



**Junior
Achievement®**
Rocky Mountain

www.ja.colorado.org

VOLUNTEER TRAINING **GUIDE**

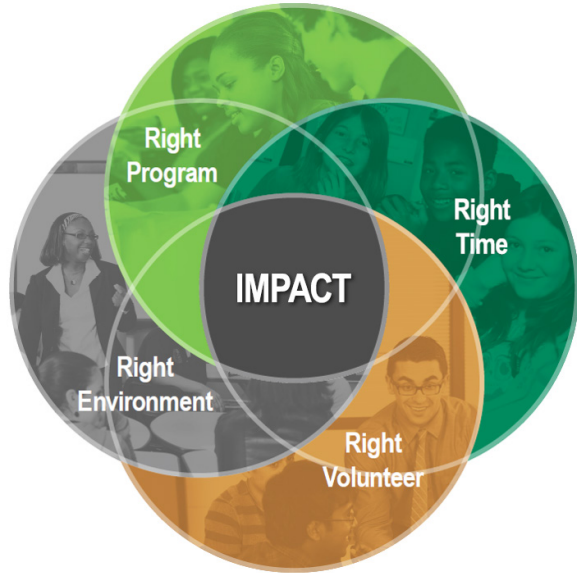
ELEMENTARY SCHOOL

Junior Achievement prepares young people to thrive in the 21st century workplace and global economy by inspiring a passion in free enterprise and entrepreneurship, and instilling an understanding of personal financial literacy.

WE BELIEVE THAT EVERY CHILD CAN SUCCEED IN THE BUSINESS OF LIFE WITH THE RIGHT TOOLS.

The Right Principle:

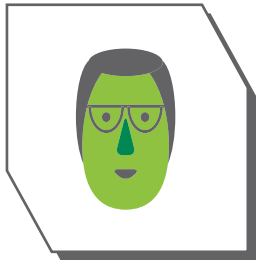
JA-Rocky Mountain focuses on student outcomes as our primary measure of success. We call this concept The Right Principle. In order to maximize student impact and knowledge gains, JA's goal is to deliver the right program, in the right environment, at the right time, with the right volunteer.



KEY CONTENT AREAS:		FINANCIAL LITERACY
		ENTREPRENEURSHIP
		CAREER READINESS

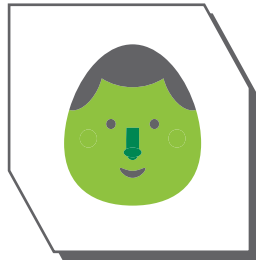
What to expect in the classroom:

VOLUNTEERS' ROLE



- Present the content and direct activities with the students
- Act as a role model and mentor
- Share personal/professional experiences as they relate to the content

TEACHERS' ROLE



- Manage the students' behavior
- Inform the volunteer of classroom norms, procedures and resources
- Help the students make connections between the JA curriculum and other lessons the students learn

STUDENTS' ROLE



- Engage with the activities
- Ask questions
- Consider their own next steps on their professional pathway

REMEMBER:

BE FLEXIBLE. *The school day does not always go exactly to plan. Rely on your teacher's guidance and be ready to make changes.*

WHAT TO EXPECT

CLASSROOM NORMS

are rules and expectations established by the teacher and utilized by students in the classroom. They may include:

- When/who/how many students can leave the room at once
- Jobs in the class like door holder, helper, etc.
- Different ways to engage or answer questions (when to raise a hand and when to shout out)

Classroom resources available to you typically include:



A PROJECTOR



A CLASSROOM COMPUTER OR THE TEACHER'S COMPUTER



PENS/PENCILS, COLORED PENCILS, CRAYONS, MARKERS FOR STUDENTS



COMPUTER SPEAKERS OR SOUND SYSTEM



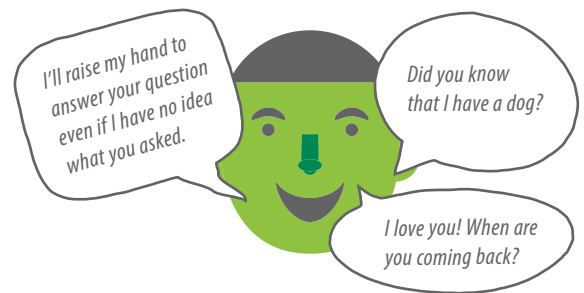
A WHITEBOARD AND DRY ERASE MARKERS



THE PERSONALITIES OF ELEMENTARY SCHOOL STUDENTS

KINDERGARTEN

Students are eager to participate and can easily get off topic. They learn well through stories and cooperative games.



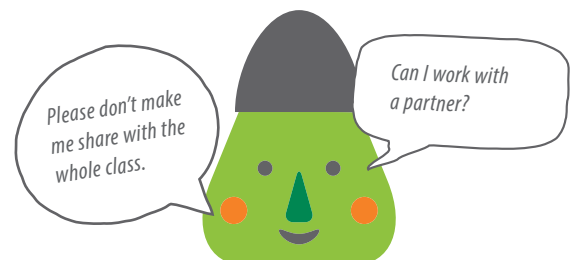
THIRD GRADE

Students value responsibility and independence, but they need plenty of time to process. Students need clear, specific instructions before working on independent or small group activities.

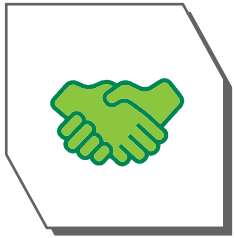


FIFTH GRADE

Social structures become increasingly important to students at this age, and they learn to appreciate humor and sarcasm. They become self-conscious and may be unwilling to take risks in the classroom.



CONNECTING WITH STUDENTS



Introduce yourself

Shake students' hands. This helps build a connection and makes students want to engage.



Set a positive tone

Say "I'm excited that I get to spend the day with you . . ."



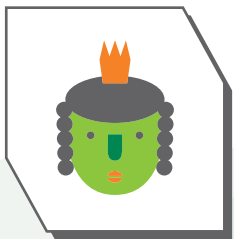
State learning objectives

Students need to know why the content is relevant and how they will use it in real life. By relating the content to your own life it will become more relatable for students.



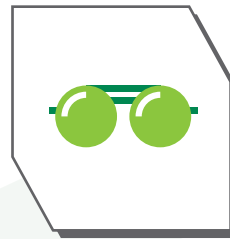
Determine prior knowledge

"We are going to talk about entrepreneurship. What do you already know?"



Use students' names

Try your best to learn as many names as quickly as possible.



Geek out!

Do not be afraid to go down the rabbit hole with a kid by discussing a topic that interests them.



Use positive reinforcement

Say "Wow, I like how Leena is sitting quietly with her eyes on me, ready to learn," to your class of first graders as they settle in on the carpet for a discussion or story. The rest of the class will mirror Leena's behaviors in hopes of earning your praise.

GIVING INSTRUCTIONS



PREPARATION IS KEY

Make sure that you know the content inside and out before you begin presenting.

GROUP YOUR INSTRUCTIONS IN THREE STEPS

"First, do A. Then, do B. Finally, do C. Then look to me for the next instructions."

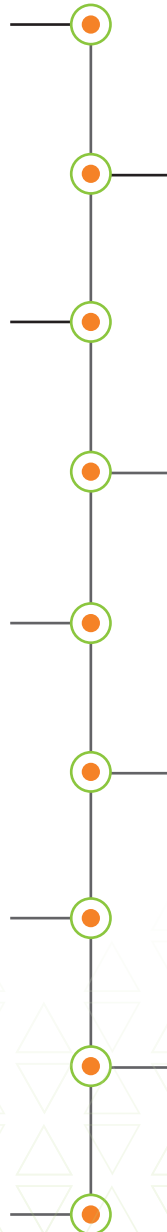
IF STUDENTS SEEM UNCLEAR, TRY REPHRASING YOUR INSTRUCTIONS IN A DIFFERENT WAY

USE MODELING TO ENSURE INSTRUCTIONS ARE UNDERSTOOD

Give instructions, and follow them up with a demonstration to the class.

PRESS RESET

If things do not quite go as planned it is ok to stop and start over. Reset groups and games so that everyone is clear on what needs to be done.



EXPECT RESPECT

Volunteers do not need to talk over students, and students should not interrupt volunteers. If things are off: stop, wait, and reset.

WHEN GIVING DIRECTIONS, REMIND STUDENTS HOW THE ACTIVITY PERTAINS TO THE LEARNING OBJECTIVE

"Next we will explore some jobs so that you can see how they play an important role in supporting the community."

ASK A STUDENT TO REPEAT THE INSTRUCTIONS

"Okay, now who can remind everyone what the three steps are?"

GIVE IMMEDIATE AND CLEAR FEEDBACK

Encourage positive behavior through clear and direct feedback. This helps to keep students on task and can also highlight negative behavior.

FACILITATING DISCUSSIONS

To ensure positive and productive discussions, utilize these strategies and best practices:



Group discussion with reporter:

Have a table of students discuss a question and designate a “reporter” to share their ideas with the class.



Think/pair/share:

Ask a question and give students a moment to consider their answer (you may ask them to write down an answer). Then, have them turn to a partner and discuss. Finally, ask the students if anyone would like to share their discussion with the class.



Sentence Stems:

Ask the class a question and then write 2-3 sentence stems on the board that they could use to frame their answers. For example, “What is your favorite color?” might be answered using the sentence stems “My favorite color...” or “I really like...”



Feel free to cold call on students, but keep in mind:

- Some teachers have tools for this like a cup of popsicle sticks with students’ names on them that you can draw from.
- Discuss student abilities and comfort levels with your teacher.



Revisit the learning objective:

“In this activity, our goal was to learn about jobs in the community. Who can tell me something they learned about jobs?”



Respond to students’ answers with empathy:

“That is an interesting way to think about it.”



Ask open-ended questions:

Instead of Yes/No questions.



Count to 10:

After you have asked a question, pause and count to ten. It may feel like a long pause, but students need time to process their ideas before they can respond thoughtfully.

DIVERSITY IN THE CLASSROOM

Regardless of language or the styles of learning, every student can learn and you can model or adapt activities to demonstrate this. Know that there will be a diverse group of students in your class with a variety of backgrounds and abilities. Here are some strategies you can utilize to maximize the learning of all students:



Encourage students to support each other.

For example, bilingual students may translate instructions for others.



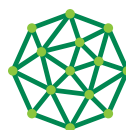
Ask your teacher what student engagement looks like in their classroom.

Work with your teacher to support students' needs and understand the different learners in the classroom.



Incorporate different learning styles into the classroom.

Talk to the teacher about how you might do this. Use visual aids, get the kids up and moving, and draw or write instructions on the board as you talk.



Utilize students' differences as an asset.

Connect the content to the students' experiences to enhance conversations. "Who can give an example of a job or a business that exists in a country they have visited?"



Be flexible.

This might mean skipping part of an activity if it is not at the students' level or completing it as a class.

According to the Colorado Department of Education (CDE), "Over the last 10 years, the number of English learners in Colorado's public schools grew 26.2 percent, more than double the 11.2 percent rate of growth in the total student population. There now are approximately 128,274 English language learners in Colorado, comprising approximately 14 percent of the total K-12 population." -Supporting English Learners; March 2018;

ATTENTION GETTERS!



SMILE AND WAIT PATIENTLY



CLAP OUT A BEAT

the students should repeat the pattern

VOLUNTEER/TEACHER:

**"IF YOU CAN HEAR ME,
CLAP ONCE"**

Students clap once

**"IF YOU CAN HEAR ME,
CLAP TWO TIMES"***

Students clap twice

**repeat until all students have their eyes on you*



FLICK THE LIGHTS



VOLUNTEER/TEACHER:

"MARCO"

STUDENTS:

"POLO"

VOLUNTEER/TEACHER:

"CLASS, CLASS"

in a sing-song tone

STUDENTS:

"YES, YES"

mirroring tone

VOLUNTEER/TEACHER:

"1, 2, 3, EYES ON ME"

STUDENTS:

"1, 2, EYES ON YOU"

VOLUNTEER/TEACHER:

"MAKE IT RAIN"

STUDENTS:

"SHHHHHH"



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Visit www.JAcolorado.org/volunteer-resources for additional training tips and resources.