



The Be Real Game

Trainers Guide





The Be Real Game Trainers Guide

Contents

Information About The Game	Yellow section
Objectives of the game	2
Overview information sheet	3
Example curriculum guide for CEG	6
Trainers Information	Blue section
Hints and tips for Trainers	11
Sample INSET training day	12
Sample half-day workshop	13
Sample evaluation form	14
School Information	Green section
School implementation action plan	15
Hints and tips for teachers	16
Sample one-day lesson plan	17

Objectives of the Game

The Be Real Game is a linked careers education, PSHE, citizenship and WRL programme that enables students, through a series of activities and experiential learning to explore through roles that evolve throughout the game the real issues they will one day face as adults.

It is designed as a journey with two main parts and 16 topics which each represent a step in the journey. During the journey in the process of role playing occupations, students earn and spend money, participate in community life, make decisions that affect their characters' lives for better or worse, battle with chance occurrences and learn that every decision is a career decision.

They then use this information and experience to explore and assess their fictional and real work preferences and formulate their own action plans.

Key objectives of the game are to enable students to:

- See how their schooling relates to their future lifestyle, learning and earning opportunities
- Realise the importance of staying in learning and furthering their knowledge and qualifications in order to benefit from more choice and opportunities in the future
- Be aware of social, economic and technological developments that influence work and lifestyles
- Identify and understand the importance of Key Skills
- Recognise and be prepared for the changes in the job seeking markets
- Understand the concepts of a budget and the need to prioritise 'wants' to income
- Use decision making skills and practise teamwork
- Develop problem solving skills and practise conflict resolution skills
- Explore the ways that social and economic forces influence the nature and structure of work
- Demonstrate and update the skills, knowledge and attitudes involved in locating, interpreting and using information about work and learning opportunities
- Identify how personal characteristics relate to achieving personal, social, educational and life roles
- Identify their personal interests, skills and learning styles
- Be better prepared to make decisions and choices regarding all aspects of their lives, which enable them to take charge of their own destiny

Overview Information Sheet

The Be Real Game is designed as a journey, which is divided into two main parts and each part is divided into a number of topics.

In Part 1 the students assume a role through which they explore and experience issues and aspects of adult life and the world of work. These include:

- family and work responsibilities
- working as part of a team
- the rights and responsibilities of citizenship
- links between education and work opportunities
- coping with change and chance
- making decisions about time and money
- the connections between education, income and job

In Part 2 the students use the information and experienced gained within their assumed role to explore and assess their fictional and their real work preferences.

Topics within the Be Real Game

Part 1: Students play in role

Topic 1: My Role

Students are introduced to the game and the High Five principles and are assigned their adult roles. They learn more about the basic vocabulary and foundation concepts related to the world of work and career building.

Topic 2: Preparing for Work

Students learn about the importance of skills, personal qualities and educational qualifications. Students identify these in relation to their character, prepare a CV / personal information sheet and find work from a selection of adverts.

Topic 3: The World at Work

Students learn whether they were successful at their interview and receive their first job profile. They learn about each other's roles and the diversity of the world of work.

Topic 4: My Lifestyle

Students explore the relationship between income and lifestyle, choices and necessities, as determined by their monthly income. They plan their budget and begin to define key concepts of budgeting.

Topic 5: Out of the Blue

Students have to cope with typical real life dilemmas that challenge their decision-making skills and help them explore their role characters from a different perspective.

Topic 6: Our Community

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

Topic 7: The Spin Game

Students review vocabulary and concepts they have encountered by playing a question and answer game.

Topic 8: Community Challenge

Students are presented with a challenging urban planning issue that introduces issues of civic responsibility and community involvement. Students make presentations and learn more about decision-making skills.

Topic 9: Change is Constant

Students experience the consequences of job loss and job change caused by a variety of factors. They relate this to the global economy. They learn coping strategies and discover that change can be positive. They learn to express their feelings.

Topic 10: Focus on the Journey

Students use their updated CV / Information sheet to seek and find new employment opportunities. They review the difference between their first job and the new position especially in relation to job satisfaction.

Topic 11: The Spin Game

Students review the vocabulary and concepts they have encountered by playing another round of the question and answer game.

Part 2: Students apply the learning of their role experiences to themselves

Topic 12: The Adult World of Work

Students explore and share stories of real life changes in the world of work based on the findings of their interviews with adults.

Topic 13: The Real Me

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

Topic 14: My next Steps

Students reflect on what they have learnt in Be Real and start to identify their personal goals and begin the process of action planning.

Topic 15: The Spin Game

Students review the vocabulary and concepts they have encountered by playing another round of the question and answer game.

Topic 16: A New Beginning

This final topic offers an opportunity for students, teachers and parents/ carers to come together and share their achievements in the Be Real programme.

Key Elements of Be Real Game

Learning Outcomes for KS4 CEG

- Self Development (SD)
- Career Exploration (CE)
- Career Management (CM)

Part 1: Before you Start

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.

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 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

CE. 6: Explain the term 'career' and its relevance to their own lives

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.

SD. 1: Use self-assessment and career related questionnaires to help identify and set short and medium term goals, and career and learning targets

CE. 8: Identify, select and use a wide range of careers information and distinguish between objectivity and bias.
CE. 9: Understand the qualifications available post 16, and the similarities between 6th form, further education and work –based training

CM. 15: Understand and follow application procedures recognising the need for and producing speculative and targeted CVs, personal statements and application letters for a range of different scenarios

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

CM. 16: Understand the purpose of interviews and select and present personal information to make targeted applications

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.

CM. 14: Take finance and other factors into account when making decisions about the future

Topic 5

Out of the 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.

CM. 17: Understand what employers look for in relation to behaviour at work, appreciate their rights and responsibilities in learning and work, and know where to get help.

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

SD. 4: Explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work and suggest ways of doing this.

Topic 7

Spin Game

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

SD. 2. review and reflect on their own experiences have added to their knowledge, understanding and skills and use this information when developing career plans.

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.

SD. 5: Use guided self-exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work

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.

CE. 7: Describe employment trends and associated learning at different levels

CM. 12: Select and use decision making techniques that are fit for purpose including preparing and using action plans, that incorporate contingencies

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.

CE. 10: use work-related learning and direct experience of work to improve their chances
CE. 11: Understand the progression routes open to them and compare critically these options and explain and justify the range of opportunities they are considering

Topic 11 Spin Game

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

SD. 2. review and reflect on their own experiences have added to their knowledge, understanding and skills and use this information when developing career plans.

Part 2 - The Be Real Game

Students use the information and experience gained in Part One to explore and assess their fictional and real work preferences

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.

CE. 7: Describe employment trends and associated learning at different levels

CM. 13: Compare different options and select suitable ones using their own criteria and the outcomes of information, advice and guidance

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

SD. Use self assessments and career related questionnaires to help identify and set short and medium term goals, and career and learning targets

Topic 14

My Personal Statement

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.

SD. 2: Review and reflect on how their experiences have added to their knowledge, understanding and skills and use this information when developing career plans
3. Use review, reflection and action planning to make progress and support career development

CE. 8: Identify, select and use a wide range of careers information and distinguish between objectivity and bias

CM. 12: Select and use decision making techniques that are fit for purpose including preparing and using action plans, that incorporate contingencies

Topic 15

Spin Game

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

SD. 2. review and reflect on their own experiences have added to their knowledge, understanding and skills and use this information when developing career plans.

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

Be Real: Hints and Tips for Trainers

Logistics

- Recommended maximum number of participants per session; 15 10 20
- Minimum number of participants; ideally not less than 8 (2 groups of 4)
- Room set up with round or rectangle tables to form small working groups of 4 to 5
- Separate table for overhead projector
- Separate registration table for larger groups may be helpful
- Equipment needed includes overhead projector and screen as well as easel and flip chart
- Materials needed includes felt tips, markers, coloured paper, name tags, blu-tack, sellotape, scissors and calculators
- Peppermints to help concentration of participants and perhaps a small prize for the winning group of the Spin Game.
- Leave plenty of time to set up room for materials
- Town Map needs to be placed on a wall where it is easily accessible to participants and where other community maps can be added later
- Plenty of wall space is required

Trainer Materials

- Have a Be Real kit to show and use in training
- Where possible ensure each participant has a kit to use during the training session
- Photocopy sufficient handouts for each participant for use throughout the game
- Photocopy different handouts onto a variety of coloured paper
- Suggest to participants that they make a copy of all the photocopyable masters and use these when photocopying for training sessions
- Give out handouts as needed throughout the game. Do not put them all into packs for the participants that are given out at the beginning of a session
- Make transparencies of handouts so that the participants are focused on what you are explaining rather than paging through papers
- Enlarge onto A3 a copy of each glossary page to display in the room and laminate for durability
- Laminate poster and town map to make them more durable for future use with students
- Create own overhead transparencies to cover key training points and links to My Life / Work statements
- Cut out and laminate each of the 2 sets of adverts, marking on the back the number and set
- Present each delegate with a folder so that they can keep a copy of all the materials used in the training session

Presentation Tips

- Provide tips on implementation and adaptations based on experience or prior knowledge, as you proceed through the training
- Give examples from local schools using the game
- If possible invite a practitioner to join the training session
- Make the session as interactive as possible. Ask participants if they have any questions at the end of each unit
- Get to know your audience and what they want from the training session
- Be aware of practice and good communication skills when presenting, use; eye contact with all participants, clear enunciation of words, conversational rate of speech, inflection to add variety to your voice, pauses for think (processing time).
- Be aware of your audience to detect lack of understanding or loss of interest
- Request that participants turn off mobile phones during the training session
- Keep your detailed planner handy and refer to the schedule in order to keep the training moving on schedule. Identify areas on the agenda that could provide opportunities for catch-up time
- At the end of the session provide participants with your contact details so that they can contact you if they have any further questions
- Explain locally how they can purchase more packs

Be Real

Sample INSET Training Day

09.00-09.15	<i>Registration / tea & coffee</i>
09.15-09.30	Part 1 – Introduction to Be Real
09.30-10.00	Topic 1 - My Role
10.00-10.30	Topic 2 - Preparing for Work
10.30-11.00	Topic 3 – The World of Work
11.00-11.15	<i>Break / tea & coffee</i>
11.15-11.45	Topic 4 – My lifestyle
11.45-12.15	Topic 5 – Out of the Blue
12.15-12.45	Topic 6 – Our Community
12.45-13.00	Topic 7 – Spin Game
13.00-13.45	<i>Lunch</i>
13.45-14.15	Topic 8 Community Challenge
14.15-14.45	Topic 9 – Change is Constant
14.45-15.15	Topic 10 – Focus on the Journey
15.15-15.30	Topic 11 – Spin Game
15.30-13.45	Part 2 (Out of Role) Topic 12 – The Adult World of Work Topic 13 - The Real Me Topic 14 - My Personal Statement Topic 15 – Spin Game Topic 16 – A New Beginning
15.45-16.00	Discussion/Tips for Classroom Use Evaluation and Presentation of Certificates

Be Real

Sample Half Day Workshop

1.00 – 1.05	Introductions and Aims of Session
1.05 – 1.10	Materials and Background Information
1.10 – 1.20	My Life/Work Survey
1.20 – 1.35	Topic 1 - My Role
1.35 – 1.55	Topic 2 - Preparing for Work
1.55 – 2.15	Topic 3 - The World of Work
2.15 – 2.25	<i>Break</i>
2.25 – 2.40	Topic 4 - My Lifestyle
2.40 – 2.50	Topic 5 - Out of the Blue
2.50 – 3.00	Topic 7 - Spin Game
3.00 – 3.10	Topic 9 - Change is Constant
3.10 – 3.15	Topic 10 - Focus on the Journey and Evaluation



The Real Game Series Training

Evaluation Form

Trainer's Name **Venue** **Date** ___/___/___

	Fully				Not at All
	5	4	3	2	1
To what extent were the training session objectives met?	5	4	3	2	1
To what extent did this training session meet your expectations?	5	4	3	2	1
Indicate the level of your overall satisfaction with this training session.	5	4	3	2	1

Any further comments?

	Excellent				Poor
	5	4	3	2	1
Was the Trainer knowledgeable?	5	4	3	2	1
Was the Trainer organised?	5	4	3	2	1
Was the content presented in a logical manner?	5	4	3	2	1

Any further comments?

How did you hear about this training session?

Which elements of the training did you find most helpful?

What suggestions do you have for improving this training?

How do you plan to use this game as part of your CEG delivery?

Do you require any further support? (If yes, please detail below)

Any other comments??

Thank you for taking the time to complete this Evaluation form

Be Real

School Implementation Action Plan

Things to do	By whom	Staff Development Needs	Financial/Resource Implication	Complete by (date)	Success Criteria

Be Real

Hints And Tips For Teachers

- It helps to have a Real Game Series Co-ordinator for your school.
- Photocopy worksheets so that you have a spare set – but do it singly, as they are on quite thick card, and can jam the machine!
- Laminate posters, town map and glossary to avoid damage.
- Cut out and laminate each set of job adverts remembering to mark on the back the advert number in small print. Use a different colour for each set of adverts
- Only display the 1st set of adverts at the beginning of the game
- Use the glossary and My life / Work survey to test understanding and learning, and as discussion points. You could give teams points for knowing what the words mean.
- The groups should be of no more than 5. They work best when there are a mix of abilities, and when friendship groups are broken up.
- Give each table a colour and a number
- When allocating the role profiles – the process should appear random, but you may want to give thought to the needs of individual students
- Always use the profiles in the given sequence to ensure diversity of roles in terms of education / training / income levels
- Give students the opportunity to adopt a fictitious name when playing the game
- Get students in pairs to undertake the interview process for the selection of the first job or alternatively link with PA or local EBP. If this is teacher led a team of interviewers is required.
- You could enhance lifestyle costs by using local papers / catalogues / internet as research tools
- Give careful thought to the CV in the pack - is there a better one in use in school that could be a substitute and would save confusing the students
- Real life dilemmas in Out of the Blue could be delivered as mini presentations by each student
- Coloured paper and large sheets of white paper need to be provided for each group of students for Our Community
- Where possible make links with and involve governors and members of the local community e.g. planning officers
- Community Challenge should if possible have a local feel to it. Presentation could be judged by external expert
- Explore with colleagues the range of self-assessment exercises currently undertaken so that any of the exercises given complement rather than duplicate. Give thought to ICT packages e.g. Fast Tomato
- Look at ways of using Be Real to support work experience / WRL and enterprise
- Material created from playing the game can be used in progress File
- Keep articles from local papers about local changes in the labour market
- Adult interview in Topic 12 could be an activity that is completed as part of Work Experience
- Careful thought needs to be given to logistics when planning the playing of the game

Be Real: One Day Sample Lesson Plan

Time	Learning Outcomes	Activities	Pupil Resources	Teacher Resources	Teacher Notes
8.55-9.05	<ul style="list-style-type: none"> Hall. Introduction. Aim of day Organisation of day. High Five Principles. 	<ul style="list-style-type: none"> Listening Allocate groups. 		<ul style="list-style-type: none"> Group list 	
Leave to go to Classroom. Groups are allocated					
9.10	<ul style="list-style-type: none"> Learn to consider options and future 	<ul style="list-style-type: none"> Questionnaire My possible future Talk about training 	<ul style="list-style-type: none"> Pencils Questionnaire 	<ul style="list-style-type: none"> Discussion sheet Acetate on training 	
9.35	<ul style="list-style-type: none"> Put into groups. Give them a colour (see list) Students should understand concepts related to the world of work. Respond to change Work in groups Build positive relationships 	<ul style="list-style-type: none"> Teacher explain use of roles Give them a character role and name for the day. Explain they are just leaving for their first job. Ages may vary. Who are you questionnaire? Discuss using questions on OHP. Groups discuss and feedback to class 	<ul style="list-style-type: none"> Character roles Who are you Activity sheet / Skills and personal qualities 	<ul style="list-style-type: none"> Questions on acetate 	
10.05	<ul style="list-style-type: none"> Preparing for work. Identify qualities, interests, and relevance to career building. Link qualifications to career building. Identify key skills Understand a CV Choose employment to match qualifications. 	<ul style="list-style-type: none"> Teacher discuss personal skills (OHP health & safety officer) Pupils fill out information worksheet. Discuss and review personal skills 	<ul style="list-style-type: none"> Job Profiles on the wall 	<ul style="list-style-type: none"> OHP health & safety officer 	

Time	Learning Outcomes	Activities	Pupil Resources	Teacher Resources	Teacher Notes
10.20		<ul style="list-style-type: none"> Pupils read and choose appropriate job to apply for. Teacher interview one person from each group for job. If pupil does not qualify for job, they have to look again. Only one profile matches one job. Tell others if correct. Discuss ratings amongst class Mock interview Each group completes rating sheet. Discuss. <u>If Time</u>. What's my line? Teacher chooses one person from each group to mime job. Other groups have to guess the job. 	<ul style="list-style-type: none"> Student job Information sheet Job profile 	<ul style="list-style-type: none"> Jobs on wall Job list. Job profile and student profile have a number they must match, so student has to have three bits of paper for teacher to give correct job. 	
10.55-11.15	Break				
11.15-12.00	<ul style="list-style-type: none"> Lifestyles to understand how to budget. To priorities values in relation to income. Apply math's skills Decision making skills 	<ul style="list-style-type: none"> Pupils complete monthly budget. 		<ul style="list-style-type: none"> Budget sheet Budget guidelines 	
12.00-12.15	<p style="text-align: center;">If time: Spin Game</p> <ul style="list-style-type: none"> Out of the blue Decision making skills Teamwork Identify a variety of responses in different situations. Explore moral dilemmas <p>Optional activity if budgeting complete</p>	<ul style="list-style-type: none"> Review budget & effects on lifestyle. Discuss Spin Game Teacher gives out situation cards to match job. Group answers situation cards. Put answers on wall in neat. 		<ul style="list-style-type: none"> Spin Game Situation cards Coloured card to write on answers. 	<ul style="list-style-type: none"> May need to finish discussion after lunch (10 minutes or so)

Time	Learning Outcomes	Activities	Pupil Resources	Teacher Resources	Teacher Notes
12.15-1.15	Lunch				
1.15 -1.20	<ul style="list-style-type: none"> Develop positive relationships Understand some of the basic concepts of urban planning. Make decisions Practice teamwork. 	<ul style="list-style-type: none"> Teacher talk about what a community is. 	<ul style="list-style-type: none"> Sugar paper, Glue House and transport pictures. Felt tips. 	<ul style="list-style-type: none"> Town map Community Map. 	
1.20-2.15		<ul style="list-style-type: none"> Groups design and name their own community. Label with bullet points on the strength of their community. 	<ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> As above 	
2.15-3.05	<ul style="list-style-type: none"> Community challenge. Decision making. Practice conflict Resolution skills. Team work Develop responsibility. 	<ul style="list-style-type: none"> NIMBY Not in my back yard. Problem given out (Airport to be expanded) Each group Prepares argument for/against/where it will or will not go. Group presentation. Teacher chooses most viable argument. Decide where airport will go. 	<ul style="list-style-type: none"> Paper 	<ul style="list-style-type: none"> Problem on OHP 	<ul style="list-style-type: none"> If it overruns may need to complete in tutor time.
3.05-3.15	<ul style="list-style-type: none"> Review 	<ul style="list-style-type: none"> Pupils complete evaluation form Discuss. 	<ul style="list-style-type: none"> Evaluation sheet 		<ul style="list-style-type: none"> Spin game can be used if there are time gaps