



# JA Our Region

4th Grade

## **Additional Resources:**

The following tools are available to support you in presenting the JA Our Region Program:

- Teaching Tips
- Program Synopsis
- For printable JA Certificate Templates, Table Tents, and Name Tags, you may visit our website for a downloadable template at: <https://www.juniorachievement.org/web/ja-gstlouis/volunteer-resources>
- For additional information and tips visit the Junior Achievement USA website at: [http://www.ja.org/involved/involved\\_vol.shtml](http://www.ja.org/involved/involved_vol.shtml)
- To view a training video for this program, you may visit the JA website at: <http://www.jasd.org/Volunteers>

## Preparation Checklist □

- Thoroughly read your Guide for Volunteers & Teachers, plan lessons and relevant stories to share with students.
- Inventory your JA kit, make sure you have everything you need.
- If you have a partner, meet to discuss how you want to present the lessons.
- Separate and organize all materials for lessons into five separate baggies or file folders.
- Remember to speak with the teacher prior to the activity to be sure you will have tape, tacks or magnets to display the JA posters.
- 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.

## Characteristics for 4<sup>th</sup> Grade Students (9 year olds)

These children are somewhat self-conscious and prefer group activities to working alone. They also are beginning to understand abstractions as well as cause-and-effect relationships, but need real experiences in social settings.

### Translation:

- Suddenly, school becomes much more real; more memory work and more attention is given to writing, style, and meaning
- Being shuttled between two or three teachers now can be stressful for some children
- Friends are definitely more important than teachers now
- They've become distinct individuals now and want everyone, including parents and teachers, to know it
- They are also more absorbed and competitive, which gives them a strong need to improve on past accomplishments
- Arithmetic is more demanding with an emphasis on long division. They also write in cursive and may plagiarize freely
- This and other forms of cheating can begin to be a real problem. The classroom has become a demanding, competitive place
- The division between boys and girls is stronger than ever: Girls walk in small packs, chattering and playing with whatever is in fashion at recess; boys reach their war-mongering peak

## Introduction & Icebreaker

Prior to beginning your first lesson, take some time to build a relationship with your students, to help with classroom management, and your impact as a role model.

Try to find something that allows you to introduce yourself, as well as meet each individual student. Make sure it is age appropriate and fun!

## Session 1: Am I an Entrepreneur?



Today is your day! Your mountain is waiting. So... get on your way.

Dr. Seuss

- You may want to print the students' names on the Table Tents before your first session. You can give the student's time to personalize their Table Tent with a fun fact or drawing that represents them.
- Use the Flash Cards when defining each term. If the classroom has a Smart Board you may want to display the terms and definitions on the Smart Board.
- For the Challenge Poster activity you can have the students stay seated and raise their hands to indicate their choices.
- The Postcards with Magnets (E406) are to be given out at the end of Session 2.

## Session 2: Regional Resources: Tools for Entrepreneurs

- BEFORE the session ask the teacher for a school map.
- Consider bringing in a visual aid for each type of resource.
- The Postcards with Magnets (E406) are to be given out at the Session 2.

## Session 3: Hot Dog Stand Game

- Organize the materials for the game into sets for easy distribution.
- Play the game yourself before you go into the classroom!

## Session 4: Entrepreneurs Are Problem Solvers!

- Practice folding the Problem-Solver Catcher before the session.

## Session 5: My Region in the World

- Complete the Certificates of Achievements before class.
- IMPORTANT – keep one of the Supply Chain Sticker Sheets for yourself!



# Guide to Working with Students

## General Tips:

- Know the school's policies regarding visitors; most require checking in at the office.
- Seek the teacher's advice; respect the teacher's authority and expertise in the classroom.
- Leave student discipline to the teacher.
- In any contact with a student, the teacher, another school-sanctioned adult, or the student's parent or guardian must be present.



## Creating Expectations:

- Arrive early, but don't interrupt an activity that's in progress.
- Wear appropriate attire; look like an 'expert.'
- Greet students in a friendly, yet professional, manner.
- Smile, shake hands (if appropriate), and maintain eye contact.
- Guide your student's behavior by providing an inviting environment, treating each student with respect, and meeting his or her needs.
- Introduce yourself and ask each student their name. Remember, reusable table tents (or nametags) are provided to help you learn students' names.
- Be yourself. Talk about your early aspirations, your current job, and how you were hired.

A person's a person, no matter how small.

*Dr. Seuss, Horton Hears a Who*

## Teaching Strategies:

*Although the teacher is responsible for all discipline within the classroom, the following suggestions can help you work with students.*

- Tailor your presentations to meet the needs of the teacher and the students. Use language, examples, and analogies that students can understand, but don't talk down to them. **Avoid any use of gender, racial, or ethnic stereotypes.**
- Discuss with the teacher the best way to work with students with special needs, those who have limited English language skills, or those who have difficulty reading.
- Limit lectures to no more than 5 to 10 minutes; lecture usually is the least effective of all teaching strategies.

## Managing the Class:

- Ask the teacher for suggestions on grouping or pairing the students. Pairing requires that both students participate. Groups of three or more students should have prior experience working in groups.
- Give general directions before separating the class into groups.
- Save time by using the same groups for each session. However, it sometimes becomes necessary to change group membership. Ask the teacher to assist in assigning group work. Circulate among small groups to answer questions and help keep the students on task. Encourage the students to help one another.
- Distinguish between active learning and genuine engagement and disruptive/inattentive behavior. A quiet class isn't necessarily good, nor is a talkative class necessarily bad. Rigorous discussions or active simulations often are noisy indicators that the students are learning.

## Junior Achievement USA® Volunteer Conduct Standards

*Each year Junior Achievement staff shall convey these standards in writing to all volunteers prior to their first visit to the classroom. Staff shall review these standards verbally, as well, with volunteers teaching for the first time.*

Junior Achievement (JA) serves youth. JA volunteers teach valuable lessons in their program delivery and especially in their conduct with students. Adult misconduct with or in the presence of youth carries serious consequences. Because Junior Achievement cares that its volunteers have healthy, appropriate relationships with the youth they serve, it has established the following standards.

1. *Young people look to adults for examples of appropriate behavior.* JA volunteers must use appropriate language and model honorable behavior, such as respect, integrity, honesty, and excellence. Profanity or sexualized language or jokes are inappropriate when working with students, regardless whether it occurs face-to-face, over the Internet, or by any other means. JA strictly forbids violating any state law regarding interactions with youth; for example, providing them alcohol or legal or illegal drugs, or coaxing them into illicit relationships over the Internet or otherwise.
2. *Volunteers must take particular care when touching youth.* Most adults understand the difference between appropriate physical contact such as a handshake or pat on the back, and contact that is sexual or disrespectful. Volunteers also must be cognizant of how any physical contact may be perceived.
3. *Interactions with students must both be appropriate and appear appropriate.* It is expected that volunteers' interactions with students are at all times appropriate and professional, and are strictly related to the role of business mentor. It is unacceptable to seek or engage in one-to-one meetings with students at any time.
4. *Volunteers are responsible for the quality of interactions.* Students often find it difficult to state discomfort or objections. Volunteers must be especially sensitive to physical and verbal cues that youth provide.

***The aforementioned standards do not represent a comprehensive list.*** Other actions not included could result in suspension or dismissal as a volunteer. JA volunteers also must read and comply with JA's Social Media Policy. Junior Achievement takes all complaints of misconduct seriously. Credible allegations of misconduct will be promptly reported to the appropriate authorities. During any such investigation, the JA volunteer will be placed on leave. If an investigation determines misconduct occurred, it will result in the immediate and permanent dismissal as a JA volunteer.

Any JA staff member or volunteer who reasonably suspects misconduct must report these suspicions immediately to the appropriate JA staff person with their JA Area.

## Junior Achievement USA® Social Media Policy for Employees and Volunteers

Social media (e.g., Facebook) is a powerful communications tool. Junior Achievement USA ("JA") expects all employees and volunteers to abide by its social media policy in all their communications on any social media site.

JA employees and volunteers must communicate on social media sites professionally and respectfully, just as JA would expect them to communicate were they present in person. All communications with young people must be appropriate, both in terms of the student's age and the relationship between the adult and student. Profanity, sexualized language or jokes, images of a sexual nature, or similar communications involving adult topics, drugs or alcohol, are never appropriate around students, no matter if they occur in person, in an email or text message, or on a social media site.

JA employees and volunteers must keep separate any social media communications that implicate JA from their own personal communications. Young people may have difficulty distinguishing among an adult's different roles. Therefore, JA employees and volunteers must presume that any communications with a JA student will be perceived by the student as relating to JA business and must act accordingly.

JA employees and volunteers should carefully consider the implications of becoming "friends" with JA students on social media sites. This is strongly discouraged, due to how dynamic social media sites are and the different maturity levels of adults and youth. If a volunteer must engage with students via social media or other online channels to facilitate delivery of a JA program, it will be in accordance with the rules and privacy policies of those sites and only during his or her participation in JA programs which contain a component of direct volunteer-student interaction, such as *JA Company Program*® and only if the student is in 8<sup>th</sup> grade or above. After the JA program concludes, the volunteer will "unfriend" the student.