



Survivor Management

4-H Leader's Guide



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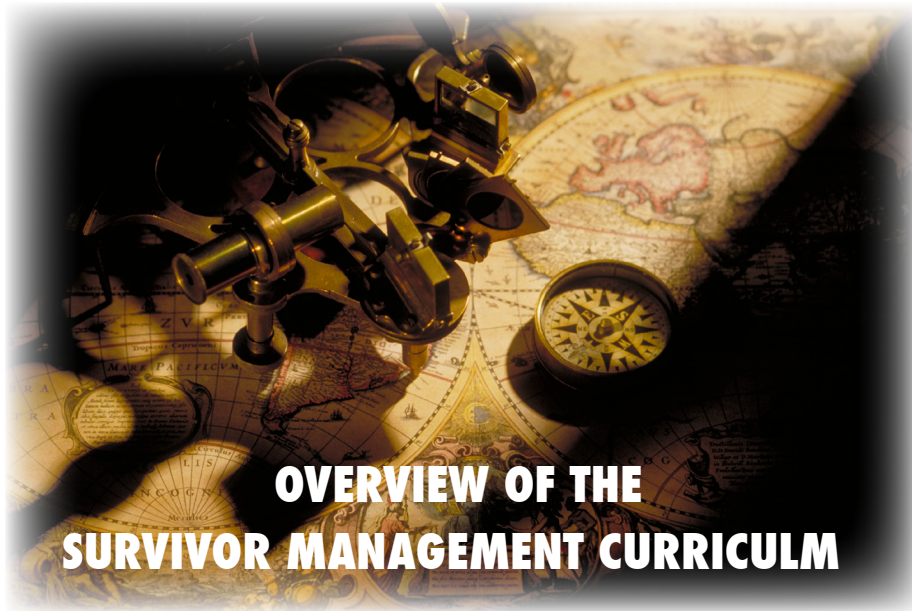
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PURPOSE

This project is an introduction to the concepts of the management process. It incorporates the concepts of goals, resources, and decision-making into the management process.

Management does matter. Management skills assist people to survive in a complex world. These skills help individuals have control over their own lives and fulfill their need for self-actualization. Learning how to manage equips young people to deal with the changes, complexities, and challenges of life.

This project is designated as a “family resource management” project. However, the approach used throughout the lessons is the management of personal resources, dealing with goals and resources within a child’s immediate world.

This project will enable youth to understand basic techniques in using management to solve problems in daily living

LIFE SKILLS

The following life skills are addressed throughout this program: self-responsibility, self-discipline, contribution to group effort, decision making, problem solving, goal setting, and wise use of resources.

TEACHING EQUIPMENT NEEDED

Equipment is listed with each lesson.

BACKGROUND INFORMATION ABOUT MANAGEMENT

To teach management at any level of complexity, the following underlying ideas must be considered:

- Management is a dynamic type of behavior. According to Deacon and Firebaugh, “Management is not a general rigid set of actions but is a set of flexible responses to a particular situation. Its actions are goal directed and are related to available or obtainable resources.” (Deacon, 1981)
- While most family resource management experts use the term “process” to help explain the components of management behavior, Deacon and Firebaugh’s research goes even further. It is a systems approach that emphasizes interrelationship, interdependence, and interaction in management behavior.
- Management requires a combination of mental as well as physical activity. The mere performance of work is not in itself managerial behavior. Yet planning (one of the most emphasized steps in management) alone does not constitute management.
- Management is not a simple type of behavior in which goals can be reached easily. Management becomes complex because individuals’ and families’ choices are limited by different goals and the resources they have. (Goldsmith, 1996)



OVERVIEW INFORMATION FOR LEADER

1. Management is using what you have to get what you want.
2. Value is what is important to you.
3. Goals are what you want.
4. Resources are what you have.
5. Management can be used by everyone throughout life.
6. Management is an important skill because:
 - (a) it helps you reach desired goals.
 - (b) it helps you make things happen instead of letting things happen.
7. Using management requires thinking plus doing.
8. Using management requires making decisions – choosing among alternatives.
9. Goals give you a sense of direction to help you accomplish what you want or need.
10. Everyone has different goals. They are a personal and differ with each individual.
11. Sometimes goals conflict and you must make decisions about which one is more important.
12. Everyone has resources to use.
13. Resources include: skills, energy, knowledge, ability to think, attitudes, interests, time, money, material things, information, community services, natural resources, and space.
14. Since everyone has different resources and different amounts of them, they must make decisions to make the best use of their resources.
15. Using management involves:
 - (A) **determining values** – deciding what is important to you.
 - (B) **setting goals** – deciding the outcome you wish to reach or what you wish to accomplish.
 - (C) **planning** – deciding a way to reach your goals and what resources you will use.
A plan is a method for action outlined ahead of time.
 - (D) **acting, checking, and adjusting** – Acting is carrying out the plan. However, no plan is likely to work perfectly and automatically. Checking and adjusting are required to make sure the plan as it is carried out does take you toward the goal you wish to achieve. Checking is examining the action to see how well the plan is working. Adjusting is making changes when necessary in carrying out the plan to help reach the predetermined goal. Adjusting is used when situations change or when plans don't work.
 - (E) **judging results** – seeing if you reached your goal, finding if your plan worked, and deciding how to make improvements in the plan for the next time.



Getting Ready

- The complete program takes a minimum of nine 50 to 60 minute meetings. It may take longer depending on how long it takes to do the service-learning project in Activity 8. Activities can be done individually and work best if done sequentially.
- Even though some activities start with individuals, most of them use teams. The teams change across activities. It will help if you determine the teams for each activity ahead of time so that youth learn to work with as many different individuals as possible.

The Competition

- The final competition has youth who have not been voted off teams and the youth who wins the immunity challenge competing for the grand prize.
- Points are assigned for each activity – sometimes to individuals and sometimes to teams. Keep track of the points for each individual on a chart, flip chart, or spread sheet. Teachers may use the points for grades or as extra credit.
- At the end of each activity, youth are voted off the team by majority vote. This is done based on criteria chosen by the team (who contributed the least, who worked the least, etc.). An alternative, to avoid fostering putdowns, is to have an anonymous draw. (Small groups can choose one member from the total group with the lowest number of points.) Once there are only two youth left, stop voting people off.
- Youth who have been voted off still compete. They are still assigned to groups for each activity. They will have one chance to get back in the race for the grand prize if they win an immunity challenge. They still compete and are eligible for the smaller prizes.

Section of Prizes

- You will need one prize for each youth. Prizes should be gender neutral and appropriate for the age of the youth. The grand prize should be a little nicer than the rest. Prizes do not have to be of equal value. You want the prizes to be nice enough that the youth will do their best on each activity. You may want to see if local merchants would be willing to sponsor the prizes.
- Selection of prizes after Activity 7:
 - a. The grand prize winner receives his or her prize.
 - b. The first runner up for the grand prize selects from the remaining prizes.
 - c. Then the second runner up selects a prize. Selection of prizes continues until all of the grand prize contestants have picked a prize.
 - d. The remainder of the youth will select a prize in the order of their total points.

Activity One – Management overview



Note to leader: Management is a process. However, in these management activities it is simply described as “using what you have to get what you want.” This definition should be easier for youth to understand than the term “process.”

A discussion of management would not be complete without some mention of decision making. Decision making is necessary in almost all managerial activity and for this reason it has been called the “core of management.” In this lesson we introduce the idea that management involves decision making. This idea can be reinforced by the leader at the appropriate time in other activities.

Do

- Divide the students into groups
- Tell the groups to:
 - Pick an occupation they consider to be a management position.
 - List the duties of that position on the board or a flip chart.

(Whatever duties are listed become the final list for scoring.)

After the youth have listed the duties, post the list of the six categories below. Have the youth write the appropriate category next to the duty. Using management involves: (A) determining values, (B) setting goals, (C) planning, (D) acting, checking, and adjusting, (E) judging results.

Reflection

- Considering the categories you have just learned, what is a definition of management?
- Why is management important?
- Where else would good management skills come in handy?

Application

- Have the youth give examples of people they have known who used good management skills. Hint: They may or may not have been called managers.
- Where else would good management skills come in handy?

Voting – Have the group or groups with the lowest number of points vote off one member of the group. (See the instructions under The Competition at the beginning of the leader’s guide.)

Information:

1. **Values** are what is important to the individual, family, or business. They give you direction and help you prioritize your goals.
2. **Setting goals** determines the outcome you wish to reach or what you wish to accomplish.
3. **Planning** is deciding how you are going to reach your goal and what resources you will use. A plan is a method for action outlined ahead of time.
4. **Acting** is carrying out the plan. No plan is likely to work perfectly and automatically.

Checking and adjusting as you carry out the plan will help you make sure you are headed toward completing the goal.

- Checking is examining the action to see how well the plan is working.
- Adjusting is making changes when necessary in carrying out the plan to help reach the predetermined goal. Adjusting is used when situations change or when plans don't work.

5. **Judging** results is seeing if you reached your goal, finding if your plan worked, and deciding how to make improvements in the plan for the next time.

Points – Leader assigns up to 5 points as follows. Everyone in the group gets the same number of points. Groups receive 1 point for each of the following categories if they have at least one duty that would qualify as:

- determining values or what is important
- setting goals
- planning
- acting, checking, or adjusting
- judging results

Activity Two – Management Terminology



Write the word used in management that matches the definition.

1. A RESOURCE OBTAINED BY ASKING QUESTIONS	
2. CHOICES YOU MAKE	
3. WHAT YOU WANT TO ACCOMPLISH	
4. HOW WELL YOUR PLAN WORKED	
5. SOMETHING THAT IS IMPORTANT TO YOU	
6. WHAT YOU HAVE TO HELP YOU ACCOMPLISH YOUR GOALS	
7. EXAMINING TO SEE HOW WELL THINGS ARE WORKING	
8. AN ABILITY YOU HAVE TO DO THINGS	
9. HOW YOU WILL REACH YOUR GOAL	
10. HOW YOU FEEL ABOUT WHAT YOU DO	
11. MAKING CHANGES WHEN NECESSARY	
12. USING WHAT YOU HAVE TO GET WHAT YOU WANT	

Hint: Once you learn these words and definitions keep them in mind for future activities.

Answers to Activity Two

1. A RESOURCE OBTAINED BY ASKING QUESTIONS	INFORMATION
2. CHOICES YOU MAKE	DECISIONS
3. WHAT YOU WANT TO ACCOMPLISH	GOAL(S)
4. DECIDING HOW WELL YOUR PLAN WORKED	JUDGING
5. SOMETHING THAT IS IMPORTANT TO YOU	VALUE
6. WHAT YOU HAVE TO HELP YOU ACCOMPLISH YOUR GOALS	RESOURCES
7. EXAMINING TO SEE HOW WELL THINGS ARE WORKING	CHECKING
8. AN ABILITY YOU HAVE TO DO THINGS	SKILL
9. HOW YOU WILL REACH YOUR GOAL	PLAN
10. HOW YOU FEEL ABOUT WHAT YOU DO	ATTITUDE
11. MAKING CHANGES WHEN NECESSARY	ADJUSTING
12. USING WHAT YOU HAVE TO GET WHAT YOU WANT	MANAGEMENT

Do

- Give out definition list without the words. (With younger youth, you may want to scramble the words on a flip chart or chalk board and have them choose the correct word.)
- Have youth individually fill in as many as they can in pencil.
- Divide the youth into new groups. Number the groups.
- Have them compare answers within the team and try to fill in all the blanks collaboratively.
- When the groups are finished and you are ready to discuss the first definition roll a die or dice (depending on the number of groups). That is the group that goes first.
- Have someone in the group give his/her answer. If correct, the group gets 5 points. If close, 3 points or 1 point for trying. Give the remaining groups a chance to answer if the group called on did not answer correctly (for no points). Have the youth write down the correct answer if theirs was wrong or they had left it blank. Discuss the correct answer.
- Rotate groups in numerical order for the remaining definitions. Follow the procedure above for each definition. Each group should have a chance to answer the same number of questions. Any extra definitions can be competitive by using the first group to raise their hand or using a buzzer system. The group must wait to be recognized to answer. The first group to answer correctly gets the points.

Points – Keep track of group points on a flip chart or spreadsheet. For this activity everyone in the group gets the same number of points.

Reflection

- Why is it important to understand your values?
- How do values relate to goals?
- How do goals relate to resources?
- How does all this fit into the steps of management discussed in activity one?

Application

- Have the youth give examples of times when they have used management in the past. They should discuss why what they did was important to them, what their goal was, what resources they used, and their plan (what they did).
- Where could they use management in the future?

Voting – Have the group or groups with the fewest points for this activity vote off one member. Youth who were voted off in a prior activity may vote but may not be voted off again.

Activity Three – Goals



Note to leader: Goal setting is a process that continues throughout life. Individuals set goals to satisfy their basic needs and to make their lives more meaningful. Your values explain why something is important to you. We learn values from our parents, culture, the media, etc. Goals are how we get from where we are now to where our values tell us we want to be.

Goals can be long-term or short-term depending on the amount of time it takes to achieve them. The lessons in this project do not include the distinction between long- and short-term goals. Most of the examples given are short-term, considering that children can identify with the immediate future. Goals can be for individuals, for a family, or a group. In the interest of teaching the “basics,” the lessons in this project deal mainly with individual goals.

Youth are not yet able to determine all of their own goals. Many of their goals are determined by other people, such as parents, teachers, and leaders. As they begin to set their own goals within their sphere of living, they are becoming prepared to assume the responsibility necessary in the years ahead.

1. **Values** are what is important to you.
2. **Goals** give you a sense of direction to help you accomplish what you want or need.
3. Everyone has different goals. They are personal and differ with each individual.
4. Sometimes goals conflict and you must make decisions about which one is more important.

Find five goals in the puzzle and circle them. Hint: All the goals start with "TO."

T	B	C	L	M	S	O	R	P	V	S	E	M	N	O	R	P	L	C	V
O	R	L	T	L	K	T	S	Y	Z	A	B	P	D	R	D	S	T	U	K
P	J	M	O	A	R	T	R	I	J	K	X	C	O	E	O	G	R	R	K
L	Y	T	B	B	S	K	L	O	V	L	M	Y	U	C	F	S	O	N	W
A	Z	V	U	D	I	Q	H	X	J	W	N	P	R	I	O	W	L	M	A
Y	B	S	Y	S	U	M	U	G	V	O	O	B	S	J	E	J	G	P	C
A	D	P	A	P	V	H	F	W	Z	N	H	T	H	M	K	I	L	N	E
N	F	E	B	V	N	M	E	P	M	G	U	D	O	E	O	H	L	M	G
I	K	B	I	C	W	D	F	L	E	I	C	H	P	F	G	K	Y	X	I
N	H	R	C	M	C	A	K	X	J	B	R	F	O	F	X	N	Y	Z	K
S	J	V	Y	W	B	X	N	Z	A	U	E	R	S	Z	V	M	L	W	M
T	T	O	C	L	E	A	N	Y	O	U	R	R	O	O	M	R	V	P	S
R	F	E	L	A	X	X	O	Y	W	D	K	T	W	P	K	O	Z	S	N
U	L	D	E	O	Y	L	H	X	I	J	G	U	L	E	K	J	S	U	P
M	E	C	A	P	Z	S	U	V	A	U	N	M	V	A	B	Q	C	V	R
E	M	O	B	T	I	T	B	H	H	G	I	S	D	J	X	I	W	W	T
N	H	U	V	N	R	S	O	P	C	O	X	Q	Y	C	B	F	E	U	V
T	N	K	I	Y	O	O	R	R	S	T	E	U	A	Y	Z	G	H	Y	X
J	I	F	L	U	R	U	T	U	W	A	Z	E	B	D	D	F	T	A	Z
T	O	B	E	O	N	T	I	M	E	F	O	R	S	C	H	O	O	L	C
T	O	M	N	P	O	S	P	V	W	X	Z	R	D	S	B	E	G	H	I

Answers to puzzle

T	B	C	L	M	S	O	R	P	V	S	E	M	N	O	R	P	L	C	V
O	R	L	T	L	K	T	S	Y	Z	A	B	P	D	R	D	S	T	U	K
P	J	M	O	A	R	T	R	I	J	K	X	C	O	E	O	G	R	R	K
L	Y	T	B	B	S	K	L	O	V	L	M	Y	U	C	F	S	O	N	W
A	Z	V	U	D	I	Q	H	X	J	W	N	P	R	I	O	W	L	M	A
Y	B	S	Y	S	U	M	U	G	V	O	O	B	S	J	E	J	G	P	C
A	D	P	A	P	V	H	F	W	Z	N	H	T	H	M	K	I	L	N	E
N	F	E	B	V	N	M	E	P	M	G	U	D	O	E	O	H	L	M	G
I	K	B	I	C	W	D	F	L	E	I	C	H	P	F	G	K	Y	X	I
N	H	R	C	M	C	A	K	X	J	B	R	F	O	F	X	N	Y	Z	K
S	J	V	Y	W	B	X	N	Z	A	U	E	R	S	Z	V	M	L	W	M
T	T	O	C	L	E	A	N	Y	O	U	R	R	O	O	M	R	V	P	S
R	F	E	L	A	X	X	O	Y	W	D	K	T	W	P	K	O	Z	S	N
U	L	D	E	O	Y	L	H	X	I	J	G	U	L	E	K	J	S	U	P
M	E	C	A	P	Z	S	U	V	A	U	N	M	V	A	B	Q	C	V	R
E	M	O	B	T	I	T	B	H	H	G	I	S	D	J	X	I	W	W	T
N	H	U	V	N	R	S	O	P	C	O	X	Q	Y	C	B	F	E	U	V
T	N	K	I	Y	O	O	R	R	S	T	E	U	A	Y	Z	G	H	Y	X
J	I	F	L	U	R	U	T	U	W	A	Z	E	B	D	D	F	T	A	Z
T	O	B	E	O	N	T	I	M	E	F	O	R	S	C	H	O	O	L	C
T	O	M	N	P	O	S	P	V	W	X	Z	R	D	S	B	E	G	H	I

Do

- Pass out the word search puzzles and have the youth place them upside down on the desk or table. At the leader's signal they should turn them over and circle the goals on the word search.
- As soon as they finish they should raise their hands. Keep track of the order they finish.
- After 5 minutes, call time. Youth get one point for each goal they found (maximum 5 points). The first five youth who correctly found all five goals get bonus points 5 for the first, 4 for the second, 3 for the third, 2 for the fourth, and 1 for the fifth.
- Have the youth choose a goal and work with them to make it as specific as possible. This will help them develop a measurable plan for reaching a goal.
 - Target date
 - Resources needed
 - Specific wording
 - Possible obstacles
 - Possible solutions
 - Steps to completion

Reflection

- Why do all the goals start with "To"?
- What parts of the goal seem to be missing?
- What happens when goals conflict?

Application

- Have the youth write a goal to complete before the next meeting and another to complete by the last meeting.

Voting -- Have the entire group vote off at least one youth from among those with the fewest points. Youth who were voted off in a prior activity may vote but may not be voted off again.

Activity Four/Five – Using goals to make decisions



(Takes two 50 - 60 minute periods)

To set up the game make sure you have gone through checklist below.

Note to leader: You will need one complete set of the materials in the check list for each group of youths. There can be a minimum of 2 youths to a maximum of 6 youths per group (5 players plus the banker). In smaller groups, youths will have more turns. If you use more than 5 actual players then the youth will not get enough turns in the allotted time. If you have longer than 60-minute period, you can allow the youth to play longer the second time.

Equipment list for the game

For **each** group with a maximum of 5 players plus a banker:

ONE COPY OF MANAGOPOLY BOARD.	
ONE COPY OF THE INSTRUCTIONS AND BANK SHEET.	
ONE COPY OF THE CHANCE CARDS.	
ONE COPY OF THE BUSINESS CARDS.	
THREE COPIES OF THE SHEET OF ONE HUNDRED DOLLAR BILLS.	
THREE COPIES OF THE SHEET OF FIFTY DOLLAR BILLS.	
FIVE COPIES OF THE SHEET OF TWENTY DOLLAR BILLS.	
FOUR COPIES OF THE SHEET OF TEN DOLLAR BILLS.	
THREE COPIES OF THE SHEET OF FIVE DOLLAR BILLS.	
THREE COPIES OF THE SHEET OF ONE DOLLAR BILLS.	
FIVE GAME PIECES AND TWO DICE. (YOU CAN USE SMALL ERASERS AS GAME PIECES.)	

INSTRUCTIONS

2-5 players plus a banker (The banker may be an adult and may or may not be a player in the game.)

Getting Started

1. Choose a playing piece and place it on Pay Day [start].
2. Place the business cards in the space above the same business property space on the playing board.
3. Place the chance cards in the middle of the board.
4. Everyone starts out with \$1000 (5 x \$100, 4 x \$50, 10 x \$20, 7 x \$10, 5 x \$5, 5 x \$1)
5. To start, roll the dice and the person with the highest number goes first. On the board, move counterclockwise in the direction of the arrow.
6. If you land on a business and it is not owned by another player, you can decide to purchase the business. If you decide not to purchase the property, you must pay the amount shown on the board for landing on it. If the property is owned, the money goes to the property owner. If the property is not owned, the money goes into the public assistance square in the middle of the board.

Note: If you do not have money to pay fees, you must borrow money from the bank. You can also borrow money to purchase a home or business. The banker will keep track of each player's outstanding loans and other information on the bank sheet.

Pay Day

Every time you pass or land on pay day:

1. The banker must give you \$200 plus additional salary from all businesses you own.
2. You must pay \$400 in bills (telephone, day care, taxes, health insurance, food, utilities, electric, gas, water) to the bank.
3. If you do not own a home, you must pay \$200 to the bank for rent.
4. You must pay 10% interest (.10 x loan balance) to the bank for any loans you already have.
5. You must pay a \$50 car insurance premium for each car you own to the owner of the car insurance company (or the bank if no one owns the car insurance company).

Car Dealership

If you land on car dealership, you must pay \$150 to the owner or to the bank if it is unowned for a car. Then you must go to car insurance and pay \$50 for car insurance to the owner or the bank if it is unowned. **YOU MUST BUY A CAR EVEN IF YOU ALREADY HAVE ONE.** (UNLESS YOU OWN THE CAR DEALERSHIP. Then you only have to buy one car.)

Car Insurance

If you land on car insurance (and you have not just come from the car dealership) you must pay \$50 insurance for a new car to the owner or the bank if unowned. Then advance to the car dealership and buy a car. Since you pass pay day, you can collect your salary and pay all your other bills. **YOU MUST PAY CAR INSURANCE FOR EACH CAR (UNLESS YOU BUY THE CAR INSURANCE COMPANY).**

Loans

1. If you do not have the money to purchase property or pay bills, you can borrow money from the bank. Loans must be in increments of at least \$10. For example, if you need \$108.00, you must borrow \$110.
2. If you have outstanding loans when you land on or pass payday, you must pay 10% interest to the bank. (.10 x the amount of the loan)
3. The banker will fill out the amount you borrow on the bank sheet.
4. You can reduce the amount of your loans in increments of \$10 any time it is your turn. For example, if you owe \$100, you can make a payment of \$10, \$20, \$30, \$40, \$50, \$60, \$70, \$80, \$90, or \$100. If you repaid \$100 you would no longer owe any money.

Business Property

If you land on a business that is owned, you must pay the amount listed on the board to the owner. If the business or property is unowned you may buy it from the bank for the price listed on the property card. **IF YOU DO NOT BUY THE BUSINESS AND NO ONE ELSE OWNS IT, YOU MUST PAY THE AMOUNT LISTED ON THE GAME BOARD TO “PUBLIC ASSISTANCE”** in the center of the board. There are additional instructions you should read if you land on the car dealership and the car insurance (car insurance and dealership instructions are listed earlier in these instructions). Businesses give you a higher salary and income when someone lands on them. They are worth what you paid for them when figuring out your total cash value at the end of the game.

When you purchase a business, the banker records the new salary and any loan used for purchase. The player takes the property card which states how much the property is worth and how much the owner gets at pay day for owning that property. If you own the car dealership, car insurance, or any other property you don't have to pay anything when you land on it.

Homes

If you land on a home that is owned, you are just visiting the owner and pay nothing. If the home is unowned you may buy it and not pay rent when you pass pay day. Homes are worth more than you pay for them when figuring out your total cash value at the end of the game. You may buy more than one home.

The banker records homeownership. Players take the property card which tells how much the property is worth at the end of the game.

Hospital

Since everyone has health insurance included in their bills, if you land on the hospital, the banker pays \$80 of your visit to the hospital and you pay \$20. This money goes into “PUBLIC ASSISTANCE” in the center of the board.

Chance

If you land on chance, draw a card and do what it says. If the property is unowned, you may purchase it or pay the amount on the board to the public assistance fund. If the property is owned, pay the money to the owner.

Public Assistance:

When you land on public assistance, (corner square), you receive any money that has been put in the public assistance fund in the center of the board. If there is no money, you receive nothing.

Determining the winner.

At the end of the game, add up the total cash you have. Write this value on the “Management Activity Sheet” in the “Ending” row under the “Money” column.

Then add up the total value of the properties that you own. Place this value on the “Management Activity Sheet” in the “Ending” row under the “Property” column.

Subtract your loans from the total of Money and Property Values added together. Write this amount (known as your Net Worth) on the “Management Activity Sheet” in the “Ending” row and the “Total Worth” column. The person with the highest total worth at the end of the game is the winner. (Finish completing the rest of the questions on the “Management Activity Sheet” and discuss the answers if you filled out the beginning part before playing.)

Bank Sheet

When a player passes or lands on pay day, the player:

1. Gets a \$200 salary plus any additional salary from any business he or she owns from the bank.
2. Pays \$400 in bills to the bank.
3. Pays \$200 to the bank in rent if he or she does not own a home.
4. Pays 10% interest (.10 x loan balance) to the bank for whatever loans he or she has. (The player may chose to pay the whole loan amount off at anytime.)
5. Pays a \$50 car insurance premium for each car he or she owns to the owner of the car insurance company (or the bank if no one owns the car insurance company). If the player owns the car insurance company, he or she does not have to pay car insurance.

Player 1:			Player 2:			Player 3:		
Cars	Salary	Loans	Cars	Salary	Loans	Cars	Salary	Loans
Homes Owned			Homes Owned			Homes Owned		
Player 4:			Player 5:					
Cars	Salary	Loans	Cars	Salary	Loans			
Homes Owned			Homes Owned					

Chance Cards

<p>Take your friends to dinner and a movie. Pay the owner of the Restaurant \$5 per player. Pay the owner of the Movies \$5 per player. If unowned put the money into public assistance.</p>	<p>You receive a tax refund! Collect \$100 from the bank.</p>	<p>You just bought a car! Pay the Car Dealership \$150 and pay the Car Insurance company \$50. If unowned, put the money into public assistance.</p>
<p>Your friend just had a baby! Pay \$20 to Discount Store for a present. If unowned, put the money into public assistance.</p>	<p>Relatives come to visit you. Pay the Grocery Store \$50 for extra food. If unowned, put the money into public assistance.</p>	<p>Your nephew’s birthday is coming up! Pay the Toy Store \$200 for a new X-box for your nephew. If unowned, put the money into public assistance.</p>
<p>You treat your friends to the video arcade! You pay the Video Arcade owner \$10 per player. If unowned, put the money into public assistance.</p>	<p>Buy yourself a new outfit! Pay the owner of the Department Store \$50. If unowned, put the money into public assistance.</p>	<p>You don’t feel like cooking dinner. Pay the owner of the Pizza Parlor \$20. If unowned, put the money into public assistance.</p>
<p>You just got a free membership to the Fitness Center. Keep this card and whenever you land on the Fitness Center, you do not have to pay.</p>	<p>Uh Oh! The shower won’t stop running! Call a plumber. If you rent, the bank has to pay \$100 to The Plumbing Company. If you own your home, you must pay \$100 The Plumbing Company. If unowned, put the money into public assistance.</p>	<p>The air conditioner broke! It’s too hot! If you rent, the bank pays \$100 to the AC Company. If you own your home, you pay \$100 to the AC Company. If unowned, put the money into public assistance.</p>
<p>Leaky roof! If you rent, the bank pays \$100 to Mr. Fix-it Company. If you own your home, you must pay \$100 to Mr. Fix-it Company. If unowned, put the money into public assistance.</p>	<p>Your 3-year-old got sick and needs to see the doctor. The hospital bill is \$100. Because you have health insurance, the bank pays \$80 and you pay \$20. Put the money into public assistance.</p>	<p>You go on vacation and stay in the hotel. Advance to The Hotel, if you pass pay day, collect your money from the bank. Pay The Hotel \$150. If the hotel is unowned, put the money into public assistance.</p>
<p>You inherit \$200. Collect the money from the bank.</p>	<p>You won a karaoke contest for being the “Bravest Singer.” Collect \$100 from the bank.</p>	<p>You won the “Outstanding Performance” award at your job. Collect \$300 from the bank.</p>

Property Cards

<p>Department Store (Cost \$500 to buy) At payday, collect an additional \$300.</p>	<p>Fitness Center (Cost \$500 to buy) At payday, collect an additional \$300.</p>	<p>Movies (Cost \$500 to buy) At payday, collect an additional \$300.</p>	<p>Pizza Parlor (Cost \$500 to buy) At payday, collect an additional \$100.</p>
<p>House @ 477 Talahoo Drive (Cost \$500 to buy) At the end of the game, this property is worth \$1,000.</p>	<p>Toy Store (Cost \$700 to buy) At payday, collect an additional \$400.</p>	<p>Grocery Store (Cost \$500 to buy) At payday, collect an additional \$300.</p>	<p>House @ 1871 Happy Place (Cost \$750 to buy) At the end of the game, this property is worth \$1,500.</p>
<p>House @ 214 Skipper Lane (Cost \$1,000 to buy) At the end of the game, this property is worth \$2,000.</p>	<p>The Plumbing Company (Cost \$700 to buy) At payday, collect an additional \$400.</p>	<p>Mr. Fix-It Company (Cost \$700 to buy) At payday, collect an additional \$400.</p>	<p>AC Company (Cost \$700 to buy) At payday, collect an additional \$400.</p>
<p>Discount Store (Cost \$500 to buy) At payday, collect an additional \$400.</p>	<p>Video Arcade (Cost \$500 to buy) At payday, collect an additional \$300.</p>	<p>Car Dealership (Cost \$1000 to buy) At payday, collect an additional \$400.</p>	<p>House @ 181 Lagoon Hill Drive (Cost \$500 to buy) At the end of the game, this property is worth \$1,000.</p>
<p>Car Insurance (Cost \$1,000 to buy) At payday, collect an additional \$400.</p>	<p>Restaurant (Cost \$500 to buy) At payday, collect an additional \$300.</p>	<p>The Hotel (Cost \$1,000 to buy) At payday, collect an additional \$500.</p>	

Management Activity Sheet

BEGINNING RESOURCES	MONEY	PROPERTY	TOTAL WORTH	SALARY	GOAL	PLAN STEPS	OUTCOME
BEGINNING	\$1,000	\$0	\$1,000	\$200		1 ST 2 ND 3 RD 4 TH 5 TH 6 TH 7 TH	
ENDING					WAS GOAL REACHED? _____	PART(S) OF PLAN YOU COMPLETED	WHAT HELPED YOU TO REACH YOUR GOAL? OR WHAT PREVENTED YOU FROM REACHING YOUR GOAL?

Answer the following questions after playing the game if you completed the Management Activity Sheet.

1. How much more/less money (including property value) did you end up with compared to the \$1,000 you started with? _____
2. Which would you say, had more value money or property? _____
 Explain your answer. _____

3. How were resources used in this game? (Were they sold, exchanged, etc.) _____
 Explain. _____

4. Was there any planning or “strategy” involved in this game? _____
 Explain. _____

5. List three decisions you had to make while playing this game? _____
 a. _____
 b. _____
 c. _____
6. Looking back at the three decisions, would you say they were good ones? a. _____ b. _____ c. _____
 a. Why? _____
 What would you have done differently? _____

 b. Why? _____
 What would you have done differently? _____

 c. Why? _____
 What would you have done differently? _____

Do

Note to leaders: If you have a limited number of meetings, you can skip the first playing of the game. With teams of 2 or 3 you can reduce the playing time. With younger children you may want an adult or older child to be the banker.

- Divide the youth into groups of up to 6 players (2 to 5 players plus a banker.)
- Youth read the directions for Managopoly
- Play the game for 30 minutes
- Have youth complete the goal and plan sections of the “Management Activity Sheet” for the next time they play.
- At the next meeting, have the students play the game again for 30 to 40 minutes, with the object being to meet or exceed their goals.

Reflection

- Youth complete the remaining spaces on the “Management Activity Sheet” and answer the questions on page 23.
- Youth earn individual points on this activity. They get 3 points if they met or exceeded their goal. You can use your discretion about awarding partial points. They get 1 point each for each question answered completely (including explanation if required).
- What is the difference between playing the game with goals and without goals?
- Values are what things are important to us.
- Goals tell how to get from where we are now to what we value.

Application

- Have the youth discuss how they could use this process for things besides playing the game.
- Discuss how values and goals help us make choices.

Voting – The two students with the highest number of points who have not been previously voted off are the finalists. (If you have more than 2 youths with same top score who have not been voted off, they can complete the challenge by competing among themselves to see who will be the two automatic finalists.) Everyone else, including those who have been voted off, competes in the challenge round.

Activity Six – Resources



Note to leader: You will need a flip chart or board space to write the 13 categories of resources, colored pencils or pens, and paper for this activity.

“**Resources** are what is available to be used to meet your goals. They are assets – anything with a real or perceived value used to attain or satisfy something.” (Goldsmith, 1996)

In order for a resource to be used, it must first be recognized. Sometimes it is easier to recognize the resources of other people than it is to assess our own. However, skill in recognizing resources should be developed since this partially determines which resources we will be able to use in meeting the challenge of reaching our goals.

Youth need to become aware of the different kinds of resources they possess. In this activity, 13 different types of resources are described. They are explained below for clarification:

Skill: an ability that helps you do things.

Energy: the power to get up and go.

Knowledge: what one has as a result of learning.

Ability to think: a skill that allows you to read, listen, learn, and talk.

Attitude: the way one feels about things.

Interest: something you enjoy learning about or doing.

Time: measured with a clock or calendar everyone has the same finite amount of this resource.

Information: knowledge obtained by asking questions.

Community Services: services available in your town/city that can be used by everyone.

Natural Resources: materials from the air, water, and ground.

Space: the surroundings in which you work, sleep, and play.

Money: our common medium of exchange.

Generalizations

1. Everyone has resources that can be used.
2. Resources include: skills, human energy, knowledge, ability to think, attitudes and interests, time, material things, money, information, community services, natural resources, and space.
3. Since everyone has different resources and different amounts of resources, decision making is needed to make the best use of resources.

Do

Immunity Challenge for all but the two automatic finalists

- Give each student a piece of paper.
- Have them put their name at the top.
- Have them write down as many different resources as they can think of in 10 minutes. Have them put away their pens or pencils or collect them if you passed them out.
- Write the 13 different types of resources across the board or on sheets of a flip chart.
- Explain what each one means.
- Have the youth exchange the resource lists they created. Be sure they have their name on the paper. Give them colored pencils or red pens.
- As a group, have them decide where each resource goes. Have the students write the category beside the resource on the paper they are correcting. They should put an x by anything the group decides is not a resource.
- After they have categorized the resources, ask them to raise their hand if they have a paper with at least one resource in each category. Have the 2 top students check the sheets to see they are correct. If you have more than one student with a resource in each category, they are all winners and can compete for the grand prize. If no one has a resource in every category, then try for 12 categories, then 11, etc. until you have a winner(s).

Points – Students get 1 point for each category that has a resource (maximum of 13 points possible).

Reflection

- What is a resource?
- If you had to make groups or categories of resources what would they be?

Application

- Give each youth a blank piece of paper and have them write the category and one or two resources they have in that category.
- Why did you choose the resources you chose?
- What resources helped you complete your goal? Why?

Activity Seven – Final Challenge (Review)



Do

- Everyone should complete the crossword puzzle. Keep track of the order in which the two automatic finalists plus the winner(s) of the immunity challenge finish.
- Have the youth stop after 20 minutes if everyone isn't finished.
- Of the two automatic finalists and the immunity challenge winners, the first to finish with all the answers correct wins the grand prize.

Points – Every student gets a point for each correct answer.

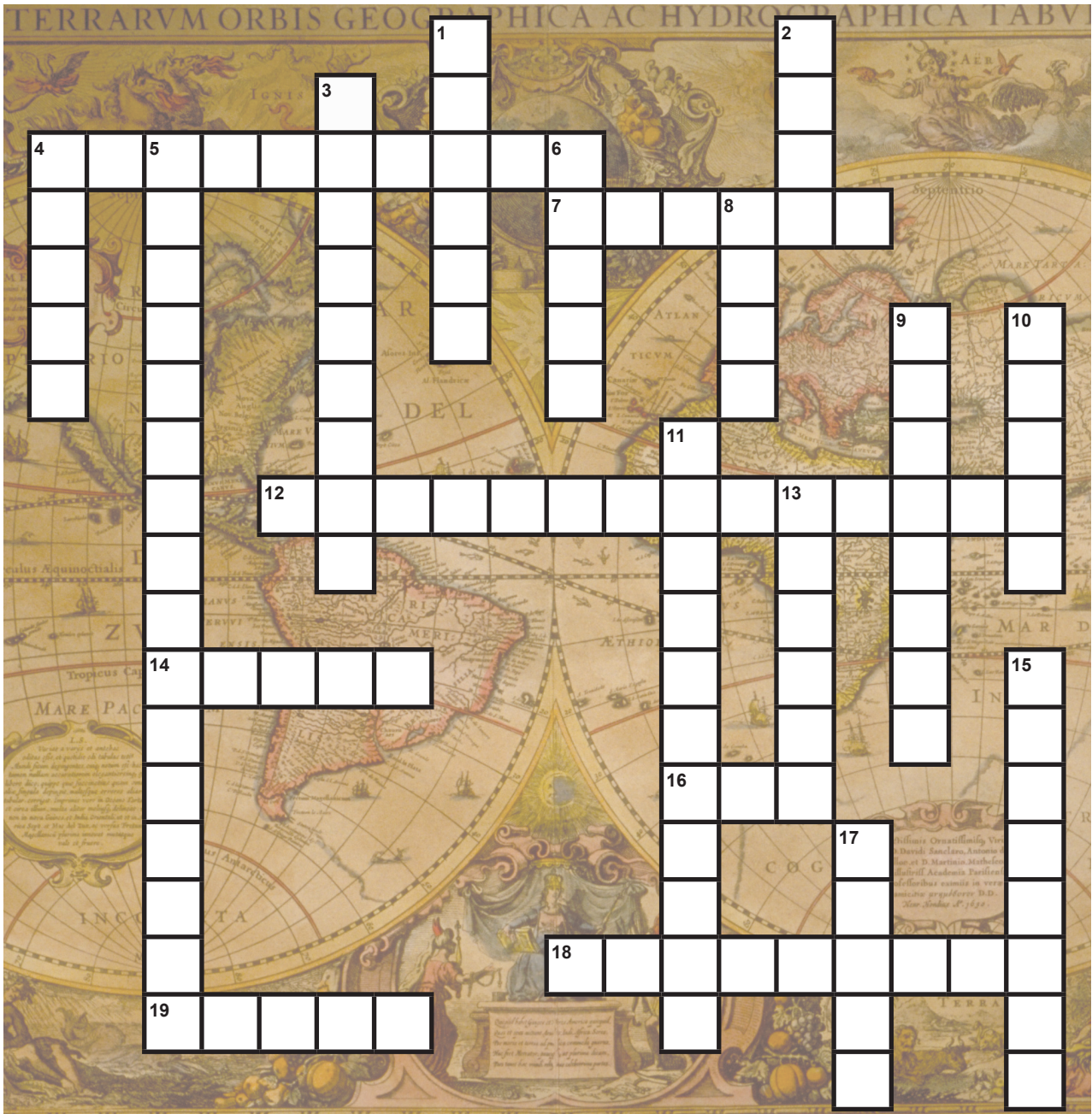
Reflection

- What answers on the puzzle were confusing?
- What is management?

Award prizes

See competition guidelines at the beginning of these materials.

Crossword Puzzle



Management Crossword PuzzleAcross

4. The process of using what you have to get what you want.
7. Management makes things _____ instead of letting things come to pass.
12. Selecting between two items involves _____.
14. The resource in which you work, sleep, and play is _____.
16. To carry out a plan you must _____. (One of the steps in management)
18. The resource obtained by learning is _____.
19. An ability you have to help you do things is a _____.

Down

1. Your power to get up and go is called _____.
2. The resource measured with a clock _____.
3. “What you have.”
4. A resource that is a common medium of exchange _____.
5. Water, air, and soil are examples of _____.
6. Your ability to _____ is a resource which helps you solve problems.
8. A _____ is a course of action used to reach a goal. It includes the resources needed to reach the goal.
9. The way you feel about things. (A type of resource)
10. It is necessary to _____ the results of your plan to see how well you have carried out your goal and to improve next time.
11. A resource which can be obtained by reading, looking, and asking questions.
13. It is necessary to _____ a plan when situations change or when plans don't work.
15. Something you enjoy learning about or doing is an _____.
17. It is necessary to _____ your plan to see if it is working.

Answers:
Across

- | | |
|--|-----------------------|
| 4. The process of using what you have to get what you want. | MANAGEMENT |
| 7. Management makes things _____ instead of letting things come to pass. | HAPPEN |
| 12. Selecting between two items involves _____. | DECISIONMAKING |
| 14. The resource in which you work, sleep, and play is _____. | SPACE |
| 16. To carry out a plan you must _____. (One of the steps in management) | ACT |
| 18. The resource obtained by learning is _____. | KNOWLEDGE |
| 19. An ability you have to help you do things is a _____. | SKILL |

Down

- | | |
|--|-------------------------|
| 1. Your power to get up and go is called _____. | ENERGY |
| 2. The resource measured with a clock _____. | TIME |
| 3. “What you have”. | RESOURCES |
| 4. A resource that is a common medium of exchange _____. | MONEY |
| 5. Water, air, and soil are examples of _____. | NATURALRESOURCES |
| 6. Your ability to _____ is a resource which helps you solve problems. | THINK |
| 8. A _____ is a course of action used to reach a goal. It includes the resources needed to reach the goal. | PLAN |
| 9. The way you feel about things. (A type of resource) | ATTITUDE |
| 10. It is necessary to _____ the results of your plan to see how well you have carried out your goal and to improve next time. | JUDGE |
| 11. A resource which can be obtained by reading, looking, and asking questions. | INFORMATION |
| 13. It is necessary to _____ a plan when situations change or when plans don’t work. | ADJUST |
| 15. Something you enjoy learning about or doing is an _____. | INTEREST |
| 17. It is necessary to _____ your plan to see if it is working. | CHECK |

Activity Eight – planning a service project using management

(This activity takes at least 2 meetings)

Paper and note cards will be needed to plan their project.

Do

- Have the group choose a service project. If you have a large group, you can divide them into smaller groups.
- Have the groups plan the activity they want to do.
- Review the five steps of management.
 - Setting goals
 - Planning
 - Acting
 - Checking and adjusting
 - Judging results
- Have the youth rewrite their plan putting their steps under the five steps of management. They should add steps where needed.
- The group should now complete the service project or bring the materials needed to the next meeting so that the other group can complete the project if the alternative “Do” is used.
- After the projects are completed do the questions.

Alternative DO

If you don't want to go into the community to do a project or do not have the time to do so, you can do this as an alternative:

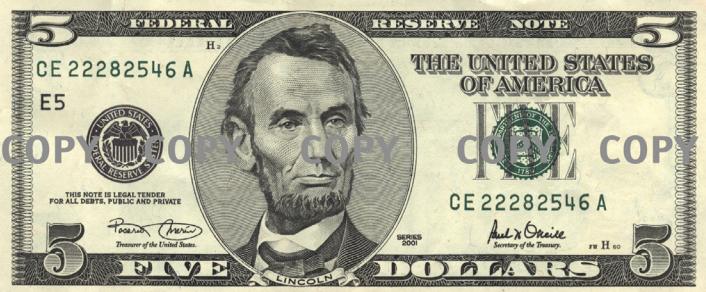
- Divide the large group into two groups.
- Have each group plan a project that is beneficial to the club or the classroom for the other group to complete.

Reflection

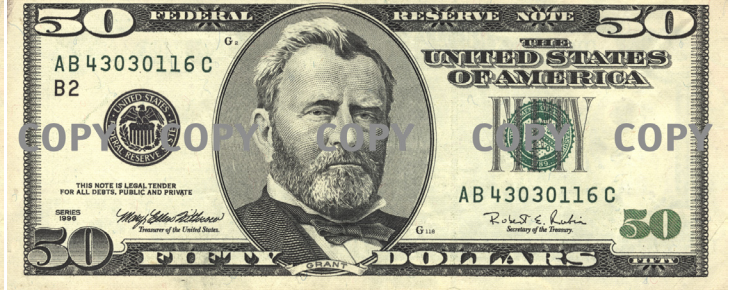
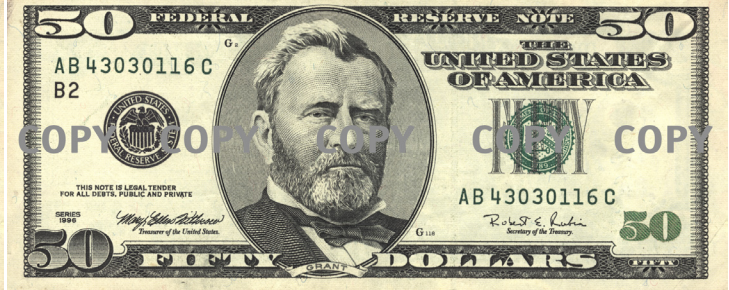
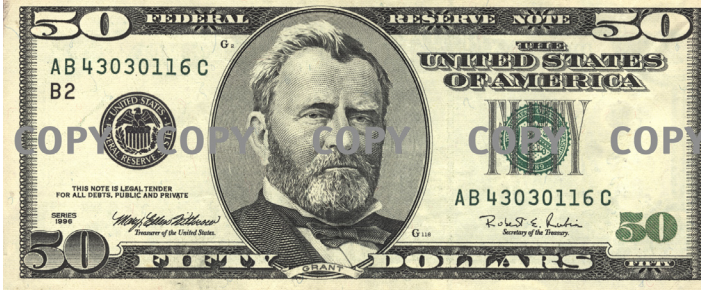
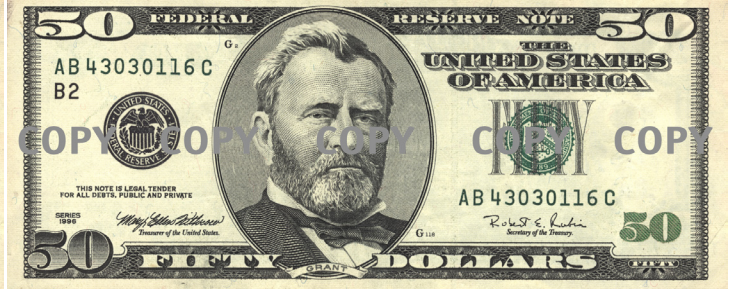
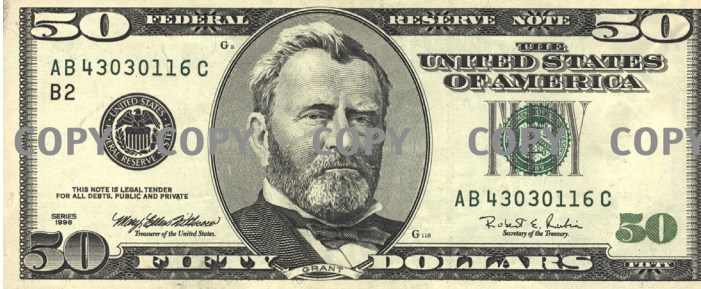
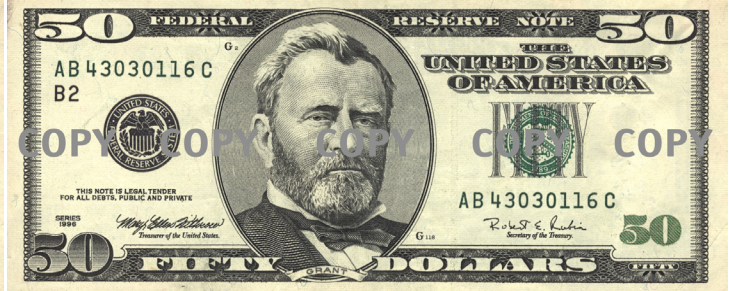
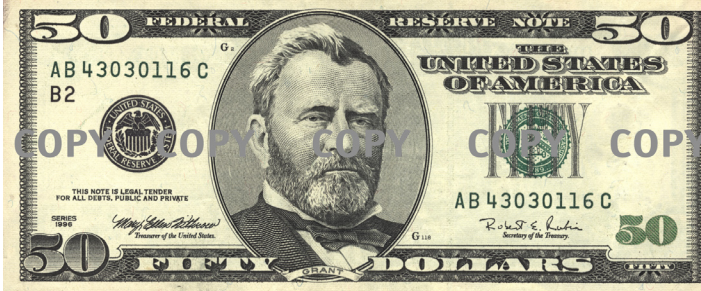
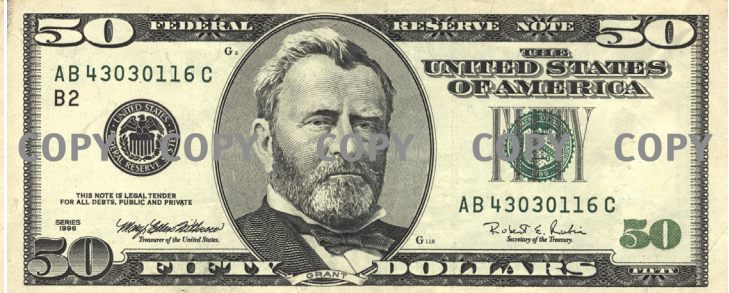
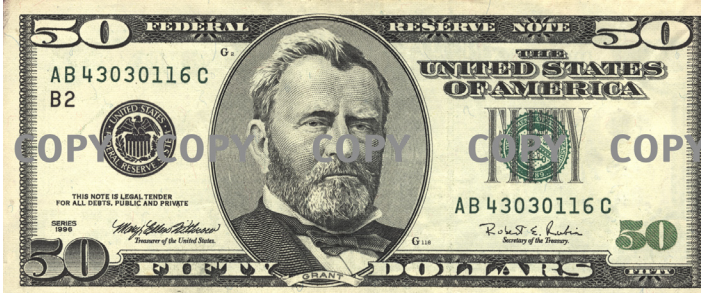
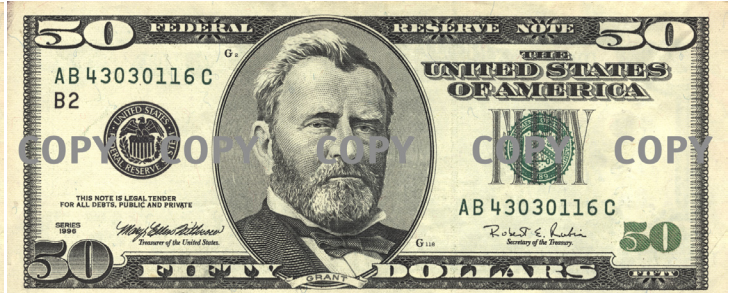
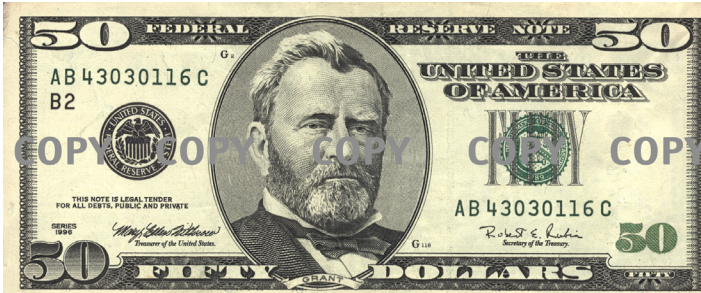
- How did planning and doing the project go?
- What would they do differently if they did this again?
- In which steps in the management process do these questions fit?

Application

- Have the youth write down on index cards ways they will use management in the future.
- Have them take the note cards home and put them someplace (a wall, mirror) to remind themselves to use management.









HOSPITAL Pay \$20.00 to public assistance. Bank pays \$80 to public assistance	MR. FIX-IT COMPANY \$50.00	FITNESS CENTER \$20.00	PIZZA PARLOR \$10.00	HOUSE @ 181 Lagoon Hill Drive	THE PLUMBING COMPANY \$50.00	GROCERY STORE \$50.00	CHANCE	HOUSE @ 1871 Happy Place
CHANCE							TOY STORE \$20.00	
HOUSE @ 214 SKIPPER LANE	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	CAR DEALERSHIP \$150.00
DISCOUNT STORE \$20.00	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	RESTAURANT \$10.00
THE HOTEL \$20.00	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	CHANCE
PUBLIC ASSISTANCE	CHANCE	AC COMPANY \$50.00	MOVIES \$10.00	HOUSE @ 477 Talahoo Drive	VIDEO ARCADE \$10.00	DEPARTMENT STORE \$40.00	CAR INSURANCE \$50.00	PAY DAY [START]

HOSPITAL Pay \$20.00 to public assistance. Bank pays \$80 to public assistance	MR. FIX-IT COMPANY \$50.00	FITNESS CENTER \$20.00	PIZZA PARLOR \$10.00	HOUSE @ 181 Lagoon Hill Drive	THE PLUMBING COMPANY \$50.00	GROCERY STORE \$50.00	CHANCE	HOUSE @ 1871 Happy Place
CHANCE							TOY STORE \$20.00	
HOUSE @ 214 SKIPPER LANE	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	CAR DEALERSHIP \$150.00
DISCOUNT STORE \$20.00	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	RESTAURANT \$10.00
THE HOTEL \$20.00	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	Place Property Card Here	CHANCE
PUBLIC ASSISTANCE	CHANCE	AC COMPANY \$50.00	MOVIES \$10.00	HOUSE @ 477 Talahoo Drive	VIDEO ARCADE \$10.00	DEPARTMENT STORE \$40.00	CAR INSURANCE \$50.00	PAY DAY [START]