



**Junior
Achievement®**
Rocky Mountain

www.JAcolorado.org

VOLUNTEER TRAINING GUIDE

HIGH 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:

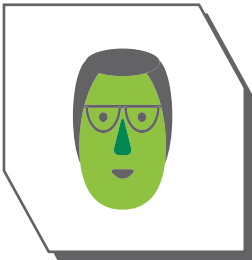
JA-Rocky Mountain focuses on student outcomes as our primary measure of success. We call this concept The Right Principle. In order to maximize student impact and knowledge gains, JA's goal is to deliver the right program, in the right environment, at the right time, with the right volunteer.



KEY CONTENT AREAS:		FINANCIAL LITERACY
		ENTREPRENEURSHIP
		CAREER READINESS

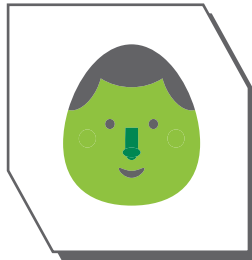
What to expect in the classroom:

VOLUNTEERS' ROLE



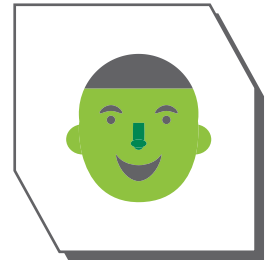
- Present the content and direct activities with the students
- Act as a role model and mentor
- Share personal/professional experiences as they relate to the content

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
- Different ways to engage or answer questions (when to raise a hand and when to shout out)
- Students typically rotate classes throughout the day.

Classroom resources available to you typically include:



A PROJECTOR



A CLASSROOM COMPUTER OR THE TEACHER'S COMPUTER



PENS/PENCILS FOR STUDENTS



COMPUTER SPEAKERS OR SOUND SYSTEM



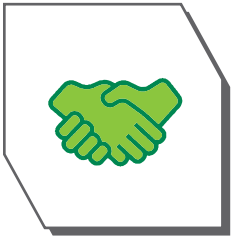
A WHITEBOARD AND DRY ERASE MARKERS

THE PERSONALITIES OF HIGH SCHOOL STUDENTS

This age group (14-18) can vary widely in emotional and physical maturity, and students may exhibit a wide range of behaviors. Students make connections based on personal interests and one-on-one conversations. Students respond well to authenticity and real world examples. Students are opinionated and value their independence as they begin to think about their futures.



CONNECTING WITH STUDENTS



Introduce yourself

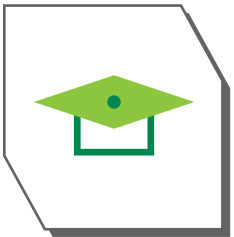
Shake students' hands. This helps build a connection and makes students want to engage.



Set a positive tone

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

Share a story about your time in High School. Be quirky!



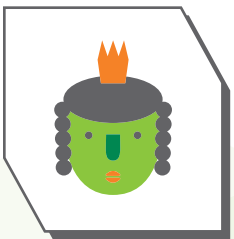
State learning objectives

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.



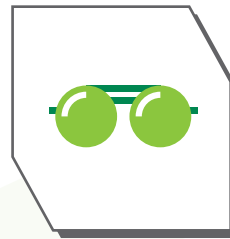
Determine prior knowledge

"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, team 3 is really killing it over here. They are working really hard together, and they have a great plan in place for their presentation." You have not only praised the high performing group - you've also reminded the less engaged teams what you expect from them.

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."

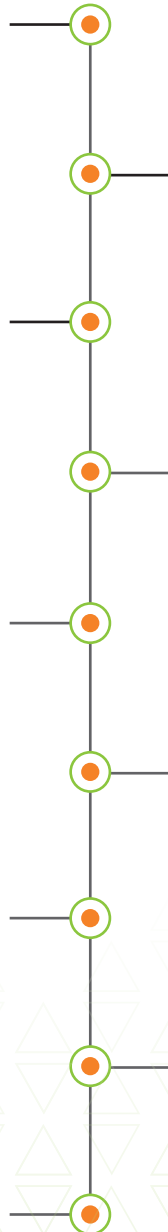
IF STUDENTS SEEM UNCLEAR, TRY REPHRASING YOUR INSTRUCTIONS IN A DIFFERENT WAY

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're going to complete an assessment that might give you an idea about what career clusters fit your skills and interests."

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.



Quick go-around:

Go around the room and have each student share a one-word response to your question.



Do not call on students who are not raising their hands:

If you are worried that students are not participating, try a think-pair-share or a quick go-around.



Revisit learning objectives:

Students can self-assess by considering what they have learned, what they do not understand yet, or what they want to learn.



Respond to students' answers with empathy:

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



Ask open-ended questions:

Instead of Yes/No questions.



Provide think time:

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.



Encourage student questions:

Provide structured time for students to ask questions about you. “What questions do you have for me? ...about my job? ...about what it’s like to be interviewed?”

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.



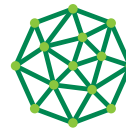
Ask your teacher what student engagement looks like in their classroom.

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?"

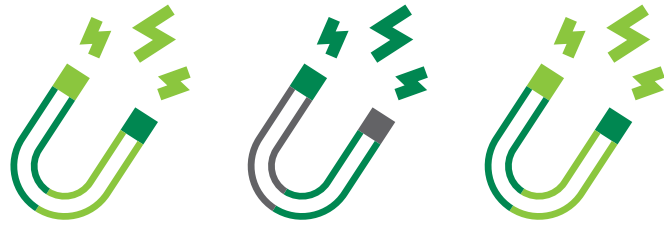


Be flexible.

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;

STUDENT ENGAGEMENT



TO NOTE:

STUDENT ENGAGEMENT IN HIGH SCHOOL: *They may not look engaged and you may not receive eye contact. Go where the energy is, and don't worry if some students don't seem engaged.*

- TALK TO YOUR TEACHER ABOUT HOW THE STUDENTS TYPICALLY ENGAGE IN THE CLASSROOM.
- TALK TO YOUR TEACHER ABOUT WHAT THE STUDENTS HAVE BEEN WORKING ON IN THE CLASSROOM. MAKE CONNECTIONS BY ASKING QUESTIONS THAT RELATE THE JA CONTENT TO THEIR REGULAR COURSEWORK.
- FOCUS ON OPEN ENDED QUESTIONS.
- ENCOURAGE STUDENTS TO ASK YOU QUESTIONS.



Each teacher has their own way of gaining their students' attention and keeping them on task. Consult with your teacher to find out what techniques they typically use.

If all else fails, **smile and wait patiently** for the students.



A note about personal technology

Teachers have different policies about the use of phones and headphones in their classroom. Discuss classroom norms and rules with your teacher.



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