


Virtual Volunteer Presenter's Guide

In *JA Our City*, third-grade students are introduced to money management and the importance of economic exchange within a city. Through activities, games, and engaging music videos, students learn how people earn, spend, save, and donate their money.


To assist you in virtually presenting to students—whether via a short, recorded video or beaming in live to an in-person or remote classroom—we have prepared the following outline to help you gather your thoughts and connect with students. If you create a recorded video, you will skip the Break the Ice portion of the outline and reduce the time spent on other sections.

Presentation Outline

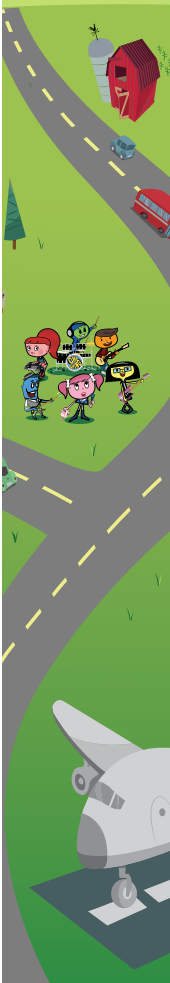
1. **Introduce yourself and your company.** Describe your position and your basic job duties. *(3 minutes for remote live beam-in/30 seconds for recorded video)*
2. **Break the ice.** Capture students' interest in your topic and its connection to earning, saving, spending, and donating money. *(5 minutes for remote live beam-in/skip for recorded video)*
 - Tell students about how you make choices with money and ask if they have any tips for making money choices.
 - Ask students to share some of the ways they currently earn money, or ask what jobs their parents do. Ask if any students have opened their own business.
 - Tell students a kid-friendly money joke. For example, "What is brown and has a head and a tail but no legs?" A penny. Or, "Where does a penguin keep his money?" In a snowbank.
3. **Share stories** that highlight you, your expertise, and your experiences. *(5 minutes for remote live beam-in/3 minutes for recorded video)*
 - Select a topic from the list to illustrate your experiences through stories to increase students' engagement in the material. Consult your teacher or JA Area representative to find out if there is a particular session(s) or topic(s) they would like you to address.
 - Try to make your stories as concrete and relatable as possible, using vivid detail and captivating language, asking questions as appropriate, and making sure your audience is following along.
 - **Session One: Earn, Save, Spend, and Donate.** Tell students about a choice you had to make on how to spend your money, or how you made a choice between saving or spending money (as a child or an adult), or how you made the decision to donate to a particular cause.
 - **Session Two: Invisible Money.** Talk about how you carry your money, or how you usually spend money. Do you use a debit card? A payment app? Do you have a favorite wallet? Describe a good memory of spending money as a child.
 - **Session Three: How Do I Become an Entrepreneur?** Are you an entrepreneur? Tell students about how you started your business, or tell them about someone you know who started a business. Or, if you've ever contributed to a crowdfunding campaign, that would make a good story too.
 - **Session Four: Money Choices Make the City Go Round.** Do you have a favorite place to shop and spend your money? Describe a store or business you liked to visit as a child. Was it a place to meet needs (e.g., a clothing or grocery store) or to satisfy wants (e.g., a toy store

Remote Live 

For volunteers beaming in live to connect with students, the minimum requirement is one, 15-minute session. Your JA Area representative can provide additional details.

Recorded Video 

JA recommends that each recorded video be 3–5 minutes maximum in length. Your JA Area representative can provide additional filming guidelines and recommendations.



or candy shop)? Tell students how you do your banking. Do you like to go to the brick-and-mortar bank, or do you prefer online banking?

- **Session Five: Let's Build a City.** Describe where you live. Are you in a big city, a suburb, or a rural area? Do you work in a business zone? How does where you work and live affect how you shop and spend money?

4. Review and wrap up. (5 minutes for remote live beam-in/30 seconds for recorded video)

- Ask students to share something that they have learned about earning, spending, saving, or donating money. Does it relate to your story today?
- Ask students one word, thought, or phrase they can remember to share with their friends and family about what they learned.
- Discuss specific steps students can take to start managing their own money.

If you have any questions about your time as a remote volunteer or about the JA program material, please contact your local JA office, or visit the website at <https://jausa.ja.org/programs/ja-our-city>.

To help improve the JA experience, we welcome your feedback via this short survey at https://juniorachievementusa.formstack.com/forms/feedback_form_location_ck.

