

REAL TIMES, REAL LIFE

Speaker's Supplement

I. INTRODUCTION

A. Who can use the Supplement?

The Supplement is designed for use by facilitators, 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 back 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.

II. 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.

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/participants 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/participant 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).

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/participant 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/participants.

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/participants 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.

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/participant to do so.

Be present in classroom and participate in session.

Do not do other program 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/participants.

J. Thanking the Guest Speaker

Lead the applause following presentation.

Prep a student/participant to express thanks on behalf of class.

Write letter thanking Guest Speaker; include quotes from students/participants 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.

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 those in the picture).

L. Creating a file

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

III. SPEAKER TIPS

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

Be prepared for any questions that the students/participants 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.

Visual aids are very helpful. Props, equipment, handouts etc. will add significantly to the presentation.

It is not likely that all students/participants 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/participants 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.

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.

IV. SESSION BY SESSION SUMMARIES AND SPEAKER SUGGESTIONS

UNIT ONE: A JOURNEY THROUGH THE TWENTIETH CENTURY WORLD OF WORK

Session 1: The Changing Work World...

Summary: Students/participants are introduced to *REAL TIMES*, *REAL LIFE* and group exploration of the changing work world.

Speakers & Activities:

- A person experienced with job loss who is currently employed can discuss their experience.
- A counselor can come in to lead a discussion on the stages of grief and how they relate to job loss.
- A community person can discuss with the students/participants the concepts of The High Five as they relate to the world of work and to his/her own life. Provide the speaker with a copy of The High Five prior to the class presentation. (Included in the Reproducible Masters section)

Session 2: The Changing Work World..."The Good Old Days"

Summary: Students/participants explore the changing world of work and its driving elements and forces by taking a simulated journey through the work world of the 20th century.

Speakers & Activities:

- A speaker from the local historical society can speak on the ways technology changed the world of work and the way people lived.
- A history instructor can discuss the ways in which society was changed due to war and or other events.
- A speaker from a museum can bring in exhibits from daily life from long ago.

- A local business person can bring in exhibits and discuss the ways in which their products/services evolved causing change in the work environment.
- Senior citizen volunteers and/or family members can serve as excellent speakers to address questions students/participants may have concerning the historical times associated with this session.
- A speaker from Social Security can discuss retirement and related benefits. Since an activity in this session does focus briefly on retirement, a quick overview of investments and financial planning could come now, but might prove more beneficial later when participants are working on their individual plans in Unit 3.

UNIT TWO: EXPLORING MODERN TIMES

Session 1: These are the People in Your Neighborhood

Summary: Students/participants are introduced to the individual occupations they will assume and explore during Unit 2. They also explore the relationship between income and lifestyle, choices and necessities, in their assigned occupational roles, as determined by their monthly income. Students/participants experience some financial ups and downs.

Speakers & Activities:

- Speakers, who represent some of the occupations in this session of *REAL TIMES*, *REAL LIFE*, can discuss the functions of those businesses and services represented, their duties as an employee, and the types of other employees who work with them.
- Human resource personnel can discuss the payroll deductions employees see on their paychecks.
- A city or county tax person can discuss the use of tax money for services within the city or county.
- Each budget category may prove more meaningful if guest speakers are utilized, however, time constraints may limit this activity (ex. Mechanic can discuss repair costs) and can prevent students/participants from realizing the benefits of vicarious learning. Speakers for budget categories may be better utilized after students/participants experience financial ups and downs in their role.

Session 2: Quality of Life/Leisure

Summary: Students/participants learn about the relationship between working life and leisure time---and how it relates to earnings, occupation, personal preferences, and educational achievement.

Speakers & Activities:

- A speaker from the local recreation center can discuss the opportunities in the community for leisure activities and their relationship to wellness.
- A representative of continuing education can discuss the opportunities for person growth and hobbies.
- A representative from an interagency council or service organization can discuss the many opportunities for volunteer activities in the community.

Session 3: Fair Play—Fair Pay...or Is It?

Summary: Students complete written and discussion exercises that explore attitudes and preconceptions they may have about gender stereotypes.

Speakers & Activities:

- Speakers representing non-traditional roles can be used to play a classroom version of the old television show “What’s My Line?” to increase awareness of gender equity in work.
- Speakers representing non-traditional roles can increase awareness of gender equity in work.

Session 4: Me and My Job

Summary: Participants complete exercise and make comparisons that help them determine what they like and don’t like about their occupations and which occupations or work styles might suit them better.

- Speakers, who represent some of the occupations in *REAL TIMES, REAL LIFE*, can discuss the pros and cons of their occupation.
- Human resource personnel, business representatives, or an someone from an employment agency can discuss the variety of work styles and situations in the local job market.

Session 5: The Pink Slip

Summary: Participants lose their jobs. They explore why it happened and their options in dealing with it.

Speakers & Activities:

- An employment agency can discuss the functions of that agency and the services that it provides to employers and potential employees.

- Human resource personnel and/or business representatives can discuss how they use employment agencies, the Internet and ads to secure employees.
- Employees who have obtained employment through friends and/or family, through an employment agency, through the Internet, or through a want ad can discuss their experiences.
- A counselor can come in to lead a discussion on the stages of grief and how they relate to job loss.
- A community person can discuss with the students/participants the concepts of The High Five as they relate to the world of work and to his/her own life. Provide the speaker with a copy of The High Five prior to the class presentation. (Included in the Reproducible Masters section)

Session 6: No Jobs! Lots of Work!

Summary: Students/participants explore the changing world of work where traditional full-time jobs and job titles no longer reflect the reality of today's job market.

Speakers & Activities:

- Local entrepreneurs or a representative from the Small Business Administration can serve as speakers to discuss the possibilities of being in business for your self.
- An employment agency can discuss the functions of that agency and the services that it provides to employers and potential employees.
- Human resource personnel and/or business representatives can discuss how they use employment agencies, the Internet and ads to secure employees.
- Employees who have obtained employment through friends and/or family, through an employment agency, through the Internet, or through a want ad can discuss their experiences.

UNIT THREE: DISCOVERY: REAL TIMES, REAL LIFE

Sessions 1 - 5 : Personal Exploration

These sessions are basically self assessments.

Summary: Students/participants learn that career development is a process of making personal choices leading to their preferred future.

Speakers & Activities:

- Speakers can be used to demonstrate that a career is not a destination, but an ongoing journey. Individuals who have changed careers one or more times might be beneficial.

- If another assessment instrument is being used, the administrator of that assessment can discuss the background, purpose, and intent of the assessment.

Session 6: Realization: Putting the Pieces Together

Summary: Students/participants use computerized career information delivery systems.

Speakers & Activities:

- None suggested.

Session 7: Realization: Life, Education, Work Plans

Summary: Students/participants create their own plans and examine ways in which to overcome barriers.

Speakers & Activities:

- Local social workers, employment specialists, employers and educational resource personnel can answer questions and refer students/participants to appropriate sources/resources.
- A community person can discuss with the students/participants the concepts of The High Five as they relate to the world of work and to his/her own life. Provide the speaker with a copy of The High Five prior to the class presentation. (Included in the Reproducible Masters section)

Session 8: Life/Work Action Plan

Summary: Students/participants use the final working session to put together the information they have gathered throughout the program.

Speakers & Activities:

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

Session 9: The End of the Beginning

Summary: An opportunity for students/participants and family/community to acknowledge achievements and thank appropriate resource personnel.

Speakers & Activities:

- Depending upon the setting, it may be appropriate for the agency or program director to acknowledge the efforts of those completing the program.
- A community person can discuss with the students/participants the concepts of The High Five as they relate to the world of work and to his/her own life. Provide the speaker with a copy of The High Five prior to the class presentation. (Included in the Reproducible Masters section)

V. SPEAKER FORM

GUEST SPEAKER INFORMATION SHEET

Guest Speaker's Name: _____ Facilitator: _____

Title: _____ Location: _____

Company: _____ Program: _____

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

REAL TIMES, REAL LIFE SUMMARY

REAL TIMES, REAL LIFE is an innovative, interactive and experiential program in which participants explore the social, economic, and historical factors that are driving forces of the change in the work world.

Using a variety of learning styles, participants hone and develop coping skills by taking an interactive journey through the 20th century world of work. By assuming several different occupational roles, participants in group settings, experience vicariously, the ups and downs of the complete life/work spectrum. They acquire new life/work skills as well as realize the value of the skills they already possess.

Participants gradually assume individual work roles in the present day and complete a variety of exercises that reveal some of the realities of life. Participants explore the relationships between work/occupation, education, income, lifestyle, leisure time, gender roles, and job loss in their assumed role. A simulated community evolves which provides the backdrop for participants' life/work exploration.

Emerging from their assumed roles, participants begin their own personal journey of self discovery to create a realistic, achievable action plan.

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.

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 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/participants 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/participants 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/participants 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.

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
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 - 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
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 - Schools that offer training, degrees, licenses
 - Personality qualifications
 - Importance of appearance
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 - 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

School/Program/Organization Letterhead
Address

Date

Speaker's Name
Company
Address
City, State, Zip

Dear _____:

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

Your information concerning (your occupation) (the housing market) (the world of work) provided additional information for the students/participants 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)