

## **JA STEM 360 Script – JA Trades**

### **Set up directions**

Entering the Room: Greet the students as they walk in and ask them to take a seat at either table. Make sure they are divided as evenly as possible between the two tables.

**“Welcome to JA STEM 360. We are happy you can join us today. Can anyone tell me what STEM stands for?”**

(Give the students a minute to respond.)

**“Today, we’re going to talk about how STEM is related to jobs in Trades. Even in jobs where you would least expect it. As part of that, we’re going to have a little competition that has two different challenges for your team to complete. So, let’s look at what you’ll be doing today”**

(Start the orientation video.)

(Video ends)

**“Amazing right? How many jobs are involved in creating a single pizza? 15,000 jobs [More Statistics](#).**

**But if you look at all the little steps along the supply chain, it adds up quickly. You will see many trades involved in getting a pizza delivered to your front door.**

### **Hype Boxes and Pizza Wheel**

**“As part of your challenges today, there are 6 supply chain categories we’re going to focus on.”**

**“Let’s take a look together and see what they are.”**

(Start the process to reveal the boxes and wait for all to be revealed.)

**Can you think of Trade jobs within these six categories?**

**Ingredients:** Farmers, harvesters, equipment operators/cheese makers, meat processors, line workers

**Logistics:** Truck drivers, logistics coordinators, inventory managers, supply chain managers

**Marketing & Sales:**

**Restaurant:** pizza maker, line cook, pasta cook

**Kitchen:** Store workers, cooks, production associates

**Order & Delivery:** Delivery drivers, dispatchers

**“Now that you know what the supply chain categories are, it’s time to find out which piece of the pie you’ll be working with for your challenges.”**

**“I will push the button and we will see where the wheel stops. Great! So the team on my left will be working with the \_\_\_\_\_part of the supply chain. Now I will push the button so we can see what the team on the right will answer questions about. So, the team on my right will be working with the \_\_\_\_\_part of the supply chain”.**

**“Now I need all the members of the team to head to the touch screens on your side of the room. I want to add that these are **touch screens**, so you only need to lightly touch them to give your input. You will need to split up, so half of your team is on the left, and half of your team is on the right.”**

(Wait for the teams to get to their spots.)

### **Setting Up Challenge 1**

**“This first challenge is a team challenge, and it will involve multiple choice questions. You’ll get points every time you answer a question correctly, but you’ll lose points for every wrong guess. Be sure to call out the answer and help your team. Everyone ready? Let’s begin.”**

(Start challenge 1)

(Encourage all the students to participate even if they aren’t selecting the answers at the screen.)

### **End of first Challenge**

(Recap team scores and congratulate the team with the most points. Encourage the other team by adding that they can catch up with the next challenge.)

Continue by saying,

**“In the next challenge, you will earn individual points and at the end all the scores will combine into a team score. You will have your own screen, and you will choose which of the STEM skills best completes the statement at the top of your screen. Your team will continue to explore trade jobs and skills related to the part of the supply chain that was previously chosen.” At the end, I will ask you which jobs you noticed are trade related.**

*(Restate which category each team is working on).*

**“Once you have chosen the correct answer, the statement at the top of the screen will populate and *Next* will appear at the bottom of the screen. You must touch *Next* to go forward. Remember that you must keep trying until you get the correct answer. Please take your positions at the touch screen and look at your screens now. Let’s see how this is going to work. We aren’t starting, this is just an example.”**

## **Start Challenge 2**

Count down with the screen to start the challenge.

Remind the students to touch *Next* on the screen when they have gotten the answer.

As the students work on answering the statements, encourage the strugglers. If a student seems to be randomly answering and not reading the question, remind him or her that points will be deducted for wrong answers.

## **End of Challenge 2**

State the team scores and congratulate the winning team.

What Trade jobs did you see related to STEM?

**Thank the** students for visiting.

**Reset the entrance** and straighten the stools to prepare for next group.

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