



Session by Session Teaching Tips

JA Our Community



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

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:

- Talk about how your job or business provides a benefit to the community. Share a story of when you used teamwork in your job.
- Take time to watch the “You Can Be ABC’s” video. Students really enjoy it!
- Clue Crew Activity: Explain the rules before handing out materials. Hand out one “Job Card” to each student (do not let them switch cards). This activity is played as a whole class.
 - You can use the Poster or Onscreen Presentation.
 - Use the “Hint Matix” on page 10 to give 1-2 clues on different jobs.
 - Students with the matching card (to the one you were describing) should raise their hand and share something about the job.
 - Have students locate this job on the map.
 - You can ask the following questions.
 - How does the worker help the community?
 - What special skills might the worker have that help the community?
 - Make sure you only describe jobs you have given out.

Session 2:

- You can play this activity with the physical materials in your JA kit, or you can have students use their computers and play this activity with technology.
- Plenty of Pizza Game (no tech):
 - Skip slides 14 & 15
 - Make sure each group of students has the materials from the JA kit.
 - Pizza Shop Order Form
 - Pizza Sheet
 - Pizza Ingredient Sticker Sheets
 - When you say “Go” each student will grab an order form, punch out a pizza crust, write the order number on the pizza, and make the pizza by finding the stickers that match the order form and placing them on the crust.

- Make sure students understand that if a pizza is not made correctly, they will not get paid for making that pizza.
- Explain your responsibility in your workplace for delivering a quality product. What would happen if your product/service was subpar?
- Have you ever had an experience with a defective product/service, as a consumer or producer? How did it affect you? How did it influence your opinion of that brand?
- Plenty of Pizza Game (digital):
 - Skip slides 9-13
 - If possible, each student will need their own computer for this lesson. Please talk to your teacher ahead of time and make sure they are aware and can help students get their computers ready to go when the lesson begins.
 - If there are not enough computers available for each student to have one, you can play with a small number of computers (see tips at the end of this section).
 - Please talk to your teacher before the lesson and have them set up the game while you are teaching the introduction/watching the “Learn to Play Plenty of Pizza” video.
 - To set up the game:
 - ❖ Have teachers go to <https://popteacher.ja.org/#/>
 - ❖ Click “Create Game”.
 - ❖ Game Mode: Individual.
 - ❖ Game Duration: 5:00 minutes (suggested).
 - ❖ Pizza Value: \$10 (suggested).
 - ❖ Max Number of Toppings: 1-3.
 - ❖ Students per Team: 1-5 (Even if you pick more than 1, students will still need their own device).
 - ❖ Click “Generate Code”.
 - ❖ Pause for students to log on.
 - ❖ **Wait to click "Start Game"** until all the students have entered the code on their device.
 - ❖ Repeat process if you want to play more than one game.
 - Student Access:
 - ❖ Have students go to: <https://plentyofpizza.ja.org/#/> OR
If student devices allow, you can have students scan this QR code. If they cannot scan the QR code, your teacher might be able to share the link or have students type the link.
 - ❖ Enter code provided by the teacher
(write the code on the board so all students can see it).
 - ❖ Click “Go”.
 - Tips for Plenty of Pizza Game (digital)
 - ❖ Teacher must stay on the creating a game screen once the game is made via their computer. If they go off this screen, they will have to make a whole new game. Do not toggle or close the tab.
 - ❖ Students need to drag and drop ingredients, not click them. You can go back to the order multiple times.
 - ❖ Make sure you leave time before the activity for students to watch the “Learn to Play Plenty of Pizza” video so they can see how the game will be played.
 - ❖ You have to complete each step before you move on (ex: if no cheese you need to drag no cheese over).
 - If students need to share computers:
 - ❖ Place them into groups (size depending on how many computers you have access to).
 - ❖ Follow instructions above but have your teacher choose “Shared” under “Game Mode” and then pick 1:00 under “Game Duration”.
 - ❖ Each student will have one minute to play, then they will pass the computer to their teammate, until everyone has had a turn.
 - ❖ Give clear instructions on how the game is played before you get students into groups.



Session 3:

- How do you decide how to pay for something?
- This lesson talks about four ways to pay for something. What are some other ways to pay for things?
- Activity: Shopping Showdown.
 - Make sure you describe all the rules before you have students move to the middle of the room.
 - Remind students to think about their choice and then walk to the corner of the room they think would be the way to pay for something.
 - Note that most scenarios have multiple correct answers.
 - Credit Card is not an option for this activity. If students ask, you can talk to them about the difference between a debit and credit card.
 - Check is only the answer on a few. Remind students that paying with a check is getting less common and some stores don't accept them anymore.

Session 4:

- Talk about how you help your community.
- Taxes: talk about how students made money on the pizzas they made last lesson. Because they must pay taxes to help the community they don't get to keep all that money. For example, if they made \$10 per pizza, they might only get to keep \$8 and \$2 would go to taxes.
- Our Tax Dollars Activity: Students might not need 8 minutes to look over their job card and decide where they want to spend their tax dollars. Tell students to look over their job card and decide where to spend their \$3. Once they have decided, they can start working on their learning log. Give students about three minutes then start calling them up in small groups to spend their \$3 however they want. If they are not ready, they can come up with a later group. Make sure all students have participated before you tally which projects got the most money.

Session 5:

- The guidebook tells you to have students raise their hand when voting. JASD recommends you set it up like the students are actually voting.
- When having the students vote, remind students that voting is confidential, and nobody knows individual choices unless they tell someone. When they cast their vote, they should not look to their friends but vote for what they think would be best for the community.
- Tell students ahead of time they can only vote for one problem to fix. Voting for more than one thing would make their vote get thrown out. Let them know how they should mark their choice (and X, checkmark, fill in the box, etc.)
- When voting:
 - Voting ballots have been provided for the voting process. They will need to be torn apart before you get to class.
 - Consider simulating the real-life voting process. Bring a box and have each student approach the voting booth, mark his/her choice, and place the vote in the box. Tally the votes when finished.
 - Make sure you give each student an "I Voted" sticker. Tell them that at most voting polls you receive a sticker for voting (to help promote voting to others who see it).
- Be sure students understand the need to make an important decision that is best for the entire community. (This may mean putting aside their personal preferences.) Help students realize they can use the same decision-making process to solve their personal problems, such as what to do on Saturday afternoon or how to spend their money.
- Share a time when you made a difficult decision as part of a group. Talk the students through how you analyzed your options, the decision you made, and the results.
- 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://jatrainng.ja.org/ja-our-community/>
 - Additional resources: <https://southdakota.ja.org/programs/ja-our-community-2-0>
- 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 -**.