



THE BE REAL SPEAKER'S SUPPLEMENT

INTRODUCTION

A. Who can use the Supplement?

The Supplement is designed for use by teachers and counselors who are conducting one of the programs in *The Real Game* series. It is not intended for usage by the Guest Speakers themselves. A Guest Speaker Section is included for use with the Guest Speakers.

B. What assistance does the Supplement provide?

The Supplement provides suggestions regarding the selection and use of Guest Speakers with specific sessions with the programs of *The Real Game* series; outlines the steps you need to take to select, invite, and prepare Guest Speakers for their task; and provides appropriate forms and language to carry out these tasks. In most cases, the Supplement will refer you to appropriate material contained in the Facilitator's Guide.

C. How is the Supplement structured?

The Supplement is structured by the steps that you follow as you invite, prepare, confirm, support, receive feedback, and thank a Guest Speaker. Additional steps refer to class preparation and using the media to publicize the event.

D. How do you use the Supplement?

You may use the Supplement to decide in what sessions to have a Guest Speaker, to determine what it is you wish the Guest Speaker to do, to select and invite a Guest Speaker, to prepare the Guest Speaker and class for the event, to receive feedback and to properly thank the Guest Speaker. While it is important that you read the Supplement as a whole, you can refer to the section covering the specific activity in which you are engaged.

FACILITATOR TIPS

A. Determining the Session in which you wish to invite a Guest Speaker

- Consult options by looking at Session summaries.
- Consider how many Guest Speakers you have time to include.
- Consider which Session(s) you believe to be the most important.
- Consider those areas where you already know potential Guest Speakers.



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B. Identifying what it is that you wish a Guest Speaker to do

- Consult options by looking at Session Summaries.
- Consider the time length of the session and the time availability of the speaker
- Talk with students to determine interests.
- Consider levels of preparation required and/or available equipment.

C. Selecting a Guest Speaker

- Consider the qualities you want in a Guest Speaker.
- Consider pros and cons of various choices with respect to student acceptance.
- Consider importance of involving parents.

D. Inviting a Guest Speaker

- Invite sufficiently early to allow for preparation.
- Make face-to-face contact where possible.
- Provide background information regarding the specific program that you are using from *The Real Game* series (Make sure the Guest Speakers know that the programs from *The Real Game* series are not commercial products, were internationally developed, and are internationally tested and used).
- Describe benefits of Guest Speaker participation
- Indicate why you have chosen that specific person.
- Once speaker has agreed, send a letter of confirmation.
- Send completed Guest Speaker Information Sheet (see V. Speaker Form).



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E. Preparing the Guest Speaker

- Provide information regarding date, time, place (address), parking information, map, etc.
- Indicate if reporting to the main office is necessary.
- Inform if a student will meet and escort the Guest Speaker to the room.
- Describe session purpose, background, and learning objectives, or send a copy of the session from the specific program of *The Real Game* series in which the speaker will be participating along with the corresponding material from that session.
- Provide pertinent background materials, such as a brochure of the specific program of *The Real Game* series, or send a short explanation of the specific program from *The Real Game* series. (see reproducible Masters section)
- State very clearly what it is you expect the Guest Speaker to do regarding information to present and activities that he/she is expected to do with the students.
- Indicate type and number of any materials, handouts, props, etc. the Guest Speaker is to bring.
- Determine need for any special equipment.
- Let Guest Speaker know the kinds of questions to expect.

F. Preparing the Class

- Inform students of impending speaker visit.
- Identify Guest Speaker: who, what he/she does, role in the session, etc.
- Talk about etiquette.
- Discuss general content, what to listen for, agree on important questions, etc.

G. Confirming Guest Speaker participation

- Send a reminder notice or phone several days prior to event.



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H. Supporting the presentation

- Notify office to expect visitor and indicate the procedure to be followed.
- Escort Guest Speaker to room.
- Introduce Guest Speaker or prep a student to do so (especially, if speaker is a parent).
- Be present in classroom and participate in session.
- Do not do other school work, correct papers, etc. while presentation is occurring.
- Be prepared to assist with equipment, as necessary.
- Take note of important points in presentation.
- Provide feedback to Guest Speaker when escorting out of the building.

I. Getting feedback from the Guest Speaker

- Ask for feedback from Guest Speaker when escorting from the building.
- Find out what you might do to better assist the presentation next time.
- Answer Guest Speaker's questions arising from interaction with students.

J. Thanking the Guest Speaker

- Lead the applause following presentation.
- Prep a student to express thanks on behalf of class.
- Write letter thanking Guest Speaker; include quotes from students if applicable.
- Include copy of any pictures commemorating the event.
- Create a certificate of appreciation/participation and send to Guest Speaker.
- Send copy of thank you letter to supervisor or head of company and express appreciation for allowing speaker to participate.



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K. Involving the media

- Send out notice indicating Speaker event, noting subject and speaker.
- Send report following event to local press, including pictures (if you have signed releases from parents for any students in the picture).

L. Creating a file

- List information about the Guest Speaker and the Session into a database for future reference.

SPEAKER TIPS

- Review and understand the information from the classroom teacher as to your involvement in one of the programs from *The Real Game* series.
- Be prepared for any questions that the students may ask. (Answers to questions about salary can be answered using a salary range from new employee to experience.)
- Avoid lecturing and include as much hands-on activity as possible.
- Visual aids are very helpful. Props, equipment, handouts etc. will add significantly to the presentation.
- It is not likely that all students will be interested in your specific occupation, so please remember that they are still searching and exploring a variety of occupations.
- Your “job” is to help them become informed so that they will eventually be able to make an intelligent and realistic career decision.
- Try to adjust to the level of interest expressed.
- Try to keep “I” out of your presentation as far as a lot of the unusual experiences. Instead you might say, “This is normally what an accountant does...”
- A team approach to your presentation will aid in holding attention and presenting different perspectives.
- Try to be as interactive as possible; involve the students in activities.
- Try to provide information on your career area rather than just your specific job description.



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SPEAKER TIPS CONTINUED

- Do not use this occasion to solicit business for your company; you are representing an occupation rather than a specific company.
- If you are presenting information about your occupation, in general, include information about the following:
 - Description of the occupation
 - Nature of work – hours, working conditions, responsibilities
 - Attractive features – job satisfaction, advancement, influence, security, status
 - Undesirable features – frustrations, “hidden” problems that you found after you started on the job which you had not thought of when going into it (e.g., hazards, strains, effect on home life, pressures, excessive travel, mentally having to take the job home with you, long hours)
 - Present outlook – What is the demand and supply for employees? Is more education and training constantly needed? Is advancement a reality? Would moving open up more job opportunities?
 - Requirements of the occupation
 - Education and training – amount, type, time, expenses
 - College or technical school courses that are required
 - Skills and abilities most needed (meeting people, mechanical ability, special aptitude, math, writing, etc.)
 - Schools that offer training, degrees, licenses
 - Personality qualifications
 - Importance of appearance
 - Ability to get along with people
 - Common sense and good judgment needed? Is it mainly repetitious?
 - Importance of neatness and orderliness
 - Importance of initiative, resourcefulness, punctuality, and perseverance.
 - Is ability needed to lead other people. Manage and make decisions?
 - Ability to manage time, be self-directed.
 - Rewards of the occupation
 - Financial – pay scale or reasonable income (minimum to maximum);
 - How are you paid (salary, hourly, monthly, commission, bonus)?
 - Security – pensions, retirement, allowance, tenure, benefits, stock options
 - Opportunity for advancement – promotions
 - Personal – service to others, associations, prestige, self-expression
 - Getting started in the occupation
 - Where to apply
 - Sources for more information on occupation



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SPEAKER TIPS CONTINUED

- How to handle questions about salary
 - o State a salary range, including beginning and advanced salary, or state an average salary.
 - o Do not state your own personal salary.

SESSION BY SESSION SUMMARIES AND SPEAKER SUGGESTIONS

I. PRE-SESSION: MY LIFE/WORK SURVEY

Summary: Students complete a Life/Work Survey that measures their baseline understanding of the world of work and career development.

Speakers & Activities:

A community business person could peruse the summary results of the completed questionnaire and then address some remarks to the students' perceptions of the world of work

II. UNIT ONE: BRAVE NEW WORLD OF WORK

Session One: The Beginning

Summary: Students are introduced to *The Be Real Game*, to a number of key definitions, and to an intergenerational activity that will allow them to explore career development with an adult who is influential in their lives. Students are assigned their Role Histories that initiate their life/work roles.

Speakers & Activities:

Invite occupational speakers who can relay information about their occupational area. Occupational information presented by the speakers can include the information outlined in the Speaker Tips section.

A community person can discuss with the students the concepts of The High Five (The Guiding Principles) as they relate to the world of work and to his/her own life. Provide the speaker with a copy of The High Five (The Guiding Principles) prior to the class presentation. (included in the Reproducible Masters section)



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An employer or a Human Resources Manager could provide examples of how the SCANS Skills (Secretary's Commission on Achieving Necessary Skills) are needed by employees in their place of business. (A copy of SCANS, located in the Reproducible Masters section, should be given to the speaker in advance.)

Session Two: Making a Neighborhood

Summary: Through teamwork and consensus, students create neighborhoods that form a town that will serve as an interactive background for their life/work experiences in the future sessions. The neighborhoods and the town are named, and a commissioner is selected to represent each neighborhood. Students complete a Neighborhood Profile Template, containing their name, family status, and first career step, which is then placed on the Neighborhood Charts.

Speakers & Activities:

City commissioners/representatives could discuss city government and the role of the commissioners.

Session Three: The Adult World of Work

Summary: Students explore and share stories of real life changes in the world of work. These stories are based on the findings/results of their interview with an adult who is influential in their lives. They also explore their fictional role histories by interviewing each other.

Speakers & Activities:

Students could invite some of the people that they had interviewed to come to class to discuss further their personal life/work histories.

Administrators and/or other school personnel could be invited to discuss their life/work histories in a "live" interview session. (Give them a copy of the Adult Life/Work Interview prior to the visit.)



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Session Four: Preparing for Work

Summary: Students write a résumé, using the information from their Role Histories and the SCANS handout.

Speakers & Activities:

Human Resource Managers can discuss what they look for in the résumés when they are hiring personnel.

Employment agency representatives can discuss the content and format of a formal résumé.

Session Five: The World at Work

Summary: Students, using their Role Histories and Résumé Worksheets, seek and find work based on their educational achievements and work experiences. They complete a Job Application and scan Classified Ads to determine the one for which they are qualified. An optional activity allows for conducting a job interview.

Speakers & Activities:

Human Resource Managers or Employment Agency representatives can work with the students in completing the Job Applications. Human Resource Managers can be invited to assist in conducting the job interviews.

Session Six: The Bottom Line

Summary: In their work role, students explore the relationship between income and lifestyle, choices and necessities, as determined by their monthly income. Using decision-making skills, they balance their budgets and explore the effect that income has on their lifestyle choices.

Speakers & Activities:

A real estate agent can discuss housing costs in that community and the comparison between renting and owning.

A financial representative can discuss the financial comparison of owning versus renting and also the financing issues. Financial speakers can also cover checking accounts, check registers, credit card costs, especially interest, and the importance of savings.

Social service speakers can discuss issues dealing with credit.



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A car dealer can bring pictures of new and used cars available and discuss the various price ranges of different vehicles along with financing options.

A recreational vehicle salesperson or electronics salesperson can show different pictures of leisure items such as snowmobiles, boats, stereos and computers and discuss the financing and extended warranties or maintenance options.

An insurance agent can cover those insurance costs related to vehicle choices, especially as they pertain to teenagers.

A human resource person or an accountant could discuss wages, benefits, and deductions including some of the different perks that some businesses offer.

Speakers for this session may be given a copy of the Monthly Budget and Monthly Expenses sheets that the students complete, so that they are familiar with the process that the students have experienced. It is highly recommended that speakers be invited after the students have themselves experienced the process and frustrations of balancing a budget.

Session Seven: Out of the Blue

Summary: Students, in their roles and neighborhoods, deal with typical real life Situations that challenge their decision-making skills and cause them to further explore their role characters.

Speakers & Activities:

A financial representative can discuss the importance of savings in order to be prepared for unexpected costs.

Session Eight: Helping Hands

Summary: Students step out of the confines of their job titles and descriptions to pool their skills, talents, and resources to manage and deal with an emergency in a neighboring community.

Speakers & Activities:

Emergency Management Directors could discuss the need for volunteer help when a community emergency arises.

Members of service organizations could discuss their involvement in the community on a volunteer basis and why they volunteer. United Way and other area groups can discuss the need for volunteers.



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Business representatives or human resource managers can discuss why they feel it is important for current and future employees to be involved in volunteer work in the community.

Session Nine: The Spin Game

Summary: Students review the vocabulary and concepts used in Unit One and expand their general knowledge by playing The Spin Game.

Speakers & Activities:

No suggested speakers for this session.

III. UNIT TWO: AGENTS OF CHANGE

Session One: Change is Constant

Summary: Students experience the consequences of job loss and job change by a myriad of factors including downsizing, restructuring, environmental factors, technological change, and personal initiative. They learn about job change strategies and create a Job Transition Plan along with updating their résumés.

Speakers & Activities:

A speaker from a local employment center can talk about the options available for people experiencing job loss.

Guest speakers from colleges, universities or trade schools can talk about the various venues for training or retraining.

Human resources personnel can address issues such as outplacements, transitions, relocation, and self-employment.

A business person can discuss issues about company downsizing and other job loss factors, the support that companies provide, and the difficulties one faces in losing a job. Other factors such as networking, retraining, relocation, etc. can also be included in this discussion.

Social services personnel can discuss temporary assistance available to people who lose their jobs.

Human resource personnel or employment office personnel can discuss résumés and provide some helpful hints to students.



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Colleges that provide workforce development training can address the options that are available to people who need to retrain for work or need to update their skills.

Session Two: Focus on the Journey

Summary: Students, using the education, skills and work experience outlined in their Job Résumé Worksheets, seek and find new work. They complete a Job Application and scan Classified Ads to determine the one for which they are qualified. An optional activity allows for conducting a job interview.

Speakers & Activities:

Human Resource Managers or Employment Agency representatives can work with the students in completing the Job Applications.

Human Resource Managers can be invited to assist in conducting the job interviews.

Session Three: The Spin Game

Summary: Students review the vocabulary and concepts used in Unit Two by playing The Spin Game.

Speakers & Activities:

No suggested speakers for this session.

IV. UNIT THREE: EXPLORING THE FUTURE

Session One: Looking Back, Looking Ahead

Summary: Students reflect on what they liked and didn't like about their fictional work environments and roles. As well, students reflect on what their ideal work environment would be. Finally, they list four of their ideal work aspects on their Personal Exploration Worksheet.

Speakers & Activities:

Speakers who have made significant career changes are excellent choices for this session. They can explain why they made the changes and the benefits of doing so.

A community person can discuss how personal characteristics played a role in his/her job choice.



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Speakers can also discuss how they made changes in jobs because they didn't like the work characteristics of a job and/or discuss how they made the decision and what they did.

Session Two: Who Am I Really?

Summary: Students are introduced to an array of career exploration tools/exercises that are intended to give them an insight into their interests, skills and learning styles.

Speakers & Activities:

A community speaker, such as an employer or an employment agency representative, can discuss transferable skills and how they can help secure a different job. Alternative occupations and related jobs can also be part of this discussion.

An employer can discuss the SCANS skills (Secretary's Commission on Achieving Necessary Skills) to help students understand the skills that employers want in a worker. It is recommended that the employer be given a copy of the SCANS Skills prior to the class visit.

Session Three: My Preferred Self

Summary: Students, using the information, knowledge and experience from the simulated society they created in previous sessions and their personal exploration exercises, now apply what they have learned to creating their Student Action Plan.

Speakers & Activities:

Counselors can address the various options for elective classes that students can take to assist them in exploring potential occupations.

Counselors and/or career staff can inform students about the various work site opportunities for high school students which allows them to explore potential occupations.

Session Four:

Summary: Students review and discuss the components of the My Employment Kit insert in the Student Kit and discover how they can use the kit to achieve part-time or summer jobs.

Speakers & Activities:

One-Stop Career Center speakers can discuss the job hunting and job application process.



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Human Resource Managers can discuss the cover letter, résumé, and interview process.

Session Five: The Spin Game

Summary: Students review the vocabulary and concepts used in Unit Three by playing The Spin Game. The neighborhoods and the individual students with the highest number of points receive an award certificate. Students complete the My Life/Work Survey a second time and discuss their responses to the survey.

Speakers & Activities:

No suggested speakers for this session.

Session Six: A New Beginning

Summary: This session offers an opportunity for facilitators, students, parents/guardians, and/or mentors to come together and share the accomplishments that the students have achieved in participating in *The Be Real Game* program.

Speakers & Activities:

Guest speakers from any occupation may speak, or speakers from those occupations that the students have held during the game may be chosen. Suggested topics for the speakers include:

- educational history
- how education affected their occupation choices
- training—initial and ongoing
- daily experiences, including work style
- a typical day-in-the-life
- tools/equipment used in their work
- quantity of leisure and vacation time
- rewards of their occupation
- difficulties in their occupation
- career path
- how their job/occupation has changed
- how the job/occupation might change in the future
- what the occupation has taught them
- how a positive attitude influences success in the work world
- whether or not they work alone or deal with the public
- how decision making happens in their workplace
- the need for good communication skills in the workplace
- effects of changing technology, recession, downsizing, or other large factors on their jobs/occupations



V. SPEAKER FORM



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GUEST SPEAKER INFORMATION SHEET

Guest Speaker's Name: _____ Teacher: _____

Title: _____ School: _____

Company: _____ Grade Level: _____

Address: _____ Address: _____

Phone: _____ Phone: _____

Fax: _____ Fax: _____

E-mail: _____ E-mail: _____

Title of Presentation:

Date:

Time:

Room Number:

Special Instruction (Check in procedures, parking, school entrance preference):

Session Description:

Speaker Assignment:

Presentation (handouts, props, visual aids):

Equipment Needs:



VI.

REPRODUCIBLE MASTERS



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THE BE REAL GAME SUMMARY

As a life-work exploration program, *The Be Real Game* allows students to experience, in roleplay situations, the issues and aspects of life that their parents/guardians, teachers, and all adults face daily—issues and aspects that they will also face, and soon.

The central element of the game is that students assume life/work roles in order to explore and experience issues and aspects of adult life and the world of work. The students, in role-playing their occupations, earn and spend money, participate in community life, make decisions that affect their characters' lives for good and bad, battle with chance occurrences, and learn that every decision is a career decision. In their neighborhoods, students make decisions on social issues that affect the future of their neighborhoods and themselves.

In their Role Histories, students will seek work through résumé writing, completion of a job application, perusal of Classified Ads, and the interview process. In addition, they will decide on lifestyle choices such as housing and transportation and create a balanced budget, taking into account monthly expenses, possible child care, and possible repayment of student loans.

Students experience job change and learn what the different factors are that result in job loss and job change, how to best deal with them, and how to develop attitudes and skills to harness these forces to work in their favor, not against them. As a result students learn how to use their transferable skills as tools for personal and community development.

Finally, using the information and experience gained in *The Be Real Game*, the students complete a series of career exploration exercises and create a Student Action Plan to focus on their goals.



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THE GUIDING PRINCIPLES

CHANGE IS CONSTANT

We change constantly, and so does the world around us—including the working world. Because a single occupation will no longer take workers from the beginning to the end of their working lives, adaptability is an important skill to carry into the next century.

LEARNING IS ONGOING

Graduating from high school or college does not signal the end of learning. Opportunities to learn are everywhere, just waiting to be recognized and taken advantage of.

FOCUS ON THE JOURNEY

Traveling through life is like traveling down a road: having a destination gives direction, but most of the time is spent moving along. Pay attention to the journey, with all its pitfalls, sidetracks, opportunities, and highways to new destinations.

FOLLOW YOUR HEART

Dreaming can lead to an understanding of what we really want. And what we really want is a prime motivator in shaping a rewarding career. It may take a lot of work to attain it, but never be afraid of pursuing a dream.

ACCESS YOUR ALLIES

The journey of life is not taken alone. Friends, family, teachers, neighbors—any of them can be willing and helpful allies when it comes to judging what steps to take on life's path.



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SPEAKER TIPS

(The following information is provided to enable you to have a very effective presentation. If you should have any questions, please contact the school staff member who will be working with you.)

Review and understand the information from the classroom teacher as to your involvement in one of the programs from *The Real Game* series.

Be prepared for any questions that the students may ask. (Answers to questions about salary can be answered using a salary range from new employee to experienced.)

Avoid lecturing and include as much hands-on activity as possible.

Props, equipment, handouts etc. will add significantly to the presentation.

It is not likely that all of the students will be interested in your specific occupation, so please remember that they are still searching and exploring a variety of occupations.

Your "job" is to help them become informed so that they will eventually be able to make an intelligent and realistic career decision.

Try to adjust to the level of interest expressed.

Try to keep "I" out of your presentation as far as a lot of the unusual experiences. Instead you might say, "This is normally what an accountant does..."

Visual aids are very helpful. Bringing props and/or handouts can also benefit your presentation.

A team approach to your presentation will aid in holding attention and presenting different perspectives.

Try to be as interactive as possible; involve the students in activities.

Try to provide information on your career area rather than just your specific job description.

Do not use this occasion to solicit business for your company; you are representing an occupation rather than a specific company.



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If you are presenting information about your occupation, in general, include information about the following:

- Description of the occupation
- Nature of work – hours, working conditions, responsibilities
- Attractive features – job satisfaction, advancement, influence, security, status
- Undesirable features – frustrations, “hidden” problems that you found
- after you started on the job which you had not thought of when going into it
- (e.g., hazards, strains, effect on home life, pressures, excessive travel,
- mentally having to take the job home with you, long hours)
- Present outlook – What is the demand and supply for employees? Is more education and training constantly needed? Is advancement a reality? Would moving open up more job opportunities?

Requirements of the occupation

- Education and training – amount, type, time, expenses
- College or technical school courses that are required
- Skills and abilities most needed (meeting people, mechanical ability, special aptitude, math, writing, etc.)
- Schools that offer training, degrees, licenses
- Personality qualifications
- Importance of appearance
- Ability to get along with people
- Common sense and good judgment needed? Is it mainly repetitious?
- Importance of neatness and orderliness
- Importance of initiative, resourcefulness, punctuality, and perseverance
- Is ability needed to lead other people. Manage and make decisions?
- Ability to manage time, be self-directed

Rewards of the occupation

- Financial – pay scale or reasonable income (minimum to maximum); How are you paid (salary, hourly, monthly, commission, bonus)?
- Security – pensions, retirement, allowance, tenure, benefits, stock options
- Opportunity for advancement – promotions
- Personal – service to others, associations, prestige, self-expression

Getting started in the occupation

- Where to apply
- Sources for more information on occupation

How to handle questions about salary

- State a salary range, including beginning and advanced salary, or state an average salary.
- Do not state your own personal salary.



**VII.
SAMPLE
THANK YOU
LETTER**



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School Letterhead
Address

Date

Speaker's Name
Company
Address
City, State, Zip

Dear _____:

Thank you for your time and effort in speaking to the _____ grade class at _____ School. The participation of area business personnel in the education of the students adds a very valuable component to *The Real Game* series curriculum.

Your information concerning (your occupation) (the housing market) (the world of work) provided additional information for the students to consider as they explore occupational options of their own. They were especially impressed with _____.

Your time and help are much appreciated.

Sincerely,

(Name)

cc: (CEO/President/Manager of business)