VOLUNTEER INSTRUCTIONS

Be a Success Activity

Setup: Arrange desks into 6 groups (4 or 5 desks per group) and place a game board, a game die, game pieces, and the “Education” and “Work” game card at each group. Hang Career Goal poster.

Goal: Students will be able to identify the connection between goal-setting, personal finance, education, and career choices, as well as, apply decision making to education and career choices.

Introduce yourself and briefly share your career/education background.

Opening Remarks: (10 minutes) We want the students to learn how to set goals for their financial future. By playing the game Be a Success, students will understand the connection between personal finance, education, and careers.

Ask students:
- Where do you see yourself after high school? Do you plan to go to college, trade school, community college, Military?
- Of the 20 fastest growing occupations, half require at least a two-year associate degree.
- What careers are the students interested in doing? What education would these require?
- What is it about having a career that excites you? Possible answers: help others; earn good pay; work with great people commute a short distance; earn promotions; work from home; perform a dream job; travel.
- Soft skills v. Technical skills (they will see both on the game board)
  - Define soft skills as “personal attributes and people skills that are needed to do well in most jobs but are not tied to a specific job.” Ask for examples. Possible answers include, being on time, having a positive attitude, being trustworthy, and working well in groups. Explain that employers can’t teach soft skills, which is why they are so important. More employees lose their jobs due to soft skills.
  - Define technical skills as “the abilities and knowledge needed for a specific job”. Examples include, knowledge of coding (computer programmer), knowledge of AutoCAD (2D/3D drafting software used by architects), typing skills (administrative assistants), flying an airplane (airplane pilot).
- Using the flashcards, define motivation and monetary incentives. Point out that there are various incentives that motivate people to attend college or trade school and to choose certain careers. Incentives motivate human behavior. Earning more money (monetary incentives) motivates many people. This may mean going back to school to obtain a certificate, take additional classes or possibly to obtain another degree.
• Also explain to the students that many people choose college and career paths for reasons other than money. These occupations may be chosen for non-monetary incentives, such as fulfilling personal interests, values, social concerns, or family traditions. Using the flash card, define non-monetary incentives.

• Add any personal talking points you see fit.

• **Activity – Be a Success Game: (15 minutes)**

  **STEPS:**
  (Students will choose an education OR work path on the game board and experience a variety of life choices during the game. The game board is designed to show how education and work choices intersect throughout a lifetime.)

  • Show the Be a Success game board and point out the EDUCATION and WORK paths. Explain that decisions about education beyond high school and the pursuit of a specific job can have lifelong consequences.
  
  • Using the flashcard, define consequence. It is important to think about such things as income, housing, providing for a family, travel, and job security before making career decisions.

  • Explain that success in both life and the game, is a combination of motivation, planning, and learning to negotiate unexpected life events. Planning and motivation are within the students’ control. Good or bad life events are often not in their control.

  • Points can be earned or lost by advancing along either game board path. The OPPORTUNITY space on the game board allows players to change paths and choose either an education or work path. Players read the cards and act according to the directions. Players will use points earned to buy a car or a house.

  • **Game Instructions:**
    - Be sure that each group has a game board, a die, game pieces, education and work cards, and that each student has a Be a Success Score Sheet.
    - Separate the Education and Work cards. Shuffle and place each stack in the appropriate spaces on the game board.
    - Select a game piece and place it on the High School Graduate space.
    - Congratulations! All players begin the game with 100 points for earning a high school diploma. Enter the points in the EARN column on your score sheet.
    - Ask each player to roll the die. The player with the highest number goes first. Moving clockwise, players take turns rolling the die.
    - Players who roll a six during the game must skip a turn.
    - Choose a career path. The opportunity exists to change a career path.
    - Read aloud the words on each board space as you land on it. Record points earned or lost on your score sheet.
    - If you land on a Be a Success! space, draw an “Education” or “Work” card, depending on the path you are on. Perform the action and then return the card to the bottom of the stack.
    - Play ends when a roll of the die takes you off the game board. Total your points and buy a home and/or car as indicated on your score sheet.
Talking Points:

- As time allows, ask the following questions:
  - Did anyone receive or lose points based on soft or technical skills? Ask for examples.
  - How many received two-year college degrees? How many received diplomas from a four-year college?
  - Do you think the life events stated on the cards happen in real life? How would you handle setbacks to your career goals?
  - Other career considerations: Will you be able to save money every month? Will you have money to go on vacations? Can you afford to fix your car if it breaks?

- Use the My Career Goal chart to show the skills and education needed in a sample career (marine biologist). Mention to the students that at their age a good way to get some experience in a career might be to volunteer (such as at a veterinary clinic or a botanical garden) to experience what a specific career is like. Later in high school, students can ask a counselor if an internship program is available where they could work and earn high school credit at the same time. Being motivated will help them acquire the information and resources needed to investigate their career choices.

Remind students that because the goals they set are their own – not their teachers’ or parents’ – they should be committed to achieving them. Define commitment. Stress to the students to succeed, takes commitment. Finding something that they are passionate about and interested in doing and then determining how to reach their goal, will take commitment.

End of Day Clean-Up Checklist:

- Remove the My Career Goal poster and fold neatly. Remember the 3 magnets and place them in the bin.
- Ensure all game boards are folded neatly and game pieces are placed in their appropriate bags.
- Place the Be a Success Game Instructions in the bin.
- Place any leftover Be a Success Score sheets in the bin.
- Place the set of 5 Flash Cards in the bin.
- Place the green volunteer Activity Plan folder in the bin.
- Meet up with JA staff at designated location to return the bin.

Smile. You made a difference today!