VOLUNTEER HANDBOOK

2026-27



JA British Columbia

Member of JA Canada

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*** REQUIRED READING**

WELCOME

Thank you for choosing to share your time, energy and expertise with JABC.

Your involvement plays a vital role in helping young people across B.C. develop the confidence and skills they need to succeed, whether they're exploring career options, learning to manage money or thinking about starting a business. Through your support, students gain practical, real-world experiences that can help shape how they see themselves and their futures.

Educators often tell us that it's our volunteers who bring JA learning experiences to life. Your knowledge, enthusiasm and willingness to share your experience can make a lasting impression on a young person.

At JABC, we're continually growing our community of volunteers, and we value the diverse experiences and perspectives each person brings. This handbook has been created to support you in your role and answer many of the questions you may have. If anything remains unclear, your JABC Program Manager is always here to help.

If you know someone, whether a friend, colleague or JA alum, who would enjoy volunteering with JABC, we'd love for you to connect us.

We hope your time with JABC is meaningful and rewarding. Thank you again for being part of our community and for helping create valuable learning experiences for young people across B.C.

Sincerely,



Delreen Motiwalla
President and CEO
JA British Columbia

JA British Columbia | Member of JA Canada

ABOUT JA BRITISH COLUMBIA

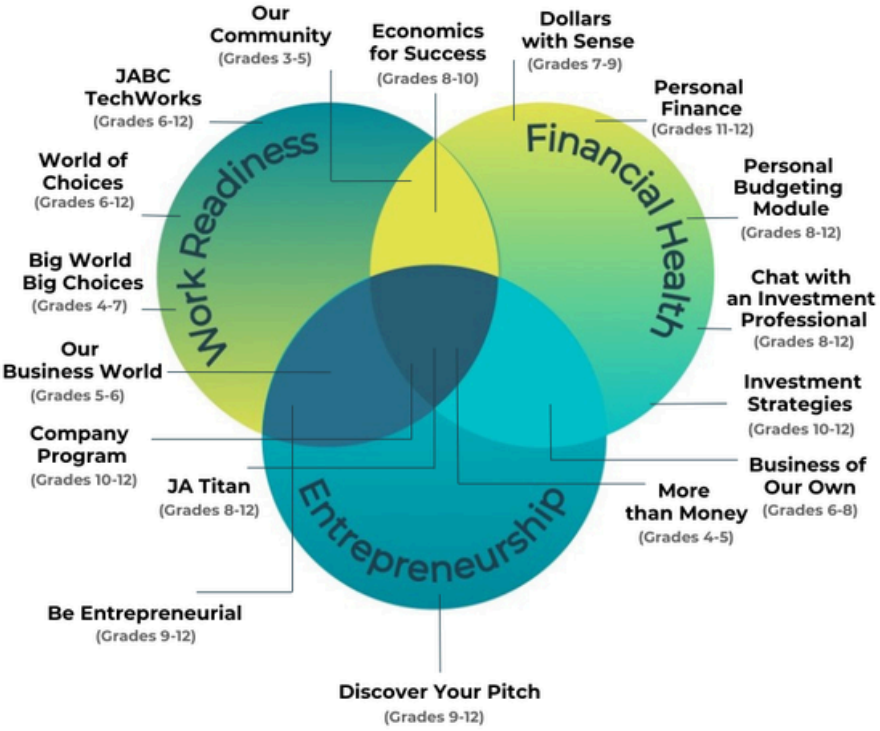
JA British Columbia (JABC) is a not-for-profit impact organization that delivers hands-on, immersive education in work readiness, financial health, and entrepreneurship.

Reaching thousands of young people each year through partnerships with educators, volunteers, and donors, JABC is one of the few organizations with the experience and passion to build a brighter future for the next generation of innovators, entrepreneurs, and leaders.

For over 70 years, JABC has served B.C. youth, including Indigenous communities, people of colour, and at-risk populations. JABC's real-world training helps young people develop the skills to build successful careers, prepare for the risks and rewards of entrepreneurship, and learn to thrive financially. Through JA, young people are equipped with the skillset and mindset to build thriving communities.

JABC is a proud member of JA Canada and JA Worldwide, one of the world's largest and most impactful NGOs.

OUR PROGRAMS



OUR BENEFICIARIES AND PARTNERS

OUR BENEFICIARIES

Primary: B.C. Students. Students who take our programs learn critical financial literacy skills, how to chart their own path to educational and career success, and how to establish and run their own businesses.

Secondary: All British Columbians. As JA students graduate and become active contributors to the provincial economy as employees, employers and entrepreneurs, all British Columbians benefit.

OUR ESSENTIAL PARTNERS

Educators: B.C. teachers and administrators invite volunteers to deliver JA programs in their classrooms across the province.

Volunteers: JABC relies on thousands of active volunteers to deliver programs and share their knowledge with students.

B.C. Business: Companies across British Columbia provide the leadership, financial support and volunteers required for JABC's success.

Philanthropists and B.C. Government: Individual philanthropists, the government, and private foundations are significant supporters of JABC.

Alumni: People who have taken JA programs can also be advocates, ambassadors, volunteers and donors.

Indigenous Communities: JABC relies on relationships with Indigenous leaders to broaden our reach into these communities.

OUR IMPACT SNAPSHOT

July 2025 - June 2026



EQUITY, DIVERSITY AND INCLUSION

JABC is committed to a diverse, inclusive, equitable and accessible environment where differences are valued and respected in all areas of our business.

Our programs are designed to be inclusive and accessible, free of prejudice and discrimination. We respect the backgrounds, creativity and talent of all individuals. As we inspire and prepare young people to succeed in a global economy, we teach youth to recognize inclusivity and diversity as an asset.

JABC is dedicated to EDI principles in its program delivery, its organization and current and future endeavours. We believe these principles are crucial not only to the continued success of JABC, but for all organizations and businesses, and society as a whole. Central to our mission is not only building core skill sets in young people, but ensuring access and availability to all students, in all communities.

OUR GLOBAL VISION

A world in which young people have the skillset and mindset to build thriving communities.



RECRUITMENT & SCREENING

Why We Screen

These screening steps are in place because we are a youth-serving organization. We want to create and maintain a safe environment as well as match people with the volunteer role that best suits their experience, interests, and time availability.

Screening Steps

- Prospective volunteers must complete the New Volunteer Registration.
- A Program Manager will contact your reference(s).
- A Program Manager will contact you for an interview and to discuss which programs fit your skills and interests.
- When a program is selected, you will choose the locations and dates for which you wish to volunteer. You will also schedule your virtual volunteer training session.
- If required, a Program Manager will request a Criminal Record Check. For example, it is required for Company Program— After-School.
- You will be introduced to your host teacher, receive your program materials, school information and instructions for your session.
- After your session, a Program Manager will contact you for follow-up and feedback.

CODE OF CONDUCT

Our Commitment to You

JABC is pleased to provide:

- Suitable volunteer assignments based on your interests and skills
- A safe environment free from discrimination and harassment
- Program training to help you facilitate your program
- Opportunity to report any issue if something makes you feel uncomfortable
- Clear and detailed descriptions of volunteer positions
- Comprehensive teaching resources
- Ongoing support from JABC staff
- Opportunity to network with fellow volunteers
- Opportunity to give feedback about your experience

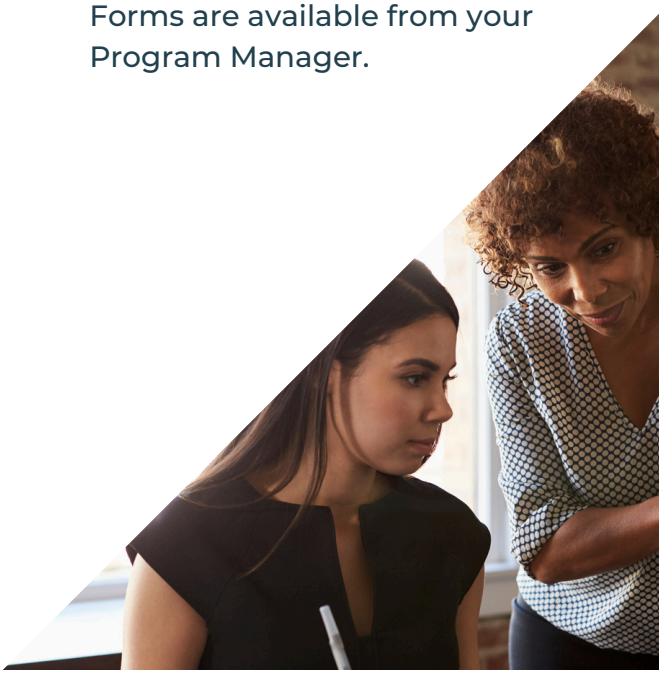


VOLUNTEER ROLE EXPECTATIONS

As a JA Program Volunteer, you are expected to:

- Conduct yourself professionally while representing JABC and perform your duties on a scheduled, punctual and reliable basis.
- Inform your Program Manager if you need to cancel or postpone your session.
- Follow dress code: business casual or business professional.
- Take time to review the Inspiration Guide and PowerPoint before you enter the classroom. Make notes of relevant stories and experiences that you can share with students.
- Contact your Program Manager for permission if you plan to bring a colleague or friend to the classroom to observe or co-facilitate. All attendees must complete the JABC new volunteer registration and JA Canada National Volunteer Screening Protocol.
- Work in partnership with your host teacher. They will oversee all classroom management issues and support you during the session.
- Interact professionally with the students. Adults are in a position of trust and authority in relationship to students and therefore interactions must focus on meeting student needs. It is the duty of adults to remove themselves from any situation with students that could be perceived as abuse or harassment.
- Fill out an Incident Report Form if an incident occurs in the classroom. Submit it immediately to your Program Manager, who will follow up. As a JA volunteer, you are not responsible for intervening or handling harmful situations. Forms are available from your Program Manager.

Be sure to post your positive volunteer experiences on Facebook, Twitter, LinkedIn or Instagram and tag JABC! #JAvolunteersRock



VOLUNTEER ROLE EXPECTATIONS

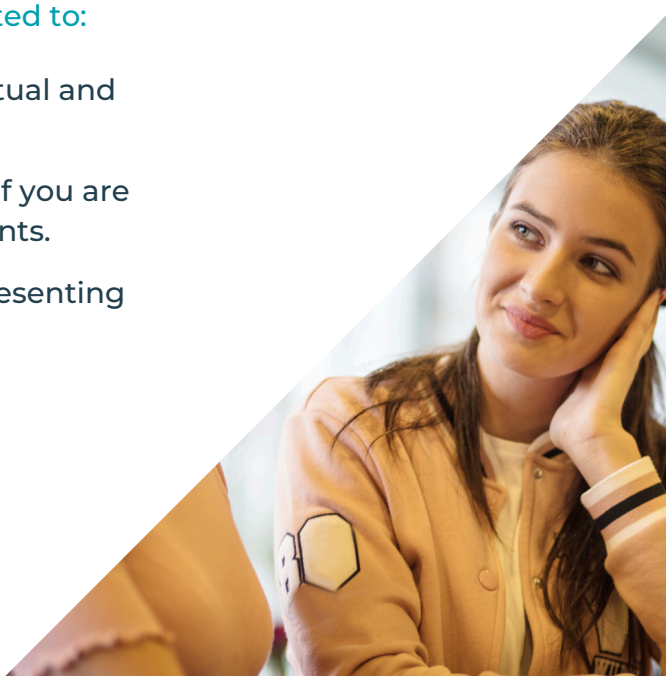
Volunteers must never:

- Transport students unless it is a part of your written position description.
- Be in contact with any student inside or outside the classroom or alone online unless the student's teacher, parent, or Program Manager is aware. (Exceptions include routine business activity or job interviews for students 15 years or older, conducted at a regular place of business and during business hours.)
- Smoke on school property.
- Provide alcohol or drugs.
- Use profanity or inappropriate language.
- Have any inappropriate conduct inside or outside the classroom (or any place where you fulfill your JA-related duties) with any student you meet through the JA program or class, including those students 18 years of age or older. (For example, inappropriate physical contact in a teacher-pupil type relationship.)
- Communicate with students via social media networks. Exceptions will be made for some JA Company Program classes where students and volunteers use social media to collaborate.

Any such incidents will be reported to the police and result in the permanent dismissal of the volunteer.

As a Non-Program Volunteer, you are expected to:

- Perform your duties on a scheduled, punctual and reliable basis.
- Inform JABC as far in advance as possible if you are unable to meet your volunteer commitments.
- Conduct yourself professionally while representing JABC.



OUR GLOBAL MISSION
JA inspires and prepares young people to succeed in a global economy.

VOLUNTEERING IN A VIRTUAL CLASSROOM

We invite you to join teachers and students in their virtual classrooms. A host teacher will provide the online platform, and JABC will provide all the necessary printed and digital program materials.

Before the Virtual Delivery:

- Become familiar with the delivery platform (Zoom, Teams, or Google Classroom) in advance. Your host teacher will schedule the delivery on their platform of choice, so ensure you can access and test it. If possible, teachers will give you access by phone if the video fails or is not an option.
- Discuss delivery details with your host teacher. Sort out specifics before the delivery day, such as time to join, classroom expectations, if web cameras will be used, if students have access to the portfolios and who will moderate the delivery. On some platforms, volunteers might not be able to see participants. In this case, host teachers should act as moderators so they can engage students.
- Be prepared. Review your session plan and ensure you have access to resources in case the host teacher cannot share them with the class.
- Use an appropriate background and setting. Position your web camera at eye level, dress appropriately and ensure you have a neutral wall or professional background behind you. Ideally, choose a private space where you cannot be disturbed. An open background, where other people may suddenly be visible, is not recommended. If you are unsure, blur your background or use a JABC background provided on our Volunteer Training and Resources web page.
- Consider health & safety. View this important WorkSafeBC video about working from home.
- Join the virtual delivery 5-10 minutes early. This is a good time for you and your host teacher to do a technology check. If you will be screen-sharing, turn off all notifications and close all non-essential programs or windows on your computer.

During the Virtual Delivery:

- Prioritize safety. Virtual gatherings should be private and by invitation-only. Your host teacher or Program Manager will arrange and share the virtual meeting link through email. A password, waiting room and/or lock meeting function may be enabled to ensure only those invited have access to the meeting space.
- Start with an overview and classroom expectations. The session should begin with the host teacher giving an overview of the program and virtual meeting etiquette. The protocol will likely include muting microphones and posting questions within the chat box. Work with the host teacher to show students where to find emoticons and feedback tools

and encourage their use. Give everyone a chance to try them out so they are more likely to interact.

- Introduce yourself. On the first day, share a bit about your background, knowledge, experience, and program goals. If you are able, stand up! People tend to be more dynamic standing.
- Make the students feel comfortable and involved. Avoid asking students to introduce themselves. Instead, ask them to post their name and favourite hobby in the chat section. Ask questions and conduct polls using the feedback tools. Self-identify your pronoun and encourage others to model that when speaking and sharing to create a more inclusive environment.
- Engage students even if you cannot see them. Depending on classroom expectations, students may choose not to use a webcam. Allow the host teacher to manage this aspect, keeping in mind that some students may feel uncomfortable sharing their environment. While it can be challenging to engage students when you cannot see them, use the chat and hand raise functions.
- Use both screenshare and your webcam. Ensuring students can see you will help create a personable experience. There are times when you might want students to focus on the program slides or video, but when you are talking or engaging in a discussion, it is helpful to see your face.
- Vary your tone, speaking speed and volume to help keep participants engaged. Periodically check in to make sure participants can hear you.
- Use a whiteboard. This is a great way to simulate being inside a school classroom. You can even make it your background.
- Keep an eye on the time. Emphasize the time limit for the program. It can be difficult to end a session, but it is up to you and the host teacher to work together. At the end, host teachers should confirm the volunteer(s) have logged off and officially close the virtual session so students are not left online unsupervised. Make certain you are never alone with students on a call.
- Use breakout rooms. To accommodate group activities, particularly when brainstorming or tackling problem-solving, consider breakout rooms. Work with your host educator or Program Manager to:
    - Provide students with proper guidance before you send them off on their own.
    - Indicate expectations. Be clear about what students need to achieve.
    - Circulate through the breakout rooms and provide support.
    - Give students clear instructions around when they are required to return to the central virtual meeting.
- Recordings and screenshots are not permitted. Do not record your virtual classroom involvement or take screenshots. If the host teacher requests to record and share the delivery with students not in attendance, you will be asked to provide verbal consent.

CLASSROOM MANAGEMENT

Below are some helpful techniques for managing a classroom. However, please remember it is the direct responsibility of the classroom teacher to manage the discipline. The teacher must remain in the classroom at all times.

Classroom Management Tips:

- Although we would like to encourage every student to participate, some students may not be comfortable with the program or a particular activity. Do not force students to participate or put them on the spot.
- During your communication with the teacher, you may inquire what the educator's "quiet" signal is, especially in the elementary grade levels.
- Tell students upfront what you will be talking about and the goal of the lessons.
- Write learning goals on the board: "This is where we are headed today."
- Invite self-assessment. Find out what the students may already know about the topic.
- Use the topic in a personal statement: "Compound interest has really helped me to grow my savings."
- As students start or engage in an activity, tell them why they are doing it and what they are supposed to learn.
- Include the "So what?" question. Ask students what they learned during the activity and how it related to the objective for the class. You may share a personal experience to help support student learning.
- Teachers are obligated to remain in the classroom at all times. We encourage you to contact your JA Program Manager if your teacher leaves the classroom.
- Swag/Student Gifts/Treats: If you plan on bringing prizes or treats for students into the classroom, please check with your Program Manager or teacher first. It may not be appropriate to take some items into classrooms. For example, peanut allergies.

Classroom Management Techniques:

- Connect with students. Use students' names. The tent cards provided in the JA kit help with this. Be aware of events in the school that your students will be engaged in. You taking the time to know what is going on in their world will help make a connection.
- Set a positive tone. Let students know that you are a volunteer and why you have chosen to take time out of your schedule to spend with them.
- Expect respect. Don't talk over the students; your silence is an attention-getter. Students may test you and this is natural. Don't take the test personally.
- Give clear and immediate feedback. Acknowledge good behavior: "Thank you Sandeep for clearing your desk and waiting for my next instruction." Gently but directly address students making unfortunate choices: "Jiro, are you looking for something? You aren't working with your group any longer."

Classroom Management (continued)

- Facilitating discussions. The JA classroom involves a lot of discussion opportunities, in large and small groups. Use open-ended questions that need multi-word responses, rather than a quick yes or no. This encourages original ideas and insights. Try: “Tell me what you know about taxes?”, “What do you think of the stock market?” or “Why might manufacturers want to use assembly lines?”
- Be empathic. By creating a safe space for discussion, students feel confident they can share. “I hadn’t considered that before, Luis, thanks for sharing your thoughts.” Ask the class: “What do you think of what was just said?” or “Does everyone agree with Ben's idea?”
- Be unbiased. Instead of affirming or disagreeing with a student's comment, turn it over to the class for additional comments and feedback. “Is that the whole story?” or “Can anyone add to Alice’s thoughts?”
- Provide paired sharing opportunities. Pose the question to the class, then ask students to “turn and talk” to the person on their left or right. After a few minutes, call the group back together and invite a student to tell the class what their partner said. This structure can build students’ confidence to speak in front of the class.
- Be patient. Use the technique of counting to ten, silently, before reframing a question. Avoid answering your own questions, instead restate the question. If you have many hands in the air, wait to answer a question, pausing before you call on anyone.
- Encourage discussion. While it may be tempting to constantly talk, the goal is to engage students in conversation so they can learn from one another, while being guided by the volunteer.
- Use positive reinforcement. This builds self-esteem and promotes positive behavior in class and settings beyond school. Try: “You should be proud of yourselves today. You’ve done a great job sharing lots of interesting ideas.” Be authentic, maintain eye contact, smile, but don’t use false flattery.
- Be specific. Comments like “Good job” or “Great job” are vague. Consider: “Thank you all for being quiet and listening while Viktor presents his group’s idea.”
- Notice good behavior. For example: “Thanks Elise, I see you are in your seat with your eyes on me.”
- Be flexible. The lesson may need to be modified to meet the needs of the students, class, or school. For example, a fire drill is usually a planned event but it will take time out of a lesson. Discuss with the teacher and Program Manager if program changes are needed.
- Show respect for all backgrounds and beliefs. Demonstrate you value everyone’s thinking. Actively listen and talk about things you have learned from different people. Share business and personal experiences of travelling and working with different cultures.
- Incorporate the students’ culture. For example, if you are in a class with a student who speaks little English, ask them how to pronounce a specific word or two and let them teach you something.

Additional Classroom Management Strategies

- Your class is accelerated: Hopefully, your host educator will have informed you of this prior to your arrival in the classroom. If so, consider preparing further activities to support the materials in the program. The classroom educator is your best resource! Be sure to ask for recommendations on adjustments.
- Your class has special needs: Working closely with the educator is essential to success. Ask the teacher for recommendations on what teaching techniques work best and what should be avoided. Tips that often help: slowing the pace, reducing the objectives, and using more visual aids with the activities.
- A student who does not participate: It is difficult to know why someone chooses to stay uninvolved in an activity. Although we would like every student involved, some students may not be comfortable with the program or a particular activity. Do not force students to participate or put them on the spot. Try to provide supportive and positive comments that do not single students out in the classroom or require a response on their part.
- You have a compulsive talker: It is important to show interest in this individual without jeopardizing quality learning time for the rest of the class. If an activity requires information to be read aloud from the Preparation Portfolio, encourage extremely talkative students to volunteer.
- You lose control of the class: Good eye contact can sometimes regain student attention. If not, switch topics. If that doesn't work, stop talking and wait for the class to control their own behavior or the teacher to intervene.
- You have materials to distribute: Ask the classroom teacher to assist you in distributing resources efficiently.
- You are presenting over one full school day. Students may need a 5-10-minute break after each hour of presenting or after each lesson.



Be sure to add JA British Columbia to your volunteer experience on LinkedIn. And don't forget to link to us! @ja-british-columbia

SCHOOL INCIDENCES AND LOCKDOWNS

Program Managers coordinate hundreds of programs across B.C., often at considerable distances, and are not present at every program visit. They are often not aware of the visiting schedules volunteers arrange directly with teachers and not alerted to incidents that take place at the hundreds of schools JABC serves.

As a JA volunteer, you are a guest of the host teacher and school. Teachers who request programs agree that they or another host teacher will be present in the classroom with you at all times to handle classroom discipline and to support you.

In the event of any school emergency, including a school lockdown, follow the instructions of your host teacher who knows the school's procedures. Lockdowns may include the direction not to communicate externally during an incident. Following an incident, contact your JA Program Manager to let them know.

USE OF PERSONAL EQUIPMENT

When JA programs are offered in a virtual classroom, volunteers are required to have access to a reliable computer and internet connection. When volunteering in-person in a classroom, the host teacher should provide the equipment (laptop, projector, etc.) and internet connection to access digital JA program content.

If you prefer to bring your own equipment into the classroom, you may do so on the understanding that it is at your own risk, and JABC is not liable for damage or theft.

CONFIDENTIALITY & WHISTLEBLOWER POLICIES

In your role as a JA volunteer, you have a responsibility to keep information obtained confidential (written, verbal or other form). Unauthorized release or carelessness in handing this information is considered a breach of the duty to maintain confidentiality and could be grounds for immediate dismissal and/or possible liability if there is any legal action arising from such breach. JA program materials are copyright protected and provided solely for use in program delivery; they must not be copied, shared externally, or used for any other purpose.

Stakeholder satisfaction and trust is central to our continued success. Laws, regulations and internal controls, including our policies and procedures, strengthen and promote our ethical practices and ensure fair treatment of our employees, volunteers, students, alumni and business partners.

JABC has established a Whistleblower Policy to facilitate and encourage processes that enable a person to independently report legal, regulatory, financial, or ethical violations. To request a copy, please contact info@jabc.org.

AI USE IN THE CLASSROOM

What is AI?

AI, short for “Artificial Intelligence”, is using computers to think, learn, and act like humans.

AI is what powers things like voice assistants, self-driving cars, and even video game characters that can adapt to your actions.

AI in the Classroom

AI can enhance the learning experience of students by:

- Increasing accessibility for students
- Assisting in research/ summarizing resources
- Suggesting innovative ideas for product/service development

AI in the Workplace

Many businesses are shifting towards using AI for reasons such as:

- Automating repetitive tasks
- Personalizing the customer experience (chatbots, etc.)
- Analyzing the market and customer trends/behaviors

HELPFUL AI TOOLS

ChatGPT
Mimics human-like conversations and responds to specific queries
Uses: Research, writing copy, seeking human-like input & ideas

Hoppy Copy
Writes high-quality messaging quickly and efficiently
Uses: Social media captions, email writing, product descriptions

grammarly
Assists with writing suggestions that aligns with your style
Uses: Composing emails, spell check, enhancing writing clarity

Fireflies
Transcribes, summarizes, and analyzes voice meetings into notes
Uses: Meetings, note-taking, converting speech-to-text

Canva
Designs visualizations based on user preferences
Uses: Social media posts, posters, presentation slides, business cards

Microsoft Teams
Enhances productivity/ collaboration in video conferencing
Uses: Auto-generated notes and suggested tasks/Together Mode

AI RISKS/CONSIDERATIONS

Privacy Concerns
What are you sharing and/or providing access to?

Data Quality
Did you check the data you received from AI?

AI should be used as a tool to help save time.
It is important to use your own judgement of when to best use it.

SHARE YOUR EXPERIENCES ON SOCIAL MEDIA

We love seeing our volunteers share their JA experiences! You're welcome to post about your time volunteering on LinkedIn, Instagram, Facebook, or X and help spread the word about the impact of JA.

Tag @JA British Columbia and use #JAvolunteersRock so we can celebrate and share your experience too.

Please don't share photos or videos with identifiable students unless written consent has been provided. Feel free to share other moments from your JA experience and help inspire others to get involved!

CONTACT US

For volunteer and program inquiries contact the JABC Program Team.

Visit: jabc.org/contact-programteam
Email: Community@jabc.org
Call: 604-688-3887 x 221

JA PRIVACY STATEMENT

At JA British Columbia (JABC), we are committed to protecting the privacy of the personal information of our contributors, employees, volunteers, students, suppliers and other stakeholders. We do not sell personal information.

Please see our full Privacy Policy at jabc.org/privacy If you have questions or concerns, contact us at Info@jabc.org or 604-688-3887.

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