



In *JA Our Region*, students examine regional resources, supply chains, and solve problems by weighing risks and potential rewards. JA Volunteers show how resources are combined to create goods and services that individuals, businesses, and organizations provide to customers. *JA Our Region* consists of five 45 minute volunteer led sessions.

Following participation in the program, students will be able to analyze how entrepreneurs use resources and work with each other to produce goods and services in a community. They will also be able to recognize the skills, tasks, and concepts an entrepreneur must master to start a successful business.

### ***Session One: Am I an Entrepreneur?***

Students explore well-known businesses, their origins, and the traits common to the entrepreneurs who started them.

### ***Key Learning Objectives***

The students will:

- Recognize the impact entrepreneurs have on a community or a region.
- Apply traits common to successful entrepreneurs to their own skills and abilities.

### ***Session Two: Regional Resources - Tools for Entrepreneurs***

Students are introduced to resources and how entrepreneurs use resources to offer products and services in a region.

### ***Key Learning Objectives***

The students will:

- Recognize natural, human, and capital resources.
- Analyze products and services that can be offered by using resources.

### ***Session Three: The Hot Dog Stand***

Students learn about the fundamental tasks performed by a business owner and play a game that allows them to see money coming in and going out of a business.

### ***Key Learning Objectives***

The students will:

- Explain the importance of keeping an accurate account of a business' financial information.
- Track the revenue and expenses of a business.
- Recognize the fundamental tasks required to run a business.

### ***Session Four: Entrepreneurs are Problem Solvers!***

Students journey through the complex world of business problem-solving by weighing potential risks and rewards and tracking the outcome of their choices.

### ***Key Learning Objectives***

The students will:

- Apply the business problem-solving process.
- Recognize that there are potential risks and rewards to business decisions.

### ***Session Five: My Region in the World***

Students demonstrate the supply chain through a hands-on manufacturing and trade experience.

### ***Key Learning Objectives***

The students will:

- Recognize the interdependence of resource providers, businesses, and consumers.
- Apply the supply chain to a manufacturing example.



### Teaching Tips for Junior Achievement Volunteers

#### **Session One Tips:**

Discuss activity ahead of time with teacher to determine if it is better to have students move around the classroom or to have four volunteers hold the signs. When students are filling out the *My Traits Inventory Card*, make sure to be sensitive of the traits that some students may or may not have. Remind students often that if they don't have one of these traits, they can work on developing them.

#### **Session Two Tips:**

Before starting the activity, be clear that the students can only open a business using the resources indicated in their Resource Card. For example: if a group does not have any food resources (Resource Card B), then they don't have the resources to open a restaurant. Ask the teacher to help you walk around and assist the students work through any difficulties in brainstorming their business.

#### **Session Three Tips:**

Discuss this session with the teacher in advance as math skills vary and the activity requires students to use math skills to get their final answers on the Hot Dog Stand Money Tracker sheets. If using calculators, pass them out after explaining the rules of the Hot Dog Stand Game. Show the students how to play at the front of the class by demonstrating a round yourself. Display all of the steps, including rolling the die, moving your game piece, and recording your expenses and revenue in the appropriate places on the Hot Dog Stand Money Tracker sheet. Make sure to demonstrate the math they need to do to get to their final answers of "Profit" or "Loss."

#### **Session Four Tips:**

Have a student come up and play a round of the Problem-Solver Catcher activity with you to show how to use the Problem-Solver Catcher to find the outcomes of which path they choose. Computer templates are available at [www.jabrand.org/volunteers/customizable-program-certs/](http://www.jabrand.org/volunteers/customizable-program-certs/) to help you prepare Certificates of Achievement before session 5 or you can handwrite the students' names on certificates.

#### **Session Five Tips:**

Make sure that you have all of the Supply Chain Sticker Sheets before going into the classroom. Review the activity with the teacher in advance and let him/her know that you will need them to participate in this activity.

#### **General Suggestions:**

Students will display a variety of attitudes, and can be quite candid. It's best to use a calm, non-judgmental response when students need to be redirected. Care about the students as individuals. Learn their names, remember what they say, look them in the eye, and express that you believe each student is capable of success.

#### **JA Day Tips:**

JA sessions should comprise the entire school day. To assist you in planning your JA Day, prepare the extended learning opportunities to ensure you have activities for the entire day and utilize them if you finish your sessions early. It is important to monitor your time to ensure all 5 sessions are completed in the day. Discuss the activities with the teacher before you begin teaching so that the teacher can aid in time management. Wait until the end of the day to pass out any take home items (newsletters, postcards with magnets, etc.).

*JA programs are correlated to Arizona's College and Career Ready Standards in English Language Arts and Mathematics and Arizona K-12 Academic Standards in Social Studies. Additional national correlations can be found at [www.ja.org](http://www.ja.org).*