



Virtual Volunteer Presenter's Guide

In *JA Ourselves*, kindergarten students are introduced to personal economics and choices consumers make to meet their needs and wants. Through engaging, volunteer-led activities, young students learn about individual choices, money, the importance of saving and giving, and the value of work.

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, and sharing money. *(3–5 minutes for remote live beam-in/skip for recorded video)*
 - Tell students a choice you made today and ask them what kinds of choices they made today or this week.
 - Ask students to share some of the ways they currently earn money, or ask what jobs their parents do.
 - Ask if any of them have a bank or a piggy bank or have ever visited a bank or have watched someone use a bank card or a bank app.
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: This or That? Make a Choice.** 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 Two: Do I Need What I Want?** 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 or candy shop)? Explain what you like about the community where you live or lived as a child. Mention a favorite place where you like to shop and spend your money today.
 - **Session Three: A Penny Earned.** Share some of your job experiences with students. What do you do to earn money? What did you do as a child or teen to earn money? How did it feel when you got paid the first time? What has been your favorite job?

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 Four: A Penny Saved.** Prompt students to think of something they wanted and whether they were thrilled or disappointed in it when they got it. Have you (now or as a child) saved for something and bought it? How did it make you feel? Was it something you needed, or something you saw advertised and wanted?
- **Session Five: A Penny Shared.** Talk about how you share your money. Do you contribute to a particular cause or volunteer your time at a certain place? How does giving to others make you feel? What is important to you about giving?

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 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 share what they have with others, or benefit their community.

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-ourselves>.

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