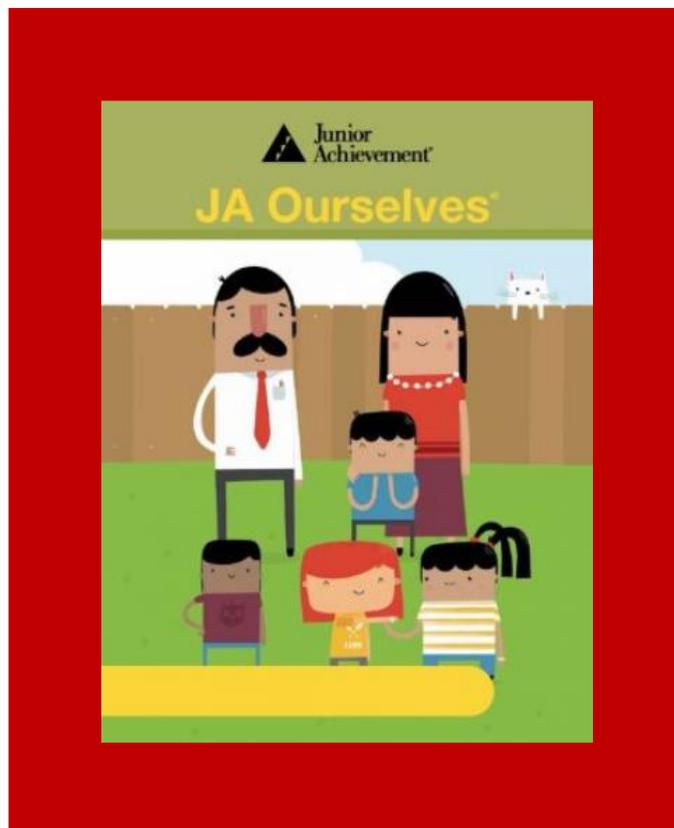




Junior  
Achievement™

# JA Ourselves®

South Dakota Teaching Tips



# JA Ourselves 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 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-ourselves>.
- 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.
- Have the teacher collect the Junior Journals at the end of the lesson. The students will utilize these the next time you visit.
- 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 Ourselves Tips:

### Session 1:

- Choices Activity: have the students all stand and move for the “choices” activity. Identify two items in the classroom that are on opposite sides of the room (i.e. clock on that side or the Interactive Whiteboard on the other side). Emphasize that the choice is an individual choice, and it is ok if only a few of them choose one when the rest of the class chooses the other. After the first slide, tell the students to come back to where they started to “reset.” Resetting after each slide will help them to move quickly in this activity.
- Sandwich or Cookie: You might need to help explain which is more money (.50 cents or \$3).
- Describe a time when you had to make a difficult choice. Share with the students that if they need to make a difficult choice and don’t know what to do, they might ask a family member, their teacher, or a friend to help in deciding.
- Summary and Review: By the end of Kindergarten, students should be able to count up to 100. They might need help understanding \$125.
- Potential Challenge: Students work at very different speeds, and some will finish early. Tell the students to go to the cover page and start coloring in just the face. You might consider coloring the shirt on another visit, etc.
- Have the teacher collect the Junior Journals at the end of the lesson. The students will utilize these the next time you visit.

### Session 2:

- Needs and Wants Shopping Cart Activity: Have a student come up to the board to point to the item (or circle if they have access to a pen for the board).
- Needs and Wants Activity: Have students stand if they think it is a need. Also, in the class discussion, students may or may not agree with an item being a need vs. a want. Be sensitive to the reasons

students give as to why they consider certain items to be a need or a want. For example, many students will consider a dog a want; however, a service dog could be considered a need to a person who is visually impaired. A bicycle could be a need if that is the only form of transportation a family has and a parent uses the bicycle to get to work; a computer could be a need if it is used for a job or a want if it is used to play games, etc.

- Share a time when you really wanted something but didn't buy it because you had to use the money for something you needed.

### **Session 3:**

- Cassie's House Maze: As you complete the maze on the board, have students complete it in their Junior Journal.
- The vocabulary slide defines "earn" as "to get money for a job you did." Consider discussing that earning could also come in other forms: earning five extra minutes of playtime, earning an additional story book being read for doing a chore, etc.
- Share examples of jobs you did as a youth to earn money.

### **Session 4:**

- Piggy Bank Game: instead of doing it on the screen have each student complete it at their desk with their journal. Do math problems together as a class!

### **Session 5:**

- Little Nickels questions: The guidebook asks, "How much is a nickel worth?" and "How much is a quarter worth?" Students may not know so feel free to bring coins from home and help them answer these questions.
- 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.
- Discuss with the students that giving can come in other forms besides money — such as giving of time or a talent.
- Discuss the cycle of growing food, making food, and selling or donating food for people to eat.
- If you discuss what a Food Pantry is, be sensitive that some students' families may utilize a food pantry and as kindergarteners they may or may not realize it is because they "don't have enough money." Many parents with students this age say it's their "grocery store" so the child doesn't realize the economic need. Consider not bringing it up unless a student specifically asks and then simply say a food pantry is where people can get food if needed.
- If time, consider going through all the individual components needed for things to grow — ask the students to act everything out with you! (Dig a hole, place the seed, replace the dirt, water the plant, make sure it has sun, and protect it from bad weather.)
- Depending on time, the "My Giving Page" in the Junior Journal can be filled out at home. Have students draw pictures of what happened in the story.