

1

Practice Making Life Decisions

TRANSITION OBJECTIVE

Students will practice making choices for situations typical of those they will face as independent adults.

RELEVANCE TO SUCCESSFUL TRANSITION

When we graduate from high school the possibilities are limited only by the choices we make. We need to know what our options are before we begin to make important decisions about our life.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I can save money when . . .

❑ STEP 2: Convene Roundtable

"When I save a little money, I feel ____."

❑ STEP 3: Advance Organizer

"Today you will begin playing a game to practice making choices like those you will make when you finish high school."

❑ STEP 4: Activity - 20 Minutes

To introduce Unit 3, go over the **Student Letter**. Explain that students will learn about living independently by playing **The Game of Life**. For the next several lessons they will use this game to learn advantages and disadvantages of a variety of post school options. Display **The Game of Life** on a screen image. Tell students that each topic on the game board is the title for an interactive lesson in this unit. Go over the topics named on the gameboard and briefly discuss them.

Explain that over the next few weeks, students will learn about the topics on the gameboard. They will participate in activities to learn about typical choices they will face as adults. Tell them they will each need a die, the classified section of the newspaper and a telephone book or Internet access.

89



LIFE MANAGEMENT: Unit 3 LESSON 1

Win the Game of Life

Dear Student,

You are now entering the adult world of independence. This unit will give you an opportunity to learn the skills you need to become a successful adult.

In this unit, you will learn and practice things like using a bank account, finding a place to live, setting up utilities, shopping wisely and paying taxes.

In Unit 3, you will participate in hands on experiences that will give you an opportunity to practice living on your own. You will learn about:

- balancing a checking account
- choosing a place to live based on your budget
- selecting a car you can afford

Good luck on your road to independence!

© Used by permission of The James Starbuck Company, Santa Barbara, CA 93103 THE TRANSITION CURRICULUM

89

90



LIFE MANAGEMENT: Unit 3 LESSON 1

The Game of Life

Start

Graduate from High School

Train & Prepare for a job

Get Around town

Set up Utilities

Buy a Car

Get a Job

Furnish Your New Place

Earn a Good Paycheck

Find a Place to Live

Save For Wants & Needs

Find a Roommate

Be a Smart Shopper

Open a Bank Account

Budget & Save for Independence

Have a Little Fun

Learn to Save Money

Solve Money Problems

Check Your Budget & Lower Your Bills

You Win!

© Used by permission of The James Starbuck Company, Santa Barbara, CA 93103 THE TRANSITION CURRICULUM

90

For each activity, they roll the die and solve a problem they might encounter in life. Have students use highlight markers to darken the appropriate square on the *Gameboard* when each activity is completed. Eventually all squares will be darkened. Today students will highlight the first square, *Graduate from High School*, on **The Game of Life**.

□ STEP 5: Activity - 15 Minutes

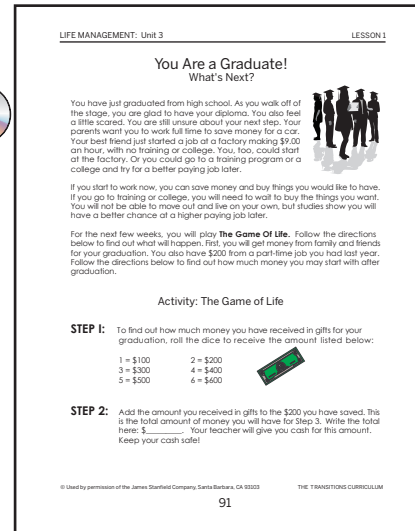
In pairs, have students read the handout **You Are a Graduate, What's Next?**. First, they read the top portion, then follow directions at the bottom. Next they roll the die to determine the amount of money they receive during the game. **Paper Money** is supplied in Lesson 2 of this unit.

□ STEP 6: Evaluate Outcomes

It is important to think carefully about making life choices because “_____.”

□ STEP 7: Connecting Activity

At the following session be prepared to share your current thinking about what you will do when you finish school.



KEY WORDS

represent

apprehension

uncertain

MATERIALS AND PREPARATION

- Student Handouts: **Student Letter**, page 89; **The Game of Life**, page 90; **You Are a Graduate, What's Next?**, page 91; **Paper Money**, Appendix A, page A7.
- Prepare screen images. Provide highlighters, dice, newspapers and phone books or Internet access.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Math
- Thinking Skills: Decision Making, Problem Solving
- Personal Qualities: Responsibility, Sociability, Self-Management