

LEARNING EXPERIENCE BRIEF

JA BizTown[®] Adventures

► Work and Career Readiness ► Financial Literacy

JA BizTown Adventures is a digital experience for students that follows the *JA BizTown* curriculum. There are now two paths for fourth- to sixth-grade students to choose from: explore different jobs or improve the community.

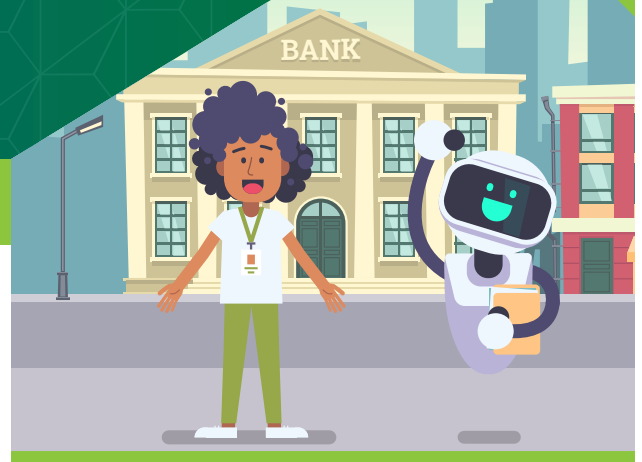
EXPLORING JOBS SCENARIO

Students gain an understanding of various aspects of running a business as they take on the roles of chief executive officer, chief financial officer, marketing director, sales manager, and consumer via five online, self-guided adventures.

IMPROVE THE COMMUNITY SCENARIO

Students face the same community problem through three perspectives—a private citizen, a business owner, and a government official. This scenario allows students to weigh decisions about private property, freedom of choice and speech, community involvement and impact, and public safety and health. Using a branching, story-driven treatment, each adventure provides students an opportunity to practice problem solving, decision making, critical thinking, and analytical thinking, as well as weigh saving and spending choices, consider risk management and insurance strategies, and make personal and business-related financial decisions.

JA BizTown Adventures provides a meaningful learning opportunity that supports the *JA BizTown* curriculum and enhances student learning. They can be used as an alternative simulation experience when or if students are unable to visit an onsite location. Alternatively, the adventures may be explored before or after the onsite simulation, enhancing the overall learning experience.



LEARNING EXPERIENCE HIGHLIGHTS

- Fully online, self-guided learning experience that students can access inside or outside the classroom, following completion of the *JA BizTown* curriculum.
- Requires a digital device for each participating student.
- Provides an online, interactive alternative for students who are unable to visit an onsite simulation.
- Can be used as an optional enhancement for students who take part in the onsite simulation.
- In the exploring jobs scenario, students take on a total of five roles in the adventures. Each role takes approximately 20–30 minutes to complete. The roles may be completed in any order, and students may replay any adventure at any time.
- In the improving community scenario, students take approximately 20 minutes to complete.

JA BizTown Adventures

JA BIZTOWN ADVENTURES STUDENT ROLES

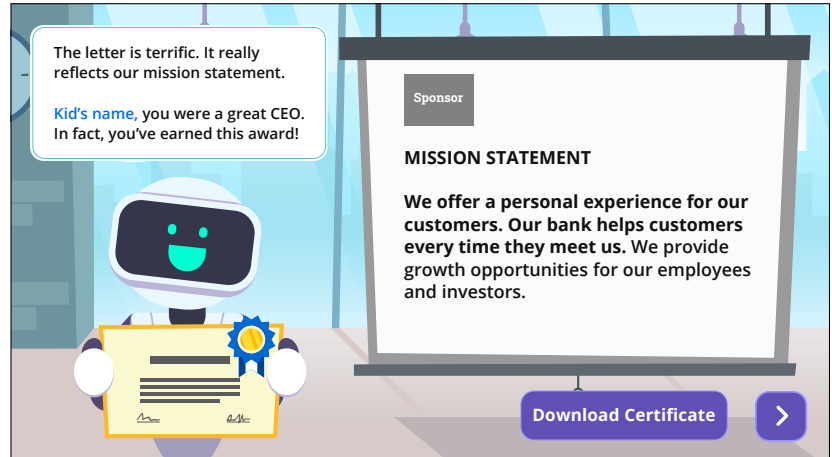
In the role of *CEO (chief executive officer)*, students review their customer base and make recommendations on ways to grow their business. They evaluate strategic business decisions while ensuring alignment with the company's mission statement. Students also hire a chief financial officer while balancing company needs with the budget.

In the *CFO (chief financial officer)* adventure activities, students calculate payroll, make pricing recommendations for new products or services that the business will offer, review proposals, and evaluate choices for insurance needs.

The *marketing director* adventure allows students to make recommendations on a new product or service by looking at competitors, research data, and identification of a target market. They also make decisions for an advertising plan using a variety of media to evaluate cost and effectiveness while ensuring that decisions align with the company's mission.

In the *sales manager role*, students hire another team member after evaluating resumes. They evaluate their own work ethic and explore alternatives and make choices as they deal with a customer complaint. Ethics enter into a choice students must make about hiring a training company service.

As a *consumer*, students open a bank account and direct deposit authorization for their paycheck. They calculate net pay and make budget decisions based on needs and wants. As they spend and earn money, they record transactions in a register.



JA BizTown Adventures

JA BIZTOWN ADVENTURES STUDENT ROLES

Improving the JA BizTown Community Scenario

In this scenario, students assume a community role to navigate through multiple civics-related decisions that are commonly encountered in a community. The new decision-making scenario introduces a community-based problem from the views of different community members with opposing perspectives: private citizens, government officials, and businesspeople.



Storyline Narrative: A local social media influencer starts a viral trend of bear cub ownership in the community. In a short time, the community is in an uproar about citizens keeping wild animals as pets. Anticipated issues surface about public health and safety, citizens' rights and responsibilities, and laws and regulations. But some citizens see new business and product opportunities.

Civics Connections: Related concepts are presented through the storyline and scenario decisions.

- Individual freedoms (private property, health and safety, business ownership)
- Taxes
- Public safety
- Becoming an informed citizen and voter
- Experiencing the process of how laws are made in a community