

Potential Life Project

My Potential Life

Summary

The purpose of the exercise, My Potential Life, is to expose students to life choices after high school. This exercise focuses on the competencies of Critical Thinking, Choices and Consequences, and Survival Skills in the real game of life. This game assumes that the students have graduated from high school and have taken one of three tracks in life – 1) directly into the workforce; 2) completed technical school; 3) completed college. The students also live in the greater Atlanta area in either Fulton or DeKalb counties where public transportation is available. The goal of the game is for students to have a positive balance in their bank accounts at the end of the game

The Exercise:

- Students will select an occupation blindly from the Occupation Cards.
- Students will select a salary blindly from the Salary Cards.
- Students are given a My Potential Life Bank Card. They will record their occupation and salary at the top of the card. Using calculators, students will compute their Paycheck for a year after deducting 30% of their gross pay as federal and state taxes, dental, medical and life insurance deductions.
- Each student takes one card from Life Situation Cards. With the exception of the Lottery card and the Family Matter (Brother, Sister, Parents) or Opportunity cards, *every* student records the transactions on the My Potential Life Bank Card. Along with recalculating balances with each transaction, an emotion should also be recorded. Only the student that draws the Lottery Card will record the amount on his or her bank card. One student will be assigned the role of banker. The banker will be responsible for loaning money to those who need to borrow money in order to keep their balances positive. The borrowed money or credit card transaction is recorded on the student's card borrowing the money or using a credit card as well as the banker's card.
- A larger group discussion is held after the ending balances are tallied. Students will be asked what they could have done differently if anything to avoid borrowing money from the bank.

Running the exercise:

- Facilitators start with introductions and an overview/agenda of the class. A Power Point version of the My Potential Life Bank Card is used to explain the terms (Gross Pay, Paycheck, Deductions) to the students. An example of a situation is used to show the students how to record the transaction on the bank card along with the emotion experienced.
- After the Power Point presentation is completed, the facilitator passes the Occupation and Salary cards with the instruction to keep the cards face down until instructed to turn them over. Next, a student volunteers for the banker role and is given the banker's card. The My Potential

Life Bank Cards, pencils, and calculators are distributed. The math for this exercise is simple addition and subtraction so calculators are not really necessary, but may be more expeditious. Calculators can be shared among students. Many of the smart phones today have calculators as a feature, so providing calculators may not be necessary.

- After the My Potential Life Bank Card has been filled in with the occupation, salary, and paycheck, the facilitator chooses a starting place for the situation cards. In order to have the exercise flow smoothly, only one card at a time can be active at the table. Passing out all of the cards at the same time will cause the students to lose focus. Your goal is to have the students record the transaction properly on the card and calculate the correct balance.
- When a Family Matters (brother, sister, parents, grandparents) or Opportunity card is selected, the students have the authority to decline the transaction. These cards may result in a bit of conversation, but ask the students to hold their questions and comments until the game has ended. They can discuss as part of the overall group discussion.
- After all situation cards are completed and bank cards are tallied, students reveal whether their ending balances are positive or negative, whether money was borrowed, how they felt about the situations, and what things they might have done differently during the exercise. The facilitator should encourage the students to talk about what they learned in the game and determine if the overall goals of the exercise were achieved.
- Facilitator collects the Occupation, Salary, and Situation Cards at the end of the game for use with the next class. The My Potential Life Bank Cards remain with the students.

Tools Needed:

- Classroom equipped with white board and/or flip charts
- Flip Chart markers and/or dry-erase markers
- Notes pads, pencils and pens
- Calculators or phones with calculators
- The classroom should be set up so that the students are facing one another in a semi-circle. This set up will make passing the situation cards easier.

My Potential Life Bank Card

Record Occupation Here:					
Record Annual Salary Here:					
Multiply Annual Salary by 30% and record here [taxes, medical, dental] as negative amount					
Subtract 30% deduction from Annual Salary and record here as PAYCHECK					
	Situation Description	(+/-) Situation Cost	Emotion	Borrowed Money or Credit Card	New Balance
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					

- Situations can have a positive (receive) or negative (spend) impact on your bank balance

- Emotions pertain to how you feel about the transaction – happy, sad, angry, or other emotions.

My Potential Life Banker Records

No.	Client	Amount	Int. Rate	Interest Amt.	Total Loaned
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
	Totals				

Notes:

1. One student can have more than one loan or credit card transaction.
2. The Banker can charge any rate of interest allowable by law up to 21% depending on the rate negotiated with the client.
3. The Client is the student taking out the loan.
4. The Amount is the dollar amount the banker is loaning.
5. The Int. Rate is the interest rate or percentage charged by the bank.
6. The Interest Amt. is calculated by multiplying the Amount by the Int. Rate.
7. The Total Amount Loaned is an accumulation of all loans