



CAREEROPOLY

About

This is a variation of Monopoly developed as an accompaniment to VIC VICE - it can be played alongside, independently of, or proceeding the delivery of the VIC VICE experience.

The game teaches about different careers, the importance of education and career advancement and basic financial management. It is curriculum aligned and can be a platform to discuss career planning, the value/perceived value of different professions, and the financial implications of career choices. This is designed to be a full class activity, and can be adapted for approximately 9-26 students.

How it works

Setup:

You will need:

- The monopoly board (ideally printed on an A3 or even an A2 sheet if possible)
- The monopoly money (printed and trimmed)
- Dice
- Player icons - printed and trimmed
- Chance, Choice, Investment and Chest Cards - printed and trimmed

Gameplay: To commence, students will draw a career card out of a hat, or otherwise be assigned a career card at random. They will then be allocated a starting amount of money (which you can determine) as the 'banker'. You might decide to assign the starting money equally or pro rated to each profession. The gameplay is similar to regular monopoly in that students will roll a dice and move their characters along the board, turn by turn. When a player lands on an 'icon' they should pick up the corresponding card and follow the directions.

Money Distribution:

The players earn money as they pass "Payday" (the Monopoly game's "Go" space), with the amount depending on their career and education level + any additional income they may acquire during the game. The amount of money paid and circulated can be adjusted according to the amount of students in the class and the desired duration of the game (less money = shorter game).

Disclaimer: the wages designated to each role may not perfectly or proportionately represent the wages of these roles in the real world, however if a student points this out, it is a great opportunity to invite some discussion and research into pay points of each industry.

Jail: In this game, landing in jail represents a career setback, like losing a job. Students will either be OUT of the game or they will need to negotiate a partnership with a classmate to stay in the game.

Investment

Instead of properties like houses and hotels, players can invest in education, enterprise and career development opportunities, like certifications or advanced degrees, which increase their income.

Interpersonal Communication

Players can negotiate and network with each other for loans or partnerships, encouraging interaction and strategic thinking in the game. For example, students might decide to partner up with other students to increase their market share.

Credit and Loans

Optionally, you can introduce a system where students can take out a \$30 loan, where they will get a one-off cash boost of \$50 but then they need to pay \$10 EVERY time they have a turn in the game. This will be a lesson in paying interest and liabilities.

VCCF Outcome 11.2 - Explore innovative interpersonal and group communication skills, including discovering the importance and benefits of being able to interact with diverse groups of people in all areas of life

VCCF Outcome 12.5 - Consider the possible implications of changes in learning and work for your own career goals and plans including financial options

VCCF Outcome 12.6 - Understand and apply problem-solving and goal-setting strategies in making career and life decisions