

JA Our Region

Most schools are peanut and nut free, therefore we ask you to review our safe candies list before bringing in food/candy for the children. Some safe candies are Skittles, Starburst fruit chews, Twizzlers, Smarties, Tootsie Rolls, Dum Dum Lollipops, and Rolos. If in doubt, please check with the teacher.

All Grades:

- **It is REQUIRED that all school volunteers sign in at their school's office.** Please note that some schools have buzzers at the entrance for additional security. Please just state that you are present to volunteer for Junior Achievement.
- It is a good idea to visit your school's website to become familiar with the building, teachers, and/or activities before your first visit.
- Make sure you know how to pronounce your teacher's name!
- If you wear a nametag at your place of business, it is a good idea to wear it to the school.
- There are different learning abilities between students. Discuss with your teacher how to adapt lessons to meet learning needs. Write any words the students may not understand on the board for them to see.
- Secure student roster from the teacher **BEFORE** your first visit. Use it to make table tents (for first visit) and certificates (for last visit). Ask the teacher to note any students that are addressed by a nickname.
- **ALWAYS ASK** the teacher to divide the class into groups for the activities. Teachers know which students work well together. Noting the "need to group students" prior to the beginning of the lesson is helpful to the teacher.
- Ask the teacher for a copy of the seating chart.
- Plan a graduation party at the last session. While gifts are optional, students appreciate food treats, pencils, or anything you bring. Be sure to bring the same treat for every student; choices become a headache. Ask the teacher if there are special circumstances (allergies, diabetic, etc.)
- Emphasize at each visit how you use math, spelling, reading, and language arts at work everyday.
- Ask your teacher if they feel it is a good idea to schedule your visits after recess or a break. This would give you a chance to hang the banner and posters while the students are out of the room.
- Encourage all students to give answers loudly and clearly enough for everyone to hear. Rephrasing their answers, not repeating them, is helpful. Thus, the student "owns" his/her answer.
- Encourage everyone to participate. Use phrases such as "Now we are going to..." rather than "Would everyone like to..." as you begin new activities.
- During your time in the classroom, please take the opportunity to demonstrate the basics of business etiquette. (Some examples include introducing others, making eye-contact, respectfully addressing others, punctuality, presentation skills, the importance of volunteering, etc.)

For each Activity:

- Since there are so many vocabulary definitions, it may be helpful to write them on a chart or on the board before beginning the lessons.

Activity 1:

- Before selecting students to answer the first few questions of the activity, ask the teacher if they have a certain process of doing this, so you stay with the management routine of the class.
- To help the lesson go more quickly, you may want the students to work in pairs on page 1 of the student workbook.
- Have the students choose individual businesses. It may be more effective and generate more ideas than if they were in groups.
- Make sure that the workbooks remain in the classroom for use in upcoming activities and the students have put their name on the cover.

Activity 2:

- Review the different types of resources at each visit; include resources from your own business.
- The CD is about 5 minutes long. If classroom equipment allows, you may want to show it to the whole group at once or work with the teacher on how groups of students could go to the computer to view it.

Activity 3:

- Use examples of local businesses that students can relate to including the one at which you work.
- Push through the beginning because it can be a challenge to finish on time.
- Have the students use a crayon or marker so they can see their marks on the Regional Resource poster page in their book.

Activity 4:

- Some volunteers have found the math too difficult for the students; some have found it too easy. Discuss this activity with the teacher beforehand to make any alterations as necessary.
- Profit, loss, income, and expense are easily confused. Use the vocabulary charts you have made or write these definitions on the board so students can visually refer to them during the discussion.
- Try your best to get all of the students standing so no one feels left out.
- Have the students look at the bottom of page five of their student workbooks or have the 5 step decision-making process on the board or overhead for students to review.

Activity 5:

- Separate materials and put in envelopes *before* you go to class.
- You may leave the board games with the teacher to use again during the class' free time.

Before choosing option 1 or 2 for the activity, consult the teacher about which would work best and/or be most appropriate for his/h