



The Real Game

mapped against the

KS3 Statutory Guidance:

Impartial Careers Education

Framework 2010

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Lesson Overview

Lesson 1: Starting Out

Students are introduced to The Real Game and a number of key definitions; “job”, “occupation” and “career” as well as to the High Five guiding principles. They complete a benchmarking questionnaire that measures their understanding of the world of work and career development. Teachers form students into teams that they will remain in for the duration of the game. Students play the Definitions Game.

Linked Learning Outcome

3.8 describe what the labour market is and how individuals can be affected by the changing supply and demand for labour

4.1 identify how an individual’s perceptions and expectations of themselves can change in the light of contact with people from different learning and work settings

Lesson 2: The Spin Game

Students play the Spin Game which explores the relationship between the working world and school.

1.5 recognise how personal, educational, social and economic circumstances influence their plans about careers, learning and work

Lesson 3: The Dream

Students explore their dreams by choosing lifestyle items from a wish list (accommodation, transport, leisure items and leisure activities).

3.7 are aware of the principles of personal budgeting, money management, rates of pay and work allowances

Lesson 4: What's My Line?

Students are introduced to their job roles and explore these with the support of the teacher to establish the relationships between education and training, income, leisure time and jobs and occupations.

1.1 develop the skills they need to locate information about their options in learning and work and use these skills with support and independently

1.2 develop the skills they need to recognise impartial careers information when investigating their options in learning and work

2.2 know how to access and use resources of information, advice and guidance (IAG) from within the school, Connexions and other specialist services to help them with their KS4 options choices and longer term goals

3.1 access and use the main information sources on learning opportunities 14-19 and beyond

3.2 identify the full range of 14-19 opportunities available to them in their school and through the 14-19 partnership

3.4 recognise the value of different forms of work, including self-employment, to individuals and society and identify the opportunities and rewards from each of the pathways available at 14-19

3.5 identify sectors where opportunities exist to be self-employed

3.8 describe what the labour market is and how individuals can be affected by the changing supply and demand for labour

4.4 identify ways of finding work that will be rewarding

4.6 identify the range of information sources on 14-19 choices and distinguish between formal and informal sources

Lesson 5: Who Am I? Who Are You?

Students familiarise themselves with the different jobs and occupations of their team members.

3.4 recognise the value of different forms of work, including self-employment, to individuals and society and identify the opportunities and rewards from each of the pathways available at 14-19

Lesson 6: Reality Check

Students explore the relationship between their Wish List choices and the incomes from their job. They balance their budgets by composing budget sheets and review their dream clouds making decisions about what they can and cannot afford and what is important to them.

3.7 are aware of the principles of personal budgeting, money management, rates of pay and work allowances

4.3 recognise how work and economic independence affect personal wellbeing

Lesson 7: After Work

Students discover how they spend the hours in a typical week and make choices about leisure time activities.

4.3 recognise how work and economic independence affect personal wellbeing

Lesson 8: Getting Away

Working within their job role, students work together to plan, budget and prepare for a holiday.

4.3 recognise how work and economic independence affect personal wellbeing

Lesson 9: Spin it Again

Students play the Spin Game again and recap on key learning points. They explore the relationship between the working world and school.

1.5 recognise how personal, educational, social and economic circumstances influence their plans about careers, learning and work

Lesson 10: Fair Play

Students play the Fair Play Game and explore their attitudes and preconceptions about gender stereotypes and equality of opportunity.

5.1 recognise and challenge the stereotypes that limit choices and opportunities for them and other people

5.2 investigate how stereotypical decision-making by men and women can affect their earnings

5.4 recognise and know how to access learning options in and beyond the school that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background

5.5 discuss the benefits and challenges of choosing non-traditional opportunities and identify basic techniques for tackling the challenges

5.6 feed back that they can recognise and make the case for rejecting learning and work stereotypes

Lesson 11: Thumbs Up! Thumbs Down!

Students begin to make comparisons that help them determine what they both like and don't like about the role they have played and think about other occupations and work styles that might suit them better.

1.4 recognise what influences their ability to reach their goals, seek help with any barriers to progress and show self-reliance and determination when implementing their plans

1.5 recognise how personal, educational, social and economic circumstances influence their plans about careers, learning and work

2.1 describe their motivation, strengths and learning/work preferences

Lesson 12: Transferable Skills

Students play the Skills Match Game and explore the concept of transferable skills to find and secure work.

1.4 recognise what influences their ability to reach their goals, seek help with any barriers to progress and show self-reliance and determination when implementing their plans

1.5 recognise how personal, educational, social and economic circumstances influence their plans about careers, learning and work

2.1 describe their motivation, strengths and learning/work preferences

2.3 identify the skills and qualifications they need to pursue their preferred KS4 pathway

Lesson 13: Realising Your Dream

Students Complete their “Realising Your Dream” profile, identifying action that they might take including learning, volunteering and work experience to realise their dreams.

1.3 know how to set challenging, realistic learning goals with targets and action points to support their achievement

1.4 recognise what influences their ability to reach their goals, seek help with any barriers to progress and show self-reliance and determination when implementing their plans

1.5 recognise how personal, educational, social and economic circumstances influence their plans about careers, learning and work

1.6 feed back that they have the skills to plan and manage their KS4 choices

2.3 identify the skills and qualifications they need to pursue their preferred KS4 pathway

2.4 construct an individual learning plan to record their progress, experiences and achievements and set broad learning goals for the 14-19 phase

3.3 identify the opportunities for progressing to further learning from each of the pathways available at KS4, including to Apprenticeships and higher education

4.2 identify ways of staying positive about who they are, what they can achieve and how other people see them

4.5 identify and recognise the benefits of 14-19 pathways that suit their preferred learning styles

Lesson 14: Career Day

An optional activity. A careers fair or the opportunity to talk to a range of adults about their jobs could be organized. Students would have the chance to use their new learning and reflect on their experiences of playing the game.

1.5 recognise how personal, educational, social and economic circumstances influence their plans about careers, learning and work

4.1 identify how an individual's perceptions and expectations of themselves can change in the light of contact with people from different learning and work settings

Lesson 15: Close Down

Students play the Spin Game for a final time and complete the questionnaire again that they filled in during Lesson 1.

1.5 recognise how personal, educational, social and economic circumstances influence their plans about careers, learning and work

1.6 feed back that they have the skills to plan and manage their KS4 choices

4.1 identify how an individual's perceptions and expectations of themselves can change in the light of contact with people from different learning and work settings

4.7 feedback that they are excited by, and committed to, 14-19 learning