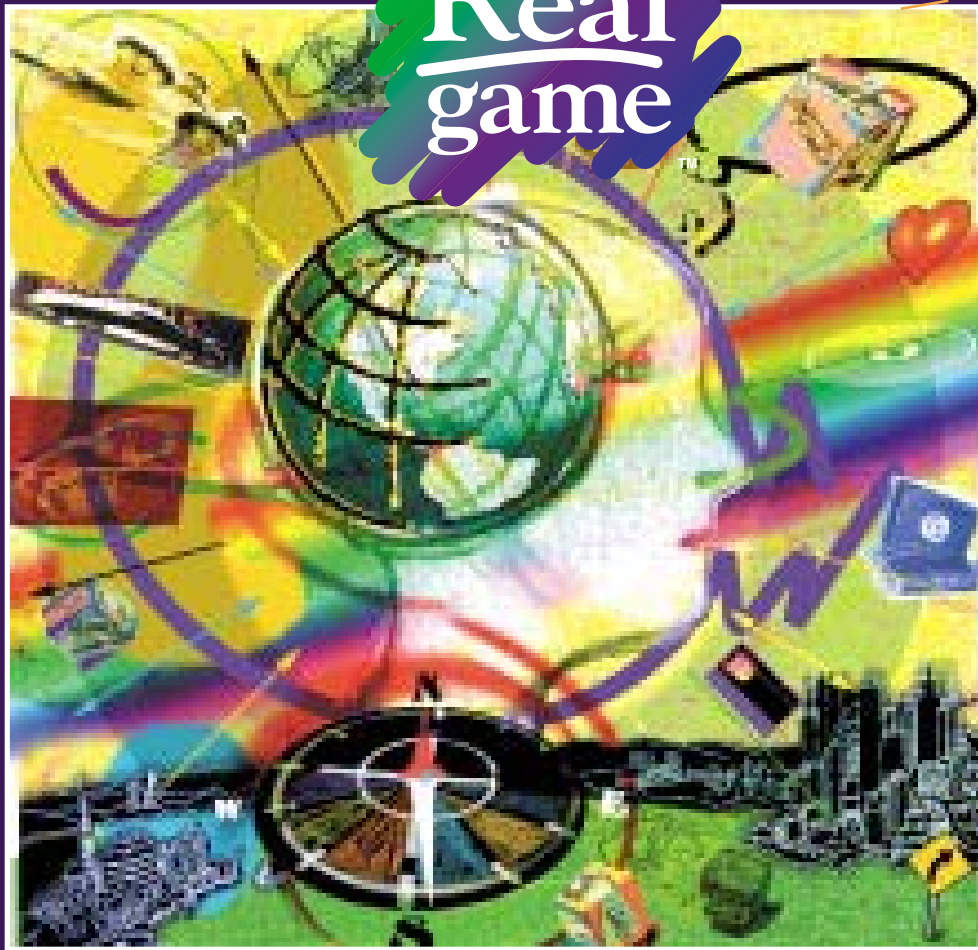


Ages 14 to 16

the Be Real game



Life and work experience—in the classroom!

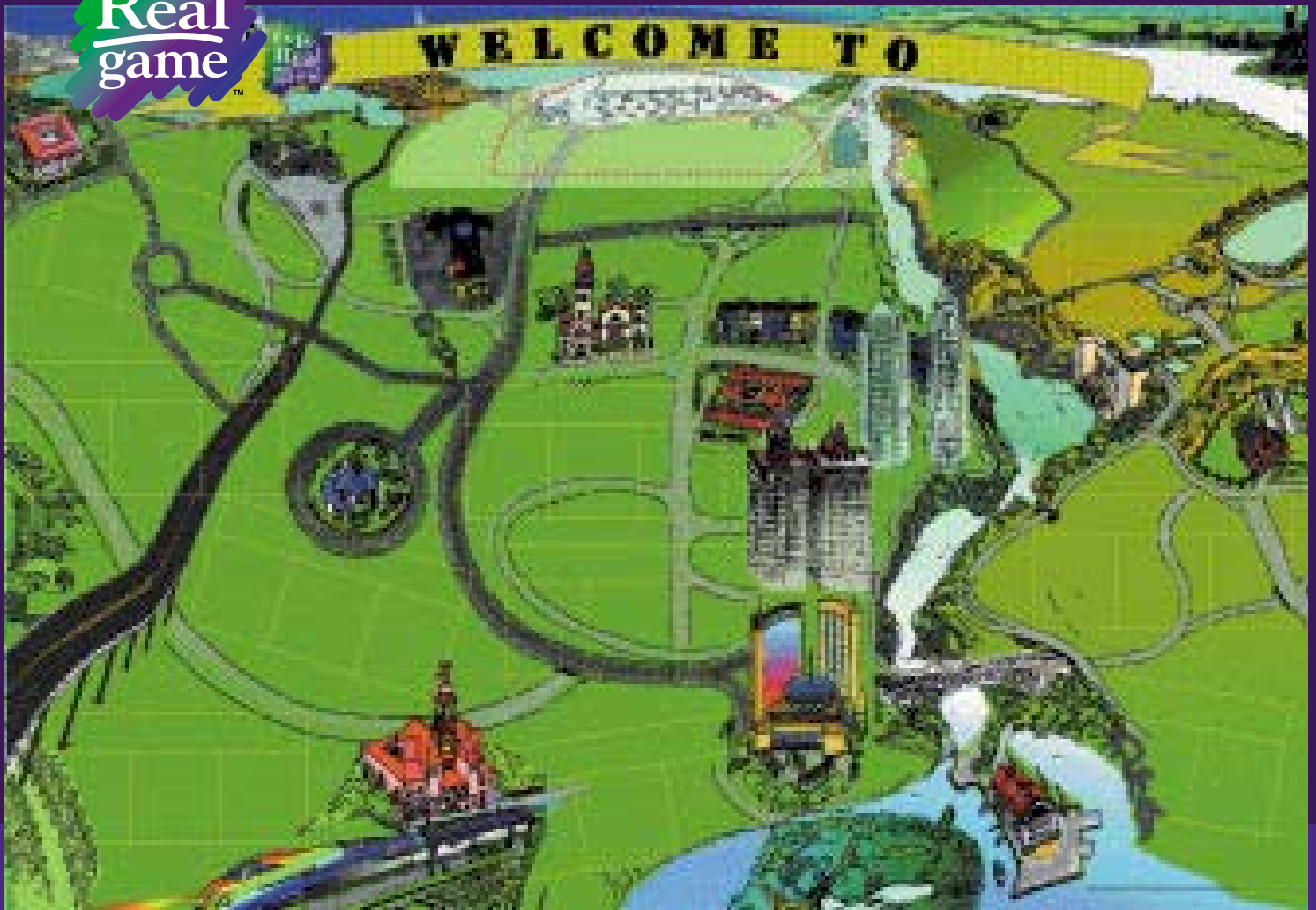
- Developed through an unprecedented international partnership of more than 5,000 Australian, Canadian and American educators, students and parents
- Targeted at students aged 14 to 16 years, usually in Years 9 and 10
- Organised in three units with a total of 16 sessions, each with detailed lesson plans and all materials required
- Optional activities included for use at the discretion of educators
- Simulated work experience provided in three life/work roles with transitional events for each participant—in the classroom!
- Easily localised and linked to community resources and realities
- Can be played for 19 to 24 hours (more with optional activities)
- Links students' life and work roles and personal career aspirations to all curriculum subjects
- Can be team taught by several subject teachers
- Lends itself to involvement of peer facilitators
- Includes specific learning outcomes for all sessions with measurable performance indicators
- Can readily be linked to other exemplary career development and teaching resources

A career education program that enables students to experience realities of the adult world in a fun and stimulating fashion and understand how choices and decisions made now may affect the quality of their lives as adults.





Life and work experience—in the classroom!



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 bring most satisfaction
- 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 and creation skills, and 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 BE REAL GAME WORKS

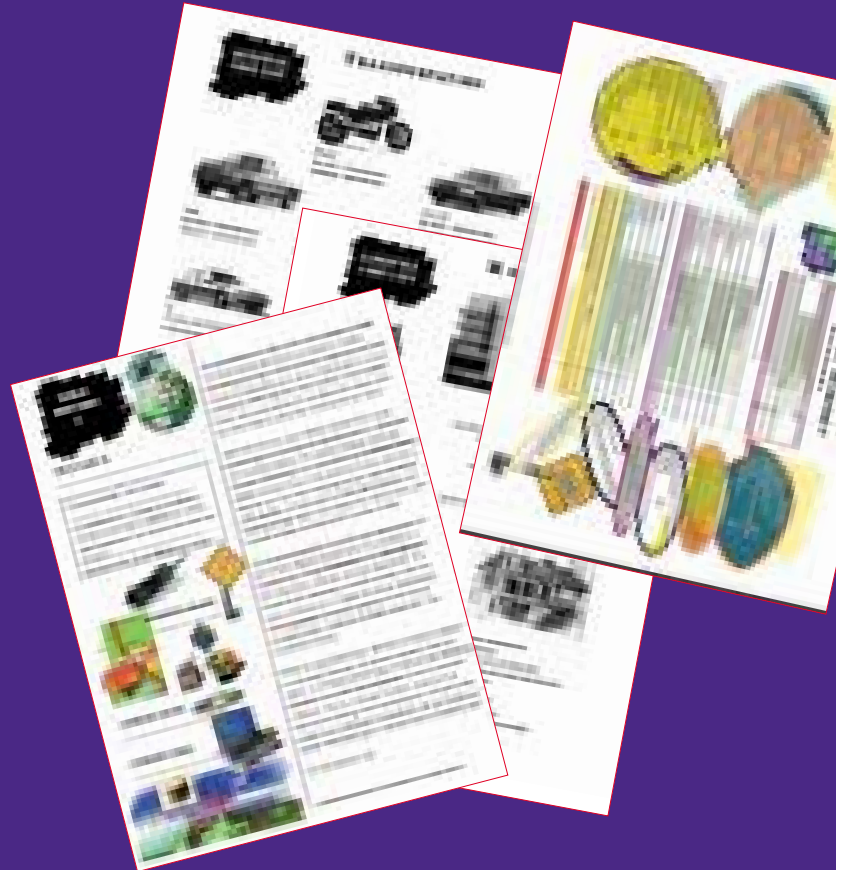
UNIT ONE BRAVE NEW WORLD OF WORK

There are eight sessions in this unit which together take ten to eleven hours to complete. If desired, students can begin this unit by completing a pre-survey, and review it at the end of the program to measure their progress.

In embarking on their career exploration journeys, students immediately assume a unique and individual life/work role. In these roles, students earn and spend money, participate in family and community life, make many decisions that affect their characters' lives, both positively and negatively, and experience good and bad chance situations. They even make decisions on social issues that affect their own and their community's futures. They learn that every decision is a career decision.

Students are assigned individual Role Histories (their characters), randomly or through a pre-selection process, at the teacher's discretion. In Unit One each student uses his or her character's personal history of education, work experience, family status, income, etc. to seek and find work. Each character is successful in securing a work role (Job Profile) in which he or she will make lifestyle choices (housing, transportation, leisure activities), and create a budget based upon his or her income.

In this unit students also learn The High Five career building principles, interview each other, deal with chance situations in their characters' lives and in their community, and enjoy playing the Brainstorm Spin Game.



UNIT TWO AGENTS OF CHANGE

There are three core sessions in this unit, which together take four to five hours. Here students encounter major economic forces that are agents of change in today's changing world of work. Students experience job loss and job change through no fault of their own and learn that these are common realities in the new economy that affect people, directly or indirectly, throughout their careers. Students learn how to convert adversity at the personal, family and community levels into opportunity by developing skills and attitudes that harness these agents of change to work in their favour. They learn to identify and exploit their transferable skills as tools for personal and community development. They create résumés and job search strategies, and succeed in winning new jobs. They make new lifestyle choices and create new budgets in their new roles. At the conclusion to Unit Two, students review their learning by playing another round of the Brainstorm Spin Game.



UNIT THREE EXPLORING THE FUTURE

Unit Three has five core sessions that together last five to eight hours. The role playing aspect of the game ends with Unit Two. From this point on, through a series of exercises, students translate what they have experienced in Units One and Two into a personal Action Plan. Students first interview an influential adult in their lives about their career history, to illustrate the lessons they have learnt in the first two units. They then use a series of career exploration tools and exercises to assess their own strengths and weaknesses and research educational and occupational options that interest them. Using this information, students define some short-term goals and a general direction for the longer term.

Students enjoy playing a final round of the Brainstorm Spin Game to review vocabulary, concepts and career building principles embedded throughout the game. The program ends with a celebration involving students, school staff, parents or guardians and community members.



COMMONLY ASKED QUESTIONS

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

The Be 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 Be Real Game* is an educational program with clearly defined learning outcomes and performance indicators, presented in the form of a game.

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

It takes from 19 to 24 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 working people from the community, other teachers and parents or guardians. Thus, the program can 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 Be 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 Be Real Game* so their children can play it at home?

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



FEEDBACK

STUDENTS

"I was surprised at how this program is very involving and fun! The way it is organised is pure genius! More programs and activities should be like this."
(Year 10 Student)

CAREER COUNSELLORS

"I look forward to working with the teachers and students with this program. The experience is positive, and fun, for all of us. The students actually want to talk with me, at length, about career issues I've had trouble getting their attention in the past. Hat's off to the people who created this outstanding new resource."
(Career Counsellor)

TEACHERS

"This is the best way I have had for teaching the concept of budgeting. Good work!"
(Year 9 Teacher)

"I found out that a person's career is not decided completely on their skills. Their attitude is really important. And most people, me included, have hidden talents that will be useful for a future job."
(Year 9 Student)

"It's often not the employees' fault when she loses her job, and there are ways to cope with it. In fact, if you work together as a group, you can do almost anything."
(Year 10 Student)

"I can't wait to teach this whole program next year. I'm doing it at the beginning of the year so I can do it justice. It's great!"
(Year 10 Teacher)

"I learned that balancing a budget can be tough; money doesn't go as far as I thought. It's expensive to have kids!"
(Year 10 Student)

"I learned what my strongest interests and skills are, that skills don't always come from education, and that I like working with people and getting information, and I love learning."
(Year 10 Student)

It can be hard to motivate students to do career planning, and a real challenge to get teachers to make time for career issues. With this program in our school, students and teachers want to discuss career themes. It gets students exploring options, on their own, talking with their parents, and using other resources in the career centre."
(Career Counsellor)

"Students liked the fact they were put on the spot to determine what they have to do to continue working. The 'redundancy notices' caused excitement and good discussion. It was good for the students to realise the implications of job loss—that it can happen to almost anyone, for many reasons—not just incompetence or poor performance."
(Year 10 Teacher)

"I learned that finding a job makes you feel good about yourself. And I learned that you should never give up and that there are a lot of open jobs for people to find if they would search for them."
(Year 9 Student)

"This is the last day of class for the school year. This program held students' attention to the very end, and that says a lot for it."
(Year 9 Teacher)

"A great program. I've learned a lot, and plan to use it next term in two classes. It is an answer to what I have wanted to teach for a long time, and it's all in one program and life-like."
(Year 10 Teacher)

"The Be 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 the teacher 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

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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 coloured overhead transparencies and reproducible masters of all consumable students materials.

* Australian edition available

^ø To be piloted in 2003

To place an order:

To order *The Be 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**