

THE MAKE IT 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 *The Make It Real Game*. It is not intended for use 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 from *The Make It Real Game*, 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 which 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 when possible.

Provide background information regarding *The Make It Real Game*. Make sure the Guest Speakers know that *The Real Game* series was internationally developed and is 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, map, etc.

Indicate if reporting to the main office is necessary.

Inform who will meet and escort Guest Speaker to room.

Describe session purpose, background, and learning objectives, or send a copy of the session from *The Make It Real Game* in which the speaker will be participating, along with the corresponding handouts or worksheets from that session.

Provide pertinent background materials, such as a brochure of *The Make It Real Game*, or send a short explanation of *The Make It Real Game*. (see Reproducible

Masters section)

State very clearly what it is you expect the Guest Speaker to do, what information to present and the type of activities that would interest 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 them 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 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. Thanking the Guest Speaker

Lead the applause following the presentation.

Prep a student to express thanks on behalf of class.

Write a 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.

J. 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.

K. Involving the media

Send out notice indicating Speaker event, noting subject and speaker.

Send report following event to local press. You may include pictures, if you have signed releases from parents for any students in the pictures.

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 *The Make It Real Game*.

Be prepared for any questions that the students may ask. Answers to questions about salary can be answered from 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 task 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 occasion to solicit business for your company; you are representing an occupation rather than a specific company.

If you are presenting information about your career, 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 – 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 attitude, math, writing, etc.)

Schools that offer training, degrees, licenses

Personal 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 career

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: MAKING A ROLE

Summary: Students are introduced to *The Make It Real Game* and are given the Role Profiles they will assume and explore throughout the program.

Speakers & Activities:

Students can invite their mentors to talk about their work histories and occupational choices.

Business people who have served as mentors can discuss how to be a mentor.

Guest speakers can relay information about their occupational areas. Send the speaker a copy of a sample Role Profile and ask them to share information in that format.

Representatives from graphic arts, design or advertising agencies can share information such as presented in Duties of the Workers in the Company.

Local vocational and community colleges with programs in graphic arts and design can send representatives to share information with the students.

A community person can discuss with the students 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.

SESSION TWO: MAKING NEIGHBORS

Summary: Students will create their town, as well as explore and make lifestyle decisions by choosing houses, vehicles, and leisure items they wish to have in their adult life roles.

Speakers & Activities:

Community people could discuss the different choices that people make with their income and/or highlight the variety of occupations in that community.

SESSION THREE: MAKING A TOWN

Summary: Students use creative decision making skills to personalize their communities and their town.

Speakers & Activities:

A social studies teacher could talk about the history and naming of the community and the forms of local government.

The local historical society, local history museum or library and host a field trip to learn more about their own town.

Elders in the town can share their memories of the founding or early days of the town.

The art teacher can co-deliver this session or a community member who makes signs can advise the students.

SESSION FOUR: MAKING A TOWN WORK

Summary: Students explore the working nature of their town and discover the numerous types of occupations that make a town work.

Speakers & Activities:

The town planner or locally elected official can talk the importance of planning growth in a town.

The town planner, city/town manager, or a locally elected official can talk to students about essential and other services that are fundamental to the operation of their fictional town/city as well as the real town/city in which they live.

City or state government employees can discuss the various uses of tax dollars.

A field trip to the city or town hall can be arranged to see what kinds of occupations are found there.

Parents can help organize a walk around your city/town/community to look at essential services, types of business, housing, etc.

Representatives of local services and local businesses that match the ones on the Town Map can talk about what kind of work is done there and what occupations are found there.

SESSION FIVE: MAKING A COMPANY

Summary: Students explore the basics of work search and discover how to work as a company by combining their different work skills.

Speakers & Activities

A graphic artist or person from an advertising company, printer or computer design firm can talk to the students and help them create the image of their companies.

A local human resource person can do practice interviews, show job descriptions, and discuss the hiring process.

Parents, other teachers, senior high school students or local business people, one per company, can help with the application and interview process.

Local business people can send in examples of their business cards.

SESSION SIX: THE BRAINSTORM SPIN GAME

Summary: Students form groups based on their occupational titles and play a Brainstorm Spin Game that tests their knowledge of their work roles, occupational concepts, vocabulary, and community businesses and services. Students also increase their knowledge and awareness of the wide variety of occupations and businesses.

Speakers & Activities:

Local business people, other teachers, parents or older students can ask the questions in the Spin Game.

SESSION SEVEN: MAKING A LIVING

Summary: Students, operating as a company, secure a work contract and begin their teamwork.

Speakers & Activities:

Members of a local drama group, video maker, or director can assist students as they prepare their presentations.

An advertising director or public relations person can talk with the students about how their company bids for projects.

SESSION EIGHT: MAKING A BUSINESS TRIP

Summary: Working in their companies, students go on a simulated Business Trip.

Speakers & Activities:

The computer teacher and/or librarian can work with the students on the research portion of this session.

Community members who may be native to the countries involved or who may have traveled to those countries can share their experiences.

SESSION NINE: MAKING IT WORK

Summary: Students apply their business trip findings to the creative method which they have chosen for creating their business project.

Speakers & Activities:

Representatives of the businesses referred to on the Company Situation cards can present to the class.

Local performing artists can work with the students in developing their presentations.

Local business people can discuss the use of audio-visual aids in presentations.

SESSION TEN: MAKING A PROJECT PRESENTATION

Summary: Students, in their company groups, present their version of the folk tale project to a preview audience.

Speakers and Activities:

A drama teacher, member of a community theater or parent volunteer can help in delivering this session.

Older students can give feedback on the presentations.

SESSION ELEVEN: THE BRAINSTORM SPIN GAME

Summary: Students form groups based on their occupational titles and play a Brainstorm Spin Game that tests their knowledge of their work roles, occupational concepts, vocabulary, and community businesses and services. Students also increase their knowledge and awareness of the wide variety of occupations and businesses.

Speakers & Activities:

Local business people, other teachers, parents or older students can ask the questions in the Spin Game.

SESSION TWELVE: MAKING IT REAL

Summary: Students review and demonstrate the results of their career exploration journey through *The Make It Real Game* Program to an audience of parents, invited

guests, and school staff.

Speakers & Activities:

A principal, superintendent, or school board member can be invited to hand out the certificates. Business partners may also participate in this exercise.

All the previous community helpers and mentors can be invited to participate in this session.

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.
SPEAKER
MATERIALS

THE MAKE IT REAL GAME SUMMARY

The Make It Real Game is a career exploration program that allows students to experience aspects of the real world in the classroom. The central element of *The Make It Real Game* is that students assume life/work roles and work together in a simulated town. Each class is divided into three communities and up to eight small businesses in which the students play three interconnecting roles:

- citizen role
- individual work role
- business partner role

In their citizen roles, students learn about the forming and naming of a town, the businesses and services needed in town and develop an awareness of the occupations present in the town.

In their individual work roles, students learn about the team effort needed to help a business be successful and learn to take responsibility for portions of the work to be done.

In their business roles, students bid on a project for an international company and take a simulated business trip to that country to learn about the culture and people. The program culminates in a presentation of their projects.

By learning about themselves within these roles, students gain a more realistic understanding of adult life, education and work.

THE GUIDING PRINCIPLES

CHANGE IS CONSTANT

We change all the time and so does the world around us. Growing up means changing. Think of all the changes you've gone through since you started school and how you learned to deal with these changes.

LEARNING IS ONGOING

We can learn everywhere--in school, from television, computer games, books, and our friends and family. Opportunities to learn are everywhere.

FOCUS ON THE JOURNEY

Traveling through life is like traveling down a road. It's good to have a destination, but we still must take one step at a time.

FOLLOW YOUR HEART

Your dreams can lead to an understanding of what you really want. Dreams may be difficult to attain, but you should never be afraid to pursue them.

HELPING HANDS

Life is like a team sport. Your team members are your friends, family, teachers, and neighbors. Any of them can be willing and helpful team mates when it comes to deciding 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 *The Make It Real Game*.

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

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

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**VII.
SAMPLE**

**THANK YOU
LETTER**

School Letterhead
Address

Date

Speaker's Name
Company
Address
City, State, Zip

Dear (speaker's name):

Thank you for your time and effort in speaking to the (grade level) grade class at (name of school) School. The participation of (area business personnel) (parents) (community members/leaders) in the education of the students adds a very valuable component to *The Make It 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 (give some specific examples from the presentation).

Your time and help are much appreciated.

Sincerely,

(Your name)

cc: (CEO/President/Manager of business)