

**Activities/
Resources
for
Outcome #4**

Roadblocks and Blockbusters

Objectives:

- Begin to envision a one- to two-year plan for yourself, and what it will take for you to get there.
- Identify the potential roadblocks to your success, and strategies to get around them.
- Learn to lay out a step-by-step plan in order to avoid problems.

Materials needed: Charts, blue and red strips of colored paper (30 each), and copies of case studies for all students.

1. The Road to Success

Purpose:

- To help students begin to understand the specific steps required to move toward their goals.
- To help students develop a picture of what they should expect during and after their time in our program.

Set-up:

- On the wall, put a large chart (up to four sheets of flipchart paper)). Draw a long road with the heading “The Road to Success.” In the lower left corner, at the beginning of the road, put the words, “You are here.” At the end of the road, in the upper right corner, put the word “Success.”

The Activity:

- Say to the students, “You are here. Each of you has different ideas of where you want to go. But the first steps down the road will be the same for all of you. After a while, you will take different roads to meet your personal goals.” Then, ask the group:
 - “What is the first step that you need to take to accomplish your goals?”
 - Now open it up for discussion, letting people throw out ideas. At first, students may not understand, so continue to ask them questions that could start the discussion. Eventually someone will say something like “Study for the GED^R” or “Prepare to take the GED^R.” Write the response(s) on the Road to Success chart. Then, ask them how they will do that.
- Through a series of questions, get students to identify all the steps on the road.

2. Roadblocks

Purpose:

- To identify all the roadblocks that could prevent you from reaching your goal.

Set-up:

- 20-30 strips of blue 3” by 8” colored paper have been cut up, with loops of tape on the back of each one. The blank paper strips are stuck on the side of the wall, near the Road to Success.

The Activity:

- Ask the students: “What could be a roadblock that could get in your way, as you go down the road to success?”
- Have a student say the idea aloud. If it is clear and makes sense to the group, have the student come up and write it on a strip. Examples include: lack of motivation, peer pressure, drinking, child care problems, transportation problems, etc. It is important that the roadblocks be **specific**, such as a “I don’t have a babysitter” rather than general, such as “personal problems.”
- Ask the student to place the strip across the road, wherever she or he thinks the roadblock might come up.

3. Blockbusters

Purpose:

- To help students learn that every problem has a solution.
- To brainstorm specific strategies to help students get around the obstacles identified above.

Set Up:

- 20 – 30 strips of red 3”x8” colored paper have been cut up, with loops of tape on the back of each one. The blank paper strips are stuck on the side of the wall, near the Road to Success.

The Activity:

- Pick out a roadblock on the road, and ask the group: “What is a blockbuster that will help you get around this roadblock?”
- A student who comes up with a good answer is asked to write it on a red strip and place it over the blue roadblock strip.
- Make sure the group agrees with the answer. Some answers will come very quickly. Others will require some discussion to arrive at consensus on an answer.

4. Putting First Things First

Purpose:

- To practice problem-solving through planning.

Set Up:

- Each group of 3-5 students is given copies of the case study, along with some blank flipchart paper and a marker.
- A staff member should be prepared to move from group to group to offer assistance as needed.

The Activity:

- Read the case study aloud.
- As a group, develop a plan to solve the problem.

- Have someone in the group agree to be the scribe. The scribe should write down, step by step, exactly what the character will need to do to solve his or her problem. This includes exactly what time he or she will do each thing; exactly how much money he or she will need to solve the problem, etc.
- Select someone in the group to be the reporter and to report back to the large group.

Reports:

Explain that the problems don't have just one solution but rather many good solutions. Ask each small group to take turns reporting, and ask the large group to listen closely and decide if each proposed solution would work.

Case Study for Road Blocks/Blockbusters Activity

Problem: Antonio wants to keep his job as a mechanic, but he has to be at work on time for two weeks.

Antonio Jones has a job as a mechanic in a gas station about five miles from his home. Due to past performance, his supervisor has told him that he has to come to work on time for the next two weeks or he will be fired. His working hours are 7:30 a.m. to 3:30 p.m. Antonio lives with his girlfriend, Shelley, and their child, Melea. Shelley has a bad case of the flu and cannot take Melea to the daycare center, which is within walking distance of their apartment. Antonio now has to take Melea to the daycare center, but it doesn't open until 8:00 a.m. It is Monday, and he only has \$10 to last until Friday when he gets paid. He has to take the bus to work, and it costs him about \$7.50, but he has to buy Pampers and milk for Melea to take to the daycare center. It usually takes him 40 minutes to get to work by bus.

Your group should discuss the situation and figure out what Antonio has to do to:

- get to work on time
- keep his job
- keep his personal responsibilities and relationships together

Write the steps Antonio has to take and describe what he will have to do each day on your paper.

Some resources that he can use:

1. His girlfriend's mother is willing to babysit, but it will take 20 more minutes to get to her home, and another bus fare.
2. His father lives in the same town. They are on good terms.

Your group can use these resources, but they do not have to. Your group can also be creative and come up with other resources.