

Session by Session Teaching Tips

JA Our Region



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

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:

- ****New**** As part of JA USA's outcome-based strategy, students are being asked to complete brief surveys before and after their JA experience.
 - Thank you for helping make this a priority in your classroom. The few extra minutes you invest will help JA measure student growth, strengthen our programs, and tell the story of the impact we are making together.
 - Work with your teacher to have students fill out the pre-program digital survey. This can be completed when you are setting up the lesson or before your arrival.
https://www.surveymonkey.com/r/JAOurRegion2_0_Pre-programStudentSurveyFY25-26
 - For question #1, please scroll to the bottom of the list and select **JA of South Dakota**.
 - For question #6 JASD recommends using the classroom teacher's last name.
- Job Scavenger Hunt: For this activity, have the teacher divide the students into 4 groups. There may be a lot of students in each group. Note: there might be more students than jobs in each group.
- Job Scavenger Hunt: the directions in the guidebook and the learning log are different. You can play the activity one of two ways. Please instruct the students on which way you want them to complete this activity.
 - Option 1- When students get to a corner they look through the job cards and pick the one that interests them most. Then they answer the questions in their learning log about that job. On their learning log they will put "yes" or "no" based on if the job fits the question. Everyone will work individually unless two people want the same job, then they can work together.
 - Option 2- When the students get to a corner, they should read the questions from their learning log and then find a career that matches that question. On their learning log, they will write down the job that matches each question. The whole group can work together or individually. Skip to slide 10 if you choose to run the activity this way.
- Sticky notes: Remind students to dream big but also emphasize that South Dakota would be a wonderful place to live and work in their future. Tell students why you choose to live and work here!

Session 2:

- Create a Business Idea Activity:
 - The guidebook tells you to separate the students into 8 groups. You will need to separate them into 6 groups since there are only 6 resource cards.
 - Wait to separate the students into groups until after you have talked about natural, human, and capital resources, good and services, and have had the opportunity to explain the activity.
 - Before having the students start the activity, talk about what it means to “brainstorm”.
 - Once you have explained the instructions, have the teacher break the class into 6 groups. Give each group a card with a region on it and have them use that card to create a business that would thrive in their region.
 - Leave time at the end of the activity for students to share about the business they created. They love getting to talk about what they created.
 - On the region cards given to each group, under the human resources section, you will note that the cards call out specific jobs. The students do not have to create a business around one of those jobs, they just need to ensure their business would thrive in their region.
- Defining resources — Try to define resources by relating them to a local business like a swimming pool. Ask the students to describe the natural, capital, and human resources used at a pool (water, food, slide, whistle, lifeguards, mechanics, etc.).
- Talk about the different regions in the school (i.e. cafeteria, library, administrative office, playground, etc.).
- If time allows, you can use AI to create logos for students’ businesses they created. Copilot, Chat GPT, etc. or have students design their own logo

Session 3:

- Transportation Innovation Activity:
 - Explain the activity before you have the teacher divide students into 8 groups.
 - Have students fill out their learning log. Once you have seen their design, you can then give them materials.
 - The Learning Log says to have each student pick a role for the activity (writer, designer, supply manager, builder). As a suggestion, you should have all students work together to complete each step in the Learning Log.
 - Remind students that they don’t get extra materials so they can only use what they are given.
 - The supplies must move from one side of the river to the other without touching the watcher to be successful.
 - Leave time at the end for students to show off their designs.
 - Encourage creativity. They can design whatever will help them cross the river, they don’t have to simply copy the design that is onscreen.

Session 4:

- Party Planning Activity:
 - Students enjoy this activity, but some find it too easy. If you want to make it more challenging, you can lower the budget or make the sustainability points they need to reach higher.
 - Make sure you leave enough time at the end of the lesson for students to tell you about their party.
- Some groups might run into problems where they don’t have enough money left or don’t have enough sustainability points. Throughout the lesson you can take time to share examples of times when you had to solve a problem.
- Take time to emphasize the importance of saving money. What would happen if they spent all the money and then something comes up where they need to buy something extra.
- If the students are having a hard time understanding what sustainability is, you can use the example of reusable water bottles.

Session 5:

- To make this activity more interactive, have students: sit/stand, thumbs up/down, go to one side of the room or the other. The more you can get the students moving the more engaged they will be.
- For a bigger challenge, consider making scenario 4 a lightning round. Take what they have learned and give them the questions quickly, don't give them a chance to talk to their neighbors before giving their answer.
- If you have extra time, you can create your own scenario or talk about a time when you experienced the price or demand of something fluctuating.
- ****Reminder**** Work with your teacher to have students fill out the post-program digital survey. This can be completed after the lesson while you are setting up for graduation.
https://www.surveymonkey.com/r/JAOurRegion2_0_Post-programStudentSurveyFY25-26
- 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://jatrainning.ja.org>
 - Additional resources: <https://southdakota.ja.org/programs/ja-our-region>
- 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 -** .