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## **Section One**

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# **Introduction to The Real Game Series Evaluation**

## 1. Introduction

### 1.1 Background

The Real Game series is an interactive careers education and citizenship programme which originated in Canada. It is a series of classroom-based programmes that help students learn more about themselves and the opportunities and responsibilities of adult life.

The Department for Education and Skills has successfully developed and piloted versions of three games in the series. **The Real Game**, aimed at students in Years 8 and 9, was introduced in March 2000 after successful short pilots in 40 schools. Following the launch, 5000 copies of the facilitators' kit were made available free of charge to support the training of teachers. A total of 10,500 facilitators' kits have been distributed to schools and other educational establishments.

A further two games were piloted and then introduced in May/June 2002. **The Make It Real Game** is aimed at pupils in Years 6 and 7; whilst **The Be Real Game** is intended for those in Years 10 and 11. Over 5,000 copies of the The Make It Real Game facilitators' kit have been issued to schools on request, many as a result of a limited free offer to primary schools. In addition, more than 1,000 copies of The Be Real Game have also been purchased by schools and others.

### 1.2 Terms of Reference – Research Brief

In Spring 2003, The Connexions Service National Unit (CSNU) within the Department for Education and Skills (DfES) produced a research specification relating to the evaluation of The Real Game Series. The aim of this research was to build on the initial research undertaken by Pear Tree Associates in Summer 2002 in order to assess the impact and benefits of The Real Game series in England.

The terms of reference for the research are specified below:

- To provide data and evidence on how The Real Game series contributes to the delivery of :
  - The learning outcomes for Careers Education and Guidance (CEG), Personal, Social & Health Education (PSHE) & Citizenship;
  - Other areas of the National Curriculum including the Key Stage Three National Strategy;
  - The perceived impact on the attainment of school targets, improved pupil behaviour, race, diversity and inclusion issues.
  - Connexions principles
  - 14-19 Opportunity and Excellence initiatives
- To determine The Make It Real Game's added value as a transition tool in helping pupils move from primary to secondary education; to use in support of the Primary Strategy; its contribution to PSHE and citizenship; how it addresses race, diversity, inclusion and aspirational issues.

- To determine how the games are being used, with which ages, how much dedicated time is allocated to the games and whether all or part of the games are used.
- To determine whether the games are used as stand-alone materials or alongside other identified material.
- To determine how the materials are integrated into the timetable and the amount of time and other resources and support needed to prepare for and run lessons using the games.
- To identify the approximate number of pupils per year helped by the games from the schools surveyed.
- To identify good practice from schools, Local Education Authorities (LEAs) and Connexions Partnerships that other users and current non-users could learn from and adapt for use.
- To identify any areas for developing or updating The Real Game.
- To ascertain reasons why the games are not being used in some schools where they have received the facilitators' pack.
- To identify what support is provided to deliverers of The Real Game series by LEAs and Connexions Partnerships.
- To seek and identify trends and reasons via the co-ordinators for any differences in take up of the games in rural versus urban areas.
- To ascertain the range of marketing methods used by co-ordinators and their relative success.
- To explore links between The Real Game series and Work Related Learning, Personal Finance Education and the Healthy Schools standards and award.
- To examine issues relating to progression and differentiation within The Real Game series including the scope for using and adapting the materials with students with special needs and learning disabilities as well as with the gifted and talented within the context of Connexions.
- To explore preferred strategies for creating a sustainable Real Game Series – users' support network, e.g. conferences, CEGNET website, email bases and E-pals.

The clear terms of reference of the research closely guided the processes of questionnaire design and consultation.

### **1.3 Project Management**

The research was undertaken by a small team of experienced and professionally qualified staff employed by VT Careers Management Limited (VTCM). The team comprised the following personnel:

- A project leader with experience of project management, training and curriculum development.
- A field officer with experience as a teacher, trainer and writer.
- A research officer with experience of questionnaire, telephone survey and focus group design and data input and analysis.

As a network organisation, VTCM also had access to a range of expertise which could be drawn on in support of the project. This included a careers education consultant, an advisory careers co-ordinator and a network of project officers and careers education specialists – many with considerable experience of delivering training to support The Real Game series.

The team also worked in close consultation with Real Game Co-ordinators, teachers, personal advisers and students. The full list of individuals and organisations that contributed their time and expertise is included as Appendix F.

Administrative support was provided by VTCM's central Data Processing Unit.

### **1.4 Methodology**

Following a commissioning meeting at DfES Moorfoot in April 2003, work began on the design of The Real Game survey questionnaire for completion by 470 schools (based on a sample of 10 per Connexions Partnership area). This was approved by DfES as agreed and can be viewed at Appendix A.

The process for the design of the Make It Real and Be Real Game questionnaires followed a similar process although these were sent to a smaller number of 125 schools (based on a sample of 2 or 3 per Connexions Partnership area).

The schools were selected using a 'stratified sampling' technique to ensure that the final list created was representative of the distribution of mainstream and special schools in each area. The Real Game sample was selected from all secondary schools in England and therefore included both users and non-users. Schools targeted for the Make It Real and Be Real postal questionnaires were selected from lists of schools known to have requested facilitator packs from DfES Publications. The samples used for each of the three questionnaires were derived from data supplied by DfES.

Additional data was also requested from local Real Game co-ordinators. Replies were eventually received from 38 of the 47 (80.9%) Connexions partnerships, although the content and quality of responses were variable - less than one-third of replies provided the comprehensive data as requested. Despite this, valuable insights have emerged from the data and from the Real Game co-ordinators' workshop held in Birmingham

on 1 July 2003 which will be considered in this report. Overall, 43 of the 47 (91.5%) Connexions partnerships made some contribution to the research.

Telephone surveys based on the postal questionnaires were also undertaken. The sample for this exercise comprised an even proportion of respondents (to clarify responses received), non-respondents and 'cold calls'. 89 schools were contacted in June and early July 2003 to obtain additional data about The Real Game. The inclusion of new schools in this phase of the research increased the sample size from 470 to 501 schools.

In addition, 38 schools were contacted in relation to The Make It Real Game questionnaire together with a further 24 to follow up The Be Real Game questionnaire.

The resulting data was processed by VTCM's Data Processing Unit using SNAP software. Amongst other features the software was able to cross-tabulate data which allowed analysis against a range of criteria such as geographical location.

A series of focus groups was also organised at locations across England. Four of these included careers co-ordinators, tutors, special needs teachers, local education authority staff and personal advisers. Two comprised students who had played The Real Game. Although the focus groups were targeted at users of The Real Game, useful observations on both The Make It Real Game and The Be Real Game emerged from these discussions and are included in the respective sections of the report.

Questions and guidelines for the focus groups were developed in consultation with DfES. Appendix C provides additional information including the guidelines and questions used with the groups whilst Appendix D includes edited feedback from the groups

A workshop for local Real Game co-ordinators was arranged in Birmingham on 1 July 2003, where preliminary findings from the research were presented and explored. The workshop provided an opportunity to gather examples of good practice and produced a significant amount of qualitative data that is considered in this report. The focus group questions and guidelines were also used at this event.

Three project meetings took place with CSNU staff during the course of the project. These were supplemented by e-mail and telephone discussion.

Despite a number of practical difficulties (including some unavoidable slippage in the initial timetable and problems in accessing teachers for the telephone survey), The Real Game strand of the evaluation proceeded well and received considerable support from the schools involved and from local Real Game co-ordinators.

In contrast, The Make It Real Game strand of this research project encountered problems largely because of the difficulty of accessing the appropriate personnel in schools and the timing of this research towards the end of Summer term 2003. As a result, responses to the postal questionnaire and telephone follow-up were disappointing and the data obtained was of variable quality

The Be Real Game strand of this research project also experienced some difficulties largely because of the Game's relatively recent introduction and the timing of this work in the busy Summer term. Although responses to the postal questionnaire and telephone follow up were slower than expected, a significant level of co-operation was forthcoming from the schools involved.

### **1.5 Structure of Report**

The findings, conclusions and recommendations for each of the three games are considered in turn. An executive summary begins each section and this is followed by a systematic analysis of the findings linked to the research brief.

The survey questionnaires, separate statistical reports, case studies and other supporting information are included as appendices.

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## **Section Two**

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# **Final Report on The Real Game**

## **2.1 Executive Summary – The Real Game**

### **Background**

The Real Game series is an interactive careers education and citizenship programme which originated in Canada. It is a series of classroom-based programmes that help students learn more about themselves and the opportunities and responsibilities of adult life. The Department for Education and Skills has successfully developed and piloted versions of three games in the series including The Real Game, aimed at students in Years 8 and 9, was introduced in March 2000.

### **Research Brief**

In Spring 2003, The Connexions Service National Unit (CSNU) within the Department for Education and Skills (DfES) produced a research specification relating to the evaluation of The Real Game Series in England. The aim of this research was to build on the initial research undertaken by Pear Tree Associates in Summer 2002 in order to assess the impact and benefits of The Real Game series in England.

### **Conclusions**

These conclusions are derived from the findings from the various strands of this research on The Real Game which included a postal survey, telephone follow-up, focus groups and information from local Real Game co-ordinators.

- The Real Game is well established in schools in England. 28.3% of schools in the survey are using the materials – usually with whole year groups.
- It is mainly delivered by tutors through the PSHE or Citizenship programmes in Years 8 & 9.
- It is popular with students and their teachers. Schools that have adopted The Real Game seem almost without exception to continue using it.
- The Real Game is being used/adapted for/with students of all abilities in spite of some reservations about the appropriateness of the basic materials. It is also being successfully used in non-school settings such as Young Offender Institutions.
- Its success depends on careful planning as well as access to good quality training and to adequate resources.
- The Real Game seems to be making a contribution to several aspects of school improvement including student motivation, achievement and behaviour.
- In spite of its obvious links with other curriculum areas, there is much work to be done to develop these further.
- There was limited evidence to support the view that there is a difference in take up of The Real Game between schools in rural and urban areas.
- Few schools seem to be fully exploiting the opportunities provided by The Real Game for involvement of employers, external agencies, personal advisers, parents and older students.

- Schools and students like Real Game materials and approach but would like to see it updated and developed.
- Schools are beginning to introduce other games in The Real Game series but few at this stage seem to be adopting the full suite.

## **Recommendations**

### (i) Updating/Revising The Real Game

*The Real Game contents are in need of review so that some sections can be revised and updated. This should be done in a measured way so as not to undermine a resource which is both popular and well established.*

### (ii) Developing The Real Game for Different Student Groups

*The Real Game should be adapted to better meet the needs of specific student groups including those with learning difficulties. The most effective way of achieving this will be the development of supplementary resources rather than separate packs.*

### (iii) Training and Support for The Real Game

*A training strategy needs to be developed that takes account of national, regional and local issues and their inter-relationship. This should include provision for 'training the trainers' and should also focus on the needs of tutors as this group is primarily responsible for delivery to students.*

### (iv) Developing & Sharing Good Practice

*The national network of Real Game co-ordinators based on the 47 Connexions partnership areas should be maintained and developed. The network not only provides the opportunity for the identification and dissemination of good practice but can also play a practical role in developing some of the additional resources which users are requesting.*

### (v) Making Better Use of ICT to Support The Real Game

*The role of ICT in supporting teacher and student use of The Real Game is currently under exploited. There is scope for making greater use of the Internet, CD-ROM based materials and interactive whiteboards in support of The Real Game.*

### (vi) External Involvement in The Real Game

*The opportunities presented by The Real Game for the involvement of personal advisers, learning support assistants, parents and employers need to be given greater emphasis e.g. in planning, training and publicity*

### (vii) Cost and Availability of Materials

*The cost of materials and the availability of components are a source of concern for many users. The sustainability of the Game depends upon the price and availability of the materials being seen by users to be reasonable. This is an important issue for strategic planning.*

### (viii) Continuing Research into The Real Game

*Long term research should be commissioned so that the impact of The Real Game on students can be measured as they make and implement choices and move into adulthood.*

## **2.2 Findings**

### **2.2.1 Introduction**

In this section the findings from the various strands of the research – the postal questionnaire, telephone follow-up, focus groups, and Real Game co-ordinator data - are considered. The headings from the postal questionnaire are used to structure the findings.

A comprehensive statistical report based on the postal and telephone survey is included in this report as Appendix B.

### **2.2.2 School Details**

A total of 182 questionnaires were completed as a result of the postal survey and telephone follow up producing an overall response rate of 36.3% (182/501). These came from all areas of England and were broadly representative of the 9 Government Office regions.

Almost 4 out of 5 schools responding to the questionnaire were mainstream comprehensives, although selective secondary, independent and special schools were also reasonably represented in the survey.

Respondents came from all environments including inner city areas, suburban areas, towns and villages. Almost two-thirds could be classified as being from ‘urban’ areas; just under one-third as being from ‘rural areas.’

The initial research undertaken by Pear Tree Associates in Summer 2002 indicated possible differences in adoption and usage of The Real Game between ‘urban’ and ‘rural’ schools and, as a result, all questions in this research were analysed to ascertain whether this was the case. Only very limited evidence could be found to substantiate the earlier hypothesis from the analysis of the quantitative data. The most significant differences appear to be in the amount of curriculum time allocated to playing The Real Game.

Urban/rural and regional issues are addressed in detail within the Statistical Report which is included in this report as Appendix B.

### **2.2.3 Use/Type of Use of The Real Game**

Careers/Real Game co-ordinators were asked to comment on how they had heard about The Real Game, about their use of it and about their access to training and the facilitator kits.

The majority of the respondents to the questionnaire (66.5%) had heard about The Real Game through Connexions Partnerships or careers companies. A significant minority (16.5%) had heard about the Game through training programmes, whilst

12.1% stated that they had heard about it through conferences and 11.0% by word of mouth.

Smaller percentages claimed to have heard about The Real Game through newspaper/magazine articles (7.1%) and national publicity (2.7%).

All respondents reported that they had heard of The Real Game. This is an important finding as not only was the original sample drawn from all secondary schools in England but also because of the fact that the replies came from both users and non-users.

These findings would appear to confirm the success of the original roll-out strategy for The Real Game which was based on the development and support of a network of local co-ordinators.

*'Right from the beginning we have supported and encouraged the schools. We put the training on and we paid 100% including supply cover. We actually had a day written into all of the Partnership Agreements with schools that could be used to support the school. When the Real Game originally came out, our Chief Executive also wrote letters to schools encouraging them to take this up so we were there at the start and then it was over to the school.'*

Connexions careers education manager

135 (74.2%) of the careers/Real Game co-ordinators stated that they used the Game within their school, 30 (16.5%) of the careers/Real Game co-ordinators reported that they did not use the Game. 17 (9.3%) did not provide a response to this question. It is clear, however, from answers provided to subsequent questions that at least 7 of those not providing a response are in fact making use of The Real Game in their schools. As a result, it is possible to arrive at a revised figure of 142 users for the purposes of this analysis (78.0% of respondents).

Of the 30 respondents who said they were not using The Real Game, 19 (63.3%) reported that they intended to use it in the future, 6 (20.0%) did not, whilst 5 (16.7%) did not reply.

Based on the survey sample of 501 schools, the data above suggests a national penetration rate for England of at least 28.3% (142/501). Data supplied by local Real Game co-ordinators indicates that penetration is significantly higher than this in some areas and lower in others. In County Durham, for example, 19 of the 36 (52.7%) secondary schools are known to be using The Real Game. In Staffordshire, 46 of the 86 secondary schools (53.4%) were known to be using The Real Game, whilst data from Shropshire, Telford and the Wrekin shows 24 of the 36 schools (66.6%) as users.

151/182 (83.0%) careers/Real Game co-ordinators reported that their institutions had staff members trained in the use of The Real Game. 121/142 (85.2%) of those who were using The Real Game also had members of staff who were trained in using the

Game. This implies that over 10% of schools are delivering The Real Game to students with non-trained staff. On the one hand, it could be seen as worrying that around one in ten teachers delivering the Game is doing so without the benefit of training. On the other, it could be seen as testimony to the quality of the materials in the facilitators' pack that this happens. This was one area of the research where some regional variation did emerge. Careers/Real Game co-ordinators whose schools/units were in the GO North West region were the likeliest to have staff members who were trained in the use of The Real Game (22/23: 95.7%), with those in GO London being the least likely (10/16: 62.5%).

163/182 (89.6%) reported that they had a copy of The Real Game facilitators' kit. Furthermore, 131 of the 142 (92.2%) respondents who used The Real Game reported that the school had a copy of The Real Game facilitators' kit. This could indicate that some schools are delivering without reference to the facilitators' pack or alternatively that they have failed to answer the question fully or accurately. This is an intriguing finding given that over 10,500 packs have been distributed nationally since the launch of The Real Game – many on a free offer basis.

*'Even the least enthusiastic (teacher) regarding PSHE can make this work and make it happen for the students. They can pick it up and run with it for themselves. We've got the strength of the presentation and the style and the resource materials that are there for the teachers. Everything is there; it's a pack that has everything.'*

PSHE co-ordinator

The 30 schools/units not using The Real Game were asked to give reasons for this. Time appears to be the major issue. 13 (43.3%) indicated that the Game was not being used due to the time required for its planning and implementation, 12 (40.0%) stated it was because of lack of time within the curriculum, whilst 10 (33.3%) stated that it was through a lack of trained staff. 5/30 (16.7%) respondents commented on the cost of the materials, 4/30 (13.3%) referred to the content and appropriateness of the materials with 3/30 (10.0%) mentioned that the Game did not fit with existing materials. It is important to re-iterate at this point that of the 30 non-users, 19 (63.3%) said that they were planning to use The Real Game in the future indicating that they felt able to overcome the barriers mentioned.

Those who stated that they used The Real Game were questioned on how long they have been using it. 74 (52.1%) of those who responded to this question stated that they had been using The Real Game for more than 2 years, whilst 47 (33.1%) had been using the Game for more than 1 year, and 21 (14.8%) had begun to use the Game within the current academic year. This finding seems to reflect the initial resources that were devoted to the launch of the Game, but encouragingly, it also appears to confirm that The Real Game continues to maintain its impetus.

Schools were next asked how much of The Real Game they were using. In terms of levels of use, 96 (70.6%) of those who responded to this question stated that they used part of The Real Game within their school/unit, whilst 40 (29.6%) used all of the Game. Those who used part of the Game were also asked to provide further

comments on how they used it. Most comments received indicate that large parts of the Game are being used, although in many cases topics are edited to fit the time available. Typically schools/units seem to concentrate their efforts on the earlier topics such as The Spin Game, The Dream and Reality Check.

The majority of schools/units using The Real Game (59.0%) dedicated 6-20 hours per academic year to its use. This is significantly less than the suggested time allocations in the facilitators' guide. 22 (15.3%) schools allowed more than 20 hours whilst 25 (17.4%) reported that they spent 5 hours or less on the Game. Rural schools are most likely to be using The Real Game for more than 20 hours whilst those in urban areas are more likely to be using it for 5 hours or less. Only 12 (8.3%) schools/units said that they organised dedicated Real Game days.

Year 8 students are the most likely group to be playing The Real Game (56.9% of schools/units gave this response) closely followed by Year 9 students (43.2%). 14 (9.7%) are playing the Game across Years 8 and 9. Although there is some evidence that it is also being used to a limited extent by other groups including Year 7 and Year 11 students, this finding provides strong confirmation that The Real Game is being delivered primarily to the groups for which it was intended. In many cases, The Real Game has been used as a vehicle for introducing Citizenship/Careers Education & Guidance into Year 8.

*'It forms the focus of our Year 8 PSHE/Citizenship provision – one hour per week. Introduced four years ago where there had been no programme.'*  
PSHE/Citizenship co-ordinator

The average number of pupils using The Real Game in each school/unit per academic year was 210. This would seem to confirm that in most cases the resource is being used with whole year groups.

When asked about those who deliver The Real Game, 73 of the 89 (82.0%) of careers/Real Game co-ordinators responding to this question reported that tutors are most likely to be delivering The Real Game within their school/unit. PSHE teachers and careers co-ordinators also have a substantial involvement. This is perhaps unsurprising given that most institutions seem to deliver The Real Game through their PSHE or Citizenship programmes. Responses to the questionnaire indicate that Connexions Personal Advisers, learning support assistants, older students and employers only seem to have a very limited role in its delivery. Despite this, there is evidence from the focus groups that the involvement of such groups can have a significant impact on both the management and delivery of the programme.

*'The delivery is as good as the tutor'*  
PSHE/careers co-ordinator

*'We specifically trained some learning support assistants on a separate Inset on one occasion because we thought it was important for them to have some idea of what was going on.'*

PSHE/careers co-ordinator

84/140 (60.0%) careers/Real Game co-ordinators who reported on training methods indicated that they had used training courses organised by Connexions Partnerships or former careers companies. 65/140 (46.4%) stated that training was through 'on-site inset'. 26/140 (18.6%) used 'in-house training manuals'. Survey responses and comments from the focus groups seem to show that training is a key factor in terms of tutor confidence and motivation.

*'Our team leader/careers co-ordinator went on a Connexions training course and then delivered training to the rest of the team.'*

PSHE co-ordinator

#### **2.2.4 Links with The Wider Curriculum**

Schools/units were asked to provide feedback on the ways in which The Real game supports the learning outcomes for specific curriculum areas.

A total of 142 respondents provided information for this section, although many chose not to complete all sections. 132 (93.0%) of the total considered The Real Game to 'fully' or 'partly' support the learning outcomes for Personal, Social and Health Education. 131 (92.3%) provided the same response in relation to Citizenship. Everyone who provided an answer to the questions felt that The Real Game supported the learning outcomes for both Personal, Social and Health Education (132/132; 100.0%) and Citizenship (131/131; 100.0%). The response for Careers Education & Guidance (CEG) was also positive. 105 (74.0%) of the total stated that the Game fully or partly supported the learning outcomes for CEG (105/106 or 99.1% of those providing a response to this part of the question).

In addition, a majority of the total number of respondents reports that the Game 'fully' or 'partly' supports the learning outcomes for, Work Related Learning (101/142; 71.1%) And Financial Capability (93/142; 65.5%). and Enterprise Education (45/62; 72.6%). The links with Enterprise Education and Healthy Schools Standards do not seem to have been seen as clearly.

*'I think there are various bits of The Real Game that you can use in other areas of the curriculum such as GNVQ. I also use it as part of Citizenship.'*

PSHE/careers co-ordinator

*'It just helps with all the key skills.'*

Year 8 student

A full range of comments on the various curriculum links is collated in the Statistical Report (Appendix B).

It is clear from both quantitative and qualitative evidence that The Real Game can make a significant contribution to specific curriculum areas such as Citizenship, PSHE and Careers Education and Guidance. Equally, it is evident that there remains scope for the Game's links with the wider curriculum to be developed further. Few examples were provided to indicate that delivery of The Real Game was being actively linked with National Curriculum subjects such as English, Mathematics, ICT and Geography.

### **2.2.5 Impact of The Real Game**

An important component of this research concerned the impact of The Real Game on issues related to school improvement and its relevance to particular student groups.

A total of 126 respondents provided information for this section, although many chose not to complete all questions. Responses to the questionnaire show that The Real Game is generally perceived to be contributing to different aspects of school improvement. 113/126 (89.7%) respondents, for instance, stated that its use has contributed 'to an extent' or 'to a large extent' to the improvement of student motivation; whilst 95/126 (75.4%) respondents also felt that its use had helped with student achievement 'to an extent' or 'to a large extent'. 77/126 (61.1%) also reported that The Real Game had contributed to student behaviour 'to an extent' or 'to a large extent'. (27/126 (21.4%) expressed the view that it contributed to student motivation to 'a large extent'. Only 8/121 (6.6%) respondents took the view that it 'has not contributed' to student motivation).

For a significant number of schools, use of The Real Game also seems to have had a positive impact on school improvement in relation to student behaviour (77/126; 61.1% providing a 'to an extent' or 'to a large extent' response), student inclusion (58/126; 46.0%), student awareness of race/diversity issues (56/126: 44.4%) and school targets (58/126; 46.0%).

There were several areas where respondents felt that use of The Real Game 'has not contributed' to school improvement. These included: student attendance (58/126; 46.0%), parental involvement (60/126; 47.6%) and involvement of employers and external agencies (47/126; 37.3%).

Feedback from the focus groups appears to be generally supportive of these findings, although in several instances it implies that the Game has a greater impact in certain areas. Teachers, for instance, tended to comment positively on student behaviour whilst students mentioned the Game's impact on their attendance and motivation. Student awareness of race and diversity issues also seems to have been strengthened through their involvement.

*'We've not had to pull anybody out in the three years we've been doing it, not for any reason whatsoever. If you can get through a whole day where the whole lot of Year 8 are as well behaved as you are going to get them, is an amazing achievement you*

*wouldn't expect that to happen on any other normal day. It does improve relationships, it does make them realise that they can get on, they can do whatever. They can get on with their tutors, they can get on with their peers.'*

PSHE/careers co-ordinator

*'I have run it several times now having using one afternoon a week over a term and it works every time and they haven't lost the interest, in fact they look forward to the next session.'*

Tutor

*'It gave me more confidence about sharing my ideas in other lessons with people.'*

Year 8 student

Respondents to the questionnaire felt that The Real Game supported students with learning difficulties (92/129; 71.3%) gifted and talented students (94/127; 74%) and students with other additional needs (47/65; 72.3%) 'to an extent'. Few, though, felt that the Game supported these student groups 'to a large extent', whilst 26/129 (20.2%) respondents expressed the view that The Real Game did not offer any support at all to students with learning difficulties.

Several examples of successful work with particular groups were identified through the focus groups including projects with young offenders.

There were numerous comments on the limitations of the Game and materials for various groups and a strong feeling that adaptations are needed for pupils with learning difficulties. The literacy level is seen as demanding for some student groups, similarly the finance content. By contrast, others commented that gifted and talented students needed to be offered more challenge and a greater range of open-ended tasks.

There was also a well-argued view that The Real Game can be delivered so as to benefit a wide range of students. A mixture of abilities in the classroom groups, for instance, allows all students to be supported. Similarly, there were many examples of schools and teachers using their expertise to modify the Game to better meet the needs of their students.

*'Adaptation of the materials is required for pupils with learning difficulties.'*

PSHE/careers co-ordinator

*'The gifted and talented need more challenge and open ended tasks.'*

PSHE/careers co-ordinator

*'As always in education, it is the relationship/skill of the teacher that is the main factor.'*

PSHE/careers co-ordinator

### 2.2.6 Evaluation and Future Use

In this section, issues relating to the effectiveness and development of The Real Game are considered.

The Real Game seems to have achieved popularity with both teachers and students. 139 of the 142 (97.9%) known users of The Real Game, for example, stated that they intended to continue using The Real Game.

The reason given by one of the two schools (one urban; the other rural) for discontinuing the Game was the difficulty in getting tutors to put in the required preparation rather than dissatisfaction with the materials.

Students in the focus groups consistently expressed enthusiastic support for the Game in terms of its approach, content and relevance. Careers/Real Game co-ordinators, other teachers and personal advisers who took part in the focus groups also expressed positive views about the Game and its overall impact.

*'I think its one of the most powerful resources that has come up in years of delivering careers work. I'll give it 10 out of 10.'*

PSHE/careers co-ordinator

*'Because we did it reasonably successfully the first time round the word spread and the kids were saying, "When are we going to do the Real Game?"'*

PSHE/careers co-ordinator

*'My overall impression about the Real Game was that it was very very good. It did help us a lot; it did help me a lot. There were one or two ways in which it could have been improved, but other than that it was fun. It did give me a very small glimpse of how the future would be if I had this job, and how much I would be getting paid for it.'*

Year 8 student

As indicated earlier, it is clear that The Real Game is commonly delivered through a school's Personal and Social and Health Education (PSHE) or Citizenship programmes. Tutors are most likely to be responsible for running the programme and both questionnaire respondents and focus group members commented frequently on the crucial importance to effective and successful delivery of trained and motivated staff.

When asked about planning and implementation issues, there were several comments on the lack of time for adequate planning and preparation. As pointed out earlier in this report, however, this rarely seems to be an insurmountable barrier to implementation. Other comments re-visited the issues around more differentiated materials to support less able students.

A number of suggestions were made for easing the introduction of The Real Game including the development of local support groups and the production of simplified guidance notes.

Careers/Real Game co-ordinators appear to be generally content with the Facilitators' Guide and with the standard of training offered to schools, although some local problems in accessing training and support were reported.

When asked about ways in which The Real Game could be updated and developed, most responses concentrated on the need to update the salaries and wish list prices and the desirability of more differentiated materials. Others suggested the inclusion of a wider and more representative range of jobs whilst others requested more explicit links to be made with other curriculum areas and initiatives. There were also requests for a wider range of activities including crosswords and wordsearches as well as for the inclusion of health issues relating to work. The Real Game Co-ordinators workshop felt the Fair Play topic to be dated and in need of revision.

The cost and availability of materials was also mentioned frequently. The inability to acquire replacement materials easily and cheaply was reported as a difficulty along with the level of service provided by DfES publications.

Careers/Real Game co-ordinators were asked whether their schools/units were using other games in The Real Game series. 17/96 (17.7%) who answered the question stated that they were also using The Make it Real Game as well as The Real Game. (Some of these reported working with feeder primary schools). 33/108 (30.6%) of respondents using The Real Game also reported using The Be Real Game. 7 careers/Real Game co-ordinators (7/182; 3.8% of all respondents) reported that they used both The Make It Real and Be Real Games alongside The Real Game. It is clear from the responses that most of the comments above have been made on the basis of only limited experience of The Make It Real and/or Be Real Games. Schools often reported being in the process of delivering Games for the first time or of planning for their introduction in the new academic year.

When given a final opportunity to comment on how The Real Game might best be developed, suggestions tended to group themselves under four main headings;

- Training – free, ongoing and school-based
- Linking The Real Game to Business – a website to with activities and links to companies who will support students
- Sharing Practice – local, regional and national; newsletters and websites
- Materials & Costs – updates, realistic pricing and continuing development of content

A full selection of comments on suggested developments can be found in the Statistical Report at Appendix B.

*'I think it enhances everything we do but it is also totally stand-alone.'*  
PSHE/careers co-ordinator

*'When we have parents' evenings they are commenting on it. They think it is good that the kids actually get a wake up call about mum's money and what the real world is about and the fact that they have got to then say 'yes we can afford that house but we've got all these bills that go with it'. It is so realistic. The kids love it.'*

Year 8 tutor

*'It's a good tool/resource which students enjoy, and I as a teacher enjoy using.'*

PSHE/careers co-ordinator

### **2.2.7 Conclusions**

As a result of this research, it seems possible to make a number of broad conclusions about The Real Game and its use in England:

- The Real Game is well established in schools in England. 28.3% of schools in the survey are using the materials – usually with whole year groups.
- It is mainly delivered by tutors through the PSHE or Citizenship programmes in Years 8 & 9.
- It is popular with students and their teachers. Schools that have adopted The Real Game seem almost without exception to continue using it.
- The Real Game is being used/adapted for/with students of all abilities in spite of some reservations about the appropriateness of the basic materials. It is also being successfully used in non-school settings such as Young Offender Institutions.
- Its success depends on careful planning as well as access to good quality training and to adequate resources.
- The Real Game seems to be making a contribution to several aspects of school improvement including student motivation, achievement and behaviour.
- In spite of its obvious links with other curriculum areas, there is much work to be done to develop these further.
- There was limited evidence to support the view that there is a difference in take up of The Real Game between schools in rural and urban areas.
- Few schools seem to be fully exploiting the opportunities provided by The Real Game for involvement of employers, external agencies, personal advisers, parents and older students.
- Schools and students like Real Game materials and approach but would like to see it updated and developed.
- Schools are beginning to introduce other games in The Real Game series but few at this stage seem to be adopting the full suite.

### **2.2.8 Recommendations**

The recommendations outlined below seek to draw on the full range of feedback that has been generated by the evaluation process.

#### **(i) Updating/Revising The Real Game**

It is now four years since the current Real Game materials were written and many users contributing to this research have commented on the need for the contents to be reviewed so that some sections can be revised and updated.

The tendency for the price of 'Wish List' items and salary details to date quickly was noted by a large number of contributors. There were also comments on the need to review the range of occupations to ensure that they are more representative of the labour market. In addition, some topics were felt to be dated and in need of modernisation, whilst there were also requests for a wider range of activities and approaches to be included. The 'Fair Play' topic, for instance, was felt to be dated and in need of review in order to provide a more comprehensive and coherent introduction to equal opportunity and diversity issues.

In spite of these views, it should be remembered that the Game as it stands seems to be highly popular with students and teachers alike. Negative comments about the Facilitators' Pack are rare and almost all schools using The Real Game state that they intend to continue doing so.

In the light of these factors, a measured and incremental approach to updating and revision would appear to have merit. Re-writing at this stage in The Real Game's development would bring with it the risk of undermining existing approaches and would also be both time consuming and costly. In order to respond to the demand for updated resources, a more realistic approach might be to do this in the form of supplements to the existing Facilitators' Pack.

When revising The Real Game and others in the series, consideration should also be given to modifying the appearance of the three games so that each retains the clear branding but is also given a more distinctive look from a student perspective.

## **(ii) Developing The Real Game for Different Student Groups**

Although this research indicates that The Real Game is currently being used successfully with a wide range of students including the gifted and talented, those with learning difficulties and others with special needs, there were many comments on the limitations of the material for specific groups. Requests were made for a 'special needs' version to be developed, but this does not seem to be a practicable proposition given the diversity of the sector.

A more realistic approach might include the provision of additional guidance and the development of specific resources to support these groups such as modified job descriptions and simplified budget sheets. It is likely that examples of such materials already exist and are being used effectively in classrooms. The challenge is to identify where these can be found and to find a means of sharing this practice. The Real Game series section of The Connexions website would seem to be the obvious medium for this.

There was little clamour for the development of a post-16 version of the Game, although it should be pointed out that the research did not specifically seek views on the issue. Despite this, further analysis of need should be undertaken as not only

would a post-16 version complete the suite of games, but it would also enable to series to cover the whole 14-19 continuum.

### **(iii) Training and Support for The Real Game**

A systematic approach to the provision of high quality training has been a key factor in The Real Game's successful introduction to and adoption by schools. Training will continue to be a key factor in The Real Game's future development and it is important that a strategy is developed to ensure this issue continues to be addressed.

The strategy will need to take account of national, regional and local issues and their inter-relationship. It is important, for example, to re-establish the national *Train the Trainer* sessions as some areas report that they no longer have sufficient trained personnel to deliver local courses as a result of staff turnover and the impact of Connexions changes. At a local level, Connexions partnerships need to be engaged to provide accessible training on a continuing basis to tutors in order to guarantee the Game's sustainability. This should include a range of approaches including workshops, on-site Inset and training manuals and materials.

An important issue that all training needs to address is that of teaching and learning to ensure that The Real Game is providing young people with a range of activities to meet their different learning styles. The Real Game provides a sound framework for achieving this, but there is a danger that hasty implementation can result in The Game becoming overloaded with worksheet based activities.

### **(iv) Developing & Sharing Good Practice**

The success of The Real Game thus far has been based on a restrained yet effective approach to its promotion and development. This has depended heavily on the establishment of a network of local Real Game co-ordinators which now covers all 47 Connexions partnerships. It is recommended that this network continues to receive the support of the Connexions Service National Unit so that this work can be consolidated. Such a network not only provides the opportunity for the identification and dissemination of good practice and but can also play a practical role in developing some of additional resources which users are requesting.

The research into The Real Game indicates a need to provide support to users on such issues as adaptation, curriculum location, delivery models, and cross-curricular and other links, which could be facilitated through the network. Examples of other practical issues that could be addressed include the mapping of The Real Game to the learning outcomes for the new National Framework for Careers Education and Guidance and the provision of more explicit guidance on using The Real Game series as a whole so that the progression inherent in its design is recognised. The latter could also help to address concerns have been expressed about the impact of the different games being diminished where schools are using more than one.

The Real Game newsletter provided a useful means of practical information, advice and guidance to users when the Game was first introduced. Its re-introduction – in

either printed or electronic format – would provide an effective vehicle for ensuring that users were aware of international, national and local developments as well as providing a forum for the exchange of ‘hints and tips’.

#### **(v) Making Better Use of ICT to Support The Real Game**

There were numerous comments – especially from local Real Game co-ordinators – about the need to make better use of ICT in support The Real Game.

The updated Real Games Series pages on The Connexions website are an encouraging development, although it will be important to make sure that users are fully engaged in the development of the site. The national Real Game co-ordinators network could be given a key role in identifying material to populate this site – particularly in relation to good practice and successful approaches. The potential of the CEGNET website should also be exploited in this respect.

Consideration should also be given to the development of CD ROMs as these could provide a cost effective and simple method for both updating materials and making additional resources available to users. The potential of interactive whiteboards which are increasingly a feature of classrooms also needs to be explored since several topics including The Spin Game would seem to be adaptable for use through this medium.

#### **(vi) External Involvement in The Real Game**

Feedback from all strands of this research indicates that delivery of The Real Game is substantially the responsibility of tutors supported by careers and PSHE co-ordinators. Connexions Personal Advisers, learning support assistants, older students, parents and employers only seem to have a very limited role in most schools.

It is disappointing that the potential of such groups is being overlooked and schools need to be encouraged to recognise the added dimension that their involvement can give. There are a number of ways in which this might be addressed including the development of case study material so that schools can more clearly see the benefits of external involvement and can better understand how to achieve this.

An alternative approach could seek to engage employers, training organisations and other agencies in the continuing development of The Real Game.

Supporting materials could be developed to demonstrate how The Real Game (and others in the series) could contribute to the 14-19 Agenda generally and work related learning specifically.

#### **(vii) Cost and Availability of Materials**

There continue to be concerns expressed about the cost of the Facilitators’ Kits particularly in larger schools where multiple copies are required to run the Game properly. Although some Connexions partnerships are still making free copies

available to schools, this is by no means universal. A related problem is the difficulty of purchasing of some of the peripherals due to the high costs involved. The Facilitator's Guide and the student folder were frequently mentioned in this respect.

During the course of this research, it has become possible to acquire some replacement materials. However, the sustainability of The Real Game would undoubtedly be helped if there were more flexibility to allow for the separate ordering of the various components as well as more attractive incentives for bulk purchases.

Some schools reported on the difficulty of obtaining resources from DfES publications and this requires further investigation.

### **(viii) Continuing Research into The Real Game**

The students who have contributed to this research clearly felt that they had benefited from playing The Real Game and find it different and fun. They also seem to have an appreciation of ways in which it can support them in their career and wider learning and development. This research, however, only provides a limited snapshot of student perspectives, and it would be helpful to commission some longer term research into the impact of The Real Game series on students as they make and implement decisions and move into adulthood.

At a more immediate and practical level, it will be useful to conduct research and to local collate data on the usage of The Real Game. Local Real Game co-ordinators were asked to do this as part of this evaluation. Some co-ordinators have been able to supply detailed feedback but the majority has not. As a result, the national picture of training and usage is still not as complete as it might be. It is recommended that the exercise be repeated in the current academic year with sufficient time and clarity to enable the required data to be collected.

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## **Section Three**

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# **Final Report on The Make It Real Game**

### 3.1 Executive Summary – The Make It Real Game

#### 3.1.1 Background

The Real Game series is an interactive careers education and citizenship programme which originated in Canada. It is a series of classroom-based programmes that help students learn more about themselves and the opportunities and responsibilities of adult life. The Department for Education and Skills has successfully developed and piloted versions of three games in the series including The Make It Real Game, aimed at students in Years 6 and 7, was introduced in Spring 2002.

#### 3.1.2 Research Brief

In Spring 2003, The Connexions Service National Unit (CSNU) within the Department for Education and Skills (DfES) produced a research specification relating to the evaluation of The Real Game Series. The aim of this research was to build on the initial research undertaken by Pear Tree Associates in Summer 2002 in order to assess the impact and benefits of The Real Game series in England.

#### 3.1.3 Conclusions

These conclusions are derived from the findings from the various strands of this research on The Make It Real Game which included a postal survey, telephone follow-up and information from local Real Game co-ordinators. Some further evidence was also received through the focus groups organised as part of The Real Game strand of research. *Please note that only 25 responses were received in total from the postal and telephone questionnaire.*

- Despite the high number of packs distributed, it would appear that Make It Real has yet to become embedded in schools. Only 7.9% of the survey sample were using or planning to use the resource.
- Year 6 pupils are the group that seem most likely to be using The Make It Real Game. There is evidence that it is being used/adapted with special needs groups in secondary schools.
- There is evidence that take up is patchy at both national and local levels. In some areas, there is no training programme in place, in others it is only just gathering pace.
- Most users are likely to have been trained through courses provided by Connexions partnerships, although few appear to be offering a high volume of training.
- The limited amount of training is probably acting as a brake to the adoption of The Make It Real Game by schools.
- The national strategy for training local staff and the fact that primary schools are outside the scope of Connexions means that local Real Game co-ordinators often only possess a partial picture (at best) of take up and usage and are not always able to provide appropriate support.
- Where Make It Real has been introduced it is proving a popular resource with pupils and teachers. It is seen as a particularly valuable resource for supporting the transition of pupils from Key Stage 2 to Key Stage 3.

- Users would like to be able to acquire individual components for the Game more easily. They would also like the map to be more robust and manageable.
- As implementation is at an early stage in many areas, further research will be required to provide a more complete picture of Make It Real's impact.

### **3.1.4 Recommendations**

#### **(i) Training & Support for The Make It Real Game**

*Stronger strategic direction and support is required from DfES if Make It Real is to have a similar impact to The Real Game. A more coherent and consistent approach to training is required. This needs to link with schools which have taken advantage of the free pack offer.*

#### **(ii) Marketing & Promotion**

*The national network of Real Game co-ordinators based on the 47 Connexions partnerships should be maintained and developed so that it can more actively support the introduction of the new games. Marketing should focus on the contribution that Make It Real can make to support pupil transition. Project work based on this should be considered.*

#### **(iii) Content, Costs & Availability of Materials**

*The cost of materials and the availability of components are a source of concern for many users. The successful introduction of the Game depends upon the price and availability of the materials being seen to be reasonable by users. More flexibility for the ordering of the Game's components as well as more attractive incentives for bulk purchases are recommended. Consideration should be given to extending the free pack offer to special schools and units*

#### **(iv) The Make It Real Game & The Real Game Series**

*Additional guidance is required on the implementation of The Real Game series as a whole. This should be integrated into all training provision.*

#### **(v) Continuing Research into The Make It Real Game**

*The survey should be repeated at the end of the 2003/4 academic year as few schools have yet been able to implement The Make It Real Game.*

*Long term research should be commissioned so that the impact on of The Real Game series as they progress through full-time education in training, work and adult life.*

## **3.2 Findings**

### **3.2.1 Introduction**

In this section the findings from the various strands of this research – the postal questionnaire, the telephone follow up, focus groups and Real Game co-ordinator data – are considered. The headings from the postal questionnaire are used to structure the findings.

A comprehensive statistical report based on the outcomes of the postal and telephone survey is included in this report as Appendix B.

### **3.2.2 School Details**

25 questionnaires were completed as a result of the postal survey and telephone follow up out of the 125 schools contacted, giving a response rate of 20.0%. Responses came from schools in all 9 Government Office regions.

Almost two-thirds of the schools responding to the questionnaire were primary schools, a fifth were special schools whilst one eighth were secondary schools.

Respondents came from all environments including inner city areas, suburban areas, towns and villages. The majority of respondents (14/25; 56.0%) were based in schools/units which described their catchment area as either a rural town or rural area such as a village.

Insufficient data was collected to be able to make useful observations about possible differences in the adoption and usage of The Make It Real Game between ‘urban’ and ‘rural’ schools.

### **3.2.3 Use/Type of Use of The Make It Real Game**

Respondents were asked to comment on how they had first heard about The Make It Real Game about their use of it, and about their access to training and the facilitator kits.

The majority of responses (9/25; 36.0%) reported that they had heard about The Make It Real Game through Connexions Partnerships or careers companies. 7/25 (28.0%) had heard about the Game through a training programme. 3/25 said that they had learned about the Game from national publicity.

None of the respondents had heard about The Make It Real Game via word of mouth. 4/25 (16.0%) had not heard about The Make It Real Game at all and this in spite of their schools having ordered a copy of The Make It Real Game facilitators’ pack. These findings contrast sharply with responses to similar questions in The Real Game evaluation which showed that 11.0% of respondents had heard about that game through ‘word of mouth’. Furthermore, all 182 respondents in the related survey reported that

they had heard of The Real Game. These findings are probably a reflection of the relatively recent introduction of the Game but they may also provide a commentary on the launch strategy adopted. They should be contrasted with the findings from the parallel Be Real Game evaluation which found 68.0% of schools to have heard about that game through the local Connexions partnership.

Only 5/25 (20.0%) schools/units reported that they were using the Make It Real. 6 non-users said they intended to use the Game, whilst 7 did not. Although based on limited information, this suggests a low penetration at this stage. Based on the sample of 139 schools/units, it would appear that 11 (7.9%) of the total are either using or planning to use The Make It Real Game. Where detailed local data is available, it seems to support this picture: in Staffordshire, for example, 9 of the 84 secondary schools (10.7%) are known to be using or planning to use Make It Real.

Data supplied by local Real Game co-ordinators confirms a patchy picture of take up across the country. Schools in 16 of the 47 (34.0%) Connexions partnership areas are known to be using or planning to use the Make It Real Game – mainly in secondary schools, but to a lesser extent in primary and middle schools, special schools and units. In many cases, the Game seems to have been introduced on a limited/pilot basis.

10/25 (40.0%) of the respondents were based in schools/units which had staff members trained in the use of The Make It Real Game, whilst 13/25 (52.0%) were not. (The Real Game evaluation found that 83.0% of schools/units had trained members of staff). 8/10 institutions which had trained staff reported that this training had been delivered through their local Connexions partnerships.

Although a large number of primary schools have taken advantage of the free Make It Real Game facilitators' pack offer, local Real Game co-ordinators have been unable to provide follow up support as they have not had access to this data.

When asked to comment on reasons for not using The Make It Real Game clear picture fails to emerge although it should be noted that no one reported the content and appropriateness of the materials to be a barrier to use.

Schools were next questioned on how much of The Make It Real Game they used or intended to use. Just under half of those responding (6/13; 46.2%) said they used/planned to use the full programme.

Most respondents (11/15: 73.3%) said that they were using The Make It Real for between 6 and 20 hours. Although no one in the survey was delivering through dedicated Make It Real Game Days, there was evidence from the focus groups and from Real Game co-ordinators that this was a popular and effective model – particularly for primary schools in the post-SATs period.

8/15 (53.3%) of replies indicated that they were using/planning to use the Game with Year 6 pupils. The Game is also being used in Year 7 and with other year groups – often with pupils with special/additional needs.

The average number of pupils using The Make It Real Game in each school/unit per academic year was 59. The number of pupils using the Game in each establishment ranged from 10 to 200.

### **3.2.4 Links with the Wider Curriculum**

Schools were asked to provide feedback on the ways in which The Make It Real Game is perceived to support the learning outcomes for specific curriculum areas.

All those answering this question considered that Make It Real ‘fully’ or ‘partly’ supports the learning outcomes for both Citizenship and Personal, social and Health Education (PSHE). The links to both literacy and numeracy were also acknowledged along with the capacity of the Game to support the development of both skills such as teamwork and decision making and of personal qualities such as self-confidence.

In terms of the support that The Make It Real Game provided to other subject areas, most felt that it supported Geography most strongly. The link with the National Healthy Schools Standards was also recognised.

### **3.2.5 Impact of The Make It Real Game**

There was broad support for the view that Make It Real supports students with learning difficulties as well as the gifted and talented. Despite this apparent approval, some concerns were expressed about the suitability of some of the materials for the less able.

Evidence emerged that Make It Real is being successfully used/adapted for use with special needs groups in secondary schools.

Feedback from focus groups and Real Game co-ordinators indicates that pupils find the materials entertaining and motivating and that it has a particular impact for both pupils and teachers in the space between Key Stage 2 SATs and transfer to secondary school.

### **3.2.6 Evaluation and Future Use**

In this section, issues relating to the effectiveness and development of The Make It Real Game are considered.

Of the 5 respondents who said they were using the Game, 4 (80.0%) were looking to continue doing so, whilst one did not reply.

7/14 (50.0%) respondents rated The Make It Real Game as a valuable transition tool to support pupils moving from primary to secondary school, whilst 2/14 (14.3%) did not. Only 2 schools reported having links with secondary schools using other Games in The Real Game series, although this may reflect the fact that many schools have only just started to work with the Game. There was a report from a secondary school

which had noticed a big difference in the confidence of pupils joining it from a middle school where Make It Real had been played.

Schools are generally positive about The Make It Real Game and comment favourably on the overall approach as well as on the materials and the facilitators' pack. These factors seem to support its implementation and smooth running.

Some reservations were expressed about the business aspects of the Game including the job roles used and requests were made for its various components to be made available separately. There were a number of comments about the map; one suggestion was that it should be produced on cloth or felt to make it more durable. It was also suggested that the production of a CD ROM version would allow for the development of more visual resources.

A selection of actual comments on and suggestions can be found in the Statistical Report at Appendix B.

### **3.2.7 Conclusions**

As a result of this evaluation, it is possible to make a series of broad conclusions about the implementation and use of The Make It Real Game in England.

- Despite the high number of packs distributed, it would appear that Make It Real has yet to become embedded in schools. Only 7.9% of the survey sample were using or planning to use the resource.
- Year 6 pupils are the group that seem most likely to be using The Make It Real Game. There is evidence that it is being used/adapted with special needs groups in secondary schools.
- There is evidence that take up is patchy at both national and local levels. In some areas, there is no training programme in place, in others it is only just gathering pace.
- Most users are likely to have been trained through courses provided by Connexions partnerships, although few of these appear to be offering a high volume of training.
- The limited amount of training is probably acting as a brake to the adoption of The Make It Real Game by schools.
- The national strategy for training local staff and the fact that primary schools are outside the scope of Connexions means that local Real Game co-ordinators often only possess a partial picture (at best) of take up and usage and are not always able to provide appropriate support.
- Where Make It Real has been introduced it is proving a popular resource with pupils and teachers. It is seen as a particularly valuable resource for supporting the transition of pupils from Key Stage 2 to Key Stage 3.
- Users would like to be able to acquire individual components for the Game more easily. They would also like the map to be more robust and manageable.
- As implementation is at an early stage in many areas, further research will be required to provide a more complete picture of Make It Real's impact.

### **3.2.8 Recommendations**

The recommendations outlined below seek to draw on the full range of feedback that has been gathered by the evaluation process.

#### **(i) Training & Support for The Make It Real Game**

In the parallel research into the use of The Real Game, the systematic approach to high quality training was identified as a key factor in the Game's successful introduction to and adoption by schools. Such an approach has not characterised the launch of The Make It Real Game.

Although national *Training for Trainers* events have been held, individual Connexions partnerships have taken different stances in their support of the Game. Often this has been low key or has focused on pilot activities and project work. The lack of data on primary schools accessing the free pack offer and the pressures on Connexions partnerships to focus on their target groups have contributed to this situation.

If The Make It Real Game is to have a similar impact to The Real Game, it is important that there is stronger strategic direction and support for The Make It Real Game from DfES. This might focus on the contribution that the Game can make to the successful transition from primary to secondary education and on its potential as tool to support inclusion policies and to increase pupil motivation.

A more coherent and consistent approach to training is needed. Attempts need to be made to engage with schools which have obtained free packs so that effective use can be made of them. It is worrying that this research has shown some PSHE co-ordinators to be unaware of these materials even though their schools have acquired a free copy of the pack.

#### **(ii) Marketing & Promotion**

The success of The Real Game thus far has been based on a restrained yet effective approach to its marketing and promotion. This has depended heavily on the establishment of a network of local Real Game co-ordinators which now covers all 47 Connexions partnerships. It is recommended that this network continues to receive the active support of the Connexions Service National Unit so that this work can continue and can actively support the introduction of the more recent games such as Make It Real. The network also provides the opportunity for the identification and dissemination of good practice and could also have a practical role to play in developing some of the additional resources which users are suggesting.

It is recommended that The Make It Real Game is more actively promoted to senior managers in primary, middle and secondary schools and that this focuses on the potential of the Game to support pupil transition. Consideration might also be given to supporting joint project work at a local level.

### **(iii) Content, Costs & Availability of Materials**

Overall, users seemed happy with the style and content of The Make It Real materials and reported that they found the Game relatively easy to implement. Despite this, there were some concerns about the suitability of some of the activities for less able students as with The Real Game. It is probably unfeasible to develop a specific pack to address this concern, but it should be possible to develop supplementary and cost effective materials based on existing good practice.

There were a number of comments – especially from local Real Game co-ordinators – about the need to make better use of ICT in support of The Real Game series. Consideration should be given to the development of CD ROMs as these could provide a cost effective and simple method for both updating materials and making additional resources such as those suggested above available to users. The potential of interactive whiteboards which are increasingly a feature of classrooms also needs to be explored since several topics including The Spin Game and Making a Business Trip would seem to be adaptable for use through this medium.

The cost of materials was an issue for most schools. Although primary schools have been able to obtain free copies of The Make It Real facilitators' pack through DfES, this offer has not been open to secondary or special schools. It is recommended that consideration be given to extending the free pack offer to special schools and units.

During the course of this research, it has become possible to acquire some replacement materials. However, the attractiveness to schools of The Make It Real Game would undoubtedly be enhanced if there were more flexibility for the ordering of the various components as well as more attractive incentives for bulk purchases.

### **(iv) Developing and Sharing Good Practice**

Although only a small number of schools are currently using all the Games in the series (Only 3.8% according to the findings from The Real Game evaluation), a number of concerns have been expressed about the impact of the different games being diminished as a result – and particularly so, since they rely on a common approach and similar materials.

In order to counter this, there is a need to develop more explicit guidance on using The Real Game series as a whole so that the progression inherent in its design is recognised. This should be included in all training. Consideration could also be given to modifying the appearance of the three games so that each is given a more distinctive look from a student perspective.

### **(v) Continuing Research into The Make It Real Game**

It is clear from this evaluation that many schools are only at a very early stage in implementing The Make It Real Game. In order to build up a better picture of practice, it will be useful to continue research into what is happening locally. Local Real Game co-ordinators were asked to do this as part of this evaluation. Some co-

ordinators have been able to supply detailed feedback but the majority has not. As a result, the national picture of training and usage is still not as complete as it might be. It is recommended that the exercise be repeated in the current academic year.

It will also be useful to consider the possibility of initiating more long-term research into the impact of The Real Game series on young people as they progress through full-time education into training, work and adult life.

*'I talked to a class of primary pupils and they were extremely positive and said it was fun - like a lot of lessons coming into one. They really enjoyed it and were over the moon about it.'*

LEA adviser

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## **Section Four**

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# **Final Report on The Be Real Game**

## 4.1 Executive Summary – The Be Real Game

### 4.1.1 Background

The Real Game series is an interactive careers education and citizenship programme which originated in Canada. It is a series of classroom-based programmes that help students learn more about themselves and the opportunities and responsibilities of adult life. The Department for Education and Skills has successfully developed and piloted versions of three games in the series including The Be Real Game, aimed at students in Years 10 and 11, was introduced in Summer 2002.

### 4.1.2 Research Brief

In Spring 2003, The Connexions Service National Unit (CSNU) within the Department for Education and Skills (DfES) produced a research specification relating to the evaluation of The Real Game Series. The aim of this research was to build on the initial research undertaken by Pear Tree Associates in Summer 2002 in order to assess the impact and benefits of The Real Game series in England.

### 4.1.3 Conclusions

These conclusions are derived from the findings from the various strands of this research on The Be Real Game which included a postal survey, telephone follow-up and information from local Real Game co-ordinators. Some further evidence was also received through the focus groups organised as part of The Real Game strand. *Please note that only 25 responses were received in total from the postal and telephone questionnaire.*

- This evaluation indicates that The Be Real Game is being adopted in many schools/units across England. Usage of The Be Real Game seems to be at a substantially higher level than that of The Make It Real Game which was launched at the same time. This acceptance of The Be Real Game may be linked to the popularity and broad use of The Real Game.
- Year 10 and Year 11 students are the group that seem most likely to be using The Be Real Game, although there is evidence of its successful use with other groups including students on flexible programmes.
- Be Real is seen to be appropriate for use with students of a wide range of abilities including the gifted and talented as well as those with learning difficulties. In such cases, modifications and the development of supplementary materials would facilitate its effective use.
- There is evidence of patchy take up at both a national and local level. In some areas, there is no training programme in place, in others it is only just gathering pace. Overall training programmes for Be Real are known to be operating in 20 of the 47 Connexions partnership areas.
- Most users are likely to have been trained through courses provided by Connexions partnerships, although few of these currently seem to be offering high volumes of training.
- The limited amount of training is probably acting as a brake to the adoption of The Be Real Game by schools. Several schools in the evaluation have made specific requests for greater access to training for their staff.

- In some instances, the perceived complexity of the Be Real programme and the subsequent need for thoughtful implementation has slowed the introduction of the Game. The fact that almost all schools are already delivering a 'tried and tested' Year 10/11 careers education and guidance programmes that covers similar ground is a further factor.
- Where Be Real has been introduced, it is proving a popular resource with teachers and students, although there are some concerns about the potential for duplication and loss of impact where students have played other games in The Real Game series.
- Users would like to be able to acquire individual components for the Game more easily.
- As implementation is at an early stage in many areas, further research will be required to provide a more complete picture of Be Real's impact.

#### **4.1.4 Recommendations**

##### **(i) Training & Support for The Be Real Game**

*Stronger strategic direction and support is required from DfES if Be Real is to build on the impact of The Real Game. A more coherent and consistent approach to training is required at national and local levels.*

##### **(ii) Marketing & Promotion**

*The national network of Real Game co-ordinators based on the 47 Connexions partnerships should be maintained and developed so that it can more actively support the introduction of the new games. More practical guidance is required to help schools fit Be Real into the crowded curriculum at Key Stage 4.*

##### **(iii) Content, Costs & Availability of Materials**

*The successful introduction of the Game depends upon the price and availability of the materials being seen to be reasonable by users. More flexibility for the ordering of the Game's components as well as more attractive incentives for bulk purchases are recommended. Consideration should also be given to subsidising packs for schools new to Be Real.*

##### **(iv) The Be Real Game & The Real Game Series**

*Additional guidance is required on the implementation of The Real Game series as a whole. This should be integrated into all training provision.*

##### **(v) Continuing Research into The Be Real Game**

*The survey should be repeated at the end of the 2003/4 academic year as schools are still at an early stage in their implementation of Be Real.*

*Long term research should be commissioned so that the impact on of The Real Game series as they progress through full-time education in training, work and adult life.*

## **4.2 Findings**

### **4.2.1 Introduction**

In this section, the various strands of this research – the postal questionnaire, the telephone follow up, focus groups and Real Game co-ordinator data – are considered. The headings from the postal questionnaire are used to structure these findings.

A comprehensive statistical report based on the outcomes of the postal and telephone surveys included in this report as Appendix B.

### **4.2.2 School Details**

A total of 25 questionnaires was completed as a result of the postal survey and telephone follow up. Responses came from schools in 8 of the 9 Government Office regions – there were no responses from London schools.

The majority – almost two thirds - of all schools responding to the questionnaire described themselves as secondary comprehensives. There were also replies from independent and selective secondary schools. Two special schools are also included in the sample.

Respondents came from all environments including one from an inner city school and two from rural schools. 14/25 (56.0%) described their students as coming from ‘inner city’, ‘urban or ‘suburban’ areas with 7/25 (28.0%) reporting their catchment areas to be ‘rural’.

Insufficient data was collected to be able to make useful observations about possible differences in the adoption and usage of The Be Real Game between ‘urban’ and ‘rural’ schools.

### **4.2.3 Use/Type of Use of The Be Real Game**

Respondents were asked to comment on how they had first heard about The Be Real Game about their use of it, and about their access to training and the facilitator kits.

The majority of respondents (17/25: 68.0%) had heard about Be Real through their local Connexions Partnership or through one of the former careers companies. 8/25 (32.0%) of careers/Be Real Game co-ordinators had heard about the Game through a conference or training programme. 4/25 (16.0%) respondents had heard about the game through word of mouth. All respondents had heard of The Be Real Game but none through national publicity.

The above findings contrast with the responses to similar questions in The Make It Real Game questionnaire where schools showed more limited awareness of that game. This is significant given the almost simultaneous launch of both games.

Just over half (13/25; 52.0%) of the schools/units replying were using The Be Real Game. 8 non-users stated that they were planning to use the Game providing an overall figure of 21/25 (84.0%) respondents using or planning to use The Be Real Game. The comparative figure from The Make It Real Game evaluation was 44.0%.

Based on the sample of 125 schools/units, it would appear that 21 ( 16. 8%) of the total are either using or planning to use The Be Real Game. Where local data is available, this seems to support this level of penetration. In Shropshire, Telford and the Wrekin, for example, 7 of the 38 secondary schools are either using or planning to use The Be Real Game.

Data supplied by local Real Game co-ordinators confirms an uneven pattern of take up across the country, but one which shows a greater degree of support than that for The Make It Real Game. Schools in 20 of the 47 (42.6%) Connexions partnerships are known to be using or planning to use The Be Real Game. As with The Make It Real Game, Be Real Seems to have been introduced on a limited or pilot basis in many cases.

When asked to comment on reasons for not using The Be Real Game, no clear picture emerges from the questionnaire. Two respondents commented on that they used other materials whilst another said the Game did not fit in with existing approaches. This is perhaps unsurprising given that Year 10 and Year 11 careers education is reasonably well established in many schools/units. Responses from Real game co-ordinators supported the view that the crowded curriculum at Key Stage 4 could be a factor in its non-usage. It should be noted that no one reported the content and appropriateness of the materials to be a barrier to their use.

17/25 (68.0%) schools/units reported that they had staff who had been trained to deliver The Be Real Game. 13 of these (76.5% of trained staff) had been trained through a training course provided by the local Connexions partnership. The percentage of trained staff revealed in The Real Game evaluation was 83.0%; that for The Make It Real Game was 40.0%.

Schools/units were next questioned on how much of The Be Real Game they used or intended to use. Only one quarter of those providing a response (5/20) said that they used or intended to use the whole programme. The remainder stated that they used part of the programme.

Most respondents (13/22; 59.1%) said that they were using The Be Real Game for between 6 and 20 hours per academic year. 3/22 reported that they were delivering the programme through dedicated 'Be Real Game days'. In 5/22 schools/units less than 5 hours was being devoted to The Be Real Game.

Responses from all strands of the research show that The Be Real Game is seen predominantly as a resource for Year 10 and 11 students.

The average number of students per academic year using the Game in the schools surveyed was 210. This is very similar to the average figure found in the evaluation into The Real Game and suggests that where Be Real is being used it is being played

by whole year groups. The number of students using Be Real in each establishment ranged from 10 to 500.

As with The Real Game, delivery of The Be Real Game is mainly in the hands of tutors careers co-ordinators and PSHE teachers. 12/14 (85.7%) respondents expressed the view that tutors 'mostly' deliver Be Real. Responses to the questionnaire suggested some involvement of Connexions Personal Advisers and learning support assistants, but there was little evidence of significant support from employers or older students and none from subject teachers.

#### **4.2.4 Links with the Wider Curriculum**

Schools were asked to provide feedback on the ways in which The Be Real Game is perceived to support the learning outcomes for specific curriculum areas.

All 15 (100.0%) of respondents to the survey question believed that Be Real 'fully' or 'partly' supports the learning outcomes for careers education and guidance. A similar level of support was expressed for the contribution that the Game makes to Personal Social and Health Education, Citizenship and Work Related Learning.

Although 8/15 (61.5%) expressed the view that Be Real 'partly' supports the achievement of the learning outcomes for Financial Capability, there was less support for its contribution to Healthy Schools Standards.

The scope for integrating the programme into other subject areas such as English Mathematics and Geography was recognised, but the its complexity and the crowded curriculum seem to provide obstacles.

#### **4.2.5 Impact of The Be Real Game**

There was broad support for the view that Be Real supports students with learning difficulties as well as the gifted and talented 'to an extent'. Despite this apparent approval, some concerns were expressed about the suitability of some of the materials for the less able.

Other comments were also made about the content not being sufficiently stimulating for more able students. Role profiles were felt to be in need of 'livening up' and the range of jobs was seen by several contributors to be narrow and unrepresentative of students' interests. There are few roles, for example, of a creative nature and insufficient emphasis on the use of languages in jobs.

#### **4.2.6 Evaluation & Future Use**

In this section, issues relating to the effectiveness and development of The Be Real Game are considered.

Of the 13 respondents who said they were using the Game, 10 (76.9%) were looking to continue doing so. 13/16 (81.5%) of those replying to the survey question said that they also used The Real Game. It is unclear from the evaluation whether it is the same group of pupils playing both games, but it seems reasonable to assume this from the comments made by respondents. By contrast, only 2/6 (33.3%) respondents reported that they were using also The Make It Real Game.

In almost all cases, Be Real seems to be in use alongside other resources and publications. Those mentioned by schools included published careers education materials, computer software, local Connexions products and videos.

Early feedback on Be Real seems to have been generally favourable although there were some comments about its perceived complexity and overlap with other games in The Real Game series.

When asked about what further support they would like to see offered, training issues featured prominently in user feedback. This possibly reflects the fact that in many areas training programmes are still being introduced – a number of local Real Game co-ordinators reported that courses were to be launched in Summer 2003.

As with other games in the series, some reservations were expressed about the cost and availability of the pack and its contents – and in particular the difficulty of purchasing extra sets of some materials.

A selection of actual comments on and suggestions can be found in the Statistical Report at Appendix B.

#### **4.2.7 Conclusions**

As a result of this evaluation, it is possible to make a series of broad conclusions about the implementation and use of The Be Real Game in England.

- This evaluation indicates that The Be Real Game is being adopted in many schools/units across England. Usage of The Be Real Game seems to be at a substantially higher level than that of The Make It Real Game which was launched at the same time. The acceptance of The Be Real Game may be linked to the popularity and broad use of The Real Game.
- Year 10 and Year 11 students are the group that seem most likely to be using The Be Real Game, although there is evidence of its successful use with other groups including students on flexible programme.
- Be Real is seen to be appropriate for use with students of a wide range of abilities including the gifted and talented as well as those with learning difficulties. In such cases, modifications and the development of supplementary materials would facilitate its effective use.
- There is evidence of patchy take up at both a national and local level. In some areas, there is no training programme in place, in others it is only just gathering pace. Overall training programmes for Be Real are known to be operating in 20 of the 47 Connexions partnership areas.

- Most users are likely to have been trained through courses provided by Connexions partnerships, although few of these currently seem to be offering high volumes of training.
- The limited amount of training is probably acting as a brake to the adoption of The Be Real Game by schools. Several schools in the evaluation have made specific requests for greater access to training for their staff.
- In some instances, the perceived complexity of the Be Real programme and the subsequent need for thoughtful implementation has slowed the introduction of the Game. The fact that almost all schools are already delivering a ‘tried and tested’ Year 10/11 careers education and guidance programme that covers similar ground is a further factor.
- Where Be Real has been introduced, it is proving a popular resource with teachers and students, although there are some concerns about the potential for duplication and loss of impact where students have played other games in The Real Game series.
- Users would like to be able to acquire individual components for the Game more easily.
- As implementation is at an early stage in many areas, further research will be required to provide a more complete picture of Be Real’s impact.

#### **4.2.8 Recommendations**

The recommendations outlined below seek to draw on the full range of feedback that has been gathered by the evaluation process.

##### **(i) Training & Support for The Be Real Game**

In the parallel research into the use of The Real Game, the systematic approach to high quality training was identified as a key factor in the Game’s successful introduction to and adoption by schools. Such an approach has not characterised the launch of The Be Real Game.

Although national *Training for Trainers* events have been held, individual Connexions partnerships have taken different stances in their support of the Game. In most cases, local support seems to have been at a significantly lower level to that offered when The Real Game was launched. The number of survey responses requesting help with implementation indicates that there is a training demand to be met.

If The Be Real Game is to build on the impact of The Real Game, it is important that there is stronger strategic direction and support for The Be Real Game from DfES. A more coherent and consistent approach to training is needed.

##### **(ii) Marketing & Promotion**

The success of The Real Game thus far has been based on a restrained yet effective approach to its marketing and promotion. This has depended heavily on the establishment of a network of local Real Game co-ordinators which now covers all 47

Connexions partnerships. It is recommended that this network continues to receive the active support of the Connexions Service National Unit so that this work can continue and can actively support the introduction of the more recent games such as Be Real. The network also provides the opportunity for the identification and dissemination of good practice and could also have a practical role to play in developing some of the additional resources which users are suggesting.

It is recommended that The Be Real Game is more actively promoted to Careers, PSHE and Citizenship co-ordinators in secondary schools. This could make them more aware of the Game and, in particular, the ways in which it can build on the impact and learning that has taken place in The Real Game. The provision of simple and practical guidance on how Be Real can be integrated into existing programmes is suggested as one approach.

### **(iii) Content, Costs & Availability of Materials**

Overall, users seemed less happy with the style and content of The Be Real materials than other games in the series. A number reported that they found Be Real to be complex and difficult to implement. There were comments too about the unrepresentative range of job titles, the sometimes-dull job profiles and the lack of stimulating material for more able students. Although it is rather early to make strong recommendations at this stage, consideration could be given to the development of supplementary materials to overcome some of these potential problems.

As with other games in The Real Game series, the cost of materials was an issue for most schools. Be Real is the most expensive of the three games which have been adapted for use in the United Kingdom and this poses problems for schools with limited budgets. The lack of incentives such as the offer of free packs which accompanied the launch of the both The Real Game and The Make It Real packs has had a direct impact on the adoption rate for Be Real. It is recommended that consideration be given to providing subsidised Be Real materials to schools new to the Game.

During the course of this research, it has become possible to acquire some replacement materials for Be Real. However, the attractiveness to schools of The Be Real Game would undoubtedly be enhanced if there were more flexibility for the ordering of the various components as well as more attractive incentives for bulk purchases.

### **(iv) The Be Real Game and The Real Game Series**

Although only a small number of schools are currently using all the Games in the series (Only 3.8% according to the findings from The Real Game evaluation), a number of concerns have been expressed about the impact of the different games being diminished as a result – and particularly so, since they rely on a common approach and similar materials.

In order to counter this, there is a need for more explicit guidance on using The Real Game series as a whole so that the progression inherent in its design is recognised. This should be included in all training. Consideration could also be given to modifying the appearance of the three games so that each is given a more distinctive look from a student perspective.

#### **(v) Continuing Research into The Be Real Game**

It is clear from this evaluation that many schools are only at an early stage in implementing The Be Real Game. In order to build up a better picture of practice, it will be useful to continue research into what is happening locally. Local Real Game co-ordinators were asked to do this as part of this evaluation. Some co-ordinators have been able to supply detailed feedback but the majority has not. As a result, the national picture of training and usage is still not as complete as it might be. It is recommended that the exercise be repeated in the current academic year.

It will also be useful to consider the possibility of initiating more long-term research into the impact of The Real Game series on young people as they progress through full-time education into training, work and adult life.

|  |
|--|
| <p><i>'The Be Real Game just makes it easier to understand the world of work.'</i><br/>Year 12 student</p> |
|--|

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# Appendices

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**Appendix A Survey Questionnaires**

**Real Game Questionnaire**

This questionnaire aims to explore the impact and benefits of the Real Game. We would be grateful if you could spend a few minutes to complete this questionnaire, as we are keen to ensure that your views and comments will contribute to the continuing development of the Real Game Series.

**School/ Unit Name**

**School/ Unit Address**

**Connexions Partnership Area**

**LEA**

**SECTION 1 YOUR SCHOOL**

**Q1 Your Name**

**Q2 Your E-Mail Address/ Telephone Number**

**Q3 Please specify what type of school you work in**

*Secondary / Comprehensive School* .....  Please go to q5  
*Independent Secondary School* .....  Please go to Q5

*Selective Secondary School* .....  Please go to q5  
*Unit/Education Centre* .....  Please go to Q5  
*Special School* .....  Please go to Q4

**Q4 What type of Special School are you based in?**

*Moderate Learning Difficulties* .....   
*Severe Learning Difficulties* .....   
*If 'Other' please specify*

*Emotional/ Behavioural Learning Difficulties* .....   
*Other* .....

**Q5 Which of the following options best describes the student catchment area for your school/ unit? Please tick only one option**

*Inner City Area* .....   
*Suburban Area* .....   
*Urban Town* .....

*Rural Town* .....   
*Rural Area eg Village* .....

**SECTION 2 USE/ TYPE OF USE OF THE REAL GAME**

**Q6 How did you hear about the Real Game? Please tick all that apply**

|  |                          |                                 |                          |
|--|--------------------------|---------------------------------|--------------------------|
| National publicity.....                                  | <input type="checkbox"/> | Conference .....                | <input type="checkbox"/> |
| Connexions Partnerships/ Former Careers<br>Company ..... | <input type="checkbox"/> | Training Programme .....        | <input type="checkbox"/> |
| Newspaper/ Magazine article.....                         | <input type="checkbox"/> | Not heard of the Real Game..... | <input type="checkbox"/> |
| Word of mouth .....                                      | <input type="checkbox"/> | Other.....                      | <input type="checkbox"/> |

If 'Other' please specify

**Q7 Do you have staff members who are trained in the use of the Real Game?**

Yes .....  No .....

**Q8 Do you have a copy of the Real Game facilitators kit?**

Yes .....  No .....

**Q9 Do you use the Real Game within your school/ unit?**

Yes .....  Please go to q12 No .....  PLEASE COMPLETE Q10-11 ONLY

**Q10 Do you plan to use the Real Game within your school/ unit?**

Yes .....  No .....  PLEASE COMPLETE Q11 ONLY

**Q11 If no, why is the Real Game NOT being used in your school/ unit? Please tick all that apply**

|   |                          |   |                          |
|---|--------------------------|---|--------------------------|
| Time within curriculum.....                   | <input type="checkbox"/> | Time for planning/ implementation.....                | <input type="checkbox"/> |
| Cost of materials.....                        | <input type="checkbox"/> | Staff costs.....                                      | <input type="checkbox"/> |
| Does not fit in with existing approaches..... | <input type="checkbox"/> | Content eg level of appropriateness of materials..... | <input type="checkbox"/> |
| Lack of trained staff .....                   | <input type="checkbox"/> | Other publications/ materials used.....               | <input type="checkbox"/> |
| Other.....                                    | <input type="checkbox"/> |   |                          |

If 'Other' please specify

**Please use this space if you would like to comment further on why the Real Game is not being used in your school/ unit?**

**IF YOU DO NOT USE THE REAL GAME PLEASE FINISH THE QUESTIONNAIRE NOW**

**Q12 How long have you been using the Real Game within your school/ unit? Please tick only one option**

|                             |                          |                        |                          |
|-----------------------------|--------------------------|------------------------|--------------------------|
| Current Academic Year ..... | <input type="checkbox"/> | More than 2 years..... | <input type="checkbox"/> |
| More than 1 year.....       | <input type="checkbox"/> |                        |                          |

**Q13** In terms of levels of use, how much of the Real Game are you using within your school/ unit?  
*All of it* .....  *Part of it, (if possible, please specify below)* .....

**Q14** How much time per academic year is dedicated to the Real Game within your school/ unit?  
*More than 20 hours*.....  *5 hours or less*.....   
*6-20 hours*.....  *Dedicated Real Game Days*.....

**Q15** Which of the following Year Groups use the Real Game within your school/ unit?  
*Year.11*.....  *Year.8*.....   
*Year.10*.....  *Year.7*.....   
*Year.9*.....

**Q16** What is the approximate number of pupils using the Real Game within your school/ unit academic year?

**Q17** Which of the following deliver the Real Game within the school/ unit? Please tick all that apply

|                                      | Mostly                   | Sometimes                | Never                    |
|--------------------------------------|--------------------------|--------------------------|--------------------------|
| Careers Co- Ordinators               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other PSHE Teachers                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tutors                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Subject Teachers                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connexions PA                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Support Assistants          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Older Students                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| External eg employers                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (please specify).....<br>..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Q18** Via what method(s) are those delivering the Real Game within the school/ unit trained? Please tick all that apply

|   |                          |  |                          |
|---|--------------------------|--|--------------------------|
| <i>Training Course organised by Connexions Partnership (Former Careers Company)</i> ..... | <input type="checkbox"/> | <i>In- house training manual</i> ..... | <input type="checkbox"/> |
| <i>On site Inset</i> .....  | <input type="checkbox"/> | <i>None</i> .....                      | <input type="checkbox"/> |
|   |                          | <i>Other</i> .....                     | <input type="checkbox"/> |
| <i>If Other please specify</i>  |                          |  |                          |

**Please use this space if you would like to comment further on how the Real Game is delivered and how it has been introduced into your school/ unit**

**SECTION 3 LINKS WITH THE WIDER CURRICULUM**

This section aims to gather your views on how the Real Game supports and links in with areas of the Wider Curriculum

**Q19 To what extent does your delivery of the Real Game support the learning outcomes in the following areas?**

|                                       | <i>Fully</i>             | <i>Partly</i>            | <i>Not at all</i>        |
|---------------------------------------|--------------------------|--------------------------|--------------------------|
| CEG                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PSHE                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Citizenship                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work Related Learning                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Enterprise Education                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Financial Capability                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Healthy Schools Standards             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other ( Please specify).....<br>..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Q20 If you would like to provide further comments concerning the support the Real Game provides to these learning outcomes, please use the spaces below**

**CEG?**

**PSHE?**

**Citizenship?**

**Work Related Learning?**

**Enterprise Education?**

**Financial Capability?**

**Healthy Schools Standards?**

**Other**

**SECTION 4 IMPACT**

**Q21 In which of the following areas has the Real Game contributed towards school improvement?  
Please tick all that apply**

|   | <i>Large Extent</i>      | <i>To an Extent</i>      | <i>Has not contributed</i> |
|---|--------------------------|--------------------------|----------------------------|
| Student Achievement                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Student Attendance                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Student Motivation                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Student Behaviour                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Student Inclusion                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Involvement of Parent/Guardian              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Employers/ Other Agencies                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Student Awareness of race/ diversity issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| School Targets                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| Other ( Please specify).....<br>.....       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |

**Q22 To what extent does the Real Game support the following?**

|                                     | <i>Large Extent</i>      | <i>To an extent</i>      | <i>Not at all</i>        |
|-------------------------------------|--------------------------|--------------------------|--------------------------|
| Students with learning difficulties | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gifted and talented students        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Students with other additional needs

Please use this space if you wish to provide further comments on your response(s) to questions 21 and 22

**SECTION 5 EVALUATION/ FUTURE USE**

**Q23** Based on your experiences, how do you think the Real Game is best used?

**Q24** Are you looking to continue with the Real Game?

Yes .....  No .....

**Q25** Do you have any additional comments about planning/ implementation? (eg training, sequencing, selection of topics, progression and differentiation issues?)

**Q26** What areas of the game, if any, would you like to see updated/ developed?

**Q27** Do you have any Case Study Material which you would be wiling to share with us at a future date?

Yes .....  No .....

**Q28** Are you using other games in the Real Game Series?

|              | Yes                      | No                       |
|--------------|--------------------------|--------------------------|
| Make it Real | <input type="checkbox"/> | <input type="checkbox"/> |
| Be Real      | <input type="checkbox"/> | <input type="checkbox"/> |

**Q29** If yes, how much time do you have to leave between programmes?

Less than 6 months .....  13-18 months .....   
6 -12 months .....  More than 18 months .....

**Q30** What are the advantages/ disadvantages of using more than one programme?

**Q31** What further support, if any, would you like to see offered/ developed in the future?

**Thank you for taking the time to take part in this confidential survey. Please return your completed questionnaires in the SAE provided by the 11th June 2003 to**

**Mike King, RESEARCH OFFICER, VT Careers Management, First Floor, Walker House, George Street, Aylesbury, HP20 2HU, 01296 397738**

**Faxed returns to 01296 331021**

**E-Mailed returns [mikeking@vtis.com](mailto:mikeking@vtis.com)**

## Make it Real Questionnaire

This questionnaire aims to explore the impact and benefits of Make it Real. We would be grateful if you could spend a few minutes to complete this questionnaire, as we are keen to ensure that your views and comments will contribute to the continuing development of the Real Game Series.

Please check the label, and amend any incorrect/ blank details. The second from bottom line reports on the Connexions Partnership area in which your school/ unit is based, whilst the bottom line relates to which LEA area your school/ unit is in.

### SECTION 1 YOUR SCHOOL

**Q1 Your Name**

**Q2 Your E-Mail address/ Telephone number**

**Q3 Please specify what type of school you work in**

Primary School .....  Please go to q5

Middle School .....  Please go to q5

Unit/ Education

Centre .....  Please go to q5

Special School .....  Please go to q4

**Q4 What type of Special School are you based in?**

Moderate Learning Difficulties .....

Severe Learning Difficulties .....

If 'Other' please specify

Emotional/ Behavioural Learning Difficulties .....

Other .....

**Q5 Which of the following options best describes the student catchment area for your school/ unit?  
Please tick only one option**

Inner City Area .....

Suburban Area .....

Urban Town .....

Rural Town .....

Rural Area eg Village .....

**SECTION 2 USE/ TYPE OF USE OF THE MAKE IT REAL GAME**

**Q6 How did you hear about Make it Real? Please tick all that apply**

|   |                          |                                 |                          |
|---|--------------------------|---------------------------------|--------------------------|
| National publicity.....                               | <input type="checkbox"/> | Conference .....                | <input type="checkbox"/> |
| Connexions Partnerships/ Former Careers Company ..... | <input type="checkbox"/> | Training Programme .....        | <input type="checkbox"/> |
| Newspaper/ Magazine article.....                      | <input type="checkbox"/> | Not heard of Make it Real ..... | <input type="checkbox"/> |
| Word of mouth .....                                   | <input type="checkbox"/> | Other.....                      | <input type="checkbox"/> |

If 'Other' please specify

**Q7 Do you have staff members who are trained in the use of Make it Real?**

Yes .....  Please complete q7a, then move to q12

No .....  please go to q8

**Q7a If yes, via what methods are those delivering the Make it Real Game within your school/ unit trained?**

|   |                          |                             |                          |
|---|--------------------------|-----------------------------|--------------------------|
| Training course organised by Connexions Partnership (Former Careers Company)..... | <input type="checkbox"/> | None .....                  | <input type="checkbox"/> |
| On site Inset .....   | <input type="checkbox"/> | LEA.....                    | <input type="checkbox"/> |
| In- house training manual .....   | <input type="checkbox"/> | Other (please specify)..... | <input type="checkbox"/> |

**Q8 Do you use Make it Real within your school/ unit?**

Yes .....  Please go to q12

No .....

**Q9 Do you plan to use Make it Real within your school/ unit?**

Yes .....  Please go to q12

No .....  PLEASE COMPLETE Q 10 & 11 ONLY

**Q10 If no, why is Make it Real NOT being used in your school/ unit? Please tick all that apply**

|   |                          |   |                          |
|---|--------------------------|---|--------------------------|
| Time within curriculum.....                   | <input type="checkbox"/> | Time for planning/ implementation.....                | <input type="checkbox"/> |
| Cost of materials.....                        | <input type="checkbox"/> | Staff costs.....                                      | <input type="checkbox"/> |
| Does not fit in with existing approaches..... | <input type="checkbox"/> | Content eg level of appropriateness of materials..... | <input type="checkbox"/> |
| Lack of trained staff .....                   | <input type="checkbox"/> | Other publications/ materials used.....               | <input type="checkbox"/> |
| Other.....                                    | <input type="checkbox"/> |   |                          |

If 'Other' please specify

**Please use this space if you would like to comment further on why Make it Real is not being used in your school/ unit?**

**Q11** If you are neither using, or planning to use Make it Real, what factors would encourage you to do so?

**IF YOU DO NOT USE, OR DO NOT PLAN TO USE MAKE IT REAL, PLEASE FINISH THE QUESTIONNAIRE NOW**

**FOR THOSE WHO USE, OR ARE PLANNING TO USE MAKE IT REAL, PLEASE GO TO QUESTION 12**

**Q12** In terms of levels of use, how much of the Make it Real game are you using, or intending to use, within your school/ unit?

All of it.....  Part of it, (if possible, please specify below).....

**Q13** How much time per academic year is dedicated, or will be dedicated to Make it Real within your school/ unit?

More than 20 hours.....  5 hours or less .....   
 6-20 hours .....  Dedicated Make it Real Days.....

**Q14** Which of the following Year Groups currently use, or will be using Make it Real within your school/ unit?

Year 6.....  Other (please specify).....   
 Year 7.....

**Q15** How many pupils use, or will be using Make it Real within your school/ unit per academic year

**SECTION 3 LINKS WITH THE WIDER CURRICULUM**

This section aims to gather your views on how Make it Real supports and links in with areas of the Wider Curriculum

**Q16** To what extent does your delivery of Make it Real support (or do you think will support) the learning outcomes in the following areas

|                                      | <i>Fully</i>             | <i>Partly</i>            | <i>Not at all</i>        |
|--------------------------------------|--------------------------|--------------------------|--------------------------|
| PSHE                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Citizenship                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Literacy                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Numeracy                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (please specify).....<br>..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please comment further on the support Make it Real provides to the learning outcomes for the areas listed above, and also for any other relevant subject areas.

**SECTION 4 IMPACT**

**Q17 To what extent does Make it Real support (or do you think it will support) the following pupils?**

|                                      | <i>Large Extent</i>      | <i>To an extent</i>      | <i>Not at all</i>        |
|--------------------------------------|--------------------------|--------------------------|--------------------------|
| Students with learning difficulties  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gifted and talented students         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Students with other additional needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Use the space below to provide further comments on the extent, or perceived extent, Make it Real will support the pupils listed above.

**SECTION 5 EVALUATION/ FUTURE USE**

Only answer questions 18 and 19 if you are CURRENTLY USING Make it Real

If you are planning to use Make it Real please go to question 20

**Q18 Based on your experiences, how do you think Make it Real is best used?**

**Q19 Are you looking to continue with Make it Real?**

Yes .....  No .....

**Q20** Do you have any additional comments about planning/ implementation? (eg training, sequencing, selection of topics, progression and differentiation issues?)

**Q21** Do you have any Case Study Material which you would be wiling to share with us at a future date?  
Yes .....  No .....

**Q22** How would you rate Make it Real as a valuable transition tool for pupils moving between primary and secondary schools  
Valuable.....  Not Valuable .....   
No opinion.....

**Q23** Do you have, or intend to formulate, any other links with secondary schools who are using, or planning to use other games in the series.  
Yes .....  No .....

**Q24** If yes, what type(s) of links?

**Q25** What further support, if any, would you like to see offered/ developed in the future?

Thank you for taking the time to take part in this confidential survey. Please return your completed questionnaires in the SAE provided by the 27th June 2003 to

**Mike King, RESEARCH OFFICER, VT Careers Management, First Floor, Walker House, George Street, Aylesbury, HP20 2HU, 01296 397738**

**Faxed returns to 01296 331021**

**E-Mailed returns [mikeking@vtis.com](mailto:mikeking@vtis.com)**

## Be Real Questionnaire

This questionnaire aims to explore the impact and benefits of Be Real. We would be grateful if you could spend a few minutes to complete this questionnaire, as we are keen to ensure that your views and comments will contribute to the continuing development of the Real Game Series.

Please check the label, and amend any incorrect details. The second from bottom line reports on the Connexions Partnership area in which your school/ unit is based, whilst the bottom line related to which LEA area your school/ unit is in

### SECTION 1 YOUR SCHOOL

Q1 Your Name

Q2 Your E-Mail Address/ Telephone Number

Q3 Please specify what type of school you work in

Secondary /  
Comprehensive  
School .....  Please go to q5  
Independent  
Secondary School .....  Please go to Q5

Selective Secondary  
School .....  Please go to q5  
Unit/Education Centre  Please go to Q5  
Special School.....  Please go to Q4

Q4 What type of Special School are you based in?

Moderate Learning Difficulties .....   
Severe Learning Difficulties .....   
If 'Other' please specify

Emotional/ Behavioural Learning Difficulties.....   
Other .....

Q5 Which of the following options best describes the student catchment area for your school/ unit?

Please tick only one option

Inner City Area.....   
Suburban Area.....   
Urban Town.....

Rural Town .....   
Rural Area eg Village.....

**SECTION 2 USE/ TYPE OF USE OF THE BE REAL GAME**

**Q6 How did you hear about Be Real? Please tick all that apply**

|   |                          |                            |                          |
|---|--------------------------|----------------------------|--------------------------|
| National publicity.....                               | <input type="checkbox"/> | Conference .....           | <input type="checkbox"/> |
| Connexions Partnerships/ Former Careers Company ..... | <input type="checkbox"/> | Training Programme .....   | <input type="checkbox"/> |
| Newspaper/ Magazine article.....                      | <input type="checkbox"/> | Not heard of Be Real ..... | <input type="checkbox"/> |
| Word of mouth .....                                   | <input type="checkbox"/> | Other.....                 | <input type="checkbox"/> |

If 'Other' please specify

**Q7 Do you have staff members who are trained in the use of Be Real?**

Yes .....  Please go to q7a      No .....  Please go to q8

**Q7a If yes, via what methods are those delivering the Be Real Game within your school/ unit trained?**

|   |                          |                             |                          |
|---|--------------------------|-----------------------------|--------------------------|
| Training course organised by Connexions Partnership (Former Careers Company)..... | <input type="checkbox"/> | None .....                  | <input type="checkbox"/> |
| On set Inset .....  | <input type="checkbox"/> | Other (Please specify)..... | <input type="checkbox"/> |
| In- house training manual .....   | <input type="checkbox"/> |                             |                          |

**Q8 Do you use Be Real within your school/ unit?**

Yes .....  Please go to q12      No .....  Please go to q9

**Q9 Do you plan to use Be Real within your school/ unit?**

Yes .....  Please go to q12      No .....  PLEASE COMPLETE Q10 & 11 ONLY

**Q10 If no, why is the Be Real Game NOT being used in your school/ unit? Please tick all that apply**

|   |                          |   |                          |
|---|--------------------------|---|--------------------------|
| Time within curriculum.....                   | <input type="checkbox"/> | Time for planning/ implementation.....                | <input type="checkbox"/> |
| Cost of materials.....                        | <input type="checkbox"/> | Staff costs.....                                      | <input type="checkbox"/> |
| Does not fit in with existing approaches..... | <input type="checkbox"/> | Content eg level of appropriateness of materials..... | <input type="checkbox"/> |
| Lack of trained staff .....                   | <input type="checkbox"/> | Other publications/ materials used.....               | <input type="checkbox"/> |
| Other.....                                    | <input type="checkbox"/> | Time within curriculum .....                          | <input type="checkbox"/> |

If 'Other' please specify

**Please use this space if you would like to comment further on why the Real Game is not being used in your school/ unit?**

**Q11** If you are neither using, nor planning to use Be Real, what factors would encourage you to do so?

**IF YOU DO NOT USE, OR DO NOT PLAN TO USE BE REAL, PLEASE FINISH THE QUESTIONNAIRE NOW**

**FOR THOSE WHO USE, OR ARE PLANNING TO USE BE REAL, PLEASE GO TO QUESTION 12**

**Q12** In terms of levels of use, how much of Be Real are you using, or intending to use, within your school/ unit?

All of it.....  Part of it, (if possible, please specify below) .....

**Q13** How much time per academic year is dedicated, or will be dedicated to Be Real within your school/ unit?

More than 20 hours.....  5 hours or less .....   
 6-20 hours .....  Dedicated Be Real Days.....

**Q14** Which of the following Year Groups currently use, or will be using Be Real within your school/unit?

Year 9 .....  Year 11 .....   
 Year 10 .....  Other (please specify).....

**Q15** How many pupils use, or will be using Be Real within your school/ unit per academic year

**Q16** Which of the following deliver, or will deliver Be Real within your school/ unit? Please tick all that apply

|                                      | <i>Mostly</i>            | <i>Sometimes</i>         | <i>Never</i>             |
|--------------------------------------|--------------------------|--------------------------|--------------------------|
| Careers Co- Ordinators               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other PSHE Teachers                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tutors                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Subject Teachers                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connexions PA                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Support Assistants          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Older Students                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| External eg employers                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (please specify).....<br>..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**SECTION 3 LINKS WITH THE WIDER CURRICULUM**

This section aims to gather your views on how Be Real supports and links in with areas of the Wider Curriculum

**Q17** To what extent does your delivery of Be Real support (or will support) the learning outcomes in the following areas?

|                                       | <i>Fully</i>             | <i>Partly</i>            | <i>Not at all</i>        |
|---------------------------------------|--------------------------|--------------------------|--------------------------|
| CEG                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PSHE                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Citizenship                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work Related Learning                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Enterprise Education                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Financial Capability                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Healthy Schools Standards             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other ( Please specify).....<br>..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Q18** Please comment further on the support Be Real provides to the learning outcomes listed above, and any other relevant subject areas

**SECTION 4 IMPACT**

**Q19** To what extent does Be Real support, (or do you think it will support) the following pupils?

|                                      | <i>Large Extent</i>      | <i>To an extent</i>      | <i>Not at all</i>        |
|--------------------------------------|--------------------------|--------------------------|--------------------------|
| Students with learning difficulties  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gifted and talented students         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Students with other additional needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please use this space if you wish to provide further comments on your response to question 19

**SECTION 5 EVALUATION/ FUTURE USE**

Only answer questions 20, 21 and 22 if you are CURRENTLY USING Be Real,

If you are PLANNING to use Be Real please go to question 23

**Q20** Based on your experiences, how do you think Be Real is best used?

**Q21** Are you looking to continue with Be Real?

Yes .....  No .....

**Q22** Do you have any Case Study Material which you would be wiling to share with us at a future date?

Yes .....  No .....

**Q23** Are you using, or do you intend to use other games in the Real Game Series?

|              | Yes                      |                   | No                       |                  |
|--------------|--------------------------|-------------------|--------------------------|------------------|
| Make it Real | <input type="checkbox"/> | Please go to q 24 | <input type="checkbox"/> | Please go to q26 |
| Real Game    | <input type="checkbox"/> | Please go to q24  | <input type="checkbox"/> | Please go to q26 |

**Q24** Will the same pupils who are using, or will be using Be Real, be the same pupils involved in the other games in the Real Game Series?

Yes to an extent.....  Previous non- users.....   
Mixture of users/ non users .....

**Q25** What are the advantages/ disadvantages of using more than one programme?

**Q26** What further support, if any, would you like to see offered/ developed in the future?

**Q27** Do you use the game alongside other resources and/or career publications?

Yes .....  No .....

*If 'yes' please provide further information*

**Thank you for taking the time to take part in this confidential survey. Please return your completed questionnaires in the SAE provided by the 27th June 2003 to**

**Mike King, RESEARCH OFFICER, VT Careers Management, First Floor, Walker House, George Street, Aylesbury, HP20 2HU, 01296 397738**

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|                                       |
|---------------------------------------|
| <b>Appendix B Statistical Reports</b> |
|---------------------------------------|

## 1. Statistical Report on The Real Game – Postal & Telephone Survey

### Introduction

Careers/Real Game co-ordinators were contacted in 501 schools as part of this research. All were asked to complete a questionnaire about their use of The Real Game; 20% of this sample were also contacted by telephone during the evaluation.

A total of 182 of the questionnaires were completed, providing a response rate of 36.3%.

In terms of regional analysis, it was decided to place the various Connexions Partnerships areas into Government Office (GO) regions in order to make any cross analysis statistically valid.

**Table 1 Breakdown of respondents via Government Office region**

| Region              | Number of schools responding | Percentage of total responses |
|---------------------|------------------------------|-------------------------------|
| GO North West       | 23                           | 12.6%                         |
| GO West Midlands    | 19                           | 10.4%                         |
| GO South West       | 26                           | 14.3%                         |
| GO North East       | 16                           | 8.8%                          |
| GO Yorks and Humber | 20                           | 11.0%                         |
| GO East Midlands    | 19                           | 10.4%                         |
| GO East of England  | 21                           | 11.5%                         |
| GO London           | 16                           | 8.8%                          |
| GO South East       | 22                           | 12.1%                         |

### Analysis of Questionnaire

#### Section 1 School Details

##### Type of School (Questions 3, 4 & 5)

144 (79.1%) of the respondents were based in secondary / comprehensive schools, whilst 11 (6%) were based in selective secondary schools and 10 (5.5%) in independent secondary schools. 11 (6%) of the respondents were based in special schools, and from this figure, 3 worked with pupils with moderate learning difficulties, and 4 with emotional / behavioural learning difficulties.

Schools were next asked to categorise the catchment area from which their students are drawn. The responses are summarised in Figure 1 below.

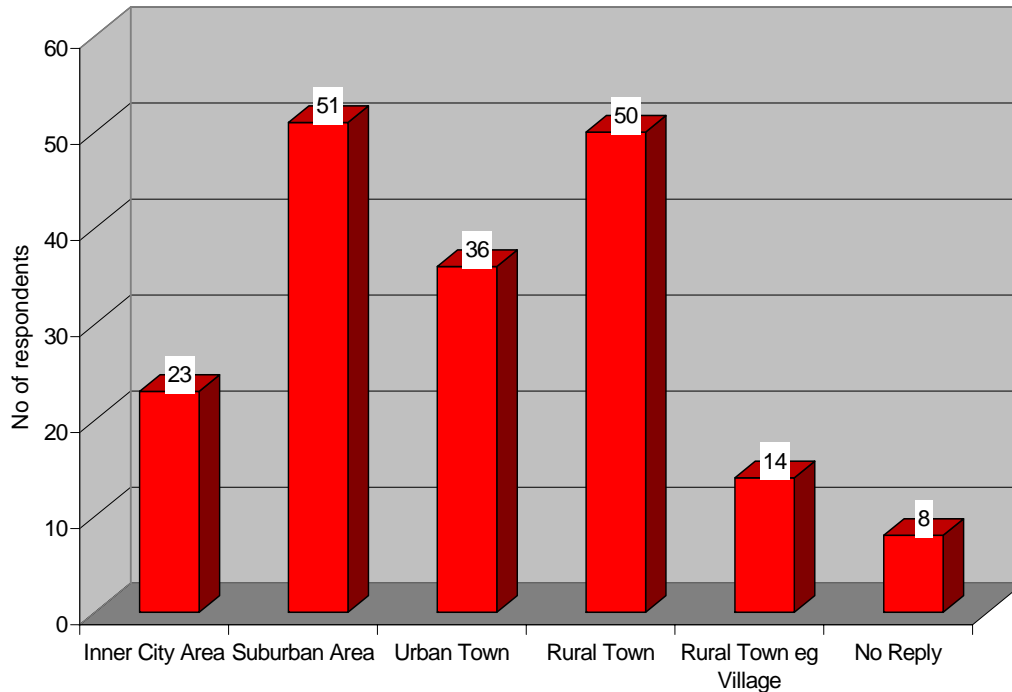
**Figure 1: School description of student catchment areas (n=182)**

Figure 1 illustrates that 51 (28.0%) of respondents regarded their student catchment area as being suburban, 50 (27.5%) a rural town, 36 (19.8%) an urban town, 23 (12.6%) an inner city area and 14 (7.7%) a rural area or village. 8 (4.4%) institutions did not answer this question.

For the purposes of this report, if inner city areas, suburban areas and urban towns are classified as the 'urban' group, and rural towns and rural areas are classified as 'rural', there is a 110 (60.4%) and 64(35.1%) split.

## **Section 2 Use / type of use of The Real Game**

In this section, careers/Real Game co-ordinators were asked to comment on how they had heard about the Game, about their use of it and about their access to training and to facilitator kits.

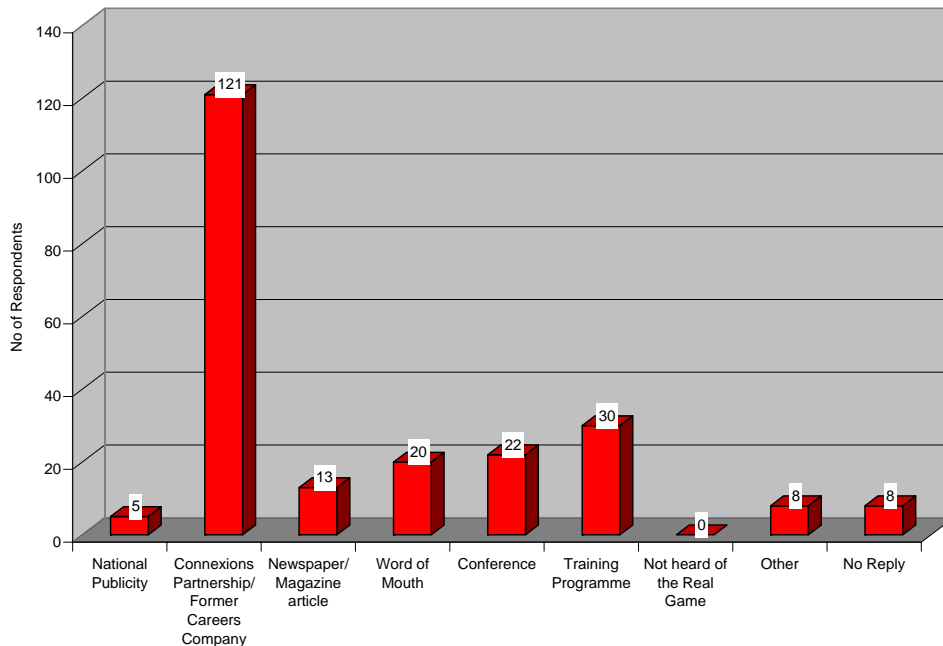
### **How did you hear about The Real Game? (Question 6)**

The majority of the respondents had heard about The Real Game through Connexions Partnerships or through the former careers companies (121; 66.5%). A significant minority (30; 16.5%) of the respondents had heard about The Real Game through training programmes, whilst 22 (12.1%) stated that they had heard about the resource through conferences and 20 (11%) word of mouth.

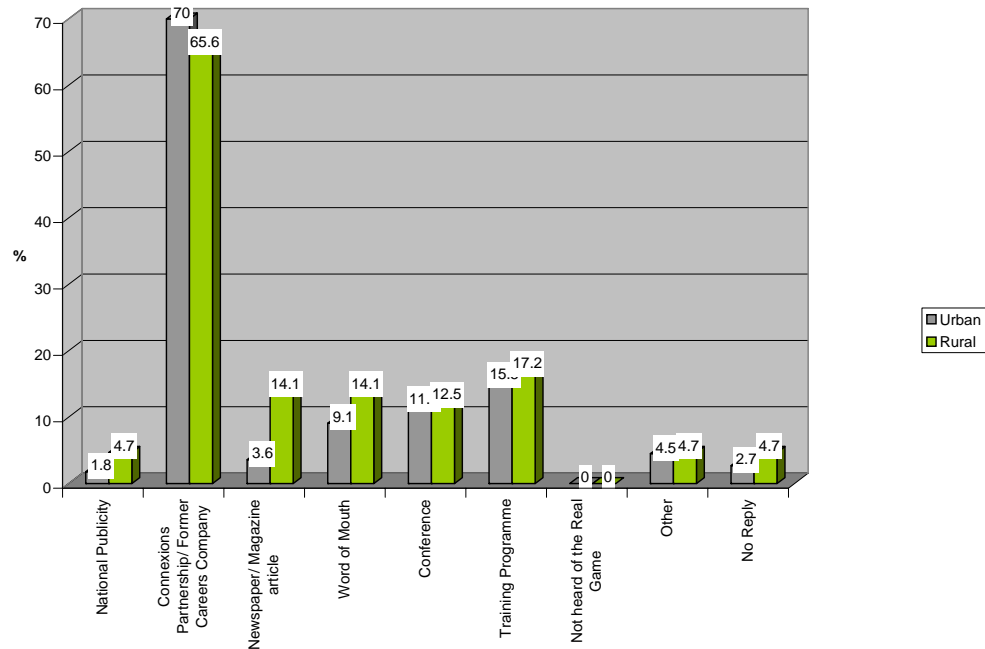
All respondents had heard of The Real Game.

Responses to question 6 are shown in Figures 2 and 3 below.

**Figure 2: How respondents heard about The Real Game**



**Figure 3: How respondents heard about The Real Game (urban/rural breakdown)**



An urban/rural breakdown of this question is highlighted in figure 3 above, where the percentage results can be seen to be very similar.

Analysis via the 9 Government Office regions of England indicated that respondents based in the GO South West region were the likeliest to have heard about The Real Game via a Connexions Partnership or former careers company with 22 out of 26 (84.6%) providing this response.

**Do you have staff members who are trained in the use of The Real Game? (Question 7)**

151 (83.0%) careers/Real Game co-ordinators reported that they had staff members who were trained in the use of The Real Game. In terms of urban/rural breakdown the results were once again very similar with 90 (81.8%) of those in the urban schools stating that they had staff members who were trained in the use of The Real Game, and 57 (89.1%) of those in rural schools providing this response. Careers/Real Game co-ordinators whose schools/units were in the GO North West region were the likeliest to have staff members who were trained in the use of The Real Game (22/23: 95.7%), with those in GO London being the least likely (10/16: 62.5%).

**Do you have a copy of The Real Game facilitators' kit? (Question 8)**

163 (89.6%) reported that they had a copy of The Real Game facilitators' kit. 98 (89.1%) of those in urban schools had a copy, compared to 59 (92.2%) of those in rural locations. All of respondents based in schools/units in the GO Yorks and Humber region reported that they had copies of The Real Game facilitators pack. (20/20: 100%).

**Do you use The Real Game within your school/unit? (Question 9)**

135 (74.2%) of the careers/Real Game co-ordinators stated that they used the Game within their school, 30 (16.5%) of the careers/Real Game co-ordinators reported that they did not use the Game. 17 (9.3%) did not provide a response to this question. It is clear, however, from answers provided to subsequent questions that at least 7 of those not providing a response are in fact using The Real Game in their schools. As a result, it is possible to arrive at a revised figure of 142 users for the purposes of this analysis (78.0% of respondents).

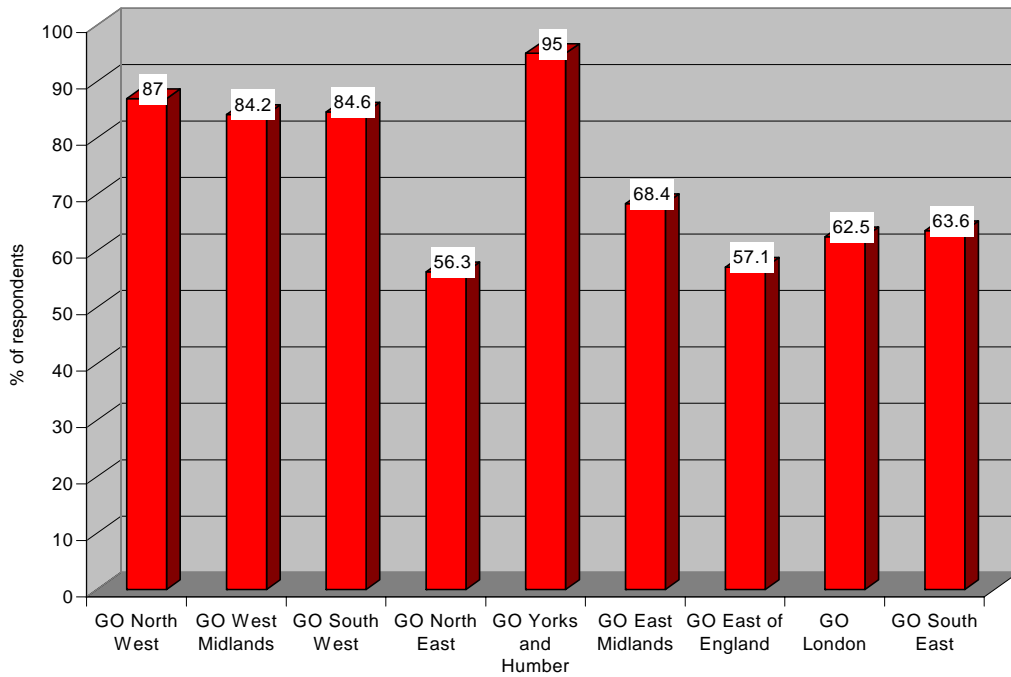
Once again, there was little difference in terms of urban/rural responses, with 80 (72.7%) of those in urban schools/units stating that they used The Real Game, compared to 50 (78.1%) of those in rural schools/units.

In terms of regional breakdown Figure 4 below illustrates that the levels of use of The Real Game were highest in the GO Yorks and Humber, GO North West, GO West Midlands and GO South West regions.

131 of the 135 respondents who used The Real Game reported that the school had a copy of The Real Game facilitators' kit. This could indicate that some schools are delivering without using the facilitators' pack or alternatively that they have failed to answer the question fully or accurately.

121 (89.6%) of those who stated they were using The Real Game, also stated that they had staff members who were trained in the use of the Game. This implies that 10% of schools are delivering without trained staff.

**Figure 4: Use of The Real Game by Government Office Region**



**Do you plan to use The Real Game within your school/unit? (Question 10)**

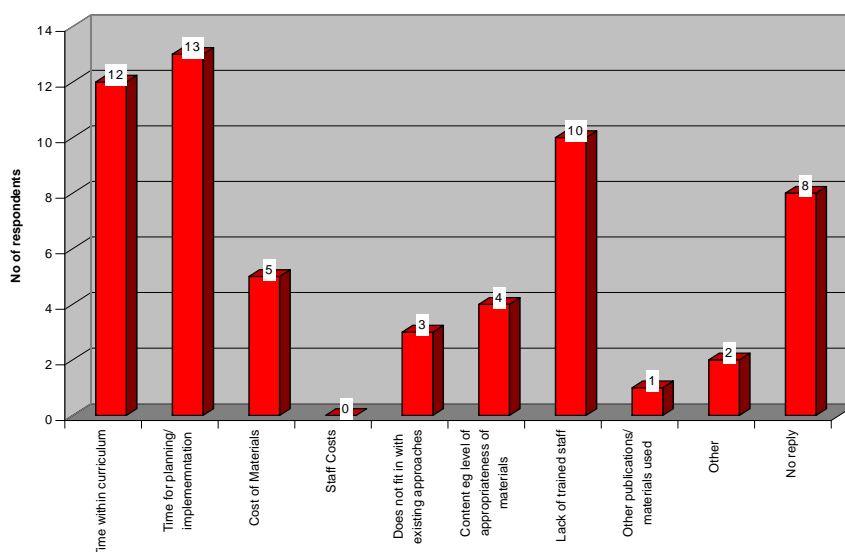
Those careers/Real Game co-ordinators who stated that they did not use The Game, were then questioned on whether or not they planned to use The Real Game within their school/unit.

19 (63.3%) reported that they did plan to use The Real Game in the future, 6 (20.0%) did not, whilst 5 (16.7%) did not reply.

**Why is The Real Game not being used in your school/unit? (Question 11)**

Figure 5 below illustrates the reasons for non-use given by the 30 schools/units which were not using The Real Game. Some gave more than one answer to this question.

Time appears to be the major issue, 13 (43.3%) highlighted that the Game was not used due to time required for planning and implementation, 12 (40.0%) stated it was because of time within the curriculum, whilst 10 (33.3%) stated that it was through a lack of trained staff.

**Figure 5: Why The Real Game is not being used**

Respondents were given the opportunity to provide additional information.

A number of comments indicated that in spite of non-use several schools were considering using The Real Game in the future:

- *'I have been trained this year to use it in the next academic year.'*
- *'I need to have training and to try out The Real Game in order to know what is involved and how suitable and practical it would be in my school.'*
- *'No one has yet been trained to use it. This is being researched.'*
- *'New careers co-ordinator needs to investigate The Real Game and what it offers'.*

Others provided the definitive reasons as to why the Game was not being used.

- *'Have recently taken over careers. Careers budget couldn't stretch that far to cover costs of running the game.'*
- *'Lack of time to inset tutors.'*

---

**The remainder of this report refers only to those schools/units which state that they are using The Real Game. Unless otherwise indicated, analysis figures from this point refer to those who responded to each individual question rather than the whole cohort.**

---

### **How long have you been using The Real Game within your school/unit? (Question 12)**

Those who stated that they used The Real Game were questioned on how long they have been using it. 74 (52.1%) of those who responded to this question stated that they had been using The Real Game for more than 2 years, whilst 47 (33.1%) had been using the Game for more than 1 year, and 21 (14.8%) had begun to use the Game within the current academic year.

Responses from schools in urban and rural areas were broadly similar.

**How much of The Real Game are you using in your school/unit? (Question 13)**

In terms of levels of use, 96 (70.6%) of those who responded to this question stated that they used part of The Real Game within their school/unit, whilst 40 (29.6%) used all of the Game.

Those who used part of the game were asked to provide further comments on how they used the Game. The following comments illustrate that large parts of the game are being used:

- *‘About 90% used, we have based our PSHE programme in Years 8 and 9 around it.’*
- *‘Bulk of it in use.’*
- *‘We use units 1-12 plus unit 16 at the end of year.’*
- *‘75%’*
- *‘The Dream, What’s My Line, Reality Check, Thumbs up-Thumbs down, My Ideal Job Profile, Close Down.’*

Percentage rates were very similar from those in urban/rural locations, with 59 (72.8%) of those in the former using part of the game, compared to 33 (66%) of those in rural areas. Respondents located in GO South West were most likely to use all of the Game (9/21; 42.9%). Analysis highlighted that those in the South East were the least likely to use all of the Game (3/16; 18.8%), but they were the likeliest to use part of the game (13/16; 81.3%).

**How much time per academic year is dedicated to the Real Game within your school/unit? (Question 14)**

Figure 6 below shows that 85 (59.0%) of schools/units using The Real Game dedicated 6-20 hours per academic year to its use. 12 (8.3%) of schools/units organise dedicated Real Game days.

**Figure 6: Time per academic year dedicated to The Real Game**

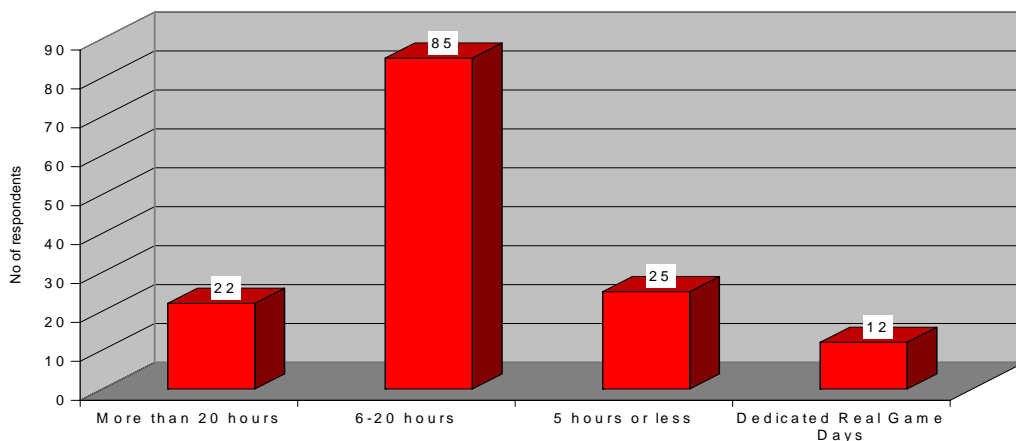
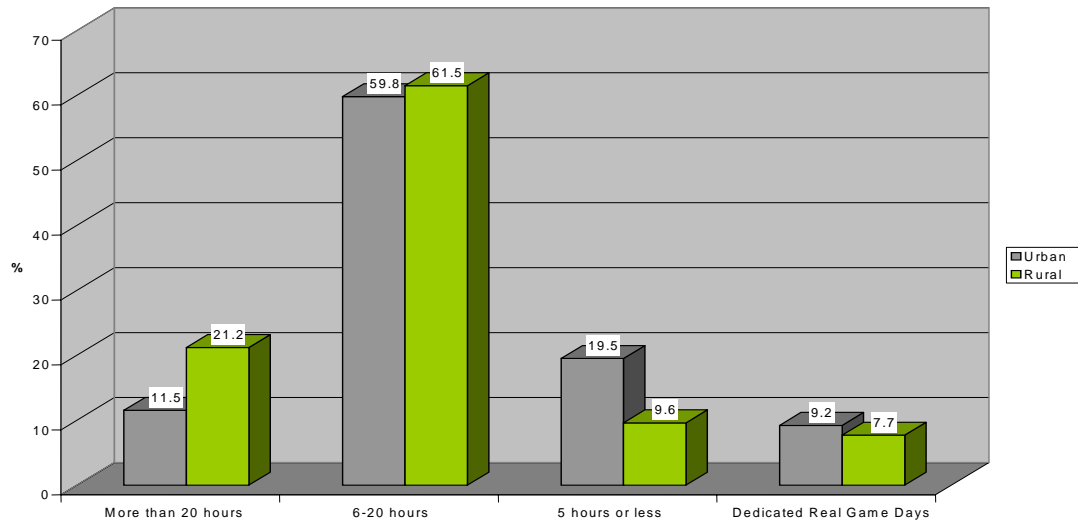


Figure 7 below provides an urban/rural breakdown of the time dedicated to The Real Game per academic year. Some differences are that those in rural locations are more likely to use The Real Game for more than 20 hours per academic year than those in urban areas. Those schools/ units in urban areas are more likely to use the Game for 5 hours or less.

**Figure 7: Time per academic year dedicated to The Real Game (Urban/Rural Breakdown)**



**Which Year group(s) use The Real Game in your school/unit? (Question 15)**

Figure 8 below illustrates that 82 (56.9%) of schools reported using The Real Game with Year 8 with 62 (43.2%) reporting use with Year 9. 14 (9.7%) respondents were using The Real Game with both Year 8 and Year 9 students.

**Figure 8: Year groups using The Real Game**

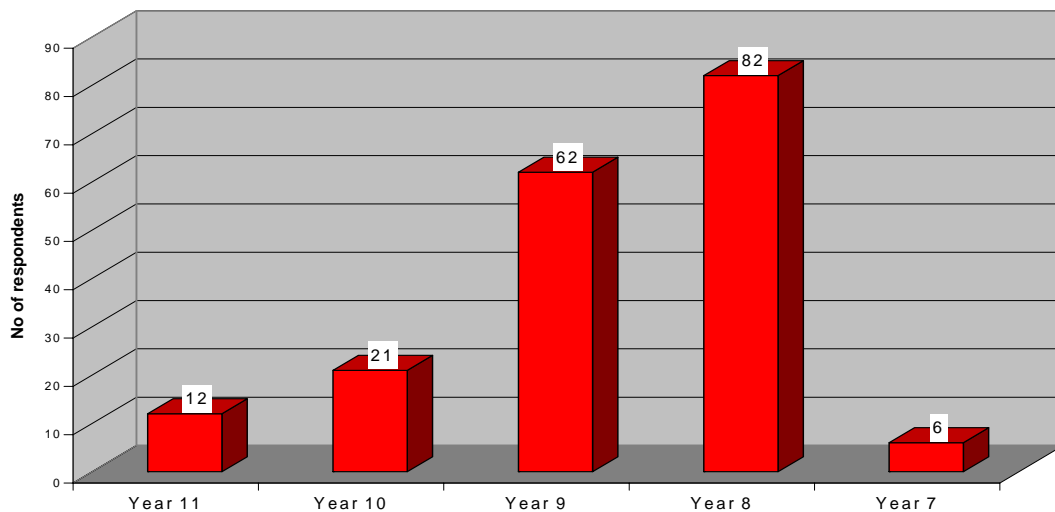
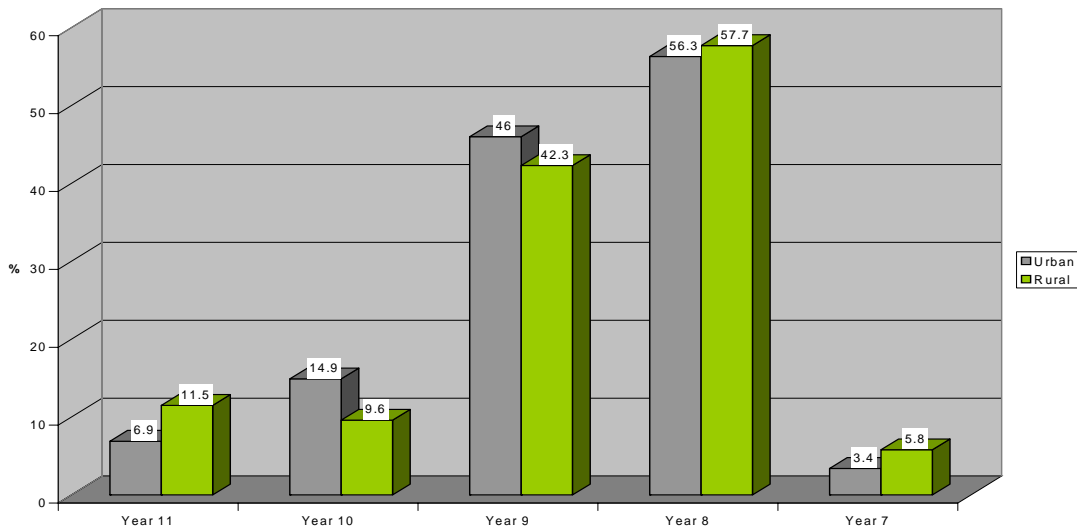


Figure 9 below illustrates that there is little difference in the years using The Real Game between those schools in urban and rural locations.

**Figure 9: Year groups using The Real Game (urban/rural breakdown)**



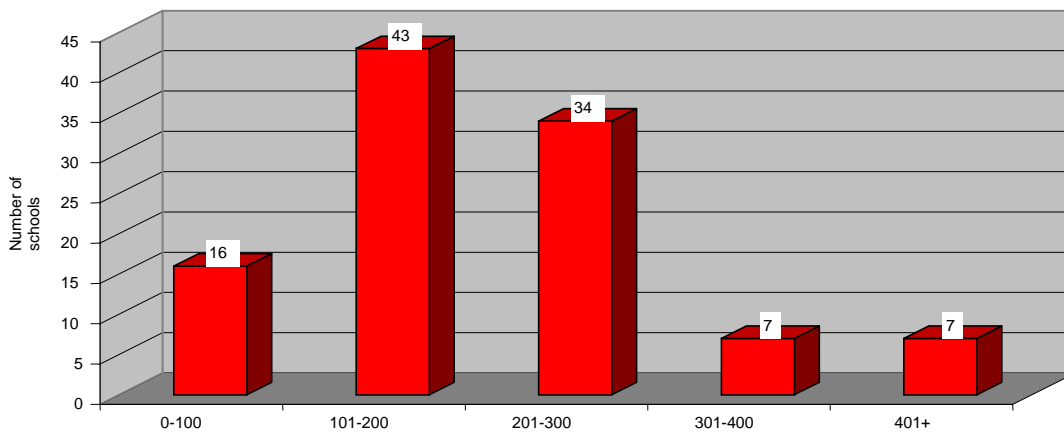
**What is the approximate number of pupils using The Real Game within your school/unit per academic year? (Question 16)**

Respondents were also asked to provide the number of pupils using The Real Game in their school/ unit per academic year. The average number from those who provided a response was 214.

Numbers of students using The Real Game ranged from 7 to 780.

Figure 10 below shows the number of pupils who are playing The Real Game within the school/unit, by the number of respondents who provided a number in each category.

**Figure 10: Number of pupils using The Real Game within school/ unit**

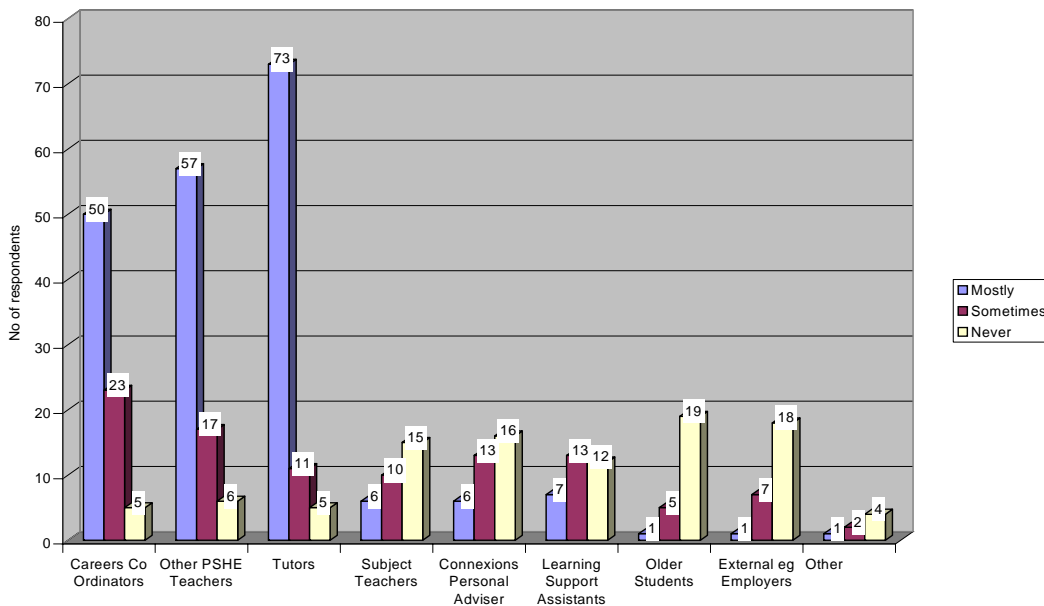


**Who delivers The Real Game? (Question 17)**

Figure 11 illustrates that 73 of the 89 (82.0%) careers/Real Game co-ordinators responding to this question reported that tutors are most likely to be delivering The Real Game within their school/unit. Careers co-ordinators and PSHE teachers also have a substantial involvement.

Responses to the questionnaire indicate that Connexions Personal Advisers, learning support assistants, older students and employers only seem to have a very limited role in its delivery.

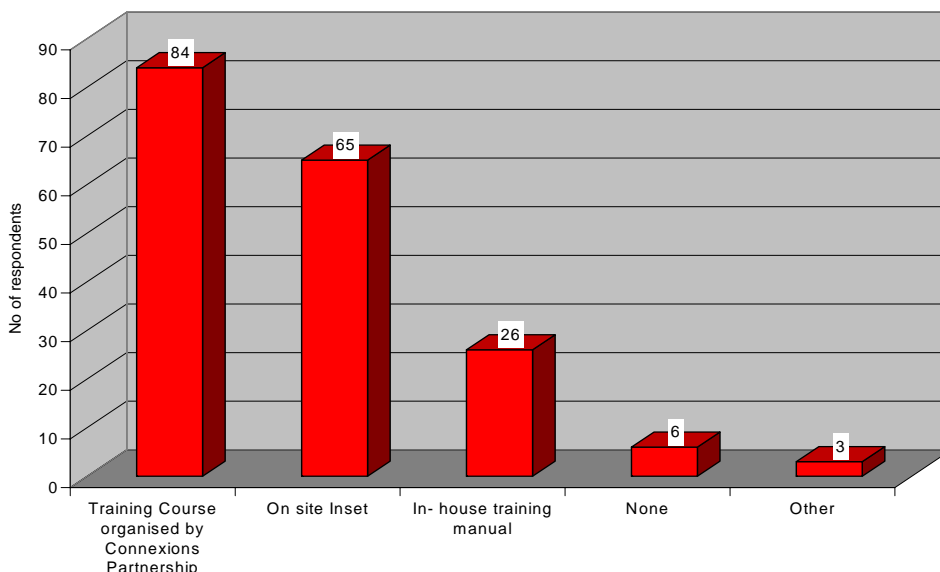
**Figure 11: Delivery of The Real Game within schools/ units**



**How are those who deliver The Real Game trained? (Question 18)**

**Figure 12: How those who deliver The Real Game are trained**

Figure 12 above shows that 84 (60.0%) of the 140 careers/Real Game co-ordinators



who reported on training methods indicated that they had used training courses organised by Connexions Partnerships or former careers companies. 65/140 (46.4%) stated that training was through 'on-site inset'. 26/140 (18.6%) used 'in-house training manuals'.

**Figure 13: How those who deliver The Real Game are trained (urban/rural breakdown)**

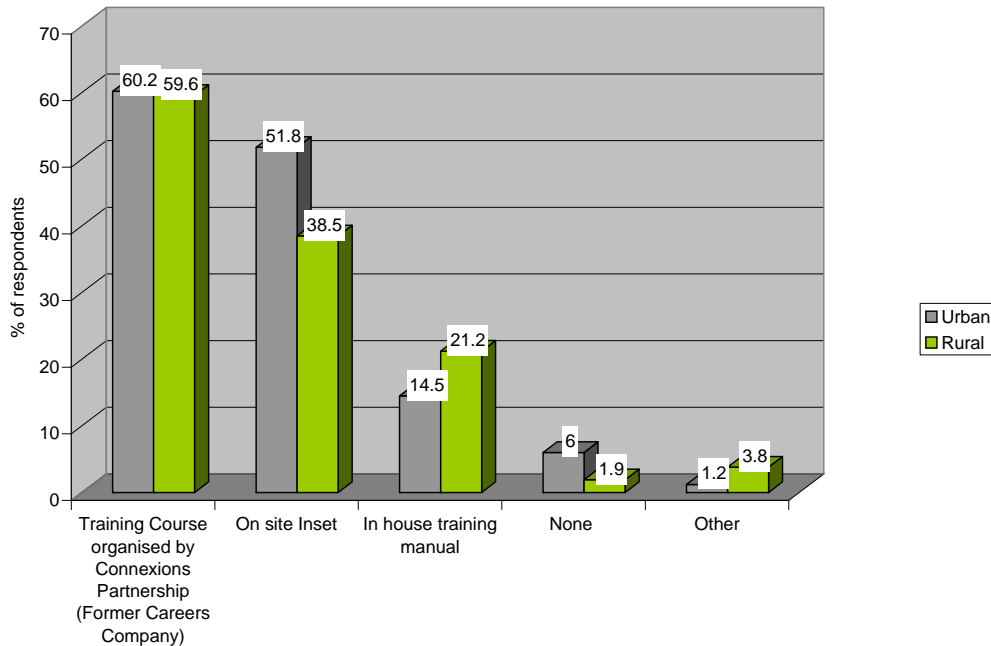


Figure 13 above provides some evidence to indicate that careers/Real Game co-ordinators from schools/units based in urban area were more likely to have been trained by 'on-site inset' than their counterparts based in rural locations, who were more likely to have been trained via an 'in-house training manual'.

The careers/ Real Game Co-ordinators were then invited to offer further comments on how the game was introduced to and delivered in their school/ unit. The following are a selection of the comments.

- *'It is delivered as the CEG input to PSHE in Year 9- dedicated PSHE time, and is used in Year 10 for vocational studies...it builds on the Year 7-8 work.'*
- *'Team leader/careers co-ordinator went on Connexions training and delivered training to the rest of the team.'*
- *'Real Game was introduced as a whole activity day at the end of Year 7 before starting in PSHE in Year 8. It used fancy dress to do with worlds of work and prizes were awarded.'*
- *'It forms the focus of our Year 8 PSHE/Citizenship provision- 1 hour per week. Introduced 4 years ago, where there had been no programme.'*

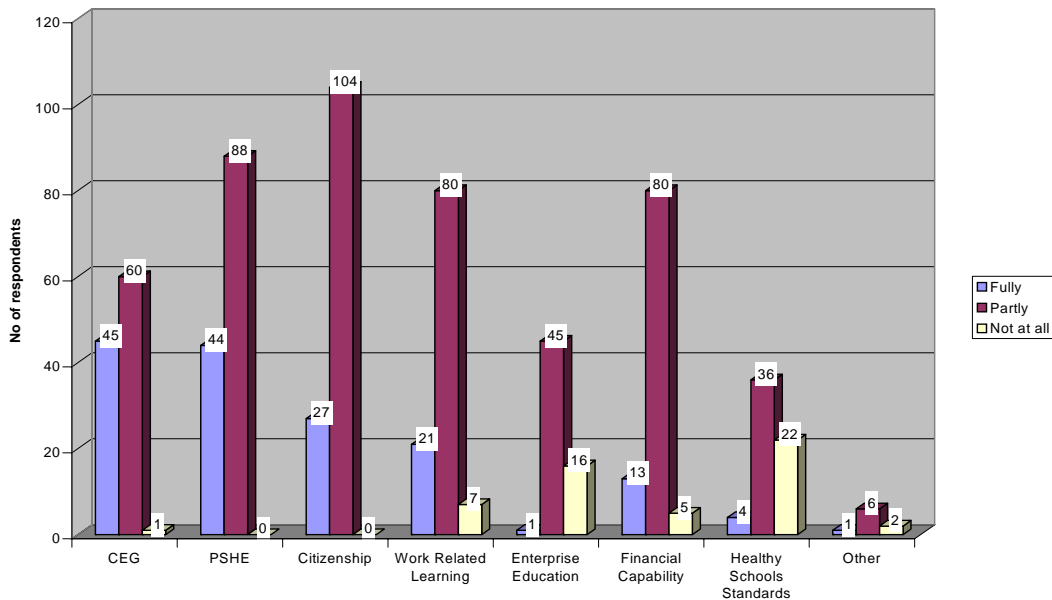
**Section 3: Links with the wider curriculum**

**To what extent does The Real Game support learning outcomes for specific curriculum areas? (Question 19)**

Figure 14 below summarises the replies of 142 respondents to this question and clearly indicates that not all of these provided answers to all sections of it. 132 (93.0%) of the total considered The Real Game to ‘fully’ or ‘partly’ support the learning outcomes for Personal, Social and Health Education. 131 (92.3%) provided the same response in relation to Citizenship. Everyone who provided an answer to the questions felt that The Real Game supported the learning outcomes for both Personal, Social and Health Education (132/132; 100.0%) and Citizenship (131/131; 100.0%). The response for Careers Education & Guidance (CEG) was also positive. 105 (74.0%) of the total stated that the Game fully or partly supported the learning outcomes for CEG (105/106 or 99.1% of those providing a response to this part of the question).

In addition, a majority of the total number of respondents reports that the Game ‘fully’ or ‘partly’ supports the learning outcomes for, Work Related Learning (101/142; 71.1%), Financial Capability (93/142; 65.5%) and Enterprise Education (45/62; 72.6%). The links with Enterprise Education and Healthy Schools Standards do not seem to have been seen as clearly.

**Figure 14: How The Real Game supports Learning Outcomes (n = 142)**



The responses from urban and rural areas to this question showed little difference.

Respondents were also asked to offer further comments on the support that The Real Game provides to learning outcomes for different subjects and themes (Question 20). In terms of how The Real Game supports **Careers Education and Guidance (CEG)**, comments included:

- *'Excellent for all these elements with clear objectives & lesson outcomes'*
- *'A realistic model through which (pupils) can explore their ideas for their futures.'*
- *'Enables students to understand the situations outside school, appreciation of others, and of themselves.'*
- *'Lets pupils explore careers that they may not have thought about.'*
- *'The Real Game is the main part of careers education for Year 8.'*

In terms of how The Real Game supports the learning outcomes of **Personal, Social & Health Education (PSHE)**, comments included:

- *'Helps pupils with self-development and self-esteem.'*
- *'Working together in a group, how to be a responsible citizen.'*
- *'Will contribute to action planning and making choices.'*

Comments concerning **Citizenship** included:

- *'Good insight into how individuals go to make up and influence a community.'*
- *'Helping students to become effective citizens.'*
- *'The Real Game was originally co-ordinated by the Citizenship co-ordinator, and fully supports the work done in this area.'*
- *The Real Game has been the main means by which Citizenship has been covered in the school in the past.'*

Co-ordinators' views on how The Real Game supported **Work Related Learning** included:

- *'Our students participate in The Real Game as part of the 14-16 increased flexibility programme, we have found The Real Game supports this well and helps in the understanding of some of the terminology used.'*
- *'Gives the students the chance to experience what life is like in the working world.'*

Comments on **Enterprise Education** were more limited:

- *'Use of The Real Game in Year 9 will set the scene for running own company in Year10.'*
- *'Will lead on to an Enterprise Day next year.'*
- *'Little direct link.'*

Comments regarding the support The Real Game provides to **Financial Capability** were particularly positive:

- *'We liked the way it encourages students to think about how people with different incomes are able to live/survive.'*
- *'It really gives students an insight into earnings/costs of adult life- this is a big shock to most.'*
- *'There is little other financial capability education other than The Real Game in KS3.'*

- *‘Parents think this element is wonderful.’*

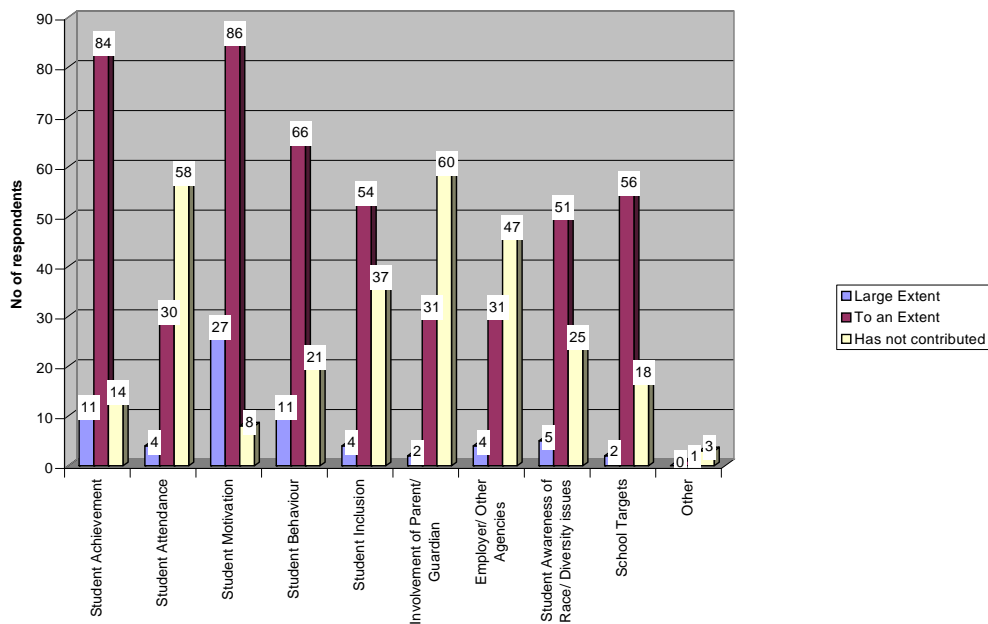
**Section 4: Impact of The Real Game**

**How does The Real Game contribute to school improvement? (Question 21)**

Figure 15 below summarises the replies of 126 respondents to this question and clearly indicates that not all of these provided answers to all sections of it.

Responses to the questionnaire show that The Real Game is generally perceived to be contributing to different aspects of school improvement. 113/126 (89.7%) respondents, for instance, stated that its use has contributed ‘to an extent’ or ‘to a large extent’ to the improvement of student motivation; whilst 95/126 (75.4%) respondents also felt that its use had helped with student achievement ‘to an extent’ or ‘to a large extent’. 77/126 (61.1%) also reported that The Real Game had contributed to student behaviour ‘to an extent’ or ‘to a large extent’. (27/126 (21.4%) expressed the view that it contributed to student motivation to ‘a large extent’. (Only 8/126 (6.3%) respondents took the view that it ‘has not contributed’ to student motivation).

**Figure 15: Areas in which The Real Game has contributed towards school improvement (n = 126)**



For a significant number of schools, use of The Real Game also seems to have had a positive impact on school improvement in relation to student inclusion (58/126; 46.0%), student awareness of race/diversity issues (56/126: 44.4%) and school targets (58/126; 46.0%).

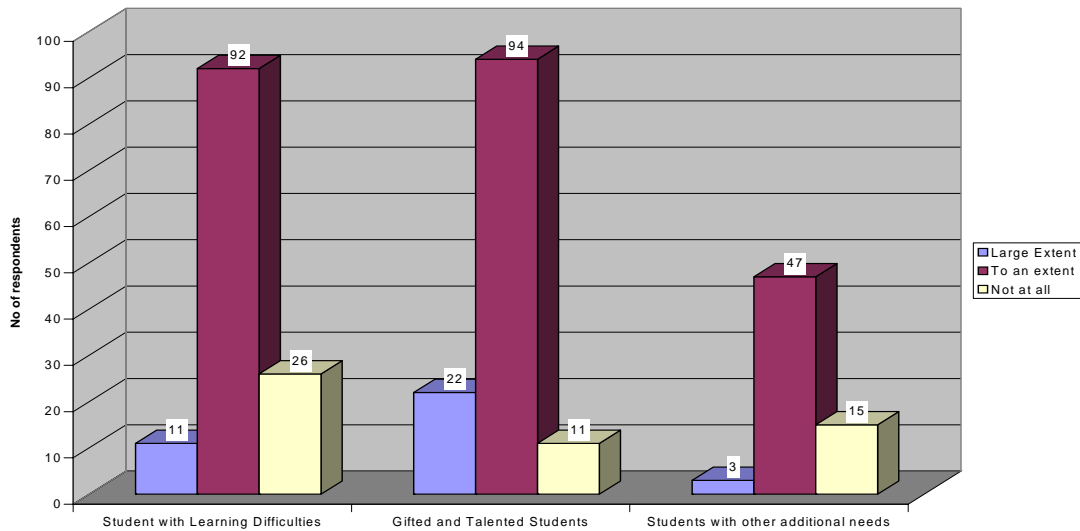
There were several areas where respondents generally felt that use of The Real Game ‘has not contributed’ to school improvement. These included: student attendance (58/126; 46.0% of total), parental involvement (60/126; 47.6%) and involvement of

employers and external agencies (47/126; 37.3%). Careers/Real Game co-ordinators from the GO South East were most likely to offer these responses.

**To what extent does The Real Game support particular student groups? (Question 22)**

Figure 16 below indicates that respondents generally felt that The Real Game supported students with learning difficulties (92/129; 71.3%) gifted and talented students (94/127; 74%) and students with other additional needs (47/65; 72.3%) ‘to an extent’. Few, though, felt that the Game supported these student groups ‘to a large extent’, whilst 26/129 (20.2%) respondents expressed the view that The Real Game did not offer any support at all to students with learning difficulties.

**Figure 16; The extent to which The Real Game supports particular student groups**



Responses from urban and rural schools were once again almost identical. 59/77 (71.4%), for example, of those who responded to the question based in ‘urban’ locations felt that The Real Game supported students with learning difficulties to an extent, whilst the figure for those in ‘rural’ locations was 33/47 (70.2%).

Those from the GO North East region were most likely to have expressed the view that The Real Game supported students with learning difficulties ‘to an extent’ (8/10; 80%). Those from the GO South West region were the likeliest to have reported that the Game supports ‘to an extent’ both gifted and talented students (18/19; 94.7%) and those students with other additional needs to an extent (7/7; 100%)

Respondents were next asked to provide further comments on ways in which The Real Game has contributed towards school improvement, and the extent to which The Real Game supports different student groups.

A number of comments focused on the limitations of the Game and materials for the various groups:

- *'Adaptation of the materials is needed for pupils with learning difficulties. The role play elements are very difficult for our autistic pupils to handle.'*
- *'Language of written materials is not always clear to students with literacy problems.'*
- *'Literacy demands pose problems for the less able, this was clearly identified on courses I have facilitated.'*
- *'Finance section - hard for low ability.'*
- *'Gifted and talented need more challenge and open-ended tasks.'*
- *'Sometimes gifted and talented don't get a top job, it upsets them when others have a better job with more qualifications and vice versa.'*

Other co-ordinators, by contrast, were more positive about the way that The Real Game can be delivered so as to benefit a wide range of students:

- *'There are some aspects of The Real Game applicable to all in Year 8.'*
- *'The Game has to be adapted for those with special educational needs...this can be done.'*
- *'A mixture of abilities within the community (groups) means that all children are supported.'*
- *'As always in education, it is the relationship/skill of the teacher that is the main factor.'*

### **Section 5: Evaluation & Future Use**

#### **Based on your experiences, how do you think that The Real Game is best used? (Question 23)**

From the responses to this question, it is clear that The Real Game is commonly delivered through a school's Personal and Social and Health Education (PSHE) or Citizenship programmes. The following comments illustrate this point:

- *'During PSHE as a fun way to explore yourself and your career. It lets you experience some of the highs and lows in a light hearted manner.'*
- *'As a part of PSHE with a tutor group to enable building positive relationships, it supports a whole area of ability.'*
- *'Integrated into year 9 PSHE programme- completed in one block of work.'*
- *'In PSHE and CEG/Citizenship lessons.'*
- *'In PSHE on a weekly basis.'*
- *'In PSHE lessons, preferably with a dedicated team.'*

In terms of who respondents felt were the best to deliver The Real Game, comments focused on the importance of using trained and motivated staff. These included:

- *'By a well trained, dedicated small group of enthusiastic staff.'*
- *'By trained staff in a planned programme, in our case 2 hours per week.'*
- *'By class teachers, teaching tutor groups.'*
- *'By a group of teachers who enjoy it- not because they have to'*
- *'In a class situation taught by dedicated staff....not timetable filler.'*

- *'With trained staff, in small groups, in the correct sized room and with the appropriate resources (scissors, glue, stationery etc).'*

In terms of how the Game should be delivered, comments confirm that The Real Game is typically delivered through tutors as part of the PSHE or Citizenship programmes. Nevertheless, it is interesting to note that several respondent ascribe significant advantages to delivering it in 'blocked' time:

- *'1 period per week, almost as a soap opera, students build on their learning, and look forward to the next episode.'*
- *'In a block of 9 x 50 minute lessons in mixed ability groups.'*
- *'In Years 7/8, 1 hour a week for 8/10 hours.'*
- *'Whole day activities, not in lessons for full impact.'*
- *Short burst through year, 1 hour session per week. Would like to have an afternoon for presentations.'*
- *'Blocked session of 2 days worked very well.'*
- *'Best used in Year 8 over a period of 4 days.'*
- *'For a block period, we use it for 6 weeks, 1 hour per week, hence we never actually get beyond the first 2 units.'*
- *'We use it in a period of time over 6-7 weeks. It might be better used in a whole day/ 2 days so there is more continuity.'*
- *'It needs to be given enough time to be able to do the activities that support the programme.'*
- *'Ideally in mixed ability groups where pupils can share and help each other, in either Year 8 or year 9.'*

### **Are you looking to continue with The Real Game (Question 24)**

139/141 (98.3%) careers/Real Game co-ordinators intended to continue using The Real Game. The reason given by one of the two schools (one urban; the other rural) for discontinuing the Game was the difficulty in getting tutors to put in the required preparation.

### **Do you have any additional comments about planning/implementation issues? (Question 25)**

A general theme in the responses to this question from careers/Real Game co-ordinators was 'time' or, more accurately, the lack of it. A selection of typical comments follows:

- *'Lack of time in the planning and implementation is a problem at this school.'*
- *'Time needs to be spent in the beginning to plan and photocopy materials and arrange for speakers to come in and talk to students, i.e. careers advisers, employers.'*
- *'The biggest problem is time and commitment of non CEG staff. They want something easy and prepared.'*
- *'Preparation is time consuming.'*

A second group of comments re-visits issues around students with lower ability:

- *'Budgeting exercise has proved very difficult with low ability students, otherwise the programme works well.'*
- *'Some of the material is difficult for low ability students. I have produced some additional material to help.'*
- *'Some lower ability students find the number work difficult.'*
- *'Maths element needs to be differentiated for less able students, working out budgets can be difficult.'*
- *'More differentiated sheets would be helpful.'*
- *'It needs to be shorter and simpler. Most students cannot access it. Too much preparation required.'*

Suggestions for improvement included:

- *'Support groups need to be set up locally to produce relevant local material and involve the business community.'*
- *'Skills section would be useful in the facilitators kit e.g. quick reference bullet points rather than lengthy learning outcomes.'*

There appeared to be few issues about Facilitators' Pack (*'Book for teachers is very good...doesn't need much back up training.'*) or about the training and support provided to schools (*'Training of tutors by Connexions was extremely successful and I would say essential. After the training, staff were highly motivated.'*).

**Which areas of The Real Game would you like to see updated/developed? (Question 26)**

A large number of comments in response to this question revolved around the finance and job elements of the Game:

- *'Budgeting is difficult and needs to be kept up to date with salaries/ house prices etc.'*
- *'Working out finances could be simplified and figures updated.'*
- *'Money e.g. home prices, salaries etc.'*
- *'Financial aspects need reviewing.'*
- *'Cost of items - include hidden items e.g. insurance, amenities etc, update careers choices.'*
- *'The wages are unrealistic and do not span the whole spectrum. Used catalogues to find cost of having a baby. Less worksheets, more discussion.'*
- *'The cost of houses etc., they are ludicrously low.'*
- *'Wish list, some of the items and prices date very quickly.'*
- *'Wish list needs modernising, more realistic salaries/costs.'*
- *'An even wider range of jobs to be included please.'*
- *'The jobs are urban - some more rural jobs would make it more realistic.'*
- *'Occupations need review – none of our students wants to be a farm worker.'*
- *'Job profiles biased to middle class areas.'*

Earlier comments about the appropriateness of the materials for students with special needs were also re-iterated:

- *'Is it possible in future to use a special needs version?'*
- *'More differentiated materials.'*

Other suggestions included:

- *'In light of numeracy, ICT and literacy strategies, links could be made more explicit in the guide.'*
- *'Possible links with accreditation such as entry level certificates.'*
- *'More availability of materials without having to pay for the whole set.'*
- *'Replacement packs or sections of packs should be made available more easily and cheaply.'*
- *'Include health issues relating to work – alcohol, drugs etc.'*
- *'Exercises like crosswords and wordsearches that can be left when the teacher is absent.'*
- *'Far more questions for the Spin Game.'*
- *'More detailed guidance on planning a holiday.'*
- *'A dream cloud picture.'*

**Do you have case study material that you would be willing to share? (Question 27)**

9/182 (4.9%) careers/Real Game co-ordinators stated that they had case study material that they would be willing to share at a future date.

### **Are you using other games in The Real Game series? (Question 28)**

17/96 (17.7%) who reported on whether or not they used other games in the series stated that they were also using The Make it Real Game as well as The Real Game. Some of these reported working with feeder primary schools.

33/108 (30.6%) of respondents using The Real Game also reported using The Be Real Game.

Patterns of urban and rural take-up were broadly similar.

Regional analysis indicates that those in the GO West Midlands region were the least likely to use Make it Real if they were using The Real Game, 10/11 respondents in this location (90.9%) providing this response. Whilst in terms of Be Real, those respondents from GO East Midlands provided the lowest rate in using both of that game and The Real Game (6/7(85%). These figures should, however, be treated with caution because of the small samples involved.

7 careers/Real Game co-ordinators (7/182; 3.8% of all respondents) reported that they used both The Make It Real and Be Real Games alongside The Real Game.

### **If using The Make It Real or Be Real Games alongside The Real Game, how much time do you leave between programmes? (Question 29)**

Of the 14 respondents who used Make it Real as well as The Real Game, 6 (42.9%) stated that they left 6-12 months between programmes, and from the 31 who also use Be Real, 14 (45.2%) also left 6-12 months between programmes.

### **What are the advantages/disadvantages of using more than one programme in The Real Game series? (Question 30)**

In terms of the advantages of using more than one programme, respondents felt these were:

- *'The continuity- students get into the routine and know what is expected.'*
- *'Formats are very similar – activities have similar methods even though outcomes are different.'*
- *'Pupils familiar with format and look forward to new game.'*
- *'Variety supports the needs of different groups and staff.'*
- *'Initially, I was disappointed that Be Real seemed to repeat The Real Game, but as I've planned for delivery I've recognised the progression.'*
- *'They support each other.'*

Some of the disadvantages are recorded below:

- *'There seems to be quite an overlap in some sections of the programmes...and I would need to look carefully at how to compensate for this.'*
- *'The disadvantage is that some of the material is almost the same.'*
- *'Student fatigue of the same routine.'*

- *'Pupils see it, maybe, as the same thing.'*
- *'I think the entire programme could be overkill.'*

It is clear from the responses that most of the comments above have been made on the basis of only limited experience of The Make It Real and/or Be Real Games. Schools often reported being in the process of delivering Games for the first time or of planning for their introduction in the new academic year.

### **What further support for The Real Game would you like to see offered/developed in the future? (Question 31)**

In terms of further support respondents would like to see offered/ developed in the future, comments and suggestions tended to fall under a number of main headings:

#### **Training**

- *'Offer of free training on school site for newly appointed PSHE teachers/ training that covers more than the first 3 sections.'*
- *'Free tutor training each year as it is delivered by different tutors to each new Year 8 group.'*
- *'Ongoing training for staff once a year to facilitate continuity as staffing changes.'*
- *'More training directly in schools.'*
- *'Training please. To get the best from it.'*
- *'More courses on the updates and new material free to schools as in the past through Connexions.'*

#### **Linking The Real Game to Business**

- *'Links with businesses who would come into school and work with a linked unit. A team to interview pupils for job role.'*
- *'A website with activities and links to companies who will support students.'*
- *'Links with businesses who could come into school and work on a linked unit.'*

#### **Sharing Practice**

- *'Additional material on other schools experiences of The Real Game- quarterly updates.'*
- *'Newsletters from other users to find out what problems or additional support materials they used with this programme. Perhaps a test paper at the end of the programme.'*
- *'Feedback from other schools about how they've used it. New ideas for delivery.'*

#### **Materials & Costs**

- *'Just to keep the game updated. Shouldn't get to be like Monopoly. We enjoy it thanks.'*
- *'Continued development of the Game to keep it up to date and realistic. Some enterprise activities to be included.'*
- *'Programme for post-16 could be beneficial given extension of CEG into 6<sup>th</sup> Form.'*
- *'The cost of facilitator kits is prohibitive.'*

- *'The only problem is connected to financing the copious amounts of photocopying.'*
- *'Expensive, costly to photocopy. Spin Wheels too flimsy.'*
- *'Extra copies of individual items (required) e.g. Spin Game to facilitate use of Game in school especially when more than one class is being taught at the same time.'*

Generally, careers/Real Game co-ordinators who responded to the questionnaire seem to be happy with The Real Game as it stands. The following observations confirm this point:

- *'The Real Game runs well and is pretty self-supporting. We do use some of our own materials but generally happy with the product as it stands.'*
- *'Quite happy with The Real Game as it is. Will use again next year.'*
- *'The approach is active and enjoyable and is in line with the emphasis on varied teaching and learning styles.'*
- *'It's a good tool/resource which students enjoy, and I as a teacher enjoy using.'*

9 September 2003

## 2. Statistical Report on The Make It Real Game – Postal & Telephone Survey

### Introduction

PSHE, Citizenship, Careers & Make It Real Game co-ordinators\* were contacted in 139 schools as part of this research. All were asked to complete a short questionnaire about their use of The Make It Real Game; 20% of this sample were also contacted by telephone during this evaluation.

A total of 25 questionnaires were completed, providing a response rate of 18.0%. An analysis of the responses provided is presented below.

\* Referred to as 'co-ordinators' in the rest of this report.

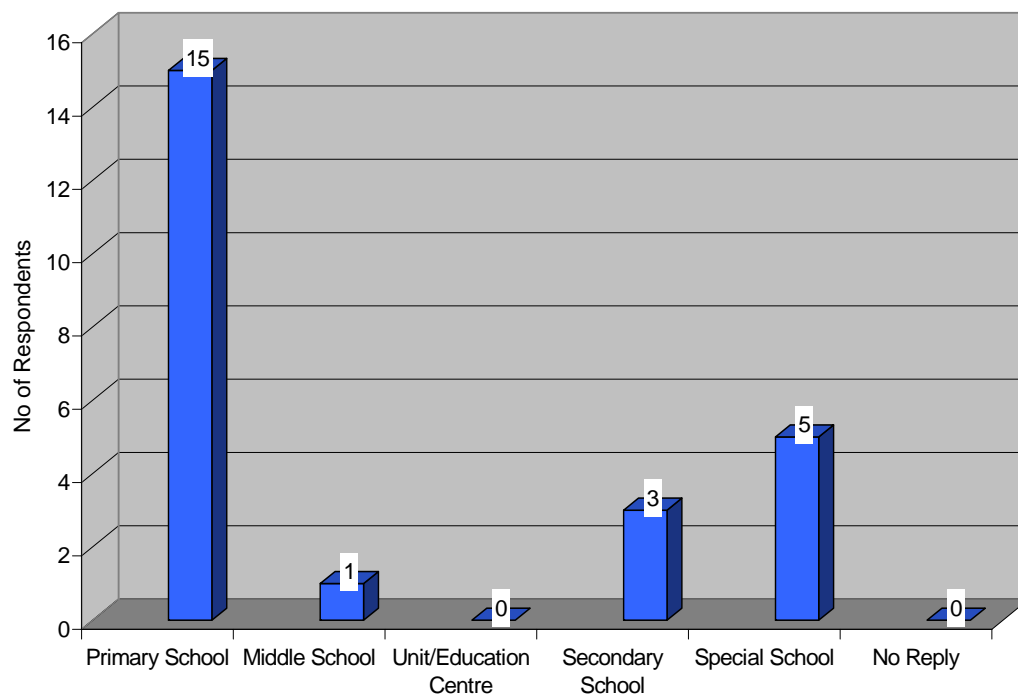
### Analysis of Questionnaire

#### Section 1 School Details

##### Type of School (Questions 3,4 & 5)

Figure 1 below shows that 15/24 (62.5%) co-ordinators were based in primary schools and 5/24 (20.8%) were from special schools. Of those 5 who were based in special schools, 2 were in schools catering for pupils with students with 'moderate learning difficulties' and 2 were in schools with students with 'severe learning difficulties'. There were also respondents from 3 secondary schools and 1 from a hospital school.

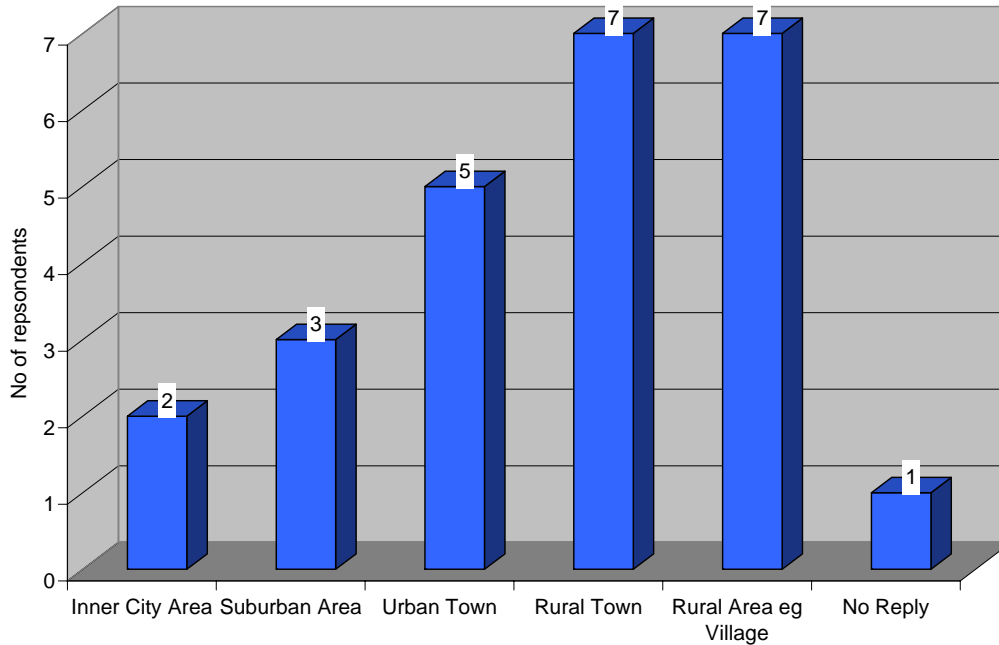
**Figure 1: Type of school**



Schools were next asked to define the catchment area from which their pupils were drawn.

The majority of respondents were from rural locations. 14 (56.0%) of the respondents were based in school/units where the school catchment area was described as either a rural town or rural area such as a village.

**Figure 2: School description of pupil catchment areas**



**Section 2 Use / type of use of The Make It Real Game**

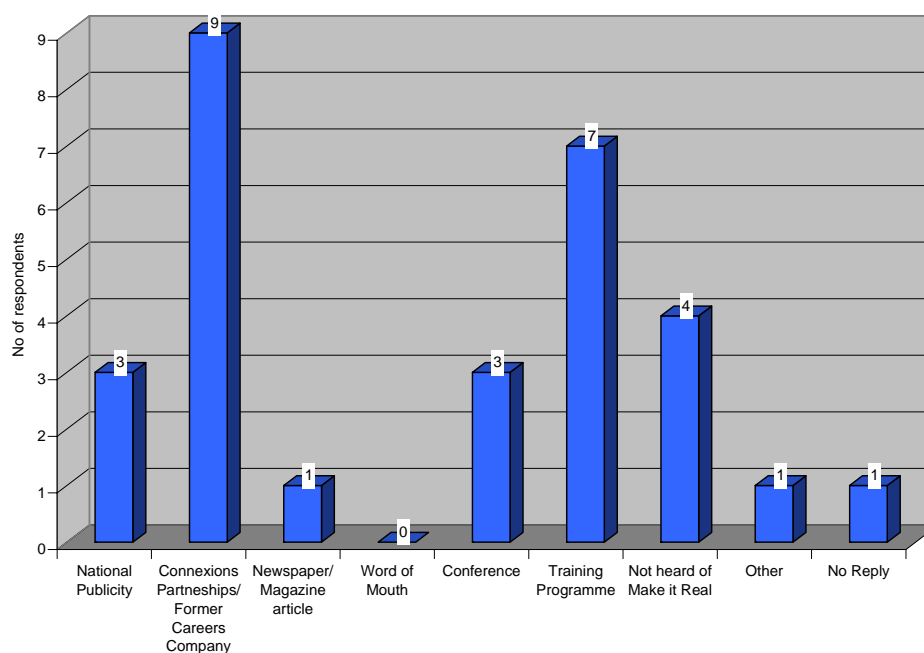
In this section, co-ordinators were asked to comment on how they had heard about the Game, about their use of it and about staff training to support its delivery.

**How did you hear about The Make It Real Game? (Question 6)**

As Figure 3 below indicates, the majority of respondents (9/25: 36.0%) had heard about The Make It Real through their local Connexions Partnership or through one of the former careers companies. 7/25 (28.0%) had heard about the Game through a training programme.

None of the respondents had heard about The Make it Real Game via word of mouth. 4 (16.0%) respondents had not heard of The Make It Real Game at all and this in spite of their schools having ordered a copy of the facilitator pack.

The above findings contrast sharply with the responses to similar questions in The Real Game questionnaire in which it was found that 11.0% of respondents had heard about that Game through word of mouth. Furthermore, all 182 respondents in the related survey reported that they had heard of The Real Game.

**Figure 3: How respondents heard about The Make it Real Game**

### **Do you have staff members who are trained in the use of The Make It Real Game? (Question 7)**

10/25 (40.0%) of the co-ordinators were based in schools/units which had staff members who were trained in the use of the game, whilst 13 (52.0%) were not.

Of the 10 respondents who were based in school/ unit that have staff members trained in the use of The Make it Real Game, 8 (32.0% of all respondents) reported that the staff were trained through a training course organised by a local Connexions Partnership.

### **Do you use The Make It Real Game in your school/unit? (Question 8)**

Only 5/25 (20.0%) co-ordinators stated that they were using the Game within their school/ unit.

### **Do you plan to use The Make It Real Game in your school/unit? (Question 9)**

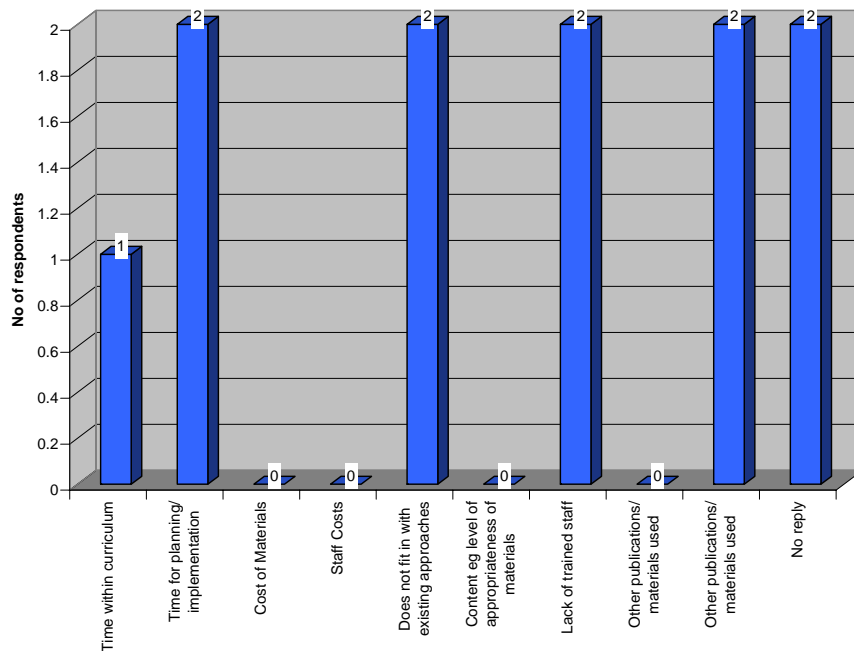
Those 14 (56.0%) who reported that they were not using The Make it Real Game in their school/units and the 6 (24.0%) who failed to respond to the question were next asked whether or not they planned to use the Game. Of those who responded to this question, 6 (46.2%) reported that they planned to use Make it Real within their school/ unit, whilst 7 (53.8%) did not.

This means that 11/25 (44.0%) of respondents either use or plan to use The Make It Real Game in their school/unit.

### **Why is The Make It Real Game not being used in your school/unit? (Question 10)**

Figure 4 illustrates a range of reasons given by respondents for not using The Make It Real Game in their schools/units. No clear picture emerges from these responses, although it should be pointed out that no-one reported the content and appropriateness of materials to be a barrier to use.

**Figure 4: Why The Make It Real Game is not being used**



Respondents were also offered the opportunity to comment further as to why The Make it Real Game was not being used in their school/unit.

- *‘Staff have not had time to look at the resource- another thing to do!’*
- *‘Not really appropriate in this hospital situation due to very short term admissions.’*

**If you are neither using nor planning to use The Make It Real Game, what factors would encourage you to do so? (Question 11)**

Those who were neither using nor planning to use The Make it Real Game were questioned on what factors would encourage them to use the Game. This produced the following comment:

- *‘Time to review, confidence that it would have direct links to PSHE areas which are not already covered by other materials.’*

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**The remainder of this report refers only to those schools/units, which use or are planning to use The Make It Real Game.**

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**How much of The Make It Real Game are using or intending to use in your school/unit? (Question 12)**

In terms of level of use, 7/13 (53.8%) of those who either used/planned to use The Make it Real Game stated that they used part of the programme, whilst 6/13 (46.2%) used or planned to use all of it.

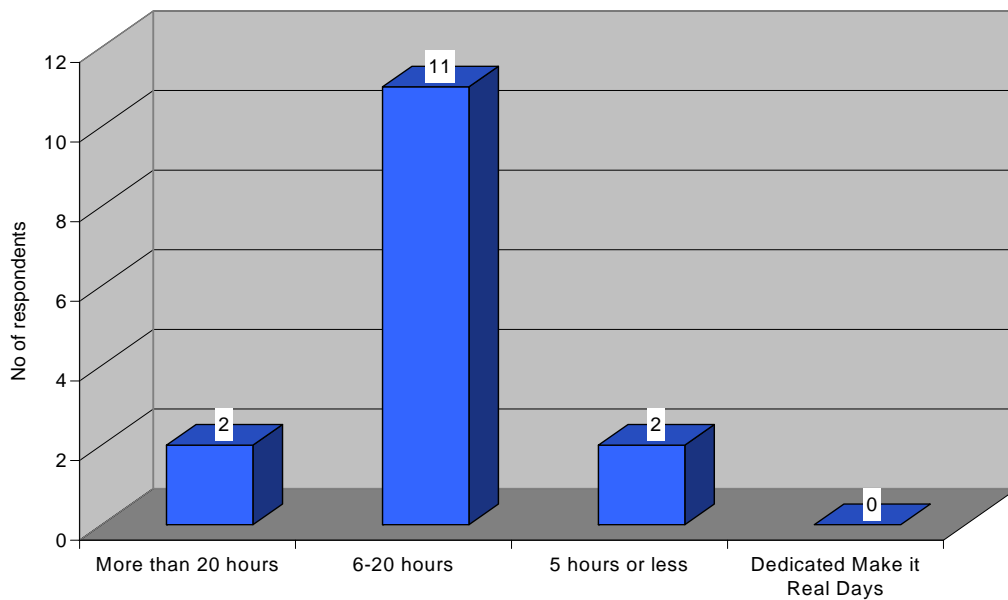
Those who used part of the game were asked to provide further comments:

- *‘Whatever we feel is appropriate.’*
- *‘Have attempted to modify to suit students’ level of understanding.’*
- *‘Community aspect.’*
- *‘Would like to use all of it, restrictions mean only can use part.’*

**How much time per academic year is dedicated to The Make It Real Game within your school/unit? (Question 13)**

Of the 15 co-ordinators who responded to this question 11 (73.3%) stated that 6-20 hours were dedicated to the use of The Make it Real Game. (See Figure 5 below). None reporting using dedicated ‘Make It Real Game Days’.

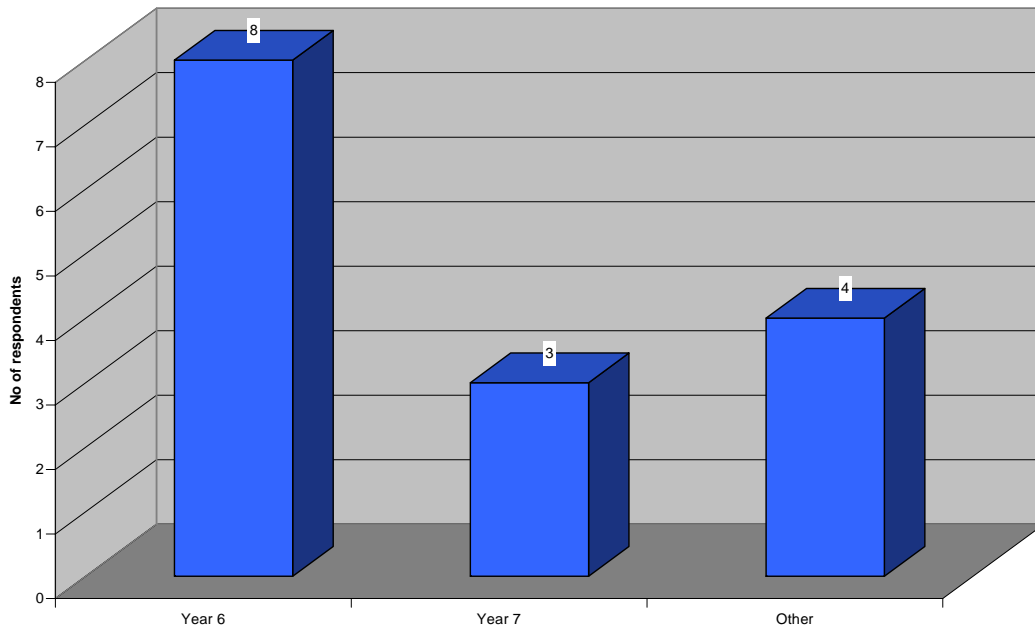
**Figure 5: Time per academic year which is dedicated to the use of The Make It Real Game**



**Which Year group(s) use or will be using The Make It Real Game in your school/unit (Question 14)**

Figure 6 below illustrates that 8 of the 15 (53.3%) co-ordinators who responded to this question are using or planning to use The Make It Real Game with Year 6 pupils.

**Figure 6: Year groups using The Make It Real Game**



**How many pupils use or will be using The Make It Real Game in your school/unit per academic year? (Question 15)**

Respondents were also asked to provide the number of pupils who were playing or would be playing The Make It Real Game in their school/unit per academic year. The average number for those providing a response was 59.

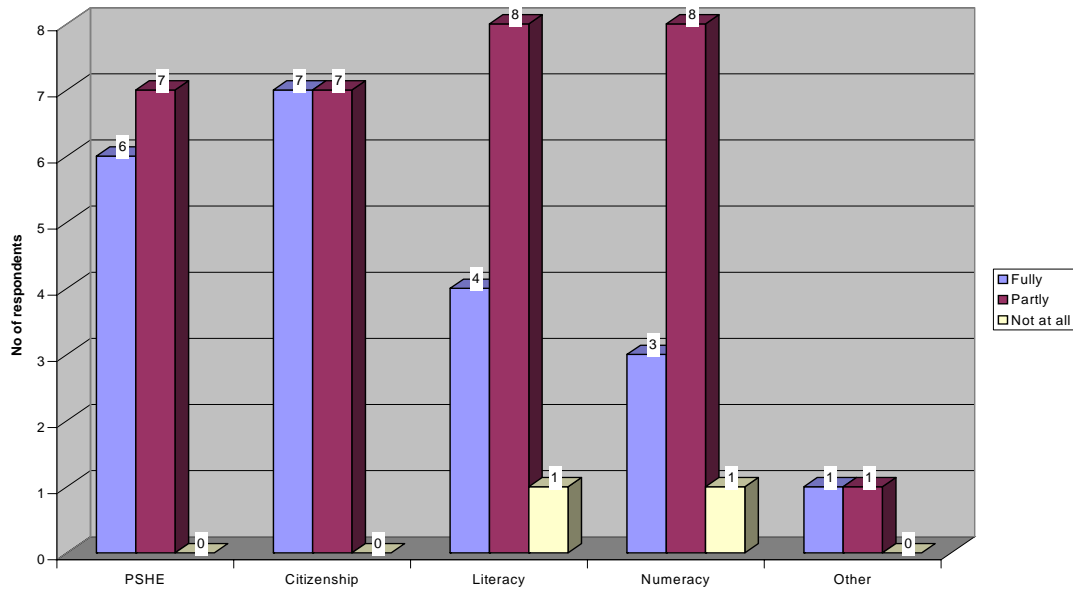
Numbers of students using The Make It Real Game ranged from 10 to 200.

**Section 3 Links with the wider curriculum**

**To what extent does The Make It Real Game support learning outcomes for specific curriculum areas? (Question 16)**

Figure 7 below illustrates that all respondents consider The Make It Real Game to ‘fully’ or ‘partly’ support the learning outcomes for Citizenship and Personal Social and Health Education.

In addition, there is strong support for the proposition that Make It Real supports literacy (12/13; 92.3%) and numeracy (11/12; 91.7%).

**Figure 7: How The Make it Real Game supports Learning Outcomes**

Respondents were asked to provide additional comments on the support that The Make it Real Game provides to achieving the learning outcomes for other subject areas. This produced the following comment:

- *‘Good for encouraging teamwork, co-operation, making snap decisions. One student found it useful in helping him work out his future.’*

In terms of the support that The Make it Real Game provided to subject areas, co-ordinators felt that it supported Geography most strongly.

#### Section 4 Impact of The Make It Real Game

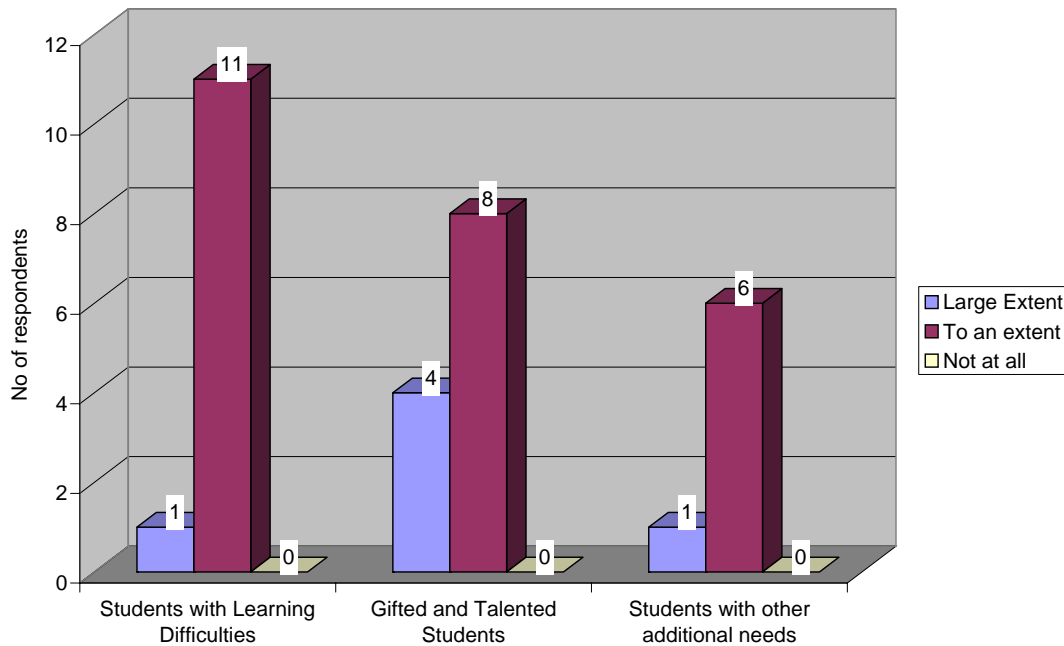
##### To what extent does The Make It Real Game support particular pupil groups? (Question 17)

Figure 8 below illustrates that respondents generally felt that The Make It Real Game supports students with learning difficulties (11/12; 91.7%), gifted and talented students (8/12; 66.6%) and students with other additional needs (6/7; 85.7%) ‘to an extent.’

None of the respondents felt that The Make it Real Game did ‘not at all’ support any of the named student groups.

Further comments included some concerns over less able pupils:

- *‘Daunting for some with learning difficulties.’*
- *‘Needs extensive modification, would appreciate a version for less able pupils, feel it needs amending.’*

**Figure 8: The extent to which The Make it Real supports particular pupil groups**

## **Section 5 Evaluation & Future Use**

### **Based on your experiences, how do you think that The Make It Real Game is best used? (Question 18)**

The question produced a number of observations:

- *'As an introduction to careers/ vocational education.'*
- *'As an ongoing programme, during PSE.'*
- *'In the practical way. Do it as it says - spot on.'*

### **Are you looking to continue with The Make It Real Game? (Question 19)**

Of the 5 respondents who indicated that they are definitely using The Make It Real Game, 4 (80.0%) were looking to continue with the Game, whilst 1 did not reply.

### **Do you have any additional comments about planning/implementation issues? (Question 20)**

Comments concerning additional information about planning/ implementation were:

- *'Loved the community aspect but would want to change the job allocations e.g. PR/publicity difficult for year 6 age group to comprehend. On the training course, hard thought was needed for some of the tasks e.g. designing a logo, as lots of background knowledge of business and company setting is needed. Also a good understanding of foreign countries. I think business parts need changing.'*

- *'Planning day was excellent. The teachers' book and resources are very good as they stand.'*
- *'Runs smoothly for a teacher to manage 20–30 pupils on their own - straight forward.'*

**Do you have any case study material that you would be willing to share?  
(Question 21)**

7 co-ordinators reported that they had case study material which they would be willing to share at a future date.

**How would you rate The Make It Real Game as a valuable transition tool for pupils moving from primary to secondary schools? (Question 22)**

7/14 (50.0%) respondents rated The Make it Real Game as a valuable transition tool for pupils between primary and secondary schools. 2 (14.3%) felt that it was 'not useful.'

**Do you have (or are you planning) any other links with secondary schools which are using other games in The Real Game series? (Question 23 & 24)**

Only 2/10 (20.0%) respondents had or were planning links with secondary schools links with secondary schools which are using other games in THE Real Game series.

**What further support for The Make It Real Game would you like to see offered/developed in the future? (Question 25)**

The following comments and suggestions were made in response to this question:

- *'CD ROM version, develop visual resources.'*
- *'More use of Advanced Skills Teachers to outreach game to other students.'*
- *'Need to be able to buy base maps separately.'*
- *'More availability of materials without having to pay for the whole set.'*

September 2003

### 3. Statistical Report on The Be Real Game – Postal & Telephone Survey

#### Introduction

Careers/Be Real Game co-ordinators were contacted in 125 schools as part of this research. All were asked to complete a questionnaire about their use of the Be Real Game; 20% of this sample were also contacted by telephone as part of the research.

A total of 25 questionnaires were completed, providing a response rate of 20.0%. An analysis of the responses provided is presented below.

#### Analysis of Questionnaire

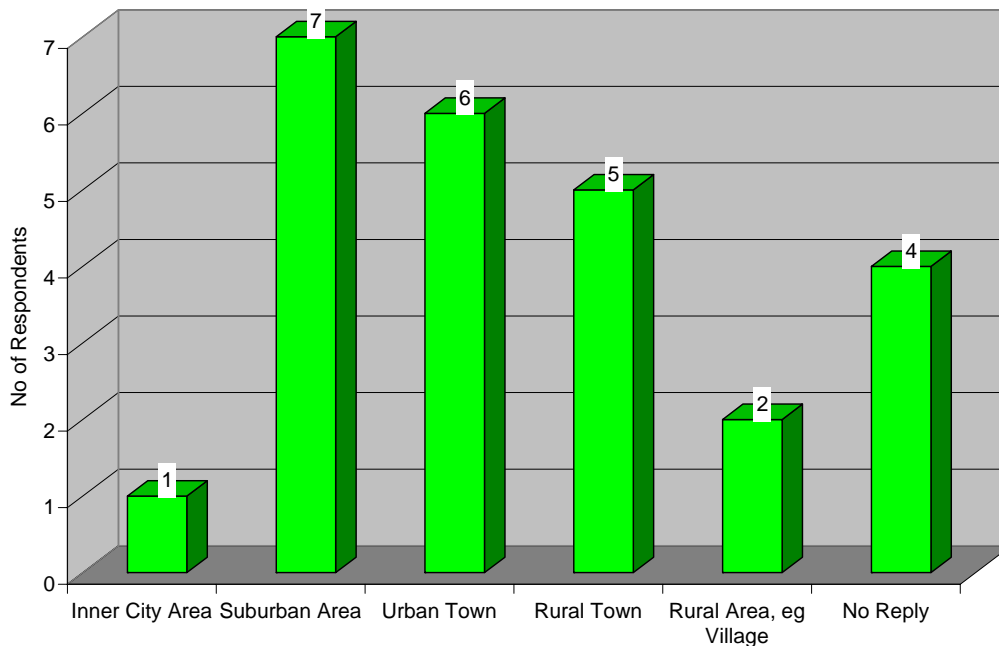
##### Section 1 School Details

##### Type of School (Questions 3,4 & 5)

16/25 (64.0%) co-ordinators were based in secondary/comprehensive schools. 2/25 (4.0%) were from special schools, whilst there were single responses from an independent secondary school, a selective secondary school and a unit.

Schools were next asked to define the catchment areas from which their students were drawn. The responses are summarised in Figure 1 below.

**Figure 1: Student Catchment Area**



14/25 (56.0%) respondents described their students as coming from inner city, urban and suburban areas with 7/25 (28.0%) reporting their catchment area to be rural.

**Section 2 Use / type of use of The Be Real Game**

In this section, co-ordinators were asked to comment on how they had heard about the Game, about their use of it and about staff training to support its delivery.

**How did you hear about The Be Real Game? (Question 6)**

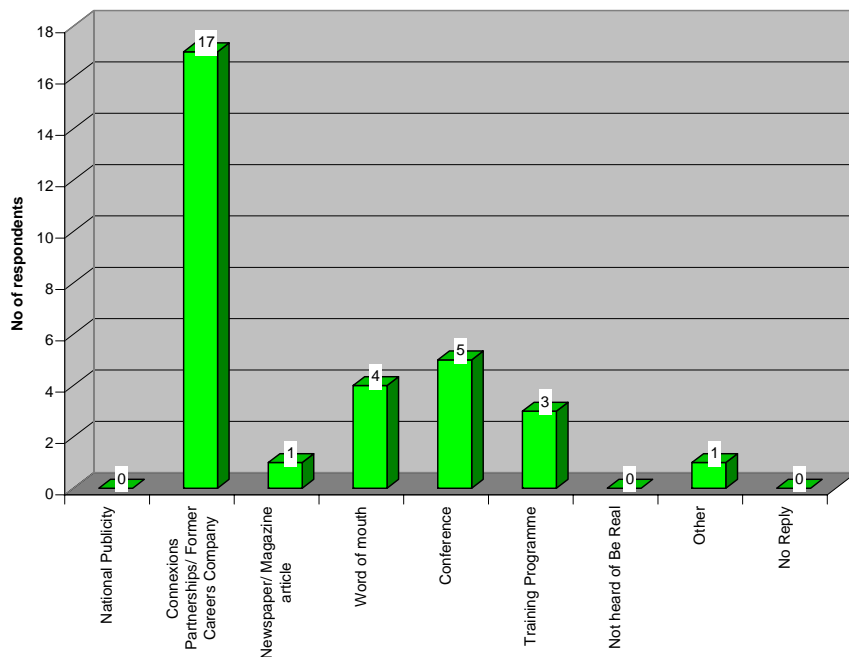
As Figure 2 below indicates, the majority of respondents (17/25: 68.0%) had heard about Be Real through their local Connexions Partnership or through one of the former careers companies. 8/25 (32.0%) of careers/Be Real Game co-ordinators had heard about the Game through a conference or training programme.

4/25 (16.0%) respondents had heard about the game through word of mouth.

All respondents had heard of The Be Real Game but none through national publicity.

The above findings contrast with the responses to similar questions in The Make It Real Game questionnaire where schools showed more limited awareness of that game. This is significant given the almost simultaneous launch of both games.

**Figure 2: How respondents heard about The Be Real Game**



**Do you have staff members who are trained in the use of The Be Real Game? (Question 7 & 7a)**

17(68.0%) of the careers/ Be Real co-ordinators reported that there were staff members at their school/unit who were trained in the use of the Game. 13/17 (76.5%)

had been trained to deliver the Game through a training course organised by the local Connexions Partnership.

**Do you use The Be Real Game within your school/unit? (Question 8)**

13/25 (52.0%) co-ordinators were based in schools which were using The Be Real Game.

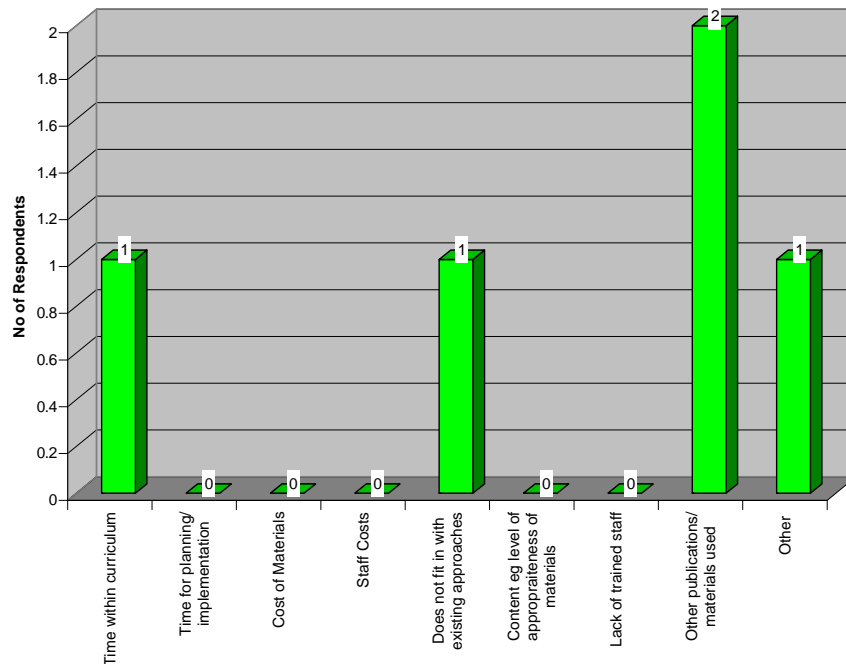
**Do you plan to use The Be Real Game within your School/unit? (Question 9)**

Of the 11(44.0%) who did not use The Be Real Game, 8(72.7%) planned on using the game in the future. This means that 21/25 (84.0%) of respondents are either using or intending to use the Game. (The comparative figure for the parallel research into The Make It Real Game was 44.0%)

**Why is The Be Real Game not being used in your school/unit? (Question 10)**

Figure 3 below illustrates that the reasons given for schools/units not using The Be Real Game.

**Figure 3: Why Respondents do not plan to use Be Real**



It would be dangerous to draw firm conclusions from the limited information provided by respondents to this question.

Two co-ordinators commented that they used other materials whilst others commented on lack of time within the curriculum and the failure of the Game to fit in with existing approaches.

It should also be noted that no one reported the content and appropriateness of materials to be a barrier to use.

Respondents were also asked to provide further comments as to why The Be Real Game was not being used in their school/ unit. Comments included:

- *'I use The Real Game for Year 9, and think this is an appropriate age for it. During year 10, I spend 6 months on work experience preparation and during Year 11 have talks and insights from further education. I am starting Make it Real for Years 7 and 8 next year.'*
  - *'Only went on course this academic year and PSE already planned.'*
  - *'We use The Real Game in Year 8 – Be Real trialed in Year 9 as a follow up but wasn't successful.'*
- 

The remainder of this report refers only to those schools/units which either use or are planning to use The Be Real Game.

---

### **How much of The Be Real Game are using or intending to use in your school/unit? (Question 12)**

In terms of level of use, only 5/20 (25.0%) of those who either used/planned to use The Be Real Game were delivering the whole programme. 15/20 (75.0%) stated that they used part of the programme.

Those respondents who used part of Be Real in their school/unit were given the opportunity to comment further on this:

- *'Intend to plan this in the summer holiday.'*
- *'Job applications for level 1 and 2 students.'*
- *'Questionnaire, role plays of jobs and changing jobs.'*
- *'Compulsory sections.'*

### **How much time per academic year is dedicated to The Be Real Game within your school/unit? (Question 13)**

Of the 22 co-ordinators who responded to this question 13 (59.1%) stated that 6-20 hours were dedicated to the use of The Be Real Game. (See Figure 4 below).

3/22 (13.6%) reported using dedicated 'Be Real Game Days'.

### **Figure 4: Time per academic year which is dedicated to the use of The Be Real Game**

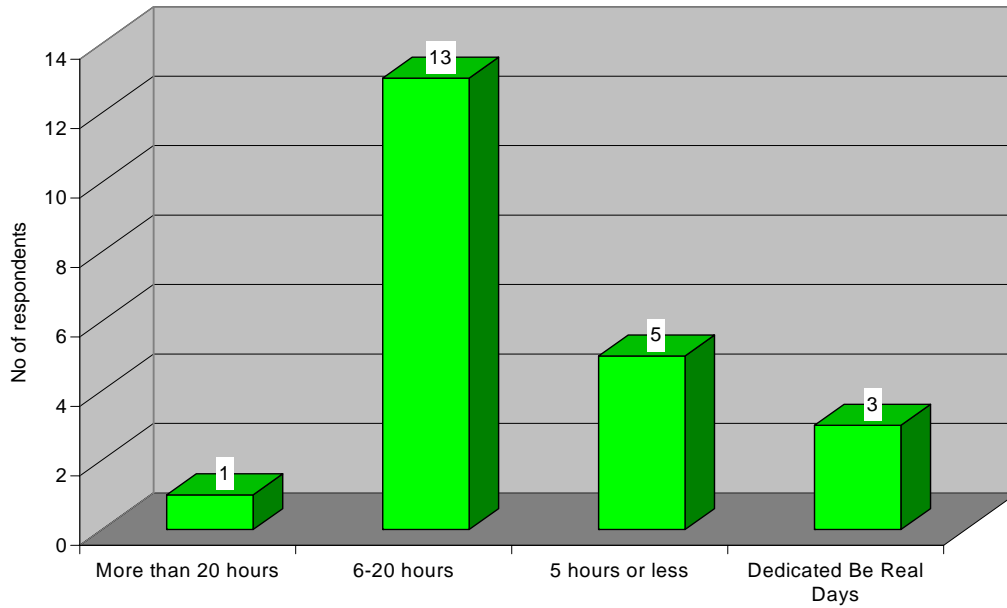
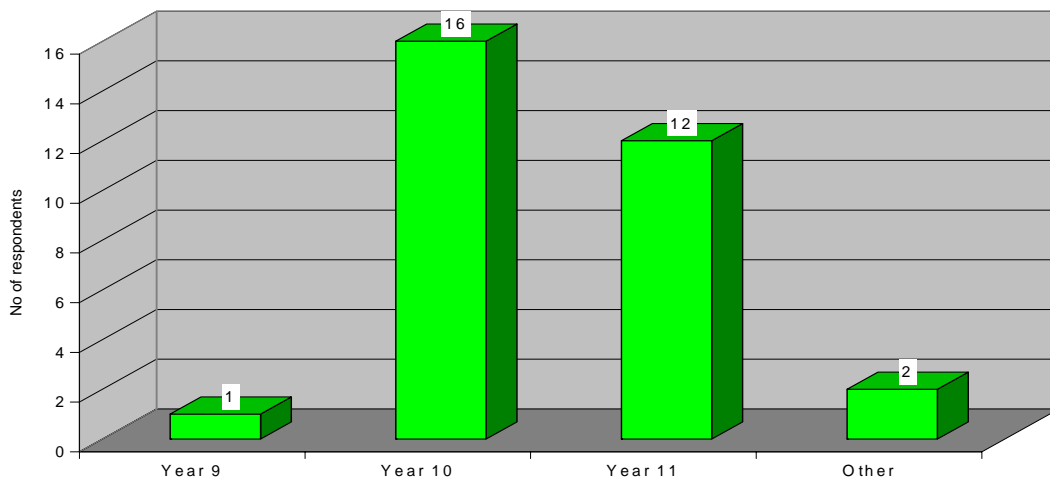


Figure 4 illustrates that in terms of how much time per academic year schools/ units dedicated/ planned to dedicate to the delivery of Be Real, the majority 13/22 (59.1%) spent 6-20 hours. 3(13.6%) of the 22 respondents were based in schools/ units with Dedicated Be Real Days.

**Which Year group(s) use or will be using The Be Real Game in your school/unit (Question 14)**

Figure 5 below clearly demonstrates that The Be Real Game is seen predominantly as resource for Year 10 & Year 11 students.

**Figure 5 Year Groups using The Be Real Game**



**How many pupils use or will be using The Be Real Game in your school/unit per academic year? (Question 15)**

Careers/Be Real co-ordinators were questioned on how many students use, or will be using the game within their school/unit per academic year. Of those who provided a figure, the average number was 210 pupils per academic year. This is almost identical to average number of students reported as using The Real Game in the related research (214).

Numbers of students using The Be Real Game ranged from 10 to 500.

**Who delivers The Be Real Game? (Question 16)**

Respondents indicate that delivery of The Be Real Game is mostly in the hands of tutors, careers co-ordinators and PSHE teachers. 12/14 (85.7%) careers/Be Real Game co-ordinators expressed the view that tutors ‘mostly’ deliver or will deliver the Game. 9/16 (56.3%) and 7/12 (58.3%) reported that careers co-ordinators and other PSHE teachers ‘mostly’ deliver the Game.

**Figure 6: Delivery of The Be Real Game within schools/units**

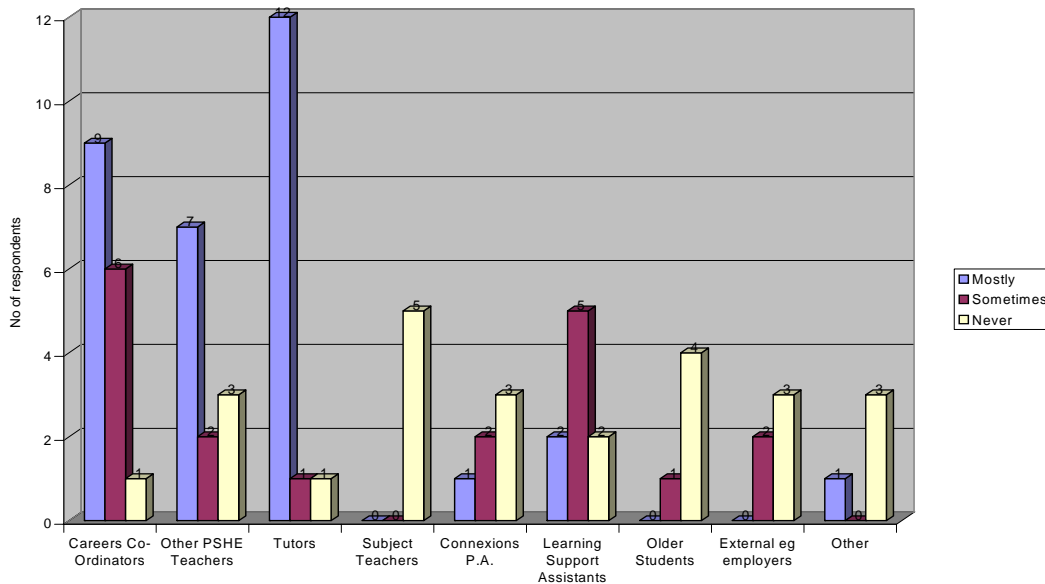


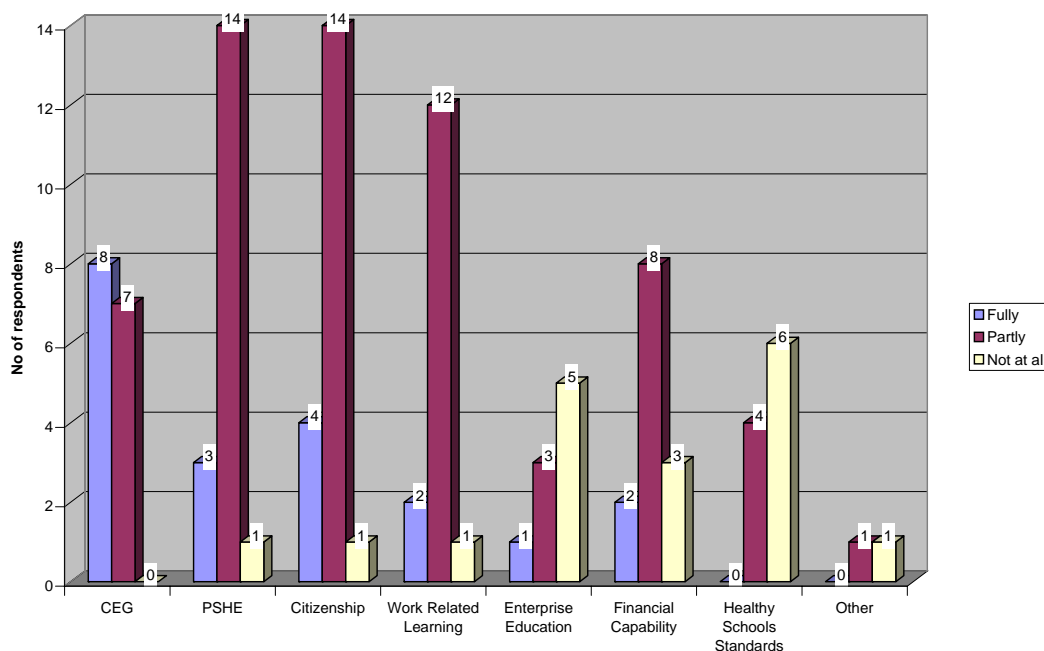
Figure 6 above suggests some involvement of learning support assistants and Connexions Personal Advisers. Responses indicate that employers and older students seem to have a limited role in its delivery.

**Section 3 Links with the wider curriculum**

**To what extent does The Be Real Game support learning outcomes for specific curriculum areas? (Question 17)**

Figure 7 below shows that all 15 (100.0%) respondents to the question believed that The Be Real Game ‘fully’ or ‘partly’ supports careers education and guidance learning outcomes.

**Figure 7: How The Be Real Game supports Learning Outcomes**



In addition, 17/18 (94.4%) respondents felt that The Be Real Game ‘fully’ or ‘partly’ supported PSHE outcomes, whilst 18/19 (94.7%) provided the same response concerning Citizenship and 14/15 (93.3%) in relation to Work Related Learning.

8/13 (61.5%) reported that The Be Real Game ‘partly’ achieves the learning outcomes for Financial Capability.

A majority (6/10; 60,0%) respondents expressed the view that The Be Real Game did not support the outcomes for Healthy Schools standards at all.

Respondents were also asked to offer further comments on the support The Be Real Game provides to the learning outcomes for different subjects and themes (Question 18). Comments included:

- *‘Because the programme is used with post-16 level 1 students in the learning support department, we are able to tailor parts of it into the broader college-wide tutorial programme. Well liked and received by students, although some of the exercises and wording is hard.’*
- *‘Links to curriculum areas such as Maths, English and Geography. Need quite advanced skills for some tasks.’*
- *‘Teachers of Politics and Business take sessions...at appropriate times.’*

#### **Section 4      Impact of The Be Real Game**

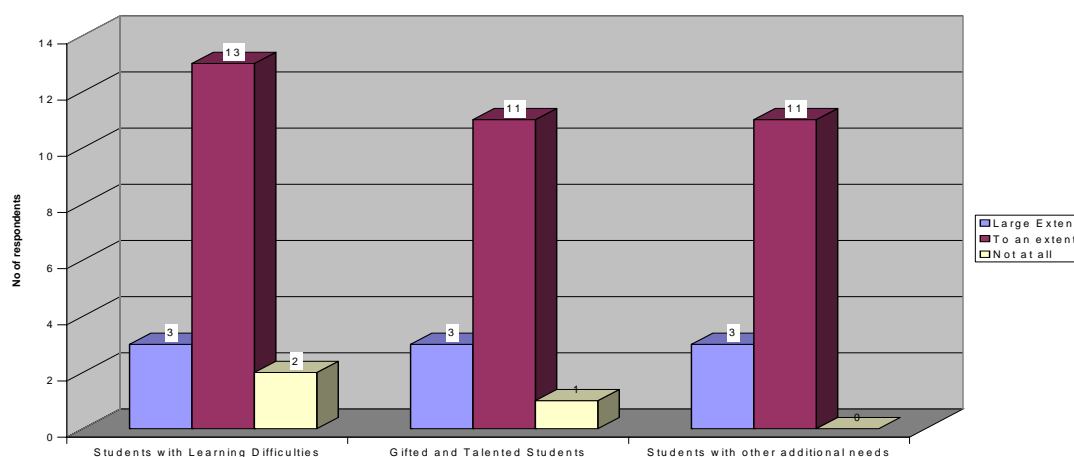
##### **To what extent does The Be Real Game support particular pupil groups? (Question 19)**

Figure 8 below illustrates that respondents generally felt that The Be Real Game supports students with learning difficulties (16/18; 88.8%), gifted and talented

students (14/15; 93.3%) and students with other additional needs (14/14; 100.0%) ‘to an extent’.

2/18 (11.1%) co-ordinators responding to the question did feel that The Be Real Game supported students with learning difficulties at all.

**Figure 8: The extent to which The Be Real Game supports particular student groups**



One of the respondents provided further comments on the extent Be Real supports the students,

- *‘Opportunities in school for use limited, due to tight organisation of curriculum. However possible extension of use for those on flexible learning programmes, or a lunch time club during winter.’*

## **Section 5 Evaluation & Future Use**

**Based on your experiences, how do you think that The Be Real Game is best used? (Question 20)**

Careers/ Be Real co-ordinators were invited to comment on how they felt The Be Real Game was best used. Responses included:

- *‘Probably in Be Real Days, although I have not implemented this. A certain amount of time is required to ensure that outcomes are achieved.’*
- *‘Three hour slots in successive weeks...need tutors and learning support assistants as they can go round groups and help students.’*
- *‘In pastoral scheme.’*
- *‘Within CEG programme, small groups with lots of enhancement.’*
- *‘In short run programmes, i.e. successive weeks, 3 hour slots...’*
- *‘Group work with differentiation.’*
- *‘In group tutorials.’*
- *‘It could work well within a work related course where one has a greater exposure to students...good for PSHE and Citizenship.’*

**Are you looking to continue with The Be Real Game? (Question 21)**

10/13 (76.9%) respondents who were based in schools/ units where Be Real was currently being used and who answered this question planned to continue using the Game.

**Do you have any case study material that you would be willing to share? (Question 22)**

3 co-ordinators who are currently using The Be Real Game within their school/ unit were willing to share case study material in the future.

**Are you using or intending to use other games in The Real Game series? (Question 23)**

2/6 (33.3%) careers/Be Real co-ordinators, who reported on the use of other games in the series, stated that they also used The Make it Real Game, whilst 13/16 (81.3%) also used The Real Game.

**Will the same pupils who are involved in The Be Real Game be involved in other games in The Real Game series? (Question 24)**

8 (61.5%) of the 13, who responded to this question stated that the pupils involved in Be Real would be the same students who had been participated in the other games 'to an extent'.

**What are the advantages/disadvantages of using more than one programme in The Real Game series? (Question 25)**

In terms of the advantages of using more than one programme, respondents offered the following views:

- *'Able to link material to appropriate stages of pupils knowledge/experience.'*
- *'Can use Be Real for those who did Real Game during another part of the tutorial programme as a way of building on experience and knowledge.'*
- *'Helps broaden horizons as to possible career choices.'*

Comments concerning the disadvantages of using more than one programme centred on repetition and duplication:

- *'Though the game is well received by tutors and students, they need variation to provide further stimulus.'*
- *'Some overlap, especially on the budgeting.'*
- *'Concerned that they may not want to tackle it as they have previous experience. Hope those who have seen other games in the series will enjoy trying another one out.'*

**What further support for The Be Real Game would you like to see offered/developed in the future? (Question 26)**

In terms of the support the careers/ Be Real co-ordinators would like to see offered in the future, training issues featured strongly among the comments:

- *'Continued training days - opportunity to discuss delivery of programme with different formats.'*
- *'A text to cover the units together with extension materials and ideas for non specialist staff/staff without training.'*
- *'Further training, support from careers team/local industry.'*
- *'Inset course to help train teachers to use it effectively, to manage resources and to enable them to link concepts effectively with students own experiences.'*
- *'More day-long courses for form tutors - people who are implementing the course. They do need to play it first.'*
- *'More training required for Be Real.'*

Other comments included:

- *'Would like to be able to get extra sets of Spin Game and questions. Out of the Blue cards - these are difficult to reproduce.'*
- *'The cost of £90 per pack is prohibitive.'*
- *'I would like to see material that is more appropriate to able 15 year olds. Some we use could be quite 'dumb' for them.'*
- *'More extension materials.'*
- *'Be Real for Years 10 and 11...is very complicated.'*

**Do you use The Be Real Game alongside other resources and careers publications? (Question 27)**

15/16 (93.8%) respondents reported using The Be Real Game alongside other resources and careers publications. Examples of these materials/publications included:

- *'Local Connexions publications.'*
- *'Kudos and CID'*
- *'Keying into Careers.'*
- *'Videos such as United Nations by Oxfam.'*
- *'Own materials.'*

## Appendix C Focus Groups - General

### 1. Background

A series of focus groups was organised at locations across England. Four of these included careers co-ordinators, tutors, special needs teachers, local education authority staff and personal advisers. Two comprised students who had played The Real Game.

The dates and locations of the focus groups are listed below:

|                        |                         |
|------------------------|-------------------------|
| Cornwall & Devon       | 20 June 2003 (students) |
| Derbyshire             | 30 June 2003            |
| Kent & Medway          | 2 July 2003             |
| York & North Yorkshire | 9 July 2003 (a.m.)      |
| Lincolnshire & Rutland | 9 July 2003 (p.m.)      |
| Central London         | 17 July 2003 (students) |

A total of 55 people took part in these focus groups including 22 students.

Questions and guidelines for the focus groups were developed in consultation with DfES and these are included below.

### 2. Staff Focus Group Guidelines

- Facilitator introduction
- Introduction of the topic which is going to be discussed
- *'VT Careers Management Ltd is currently carrying out research on behalf of the CSNU within the DfES and is seeking to ascertain the impact and benefits of The Real Game. The overall research will provide information on how The Real Game has been used and the extent to which it supports the learning outcomes for Careers Education and Guidance, PSHE, Citizenship, other areas of the curriculum and also its relationship with other games in the series.'*

*'Questionnaires have been sent out to e schools to gather quantitative information, while the aim of this focus group is to pick up further qualitative information and on areas which can contribute to the research.'*

- Explanation in terms of length of the focus group and the tape recorder- mention here confidentiality and that names will not be used during the report and the tape will be destroyed after transcription.
- Mention incentive (if any) for taking part)
- Agree ground rules:
  - 1. Only one person to talk at a time

2. *The participants have been invited to express their views, so they should feel comfortable in doing this*
3. *The group is confidential- the tape will be transcribed then destroyed. Although the opinions of participants will be used in the report, names will not be used*
4. *What is said in the group is confidential and should remain within the group.*

- ICEBREAKER

- Ask the group to provide a brief introduction of themselves and state what involvement they have had with The Real Game. (*Start from left to right*)

- HOW WOULD YOU RATE THE REAL GAME?

- *How effective do you think The Real Game is in areas such as appropriateness, student response, content and presentation, differentiation, flexibility etc*
- *A score?*

- WHAT WERE THE CRITICAL FACTORS IN THE INTRODUCTION/NON INTRODUCTION OF THE REAL GAME INTO YOUR SCHOOLS?

- *Did the Real Game fit in with existing approaches?*
- *If the Game was not introduced into your school would you comment on the reasons?*
- *In the questionnaire we provided a series of reasons for non-introduction, including time, costs, not fitting in with existing approaches, staff issues and content. Are these all of the reasons or are there others?*

- WHAT SUPPORT DID YOU RECEIVE IN IMPLEMENTING THE REAL GAME?

- *Internal support?*
- *External support such as Connexions partnerships careers companies, LEA's etc.?*

- HOW WAS THE REAL GAME IMPLEMENTED WITHIN YOUR SCHOOLS?

- *Did you link up The Real Game with existing approaches?*
- *Links with CEG, PSHE & Citizenship*
- *Other subjects?*
- *Other careers publications/activities used?*

- DO YOU THINK USING THE REAL GAME HAS HELPED THE STUDENTS WITHIN YOUR SCHOOLS?

- *What has the effect been on students using The Real Game in areas such as awareness of race and diversity issues, student achievement, student attendance, behaviour, and motivation?*
- *Has the use of The Real Game allowed young people to make the link between school and the adult world?*

- HOW DOES THE REAL GAME SUPPORT LEARNING OUTCOMES WITHIN YOUR SCHOOL?

- *Particular areas which we are looking at here are CEG ,PSHE, Citizenship, Work Related Learning, Enterprise Education, Financial Capability, Healthy Schools Standards*
- DO YOU THINK THE REAL GAME SHOULD/COULD BE DEVELOPED FURTHER?
- *What developments would you like to be made to The Real Game?*
- *Why are developments needed?*

Warn everyone when there is 10 minutes to go!

Thank everyone for turning up!

Remind everyone of the ground rules – especially those relating to confidentiality.

### **3. Student Focus Group Guidelines**

- Facilitator introduction
- Introduction of the topic which is going to be discussed
- *‘VT Careers Management Ltd is currently carrying out research into The Real Game Series. A questionnaire has been sent to schools to complete, but as the actual users of The Real Game we are interested to hear your views on its usefulness; whether it has helped you develop your skills; if you think it needs to be developed and other areas too.’*
- Explanation in terms of length of the focus group and the tape recorder - mention here confidentiality and that names will not be used during the report and the tape will be destroyed after transcription.
- Agree ground rules
- *1. Only one person to talk at a time*
- *2. The participants have been invited to express their views, so they should feel comfortable in doing this*
- *3. The group is confidential- the tape will be transcribed then destroyed. Although the opinions of participants will be used in the report, names will not be used*
- *4. What is said in the group is confidential and should remain within the group.*
- Mention incentive (if any) for taking part
- ICEBREAKER
- *Go round the group from left to right, asking what involvement the young people have had with The Real Game?*  
*When did they use The Real Game?*  
*How did they use The Real Game?*
- WHAT DID YOU LIKE ABOUT THE REAL GAME?

- *Which bits did you find the most interesting?*
- *Which bits did you find the most rewarding?*
- *Which bits did you enjoy the most?*
  
- WHAT DID YOU DISLIKE MOST ABOUT THE REAL GAME?
  - *Which bits did you find the most difficult?*
  - *Which bits did you find the most irrelevant or confusing?*
  - *Which bits did you find boring?*
  
- WHEN DID YOU USE THE REAL GAME WITHIN YOUR SCHOOLS?
  - *Did you play the Real Game during tutor Periods, PSHE, collapsed timetable Real Game Days?*
  - *In what lessons did you play The Real Game?*
  
- DID THE REAL GAME HELP YOU WITH ANY OTHER AREAS OF YOUR SCHOOLWORK?
  - *Did The Real Game help you with your English, Maths, IT, PSHE, Citizenship?*
  - *What about other subjects?*
  
- HAS THE REAL GAME HELPED YOU IN DEVELOPING OTHER SKILLS?
  - *Has The Real Game helped you in developing teamwork skills when working with others?*
  - *Has The Real Game had any effect on your problem solving and researching skills*
  - *Has using The Real Game made you more aware of different races and groups of people?*
  
- DO YOU THINK USING THE REAL GAME HAS IMPROVED YOU AS A STUDENT?
  - *Do you think you have achieved more at school since using The Real Game?*
  - *Has using the Real Game had any effect on your attendance, motivation, and behaviour?*
  
- HOW REAL IS THE REAL GAME?
  - *Do you think playing The Real Game helps you make a link between school and the outside world?*
  
- DOES THE REAL GAME NEED TO BE IMPROVED?
  - *Would you like to see other materials/activities in The Real Game?*
  - *Do you think The Real Game should stay as it is?*
  
- WOULD YOU TELL OTHER PUPILS IN YOUR SCHOOL TO USE THE REAL GAME?
  - *If yes, why?*
  - *If no, why?*

Warn everyone when there is 10 minutes to go!

Thank everyone for turning up!

Remind everyone of the ground rules – especially those relating to confidentiality.

#### **4. The Real Game Co-ordinators' Workshop - 1 July 2003**

A workshop for local Real Game co-ordinators was arranged in Birmingham on 1 July 2003, where preliminary findings from the research were presented and explored.

The workshop provided an opportunity to gather examples of good practice and produced a significant amount of qualitative data that is considered in this report. The focus group questions and guidelines were also used at this event.

## Appendix D – Selected Feedback from Focus Groups

### Quotes on The Real Game

#### Use/type of use of The Real Game

*'I have run it several times now having using one afternoon a week over a term and it works every time and they haven't lost the interest, in fact they look forward to the next session.'*

(A tutor, Derby)

*'It depends on the how enthusiastic the teachers are about it, but I think the teachers have got to go a long way to make it not have any impact. You've got to have tried hard. In the school that I'm at there are a lot of teachers that are only too relieved to have something that leads them by the hand, with such a range of activities to do with the students all of which are valuable and all of which do not need to be didactic. Even the least enthusiastic regarding PSHE can make this work and make it happen for the students. They can pick it up and run with it for themselves. We've got the strength of the presentation and the style and the resource materials that are there for the teachers. Everything is there; it's a pack that has everything. The teacher could just read it, just the night before even and do it well.'*

(A teacher, York & North Yorks.)

*'Right from the beginning we have supported and encouraged the schools. We put the training on and we paid 100% including supply cover. We actually had written into all of the Partnership Agreements with schools a day that could be used to support the school. When the Real Game originally came out our Chief Executive actually wrote letters to schools encouraging them to take this up so we were there at the start and then it was over to the school.'*

(Connexions Careers Education Manager, York & North Yorks.)

*'Some of the schools do a collapsed timetable and I think some evaluation has been done of that and certainly one of the schools I'm thinking of says she's not convinced it's the best way to deliver it. Internalisation doesn't necessarily take place when its done all together but if that's the only way it can be done she says rather than not do it at all that would be the way she would go for. She said she would certainly go for it over a period of time rather than being a very condensed situation. People need time to consolidate and to internalise, do too much in a day and you're going to miss out on some things.'*

(Connexions Careers Education Manager, York & North Yorks.)

*'The delivery is as good as the tutor.'*

(Lincolnshire careers co-ordinator)

#### Links with the wider curriculum

*'One of its real strengths is that it appeals to those who are not just auditory or visual*

*learners but are kinaesthetic. 37% of us are kinaesthetic learners and that's really important for teaching and learning styles.'*  
(LEA Adviser, York & North Yorks.)

*'I think there are various bits of this that you can use in other areas of the curriculum such as GNVQ. I also use it as part of Citizenship. I like the job sheets and transferable skills.'*  
(Lincolnshire teacher)

*'It's a different situation in the classroom - it's less formal - so I think those students who struggle sitting there and being talked to find it easier because perhaps it is a more user friendly environment for some of the students who struggle with formal, traditional style of teaching.'*  
(A Plymouth teacher)

*'It just helps with all the key skills.'*  
(Eggbuckland Year 8 Student)

### **Impact of The Real Game**

*'We've not had to pull anybody out in the three years we've been doing it, not for any reason whatsoever. If you can get through a whole day where the whole lot of Year 8 are as well behaved as you are going to get them, is an amazing achievement you wouldn't expect that to happen on any other normal day. It does improve relationships, it does make them realise that they can get on, they can do whatever. They can get on with their tutors, they can get on with their peers.'*  
(Lincolnshire teacher)

*'I think it makes a significant contribution to the relationship between the tutor and the child - you don't often get such an opportunity. Most of the time as a tutor you are there but this is a whole day with some fairly good time to sit and talk to somebody. Some of the tutors actually get to find out more about home backgrounds...than they would in normal circumstances. As a social facilitating vehicle, it is brilliant.'*  
(Lincolnshire teacher)

*'Teaches that you have to respect peoples' decisions like for their religion. If they decided that they wanted to be a Hindu, you had to respect that and it is their choice and you can't exactly make them be something that they don't want to be.'*  
(Eggbuckland Year 8 Student)

*'It gave me more confidence about sharing my ideas in other lessons to people.'*  
(Eggbuckland Year 8 Student)

*'You get to work with people, say for instance like particularly you don't know them and get to know them and make friends in different groups'*  
(Eggbuckland Year 8 Student)

*'In a sense it helps you to work as a team...You've got to work as part of a group, you've got to come together and complement each other'.*

(Highbury Fields Year 8 Student)

*'I feel that if you got a rubbish job like £700 or £900 a month then it encourages you to work harder and to get good results.'*

(Highbury Fields Year 8 Student)

*'I think that it made me want to work harder because once you have finished your education you have to pay for it, and there is no point in wasting it. You have to just use it while you can, and you just have to work till you have it because it is free now.'*

(Highbury Fields Year 8 Student)

### **Evaluation and future use**

*'Because we did it reasonably successfully the first time round the word spread and the kids were saying, "When are we going to do the Real Game?"'*

(Lincolnshire teacher)

*'The big factor about the original Real Game being successful is it is the right thing at the right time.'*

(A teacher)

*'I think its one of the most powerful resources that has come up in years of delivering careers work. I'll give it 10 out of 10.'*

(A teacher, York & North Yorks.)

*'One of our personal advisers said that when she came to do the interview (students) the language that was being used by young people was at a higher level and the interview became much more meaningful.'*

(Connexions Careers Education Manager, York & North Yorks.)

*'It is mentioned in careers interviews. They say things like, "I'm not sure what I want to do but I know it's got to be something that gives me a future. In The Real Game I had such and such a job and it was rubbish". I think that's a good indicator, I've had that from year 11 students.'*

(South Kent Personal Adviser)

*'I think ours worked quite well because of the nature of the mixed groups. We put them in specific mixed groups within the tutor sets and it worked. If the kids did find difficulties they helped each other. It was incredibly successful - they did their own teaching within their peer groups.'*

(Lincolnshire teacher)

*'We got the YMCA who had been trained to come and support us so that we actually had two adults in each group, Some of the staff said "If it hadn't been for the fact that I had someone with me I don't think I would have coped through the day. It was a real boon to have two people.'*

(Lincolnshire teacher)

*'We specifically trained some learning support assistants on a separate Inset on one occasion because we thought it was important for them to have some idea of what was going on.'*

(Lincolnshire teacher)

*'I think the dream is one of the most stimulating activities that I have seen for young people to get their career thinking in a wider context.'*

(Lincolnshire teacher)

*'I think it enhances everything we do but it is also totally stand-alone.'*

(Lincolnshire teacher)

*'When we have parents' evenings they are commenting on it. They think it is good that the kids actually get a wake up call about mum's money and what the real world is about and the fact that they have got to then say 'yes we can afford that house but we've got all these bills that go with it'. It is so realistic. The kids love it.'*

(South Kent Year 8 Tutor)

*'I found out that by playing a role you are lot more confident in yourself which helps when you've got to go out and talk.'*

(Eggbuckland Year 8 Student)

*'You have to learn to work with other people and, like later in life, you have to work with other people even if you don't want it.'*

(Eggbuckland Year 8 Student)

*'My overall impression about the Real Game was that it was very very good. It did help us a lot; it did help me a lot. There were one or two ways in which it could have been improved, but other than that it was fun. It did give me a very small glimpse of how the future would be if I had this job, and how much I would be getting paid for it.'*

(Highbury Fields Year 8 Student)

*'I personally think that the dream cloud did help me, because it shows that I cannot always have what I want in my life and that you have to think wisely and use your money wisely.'*

(Highbury Fields Year 8 Student)

*'You have to think by yourselves, you have to budget and everything. That helps you see that in your future you are going to be on your own and you have to decide your own career and everything. It's down to you what you want to do.'*

(Highbury Fields Year 8 Student)

*'The future is now and you have to work hard on it.'*

(Highbury Fields Year 8 Student)

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*Please note:*

*Although the focus groups were targeted at users of The Real Game, observations on The Make It Real & The Be Real Games emerged as part of the events. These are included below.*

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### **Quotes on The Make It Real Game**

*'Make It Real certainly develops the language and the vocabulary that primary pupils use such as "She's got a degree, I've got a diploma". Pupils were able to articulate quite advanced thinking.'*

(Teacher)

*'I talked to a class of primary pupils and they were extremely positive and said it was fun - like a lot of lessons coming into one. They really enjoyed it and were over the moon about it.'*

(LEA adviser)

*'In Make It Real the 10 year olds were saying very strongly it is very important to put yourself in the position of an adult of say 21 because we are going to have to make these decisions and the more we practise them now the better we will be prepared.'*

(LEA Adviser)

*'Most of the words that the primary school pupils came up with in terms of what they learned you could attribute to key skills. They were talking about working in teams, communication and being positive and confident, solving problems, making choices, decision making etc. They used all these words time after time.'*

(LEA Adviser)

*'I think however you do it you need a room or a place set aside so that the stuff can actually go up on the wall, we did it in the hall, we decorated the walls of the hall with all the maps and whatever. We laminated the Make It Real Game map, so that we could write on it and could use blue tack and whatever without damaging it. It probably did not need to be there for the duration of the Game but we felt that worked really well. Kids were actually sneaking in a break time and amending it.'*

(A tutor from Derby)

*'We've had tutors doing it (using other adults) on an informal basis, bringing in doctors or solicitors that they happen to know and one colleague in particular brought in a lot of outside speakers to represent particular industries. There were some good examples in The Make It Real Game. A school in Castleford, for instance, invited the Fire Service, who came in for half a day. They also invited town planners and architects came in too. Another school invited a lot of parents in who were employers to look at interviewing techniques and interviewing pupils applying for jobs in The Make It Real Game. There are lots of ways of involving people in primary schools.'*

(LEA Adviser)

### **Quotes on The Be Real Game**

*'The Be Real Game just makes it easier to understand the world of work.'*

(Eggbuckland Year 12 student)

*'We use some of the stuff we've learnt with Be Real Game in our work placements.'*

(Eggbuckland Year12 Student)

*'I haven't missed a day yet, it's really turned me around – before that I was always off. It's not so boring any more. I'm not thinking 'oh I've got to go into school'. It's different because we only have 2 days in here and 2 days somewhere else so it's not just constantly school you get a break you do 2 days working in placements and 1 day work experience.'*

(Eggbuckland Year 12 student)

## **Appendix E Case Studies**

### **1. The Real Game Series – A Whole School Approach Eggbuckland Community College, Plymouth**

Eggbuckland Community College is an 11 – 18 comprehensive school with Technology and Training School status. We use The Real Game series very successfully and in a variety of ways, all of which enhance the teaching and learning within the College.

In Year 8, The Real Game is used as the framework for our Preparation for Life programme (P4L). This curriculum subject covers, Religious Education, Citizenship, Careers Education, Sex and Relationships Education, Drugs Education as well as Personal, Social and Health Education, and is studied by all students for two hours per week. The programme of study consists of modules that integrate all the subjects and are written in the ethos of The Real Game. Students are organised into community groups at the beginning of the year and remain so throughout all the modules, making decisions as a team. Many of the modules include links with business and industry, who have come to enjoy The Real Game as much as us.

In Years 8, 9 and 10 we have two laptop computer classes, who through e-pals have globalised their learning through The Real Game Programme.

The Be Real Game forms the framework for the teaching of Key Skills in our post-16 courses. This is particularly evident in our vocational groups, who find the ‘role play’ model a very safe way of exploring the intricacies of life, including the world of work. We regularly involve our partners from the local community including the Police, councillors, and local MPs. These work with us to highlight aspects of active citizenship and help us to work through ‘N.I.M.B.Y’ scenarios that are relevant to the city of Plymouth.

### **2. The Year 8 Real Game Day Highbury Fields School, Islington, North London**

The Real Game Day for Year 8 students has been running successfully in Highbury Fields School, Islington for three years.

The day is jointly planned and delivered by the link personal adviser and the school’s careers co-ordinator and PSHE co-ordinator. After initial discussion, the school decided that it wanted to trial a two-day programme at the end of Summer Term rather than to do it periodically as part of the PSHE programme.

A two-day programme has been assembled which includes the main components of the programme such as The Spin Game, The Dream, and Reality Check, Thumbs Up, Thumbs Down and The Big Picture. As an inner city girls’ school

with students from diverse ethnic backgrounds, the school is keen to focus on the Fair Play topic and invites external speakers to lead a session on equality and diversity issues. Over the years, a female fire fighter, a RAF engineer and a female in the construction industry have helped with this part of the programme.

A training session for tutors is organised two weeks before the activity to ensure that the day runs smoothly. Tutors are introduced to the materials including the facilitators' pack and student folders and are given the opportunity to view the promotional video and to ask questions. On the actual two days, additional personal advisers - several with experience of delivering The Real game elsewhere - are on hand from the local Connexions Careers Centre to support the activities.

The Real is very popular with the 150 girls who attend school in working clothes rather than school uniform for the two days. One of this Summer's Year 8 students summarises the general view well:

*'My overall impression about The Real Game was that it was very good. It did help us a lot; it did help me a lot. There were one or two ways in which it could have been improved, but other than that, it was fun.'*

### **3. Introducing The Make It Real Game St. John's C of E (Aided) Primary School, Basingstoke, Hampshire**

I write as a Primary Head with buzz, enthusiasm and a feeling of well being. Last week, I swapped role with my Deputy Head, who teaches Year Six, and spent the week working on The Make It Real Game with our Year Six children.

My initial rationale, having received training in the resource run by the LEA, was that this looked like an engaging and fun activity for our Year Six children at the end of a long summer term. Having spent the week working 'hands-on' with the materials, I see huge potential for this resource with a plethora of curricular links. There is very little from the Key Skills section of the National Curriculum and Thinking Skills (p 20-22) that cannot be addressed, in some form, by The Make It Real Game. In fact I would go so far as to say that the way I was able to use this resource is a tangible example of the new Primary Strategy, '*Excellence and Enjoyment*'.

In the children's evaluation of the week, I asked them why they thought it was called 'Make it Real'. The children were united in their view that '*it gave us a real feeling for what it's like being a grown up*'. Later in the evaluation process I asked about the main learning points that they felt were achieved through our week. The responses were varied but included: using things we had learnt in a different way; team work; deadlines; independence; being an adult is fun – but not always easy; other children led the group differently than me and we had the chance to make some real choices.

Following my positive experience of Make It Real I was invited to speak about my experience of using it at an LEA conference on Study Support. One of our Year 6 pupils has had considerable difficulty staying in his classroom on occasions this year. He was an 'ever present' for The Make It Real Game week; particularly enjoying the practical nature of the tasks. From this one experience I can see potential for inclusion programmes too.

Our link Secondary School uses The Real Game series with older pupils providing a useful transition link as well as some continuity and progression.

In conclusion, it was very gratifying to see our pupils apply some of the skills we have provided them with, be so motivated and have so much fun through the medium of the The Make It Real Game.

#### **4. Adapting The Be Real Game in a Special School Deerswood Upper School, Crawley, West Sussex**

I played The Be Real Game for a week in July with my class of 10 Year 11 students at this day special school for children with moderate learning difficulties. I was particularly interested in the "Access your Allies" angle, and invited several guests to participate in the Game.

We had a day and a half for students to get into role and to gain some idea of the problems facing their characters for reasons that have not yet affected them personally such as the cost of housing and having a family.

I then invited a Community midwife into school to discuss the ways that she would be involved with a family, and I invited the school nurse in to talk to my girls about contraception and planning a family whilst I did the same with the boys. I then invited a representative of the local authority Housing Department in to discuss Council Housing as an alternative form of accommodation to the private sector provision shown in Be Real.

Finally, I asked one of our local Councillors in to discuss the proposed new runway at nearby Gatwick Airport to tie in with the community aspect.

Having a character for the students to refer to did make it seem that these visitors had more impact and were seen as being more relevant than if they had just come in for a chat - they could empathise more with the housing problem in particular.

#### **5. Using The Make it Real and Real Games in a Special School A Derbyshire Special School**

We started off with The Real Game about 3 years ago. We edited it fairly severely because there were some parts that weren't appropriate for our youngsters at all, so some of the language had to be modified. We used it with the year 11's as a final part of a work preparation week. The timetable was suspended completely for week and for the final two days of that week, we ran The Real Game, just with a small group of about a dozen. It went very well surprisingly, because I was feeling my way as much as they were. We were all learning.

I think a mark of the success was that half way through the Friday, two of the youngsters had to leave as they were going back to Cornwall where they lived. They had to leave early to get the train and they asked if they could take the rest of the materials with them so that they could continue playing on the train on the way there. I think anything that engages kids enough to want to continue it out of school cannot be that bad.

Then The Make It Real Game came out and we looked at this and thought that the level of this was more appropriate for our youngsters. I went to a training session on that which I thoroughly enjoyed as we were allowed to be children and play for ourselves, which was great fun. We then had a full day's training day at school where an external trainer and a couple of others came in and did a similar thing with all our staff.

We ran The Make It Real Game for the entire secondary school and we suspended the timetable for 2 days. We vertically grouped all the youngsters with mixed abilities from those with very special needs (including deaf, blind and of all ages from 11 up to 16) and we split them into small groups. They worked with staff and an assistant in each group and we ran the Game for two whole days and it was very very successful. The youngsters want to play it again and were very interested. I think it will be an ongoing thing...probably every 18 months or so. I think that if we do it at the same time every year, they would say 'oh we've done this before', whereas if you split it by just that extra six months, it is just a bit longer time scale to run it.

They were very pleased with the materials, they liked using it, even the youngsters who cannot read and write were happy to cut and paste which again is part of it, they all did graphics and we made displays in the hall. We had all the kids in the hall for two days which would normally be absolute chaos - you know it is a recipe for disaster - but they were brilliant and they really stuck to task. They really enjoyed it and the staff who had not been on the training were the ones who were a bit 'anti' to start off I must admit, but at the end of it they were saying 'great, when are we doing it again?'

Overall, I think The Make It Real Game was more successful than The Real Game for our youngsters, the language level and the materials are much more appropriate.

## **6. Year 9 Collapsed Timetable Day for The Real Game Wootton Upper School, Bedfordshire**

The Real Game is introduced to Year 9 students at this large school through two collapsed timetable days.

In Spring Term, all 300 students take part in a dedicated day that links The Real Game to a range of other careers education activities. Students learn about Connexions and also explore the Connexions resources in school. They also take part in decision making exercises as well as starting to play The Real Game. The first collapsed timetable day focuses on the Starting Out, The Dream and Spin Game topics.

Follow up work continues in the Summer Term when half the year go on a History trip whilst the other half remain in school to cover the Reality Check topic and close down the Game. The process is reversed the next day. The evaluation undertaken by all 300 students indicates that at least 65.0% enjoyed The Real Game and felt that they had benefited from the exercise.

A two-hour training session is organised for tutors prior to the first day so that they are familiar with the process. Extra copies of the facilitator pack are borrowed from the local Connexions Centre.

The Real Game has also been used with GNVQ Foundation Leisure and Tourism students as part of their portfolio work for the world of Work unit. This went down particularly well with the students because of the practical nature of the tasks.

## **7. Make It Real Joint Training for Primary & Secondary Schools Hampshire LEA & VT Careers Management Limited**

In Spring Term 2003, Hampshire local education authority and VT Careers Management's Service Development Team identified development funding to run a limited pilot to introduce The Make it Real Game to primary schools and their link secondary schools. Three events were organised which attracted over 80 teachers. Those attending included headteachers and deputies, PSHE co-ordinators, and Year 6 and Year 7 co-ordinators. Most had taken advantage of the free pack offer from DfES, but few had attempted to implement the programme.

As well as being given the opportunity to sample a range Make It Real Game activities, the days were structured to allow discussion about career and work related learning in the primary school and the potential of the Game to support transition from primary to secondary school. Time was also given to exploring practical and implementation issues such as staffing, resources and timings.

Early feedback from the schools involved has been very encouraging. 22 schools were known to have run the Game during Summer Term 2003, most as a post-SATs activity. 21 of the 22 (95.5%) said that they achieved a high level of

involvement from the majority of pupils; all 22 reported that pupils' knowledge and skills had improved to a significant extent whilst 21 of the 22 (95.5%) confirmed that they intended to run the Game again.

Some sample comments from schools are included below:

- *'Great entertainment post-SATs'*
- *'We set aside the week following SATs for MIRG. It meant we could concentrate fully on it and there was continuity throughout the week. It was so different from anything that they had done before and they learned new skills'*
- *'Well structured, accessible and relevant'*
- *'Flexible materials, motivating and engaging for children. A very practical week that was relatively easy to prepare'*
- *'I can't think of anything I would change as it worked so well'*

## **8. The Real Game Series Training & Review Workshop Connexions Essex, Southend & Thurrock**

This whole day event was organised for schools from Essex, Southend and Thurrock in Summer 2003. Prior to the event, delegates were sent information on how to implement the games and their links with the National Curriculum.

All three games were played during the morning. Delegates had replied as to which one they wished to take part in. Every establishment attending took a copy of the relevant game back with them. The majority of the delegates chose The Real Game (not all schools were new to the game). Our team of trainers presented an overview of the games and had the delegates actively involved in playing.

The afternoon was given over to delegates sharing past experiences and planning how to take it forward in their establishment. Feedback on the whole was very positive. Where schools had sent more than one person, they were able to use the time efficiently and consider planning for the coming year. This training session saw delegates wishing to meet as local forum groups so that materials and resources could be shared, especially where delegates had been involved in Be Real training. (There is a vast amount of paperwork involved in this new game that would certainly need to be looked at for students with learning difficulties).

Delegates were also looking to see how the games could be used in conjunction with other personal development programmes and would meet certain aspects of the national curriculum - this was discussed further during the review session. Delegates were being very creative with how they might implement the game.

Part of the review also addressed evaluation and how students might assess their own learning. An alternative self evaluation form which allows the students to complete 'I can do' statements was shared. Also observations from previous schools on how they had used parts of the games were shared during the plenary session.

## 9. Real Game Training for Tutors Chatham Grammar School for Girls, Medway

We have been using the Real Game as part of our PSHE programme in Key Stage 3 for our Year 8 pupils since 1999. As PSHE co-ordinator I decided that every tutor that has the responsibility for delivering the programme should be trained by the local Real Game co-ordinator so that they all receive identical training and therefore the pupils receive the same high quality delivery and get the most out of the programme.

In Key Stage 3, our Year 8 tutors take their students through to Year 9 and then return back to year 8, so once they have had their training they feel quite confident when they return to it after a year's break. When new staff arrive I ensure that they receive the training during the summer term prior to them starting. If this is not possible, then I train them initially and then send them onto the earliest possible training date.

The advantage of having the training is that it provides a thorough overview of the programme in one day, whereas if it were cascaded by myself I would need to set aside valuable time convenient to the tutors to go through the programme, but I would not have the time to set up the training that is done by the experts. When the tutors receive the specialist training they particularly like the concrete approach of experiencing the Game for themselves and of examining it from a pupil perspective. This could not be achieved by cascading, as time would not allow it.

As one tutor puts it:

*"I really got the feeling of the Game and I am now confident and really looking forward to delivering The Real Game with my tutor group".*

## **10. The Make It Real Game Supporting Transition from Key Stage 2 to Key Stage 3**

### **Eskdale School, Whitby, North Yorkshire**

Eskdale School is a small middle (11-14) school with a catchment area which includes part of the town and a large rural hinterland. The sixteen feeder primary schools range in size from forty to over three hundred pupils.

Following a training day organised by Eskdale's Head of Year 7 (and a qualified Make It Real and Real Game trainer), forty eight Year 6 pupils from eight of the smallest primaries came together at Eskdale in June 2003 to play the Make It Real Game. Teachers from the primary schools were invited to stay if they wished and a group of twenty-four Year 8 pupils from Eskdale were on hand to provide assistance.

The Year 6 pupils started in friendship groups but the format of the game encouraged new groups to form as the companies and communities developed. The older pupils had prepared themselves by planning job interview questions and by researching a given country ready for the business trip and presentation on the second day. The Year 6 pupils related well to the their leaders and there is potential for developing this into a mentoring role in the following year where Year 9 is the top year in the school.

The primary school had the opportunity to familiarise themselves with the middle school as they all used the IT suite to design business cards and visited the library for research and the music studio to improvise appropriate music.

Any musicians were asked to bring an instrument with them on the second day. One of the highlights was seeing a group of four children – all from different schools – grouped around the piano with flute, recorder, guitar and tambourine and led by a Year 8 girl, improvising their version of the French national anthem.

Pupils took away the work they had done during the two days so that it could be developed further with their teachers. Feedback in the following weeks highlighted learning about adult life, voting, interviews, what makes towns and communities work, making friends, getting to know staff and the thrill of performing. One pupil summarised the experience well: 'If this is what it's like at Eskdale, I can't wait to come'. The older pupils have learnt a lot about themselves and each other too and everyone had fun!

Hopefully this will become a regular feature of the summer programme in the future.

## **Appendix F Contributors**

### **Individual contributors**

Simon Baker, Connexions Hertfordshire  
Maria Bunyan, Connexions Derbyshire  
Sandra Caddick & Linda Reason, Connexions Black Country  
Rachel Clews-Phillips, Careers Management - The City, Hackney & Islington  
Stewart Farrar, VT Careers Management Limited  
David Fleure, Wootton Upper School, Bedfordshire  
Andy Howard, St. John's CE Primary School, Hampshire  
Wendy Hurworth, Eskdale School, Whitby, North Yorkshire  
David Jones, Deerswood Upper School, Crawley, West Sussex  
Mike King, VT Careers Management Limited  
Margaret McKivett, VT Careers Management Limited  
Gail Nash, Connexions York & North Yorkshire  
Martin Ransley, Highbury Fields School, Islington, North London  
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Emma Titley, Connexions Lincolnshire & Rutland  
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Penny Wicks, Chatham Grammar School for Girls  
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VT Careers Management Connexions Curriculum Specialists' Network

### **Responses/contributions were also received from Real Game co-ordinators in the following Connexions areas:**

County Durham  
Northumberland  
Tees Valley  
Tyne & Wear  
Cheshire & Warrington  
Cumbria  
Lancashire  
Greater Merseyside  
Humber  
West Yorkshire  
York & North Yorks  
Derbyshire  
Leicestershire  
Northamptonshire  
Nottinghamshire  
Lincolnshire & Rutland  
Black Country  
Birmingham & Solihull  
Hereford & Worcester

Shropshire, Telford & Wrekin  
Staffordshire  
Bedfordshire & Luton  
Cambridgeshire & Peterborough  
Essex, Southend & Thurrock  
Hertfordshire  
Norfolk  
Suffolk  
London East  
London Central  
London North  
London South  
London West  
Berkshire  
Kent & Medway  
Milton Keynes, Oxfordshire & Buckinghamshire  
South Central  
Surrey  
Sussex  
Bournemouth, Dorset & Poole  
Cornwall & Devon  
Gloucestershire  
Wiltshire & Swindon  
West of England

**A total of 232 schools/units also contributed to the postal questionnaire and telephone surveys for the three games.**