



JA Elementary School Programs JA Our Region[™] Helpful Hints

Preparation Checklist:

- Thoroughly review the guide for volunteers and teachers. Use the note space and talking points to plan each session. Think about relevant stories to share with the students and record them in your guide.
- Use the Master List of Materials to organize materials by session and separate into folders.
- Check out the jaum.org [Volunteer Page](#) for valuable resources and tips.
- Obtain a class roster to complete the table tents and certificates in advance; first name only is fine.
- Have the teacher pre-approve any take-away (not included in the kit) you plan to distribute to the students. Many schools are peanut-free or have other food restrictions.

Session 1: Am I an Entrepreneur?

Helpful Hints

- Consider discussing the My Traits Inventory Card as a class. Review each trait and have the students record their answer before moving on to the next trait.
- It's possible you won't have enough time to discuss the entire list of entrepreneurs reviewed during the challenge poster activity. Not all entrepreneurs must be highlighted.
- JA recommends distributing the Eraselets at the end of the session. Ask the teacher to determine the best method of distribution.

Talking Points

- Be prepared to talk about entrepreneurs you know and their skills and traits.
- Share your traits, including the traits you want to acquire.
- Describe a time when you made a mistake and what you learned from it.

Session 2: Regional Resources: Tools for Entrepreneurs

Helpful Hints

- Review the key terms and explain the resource card activity before separating the students into groups.
- Students may not know how to brainstorm possible businesses. Be prepared to review brainstorming as a class before starting the activity.

Talking Points

- Talk about the different regions found in the school (cafeteria, library, administrative office, and playground).
- Relate resources to local businesses (swimming pool). Ask students to describe what they do there and the natural, capital, and human resources used in this business (water, food, lifeguards, and mechanics).

Session 3: Hot Dog Stand Game

Helpful Hints

- Separate the game pieces into 8 sets prior to the session (one die and four game pieces).
- Before separating the students into groups, demonstrate how the game is played.
- In this game, each new task begins with students starting the count over at one.
- To help students remember the difference between expense and revenue, write the following on the board:
 - **Expense = Exit** (money “exiting” your pocket or cash register)
 - **Revenue = Receive** (money “received” or put into your pocket or cash register)

Talking Points

- Review different ways entrepreneurs acquire start-up money needed to buy resources (savings, borrowing from friends/family, selling stock, investments).
- Explain why saving money is important even when a company is making a profit. Students review why saving money helps businesses respond to unexpected problems in Session 4.

Session 4: Entrepreneurs are Problem Solvers!

Helpful Hints

- Practice making the problem-solver catchers prior to beginning this session. You should share these catchers with those students who need additional help.
- Many fourth graders know how to fold the paper catchers, but some students will need additional time. Allocate at least ten minutes to complete the steps
- Ask the teacher to help demonstrate each step of the folding. Wait for all students to complete each step before continuing the process.
- Students can use the perforated problem-solver catcher instructions as a bookmark.

Talking Point

- Emphasize the importance of saving money throughout this session. Refer to Session 3 for additional information.

Session 5: My Region in the World

Helpful Hints

- Be sure to keep one sticker set to demonstrate how a “disaster” would affect the supply chain.
- Have each group identify travelers (group members who travel to other countries) and sellers (group members who stay in their groups and distribute stickers).

Talking Point

- At the beginning of the session, consider sharing different ways your business receives the resources it needs to operate.

Program Closure (Graduation)

- Make this time special. Call students, one-at-a-time, to receive their certificate. Encourage applause. Demonstrate a proper handshake (no limp fish or super squeezers).
- Have students shake with the right hand, and accept the certificate with the left hand.
- If you brought a snack of a special take-away, allow time for the students to enjoy it during your time in the classroom if possible.