



# The Be Real Game

mapped against

**PSHE Personal Wellbeing**

Curriculum Guide 2010

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### KEY

**KC:** Key Concepts  
**KP:** Key Processes  
**R&C:** Range and Content  
**CO:** Curriculum Opportunities

### 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.

### PSHE Personal Wellbeing

**KC 1.1 a)** Understanding that identity is affected by a range of factors, including a positive sense of self

**KC 1.1 b)** Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem

**KC 1.1 c)** Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendship, achievements and employment

**RC 3 g)** The roles and responsibilities of parents, carers, children and other family members

**RC 3 j)** The diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse

**CO 4 d)** Use case studies, simulations, scenarios and drama to explore personal and social issues and have to reflect on them in relation to their own lives and behaviour

**CO 4 i)** Make links between personal wellbeing and work in other subjects and areas of the curriculum and out-of-school activities

#### 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.

**RC 3 g)** The roles and responsibilities of parents, carers, children and other family members

### 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.

**No Outcomes**

### 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.

**No Outcomes**

### 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.

**KC 1.3 c)** Developing the confidence to try new ideas and face challenges safely, individually and in groups  
**KP 2.2 e)** Identify how managing feelings and emotions effectively supports decision-making and risk management

## 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.

**KC 1.4 b)** Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important

**KC 1.5 a)** Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation

**KC 1.5 b)** Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives

**RC 3 a)** The effect of diverse and conflicting values on individuals, families and communities and ways of responding to them

## 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.

**KP 2.2 a)** Use social skills to build and maintain a range of positive relationships, reflect upon what makes these successful and apply this to new situations

**KP 2.2 b)** Use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences

**KP 2.2 c)** Work individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration

**KP 2.2 d)** Demonstrate respect for and acceptance of the differences between people, and challenge offensive behaviour, prejudice and discrimination assertively and safely

**KP 2.2 e)** Explore feelings and emotions related to changing relationships and develop skills to cope with loss and bereavement

## 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.

**RC 3 a)** The effect of diverse and conflicting values on individuals, families and communities and ways of responding to them

**CO 4 e)** Take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them

**CO 4 f)** Work as members of groups and teams for specific purposes, taking on different roles and responsibilities and identifying the range of skills and attributes needed for teamwork

## 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.

**No outcomes**

## 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.

**No outcomes**

## 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.

**KP 2.2 a)** Use social skills to build and maintain a range of positive relationships, reflect upon what makes these successful and apply this to new situations

**KP 2.2 b)** Use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences

**KP 2.2 c)** Work individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration

**KP 2.2 d)** Demonstrate respect for and acceptance of the differences between people, and challenge offensive behaviour, prejudice and discrimination assertively and safely

**KP 2.2 e)** Explore feelings and emotions related to changing relationships and develop skills to cope with loss and bereavement

## 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.

**RC 3 j)** The diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse

**CO 4 b)** Form opinions and express viewpoints confidently to a range of audiences

## 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.

**KP 2.1 c)** Identify and use strategies for setting and meeting personal targets and challenges in order to increase motivation, reflect on their effectiveness and implement and monitor strategies for achieving goals

**CO 4 g)** Evaluate their own personal development and learning, set realistic targets and goals for future life choices and develop strategies for meeting them

## 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.

**KP 2.1 c)** Identify and use strategies for setting and meeting personal targets and challenges in order to increase motivation, reflect on their effectiveness and implement and monitor strategies for achieving goals

**CO 4 g)** Evaluate their own personal development and learning, set realistic targets and goals for future life choices and develop strategies for meeting them

## 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.

**KP 2.2 a)** Use social skills to build and maintain a range of positive relationships, reflect upon what makes these successful and apply this to new situations

**KP 2.2 b)** Use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences

**KP 2.2 c)** Work individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration

**KP 2.2 d)** Demonstrate respect for and acceptance of the differences between people, and challenge offensive behaviour, prejudice and discrimination assertively and safely

**KP 2.2 e)** Explore feelings and emotions related to changing relationships and develop skills to cope with loss and bereavement

## 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.

**KP 2.1 b)** Reflect on their own and others’ strengths and achievements, give and receive constructive praise and criticism, and learn from success and failure

**RC 3 g)** The roles and responsibilities of parents, carers, children and other family members

**CO 4 b)** Form opinions and express viewpoints confidently to a range of audiences

**CO 4 d)** Use case studies, simulations, scenarios and drama to explore personal and social issues and have to reflect on them in relation to their own lives and behaviour

**CO 4 i)** Make links between personal wellbeing and work in other subjects and areas of the curriculum and out-of-school activities