




# Virtual Volunteer Presenter's Guide

In *JA Our Region*, fourth-grade students explore starting a business and meeting the requirements of a demanding and ever-changing workforce. They learn about regions, resources, supply chains, problem solving, and becoming an entrepreneur.


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 entrepreneurship, resources, and supply chains. *(5 minutes for remote live beam-in/skip for recorded video)*
  - Ask students to share some of the ways they currently earn money, or ask if any of their families own their own business, or if they themselves own a business (lawn cutting, dog care, etc.).
  - Ask students to name their favorite product and ask if they know where it is produced.
  - 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: Be 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 Two: Tools for Entrepreneurs.** Describe the kinds of resources in the region where you live and how they shape life and work there. Is your region famous for citrus fruit, wine grapes, or coal mining? Do you work in your region's primary industry? How has living in that region affected you and your business?
    - **Session Three: Hot Dog Stand Game.** 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).
    - **Session Four: Entrepreneurs Solve Problems.** Tell students about a time you had to do some quick thinking and problem solving to get through a business challenge or crisis.

**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.

- **Session Five: Entrepreneurs Go Global.** Do you have a favorite international product? How did you find out about it? Is it ever hard to get? Talk to the students about the different things in your home or place of business and where they came from or how they are connected to the global market.

#### 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 resources, innovation, profit, or supply chains. 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 their own business.
- Review your talk/story in three points.

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-region>.

To help improve the JA experience, we welcome your feedback via this short survey at [https://juniorachievementusa.formstack.com/forms/feedback\\_form\\_location\\_ck](https://juniorachievementusa.formstack.com/forms/feedback_form_location_ck).