



All work, all play . . . all right!



OBJECTIVES

This program enables students to:

- Discover unique personal skills and talents with respect to life/work roles and interact positively and effectively with others
- Build, reinforce and maintain a positive self-concept
- See how schooling (all subjects) and extracurricular interests are directly related to future life and work roles, and how furthering knowledge and skills opens doors to new opportunities
- Explore financial management and budgeting, and realise there is a link between education and training, income and lifestyle aspects such as time available for family, community and leisure
- Explore a range of teamwork, problem-solving, decision-making and communication skills, and develop effective work habits in multiple life/work roles
- Explore diverse work and community roles, and discover what aspects of these roles are most satisfying and fulfilling for themselves
- Explore links and balance between work and broader life roles, including the dynamics of building, living in and contributing to a family and community
- Explore the impact of chance events and learn how it feels to lose a job through no fault of one's own and how to convert adversity to opportunity
- Explore work search/creation skills as well as effective personal marketing and time management
- Make judicious choices regarding school and other aspects of life, feel more in control of decisions and move positively and with enthusiasm towards personal futures

HOW THE REAL GAME WORKS

UNIT ONE LEARNING A LIVING

In the two sessions in this unit, which together take two 30- to 40-minute periods to complete, students receive an overview of *The Real Game*. The game is presented as a journey in career exploration that will bring students to “assuming the mantle of the expert”. Students learn that they will soon assume unique and individual life/work roles. In these roles, they will earn and spend money, participate in family and community life, make many decisions that affect their characters’ lives, and experience good and bad chance situations. They even make decisions on social issues that affect their own and their community’s future. They learn that every decision is a career decision.

Students complete a pre-survey to assess their awareness of realities in the contemporary working world before beginning *The Real Game* experience. They will complete a post-survey (same items) at the end of Unit Five to evaluate their progress. In this way, progress may be documented. The pre- and post-surveys are based on the *Blueprint for Life/Work Designs* (Canada) and the *National Career Development Guidelines* (United States) competencies and performance indicators for the Junior High/Middle School level.

Then the fun and learning really begin. This is where students play the first round of The Spin Game, a multiple choice question-and-answer game linking school subjects to life/work roles. They also form neighbourhood groups that serve as the basis of many subsequent activities in *The Real Game*.

UNIT TWO MAKING A LIVING

There are five core sessions in this unit, which together take five to six hours. Here students engage in activities through which they assume their own individual adult life/work roles.

First, students explore and express their dreams by creating wish lists of things (homes, pets, cars, leisure pursuits, etc.) they would like to have as adults. Then, they are randomly assigned life/work roles they will assume for the balance of the game. They learn about a typical day in their new roles, the monthly income, the education and training required to qualify to enter the occupation, the working hours, etc.

Reality comes into play when students have to balance their monthly budgets and calculate what they can actually afford, taking into account their actual net incomes. Chance Cards (some positive, some negative, all different) are given to all students in order to force them to make adjustments in their budgets and cause them to think about financial planning and saving.

Students then start to personalise the Activity Posters that are displayed on the classroom wall for all to see throughout the program. They produce their own business cards. Much shared learning occurs as students compare notes about their roles, incomes, budgets, lifestyle choices, etc. Some elements of the Activity Poster are: education level, transferable skills, annual vacations and holidays, gross and net monthly incomes, housing and transportation choices, and expenses. Students actually begin to turn the classroom into an imaginary community by creating street names for the clusters of posters on the wall and a town name. Optional (civics and society) activities include electing a mayor and town council, holding town meetings and debating community issues.

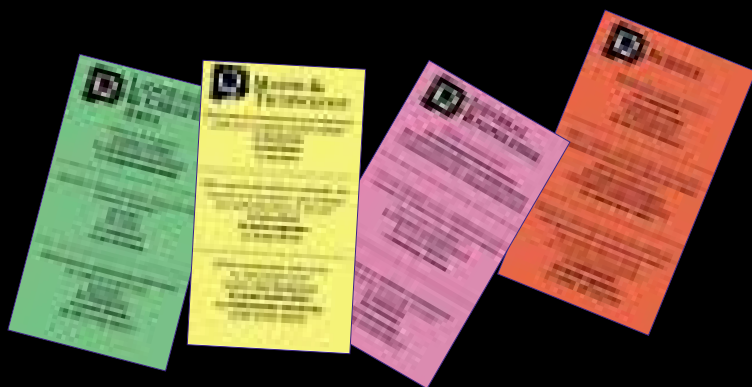
UNIT THREE QUALITY OF LIFE

Unit Three has three core sessions that together last about four to five hours. Here students are introduced to the concept of quality of life by choosing leisure and vacation activities within the means of their assigned life/work roles and occupations.

Students start with a time management activity. They examine necessary daily activities related to their life/work roles, identify activities they choose to do during their free time, and explore the balance between work and the rest of their lives.

Students then plan a group vacation by examining several suggested vacation packages or by choosing their own destinations, near or far. Of course, they must take into account each of their budgets and schedules in accordance with the amount of vacation time each has available at specific times in the year. This activity gives students a chance to explore vacation destinations (geography, social studies, information and communication technologies), experience group decision-making and learn about a variety of occupations related to the travel industry.

Students wrap up this unit by playing a second round of The Spin Game, further exploring the links between their schooling and potential life/work roles as adults.



UNIT FOUR CHANGES AND CHOICES

Unit Four has four core sessions that together last about four to five hours. Here students learn how to adapt to change and unexpected situations that occur in the work world and in life. The activities are presented in such a way that participants realise that changes and surprises, even negative ones, offer opportunities and choices.

With the help of a questionnaire and group discussions, students reflect on attitudes and preconceived notions they have about the roles of men and women in society. They become aware of trends and changes influencing home and workplace situations.

Students then examine which aspects of their assigned work role they like and which they dislike. In the context of their new knowledge of all the work roles in their community, they consider other work roles, styles or environments they feel could bring them greater satisfaction.

In this unit, some students receive redundancy notices and lose their jobs, always through no fault of their own. Downsizing, mergers, etc. change the course of the game as the students rally to provide support and assistance to colleagues faced with job loss. Activities such as group discussions and developing résumés help students to think of positive actions, both for the affected individuals and their community, that may lead to new possibilities.

Finally, the entire class is rendered jobless. Working in teams, students brainstorm solutions and by connecting with innovative community projects, learn how their transferable skills enable them to create new work opportunities.

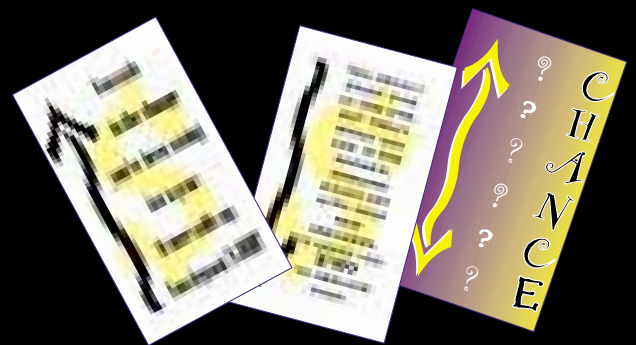
UNIT FIVE THE PERSONAL JOURNEY

Unit Five has four core sessions that together last about four to five hours. Here students leave their roles behind and imagine themselves in the future. They reflect on their career journey by talking with active individuals in their real community.

In the first activity of this unit, students learn the true meaning of the word “career” as they imagine their lives and note the main events in a powerful and graphic exercise called “The Big Picture.” This is followed by a session called “Follow Your Heart” in which students develop their own personal life/work profiles based on the new knowledge of themselves and their life/work options they have acquired through the program.

Guest speakers are invited for the next activity as a Career Day is planned. The students realise how *The Real Game* has given them a real feel for what adults go through in real life. Invariably, they begin to view their parents or guardians with new respect and understanding. Their contacts with adult counterparts from their own community enable students to share their experiences and new knowledge and to gather new information on contemporary life/work roles in their community.

Students share their views on what they have experienced and learned in *The Real Game*, and identify which activities made the greatest impression on them. To conclude the program, students answer the post-survey to assess their progress.



COMMONLY ASKED QUESTIONS

Is *The Real Game* a game or a program?

The Real Game is a demanding and ambitious career development program. However, the program is experiential, involving creative role-playing and simulation activities. As a result, students have fun as they learn about adult life and work roles in the context of their own career and educational planning. *The Real Game* is an educational program with clearly defined learning objectives and performance indicators, presented in the form of a game.

How much time does it take to play *The Real Game*?

It takes from 18 to 23 hours of class time to complete the core activities of the program. Optional activities are also included in the *Facilitator's Guide* which complement the core activities and create opportunities to involve more working people from the community, other teachers, parents or guardians. Also, other career interventions, resources and curricula tend to have enhanced impact when linked to *The Real Game*. Thus, the program can be played in an intensive week or be extended for a term, a semester or even a full year.

Do I need training to present the game to students?

Although complete and easy-to-follow lesson plans are provided for facilitators, training is strongly recommended. Both students and teachers benefit more from the program when facilitators attend a one-day training session.

How do I get the training I need?

For information on training procedures, events and trainers in your area, please:

- visit the Australian Real Game website at www.realgame.gov.au;
- contact your local National Advisory Committee representative (see www.realgame.gov.au for current contact information); or
- email realgame@dest.gov.au

Is The Real Game suitable for Australian students?

All programs in the Real Game Series were originally developed in Canada and the United States. Each Australian edition has been developed after extensive piloting in approximately 100 government and non-government schools in Australia.

This process has been overseen by a National Advisory Committee comprising representatives from the Commonwealth Department of Education, Science and Training, State/Territory Education Departments, non-government education authorities, industry and Indigenous education.

How does the game integrate with regular curricula?

In over 50,000 classrooms internationally now using programs in The Real Game Series, a team teaching approach is most common.

Who can deliver the program?

Teachers from English, maths, SOSE/HSIE, arts, technology and other areas, as well as career counsellors, librarians, administrators, parent volunteers and peer facilitators can all facilitate or be involved in key activities in the program.

Is it possible for parents to buy The Real Game so their children can play it at home?

This is not recommended. *The Real Game* is more beneficial in classroom or group settings where a mini-society can be created with at least 15 to 20 participants. Group interaction contributes greatly to the perceived reality and effectiveness of the program.

Are other versions of this program available for other age groups?

Yes. This is one in a series of six developmentally-sequenced programs, developed in Canada and the United States and being piloted and adapted for use in Australia. For up-to-date information on which games are currently available, please visit the Australian Real Game website at www.realgame.gov.au

<i>The Play Real Game</i> ^Ø	Ages 8 to 10
<i>The Make It Real Game</i> *	Ages 10 to 12
<i>The Real Game</i> *	Ages 12 to 14
<i>The Be Real Game</i> *	Ages 14 to 16
<i>The Get Real Game</i> ^Ø	Ages 16 to 18
<i>Real Times, Real Life</i>	Adults

* Australian edition available
Ø To be piloted in 2003



STUDENTS

FEEDBACK

TEACHERS

"I realised that you can learn and have fun at the same time."
(Year 7 Student)

"I wish the program could go on all year."
(Year 7 Student)

"I was amazed to see how much it costs to raise a family. I thought my parents didn't like me when they said no to the Reeboks. Now I wonder how they were able to say yes as often as they have."
(Year 8 Student)

"I never thought dreams could become reality ... I now realise how much school has to offer."
(Year 7 Student)

"I learned that life is much more than just work, and the importance of being active in my community."
(Year 8 Student)

"There are all types of jobs and The Real Game helps us to better understand them."
(Year 8 Student)

PARENTS

"Our son showed a real improvement in his work methods. He confided that The Real Game taught him to always do his best. He added that the game made him enjoy school more because he now understands its importance."
(Parent)

"The Real Game is an excellent program that should be available to all students."
(Parent)

"The students now have a much better understanding of the outside world. So do!!"
(Year 8 Teacher)

"I like the cooperative decision-making and problem-solving activities included in the program. Students are not quiet, but they are always on task and really involved with each other. My job is not difficult. In fact, it's fun!"
(Year 7 Teacher)

"The Real Game is a pleasant change from some things I have to teach. The students don't want to leave after the bell, even at the end of the day, and they always look forward to coming back."
(Year 8 Teacher)

"The Real Game incorporates interactive learning strategies that enhance and accelerate the acquisition of knowledge and skills. The game format brings fun, stimulation and excitement to career development activities that have traditionally been didactic, tedious and at times boring—for both students and teachers. In the game, a learning environment is mutually created between teachers and students that enables learning to become a thoroughly enjoyable experience. This approach allows both brain hemispheres, multiple and emotional intelligences and the conscious and subconscious minds to be activated, and enhances the absorption, involvement and commitment of both facilitator and participant in the learning process."

Phil Jarvis, Vice-President—Partnership Development, National Life/Work Centre, Canada



THE REAL GAME SERIES

<i>The Play Real Game</i> [∅]	Ages 8 to 10
<i>The Make It Real Game</i> *	Ages 10 to 12
<i>The Real Game</i> *	Ages 12 to 14
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<i>Real Times, Real Life</i>	Adults

The one-time site licence fee for each program gives purchasers the right to use the program at one address with as many classes or groups as desired for an unlimited period of time. The Facilitator's Kit for each program includes all materials required to deliver the program, including overhead transparencies and reproducible masters of all consumable student materials.

* Australian edition available

[∅] To be piloted in 2003

To place an order:

To order *The Real Game*, please download an order form from the Australian Real Game website at **www.realgame.gov.au**

For further information on training and other aspects of the Real Game Series in Australia, please visit the Australian Real Game website at **www.realgame.gov.au**