

JA America Works

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.

Middle/High School:

- For each school visit, consultants must enter through the main door and **SIGN IN AT THE SCHOOL OFFICE**.
- **PREPARE** before you go into the classroom! Read the plans, organize kit materials, etc.
- Use your Guide for the Volunteer and Teacher and make the activities FUN for the students!
- There are different learning abilities among students. Discuss with your teacher how to adapt lessons to meet learning needs.
- Secure student roster from the teacher BEFORE your first visit. Get this from the teacher on the **OBSERVATION 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, and ask the classroom teacher for a copy of the seating chart.
- **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. Also, since you are dealing with middle and high school students, you might not always need to have them in small groups to do some of the activities. Discuss the options of small group vs. entire classroom with the teacher.
- 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, diabetes, etc.). **Many schools have food restrictions. Please check with your classroom teacher before bringing in edible treats.**
- 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.
- When asking questions during a lesson, be sure to allow for reflection or “wait time” for the students to respond before moving on or answering the question yourself.
- Encourage everyone to participate. Use such phrases as “Now we are going to...” rather than “Would everyone like to...” as you begin activities.
- Emphasize at each visit how you use math, spelling, reading, and language arts at work every day.
- If time allows, please go through the Extended Learning Opportunities at the end of each activity with the students or encourage the teacher to do this as reinforcement in between visits.
- 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.).
- Encourage the students and the classroom teacher to explore the JA Student Center for additional learning opportunities (<http://studentcenter.ja.org/>).

Activity 1

- Make sure you give examples of the difference between Push and Pull factors. Use “Do You Stay or Do You Go?” on page 13 of the guide for volunteers and teachers to help illustrate the difference.
- Be sure the students understand that in order to be successful at the game they need to read and familiarize themselves with the information. (Discourage side conversation.)
- Challenge the students to talk to their parents about their own family heritage.
- Please note the following error:
 - Page 16 (Volunteer Guide)/ Page 3 (Student Workbook): A4 should read: “We emigrated from several northern European countries.” (The word immigrated is incorrect.)

Activity 2

- Take a few minutes to allow students to share if they found out something interesting about their family heritage. (Follow up to the challenge in Activity 1.)
- Before presenting, have the students locate the route the family in their scenario took to reach their homestead so they can show the class on the large map.
- Please note the following error:
Page 20 (Volunteer Guide)/ Page 6 (Student Workbook): The Agriculture Timeline should list „1894“ as the year W.K. Kellogg invents Corn Flakes. The year 1834 is incorrect.

Activity 3

- Before you begin, tell the students that the information they will need for the game is going to be discussed during the first portion of the visit. (Encourage them to pay attention and ask questions!)
- There is a lot of vocabulary for this lesson, so have the students refer to the glossary during your introduction.
- Walk around the room during the game and interact with the students by commenting on their wins or losses. Many will be frustrated by „losing“-be sure to point out that was the reality many prospectors experienced.
- •You may consider playing this game as a whole class. Divide the class into two teams and have someone keep score on the board.
- Use current examples of boom/ghost towns the students can relate to. For example, a soccer field is „booming“ during the soccer season but not during the off season. Relate that to the economics of concession stands, etc.

Activity 4

- Make sure the students can give an example of a natural, human, and capital resource before they begin playing the game.
- The students get excited during this game and enjoy switching sides (if there is time) to see if they can win with the opposite mode of transportation.

Activity 5

- •Once the students have organized the types of communication, just tell them the number they have correct or incorrect. Don“t tell them which ones are right or wrong. Even if they get more incorrect the next time- just tell them the new number of correct or incorrect. This will allow them the opportunity to work together to think through their reasoning.
- You may want to make copies of page 18 in the student workbook so that the students don“t have to „flip“ back and forth in seeing the code.

Activity 6

- Emphasize the difference between an invention and innovation.
If students are having a difficult time thinking of an innovation ask them questions such as: “What frustrates you about this product? How could you make it better?” or “What do you wish this product could do?”.