

THE REAL GAME

Speaker's Supplement

I. 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 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 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).

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.

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.

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.

III. 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 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 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.

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: LEARNING A LIVING

Session One: Foundations

Summary: Students are introduced to *The Real Game* and a number of key definitions and complete a questionnaire that measures their base-line understanding of the world of work and career development.

Speakers & Activities:

- Occupational speakers from area businesses can relay information about their occupational area. Speakers can complete the Occupation Poster (included in the Reproducible Masters section) and present it to the class. Occupational information presented by the speakers can include the information outlined in the Speaker Tips section.
- 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
- 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)

Session Two: The Spin Game

Summary: Small student groups are formed, and students play a Spin Game that tests their knowledge of the working world and its relation to curriculum areas.

Speakers & Activities: No suggested speakers for this session.

UNIT TWO: MAKING A LIVING

Session One: The Dream

Summary: Students explore and express their dreams by choosing lifestyle items (houses, vehicles, leisure equipment) that they wish to have in their adult lives.

Speakers & Activities:

- If the housing choices are localized in cost, then a real estate agent can bring in information and pictures of a variety of different homes for sale in that community. It is important to offer a variety of housing types, such as older homes, mobile homes, apartments, and new homes all of which are in many price ranges. If the housing costs are not localized, then no speakers are suggested for this session.

Session Two: What's My Line?

Summary: Students are introduced to the occupations that they will assume and explore during the program.

Speakers & Activities:

- Any occupational speaker can relay information about his/her occupational area. Speakers can complete the Occupation Poster (included in the Reproducible Masters section) and present it to the class. Occupational information presented by the speakers can include the information outlined in the Speaker Tips section.
- A community person who has the same occupation as the student could function as a mentor and establish e-mail communication with that student.

Session Three: Reality Check

Summary: Students explore the relationship between their Wish List choices and what the incomes from their new occupations will allow them to have. They balance their budgets and realize the good and bad effects of chance occurrences.

Speakers & Activities:

- A real estate agent can discuss housing costs in that community and the comparison between rent 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.
- 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 Four: Building Blocks

Summary: Students add the Wish List items actually included in their balanced budget to their Activity Posters and create a “Dream Cloud” of those items that they want but cannot afford at this time.

Speakers & Activities:

- City or state government employees can discuss the various uses of tax dollars.
- Non-profit or service club members can discuss the need for volunteers, methods to volunteer, benefits of volunteerism, and the relationship to career development (such as volunteering at an animal shelter to determine if working with animals would be an interesting career).
- A social studies teacher could talk about the history of the community and the forms of local government.
- Community people could discuss the different choices that people make with their income and/or highlight the variety of occupations in that community.

UNIT THREE: QUALITY OF LIFE

Session One: After Work

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

Speakers & Activities:

- Recreation directors, arts directors, library/museum directors are excellent speakers to discuss leisure time activities.
- Non-profit or service club members can discuss the need for volunteers, methods to volunteer, benefits of volunteerism, and the relationship to career development (such as volunteering at an animal shelter to determine if working with animals would be an interesting career).
- Members of PTO/PTA groups can also address the volunteering issue.

- A community person can discuss the different kinds of work pressures depending upon the job. He/she could also discuss some of the occupational profile samples and review how these jobs may affect leisure time. Note the differences in the occupations between salary and the amount of leisure time. A discussion could be held on how to use leisure time to improve skills, further, education/training in addition to time spent on this during the regular work time. Reference can be made to re-certification needed in some occupations and how that affects leisure time.

Session Two: Getting Away

Summary: Working in groups, students plan, budget, and prepare for a vacation.

Speakers & Activities:

- A travel agent can explain the process of planning a vacation, discuss the variety of options available, and give advice on the cost of various vacations. The agent is encouraged to bring travel brochures and should be given the sample vacations plans from *The Real Game* before the presentation. The travel agent can also speak about the occupation and may complete one of the Activity Sheets (included in the Reproducible Masters section).

Session Three: Spin It Again

Summary: The Spin Game is played again to help students review the material covered in the first three units.

Speakers & Activities: No suggested speakers for this session.

UNIT FOUR: CHANGES & CHOICES

Session One: Fair Play

Summary: Students complete written and discussion exercises that explore attitudes and preconceptions that they have about gender stereotypes and sign a Gender Equity Proclamation for the classroom.

Speakers & Activities:

- Speakers representing non-traditional roles can talk to the class about changing gender roles at work and at home. They can explain how their role has changed over the years, what factors caused the stereotyping, what has happened to change views and why someone would want to work in a non-traditional field. It is recommended that the speaker be given the Bureau of Labor Statistics chart that is included in *The Real Game* handouts, entitled “Facts & Figures” and the handout “Reflecting on...Gender Facts” prior to the presentation.

- A community person could arrange a field trip to companies where there are a significant number of workers working in non-traditional sex role occupations. This person could also help identify role models in the community who are in non-traditional jobs because of their sex, disability, etc.

Session Two: Thumbs Up or Down?

Summary: Students complete exercises about the work style characteristics of their occupations. They make comparisons that help them to determine what they like and don't like about their occupations and which occupations or work style suit them better.

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.
- 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 Three: The Pink Slip

Summary: Several students lose their jobs. Within their groups they explore the reasons why it happened and the options for dealing with it. Students then create individual resumes.

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 resumes and provide some helpful hints to students.

Session Four: Disaster Strikes

Summary: All of the students lose their jobs, discuss options available to them, and come up possible solutions.

Speakers & Activities:

- Speakers from FEMA (Federal Emergency Management Association) can talk about assistance to victims of disasters.
- Representatives from economic development groups can speak about the positive impact on the economy when new businesses are brought into the community.
- Speakers from various social service groups can speak about the need for community response for funding and volunteers when a disaster occurs.

Session Five: Team Work

Summary: Four work projects are announced. Students pick leaders to head each of the work teams and apply to work on the projects.

Speakers & Activities:

- A community speaker 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.

UNIT FIVE: THE PERSONAL JOURNEY

Session One: The Big Picture

Summary: Students create a graphic representation of their lives, using the Circle of Life

Speakers & Activities:

- A retired person(s) can speak about the variety of jobs that have been held, the continuing education needed for those jobs, and the changes in the world of work over the years.
- People from different occupations can talk about the types of continuing education/training that they have received and, in many cases, is required for the occupation.
- Retired people can talk about the part-time jobs or the job changes that they have made after retiring or the volunteer work in which they are now involved.
- Business speakers and/or retired people can complete their own Circle of Life and share it with the students.

Session Two: Career Day

Summary: Adults from outside of the school talk about their occupations and answer questions from the class, allowing students to explore how what they have learned and experienced in their classroom society relates to real people in the world of work.

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

- Speakers may be asked to complete “A Day in the Life” featuring their own life.
- Another option is to hold a Career Fair now that the students have a better awareness of the different occupations.

Session Three: Wrap-Up

Summary: Students complete the evaluation questionnaire, play The Spin Game a final time, and receive “graduation diplomas” from the program.

Speakers & Activities:

- A principal, superintendent, or school board member can be invited to hand out the “diplomas.” Business partners may also participate in this exercise.
- A community person could discuss with the students the concepts in the questionnaire, provide the right answers, and elaborate on the reasons for that answer.

V. SPEAKER FORM

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

THE REAL GAME SUMMARY

As a life-work exploration program, *The Real Game* allows students to experience, in play-acting 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, soon.

The central element of the game is each student's assumption of an occupational role. By learning about their working selves within that role, students gain a realistic understanding about real life and work. Students become aware of the many facets of work along with the financial budgeting necessary for adult living as they choose housing and transportation and decide upon monthly expenses, resulting in a balanced budget. Each class playing the game becomes a miniature society as the students learn about their new "lives" and grow into their roles.

Students also explore workplace issues such as gender equity and workplace characteristics. They experience job loss and job change and learn how to cope with such a situation. In addition, they see the impact of job loss on communities as they seek to find new work and to maximize their transferable skills. As the program proceeds on its journey, the players' grasp of the correlation between education, income, and job satisfaction becomes firmer.

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 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.

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

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* 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)

