



The Be Real Game

Delivering WRL Enterprise Education at KS4

To be used in conjunction with the Be Real Game; cost £90 plus p&p



Prospects Services Ltd
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Introduction

Background

From September 2005 five days Enterprise education must be included in the curriculum at Key Stage 4. Many schools will already be delivering Enterprise education through existing resources. It is not necessarily the case that additional curricular time needs to be identified.

This Guide

This guide demonstrates how the **Be Real** game delivers the Enterprise outcomes included in the WRL framework for KS4 and as defined by DfES. How each topic of the game meets the DfES definition is included in this guide. The division into individual topics provides flexibility and enables schools to use effectively available timetable resource. The guide also includes suggestions for enhancing lesson plans to further meet Enterprise outcomes.

The Be Real game is fun and provides opportunities for students to develop entrepreneurial skills and aptitudes. This comes to life when students identify market opportunities to create additional income when managing and balancing their monthly

budgets. The ideas generated by students are based upon their own life experiences and the characters they are role-playing. Consequently, most students are able to achieve desired outcomes.

Links to Work Experience

The school's work experience programme and Be Real Enterprise delivery can be mutually beneficial if students undertake their work experience placement between topics 11 and 12. Students have the opportunity to seek out and consider enterprise activities within their host companies and on return to school, the work experience gives further background for students to set personal goals within the latter part of the Game.

Resources

The Be Real game does not require the services of an external provider. The game can be embedded within the schools' curriculum and can draw in a range of teachers and tutors. The game delivers across the personal development agenda of CEG, PSHE, Citizenship in addition to WRL and Enterprise. However, drawing in expertise amongst the community can enhance delivery in school. Education Business Partnerships are able to offer support to schools bringing a business focus and experience to the classroom. Your local contact can be found via www.lsc.gov.uk

Costs and Support

The Be Real Game costs £90 per pack plus p&p. The kit includes a comprehensive guide with lesson plans, photocopiable masters and quality, colourful support materials. Student folders are also available for purchase. Please ring the order line 01229 814840 or visit www.realgame.co.uk

A network of Real Game Trainers is available to help schools implement the Real Game series. This service is free of charge in many areas. Your local contact can be found on the website. Links to subject outcomes and a copy of this guide can be downloaded free of charge from the Real Game website.



To place an order or access information about the Real Game Series, including teaching support and local Real Game Trainers, visit

www.realgame.co.uk

Be Real Game: Definition of Enterprise Education

What is Enterprise Education?

Ofsted recommends that schools should establish a clear definition of enterprise that is understood by staff, pupils and other stakeholders.

Enterprise Education involves the development of:

Enterprise Capability - the ability to handle uncertainty and respond positively to change, to create and implement new ideas and ways of doing things, to make reasonable risk/reward assessments and act upon them in one's personal and working life. Enterprise capability can also be described as: Innovation, creativity, risk-management, and a 'can-do' attitude and the drive to make ideas happen.

This should be supported by:

Financial Capability - the ability to manage one's own finances and to become questioning and informed consumers of financial services.

Business and Economic Understanding - the ability to understand the business context and make informed choices between alternative uses of scarce resources.

Effective enterprise learning takes place in an **environment** (a school, community or business setting) where young people are given autonomy to tackle relevant issues that involve an element of risk and uncertainty about final outcomes, as well as reward for their successful resolution.

Learners are expected to take responsibility for their own actions through an **enterprise process** that involves 4 stages.

Stage 1 tackling a problem or need: students generate ideas through discussion to reach a common understanding of what is required to resolve the problem or meet the need.

Stage 2 planning the project or activity: breaking down tasks, organising resources, deploying team members and allocating responsibilities.

Stage 3 implementing the plan; solving problems, monitoring progress.

Stage 4 evaluating the processes: reviewing activities and final outcomes, reflecting on lessons and assessing the skills, attitudes, qualities and understanding required.

Key Words for Enterprise Education

Enterprise capability

- Innovation
- A can-do attitude
- Decision-making
- Presentational skills
- Respect for evidence
- Determination
- Risk management
- Drive
- Personal and social skills
- Self reliance
- Pragmatism
- Adaptability
- Creativity
- Ambition
- Leadership
- Open-mindedness
- Commitment

Financial capability

- Money
- Savings
- Responsibility
- Credit
- Budgeting
- Investment
- Financial planning

Business and economic understanding

- Markets
- Resources
- Competition
- Employer responsibility
- Economic growth
- Skills

Be Real Individual Topics

Enterprise Definition Links and Activities

PART 1 – BEFORE YOU START: Synopsis

Students are introduced to the Be Real game and divided up into groups of 5. They complete a My Life / Work survey so that a benchmark is established about their knowledge and attitudes about the world of work.

Activity

Questions from the My Life/ Work survey relevant to Enterprise are shown at the end of the document. This may be used to benchmark students knowledge and understanding.

Topic 1 – My Role: Synopsis

Students are introduced to the High Five and the fact that throughout the first part of the game they will be role playing as adults to get some experience of the issues they will be faced with as young adults. They receive their My Role sheets and become immersed in their role by discussing it with their group and participating in a Q & A session with the facilitator and using their profile to give examples of the High Five.

Enterprise links

Enterprise capability - personal effectiveness, ambition, open mindedness

Activities

Students are able to discuss their roles and relate these to the world of work. Definitions of enterprise shown in the key words chart can all be discussed with students in their roles.

Topic 2 – Preparing for Work: Synopsis

In preparation for job search students learn about the importance of skills, personal qualities and educational qualifications and relate these to their role. Students prepare a CV, apply for, and are interviewed for their first job.

Enterprise links

Enterprise capability– design and make skills, key skills, ‘can do’ approach, respect for evidence, drive and an understanding of skills, qualities and knowledge

Activities

Within their job roles students identify the skills, qualities, knowledge, learning and qualifications required for business. They appreciate the elements that form a CV and are sought by employers. Students practice these in role by writing a CV, preparing for an interview, anticipating questions, rehearsing answers and being interviewed.

Topic 3 – The World at Work: Synopsis

Students find out that their applications for work have been successful and they familiarise themselves with their new jobs. They begin to appreciate the diversity of the adult world of work and make links between education and work.

Enterprise links

Enterprise capability – personal effectiveness, assessing risks and rewards

Activities

Teachers are able to lead discussions into evaluating the CV and interview process. Students can learn about:

- identifying opportunities for progression by considering areas of personal development, promotion, lateral moves in company or other careers, sectors, opportunities for further training or upskilling;
- what employers sought/ found useful e.g. skills and attributes, volunteering activities, hobbies and interests;
- how they presented themselves.

Optional activity 2 included in the game would be useful and could be enhanced by drawing up a further column – enterprise skills.

Topic 4 – My Lifestyle: Synopsis

Students explore the relationship between income and lifestyle, choices and necessities as determined by their monthly budget. They make personal choices and work out their monthly budget.

Enterprise links

Financial capability - personal finance, budgeting, responsibility for the impact of financial decisions

Activities

Students calculate monthly budgets and manage their own budgets, balancing lifestyle costs against income.

The topic could be extended to provide more knowledge and discussion around generating additional revenue e.g.

- Reducing outgoings e.g. designer labels, recycling;
- Loans, banks, within family, community settings to finance activities;
- Credit card use – explain rates of APR;
- Savings, where to invest;
- Recognising market opportunities to use skills e.g. create a business e.g. dog walking, house sitting;
- How to set up a business, create business plan;
- Trading skills e.g. haircutting, child minding, explaining risks of verbal; written agreements, accidents and no/ little redress, checking qualifications.

A group activity could be used to investigate what is needed to start a business e.g.

- What is meant by a gap in the market?
- Skills required;
- Source of materials, stock;
- Employing people;
- Premises;
- Funding.

Topic 5 – Out of the Blue: Synopsis

Students encounter typical real-life situations that challenge their decision-making skills and make them think about moral dilemmas, coping with the unexpected and the importance of saving.

Enterprise links

Financial capability – personal finance, personal risk management, take responsibilities for the impact of financial decisions

Enterprise capability – problem solving, innovation, creativity drive and a ‘can-do’ attitude

Activities

Students experience handling uncertainty and responding to change. They consider new ideas, weigh up the risks involved and decide on a new way forward. A main driver for meeting Enterprise capability.

Optional activity 1 in the game would extend enterprise learning – writing a brief essay or story to describe how the dilemma affected them in role and how they dealt with it. This could be a group activity to explore heading such as feelings, their own and family situation, impact on budgets, what they took into account when deciding the way forward.

Topic 6 – Our Community: Synopsis

Through teamwork and consensus students create neighbourhood communities and form a town that will serve as a background for their work / life experiences in future topics

Enterprise links

Enterprise capability – team work, innovation, decision-making, thinking and learning skills.

Economic and business understanding – take an interest in economics, resources, role of business and its responsibilities.

Activities

Through the activity students learn about business within a town, skills and occupations of different industries and town services, mobility of labour and the role of employers and the community. They develop a greater understanding of business.

Generating discussion about their school’s local area, types of business, jobs, skills available, new developments and regeneration projects could enhance the topic. This could be from local knowledge or research via local papers, library information, Education Business Partnerships or websites such as the Local Authority.

Students could research Labour Market Information (LMI) further via the web, on sites such as the local Learning and Skills Council, Regional Development Agency and Sector Skills Councils. What markets have grown in the UK; e.g. the financial services sector in London, and declined, e.g. the mining industry.

Topic 7 – The Spin Game: Synopsis

Students in their small groups play a question and answer game and are awarded points. This tests their knowledge of work, community and education and skills.

Enterprise links

Questions to test knowledge of **Enterprise capability**, **Financial capability** and **Economic and business understanding**

Activities

Students are able to use the Spin Game to recap and discuss answers. Additional questions are included in this guide.

Topic 8 – Community Challenge: Synopsis

Students are presented with a challenging urban planning issue that introduces them to issues of civic responsibility and community involvement. They make group presentations and explore different types of decision-making processes.

Enterprise links

Enterprise capability – organisation, innovation, risk, team work, personal effectiveness, decision-making, team working, selling, problem solv-

Activities

Students learn about managing change and the impact of business decisions versus community considerations generating a greater business understanding and knowledge plus the impact on the labour market and economy of the town.

Topic 9 – Change is Constant: Synopsis

Students experience the feelings and consequences of job loss and job change caused by a variety of factors including downsizing, restructuring, environmental factors, technological change and personal initiative. They learn some coping strategies and discover that opportunities for positive change can exist in the midst of difficult circumstances and are introduced to transitional planning.

Enterprise links

Enterprise capability – managing change, solving problems, decision making, drive

Financial capability – personal risk management, take responsibility for the impact of financial decisions

Activities

Students develop strategies for experiencing and coping with change. This could be enhanced through discussion by teachers:

- explaining that this is likely to be experienced a number of times throughout their careers e.g. the impact of computers over recent years;
- stressing the benefit of ongoing learning, identifying and matching skills to new jobs.

Topic 10 – Focus on the Journey: Synopsis

Students use and adapt their original CVs to reflect the experiences and transferable skills they have gained from their first job to seek and find new employment. They analyse and reflect on the key differences and opportunities between their first and second jobs.

Enterprise links

Enterprise capability – managing change, solving problems, decision making, drive

Financial capability – personal risk management, take responsibility for the impact of financial decisions

Activities

This topic reinforces the learning so far and enables students to better understand business and enterprise skills by identifying the skills they have acquired in role and revise their CVs.

Topic 11 - The Spin Game: Synopsis

Students are presented with a challenging urban planning issue that introduces them to issues of civic responsibility and community involvement. They make group presentations and explore different types of decision making processes.

Enterprise links

Questions to test knowledge of **Enterprise capability** , **Financial capability** and **Economic and business understanding**

Activities

Students are able to use the Spin Game to recap and discuss answers. Additional questions are included in this guide.

Topic 12 - The Adult World of Work: Synopsis

Students explore and share case studies of real life changes in the world of work based on the findings from their interviews with adults who are influential in their lives.

Enterprise Links

Economic and business understanding - knowledge of the world of work.

Activities

This activity would start after students had completed their work experience placement. On work experience the student could interview their peers, supervisor or customer. This could then be expanded to identify business start up information or entrepreneurial skills e.g. if a new business how the owner identified the gap in the market, what did they consider to get started (see prompts from topic 4). if an established business how do they compete / generate new markets. If a public sector employer this could be based around identifying customer requirements and delivering within budgets.

Could do a presentation to EBP, Tutor Group or 6th Formers.

Topic 13 – The Real Me: Synopsis

Students complete a variety of self-assessment exercises that are intended to give them an insight into their interests, skills and learning styles

Enterprise links

Enterprise capability - personal effectiveness, thinking and learning skills, key skills, selling.

Activities

Students deploy the knowledge and skills they have acquired to their own CVs and personal goals.

Topic 14 – My Next Steps: Synopsis

Students create a new or updated personal Progress File using the information, knowledge and experience gained from their simulated roles and jobs as well as from the self-assessment exercises to demonstrate their personal goals and targets.

Enterprise links

Enterprise capability – respect for evidence, decision making, analysing, assessing skills, qualities, attitude and knowledge required

Activities

Students deploy the knowledge and skills they have acquired to their own CVs and personal goals.

Topic 15 – The Spin Game:Synopsis

Students are presented with a challenging urban planning issue that introduces them to issues of civic responsibility and community involvement. They make group presentations and explore different types of decision making processes.

Enterprise links

Questions to test knowledge of: **Enterprise capability** , **Financial capability** and **Economic and business understanding**

Activities

Students are able to use the Spin Game to recap and discuss answers. Additional questions are included in this guide.

Topic 16 – A New Beginning: Synopsis

This session offers the facilitators, students and their parents or carers the opportunity to come together and share their achievements in The Be Real game

Enterprise links

Enterprise capability – managing change, personal effectiveness, self reliance, can do approach, responsibility, ambition, open – mindedness, pragmatism, commitment

Activities

Students use the knowledge and skills they have acquired to make their presentations. Students could be asked to draw out enterprise skills within their presentations, especially if there is a business representative or EBP member in attendance.

My Life / Work Survey Questionnaire

Name:

Date:

Form/Tutor Group:

School Name:

Agree

No Opinion

Disagree

1. Following your heart and your dreams are as important as studying economic realities

2. Personal qualities are as important to employers as qualifications

3. Transferable Skills are skills that are passed on to friends or other employees

4. It is important to have knowledge and understanding of yourself when evaluating work or learning opportunities

5. Balancing your budget means that you don't spend more than you earn

6. Individuals and communities are not able to influence government decisions

7. As a member of a community you have rights but no responsibilities

8. Dealing with unpredictable and unforeseen events requires a strategy

Q **COMMUNITY** **Q**

COMMUNITY COMMUNITY COMMUNITY

What is labour market information?

- a. knowledge about skills and opportunities in different occupational sectors
- b. party political jargon
- c. job vacancies

Which key factors would a business consider before setting up in a town?

- a. the cost of premises
- b. transport links
- c. the availability of skilled workers
- d. all of the above

Which of these is generally not employed in the manufacturing industry?

- a. author
- b. engineer
- c. production worker

COMMUNITY COMMUNITY COMMUNITY

Q **COMMUNITY** **Q**

A COMMUNITY A

COMMUNITY COMMUNITY COMMUNITY

a. knowledge about skills and opportunities
in different occupational sectors

d. all of the above

a. author

COMMUNITY COMMUNITY COMMUNITY

A COMMUNITY A

Q **COMMUNITY** **Q**

COMMUNITY COMMUNITY COMMUNITY

What is meant by the term Pacific Rim?
a. a mountain range in Asia
b. a type of Japanese car
c. countries which border the Pacific Ocean

Where would you go to get advice about setting up a business?
a. Business Links
b. banks
c. local council
d. all of the above

Which occupation does not belong to the service sector?
a. machine operator
b. hairdresser
c. plumber

COMMUNITY COMMUNITY COMMUNITY

Q **COMMUNITY** **Q**

A COMMUNITY A

COMMUNITY COMMUNITY COMMUNITY

c. countries which border the Pacific Ocean

d. all of the above

a. machine operator

A COMMUNITY A

COMMUNITY COMMUNITY COMMUNITY

Q EDUCATION & SKILLS Q

EDUCATION & SKILLS EDUCATION & SKILLS

When should you update your CV?

- a. when you apply for a job
- b. on leaving school
- c. as you get more qualifications, skills and experience

Which of these terms is the odd one out when related to managing your finances?

- a. budgeting
- b. saving
- c. responsibility
- d. none, they are all relevant

What does APR stand for?

- a. Automatic Pay Rise
- b. Annual Percentage Rate
- c. Annual Price Review

EDUCATION & SKILLS

A EDUCATION & SKILLS A

EDUCATION & SKILLS EDUCATION & SKILLS

c. as you get more qualifications, skills and experience

d. none, they are all relevant

c. Annual Percentage Rate

A EDUCATION & SKILLS A

Q EDUCATION & SKILLS Q

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What is a direct debit?

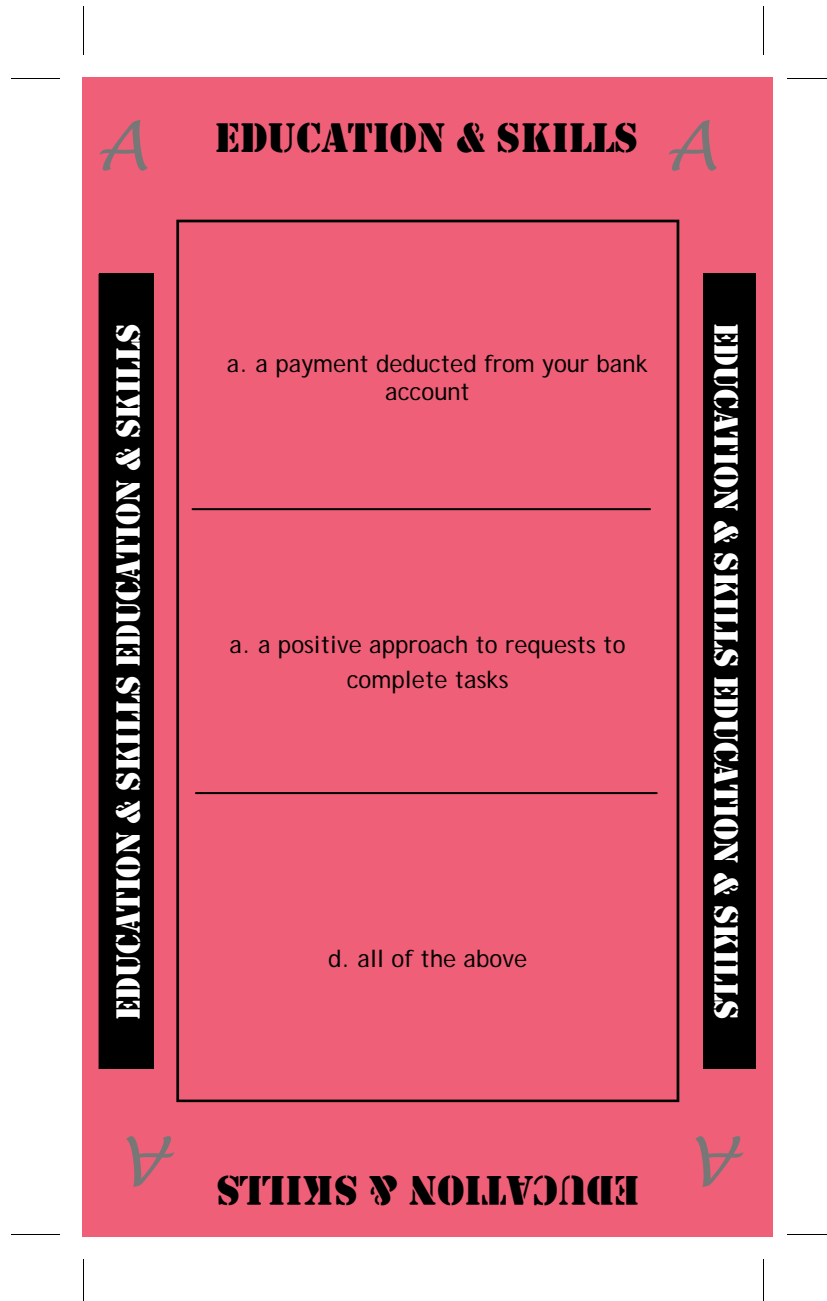
- a. a payment deducted from your bank account
- b. money paid into your bank account
- c. a supermarket loyalty card

What does a can-do attitude mean?

- a. a positive attitude to requests to complete tasks
- b. a type of kangaroo
- c. a person with a bad attitude

Which of these qualities would an employer look for in a CV?

- a. commitment
- b. a team player
- c. ambition
- d. all of the above



Work Question Card 1

Q **W O R K** **Q**

W O R K W O R K W O R K

When in employment who would advise you about a problem or concern?

- human resources manager
- trade union representative
- supervisor or team leader
- all of the above

What does the term disposable income mean?

- money you have left when all outgoings have been deducted
- the amount of bonus paid in your salary
- a loan repayment

How frequently are you likely to change jobs in your career?

- never, once you have a job you stick with it
- once, to get more money
- frequently, as skills and opportunities change

Q **W O R K** **Q**

A WORK A

WORK WORK WORK

d. all of the above

a. money you have left when all outgoings have been deducted

c. frequently, as skills and opportunities change

A WORK A

Work Question Card 2

Q

W O R K

Q

W O R K W O R K W O R K

How can individuals raise money?

- a. getting a loan
- b. using credit cards
- c. working (for others or setting up a business)
- d. all of the above

What is meant by a market opportunity?

- a. a stall becoming available on the local market
- b. special offers in the supermarket
- c. recognising an opportunity to sell a service or product

Where are you likely to train to acquire new skills or qualifications?

- a. on starting a new job
- b. on leaving school
- c. all your working life

W O R K

Q

A **WORK** **A**

WORK **WORK** **WORK** **WORK** **WORK** **WORK**

d. all of the above

c. recognising an opportunity to sell a service or product

c. all your working life

A **WORK** **A**