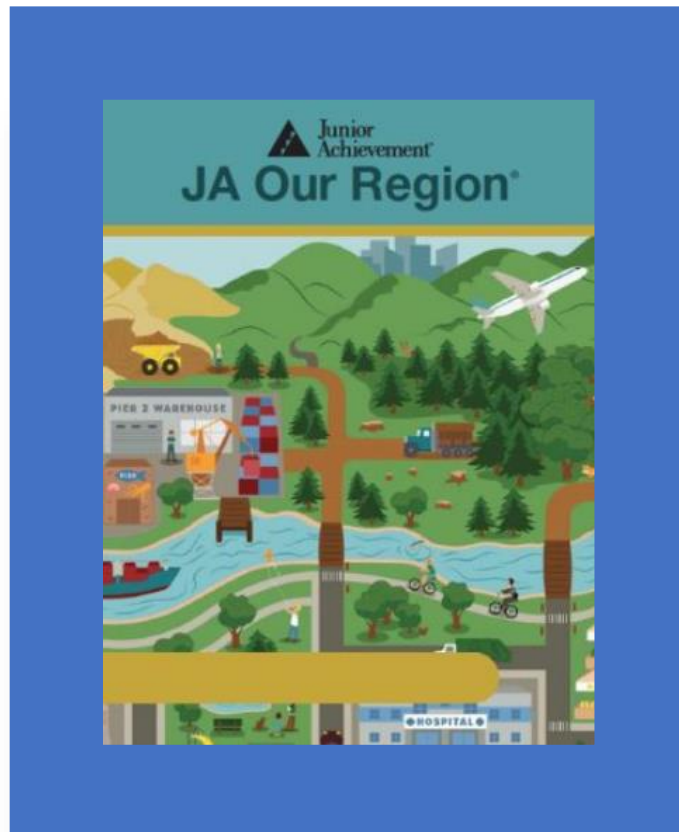




Junior
Achievement™





JA Our Region®

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-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 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 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 Region Tips:

Session 1:

- Take the Challenge: To make this more interactive, you can call on students for each Entrepreneur to come to the board and say which category they think that Entrepreneur falls into.
- Entrepreneurial Traits: Have students come to the board to click on different traits that describe Entrepreneurs. Make sure you leave time for students to describe their positive traits.
- Summary and Review: Note the Eraselets are not included with the program to distribute to students.
- Personal Stories:
 - Do you know an entrepreneur? Tell the students about that person.
 - What traits do you have? What traits could you work on acquiring?
 - How have you been able to learn from a mistake?

Session 2:

- Talk about the different regions in the school (i.e. cafeteria, library, administrative office, playground, etc.).
- Defining resources — Try to define resources by relating them to a local business like a swimming pool. Ask the students to describe what they do there and the natural, capital, and human resources used (water, food, slide, whistle, lifeguards, mechanics, etc.).
- Wait to break the students into small groups until after you have talked about natural, human, and capital resources, goods and services, and have had the opportunity to explain the Resource Card activity.
- Before having the students start the activity, talk about what it means to “brainstorm”.
- Resource Cards: Once you have explained the instructions, have the teacher break the class into six 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.

Session 3:

- Please note: JA was not able to provide dice for this activity. Please consider bringing (six) dice from home or asking your teacher if they have dice to utilize. JA has provided a sheet of numbers 1 – 6, you can cut apart to provide in place of using a die. Utilizing an online dice generator is also an option.
- Hot Dog Stand Game: Below are three ways you can choose to play this game. Please note, no matter which option you choose, you should still lead the tasks from the front using the presentation slides. Ensure you allow time for the students to do the math after each task in which it’s needed.
 - Option 1: Play as a whole-class using a die, the numbers, or an online dice generator.
 - Option 2: Divide the students into up to 6 groups: have each group play the game together as a group, taking turns rolling the die or drawing a number for the entire group to use.
 - Option 3: Divide the students into up to 6 groups: have each student play individually taking turns rolling the die or drawing a number.
- Hot Dog Stand Game: On slide 7, Ignore the “Instruction” button as it showcases the instructions for the old gameboard version and is no longer relevant. Click on the “Play” circle button. You’ll see:
 - 1. Lay out your Hot Dog Stand Game Board
 - Ignore this step (it’s no longer relevant)
 - Click the black “continue” circle button to advance
 - 2. Read your Hot Dog Stand Money Tracker
 - Use this prompt to explain the hot dog stand money tracker to the students
 - Click on the “continue” circle button to advance
 - Keep clicking the “continue” button to advance through the tasks – pausing after each one for students to roll their die/draw a number and record their revenue/expenses on their tracker.

In case technology is unavailable or to help aid in prep – below are the tasks to the game you could verbally read during game play. The numbers 1 – 6 correspond to the number rolled/selected during game play:

- Task 1: Buy your supplies. Record your expenses on the green lines of your Money Tracker.
 - 1: \$1.00 x 10 Hot Dogs (\$10.00 Expense)
 - 2: \$.50 x 10 Hot Dogs (\$5.00 Expense)
 - 3: \$1.50 x 10 Hot Dogs (\$15.00 Expense)
 - 4: \$2.00 x 10 Hot Dogs (\$20.00 Expense)
 - 5: \$.75 x 10 Hot Dogs (\$7.50 Expense)
 - 6: \$1.75 x 10 Hot Dogs (\$17.50 Expense)

- Task 2: Buy your Advertising. Record your expenses on the orange lines of your Money Tracker.
 - 1: Make and mail advertisement postcards. (\$4.00 Expense)
 - 2: Make and hang advertisement posters. (\$1.00 Expense)
 - 3: Post on free Internet Web pages. (\$0.00 Expense)
 - 4: Make and hand out advertisement fliers. (\$2.00 Expense)
 - 5: Hand out bite-size samples. (\$4.00 Expense)
 - 6: Ask friends and family to spread the word. (\$0.00 Expense)

 - Task 3: Set Your Price and Sell Your Hot Dogs. Record your revenue on the blue lines of your Money Tracker.
 - 1: \$2.50 x 10 Hot Dogs (\$25.00 Revenue)
 - 2: \$3.00 x 10 Hot Dogs (\$30.00 Revenue)
 - 3: \$3.50 x 10 Hot Dogs (\$35.00 Revenue)
 - 4: \$4.00 x 10 Hot Dogs (\$40.00 Revenue)
 - 5: \$3.75 x 10 Hot Dogs (\$37.50 Revenue)
 - 6: \$2.75 x 10 Hot Dogs (\$27.50 Revenue)

 - Task 4: Treat Your Customers Well. Get Tips. Record your tip revenue on the red lines of your Money Tracker.
 - 1: \$4.00 in Tips Revenue
 - 2: \$7.00 in Tips Revenue
 - 3: \$5.00 in Tips Revenue
 - 4: \$6.00 in Tips Revenue
 - 5: \$5.50 in Tips Revenue
 - 6: \$6.50 in Tips Revenue

 - Task 5: Deal with the Ups and Downs of Your Business. Record your extra expense or revenue on the yellow lines of your Money Tracker.
 - 1: You've been robbed - \$1.00 expense
 - 2: New supplier offers you a cash discount - \$2.00 Revenue
 - 3: Replace broken equipment - \$3.00 Expense
 - 4: Extra sales and tip from a private party - \$10.00 Revenue
 - 5: Add new equipment to expand business - \$2.00 Expense
 - 6: Some supplies spoiled and must be replaced - \$2.50 expense

 - Task 6: Calculate if you have made a Profit or Loss
-
- Task 1 is to pay for the resources needed. Brainstorm how entrepreneurs might get the start-up money needed to pay for these resources (savings, borrowing from friends/family, asking for donations, selling stock, investments, etc.).
 - Talk about why saving money is important even if you are making a profit. (In the next lesson, the students will be learning about problem-solving which will illustrate why saving money is important in case something unexpected happens.)
 - To help students remember the difference between Expense & Revenue, write the following on the board:
 1. **Expense** = **Exit** (money "exiting" your pocket or cash register)
 2. **Revenue** = **Re**ceive (money you receive or put into your pocket or cash register)

- Share a time when you either made or lost money in a business venture.
- Share examples of times you have tracked your expenses and revenues.
- Students may get confused with the Hot Dog Stand Money Tracker worksheet. Explain to the students that Tasks 1 and 2 will equal their current expense, not their total. Similarly will be Tasks 3 and 4, which will equal their current revenue. They will then subtract their current revenue and current expenses to get their total revenue for tasks 5 and 6.

Session 4:

- In today's lesson they will see how unexpected things may happen and why having money in savings would be important.
- Throughout the session be sure to share examples of times when you have had to problem-solve.
- Please note, rather than a front/back bookmark, we have a side-by-side printout of the bookmark image.
- Rather than just reading the solutions and risk/rewards on Slide 6, the students have more fun when they get to come up with their own possible solutions, risks, and rewards. You could do this as a whole group or break the students into small groups. We'd encourage you to:
 1. Present the problem as noted on the slide.
 2. Allow students to brainstorm their own solutions/risks/rewards (individually or in small groups). They can write their ideas on the Problem-Solver handout.
 3. Have students share their solutions/risks/rewards with the whole class.
 - Affirm or challenge their thinking as needed.
 - Were there common themes among groups?
 4. Use the content on JA Slide 6 as a recap/review or simply skip clicking into each section if the students already had a thorough discussion.
- The Drink Shop activity: Again, depending on time, rather than just using the prompts on-screen you could have students brainstorm in small groups what they think the risks and rewards would be for the three solutions provided on screen (Change the Price, Change the Advertising, Change the Supply).
- Emphasize the importance of saving money. Remind the students of activity three and talk about how even if they made a profit, it is still important to save money.

Session 5:

- Supply Chain: Students can come to the board to click on different steps of the supply chain process.
- Computer Assembly: Allow students to come to the board to click on countries to find out what part they make.
- Disaster: Be animated with this! The more dramatic you are the more fun the students will have.
- 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.