


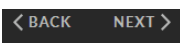


SD Teaching Tips & How to Access the Digital Platform JA Our Region

- 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 into 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 Region

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-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, 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 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 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 Region

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:

- Sticky notes:
 - These are not included for this activity. Instead of following the guidebook instructions, have the students write in their learning logs the area that they would like to live and work someday.
 - 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!
- 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 play 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.

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 (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. Bing Chat, Chat GPT, etc.

Session 3:

- Transportation Innovation Activity:
 - Due to adapting the materials to source them locally, JASD has provided pipe cleaners for this activity rather than the activity materials, box, and stickers (like it is noted in your guidebook).
 - Explain the activity before you have the teacher divide students into 8 groups.
 - Each group should be given 8 pipe cleaners to complete the "Design" part of the activity.
 - The River Placemat has not been provided. If you want students to show their design crossing a river, you can use the blue paper that is provided in your materials.
 - The Learning Log says to have each student pick a role for the activity (writer, designer, supply manager, builder). However, you should have all students work together to complete each step in the Learning Log.
 - Have the students fill out their Learning Logs and when they come to step 3: Design and Build. Have the group use the pipe cleaners to build their invention.
 - **Stop sharing the presentation at [Slide 10](#) so that students aren't distracted by having pipe cleaners rather than the JA USA materials.**

Session 4:

- The "Together At Home" worksheet was not included in your materials. If you want to print it, you can find it online where you find the "Onscreen Presentation".
- Party Planning Activity:
 - **You will need to cut apart the "Party Supply Cards" before you go into the classroom.**
 - 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.

Session 5:

- The "Price Arrow" is not included in your materials. 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. If you want to print the "Price Arrow" you can find it online, under where you find the "Onscreen Presentation".
- 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.
- 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. Remember if you plan to bring treats or anything else into the classroom for graduation to have it approved by the classroom teacher first.