



The Be Real Game

mapped against

The KS4 Impartial Careers Education

Statutory Guidance

Curriculum Guide 2010

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Lesson Overview

Topic 1: My Role

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 gain some experience of the issues they will be faced with as young adults. They will 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 by using their profile to give examples of the High Five.

KS4 Impartial Careers Education

2.2 Know how to assess personalised information, advice and guidance (including from specialist agencies) at times, and in formats, that reflect their needs

Topic 2: Preparing for Work

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 and apply for and are interviewed for their first job.

- 1.1** Are able to investigate opportunities for learning and work on their own
- 2.1** Understand what motivates them, their strengths and their learning/work preferences
- 3.1** Understand the opportunities afforded by, and are provided with easy access to:
 - The Connexions service
 - Connexions Direct
 - The local 14-19 prospectus
 - Apprenticeship Vacancy Matching Service
 - Other information sources used locally
 - The transition support team (for young people with special educational needs and disabilities)
 - Business Link
 - UCAS and Unistats
- 3.2** Understand the full range of learning opportunities open to them within the school and elsewhere (including at local colleges and with work-based learning providers)
- 3.3** Understand the opportunities for progression to further learning afforded by each course/ pathway, including to higher education
- 3.4** Understand the work opportunities and rewards afforded by each course/ pathway
- 3.5** Understand the opportunities afforded by self-employment
- 3.9** Are aware of opportunities within local, regional and national labour markets
- 5.3** Consider learning and work options that are not generally associated with their school
- 5.4** Consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background
- 6.4** Can follow application procedures and prepare for interviews
- 6.6** Understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent living

Topic 3: The World at Work

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.

1.2 Are able to interpret information and to identify partiality and bias

1.3 Make challenging but realistic plans for their future learning and work

3.1 Understand the opportunities afforded by, and are provided with easy access to:

- The Connexions service
- Connexions Direct
- The local 14-19 prospectus
- Apprenticeship Vacancy Matching Service
- Other information sources used locally
- The transition support team (for young people with special educational needs and disabilities)
- Business Link
- UCAS and Unistats

3.2 Understand the full range of learning opportunities open to them within the school and elsewhere (including at local colleges and with work-based learning providers)

3.3 Understand the opportunities for progression to further learning afforded by each course/ pathway, including to higher education

3.4 Understand the work opportunities and rewards afforded by each course/ pathway

3.5 Understand the opportunities afforded by self-employment

3.6 Know how to access information about community and voluntary opportunities

3.9 Are aware of opportunities within local, regional and national labour markets

4.1 Have been positively challenged to consider opportunities that they might not otherwise have considered (e.g. by experiential learning or 'taster' sessions and through visits to employers, work-based training providers, universities etc.)

5.1 Are able to recognise and challenge stereotypical views of opportunities in learning and work

5.3 Consider learning and work options that are not generally associated with their school

5.4 Consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background

6.6 Understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent living

Topic 4: My Lifestyle

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.

- 2.1 Understand what motivates them, their strengths and their learning/work preferences
- 3.7 Understand, and are able to claim, the financial support that they are eligible to receive to support their learning
- 4.3 Understand the benefits of economic independence
- 5.2 Understand that stereotypical decision-making can have financial implications

Topic 5: Out of Blue

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.

- 1.4 Recognise barriers to the achievement of their plans and understand how these can be overcome
- 4.1 Have been positively challenged to consider opportunities that they might not otherwise have considered (e.g. by experiential learning or 'taster' sessions and through visits to employers, work-based training providers, universities etc.)

Topic 6: Our Community

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.

- 2.1 Understand what motivates them, their strengths and their learning/work preferences
- 3.6 Know how to access information about community and voluntary opportunities
- 4.1 Have been positively challenged to consider opportunities that they might not otherwise have considered (e.g. by experiential learning or 'taster' sessions and through visits to employers, work-based training providers, universities etc.)

Topic 7: The Spin Game

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

- 1.5 Are able to review and adapt their plans in the light of changing personal, educational, social and economic circumstances

Topic 8: Community Challenge

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.

4.6 Recognise when advice provided from informal sources has been shaped by the life experiences of the advice giver and may be inaccurate or incomplete.

Topic 9: Change is Constant

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.

1.4 Recognise barriers to the achievement of their plans and understand how these can be overcome

1.5 Are able to review and adapt their plans in the light of changing personal, educational, social and economic circumstances

3.4 Understand the work opportunities and rewards afforded by each course/pathway

3.8 Understand the concepts of labour markets

4.1 Have been positively challenged to consider opportunities that they might not otherwise have considered (e.g. by experiential learning or 'taster' sessions and through visits to employers, work-based training providers, universities etc.)

Topic 10: Focus on the Journey

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.

- 1.1** Are able to investigate opportunities for learning and work on their own
- 2.3** Understand the skills and qualifications that they need to pursue their ambitions
- 2.4** Have an individual learning plan (ILP) that they keep under review and update as they approach each transition
- 3.1** Understand the opportunities afforded by, and are provided with easy access to:
 - The Connexions service
 - Connexions Direct
 - The local 14-19 prospectus
 - Apprenticeship Vacancy Matching Service
 - Other information sources used locally
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- 3.2** Understand the full range of learning opportunities open to them within the school and elsewhere (including at local colleges and with work-based learning providers)
- 3.3** Understand the opportunities for progression to further learning afforded by each course/ pathway, including to higher education
- 3.5** Understand the opportunities afforded by self-employment
- 3.9** Are aware of opportunities within local, regional and national labour markets
- 4.1** Have been positively challenged to consider opportunities that they might not otherwise have considered (e.g. by experiential learning or 'taster' sessions and through visits to employers, work-based training providers, universities etc.)
- 5.3** Consider learning and work options that are not generally associated with their school
- 5.4** Consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background
- 6.4** Can follow application procedures and prepare for interviews
- 6.6** Understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent living

Topic 11: The Spin Game

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

1.5 Are able to review and adapt their plans in the light of changing personal, educational, social and economic circumstances

Topic 12: The Adult World of Work

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.

4.6 Recognise when advice provided from informal sources has been shaped by the life experiences of the advice giver and may be inaccurate or incomplete

5.1 Are able to recognise and challenge stereotypical views of opportunities in learning and work

6.1 Understand the relevance of their future lives of each part of the curriculum

6.2 Understand the progression opportunities (in terms of learning and work) afforded by each part of the curriculum

6.3 Understand the importance of Key Stage 4 and post-16 subject choices on long term work and career options

Topic 13: The Real Me

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

2.1 Understand what motivates them, their strengths and their learning/work preferences

2.3 Understand the skills and qualifications that they need to pursue their ambitions

4.2 Set challenging but realistic learning and work goals

6.1 Understand the relevance of their future lives of each part of the curriculum

6.2 Understand the progression opportunities (in terms of learning and work) afforded by each part of the curriculum

6.3 Understand the importance of Key Stage 4 and post-16 subject choices on long term work and career options

Topic 14: My Next Steps

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.

- 1.6 Feed back that they have the skills that they need to plan and manage their careers
- 2.4 Have an individual learning plan (ILP) that they keep under review and update as they approach each transition
- 4.2 Set challenging but realistic learning and work goals
- 4.4 Have positive expectations of work
- 4.5 Understand the benefits of remaining in learning (including in further education, Apprenticeships, other jobs with training and higher education)
- 6.1 Understand the relevance of their future lives of each part of the curriculum
- 6.2 Understand the progression opportunities (in terms of learning and work) afforded by each part of the curriculum
- 6.3 Understand the importance of Key Stage 4 and post-16 subject choices on long term work and career options

Topic 15: The Spin Game

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

- 1.5 Are able to review and adapt their plans in the light of changing personal, educational, social and economic circumstances

Topic 16: A New Beginning

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.

- 1.6 Feed back that they have the skills that they need to plan and manage their careers
- 4.7 Feed back that they are excited by, and committed to, further learning