

THE GET 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

Session One: Real Transition

Summary: Students are introduced to *The Get Real Game* and the concept of transition. Students begin to choose the roles they will explore throughout the program.

Speakers & Activities:

- Occupational speakers from area businesses who represent different career cluster areas 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 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.
- Speakers can be invited to discuss the different transitions that they have experienced in their working lives.

Session Two: Real Jobs

Summary: Students further narrow down their occupational choices by using a structured process.

Speakers & Activities:

- Occupational speakers from area businesses who represent different career cluster areas can relay information about their occupational area. Occupational information presented by the speakers can include the information outlined in the Speaker Tips section.

Session Three: Real Gateways

Summary: Students are introduced to The High Five principles and form groups in which they will work together during the program. Students are introduced to the concept of career gateways and to a number of the gateways that await them in their transition from high school to the years immediately following.

Speakers & Activities:

- A community person can discuss with the students the concepts of The High Five 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 principles prior to the class presentation. (Included in the Reproducible Masters section)

- Any occupational speaker can relay information about his/her occupational area. Occupational information presented by the speakers can include the information outlined in the Speaker Tips section. After the presentation, students can be asked to identify the first gateway used by the speaker and also subsequent gateways.
- Speakers, who represent each of the gateways, post secondary education, military, workforce, apprenticeship/internship, and self-employment/entrepreneurship, can be invited to speak about that particular gateway.

Session Four: The Real Role

Summary: Students receive their chosen Role Profiles. Students are given an in-depth introduction to the Role Profiles and how they are used in playing *The Get Real Game*. Students choose their character's education and training goals and make their first career gateway choice.

Speakers & Activities:

- A community person who has the same occupation as the student could function as a mentor and establish e-mail communication with that student.
- Speakers, who represent each of the gateways, post secondary education, military, workforce, apprenticeship/internship, and self-employment/entrepreneurship, can be invited to speak about that particular gateway.
- Occupational speakers who have the same occupation as one or more of the students can be invited to speak about the education and training that they have received for their jobs.
- Someone from an employment agency can present labor market information about the local area along with projections for the future.

Session Five: The High School Spin Game

Summary: Students are introduced to the Spin Game by exploring the components and by experiencing their usage through role playing a character attempting to graduate from high school. This will introduce students to the mechanics of playing *The Get Real Game* in a fun and exciting way as well as dealing with issues students face in high school.

Speakers & Activities:

- Counselors or career resource staff can discuss with students the credit requirements for graduation.
- Counselors or career resource staff can discuss with students the importance of extracurricular activities and volunteer work.

- 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).
- Representatives of local service groups can speak about the reasons why they are involved in these groups and the needs of the community.
- Counselors can discuss the options available to students who fail to have enough credits to graduate.
- Counselors or career resource staff can discuss the relationship between part time jobs and potential occupations after high school.

Session Six: The Transition Spin Game

Summary: Students play the first round of the Transition Spin Game. This simulates the experience their characters will have during the first half of their five-year transition after graduating from high school. Students are introduced to the concepts of career planning and networking.

Speakers & Activities:

- A community person who has the same occupation as the student could function as a mentor and establish e-mail communication with that student.
- Occupational speakers who have the same occupation as one or more of the students can be invited to speak about the education and training that they have received for their jobs.
- Any occupational speaker can relay information about his/her occupational area. Occupational information presented by the speakers can include the information outlined in the Speaker Tips section. After the presentation, students can be asked to identify the first gateway used by the speaker and also subsequent gateways.
- 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).
- Community speakers can discuss the value of networking to their occupations.

- Employees who have secured their jobs through networking can present this information to the class.

Session Seven: Time and Transition

Summary: Students take stock of and reflect on the work, education and training, and personal and community experiences they encountered during the first half of the five years following high school completion. Students create a time line to allocate a period of time to each of their experiences.

Speakers & Activities:

- Speakers, who represent each of the gateways, post secondary education, military, workforce, apprenticeship/internship, and self-employment/entrepreneurship, can be invited to speak about that particular gateway.
- These same speakers can discuss how they allocate their time for education/training, leisure and volunteer/community work. They may even complete a Transition Time Line transparency to visually show students the time allocation.

Session Eight: The Transition Spin Game

Summary: Students play the second round of the Transition Spin Game. This simulates the experience their characters will have during the last half of the five years after graduating from high school. Students are introduced to the concepts of career planning and networking.

Speakers & Activities:

- A community person who has the same occupation as the student could function as a mentor and establish e-mail communication with that student.
- Occupational speakers who have the same occupation as one or more of the students can be invited to speak about the education and training that they have received for their jobs.
- Any occupational speaker can relay information about his/her occupational area. Occupational information presented by the speakers can include the information outlined in the Speaker Tips section. After the presentation, students can be asked to identify the first gateway used by the speaker and also subsequent gateways.
- 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).
- Community speakers can discuss the value of networking to their occupation.
- Employees who have secured their jobs through networking can present this information to the class.

Session Nine: Time and Transition

Summary: Students take stock of and reflect on the work, education and training and personal and community experiences they encountered during the last half of the five years following high school completion. Students create a time line to allocate a period of time to each of their experiences. Students choose the interview goal they will use to pursue their character's life/work goals.

Speakers & Activities:

- Speakers, who represent each of the gateways, post secondary education, military, workforce, apprenticeship/internship, and self-employment/entrepreneurship, can be invited to speak about that particular gateway.
- These same speakers can discuss how they allocate their time for education/training, leisure and volunteer/community work. They may even complete a Transition Time Line transparency to visually show students the time allocation.

Session Ten: Preparing for the Interview

Summary: Students create scenarios for their characters to justify the acquisition of the essential skills they have identified from their life/work experiences. Students prepare for, and participate in, a mock interview within their group where their character attempts to achieve the interview goal. One student from each group is chosen to be interviewed by one of the other groups in the next session.

Speakers & Activities:

- Counselors, career resource staff or employers can discuss the employability skills needed by employees.
- Community representatives can speak about the interviewing goals of education, employment and financial (self-employment).

- Human resource personnel or business employers can discuss interviewing do's and don'ts.

Session Eleven: The Interview

Summary: One student from each of the five groups is interviewed by one of the other groups to determine if the student has the required education, experience, and skills to successfully achieve the interview goal. Each interview is done in front of the whole class and observed by all of the other students.

Speakers & Activities:

- Human resource personnel or business employers can participate in the interviewing groups.
- Human resource personnel and/or business representatives can observe the interviews and serve as a critiquing group.

Session Twelve: Preparing for Transition

Summary: Students, using the knowledge gained from playing *The Get Real Game*, prepare to create their own Real Transition Plans beginning with the first year after high school graduation.

Speakers & Activities:

- Former high school students can be invited to discuss some of the transition areas that they experienced following graduation.
- Speakers from colleges/universities can discuss financial aid opportunities and steps to be completed for entry into those institutions.
- Financial institutions can also have speakers present information about financial aid opportunities.
- Local employment agencies can discuss the assistance available from those agencies and also present advice on obtaining a job.
- Representatives from financial institutions can discuss the procedure for securing loans for starting a new business.
- Representatives from the military can discuss the options available and the benefits of service in the military.
- Representatives from apprenticeship programs can discuss the requirements for those opportunities.

Session Thirteen: Creating a Real Action Plan

Summary: Students create their own one-year Action Planner and Budget Plan. Students receive their Certificates of Completion.

Speakers & Activities:

- Speakers from colleges/universities can discuss financial aid opportunities and steps to be completed for entry into those institutions.
- Financial institutions can also have speakers present information about financial aid opportunities.
- Local employment agencies can discuss the assistance available from those agencies and also present advice on obtaining a job.
- Representatives from financial institutions can discuss the procedure for securing loans for starting a new business.
- Representatives from the military can discuss the options available and the benefits of service in the military.
- Representatives from apprenticeship programs can discuss the requirements for those opportunities.

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 GET REAL GAME SUMMARY

As a life-work exploration program, *The Get 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.

Students embark on a journey that takes them through the last two years of high school, past high school graduation, to the five years following. To proceed on this journey, they select and assume a role character (life/work role) in order to explore and experience issues and aspects that they will face in real life. Students travel through a five-year transition period in their role characters' lives, attempting to achieve the necessary educational and work experiences and essential skills pertinent to their role characters.

The students' fictional journey ends with an interview activity wherein students use their educational, work and community experiences to justify the goals they set for their role characters.

When *The Get Real Game* culminates, the students apply the knowledge they have gained to create their own one-year transition plans. This plan outlines the goal(s) they set for themselves for the first year after high school graduation in which they identify the steps to achieve that goal as well as a budget 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 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
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 - 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)