play. Use this time to review expectations for game materials, including showing students how to roll the die in a controlled and respectful manner.
- Consider discussing different payment methods (cash, debit cards, credit cards, electronic payments, and checks), as many students are unfamiliar with when and how each is used.
- *Save the City!* game: If you choose this to complete this activity instead, please watch the "Save the City" Volunteer Video that showcases how to set up the game for students and explains the game objectives and how to play the game.

Session 4:

- When talking about the flow of money, you may choose to mention taxes. Consider telling students that taxes are fees charged by a government to pay for goods and services. Everyone contributes a little to benefit from the goods or services that taxes pay for. Ask students to think of examples such as government buildings, public libraries, public schools, police, firefighters, etc.
- For smaller classes, either omit one color of Community Member Cards (for example, the yellow cards) or give each student more than one card during the Changing Hands activity.

Session 5:

- To get students moving during the activity on page 46 and 47, have students stand in the center of the classroom. Read the first preference question, assigning each option to a side of the room (example: If you would rather put out forest fires, move to the right side of the room, if you would rather open a beauty salon/barber shop, move to the left). Have students move to the side that matches their preference and briefly explain their choice with a partner, small group, or the whole class.
- Consider separating the “Happy Face Stickers” prior to class to use during the My Future Self activity.
- After completing their “My Future Self” drawings, students can share with nearby classmates, the whole class, or sort themselves into groups based on where they hope to work in the future (such as an office, home, fire station, hospital, or school).
- ****Reminder**** Work with your teacher to have students fill out the [post-program digital survey](https://www.surveymonkey.com/r/JAOurCity2_0_Post-programStudentSurveyFY25-26). This can be completed after the lesson while you are setting up for graduation.
https://www.surveymonkey.com/r/JAOurCity2_0_Post-programStudentSurveyFY25-26
- 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://jatrainning.ja.org/>
 - Additional resources: <https://southdakota.ja.org/programs/ja-our-city>.
- 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 -**.