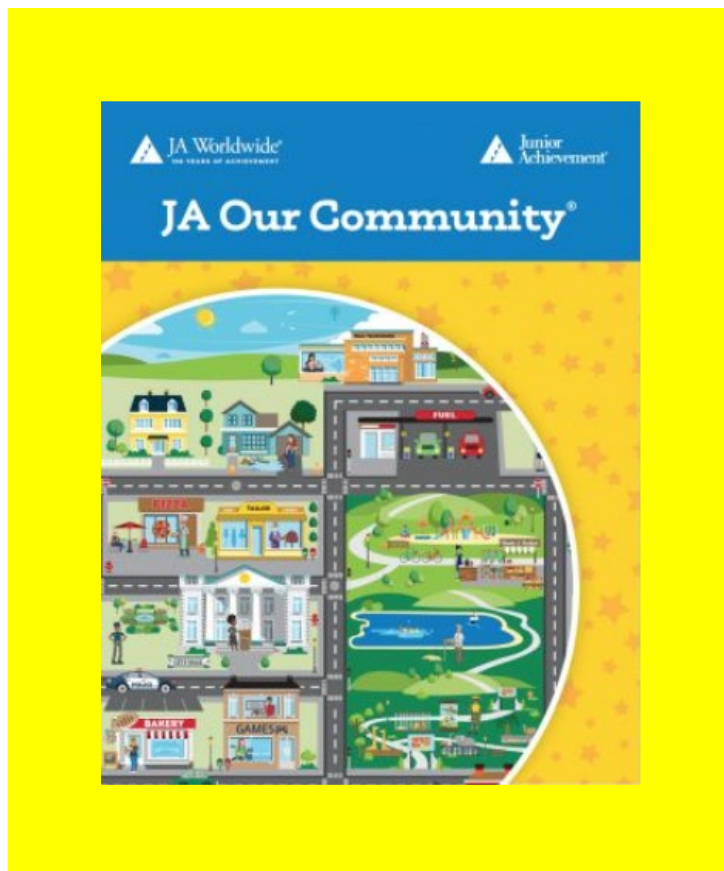




Junior  
Achievement™



# JA Our Community®

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 F11
  - To exit Full Screen, click F11.
  - Pop-ups may need to be enabled for games to work properly.
  - Use the white “next” and “back” button to navigate the presentation. 
  - To skip ahead multiple slides or to go back multiple slides you can click the three lines in the top left corner of the screen. 
  - 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). If you need an additional guidebook (ie: team teaching) email [jasd@ja.org](mailto:jasd@ja.org) for a digital copy you can print.
  - 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-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 avoid topics not appropriate for school — alcohol, gambling, etc.
  - 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.

- 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.
- 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 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 Community Tips:

### Session 1:

- The guidebook references name tags, but JASD has provided Table Tents: Start this lesson by handing out the half sheets of paper. Have students write their name on it so you can call on them during the lesson. Collect these at the end and pass it out before each lesson.
- Job Cards Slide: Have 4 students come up to the board and each pick a card of a career they are interested in. Talk as a whole group about those jobs.
- I Spy Game: Explain the rules of the game and get the students into groups (if playing in groups), then hand out one “Job Card” to each student (do not let them switch cards). There are a few ways to play this game.
  - Whole Group: Use the “Hint Matrix” on page 12-13 and go quadrant by quadrant, zooming in on the presentation as you go. Students will use the hints to guess the correct job. Once students have guessed the right job, have the student with that job card read the description of that job. Students can ask for help reading the card if needed. Depending on time not all students’ cards will get called out.
  - Small Groups: Get the students into groups of four and pass out the “Job Cards” (one for each student). Give the students 1-2 minutes to read through their job and think of hints to describe to their classmates. Start by having one student in the group give hints on their job. Have them continue giving hints until someone else in the group guesses their job. Once the job is guessed the student can read about that job to their group. Repeat with the rest of the group.
- Some students will have difficulty reading their “Job Cards”. Instead of reading cards to the whole class, consider having them work in small groups. They can help each other with their reading, as you and the teacher walk around the classroom assisting as well.
- Take time to watch the “You Can Be ABC’s” video. Students really enjoy it.
- Take time to have students fill out their own job card in the “Learning Log” for what they want to do when they get older.
- Talk about how your job or business provides a benefit to the community.

- Make sure you collect the “Community Map” and “Job Cards” at the end of the session, as they are needed for Session 3.

## Session 2:

- 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.
- Plenty of Pizza Game:
  - 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 minutes (suggested).
    - Pizza Value: \$12 (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. We recommend playing at least two games.
  - Student Access:
    - Have students go to: <https://plentyofpizza.ja.org/#/>
    - Enter code provided by the teacher (we suggest writing the code on the board so all students can see it).
    - Click “Go”.
  - 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 one minute under “Game Duration” so each student will have one minute to play, then they pass the computer to their teammate.
  - If the class does not have computers, you can play this game with physical materials. The pizza order menus and pizza order forms have been provided, but students will also need blank paper and colors/markers.
- Please note the Learning Logs have not been provided for this activity. For the Wrap-Up: Graphing Data activity, consider making a graph on the board or have students use a blank sheet of paper to complete the activity on their own.
- 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?

### Session 3:

- How Much and Money Match Up Games: Call on students to come to the front to make a match on the digital presentation. They can ask the class for help if they need it.
- Money Moves Activity:
  - Cut apart “Goods and Services” cards and “Play Money” (clip into \$10 bundles) before going into the classroom.
  - Pair together the “Job Card” and the matching “Goods and Services” card before you teach (the job is listed in gray on the bottom right of the Good and Services card).
  - For every prompt, have a different student come to the front and move the money around the community.
  - Describe how the activity is going to work before you hand out the “Job Cards” (from session 1), “Goods and Services” cards, and “Play Money”.
  - To play, students can be in one big circle, sit at their desk, or get into smaller groups (at least 8 students per group).
  - Once students are in their spot, have them hold out their “Goods and Services” card for everyone to see.
  - Pick one student to start the activity. They should look at their “Job Card” and consider what that person might need/want to buy. Have the student purchase (with “Play Money”) their good/service (from another student) and return to their spot. (Example: The nurse might need the mask or want the tomatoes.)
  - Once they make their decision, go around the circle and have every student buy one good or service.
- Describe how money flows through your workplace: customer pays your business, your business pays your salary, you use that money to purchase something you need from another business, etc.
- Collect the “Community Map”, it will be needed in Session 5.

### Session 4:

- Let’s Vote:
  - 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.
  - When voting you can either:
    - Have students write their vote on a small piece of paper (A, B, or C), fold it, and put it on a desk, table, etc. at the front of the room (they do not need to put their name on it).
    - 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.
    - You could also have all students put their head down on their desk, then say, “To vote for plan A” (say what plan A is) raise your hand. Count the number of votes and put it on the board next to problem A. Then have student put their hands down. Repeat for options B and C. Once the voting is over, have students lift their heads and tell them which problem had the most votes.
- 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.

- If you have voted, describe what the experience was like for you. Did you cast a mail-in ballot or vote in person? How did you educate yourself about the candidates and/or issues?

#### **Session 5:**

- Cut apart and paper clip the money into \$5 bundles.
- Make a student the tax collector. They should walk around the class and collect \$2.00 from each classmate. While they are collecting taxes talk about ways taxes are used in the community. (Schools, firefighters, police, etc.)
- Caring for the Community: Learning Logs are not provided for this lesson. During the activity, use the community map instead.
- 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 (Firefighters, EMT's, etc.).
- 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?
- Students might not immediately think of examples of government jobs. Provide examples of government workers and discuss their responsibilities to help broaden their idea of what government workers do (example: President, NASA, Mayor, 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.
- 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.