Pushing Play on the "Game to Prepare for Life"

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Time Frame	120 minutes

Essential Question(s)

- What is needed to host a successful "Game to Prepare for Life" event?

- What are the benefits of hosting a "Game to Prepare for Life" event?

Summary

Participants will learn how to plan and host "Game to Prepare for Life" events at their schools. They will experience sample booths that let them see what the event can feel like for students. Afterward, participants will reflect on the process and discuss some of the benefits and challenges of coordinating the event. Planning materials are provided to support hosting the event and to enable participants to begin mapping out their own "Game to Prepare for Life" events for their schools.

Learning Goals

- Experience a modified version of the "Game to Prepare for Life."

- Discuss the challenges of implementing the game.

- Develop a plan for implementing a "Game to Prepare for Life" activity at your own location.

Attachments

- Booth Materials (Samples)—Game to Prepare for Life.docx
- Booth Materials (Samples)—Game to Prepare for Life.pdf
- Chance Cards—Game to Prepare for Life.docx
- Chance Cards—Game to Prepare for Life.pdf
- Event Setup—Game to Prepare for Life.docx
- Event Setup—Game to Prepare for Life.pdf
- Presentation Slides—Game to Prepare for Life.pptx
- Sample Career Ledger (CareerTech)—Game to Prepare for Life.docx
- Sample Career Ledger (CareerTech)—Game to Prepare for Life.pdf
- Sample Career Ledger (College)—Game to Prepare for Life.docx
- Sample Career Ledger (College)—Game to Prepare for Life.pdf
- Sample Career Ledger (Community)—Game to Prepare for Life.docx
- Sample Career Ledger (Community)—Game to Prepare for Life.pdf
- Sample Career Ledger (DegreeOptional)—Game to Prepare for Life.docx
- Sample Career Ledger (DegreeOptional)—Game to Prepare for Life.pdf
- Sample Career Ledger (Military)—Game to Prepare for Life.docx
- Sample Career Ledger (Military)—Game to Prepare for Life.pdf

Materials

- Presentation Slides (attached)
- Booth Materials (Samples) packet (attached; 1 per participant)
- Event Setup packet (attached; 1 per participant)
- Chance Cards (attached)
- Sample Career Ledgers (attached; see printing instructions in Engage below)
- Prize wheel or a bowl with colored paper to match ledgers

15 minutes

Engage

Presenter's Note

Prior to the presentation, there are a few printing tasks to complete:

- Print the sample Career Ledgers. Copies from each ledger file should be a different color and match the Chance Wheel colors (if you have one).
- If you do not have a wheel to spin, papers can be drawn from a bowl as well. Make sure the colors you spin for or draw out match the colors of the Career Ledgers.
- Make a copy of the Booth Materials and set up stations for each sample booth. There are six but can be combined for staffing and space.
- Decorations are encouraged.

Display **slide 2** of the attached **Presentation Slides** and make introductions.

Presenter's Note

Link for the Mentimeter:

https://www.mentimeter.com/s/e63525550a1092b90d7129d565874b2d/f3b6b44b4f1f

Copy this presentation to your own account and update the link for your participants prior to facilitating the activity below. To do this, after entering the link above into your browser, select "Copy to your Account." Once in your account, choose "Share" to get a new link for participants. Paste this new link into slide 3.

Show **slide 3** and have participants record their thoughts in the Mentimeter. Share the Mentimeter results with participants and reflect on what they see. Move to **slides 4–5** and connect responses to the "Game to Prepare for Life" and the PD's essential questions and learning objectives.

30 minutes

Explore

Move to **slide 6**. Participants will now get to experience a sample of what students will do when playing the "Game to Prepare for Life." If you have enough facilitators, you can have them man the sample booths, or if your group is small enough, you can move through the booths together. Participants follow the directions at each booth and use their ledger to budget and make decisions. At 10-minute intervals, spin the Chance Wheel or pull a color paper from a bowl. Have participants with that color of ledger come up to get a chance card. Ask participants to read their chance cards aloud to the group so that others can get a better idea of what scenarios are on the cards.

Presenter's Note

If schools are concerned about access to printing on colored paper, let them know alternative options are colored stickers or setting out highlighters with the ledgers for students to mark their paper. Students could even just write the color word at the top of their page if needed.

After going through the sample booths, move to **slide 7**. Give participants time to record their responses to How Am I Feeling? What Am I Thinking? Ask for volunteers to share out. Make connections to what they mentioned in the Mentimeter about student misconceptions.

30 minutes

Explain

Go through **slides 8–10** to see examples of how some schools have implemented the "Game to Prepare for Life." Talk about set up, logistics, and student responses. Move to **slide 11** and hand out the Booth Materials Sample Packet. As participants go over the materials, use a modified [S-I-T (Surprising, Interesting, Troubling)](#) strategy to encourage them to add notes to sticky notes for the following prompts:

- **S**trongest aspect of this activity
- Most **I**ntimidating part of facilitating this activity
- **T**iming of the activity

Give them time to discuss what they recorded in small groups and then share out to the larger group.

30 minutes

Extend

Display **slide 12** and hand out the **Event Setup** packet and have them turn to the planning checklist. Give participants time to think about the tasks and time frame to use backward design to begin scheduling and planning their event.

Slide 13 has a QR code to the "Game to Prepare for Life" educator resource on K20 LEARN. The activity includes a detailed narrative for integrating the event and all of the materials to host the "Game to Prepare for Life."

Presenter's Note

If time allows, give participants the opportunity to explore the educator resource independently or in groups. If time is limited, display the link and briefly review what they will find there.

Move to **slide 14** and give participants time to share out and ask questions about what they saw in both the planning materials and the LEARN student activity.

15 minutes

Evaluate

Display **slide 15**. As an [Exit Ticket](#), ask: *How does the "Game to Prepare for Life" address some of the misconceptions students have about life after high school?*

Give participants time to share their thoughts. Encourage them to reach out to the presenters with any questions they might have as they work through planning and hosting their event.

Research Rationale

College can be a life-altering experience for students, and not only academically. Here are just a few of the ways in which college can change students' lives for the better: Earning a bachelor's degree will allow students to earn, on average, $1 million more than high school graduates over the course of their careers (Abel & Deitz, 2014). College offers students an opportunity to build relationships with mentors and peers that will benefit them throughout their careers (Campbell, Smith, Dugan, & Komives, 2012). College graduates tend to have more job satisfaction, jobs that offer a greater sense of accomplishment, more independence and opportunities for creativity, and more social interactions in their jobs than noncollege graduates (Oreopoulos & Petronijevic, 2013). College graduates increase their chances of employment. Over the last 20 years, the unemployment rate for college graduates has been approximately half that of high school graduates (Bureau of Labor Statistics, 2018). College helps students develop skills that prepare them for careers in the tech-driven economy, including nonroutine, abstract skills that aid in problem-solving, multitasking, and creativity (Oreopoulos & Petronijevic, 2013).

Resources

- Abel, J. R., & Deitz, R. (2014). Do the benefits of college still outweigh the costs? *Current Issues in Economics and Finance, 20*(3). https://www.newyorkfed.org/medialibrary/media/research/current_issues/ci20-3.pdf
- Bureau of Labor Statistics. (2018). Labor force statistics from the current population survey. https://www.bls.gov/cps/cpsaat07.htm
- Campbell, C. M., Smith, M., Dugan, J. P., & Komives, S. R. (2012). Mentors and college student leadership outcomes: The importance of position and process. *The Review of Higher Education, 35*(4), 595–625. https://muse.jhu.edu/article/478995
- K20 Center. (n.d.). Bell Ringers and Exit Tickets. Strategies. https://learn.k20center.ou.edu/strategy/125
- K20 Center. (n.d.). Game to Prepare for Life. Educator Resource. https://learn.k20center.ou.edu/educator-resource/1710
- K20 Center. (n.d.). How Am I Feeling? What Am I Thinking? Strategies. https://learn.k20center.ou.edu/strategy/187
- K20 Center. (n.d.). S-I-T. Strategies. https://learn.k20center.ou.edu/strategy/926
- Oreopoulos, P. & Petronijevic, U. (2013). Making college worth it: A review of the returns to higher education. *The Future of Children, 23*(1), 41–65. https://pubmed.ncbi.nlm.nih.gov/25522645/