**Values Auction Activity- Faculty Instructions**

**Module 2: How to Make a Career Decision**

This activity is an exercise in prioritizing work values in the form of a game. It’s a good way to break up your classroom routine and engage students.

You will begin by having students complete the first two columns on the “Values Auction” worksheet (provided, double-sided) – “Rank” and “Amount Budgeted.” This is pre-planning for the auction, and will give them a chance to assess their values and think about their priorities. They do not need to rank all of the values, but should choose their top 10 and rank those 1-10 based on how important they are. They will then decide what the maximum they are willing to spend is for the values they’d like to bid on, and write that information in the “Amount Budgeted” column. During the auction, after they bid on a value, they will write down the actual highest amount they bid, whether they won the item or not.

The auction is usually done with each student having $100 (of play money) available to spend, or ten $10 bills, but you may change any amounts you like. Just make sure to communicate to students before they fill out the worksheet how much money they will have available and in what increments their bids/budgets must be in. (For example, if you are using $10 bills, a student could not budget or bid $45 for a particular value.)

While students work on the worksheet, pass out the play money. You may wish to count out your bills before class to save you time and paperclip them so all you have to do is hand one paper clipped bundle to each student.

When your students are ready, commence the auction. You are the auctioneer. You will use the values cards, which you’ll cut up ahead of time (provided, after the worksheet) to announce each item up for bid. It is highly recommended that you shuffle the cards rather than going through them in order. This will force students to pay attention and keep them on their toes. Read the name of the value and the description. Students may begin bidding as soon as you have finished reading the description. The easiest way to have students bid (and most engaging) is usually just to have students yell out their bids.

When a student wins a particular value, you will give them that card to keep. Periodically remind your students to be writing down the highest amount they bid on their worksheet.

Play Money Options:

* Because we try to provide you with everything you need for all activities and assignments, simple play money is provided; however, you must print and cut it. Ten $10 bills are provided on a single sheet of paper, so this would only require 1 extra sheet of paper per student if you were giving them $100 total. If you wish to change the amounts, you can also edit this document. Please download the *separate document*, Play Money, if you wish to use it.
* If you don’t want to have to cut out bills (or want better looking money), you can often find play money at party supply stores. You may also be able to find some in a board game at thrift stores.

To Do Before Class:

* Print and cut up values cards
* Print and cut up play money, or otherwise acquire play money
* Count out play money and paperclip together the appropriate amount of bills for each student
* Print a copy of the worksheet for each student (double-sided)

**Values Auction**

***Instructions:*** Below are some work values that people commonly find desirable. You might find that many of them are things you’d like to have a in a career, but remember, you will most likely not be able to get everything you want, and knowing how you prioritize your values will be necessary to make a good career choice. This values auction activity will force you to prioritize what’s important to you as you compete with others with a limited amount of money.

Fill out the “Rank” and “Amount Budgeted” columns now. Start with “Rank”. You do not need to rank all of the values, but choose your top 10 and rank those 1-10 based on how important they are to you. Next, decide what the maximum you are willing to spend is for the values you’d like to bid on, and write that information in the “Amount Budgeted” column. During the auction, after you bid on a value, write down the actual highest amount you bid, whether you won the item or not.

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| **ITEMS FOR SALE** | **RANK** | **AMOUNT BUDGETED** | **HIGHEST AMOUNT YOU BID** |
| **HELP SOCIETY**  Do something which contributes to improving the world we live in. |  |  |  |
| **HELP OTHERS**  Be directly included in helping other people, either individually or in small groups. |  |  |  |
| **PUBLIC CONTACT**  Have a lot of day-to-day contact with the public. |  |  |  |
| **WORK WITH OTHERS**  Work as a team member toward common goals. |  |  |  |
| **WORK ALONE**  Do projects by myself, with limited contact with others. |  |  |  |
| **COMPETITION**  Engage in activities which pit my abilities against others. |  |  |  |
| **MAKE DECISIONS**  Have the power to decide courses of action and policies. |  |  |  |
| **WORK UNDER PRESSURE**  Work in situations where time pressure is prevalent. |  |  |  |
| **INFLUENCE PEOPLE**  Be in a position to influence the attitudes or opinions of other people. |  |  |  |
| **KNOWLEDGE**  Engage in the pursuit of knowledge and understanding. |  |  |  |
| **WORK MASTERY**  Become an expert in whatever work I do. |  |  |  |
| **ARTISTIC CREATIVITY**  Engage in creative artistic expressions. |  |  |  |
| **GENERAL CREATIVITY**  Have the opportunity to create new programs, materials, or organizational structures. |  |  |  |
| **AESTHETICS**  Participate in studying or appreciating the beauty of things, ideas, etc |  |  |  |
| **SUPERVISION**  Have a job in which I am directly responsible for the work of others. |  |  |  |
| **CHANGE AND VARIETY**  Have work activities which frequently change. |  |  |  |
| **PRECISION WORK**  Work in situations where attention to detail and accuracy are very important. |  |  |  |
| **STABILITY**  Have a work routine and job duties that are largely predictable. |  |  |  |
| **SECURITY**  Be assured of keeping my job and receiving satisfactory compensation. |  |  |  |
| **RECOGNITION**  Be publicly recognized for the high quality of my work. |  |  |  |
| **FAST PACE**  Work in circumstances where work must be done rapidly. |  |  |  |
| **EXCITEMENT**  Experience a high degree of (of frequent) excitement in the course of my work. |  |  |  |
| **ADVENTURE**  Have work duties which require frequent risk taking. |  |  |  |
| **FINANCIAL GAIN**  Have a high likelihood of achieving very great monetary rewards for my work. |  |  |  |
| **PHYSICAL CHALLENGE**  Do activities that use my physical capabilities. |  |  |  |
| **INDEPENDENCE**  Be able to fully determine the nature of my work without significant direction from others. |  |  |  |
| **MORAL FULFILLMENT**  Feel that my work contributes to a set of moral standards which I feel are very important. |  |  |  |
| **COMMUNITY**  I can live and work in the community of my choice. |  |  |  |
| **TIME FREEDOM**  Be able to work according to my own schedule. |  |  |  |

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| **HELP SOCIETY**  Doing something which contributes to improving the world we live in. | **HELP OTHERS**  Being directly included in helping other people, either individually or in small groups. |
| **PUBLIC CONTACT**  Having a lot of day-to-day contact with the public. | **WORK WITH OTHERS**  Working as a team member toward common goals. |
| **WORK ALONE**  Doing projects by myself, with limited contact with others. | **COMPETITION**  Engaging in activities which pit my abilities against others. |
| **MAKE DECISIONS**  Having the power to decide courses of action and policies. | **WORK UNDER PRESSURE**  Working in situations where time pressure is prevalent. |
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| **TIME FREEDOM**  Being able to work according to my own schedule. |  |