

# The Real Game



mapped against

**PSHE Personal Wellbeing**  
Curriculum Guide 2010

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### KEY

**KC:** Key Concepts

**KP:** Key Processes

**R&C:** Range and Content

**CO:** Curriculum Opportunities

### Lesson Overview

#### 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.

### PSHE Personal Wellbeing Learning Outcomes

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

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

## Lesson 2: The Spin Game

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

**KC 1.4.a.** Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.

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

**KC 1.4.c.** Understanding that relationships can cause strong feelings and emotions.

**KP 2.3.a** use social skills to build & maintain a range of positive relationships.

**KP 2.3.b** use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences.

**KP 2.3.c** use the social skills of communication, negotiation, assertiveness and collaboration.

**KP 2.3.d** value differences between people and demonstrate empathy and a willingness to learn about people different from themselves.

**KP 2.3.e** challenge prejudice and discrimination assertively.

**CO 4.e** work as members of groups and teams, taking on different roles and responsibilities.

## Lesson 3: The Dream

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

**KC 1.2.a** Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.

**KC 1.3.c** Developing the confidence to try new ideas and face challenges safely, individually and in groups.

## 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.

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

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

**KC 1.3.c** Developing the confidence to try new ideas and face challenges safely, individually and in groups.

**KP 2.2 b** Find information and support from a variety of sources.

## 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.

**KP 1.3.a** Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.

**KP 1.3.c** Developing the confidence to try new ideas and face challenges safely, individually and in groups.

## Lesson 7: After Work

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

**KC 1.2.a** Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.

**KP 1.3.c** Developing the confidence to try new ideas and face challenges safely, individually and in groups.

**R&C.f** How a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise.

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

## Lesson 8: Getting Away

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

**KP 1.3.a** Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.

**KP 1.3.b** Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.

**KP 1.3.c** Developing the confidence to try new ideas and face challenges safely, individually and in groups.

**KP 1.4.a** Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.

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

**KP 1.4.c** Understanding that relationships can cause strong feelings and emotions.

**KP 2.3.a** Use social skills to build and maintain a range of positive relationships.

**KP 2.3. b** Use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences.

**KP 2.3.c** Use the social skills of communication, negotiation, assertiveness and collaboration.

**KP 2.3.d** Value differences between people and demonstrate empathy and a willingness to learn about people different from themselves.

**KP 2.3.e** Challenge prejudice and discrimination assertively.

**CO 4. e** Work as members of groups and teams, taking on different roles and responsibilities.

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

## 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.

**KC 1.4.a.** Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.

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

**KC 1.4.c.** Understanding that relationships can cause strong feelings and emotions.

**KP 2.3.a** Use social skills to build & maintain a range of positive relationships.

**KP 2.3.b.** Use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences.

**KP 2.3.c.** Use the social skills of communication, negotiation, assertiveness and collaboration.

**CO 4.e.** Work as members of groups and teams, taking on different roles and responsibilities.

## Lesson 10: Fair Play

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

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

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

**KP 2.3.d.** Value differences between people and demonstrate empathy and a willingness to learn about people different from themselves.

**KP 2.3.e.** Challenge prejudice and discrimination assertively.

**R&C 3.m.** The similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities.

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

## 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.

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

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

**KP 2.1.a** Reflect critically on their own and others' values.

**R&C 3.b** The knowledge and skills needed for setting realistic targets and personal goals.

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

## Lesson 12: Transferable Skills

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

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

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

**KP 2.1.a** Reflect critically on their own and others' values.

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

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

### **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.

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

**KP 2.1.b** Reflect on personal strengths, achievements and areas for development.

**KP 2.1.d** Identify and use strategies for setting and meeting personal targets in order to increase motivation.

**KP 2.2.a** Use knowledge and understanding to make informed choices about safety, health and wellbeing.

**KP 2.2.b** Find information and support from a variety of sources.

**KP 2.2.c** Assess and manage the element of risk in personal choices and situations.

**RC 3.b** The knowledge and skills needed for setting realistic targets and personal goals.

**CO 4.a** Make real choices and decisions based on accurate information obtained through their own research using a range of sources, including the internet, other media sources and visits/visitors to and from the wider community.

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

**CO 4.g.** Identify sources of help and support and take responsibility for providing accurate information to others.

## 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 organised. Students would have the chance to use their new learning and reflect on their experiences of playing the game.

**CO 4.a** make real choices and decisions based on accurate information obtained through their own research using a range of sources, including the internet, other media sources and visits/visitors to and from the wider community.

**CO 4.b** meet and work with people from the wider community both in school and through external visits.

## 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.

**KC 1.4.a.** Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.

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

**KC 1.4.c.** Understanding that relationships can cause strong feelings and emotions.

**KP 2.3.a.** Use social skills to build and maintain a range of positive relationships.

**KP 2.3.b.** Use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences.

**KP 2.3.c.** Use the social skills of communication, negotiation, assertiveness and collaboration.

**CO 4.e.** Work as members of groups and teams, taking on different roles and responsibilities.