


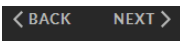




SD Teaching Tips & How to Access the Digital Platform JA Our Nation

- 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 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 Nation

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-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 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.
 - 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 Nation

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.
- Instead of a poster map, 30 copies of the map have been included. At the beginning of every lesson, you will hand them out to students. The map will be referenced throughout each lesson. Then at the end of the lesson you will collect it back to use for the next lesson.
- 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.
- Price Tags: There are 8 complete sets of price tags in your materials.
 - Each set includes: \$2.00, \$3.00, \$4.00, \$5.00, \$6.00, \$8.00, \$10.00, \$12.00
 - Group students into small groups (up to 8 total groups) and give each group a full set.
 - Ensure every group has one of each price to play effectively.
 - Remind students to talk with their group and agree on a price tag to hold up after you read each scenario.

Session 2:

- The Learning Log is divided into two separate sheets. Distribute Sheet 1 (includes *The Adventures of Jade and Jack: Episode 2*) at the start of the lesson. Sheet 2 is for the activity later in the lesson.
- Innovation Topic Cards: There are eight Innovation Challenge Topic Cards. Have the teacher divide the class into groups (up to eight groups). Hand one card to each group. Some students may have trouble thinking of ideas for their innovative topic, below are examples to help prompt them. Remind students there is no *wrong* idea when brainstorming:
 - **Appliances:** Beeping Device: Create a device that beeps if left on or in standby mode.
 - **Textile:** Reusable Tote Bags: Old clothes can be turned into reusable tote bags.
 - **Water:** Drip Stopper: Create a drip-stopper that automatically shuts off leaks.
 - **Single-Use Plastics:** Refill Station: Create a refill station for drinks and snacks.
 - **Fast-Food Restaurants:** Compost bins for food scraps: Create bins that will be use for food scraps.
 - **Insects:** Bug-Repelling Picnic Table: Add plants around the edges of the tables to repel bugs.
 - **Pets:** Special Dog Tags: Create tags on dogs that remind owners to clean up after them.
 - **Electronic Devices:** Long-Lasting Battery: Design Long-lasting, easy-to-replace batteries.
- During the activity, remind students to refer to their STEM problem-solving poster (worksheet). It helps students remember the steps they should follow to solve their challenge topic.

Session 3:

- 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. Sheet 2 is for students to utilize during the Skill Seekers activity.
- Skill Seekers Game Board Activity:
 - There are 8 game boards included in your packet. Give one board to each group, allowing for up to 8 groups with a maximum of 4 students per group.
 - There are 8 baggies included. Each bag contains:
 - 1 die – **(Collect all dice after this activity, as they will be needed for Session 4.)**
 - 4 different colored chips, 1 set of green skill cards, and 1 set of blue skill seekers challenge cards
 - Encourage students to look for key words on the cards that match or are similar to the traits listed on the character trait bookmark card. This will help them determine the best answers.
 - At the end of this activity, make sure to collect all the dice. You'll need them for the next lesson.

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. Sheet 2 is for students to utilize during the Career Compass activity.
- Career Compass Activity
 - Don't forget to use the same dice from the last session for this activity – if you no longer have the dice, simply provide an alternative way for the students to identify who goes first.
 - JASD has provided two-sided (red and yellow) chips for this activity. There are eight total chips, one for each group. Tell the students what each color represents and write it on the board for future reference.
Red = "Pick a Job" Yellow = "Develop Skills"
 - There are two options for how to manage the Job Cards:
 - Option 1: **Cut the cards apart prior to going into the classroom.** You'll notice there are five sheets of cards per group. (JASD printed for 8 groups, so there are a total of 40 pieces of paper. **Count the first five sheets as a set and notice the cards will then repeat.** Cut and separate as many sets as you need for groups in your class. (If you have a small class, you might not need to cut all eight sets.) Play the game as indicated in the guidebook - selecting and discarding cards.
 - Option 2: Don't cut apart the cards, but rather give a set of cards to each group (5 pages).
 - Modify game play – by telling the students to lay out the five sheets of game cards and review the various job opportunities and corresponding interest/skills.
 - When students flip the coin and get Red (Pick a Job) they can select any job on any page by putting their initials on it.
 - If they have two matching interest/skills they can circle their initials indicating they've "won" that card.
 - If they don't yet have two matching interest/skills – they keep their initials on the card and work to get the two skills needed in future turns. If another player wants the same card, they too can put their initials on it – and race to see who can obtain two interest/skills first. The first to circle their initials wins the card!
 - Have students continue game play to see how many cards they can "win" or how many interest/skills they can obtain for their desired job.
 - Have the teacher divide the class into up to eight groups. Each group should get one two-sided chip, one die, and one set of Job Cards.
 - Before the game starts, demonstrate to the students how to play (considering if the cards are cut or not).
 - During the activity, remind students to look at and update their "Interests and Skills" List (in their Learning Log) before picking or skipping a job. This will help determine if the job is a good fit for them.

Session 5:

- Distribute *The Adventures of Jade and Jack: Episode 5* at the start of the lesson.
- Community Connection Activity:
 - There are 5 Project Tiles and 30 Time, Talent, and Treasure Tiles in your packet.
 - Divide students into five groups and give one Project Tile to each group.
- You can run the activity in one of two ways. Choose in advance which of the two options you select:
 - Option 1: Scavenger Hunt Style – Spread the "Time, Talent, and Treasure Tiles" around the classroom.
 - Have students walk around and search for tiles that match their project.
 - At the end, each group should have two of each of the "Time, Talent, and Treasure Tiles" that supports their "Project Tile".
 - Option 2: Trading Style – Shuffle all the "Time, Talent, and Treasure Tiles"
 - Hand out two of each tile type (6 cards total) to each group.
 - Have groups trade with other groups to find the tiles that best match their "Project Tile".
 - At the end, each group should still have two of each of the Time, Talent, and Treasure Tiles, that supports their "Project Tile".
- 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.