

Additional Resources

Visit JA's online Volunteer Resource Center, <https://www.juniorachievement.org/web/ja-gstlouis/volunteer-resources>

The following tools are available to support you in presenting the "JA It's My Business" Program:

- Teaching Tips
- Program Synopsis
- Ideas for Teen Clubs and Businesses
- Printable JA Certificate Templates

Preparation Checklist

- Thoroughly read your Guide for Volunteers & Teachers, spend time planning lessons and think of relevant stories you can share with students
- If you have a partner, meet to discuss how you want to teach the lessons
- Separate and organize all materials for lessons into 6 separate folders
- Fill out certificates with school, date & your signature (teacher will complete other fields)
- Tear apart "That Can't Be Real" cards, secure and group together (Session 3)
- Tear apart JA Play Money into decks, each deck is made from 1 sheet of play money equal to \$10k, secure and group together (Session 5)
- Tear apart "Entrepreneur Challenge" cards, secure and group together (Session 5)
- Tear apart "Entrepreneur Checks," secure and group together (Session 5)
- Tear apart "Entrepreneur Profile" cards, secure and group together (Session 6)

Characteristics of Middle School Students (11 to 14 years old)

- Young teenagers want to be treated like adults and respected by adults, though they may not have the capacity to always act like adults.
- "Talking back" is common for this age group. They openly reject adult advice in order to look "cool" for their friends, important considering their need for peer acceptance. Don't take it personally and remember, they still light up when an adult compliments their work.
- Their maximum attention span for one activity is about 30 minutes; use different teaching methodologies in your lesson— discussion, group work, etc. And give students the chance to apply what they've learned.
- Expect your students to have high energy and sociability, allow them plenty of peer interaction when it relates to the lesson, make sure they are on task.



Introduction & Ice Breaker

Prior to beginning your first lesson, take some time to build a relationship with your students. This will not only help with classroom management throughout your entire program, but will strengthen your impact as a role model.

Option A, Two Truths & A Lie: Write 3 things about your career on the board, 2 truths, 1 lie. Have the kids guess/vote on which is untrue. This gives you a great opportunity to talk about your career, and invites students to feel welcome to ask you career related questions. Next, have them stand up, introduce themselves, and tell you one true thing about themselves.

Option B, Job Title Exploration: once you've introduced yourself by providing your name, interests and employer, write your job title on the board. Ask the students to brainstorm what they think your day-to-day tasks involve and what they think that title means. Also, ask what kinds of skills you may need to obtain a career in the field you are in. If you have a couple of business cards, pass them out while the students are brainstorming.

Option C, Your Own Icebreaker: You are welcome to use your own icebreaker activity. 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!

Note on Overall Activities

To provide a better flow to the curriculum, it is suggested that returning, JA-in-a-Day volunteers (if comfortable with the material) present the activities in a modified order. Many JA returning volunteers have indicated that this modified order makes the day go smoother by breaking up the interactive activities throughout the day. The suggested order of the lessons is as follows: **S1, S6, S5, S4, S3, S2.**

*The above method is only a *suggestion* to JA-in-a-Day returning volunteers and does not indicate a *required* teaching method. The original lesson order is nevertheless an acceptable sequence to ensure the students are engaged throughout the day.

Session 1: I Am an Entrepreneur

Pages 11-17

Guiding Questions:

- What is entrepreneurship?
- What are some key characteristics of an entrepreneur?

Helpful Hints:

- You may not have enough space to tape every E-Quiz Game Sheet on the board. Instead, reference page 12 in your Volunteer Guidebook to write the values of each category under the E-Quiz Poster (i.e. 25 pts.) and place the cards in four piles on a nearby table.
- If at the end you have one team that is a point away from winning, offer one more example to make the score a tie-breaker.

Potential Challenges:

- Ask the teacher to assign the first team to choose a question and point value. Once they have decided on a category, any "noisemaker" in a group can respond. This avoids conflict and gets the teacher involved with classroom management.
- It can be challenging to get all teams to decide on a team name in a timely manner. Provide the whole class with a theme to establish their team names (i.e. TV Show names, band names, or animal names). Give the students exactly 60 seconds to come up with their team name.

Session 2: I Can Change the World

Pages 18-24

Guiding Questions:

- How do entrepreneurs fill a market need?
- What is the role of market research in determining market need and competitive advantage?

Helpful Hints:

- After introducing the activity about the Teen Clubs, make sure students are facing each other in their groups, rather than sitting in rows. This will invite more discussion and brainstorming.
- If students are having difficulty creating their Teen Club, consider offering them some help. Please refer to the online Volunteer Resource Center for a list of Teen Club ideas. *Note: The ideas listed in this resource page are intended for students who have difficulty generating their own ideas; it is not intended for the whole class to view before their brainstorming session.*

Potential Challenge:

In order to prevent disengaged students from creating inappropriate blueprint ideas, make sure you circulate the room, checking in with students often. Ask some of the prompting questions located on page 18 in your Volunteer Guidebook.

If Time Permits...

Allow the students to market or advertise their Teen Club ideas with the rest of the class. It fits in nicely with the advertising portion of the lesson.

Session 3: I Know My Customer

Pages 25-30

Guiding Question:

What makes an advertisement effective?

Helpful Hints:

- To help students brainstorm, name specific, important features that are essential for an effective commercial or advertisement. These include: name of product, location of store, website address and accessibility, originality, etc.
- Give the students the option to create a commercial *or* a print advertisement. Groups who decide to compose a print advertisement are expected to share their ideas with the class.
- Ask the class to consider their favorite television commercials when preparing for this activity. Questions to ask the students may be: Why are these commercials your favorite? Who is the target market? What could be improved about the commercial? etc.

Session 4: I Have an Idea

Pages 31-35

Guiding Questions:

- What are the key factors in establishing an entrepreneurial business?
- What does it mean to be creative and innovative?

Helpful Hints:

- Give the students the option to combine their resources (\$10,000) with one or more partners close-by. This makes the game more interesting and more like reality: many businesses are owned by multiple partners.
- The names that are likely to be more familiar to them (Disney, Kellogg's) should be named last to create more excitement by the end of the game. Students may not be as familiar with some of the cards you name.

Session 5: I See a Need

Pages 36-43

Guiding Questions:

- How do entrepreneurs use their knowledge and abilities to create businesses?
- How are business plans developed?

Helpful Hints:

- Instead of placing all of the quotes around the classroom, randomly distribute each card to a student and allow him or her to read the quote aloud to the class.
- Consider providing simple rewards for the winners of the business plan competition; candy, pens, company collateral, etc.

Potential Challenge:

Students should create their own, innovative business plans, and avoid regurgitating the information in front of them. Do this by asking some probing questions to answer the problem and don't hesitate to instruct them to "answer in their own words." Business ideas for the students are located in the online Volunteer Resource Center.

Visit JA's online

**Volunteer
Resource
Center**

[https://
www.juniorachievement.o
rg/web/ja-gstlouis/
volunteer-resources](https://www.juniorachievement.org/web/ja-gstlouis/volunteer-resources)

Guiding Question:

What characteristics do you have in common with any well-known entrepreneurs?

Helpful Hints:

- Bring in your own index notecards. Have each student write their profile descriptions on the notecards instead of utilizing the Personal Profile Cards in the Entrepreneur Journal Six.
- Encourage students to keep one of the Entrepreneur Cards. Some of the individuals may have been inspiring to them!

Potential Challenges:

- After passing out one entrepreneur card to each student, keep any extras and allow yourself to be a trader. However, the student who trades with you must do so only one time, and "sight unseen" (pick a card from your deck without looking).
- To avoid any conflict, request that the teacher become involved once students start trading cards.

Graduation:

- Make this time special. Call students up one-at-a-time to receive their certificates, have other students provide applause.

- If you have time, teach students to grab with the left, and shake with the right before they come up.

JA in a Day only: Request the teacher complete certificates (by entering the students' name and signing their own name) early in the day so that they are finished prior to the graduation.

Ideas for Teen Club & Business

If students are having trouble creating their Teen Club, or ideas for their businesses, consider offering them some help using the lists below. PLEASE NOTE: The ideas listed in this resource page are intended students who have difficulty generating their own ideas; it is not intended for the whole class to view before their brainstorming session.

Ideas for Club Activities - Session 2

- Dance Floor
- Basketball Court
- Smoothie/Juice Bar
- Game/Arcade Room
- Internet Café
- Pool Tables
- Ping Pong Area
- Reading Area
- Movie Theater Room
- Miniature Golf
- Trampoline
- Food Court
- Snack Bar
- Swimming Pool
- Rock Climbing
- Racquetball Court
- Painting Room
- Karaoke Room
- Music/Bank Room

Businesses Ideas - Session 5

- Babysitting
- Baking cakes & cookies
- Children's parties (Party Planner)
- Dog walking service
- Make & sell Christmas decoration
- Gardening
- Gift wrapping
- Greeting cards
- House cleaning
- House sitting
- Pet sitting
- Tutor/read to children
- Refreshment stand
- Make & sell artwork
- Sell trading cards
- Set up a garage sale & selling items
- Walk children to school
- Wash cars & detailing
- Window washing
- Work processing & typing