


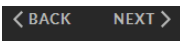




SD Teaching Tips & How to Access the Digital Platform

JA Our City

- How to log in/access the digital resources.
 - a. Go to <https://learn.ja.org> (JA Learning Platform/D2L):
 - 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>
 - 1. The email will come from JA_System_Access@ja.org.
 - 2. You may need to check your Spam folder.
 - 3. Once you create your password, select JA Learning Platform/D2L from the Dashboard.
 - ii. You have the option to login with your Microsoft or Google Account using the buttons on the bottom of the login page if that account matches the email address that JA has on file for you. (The Microsoft and Google buttons require the same email address they always use, but you can now use your Microsoft or Google password instead of your JA password.)
 - iii. 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.
- Once you have logged in to the digital platform:
 - a. Volunteers teaching one class will automatically enter into their program's materials.
 - b. 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.
- Once you are in the session, the left Navigation Bar allows you to select other sessions. Items you will see:
 - **Onscreen Presentation**- This is the presentation that needs to be pulled up and utilized throughout each lesson.
 - **Learning Log and other documents**- Nearly all of these are printed and provided with your JA materials.
- 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 activities to work properly.
 - Use the white "next" and "back" button 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 -**.
- Depending on the computer, sometimes content doesn't fully load or an interactive element doesn't display properly while presenting in full-screen mode. If that happens, exit full-screen mode and click on the content on the slide that didn't load properly. You should then be able to present full-screen mode once again.

South Dakota Teaching Tips

JA Our City

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 digital component (advance through slides, familiarize yourself with navigation, test videos, activities, links, etc.).
 - SD 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, politics, 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 Table Tents at the end of the lesson. The students will utilize these the next time you visit.
 - You are not required to complete pre or post-tests unless your teacher would like to collect the information for his/her purposes. JASD does not collect this info unless we notify you directly.
- 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 as well.
 - 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 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).

Session by Session Teaching Tips

JA Our City

All Sessions:

- The JA banner is not included in the materials.
- Physical vocabulary cards are not included in the materials; however, if desired, you may print them from the documents available within each session's resources on learn.ja.org.
- At the end of every lesson there is a QR code to give feedback directly to JA USA. Feel free to complete those if desired; however, JA of South Dakota will be sending a local survey once your class is verified as completed. We'd appreciate you taking a few minutes to provide feedback locally.

Session 1:

- Distribute *The Adventures of Jade and Jack: Episode 1* at the start of the lesson.
- The Village to Big City Poster was not printed in the volunteer materials as it is embedded within the Onscreen Presentation.
- Activity: Pop-Up City:
 - Due to adapting the materials to source them locally, the City Map and Pop-Up Buildings have not been provided for this activity. **Please stop sharing the presentation at Slide 8 so students aren't expecting the pop-up buildings.**
 - Instead, JASD has provided building worksheets. Each student will receive a worksheet with a unique building. Students should spend 10 minutes responding to the two questions about their building and design their building concept on the worksheet. If they prefer to design their own building, they can use the back of the worksheet. Fun Fact: The images on these worksheets were generated using AI to allow us to create custom visuals just for this lesson.
 - 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.
- Consider sharing about how your job or business is important to your city.

Session 2:

- The Learning Log is divided into three separate sheets.
 - Distribute Sheet 1 (includes *The Adventures of Jade and Jack: Episode 2*) at the start of the lesson.
 - Sheets 2 and 3 are for the activity later on in the lesson.
- 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.).
 - Have the teacher group students into 10 groups (2–3 students each, depending on class size).
 - Give each group Sheet 2, which includes Steps 1–3 of the City Planning Steps (Listen, Look Around, Imagine) for students to complete as a group.
 - Once a group finishes, review their work and give them Sheet 3 (Steps 4–5). Students will draw and label their design on their worksheet (Step 4). Tell students they will be given 3 index cards, 10 pipe cleaners, and a piece of tape to complete their model.
 - After students have shown you their design, give each group 3 index cards, 10 pipe cleaners, and a piece of tape (roughly 12 inches) and have them begin building their model in the space on Step 5. Students will need to manage their limited resources wisely since, much like in real construction projects, there is not an endless supply of resources.
 - 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.
- The Learning Log is divided into two separate sheets.
 - Distribute Sheet 1 (includes *The Adventures of Jade and Jack: Episode 3*) at the start of the lesson.
 - The second worksheet is for students to utilize during the *That's Life!* game.
- For the *That's Life!* game, **please cut apart the game cards provided in the materials packet before arriving in the classroom** (separating each sheet of cards to easily distribute one set per group once separated.) Or, consider having one student from each group separate the cards prior to playing. Each group should receive a game board, one set of cards, one die, and four different colored chips.
- Consider talking about the different forms of payment that people use to purchase goods and services (cash, debit cards, credit cards, electronic payments, and checks) since many students don't know the difference between types of payments and when it is best to use each type of payment.

Session 4:

- The Learning Log is divided into two separate sheets.
 - Distribute Sheet 1 (includes *The Adventures of Jade and Jack: Episode 4*) at the start of the lesson.
 - The second worksheet is for students to utilize during the *Changing Hands* activity along with the provided job cards and money prop sheet.
- 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.

Session 5:

- The Learning Log is divided into three separate sheets.
 - Distribute Sheet 1 (includes *The Adventures of Jade and Jack: Episode 5*) at the start of the lesson.
 - The second worksheet is for students to utilize during the *My Future Self* activity. Please have the students mark their answers with a check mark as JASD did not provide stickers within the materials packet.
 - The third worksheet is for students to draw their future selves. **Note that this worksheet needs to be cut in half, with each student receiving a half sheet to complete this part of the activity.**
- For the "Show Your Choice" slide activity, consider having students begin by standing in the center of the classroom. Read the options to the students and have them move to the side of the classroom, that matches their preference. Ask students to share why they chose that side of the classroom with other students on their side or discuss as a whole class.
- Once students have completed their "My Future Self" drawing, they can share their drawing with a few students sitting near them, with the whole class, or consider having students move to group themselves by those who want to work in an office, at home, in a fire station, in a hospital, in a school, etc.
- The JA Certificates of Achievement have been provided. Please fill these out prior to the last session to make graduation special. Allow ample time (5-10 minutes) for the graduation ceremony at the end.