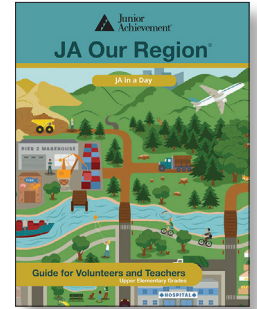




# JA Our Region<sup>®</sup>

## JA in a Day (JAID) Overview

JA Our Region introduces fourth-grade students to entrepreneurship and learning objectives for upper-elementary-grade social studies. Hands-on classroom activities provide students with a practical approach to starting a business. The JA in a Day model consists of five kit-based, volunteer-taught sessions that include primary and secondary objectives from the traditional program. Each JA in a Day session is 35-40 minutes. The JA in a Day model will receive four Instructional Contact Hours upon registration.



Features of the JA in a Day Guide for Teachers and Volunteers:

- Format is redesigned for easy delivery of the JA in a Day model.
- Introduction and conclusion are specific to the JA in a Day model.
- Extended Learning Opportunities have been removed from each session.
- Preparation content appears in the front of the guide instead of within each session.
- Information pertaining to optional digital resources has been added.

Note: The JA Our Region program kit is used for both traditional and JA in a Day implementation.

Session Title	Session Overview	Session Objectives/Goals Students will be able to...	Changes from Traditional Implementation
<b>SESSION ONE</b> Be an Entrepreneur	Students explore well-known businesses, their origins, and the traits common to the entrepreneurs who started them.	<ul style="list-style-type: none"> <li>• Recognize how entrepreneurs affect a region.</li> <li>• Relate traits that successful entrepreneurs have to their own skills and abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• 5-minute transition text added</li> <li>• Challenge Posters activity shortened</li> </ul>
<b>SESSION TWO</b> Resources: Tools for Entrepreneurs	Students are introduced to resources and how entrepreneurs use resources to offer products and services in a region.	<ul style="list-style-type: none"> <li>• Recognize natural, human, and capital resources.</li> <li>• Analyze products and services that can be offered by using resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Transition break added (5-10 minutes)</li> </ul>
<b>SESSION THREE</b> Hot Dog Stand Game	Students learn the basic tasks performed by a business owner.	<ul style="list-style-type: none"> <li>• Recognize the fundamental tasks required to run a business.</li> <li>• Track the revenue and expenses of a business.</li> </ul>	<ul style="list-style-type: none"> <li>• Business Tasks Card activity shortened</li> <li>• Transition break added (5-10 minutes)</li> </ul>
<b>SESSION FOUR</b> Entrepreneurs Solve Problems	Students are introduced to the complex world of business problem solving.	<ul style="list-style-type: none"> <li>• Apply a business problem-solving process.</li> <li>• Recognize the potential risks and rewards of making business decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Quick Challenge activity removed</li> <li>• Problem-Solver Bookmark activity shortened</li> <li>• Transition text added</li> </ul>

Session Title	Session Overview	Session Objectives/Goals Students will be able to...	Changes from Traditional Implementation
<b>SESSION FIVE</b> <b>Entrepreneurs</b> <b>Go Global</b>	Students demonstrate the supply chain through a hands-on manufacturing and trade experience.	<ul style="list-style-type: none"> <li>• Recognize the interdependence of resource providers, businesses, and consumers.</li> <li>• Apply the supply chain to a manufacturing example.</li> </ul>	<ul style="list-style-type: none"> <li>• Junior Journal Flag activity removed</li> <li>• Brief program wrap-up and distribution of Eraselets and certificates</li> </ul>

**Concepts:** Advertising, Business fundamentals, Capital resources, Entrepreneur, Entrepreneur characteristics, Expense, Finance tracking, Goods and services, Human resources, Innovation, Interdependence, Loss, Manufacturing, Natural resources, Price, Products, Profit, Region, Resources, Revenue, Risk and reward, Services, Supply, Supply chain, Trade, Traits, Transportation

**Skills:** Analyzing a diagram, Analyzing information, Assembling parts, Categorizing data, Cooperative trading, Decision making, Evaluating alternatives, Following directions, Mathematics, Oral and written communication, Presenting information, Problem solving, Reading for understanding, Working in groups, Working in pairs