

JA Our Nation

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.)

There is a sixth **supplemental session** found on pages 16-20 of the Guide for Volunteers and Teachers. This is not one of the five required activities. However, you might consider asking the teacher if you can come for a sixth visit (completing the activity as found in the Guidebook). Or we would suggest you teach the activity by dividing it among the first three required activities. For Helpful Hints on dividing the Supplemental Session, see the text boxes below.

Activity 1

- Save the CD ROMs for distribution in Activity 4.
- Instead of having the students draw an advertisement, consider having them verbally share their product with the class. This will save time and will allow for more discussion.
- Bring examples of advertisements to share with the students.
- Consider bringing an example of your company's logo to highlight the importance of branding.
- Hand out the Student Flier. (Consider challenging the students to interview an adult by utilizing the questions in Opportunity Two.)

Adding Part I of the **Supplemental Session** to Activity 1: Page 17 (Teaching Vocabulary and Steps 1- 2)
While presenting your introductory discussion in Activity 1, incorporate the vocabulary found on page 17 of the Guide for Volunteers and Teachers. Then, have the students role-play steps 1&2 (page 17) illustrating a business owned by a sole-proprietor. Have the two students who are "owner" and "cashier" put their stickers on their table tents so that the role-play can continue during the next session. Tell the class that they will see how the business continues to grow during the next activity. Then complete Activity 1 by going back to page 12 of the Guide for Volunteers and Teachers.

Activity 2

- If you challenged the students to interview an adult in Activity 1, allow them to share the insight they gained.
- Prior to going into the classroom, use baggies or envelopes to separate the games into eight groups. Each group needs to have 1 Red chip, 1 Blue chip, 1 Yellow chip, 1 Orange chip, 1 die and 1 set of game cards torn apart. (The game cards are separated by white pages – 3 sheets per group.)
- Prior to going into the classroom, review the game card questions so you know what to include in your introduction before the students start the game. (Be sure to review Natural Resources, Human Resources, Capital Resources, Opportunity Costs, and Scarcity.)
- Distribute the Student Flier during your introduction so that the students can reference the Key Terms throughout the discussion.
- The Score Sheet for the game is on page 2 of the Student Flier.
- Add a requirement that the students must **read aloud** the scenario on the Technophile/Technophobe Spaces in order to get the points.
- Consider challenging the students to interview an adult by utilizing the questions in Opportunity Two of their Student Fliers.

Adding Part II of the **Supplemental Session** to Activity 2: Page 17 & 18 (Steps 3 - 5)
Introduce today's lesson by using the suggestions on page 21 of the Guide for the Volunteer and Teacher. Before explaining the Get Connected Game, tell the students they are going to visit Terry's Popcorn stand to see what resources he needs for operation. Invite the "owner" and "cashier" to the front of the classroom and remind the students of what it meant to be a sole-proprietor. Then, read step 3 (page 17 &18) and allow the students to provide suggestions. Define Partnership and continue to role play steps 4 and 5. (Remind the participating students to put the stickers on their table tents so that the role-play can continue during the next session.) To tie this portion of the role-play to session two, ask the class what resources were utilized.

Resource examples:

Human: Terry, Cary, Ice cream maker, Owner, Partner, Cashier, Business Manager, Accountant, etc.

Natural: Food, Ice Cream, Dairy (Milk), Corn (Popcorn), etc.

Capital: Shop, Freezer, Popcorn machine, Refrigerator, Appliances, etc.

Tell the students that during the next session they will see what happens as the business continues to grow. Then complete Activity 2 by going back to page 22 of the Guide for the Volunteer and Teacher.

Activity 3

- If you challenged the students to interview an adult in Activity 2, allow them to share the insight they gained.
- Opportunity Three of the Student Fliers provides great questions to ask if you need/want to use them. (Also found on page 30 of the Guide for Volunteers and Teachers.)
- Print pictures (from the internet) of old game systems or bring in examples you may have at home.
- *Optional Activity Adaptations:* A) Instead of having the students read the job descriptions to build the graphs, have the students use their background knowledge to build the graphs and then use the job descriptions to check their work. B) Consider doing the activity as a large group.
- Be sure to provide the students an example of what to do by completing the first job category together as a large group.

Adding Part III of the **Supplemental Session** to Activity 3: Page 18 & 19 (Steps 6 - 10)

Introduce today's lesson by telling the students they are going to be exploring the various skills needed for different jobs. Invite all the students who had been part of the role-play to come forward. Review what has happened thus far to grow the business from a sole-proprietorship to a partnership. Then role-play steps 6-10 (as appropriate for you class size). Once you have completed the role-play have the students sit down. To tie the role-play into today's lesson, tell the students that every person in the role-play was valuable, but different skills were needed for each. Invite various students (such as the Advertising Manager, Cashier, Truck Driver, and Lawyer) to the front once again. Ask questions such as:

- Which of the four would need to have creative skills? (Advertising Manager)
- Which would need math skills? (cashier)
- Which would need detective skills? (Lawyer)
- Which would need communication skills? (Cashier and/or Lawyer)
- What skills would a Truck Driver need? (Operate heavy machinery; abide by traffic laws, etc.)

Validate how everyone has different skills. Ask the students to raise their hands if they are skilled in specific areas (i.e. basketball, music, math, videogames, etc.). Have the students return to their seats. Then complete Activity 3's introduction and activity found on page 27 & 28 of the Guide for Volunteers and Teachers.

Activity 4

- While defining employer and employee, help the students remember the difference by emphasizing the long Es. (An employee is like me (a person).)
- Bring in an example of resume to share with the students.
- The objective for the Job Clusters Card Game is to learn about job clusters. However, because students usually only match the jobs in a cluster by using the lists on the top of the card, often the objective is not met. Instead of completing the Job Clusters Card Game as found on page 33 of the Guide for Volunteers and Teachers, we would suggest using this **game alternative:**

1. Pull out one set of job cluster cards from the kit. (The remaining sets will not be used in this alternative activity and can therefore be discarded or given to the teacher for use outside of JA.)
 - a. A pink sheet separates each set of 16 clusters
 - i. Each set includes 8 pages containing a total of 64 cards. (The 64 cards are made up of 16 job clusters with 4 career examples in each cluster)
 - ii. Job cluster titles are centered under the right hand corner picture.
 - iii. The four career titles located at the top left corner of the card make up the job cluster.
2. Of the 16 job clusters, choose 6-8 (depending on the number of students in your class) to tear apart and shuffle. (Set aside the clusters not chosen as they will not be utilized.)
3. Distribute one card per student.
4. Give the students about 3 minutes to read the card noting the skills needed for their job.

5. Have the students walk around the room and find the other three students who have jobs in their cluster.
6. Once all four group members are together, have the students share the similarities and differences of their jobs.
7. Keep the students in their groups as you continue the discussion. (Ask a question, have the students discuss it among their group, then have a few groups share their answer with the whole class.) Question Suggestions:
 - a. Why do the four jobs form a cluster?
 - b. What are the similarities in Skills? Differences?
 - c. Are there different educational requirements for the different jobs? If so, what are they?
 - d. Why is it important to find a job that has your skills?
8. Have the students return to their seats.
9. Conclude the session by using the Summary and Review found on page 34 of the Guide for Volunteers and Teachers. (Give out the CD-ROMs to the students, explaining that they contain puzzles and games that highlight skills discussed during the sessions.)

Activity 5

- Give examples from your community when discussing the customer-base of local vs. on-line businesses.
- Prior to going into the classroom, tear the Global Needs Cards apart. Be sure to keep them in order as they are organized in the kit from first to last. (The first card should be the Factory in Germany and the Last Card should be Ethanol in New Zealand.)
- If the Global Needs Cards get out of order, follow the text found on pages 38-42 to reorder them.
- Count out as many cards as you have students starting with the Factory in Germany. (Disregard any extra cards and stop reading the scenarios once all students have had a turn.)
- Be sure the cards are scattered among the students in the circle so a web will be formed as you read the scenarios.
- Be sure to stress that the students are to pass the string and not to throw it. To help in this, have them stand in a tight circle so they are close to one another and have them unwind some of the string while you read the next scenario so it can be passed more easily.
- Emphasize how specialization affects the Best Car Company.
- Use the bullets on page 42 of the Guide for Volunteers and Teachers to help summarize the activity.
- Be sure to spend the last ten minutes of the activity handing out graduation certificates, thanking the teacher and students, and highlighting your time in the classroom.