

Program Overview »

PCI Life Skills Series for Today's World, by PCI's Janie Haugen-McLane, is an updated series of board games based on PCI's flagship product line, *PCI Life Skills Series*. For more than twenty years, teachers all over the world have used these games in their classrooms to teach and reinforce basic life skills. Through those games, the lives of countless students have been changed. With these revised games, students learn meaningful, contemporary life skills while practicing independence, socialization, and positive behavior skills.

There are ten games in the series:

- Behavior
- Community
- Basic Information
- Money & Time
- Survival Signs
- Safety
- Social Skills
- Health & Nutrition
- Career Exploration
- Shopping & Cooking



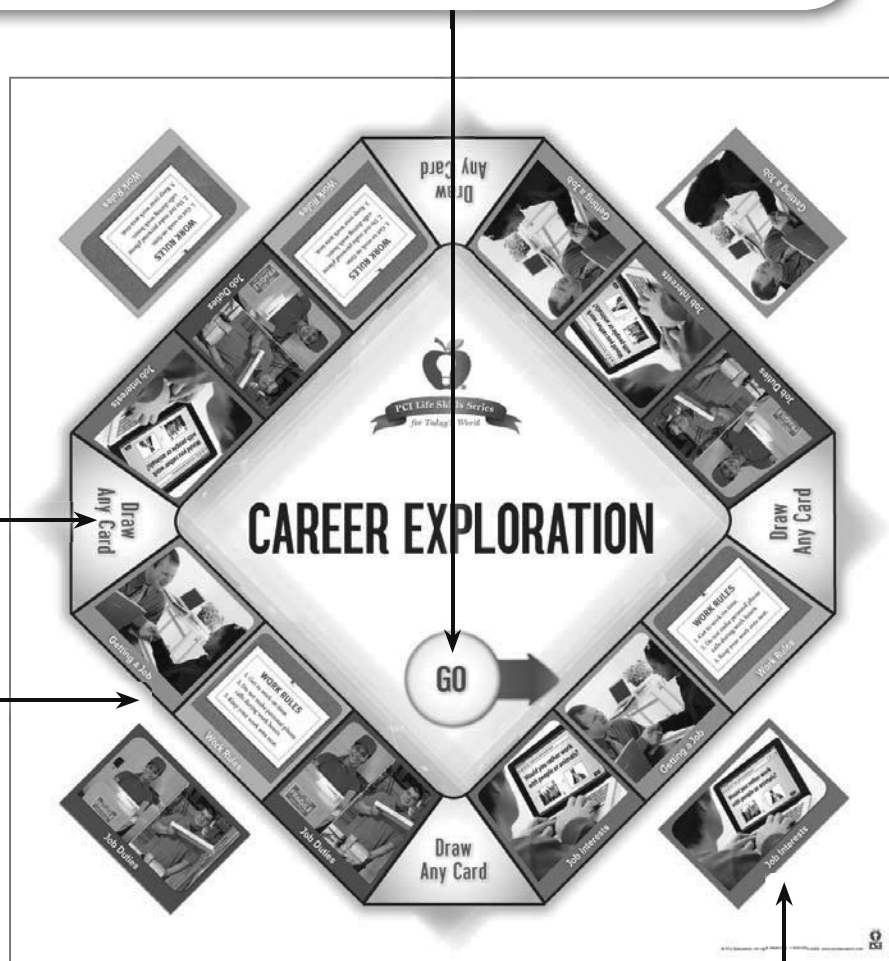
The Career Exploration game addresses job interests, applying for a job, job interviews, behavior at a work site, work tasks, and work rules and policies.

Program Features › Game Board

The Go space on the game board is where all players place their game pawns to begin. As each player takes his or her turn, he or she moves from the Go space in the direction of the arrow (counter-clockwise).

Four Draw Any Card spaces are featured on the game board. When students land on these spaces, they may choose a card from any draw card stack.

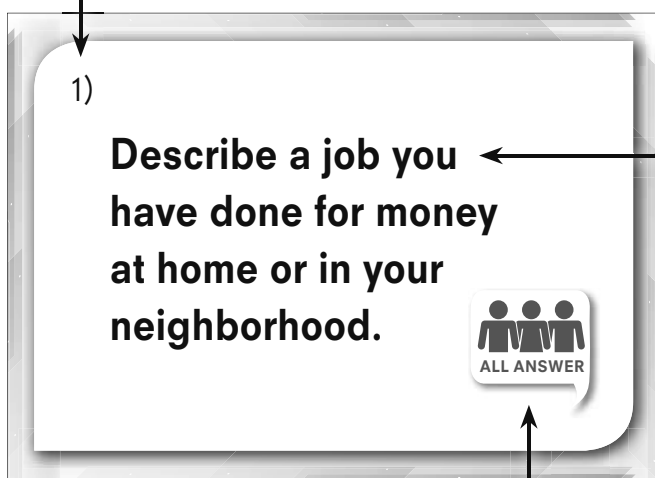
Spaces that correspond to the draw card categories appear on the game board. When students land on these spaces, they draw the top card from the appropriate stack and answer that question.



The game board features four spaces for draw cards on each corner of the board. These four spaces represent the four question categories. The four categories in this game are: Job Interests, Job Duties, Getting a Job, and Work Rules.

Program Features ▶ 80 Draw Cards

This is the question number. This number corresponds to the question number in the Teacher's Guide.



The question appears on the front of each draw card.

Some questions are designated as All Answer questions. All Answer questions will include this symbol, which indicates that all students are invited to answer the question to encourage participation from all players.

Program Features ▶ Teacher's Guide

The question number matches the number on the draw card for easy reference. When a student selects a draw card, the teacher or game facilitator should turn to the corresponding question in the Teacher's Guide.

The Examples section indicates possible answers to the question. Please note that these are not the only possible answers or the only correct answers. Responses that answer the question adequately should be considered correct, whether or not they are noted in the Teacher's Guide.

This is the question that the student who draws the card should answer.

1) Describe a job you have done for money at home or in your neighborhood.
Answer will vary.
Examples:
 a) washed cars
 b) raked leaves
 c) helped clean the garage
 d) walked a neighbor's dog
 e) vacuumed all the carpets
 f) watered plants for a neighbor who was out of town
NOTE> Explain that many children and teenagers like to earn money so they can buy or do the things they want and not ask a parent to pay for it. Share a chore or job you did to earn money when you were the students' age. Also, share what you spent the money on.

2) What do you think would be a great after-school job for a teenager?
Answer will vary.
Examples:
 a) walking dogs at a kennel
 b) watering plants at a nursery
 c) helping to clean floors at a super store
 d) cleaning tables at a fast food restaurant
 e) bagging groceries for customers at a grocery store
 f) folding and putting away clean towels at a fitness center
NOTE> Explain that having an after-school job can help a teenager feel good about him- or herself. Point out that it can also help him or her learn how to manage money. Emphasize that a teenager should choose an after-school job that does not interfere with getting schoolwork done.

ALL ANSWER

CAREER EXPLORATION: Job Interests Category 1 PCI Life Skills Series for Today's World

The note includes additional information that the teacher or game facilitator should share with the students after the question has been answered (optional). This additional information is related to the question and reinforces the life skill being addressed.

Some questions are designated as All Answer questions. All Answer questions will include this symbol, which indicates that all students are invited to answer the question to encourage participation from all players.

Program Features ▶ Progress Chart

Record the student's name here.

These codes are to be used to indicate mastery or nonmastery of the question or skill. Determining mastery or nonmastery is up to the discretion of the teacher.

CAREER EXPLORATION

T-11

PCI Life Skills Series for Today's World

Student Name: _____

Codes: Mastery = ✓
Nonmastery = X

Progress Chart ▶ Career Exploration	Initial Assessment	2nd Assessment	3rd Assessment
SECTION 1	Date: ____/____/____	Date: ____/____/____	Date: ____/____/____
1) Describe a job you have done for money at home or in your neighborhood.			
2) What do you think would be a great after-school job for a teenager?			
3) Who do you think should decide how a worker spends his or her money?			
4) How do you think it would feel to earn a paycheck?			
5) Why do you think it is important for workers to like their jobs?			
6) What kind of job do you want to do after high school?			
7) What do you think would be the best thing about having a job?			
8) Would you rather have a job working indoors or outdoors?			
9) Would you rather have a job working with people or with animals?			
10) Would you like a job where you have to work on the weekend?			
11) Name a way a person in our town might get to his or her job each day.			
12) Do you think a person at work should go out for lunch or bring a lunch?			
13) Would you take a job you really did not like if it paid a lot of money?			
14) Are you willing to take a job that is across town from your home?			
15) Name a place in our town where you would like to work someday.			
16) Describe the kind of person you would want to be your boss.			
17) Would you rather have a job at a workplace that is quiet or noisy?			
18) Tell if you would rather be paid in cash, with a paycheck, or by direct deposit, and explain why.			
19) Would you rather have a part-time job or a full-time job?			
20) Would you rather have a job where you sit, stand, or move around all day?			

The first section of the Progress Chart lists all of the game questions. The second section includes skills related to game play.

To evaluate the student's progress, record the date of the assessment and mark a ✓ (to indicate mastery) or an X (to indicate nonmastery) for each question or skill.

How to Play ›

Prepare the Game

- 1) Place the game board on a flat surface.
- 2) Separate the draw cards by category, and place each stack on the corresponding space on the corners of the game board.
- 3) Gather the die and game pawns.
- 4) Make sure you have the teacher's guide ready. You will refer to this throughout the game.

Start the Game

- 1) Tell the students that this game is not about winning or losing. The goal of the game is to learn more about exploring a career.
- 2) Have the students choose game pawns and place them on the Go space on the game board.
- 3) Determine who will go first by having the players roll the die. The player with the highest number will take the first turn. After the first player takes his or her turn, play will continue in a counter-clockwise manner.

Playing the Game

- 1) The first player should roll the die to begin his or her turn. The player should move the number of spaces indicated on the die in a counter-clockwise direction.
- 2) If the space is a draw card space, the player should do the following: pick up the top card from the corresponding stack, read the question on the card aloud (if able), and answer the question. For All Answer questions, the rest of the players should take turns answering the question. After the question has been answered, share the information in the notes section with the group to provide additional information. Then it is the next player's turn.



How to Play › *(Continued)*

- 3) If the space is a draw any card space, the player should do the following: pick up the top card from any of the four draw card stacks, read the question on the card aloud (if able), and answer the question. For All Answer questions, the rest of the players should take turns answering the question. After the question has been answered, share the information in the notes section with the group to provide additional information. Then it is the next player's turn.



Ending the Game

As a noncompetitive game, there is no winner or loser in this game and no event signifying the end of the game. You may wish to play the game for a specified period of time or allow everyone to have a set number of turns.

Additional Suggestions

- 1) A teacher or facilitator should work with the students playing the game. The facilitator may be a paraprofessional, a parent, a classroom volunteer, or even a peer (if appropriate).
- 2) While playing the game, provide constant support and reinforcement as the students answer questions.
- 3) Encourage the students to listen to and learn from each other as they answer questions.
- 4) Play the game on a regular basis to reinforce skills and maintain skills already mastered. Use the progress chart to record student progress.