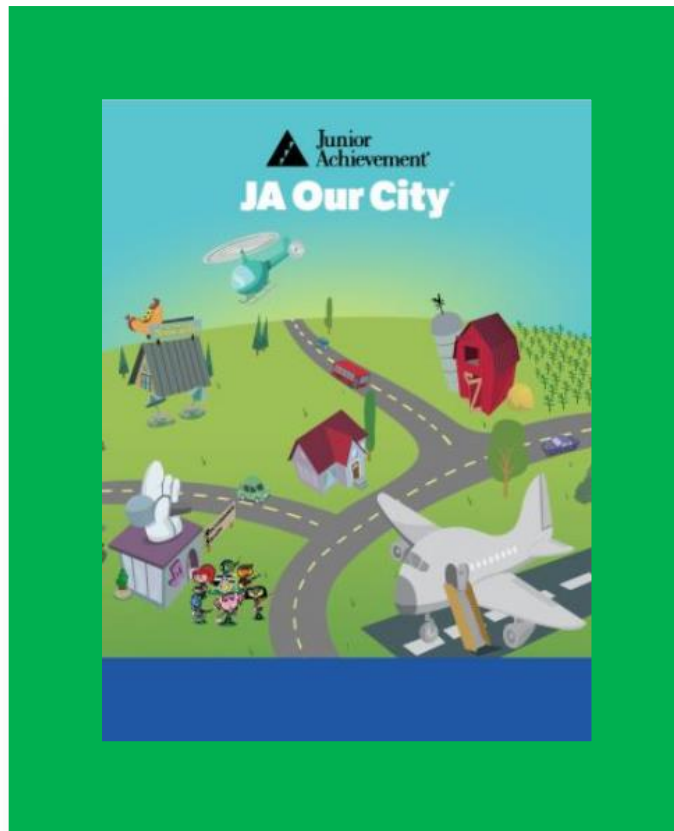




Junior  
Achievement™





# JA Our City®

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-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 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.
- 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.
  - 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 City Tips:

### Session 1:

- Earn, Save, Spend, Donate: To make this game more interactive: 1. Assign each corner of the room a category (earn, save, spend, donate). 2. Read the situation out loud. 3. Have students move to the corner of the room that they believe is the answer. 4. Discuss. 5. Have students return to the center before reading the next situation.
- That’s Life Game: The math for this game may be difficult for some students so you might want to consider doing the activity as a whole class. You read the scenario then students raise their hand and say if it is spend, save, earn or donate. Then together you can fill out the money tracker.
- Reinforce the idea that everyone needs to save money, no matter the individual’s income.
- Personal Stories:
  - Are you saving for something special?
  - What organization do you give or donate to and why? Tell students why you choose to donate your time to be a JA volunteer!
  - Why is it important to save money as an adult?

### Session 2:

- Many Ways to Pay activity: You can play the game as a whole group or you can break the students into groups of four and have them fill it out on their own. Then bring it back full group and call on one group for each answer.

- Which Way to Pay: For this game consider having students get into groups (or stay in groups from the last game) and read each scenario out loud. Give the groups 30 seconds to discuss their answer then call on one group per scenario to say what payment method should be used. Talk through the answer. If they get it wrong make sure you remind students why some of the options could be bad (ex: cash can be stolen if it is mailed, that is why you want to use a check).
- Reinforce that people in a city receive or earn money by working a job or starting a business. The money (income) they earn is used to buy needs and wants.
- Students at this age aren't often spending money on their own. Consider enhancing the conversation by brainstorming ways students could earn money so they have some to spend.
- Provide examples of when you use different payment methods.

### Session 3:

- Starting a Business: Save time at the end of this lessons for all students to share their business plan! They love getting to tell everyone about what business they created. If you need to save time you can have them share the name of business and their logo.
- Starting a Business: You can either have each student do their own business or break them into groups of two or three. If you put them into groups everyone may not agree on what type of business to create. Make sure you note that when you start a real business you have to partner with a lot of people to get it going and you might not always agree or get along, but you have to work together to make your business successful.
- Starting a Business: Only show one example together to make sure there is time at the end for students to tell about their business. Fill in the business plan together for the restaurant example so the students understand all the decisions that go into starting a business.
- Have you worked in a restaurant? Explain to students what you did/what it was like.

### Session 4:

- Please note, the scenario in the "Review" Presentation slide looks like they are making and selling wine. We'd suggest focusing on the process of producing and selling rather than the product on screen. If the students comment, please inform the students that it is grape juice and the process would look similar for orange juice, apple juice, milk, etc.
- Money Exchange Discussion: Prior to class, think of a story that showcases how your buying choices impact other consumers and businesses where you live and work.
- **Money Moves in a City: Adaptation for Game Play**
  - JASD did not print the student worksheet for this lesson. However, if you choose to conduct the activity as written, you can access and print the worksheet via the digital platform.
  - JASD suggests altering this activity because it becomes very redundant for the students if played as written. Suggested changes:
    - Use Scenario 1 (on page 26) as a whole-class example. Ask for six students to come to the board to read through the six scenarios of how money moves.
    - Instead of continuing using the five additional slides, split the students into five groups and give each group a half-sheet Scenario Card (Scenarios 2 – 6). \*Please note, the text of the scenarios are provided for you in this guidebook on pages 27-28.
    - Have groups talk through the scenarios and identify which money choice is represented (earn, save, spend, or donate). They should write their choice in the right-hand column.
    - When groups are done, conduct a whole-class discussion using the following prompts:

1. Ask students to share which scenarios showcased examples of **“earning”** money.
  - Share examples of ways you earned money when you were younger.
  - Ask the students to share examples of ways they can earn money.
  - a. Scenario 2 (3a): I am the sound engineer. I receive pay for my work.
  - b. Scenario 3 (3a): I am the road engineer. I received my paycheck today for helping design a new bridge.
  - c. Scenario 4 (3a): I am the cashier at the bookstore. I get paid \$35 for a day’s work.
  - d. Scenario 5 (5a): I am the movie ticket salesperson. I get paid \$35 for a day’s work.
  - e. Scenario 6 (3a): I am the clothing store worker. I get my paycheck every week.
  
2. Ask students to share which scenarios showcased examples of **“saving”** money.
  - Share examples of ways you or your family save money for long or short-term goals.
  - Ask the students to share examples of ways they save money.
  - a. Scenario 2 (3b): I take my paycheck to the bank and deposit it into my account.
  - b. Scenario 3 (3b): I take my paycheck to the bank and deposit it into my account.
  - c. Scenario 4 (3b): On payday, I deposit my money in the bank. I want to buy a wonderful present for my parents, but I don’t have enough money yet.
  - d. Scenario 5 (5b): I take my paycheck to the bank and deposit it into my bank account.
  - e. Scenario 6 (3b): Each week, I deposit my money into my bank account. I want to buy a bike, but I don’t have enough money yet. Until then, I will have to take the city bus, which is free for students since tax dollars help keep buses running in the city.
  
3. Ask students to share which scenarios showcased examples of **“spending”** money.
  - a. Scenario 2:
    - i. (1) I am the band manager for Cha-Ching. I pay a recording studio to record a new album.
    - ii. (2) I am the recording studio owner. I pay the sound engineer for working with the band.
    - iii. (4) I am the bank teller. I deposit the money into the correct account. After work, I drive over a bridge to go home. I pay a toll to cross the bridge. Fees and taxes support bridges and roads.
  - b. Scenario 3:
    - i. (1) I am a hair stylist. I pay a fee to renew my hair-cutting license. The money goes to the city government to help pay for city services.
    - ii. (2) I am the city bookkeeper. I collect fees and taxes. I use that money to pay the city workers, like the road engineer.
    - iii. (4) I am the bank teller. I deposit money into people’s accounts. When I get home, I buy some music from my favorite band, Cha-Ching.
  - c. Scenario 4:
    - i. (2) I am the director of the food pantry. The city government helps pay to run the food pantry using money from taxes. After stocking the shelves with the food donations that came in today, I drive to the bookstore and buy a few books to read.
    - ii. (4) I am the parent. I go to the Motor Vehicles Department and pay a fee to get my driver’s license. Like my tax money, my driver’s license fee goes to the government. Taxes and fees help pay for city services like the fire department and the police.

- d. Scenario 5:
- i. (1) I am eating lunch at a restaurant with my friend. We just came from the Cha-Ching concert. It was awesome! We pay for our food.
  - ii. (3) I am the doctor at the Children’s Hospital. After work each day, I pay \$5 to take the subway home. Fees and tax dollars help pay for the subway system and other city services like trash collection, parks, and teachers.
  - iii. (4) I am the teacher. Every Friday night, I take my family to the movies.
- e. Scenario 6:
- i. (1) I am a restaurant owner. I hire my favorite band, Cha-Ching, to bring in more customers.
  - ii. (2) I am the band manager for Cha-Ching. I buy new outfits for the band members from the clothing store at the mall.
  - iii. (5) I am the vet. I take care of cats and dogs in the shelter. Once a week, I go to my favorite restaurant. I hear that this week Cha-Ching will be playing. I may buy dessert!
4. Ask students to share which scenarios showcased examples of **“donating”** money.
- Explain that as a JA volunteer, you are “donating” your time!
  - Share/Ask for other personal examples of ways in which people donate.
- a. Scenario 2 (5): I work for the Public Works Department. After a long day of paving roads and fixing potholes, I walk home. On my way, I pass Girl Scouts selling cookies. Instead of buying cookies, I give them \$2 from my wallet to support their activities.
  - b. Scenario 3 (5): I am the band manager for Cha-Ching. The band gives money to the local school so that students can get some new instruments.
  - c. Scenario 4 (1): I am the band manager. Cha-Ching is giving a concert downtown. I convince the band members to give some concert profits to the food pantry to help people who don’t have enough food to eat each day.
  - d. Scenario 4 (5): I am a firefighter. I know how important fire trucks are, so I give money to the fire station. The fire department is collecting money to buy a new fire truck.
  - e. Scenario 5 (2): I am the restaurant owner. Once a year, I give money to the Children’s Hospital to help treat children whose families don’t have enough money for medical care.
  - f. Scenario 6 (4): I am the bus driver. I really like animals. Once a month, I give \$10 to the animal shelter.
5. As time allows, advance to the “Money Moves in a City Discussion” slide to discuss the below questions (answers taken from the guidebook).
- a. **What government workers, goods or services were mentioned in the scenarios?**  
*(Public library, city bus, librarian, bridges, roads, bridge toll booth operator, public works worker, bookkeeper, road engineer, director of the food pantry, driver's licenses, firefighter, fire trucks, subway system, trash collection, public parks, teachers, bus driver)*
  - b. **How was tax money used for the city?**  
*(Public transportation, public libraries, road and bridge repair, road construction, licenses, food pantry, motor vehicle services)*
  - c. **What goods or services were bought or used?**  
*(Goods – concert tickets, Girl Scout cookies, music downloads, instruments, books, driver's license, clothing, bike, food... Services – lawn care, recording studio/sound engineering, banking, restaurant, hospital, doctor, movies, vet)*

**d. What would happen if city taxes weren't paid?**

*(Possible answers: Cities can't offer the services to help people get around the city, stay healthy, have safe bridges and roads, provide support for people in need, provide education, and keep us safe.)*

- Please note some of the scenarios reference subways and toll bridges. Explain that although we don't have these in South Dakota, other cities and states have them. Share any experiences you have or ask if any students have experienced subways or toll bridges.
- Consider bringing in receipts with taxes highlighted on them to show that taxes are paid on food, clothes, and accessories.
- Emphasize that everyone pays taxes in order to receive government services. It makes the community a better place for everyone! Explain that some government positions may be performed by a volunteer in some communities (i.e. firefighters, EMT's, etc.)
- Has there been a recent election in your city or state to approve a tax for a community good?
- Do you, a family member, or a friend work for the government? Explain how their salaries are paid through tax revenue. What would happen to these jobs if there were no taxes?

**Session 5:**

- Please note we have merged a different type of building onto each of the Let's Build a City worksheets. You can see the building type following, Assigned building: \_\_\_\_\_.
- Build a City: There are many ways to run this activity.
  - You can give each student a building worksheet and have them work on the activity alone, then have them partner up after five minutes and talk through their buildings and decisions with their partners.
  - You could pair students up in groups of two or three and give each group a building worksheet. They can make all the decisions and then after five minutes you could have each group come up to the front and talk about their building and point to what zone it is in.
  - You can have each student have their own building worksheet and present to the class (like the guidebook instructs).
- Localize the zoning activity; town vs. city. As an example, not every town will have soccer fields.
- Consider researching your city's website to share specific statistics such as: current population, future population estimates, number of square miles your city covers, etc. Consider looking to see if your city has an online zoning map that you could show to the students.
- Show students the map key when placing buildings in the zoning areas.
- What type of zone do you live (or work) in? What do you like about living (or working) in this type of area? Why do you choose to live (or work) there?
- As you talk with the students about zones, describe zones found in the classroom (i.e. reading area, teacher's desk, student desks, interactive white board, etc.) or your workplace (i.e. conference room, cubicles, kitchen area, management offices, etc.).
- Think about your home decorating. Why is it important to measure when purchasing furniture, curtains, carpet, etc.?
- 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.