

Program Overview

Welcome! This program overview provides information and ideas for implementing the *JA Titan* program in a variety of learning environments.

Introduction

***JA Titan* is a simulation-based program in which high school students compete as business CEOs in the phone industry.**

Students experience firsthand how an organization evaluates alternatives, makes decisions, analyzes the outcomes of those decisions, and then strategizes what to do next.

With a focus on financial literacy and insights into the workforce, *JA Titan* brings business economics to life. As students work in teams or individually to make financial decisions about production, marketing, research and development (R&D), and corporate social responsibility (CSR), they begin to see how every choice made in an organization relates to its future success.

Program Goals

By participating in this program, students will:

1. Track and analyze data.
2. Consider options and trade-offs.
3. Make decisions that will ensure the success of the business, including making a profit, managing finances, and contributing positively to the community.

This program is part of the JA Financial Literacy Pathway and can be used in grades 9–12. The program may receive five or more instructional contact hours (ICH) based on delivery of the optional content; the program is primarily teacher-led with multiple options for volunteer engagement.

Curriculum Overview

Interactive content with in-person, virtual, remote, and student self-guided options

JA Titan is accessed online through JA Connect, the JA Learning Platform.

The curriculum content follows the JA blended model and serves as a guide to the concepts in the *JA Titan* simulation. Students learn predominantly through gameplay; they take on the role of CEO, manage limited resources using a budget, and decide on various business trade-offs, all with the goal of running the most profitable business in the industry. They learn how to budget for and allocate human resources to produce a product (a phone); research and develop

new features; conduct market research to identify potential customers and then advertise to them to gain market share; and implement their corporate social responsibility ideals.

A variety of sessions are offered to meet the wide range of needs for students in grades 9–12 based on their previous knowledge and experience with business concepts. These include an introductory tutorial session, topical sessions for the major business departments within the *JA Titan* company, an instructional session for guided practice with an economic scenario-based game, a culminating competition session, and deep dive sessions used outside of the simulation for hands-on practice with business concepts.

Students implement what they have learned by competing in an in-class competition for the title of *JA Titan* of Business.

JA Titan Simulation

A business management simulation in which players take on the role of CEO of a phone development company

The focus of the *JA Titan* program is the simulation. Students learn the key concepts through gameplay. The *JA Titan* simulation may be played in single-player mode, where players compete individually as companies against the simulation’s artificial intelligence (AI), or in multiplayer mode, where players compete as companies (either individually or in teams) against each other. Single-player mode is a learning tool designed for practice. The AI companies play at a moderately easy level.

Use the instructions in the ***JA Titan Manual*** as needed for setting up multiplayer games and resolving any technical issues.

Curriculum Structure

Implement any five or more sessions, in any order

The curriculum is made up of 11 sessions. Facilitators may choose to deliver any five or more sessions, based on students’ previous knowledge and readiness, in any order. Each session includes warm-up, key learning, and wrap-up activities, and students continuously reflect on the economic and business concepts they are learning using digital activity sheets and a spreadsheet workbook.

- **Tutorial: Getting Ready for Business**

Students are guided through an interactive tour of the *JA Titan* simulation. They learn about the program’s goals, the key terms used in the simulation, and how to play *JA Titan*. Students do not need access to the simulation for this session. Facilitators may choose between a live demonstration of the simulation or interactive slides, based on their familiarity with the game.

- **Competition Prep: Freestyle Exploration**

Students jump right into playing the *JA Titan* simulation. There is limited teacher- or volunteer-led guidance, and there is no focus on a particular business concept. Instead, students learn solely by playing, using the **Player Quick-Start Guide** and the corresponding **Student Activity Page**.

- **Competition Prep: How to Play *JA Titan***

Students learn key terms and concepts for the simulation: budget, cash-on-hand, CEO, expenses, income statement, price, and production.

- **Competition Prep: Exploring Production**

Students focus on the interconnected aspects of profit, price, cost, and production.

- **Competition Prep: Examining R&D and Marketing**

Students focus on the effect that investing in R&D and marketing can have on a company's product and profits, including the risk that comes with investment.

- **Competition Prep: Considering Economic Factors**

Students explore how economic factors affect a single company and even an entire industry. In these scenario-based games, students face a variety of economic conditions that will require them to use different strategies in order to succeed.

- **Competition: Presenting the *JA Titan* of Business**

Students or teams compete as companies to see who will be crowned the *JA Titan* of Business.

- **Deep Dive: Research & Development**

This session provides a deeper exploration and study of R&D concepts, culminating in students' own innovation idea and prototype. Students do not need access to the simulation for this session.

- **Deep Dive: Marketing**

This session provides a deeper exploration and study of marketing concepts (including market research and the 4 Ps of Marketing) and concludes with students drafting a marketing plan. Students do not need access to the simulation for this session.

- **Deep Dive: Corporate Social Responsibility**

This session provides a deeper exploration and study of corporate social responsibility (CSR). Students analyze how a company can partner with its community and be socially responsible, culminating in a case study to

explore how investing in CSR and being a good corporate citizen can affect a business and its many stakeholders. Students do not need access to the simulation for this session.

- **Deep Dive: Daily Business Operations (Speaker Session)**

In this volunteer-led session, a volunteer discusses how his or her own business knowledge applies and relates to the business concepts in the simulation. Students do not need access to the simulation for this session.

Each of the sessions described above can be implemented in one of the following formats.

1. **Facilitator-Led:** The facilitator (teacher or volunteer) leads the session in a face-to-face or remote environment.
2. **Student Self-Guided:** Students complete the session on their own within a given time frame, using the *JA Titan* simulation in **single-player mode**.
3. **Facilitator-Led/Student Self-Guided Combination:** The facilitator brings students together for the warm-up and/or the wrap-up activities. Students complete the other activities independently in **single-player mode**.


Facilitators may alternate between all three options as they implement the sessions. Examples may be found in the Implementation Scenarios section of this document.

Program Materials











The *JA Titan* simulation is the core element of the program. Facilitators are encouraged to utilize the digital functionality of the other materials but are empowered to determine how and where the materials will be used, as well as their sequence and timing.

Facilitator Materials Overview

Materials	Facilitator-Led	Student Self-Guided
Program Overview (This document) An overview of the <i>JA Titan</i> program with information and ideas for implementing the program in a variety of learning environments	✓	✓
JA Titan Manual Step-by-step instructions and troubleshooting guide for facilitators to use to create and manage games in the Content Management System (CMS)	✓	✓
Facilitator Guide (one per session) Session information, setup, and talking points in a printable format for the facilitator to use to implement the session/program	✓	✓

<p>Facilitator Onscreen Presentation (one per session) Interactive, instructional content delivered through JA Connect, designed for the facilitator to project or share onscreen. Onscreen presentations are used in conjunction with the facilitator guides to lead the learning experience. The onscreen presentations provide visual representations of concepts or processes and have an interactive design to pace content delivery and increase engagement. They require Internet access.</p>		
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Student Materials Overview

Materials	Facilitator-Led	Student Self-Guided
<p>Student Activity Page (one per session) Digital note-taking guides and activities for students to use for each session. Student activity pages may be downloaded and shared with students as fillable documents; they may be submitted to the teacher for assessment purposes. The facilitator guides and the onscreen presentations include cues that direct students when to complete their student activity pages. <i>Although student activity pages can be printed, digital access is recommended.</i></p>		
<p>Player Quick-Start Guide Handout with JA Titan login and navigation instructions, usernames, and passwords</p>		
<p>JA Titan Data Workbook Digital spreadsheet for students to use to capture data during the program. May be shared with students as an Excel file or Google sheet.</p>		
<p>Post-Session Surveys Multiple-choice questions designed to assess students' knowledge after each session</p>		
<p>Student Instruction Guide (one per session) Step-by-step session guides for students to use to complete the activities in each session independently</p>		
<p>Student Online Session (one per session) Instructional content in interactive slides designed for students to access independently. Facilitators can share a direct link for each online session with students, or students can access the sessions through a student account on JA Connect. These online sessions can be used anytime, anywhere students have their device and an Internet connection.</p>		

Student Materials Access & Expectations

The student materials may be accessed directly by students through JA Connect, the JA Learning Platform. Conversely, facilitators may choose to download student materials from JA Connect and share them with students through their usual file-sharing tool or program.

Facilitators should demonstrate to students how they can access, download, and save their materials. Students should clearly understand the expectations for submitting their work/assignments.

Fillable Documents

Students can download, type in, save, and share fillable documents with their teacher or the JA volunteer. Share the following directions for using the fillable documents:

1. Download the document in a personal workspace.
2. Open the document in a document reader (Chrome Web browser, Adobe Reader, etc.).
3. Select an input field (typically a shaded box), and type information in the box.
4. Press Tab on the keyboard to accept the input and move to the next field.
5. When done filling in fields, select the Save icon from the menu bar to save.

Note: In some Web-based programs where a Save icon is not available, **right-click on the document and select Save As** to save.

Planning and Preparation

The program consists of 11 sessions, from which facilitators can choose any 5 or more to implement with students, in any order. The estimated time for each session ranges from 45–60 minutes, but timing may vary significantly depending on the students' previous knowledge of business concepts and the session activities that the facilitator chooses to implement.

The following questions may be used to plan and prepare to implement the sessions:

1. **Where** will the learning take place? Will instruction be provided in person, face-to-face, or virtually through remote technologies? Will students complete the activities independently or work collaboratively with their peers?

2. **How** will students access the materials (direct access, JA Connect student login, whole-class projection/screen share, etc.)? *Remember, digital access is recommended.*
3. **Will** concepts be taught through the student online sessions or with the facilitator onscreen presentation, and what activities will students complete?
4. **When** will students play the simulation (individually to prepare for class, collectively during class, after class as homework or review, etc.)? Remember, in the *JA Titan* program, students learn by playing the game in the simulation. *Try to maximize the gameplay time in the session.*

Virtual Preparation Suggestions

The following best practices for remote virtual learning may be used as needed to implement this program.

1. **Use a “second screen” setup** – Use a second device such as a tablet or smartphone to view the Facilitator Guide or to access external tools like polling; using two devices avoids the need to flip between windows or browser tabs.
2. **Establish ground rules for the class** – Cameras on, microphones off to maximize participation and focus.
3. **Prepare the workspace for smooth transitions** – Organize the Web conferencing tool’s windows (main window, participants, chat, etc.) before the session begins. Open the curriculum in JA Connect, the onscreen presentation (if using), and the *JA Titan* simulation ahead of time for easy access. **For multiplayer manual games only:** The facilitator will need to navigate to the CMS to advance each quarter of the simulation. We recommend using two incognito browser windows to navigate between the *JA Titan* simulation and the CMS.
4. **Maintain a central location where students access information (assignments, action items to complete before a session, small group meetings, etc.)** – This can be done in the system established by the school district, or in an online collaborative tool, such as a shared Google document.
5. **Consider utilizing the Share functionality in JA Connect** – Consider posting questions for students to discuss in the Share area of the online course.
6. **Use a group text messaging tool** – Send quick reminders outside of class about upcoming sessions, assignments, etc. Tools include:
 - Remind 101 available at <https://education.fcps.org/trt/remind101>
 - ClassParrot available at <https://classparrot.com/>

7. **Keep students engaged** – Determine how students will stay engaged with the content while working virtually. Decide which technology tools and strategies students will use (virtual polls, writing in the chat box, selecting the “raise hand” icon, paired chat, etc.) when responding to questions and sharing ideas throughout the session.
8. **Use breakout rooms** – For student collaboration or small group activities in a virtual setting, use a breakout room feature. Learn how to use the Web conferencing tool’s breakout room feature ahead of time, and practice using it in advance for smooth use during sessions. Assign students to their small groups before class to make setup easier during the session. Facilitators can move virtually from group to group to provide support.

Virtual Tool Ideas

Review the following suggestions for virtual tools to use with students.

Web Conferencing Features

All Web conferencing tools have features that the facilitator can turn on or off. Facilitators should acquaint themselves with the tools and practice using the features before a session. Sometimes a simple step like clearing the screen annotation can be confusing if not practiced ahead of time.

Use the features provided in the Web conferencing tool. Most software provides similar features, such as:

- **Whiteboard** – a white screen where students can annotate on the screen simultaneously
- **Chat** – an instant messaging window that allows students to type questions or provide input; monitor the chat panel to ensure that quieter students are being “heard” as well
- **Audience control** – most tools provide the facilitator with the ability to mute participants or limit chat abilities; use these controls to keep students’ attention focused on the discussion
- **Recording** – if the Web conferencing tool provides this feature, consider recording a session and making it available for students to refer back to
- **Nonverbal feedback** – students can use a variety of icons to give feedback:
 - **Raised hand** – students can use the hand icon to get the facilitator’s attention or ask a question; this icon can also be used to get consensus or feedback, similar to asking students to raise their hands in the classroom
 - **Checkmark/X; Yes/No; Thumbs Up/Thumbs Down** – icons can be used to indicate agreement/disagreement or ready/not ready

- **Attendee status icons** – students can use different icons to indicate when they have stepped away or are not available
- **Poll** – pose a question and get feedback from the students; some tools instantly collate information into a final feedback form
- **Breakout rooms** – facilitators can set up and manage small groups during a live session

External tools

There are multiple virtual learning tools available on the Internet (some examples are provided for reference below; many options can be found in simple browser searches). Some of the most popular features for synchronous collaboration are:

- **Brainstorming** – students can collaborate in real time using a virtual whiteboard and tools to share visuals, notes, text, etc.
 - Miro available at <https://miro.com/>
 - Stormboard available at <https://stormboard.com/>
 - Whiteboard.fi available at <https://whiteboard.fi/>
- **Threaded discussion boards** – students engage in open forum discussions (discussions usually work best when assigned along with a question prompt; students then have time to respond to the prompt and share their thoughts in the discussion thread)
 - Kialo available at <https://www.kialo-edu.com/>
 - NowComment available at <https://nowcomment.com/>
- **Polls** – external polling software is available if the Web conferencing tool being used doesn't provide one
 - Poll Everywhere available at <https://www.polleverywhere.com/>
 - Survey Monkey available at <https://www.surveymonkey.com/>
 - Mentimeter available at <https://www.mentimeter.com/>
- **Mind mapping/flowcharts** – students use these tools to organize their thoughts or to capture their ideas during brainstorming sessions
 - Coggle available at <https://coggle.it/>
 - GitMind available at <https://gitmind.com/>
 - Sketchboard available at <https://sketchboard.io/>
- **Visual content/infographics** – students can design projects for everything from infographics to logos, screen shots, images, etc.
 - Canva available at <https://www.canva.com/>

Best Practices for Virtual Engagement and Learning

The following best practices may be helpful when delivering *JA Titan* in remote, virtual environments.

- 1. Leverage a “flipped classroom” model (an instructional model where students are introduced to content at home and practice working through it at school) whenever possible** – Maximize the time together live. Use live class time to deepen students’ discussion of topics, collaboration activities, or experiential work. Try to minimize lecture-style teaching during live sessions; the goal is to keep students engaged and talking.
- 2. Encourage student collaboration** – Use collaboration tools or shareable documents so students can collaborate during a session or outside of class.
- 3. Offer enrichment opportunities** – Share resources that students can peruse on their own to enhance the topics they learned about in class.
- 4. Use reflection or question prompts as opportunities to open discussion** – Use open-ended discussion questions during live sessions to engage students and delve deeper into topics. Or, ask questions that require students to pick a side and state their opinion. Prepare questions ahead of time to guide the discussion.
- 5. Collect information before class** – A day or two before class, send students a quick email or a 1–3 question survey asking them about their experiences or opinions relevant to the session topic.
- 6. Use Web cameras** – Ask participants to keep their cameras on. Seeing faces creates a sense of connection, and students tend to stay focused when they are seen. (Video feeds can be turned off if bandwidth issues arise.)
- 7. Socially connect with students** – Use the first few moments of the session to do a quick social check-in to break down the virtual barriers and warm students up.
- 8. Use sessions for consultation** – Have students bring challenging dilemmas or problems to the group to get input and advice; this is particularly useful in project-based or experiential programs.
- 9. Group forums** – Between sessions, use tools like Slack, available at <https://slack.com/>, to open discussion and information sharing via learning channels to increase camaraderie and engagement between students.

Implementation Scenarios

The following scenarios illustrate how the program’s content and flexible delivery model may be utilized with a range of students and learning environments. These examples are provided to spark blended learning ideas. *However, facilitators should always begin with the end goal in mind and present the content using the method that will best achieve that end goal.*

Scenario 1

Ninth-grade students attending a school with alternating virtual (M, W, F) and in-school (T, TH) days

Monday (M): The facilitator leads students who are less familiar with business concepts through the **Tutorial: Getting Ready for Business** session virtually, remotely. This tutorial session does not use the simulation. The facilitator wants students to see how the simulation works first and to build their prerequisite knowledge before logging in to the actual simulation. The facilitator convenes students in a video conference and implements the warm-up activities. She then assigns the remaining session activities for students to complete independently during the allocated class time. Students then log back into the video conference, and the facilitator concludes the session with the wrap-up. She gives students instructions for submitting their completed student activity pages.

Tuesday (T): Students and teachers are back in school, meeting face-to-face, and the facilitator implements the **Competition Prep: How to Play JA Titan** session. After Monday’s tutorial, she feels that students are now prepared to start exploring the simulation with her guidance. The facilitator implements the session by following the facilitator guide, utilizing the onscreen presentation, and having students log into and play the simulation. She gives students instructions for submitting their completed student activity pages and ensures they have tracked their game data in their **JA Titan Data Workbook**.

Wednesday (W): The facilitator leads the **Competition Prep: Examining R&D and Marketing** session virtually, remotely. The facilitator convenes students in a video conference and implements the session by following the facilitator guide, utilizing the onscreen presentation, and having students log in to and play the simulation. She gives students instructions for submitting their completed student activity pages and ensures they have tracked their game data in their **JA Titan Data Workbook**. The facilitator encourages students to play single-player games in the simulation before their next class together.

Thursday (TH): Students and teachers are back in school, meeting face-to-face, and the students are excited to compete in the **Competition: Presenting the JA Titan of Business** session. The facilitator sets up the in-class competition, and

students use their student activity pages from the previous sessions and their **JA Titan Data Workbook** to strategize, make decisions, and compete to be the *JA Titan* of Business. The facilitator shows students the competition results in the CMS, and the students celebrate the winners of the competition.

Friday (F): The facilitator leads the **Deep Dive: Marketing** session virtually, remotely, after noticing that students showed particular engagement with marketing concepts during gameplay. The facilitator convenes students in a video conference and implements the session. She then groups students into small groups and encourages them to work collaboratively using their smartphones to complete the Get Together: The 4 Ps in Action activity. Students then log back in to the video conference at the assigned time, and the facilitator concludes the session with the wrap-up. She gives students instructions for submitting their completed student activity pages.

Because students have shown a lot of excitement for the program, the facilitator assigns the **Competition Prep: Considering Economic Factors** session for students to complete independently using the student self-guided materials. The facilitator sets up a multiplayer game with an economic scenario and notifies students of the game's start time so that they can log in and play remotely.

Scenario 2

Twelfth-grade students attending a school with all classes online

Monday: The facilitator, whose 12th-grade students are familiar with economics and business concepts, wants his students to jump right into playing the *JA Titan* simulation and to learn solely by playing. He convenes class online in a video conference to conduct the **Competition Prep: Freestyle Exploration** session and implements the warm-up activities. He then assigns the remaining session activities for students to complete independently during the allocated class time and ensures they have access to the **Player Quick-Start Guide**, the corresponding student activity page, and the **JA Titan Data Workbook**. Students play the simulation and then log back in to the video conference. The facilitator concludes the session with the wrap-up, while listening closely to concepts and ideas that students found confusing or had questions about. The facilitator uses this feedback from students to plan which remaining sessions of the program he will implement. Finally, the facilitator gives students instructions for submitting their completed student activity pages.

Tuesday: Now that students have explored the simulation on their own, they are ready for the **Competition Prep: Examining R&D and Marketing** session. The facilitator convenes students in a video conference and implements the session by following the facilitator guide, utilizing the onscreen presentation, and having students log in to and play the simulation. He gives students instructions for

submitting their completed student activity pages and ensures they have tracked their game data in their **JA Titan Data Workbook**. The facilitator encourages students to play single-player games in the simulation before their next class together.

Wednesday: The facilitator enables students to choose one of the following sessions: **Deep Dive: Research & Development**, **Deep Dive: Marketing**, or **Deep Dive: Corporate Social Responsibility** based on their interests. The facilitator provides clear instructions and expectations for students to complete their session of choice independently using the student self-guided materials.

Thursday: The facilitator determines that students are ready to play a more challenging version of the *JA Titan* simulation and implements the **Competition Prep: Considering Economic Factors** session virtually, remotely. The facilitator convenes students in a video conference and implements the session by following the facilitator guide, utilizing the onscreen presentation, and having students log in to and play the simulation. He gives students instructions for submitting their completed student activity pages and ensures they have tracked their game data in their **JA Titan Data Workbook**. The facilitator encourages students to play single-player games in the simulation before their next class together.

Friday: All the work has led to this day and the **Competition: Presenting the JA Titan of Business** session! The facilitator sets up the in-class competition, and students use their student activity pages from the previous sessions and their **JA Titan Data Workbook** to strategize, make decisions, and compete to be the *JA Titan* of Business. The facilitator shows students the competition results in the CMS, and the students celebrate the winners of each victory currency category and the overall winners of the competition.

Planning for Volunteers

The *JA Titan* program is primarily teacher-led with multiple options for volunteer engagement. Volunteers can assist with delivering session content, leading any of the Deep Dive sessions, especially the **Deep Dive: Daily Business Operations (Speaker Session)**. They may also participate in a *JA Titan* competition event. Volunteers can work with their local JA Area representative to coordinate volunteer engagement.

Additional Resources

Contact your local JA Area representative with questions or for additional resources and support.