

THE PLAY 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: Playing a Role

Summary: Students are introduced to *The Play Real Game* and the life/work roles they will assume and explore throughout the program.

Speakers & Activities:

- Occupational speakers from area businesses can relay information about their occupational area. Occupational information presented by the speakers can include the information outlined in the Speaker Tips section.
- A community person can discuss with the students the concepts of The High Five 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 Two: Playing Real

Summary: Students practice map skills; make housing, transportation and other lifestyle choices; and create and name their neighborhoods.

Speakers & Activities:

- An urban planner or a building developer could discuss the formation of neighborhoods and housing within those neighborhoods.

Session Three: Real Skills

Summary: Students, using their Role Profiles, work together to define the skills contained in their Role Profiles and to locate ten key skills in their neighborhoods and in their town.

Speakers & Activities:

- 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.
- Human resource personnel or employers can discuss the skills that potential employees need for the workplace.

Session Four: Real Town Services and Businesses

Summary: Students discover town services and businesses and locate the coordinates on their Neighborhood Maps. They choose buildings to represent the services and businesses, color and customize them, and place them on their Neighborhood Maps.

Speakers & Activities:

- An urban planner or a building developer could discuss the formation of neighborhoods and housing within those neighborhoods.
- Speakers, who represent some of the businesses and services in *The Play Real Game*, can discuss the functions of those businesses and services and the types of employees who work in them.
- A city or county tax person can discuss the use of tax money for services within the city or county.

Session Five: Real Hiring

Summary: Students locate the jobs connected to their Town Services and Businesses and list them on their Neighborhood Maps. Through a simulated hiring process, all students find jobs.

Speakers & Activities:

- Personnel from an employment agency can be invited to talk about interviewing skills.
- Speakers, who represent some of the businesses and services in *The Play Real Game*, can discuss the functions of those businesses and services and the types of employees who work in them.
- Human resource personnel, business representatives, or an employment agency can be invited to participate in the interviewing process.

Session Six: Putting a Town Together

Summary: Students combine their five Neighborhood Maps with the Downtown Map to create welcome signs for their towns.

Speakers & Activities:

- None suggested.

Session Seven: Time and Transition

Summary: Students explore different job search methods. Students find the remaining Role Profiles for the workers needed in their neighborhoods. They also locate the geographic areas from which the new workers came on a world/country/state map. Students then connect these locations to the real-life town.

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.

Session Eight: Real Needs, Real Solutions

Summary: Students identify key attributes of their town services, businesses, recreation and entertainment in response to a proposal from Kids' World, Inc.

Speakers & Activities:

- An urban planner can speak about the zoning areas in a city and the reasons for such zoning.
- Representatives from economic development groups can speak about the benefits to a community when new businesses are established.
- Representatives from economic development groups can discuss the qualities that potential new businesses are seeking in determining whether to locate a new business in that community.
- Representatives from newly located businesses can discuss the reason why that business chooses to locate in the community.

Session Nine: Real Rehearsal

Summary: Students prepare and rehearse responses to questions about services and businesses in their town and the people who work in them. The facilitator, in the role of a representative of Kids' World, Inc., asks a series of questions to determine the kind of services, businesses and qualified workers available.

Speakers & Activities:

- None suggested.

Session Ten: Real Play

Summary: Parents and guardians, teachers and invited guests assume the roles of representatives of Kids' World, Inc. and question the townspeople (students) about the services, businesses and workers' qualifications their town can offer.

Speakers & Activities:

- Representatives from economic development groups can discuss the qualities that potential new businesses are seeking in determining whether to locate a new business in that community.
- Chamber of Commerce representatives can speak about the qualities that potential new businesses are seeking in determining whether to locate a new business in that community.
- Human resource personnel, business employers, Chamber of Commerce representatives, and/or representatives from economic development groups can play the role of the Kids' World, Inc. representatives 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.
REPRODUCIBLE
MASTERS

THE PLAY REAL GAME SUMMARY

The Play Real Game is an innovative, interactive and experiential program in which students take on simulated adult work roles, create a town with its services and businesses, and create a work project consisting of a presentation to a fictional company wishing to locate in their town.

In the beginning of *The Play Real Game* journey, students explore the following concepts: “life/work roles” as they relate to education, skills, hobbies and community life, and “decision making” and “skill identification” as they relate to their roles and lifestyles.

After students learn about themselves and their neighbors, they identify essential services and businesses in their neighborhood. The play continues with students identifying neighborhood employment needs and participating in an interviewing and hiring activity.

Using brainstorming, consensus and voting skills, students reach a decision for a town name. Having learned more about their town, students realize the need for seeking workers not only outside of their neighborhood, but outside of their town. The play continues with students exploring the benefits associated with a new company coming to town. Students prepare and rehearse responses to the company proposal identifying appropriate services, businesses and occupational roles.

When *The Play Real Game* culminates, the students apply the knowledge they have gained during the town meeting forum in which they present their proposal to the company representatives.

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.

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- Rewards of the occupation
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- Getting started in the occupation
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- 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)