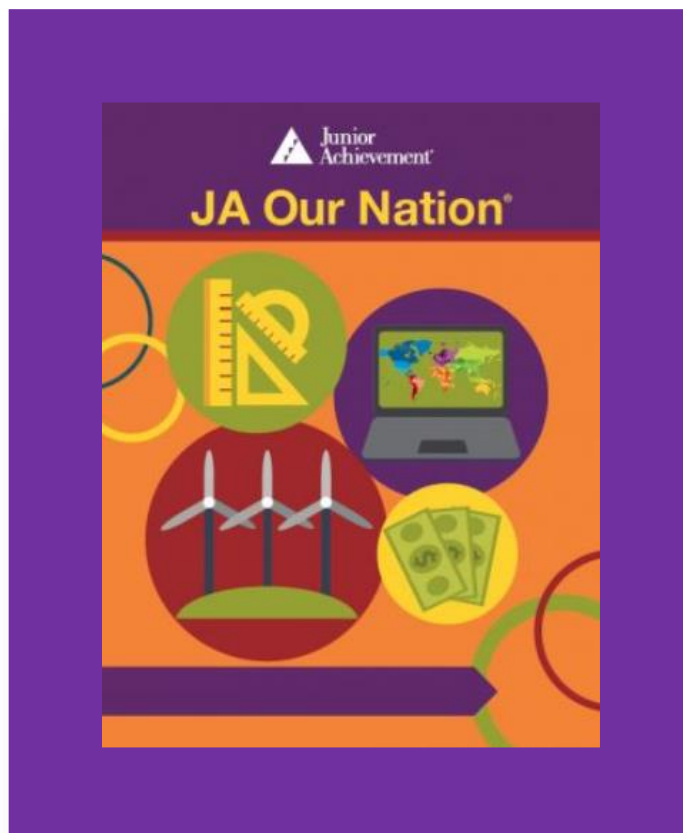




Junior
Achievement™





JA Our Nation®

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.
 - 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-nation>.
- 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 Nation Tips:

Session 1:

- Business Founders: Consider making it a game. Call on a student to be the one who does the drag and dropping. Set a timer for 30 seconds (a phone works the best if available). If the student doesn’t know an answer, they can ask the class for help! See how many they can complete in the 30 seconds. Have additional students come to the board to continue the task if needed.
- Consumer and Producer: Consider making it a game. Tell the class you’re going to see if they can sort all the statements in 45-60 seconds. Call on a student to be the one who does the drag and dropping. Set a timer for 45-60 seconds (a phone works the best if available). Read each statement out loud, let the class shout out if they think it is a consumer or producer and have the student drag/drop to reveal the answer.
- What is the value: Optional way to play the game:
 - Tell the students they are each opening their own store. The classroom is now a free-market economy, and they are each other’s competition. The goal is to make the most profit and get customers to buy from them rather than their neighbors!
 - JASD has provided a supplemental worksheet for the students to use for this activity.
 - Have students write the name of their store/business on the top. (Give them 45-60 seconds.)
 - Then introduce the three items they will all be selling: laptop, ruler, pencil. Tell students to think about each item and decide the price in which they want to sell each item. Have them write down their price on the paper but emphasize that they shouldn’t let their neighbors see

the price yet! Once the class has done this then ask the students was it easy or hard to decide on prices?

- Let the class have a conversation and see if anyone brings up that it was hard because they don't know how much they paid for the items so it's difficult to know how much to sell to make a profit.
- If they do not bring it up - ask the class how they knew they were making money when they didn't know how much they paid to have that item in their store?
- Use the prices on the screen for each item and pretend that's how much they paid you (as the owner of the massive warehouse) to have it in their own store. Laptop: \$500, Ruler \$2.00, Pencil \$0.10. Now ask the students to reprice their items to make a profit but also trying to be competitive to gain the sale from a customer. Remind them not to show their neighbors!
- Once everyone has prices written down ask the students to get up and walk around the classroom for 2-3 minutes looking at everyone's "store" and decide who has the best deal and where they would shop. They need to write down which store they would shop and why (it can't be their own store).
- Ask: Would you buy all three items at the same store? Who had the best prices? How much profit did that business owner make? Did anyone choose to sell one item below profit? Why? (possible answer: trying to get customers to come and buy other items that are marked up more)
- Now, what if instead of each of you owning a store, I was the only person who owned a store, and they were all the consumers (customers). What would change? Where is my nearest competition? Can I charge more for my items since you no longer have close options?
- Talk about market strategies companies can use to be competitive: coupons, sales, ads, commercials, billboards, etc.
- Extended Activity - If you choose to do this, students will need help with the math.

Session 2:

- Students can use the backside of their worksheet to do the dominant hand/non-dominant hand activity.
- Innovation Nation Topic cards:
 - Cut apart all the innovation cards before you get to class.
 - Have the teacher get the students into eight groups and give each group a card. The group should work together to solve the problem and then bring it back full group to hear the solutions.
 - Write on the board the three things the students should be doing in their groups with their innovation cards (define the problem, brainstorm a solution, and formulate an idea to develop).
 - You may need to pick and choose the innovations you talk about to ensure that you have enough time to do the activity.
 - Some groups will be done with their innovation before the rest. Have them begin thinking of other products they use on a regular basis and how they could be changed.
- Tell the students about a time you were able to use innovative thinking at work to enhance a product or service.

Session 3:

- Career Cluster Cards: Alternative ways to play the game:
 - Option 1: Break the students into groups of four and divide the 16 career cluster cards by how many groups you have. Give the groups 3-4 minutes to find the answers on their cards and then

rotate the career cluster cards around the room. At the end, each group will be the “experts” of the cards they ended with.

- Option 2: Break students into groups of four and place the career cluster trading cards around the room and have the students move from card to card.
- The students might not be able to get through all the career cluster trading cards. Instead of them looking at all career cluster trading cards, have them get through as many as time allows.
- Talk about the specific skills people possess and how that propels your company forward. If someone has a unique skill or idea, how can this help your company overall? For instance, employees who are exceptional at designing websites could increase your company’s visibility; people who have excellent communication skills would be good in dealing with customers; etc.

Session 4:

- Get and Keep the Job: Have the teacher break the students into three groups so the students can play similar to a game show. This works well to keep score and keep everyone engaged.
 - Have one student from each group come to the board to pick a number. Have them read the scenario out loud and record the points on their scorecard as well as on the board.
 - Be sure to have the students also write down the work-readiness skill in the 3rd column.
- Bring an example of your resume (with personal info deleted, like home address) to share with the students. Discuss how you chose to include the skills you listed.
- Many students will not know what volunteer experience is. Talk about JA being a volunteer experience, along with other places you may volunteer and the importance of volunteering.
- Tell a story about a time where soft skills came into play while you were at work and their importance.

Session 5:

- 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.
- Mystery Puzzles (**Two Sided: Resources listed on the front/Picture of what they form on back**):
 - JASD has provided a set of puzzles that you can cut apart to allow the students to do this as a hands-on activity rather than just on the screen as indicated in the Guidebook.
 - Each student needs one puzzle piece, so only cut apart the number of puzzles needed for each student to have a piece. (You might not need to use all the puzzles.)
 - If possible, keep one mystery puzzle whole to show students an example of what it will look like once they have completed it.
 - If you have enough puzzle pieces, keep one piece for yourself and do not tell the students until the end to demonstrate the impact it has on a product if one country decides not to do its job.
 - Mix up the puzzle pieces and distribute one piece to each student.
 - Allow students to walk around the room working with each other to complete their puzzle.
 - Some groups will be done quicker than others. Once they have completed their puzzle, have the students talk about the resources that go into the product (listed on the front side of the pieces).
- Explain how the internet presents opportunities AND challenges for your company.
- Talk about people around the world with whom you interact and why that is beneficial to your company.
- Talk about the importance of teamwork; if one country decided not to fulfill its commitment, the product wouldn’t be complete.