



## Getting Started

This guide is designed to help you get started quickly and easily. Short online tutorials are also available under **Tutorials** at the top right of all screens.

## Facilitator's Zone

A screenshot of the 'The Real Game 2.1 Digital Edition' web interface. The top navigation bar is dark blue with the 'the Real game' logo on the left, the text 'The Real Game 2.1 Digital Edition' in the center, and 'psjarvis\_us Logout' on the right. Below the logo is a vertical menu with links: 'News', 'Facilitator's Zone' (highlighted with a right-pointing arrow), 'Edit Curriculum', 'Content Management', 'My Account', 'News Management', 'User Management', and 'Licence Management'. The main content area has a yellow header with the title 'Facilitator's Zone'. Below this, it says 'Please select from any of the links below.' and lists five options: 'Introduction' (Learn about The Real Game 2.0 and how it works.), 'Program at a Glance' (View a map of all Units and Sessions with suggested timelines.), 'Sessions in Detail' (See detailed lesson plans for all Sessions with support materials.), and 'Manage Classes' (Setup and manage your classes, assign logins and Role Profiles and monitor student progress.). At the top right of the main content area, there are links for 'Contact Us', 'Tutorials', and 'Support'.

## Logging In

1. Navigate to [realgameonline.ca](http://realgameonline.ca). You'll need a valid user name and password to log in.
2. You can change your password after logging in by selecting **My Account** in the menu on the left. Select **Edit**, then type in your new password and **Save**.

## Managing Classes

The Real Game is an experiential group learning experience. Some components of the program won't be accessible until at least one class or group has been created. We recommend creating a real or fictitious class before using the program by following these steps:

1. Go to **Facilitator Zone > Manage Classes**.
2. Click **Add New**, enter a name and subject (whatever descriptors work for you), and **Save**.
3. Click **Enter Students**. Enter each name (last, first), one student per line. When finished, click **Confirm**. *Suggestion:* Add a fictitious student (**not** your facilitator login user name) to use when demonstrating how students will complete various **Student Zone** activities.
4. Click **Student Management** to see the students in the class (left column) and **Printable Class Roster** to see a class list with student user names and passwords. You'll need to give students their login credentials so they can log in to their **Student Zone**.
5. If you need to delete a student while maintaining a class, make sure the class you're working with is highlighted. Click **User Management** on the left. Look up the student, click **Edit** beside the name you want to delete, then **Delete**.

## Creating Teams

1. Click **Team Management**. "No teams exist" will appear. Select **Add New**. Enter a team name and **Save**. Repeat until sufficient teams have been created (five or six players per team is recommended).
2. To assign students to teams, first click a team (it will highlight in grey). In the right side box (**Available Students**), select the student(s) you want to add to this team; hold down the CTRL key to select more than one student at a time.
3. Use the arrow button (<<) between the two boxes to move the highlighted player(s) to the left box (**Assigned Students**). Then select a new team and repeat the process until all students are on a team.
4. To change or remove players from a team, use the same process but select from the left box (**Assigned Students**) and move (>>) the student to right box (**Available Students**). To assign the student to another team, highlight the new team, then highlight the student and move him or her from the available column (right) to the assigned column (left).

## Assigning Roles

Roles won't come into play until **Unit 1 Session 3 (What's My Line?)**. You must assign roles before this session is delivered. Many facilitators assign roles when they create their classes and assign students to teams.

Click **Role Management**. The class will be presented with students organized into teams. The columns for **Role** and **Monthly Pay** will be blank. There are three options for assigning roles:

**Option 1:** Click **Assign from All**. The computer will randomly assign a role to each participant in the class/group from all available **Role Profiles**.

**Option 2:** Click **Select Roles to Assign**. You can customize the random selection by:

a. Selecting the cluster(s) you want the profiles to be selected from. Check the cluster(s) so a **✓** appears beside your selection, then click **Assign Using Selected Roles**.

b. Selecting individual profiles for random assignment. Click **Make a Custom Selection**. Review and select enough role profiles for the class (one per student). To select, hold the CTRL key and click to highlight profiles. Once all profiles are selected, click **Assign Using Selected Roles**.

**Option 3:** Individually select and assign a **Role Profile** to each student. To the right of the student's name, click **Assign**. Select a role from the drop-down menu and click **Save**. Repeat for each student. This option can also be used to change a random selection once it's assigned.

**TO PRINT:** Click the box to the left of each student's name and select any number of students, or click **Select All**, and print the components you need. A warning will indicate the number of pages that will be printed.

## First Visit

1. Select **Facilitator Zone > Introduction**. Each section provides background information about the game and its components. At minimum, we recommend reading the **Preparation Notes**.
2. Click **Facilitator Zone** and select **Program at a Glance**. An outline of the four learning units will appear. Click the drop-down arrows at the right of each unit to see the sessions it contains. Sessions are identified as *core*, *recommended*, or *discretionary*, and suggested time frames are included to facilitate session selection based on student learning needs and time constraints. Clicking the title of any session expands it in **Sessions in Detail**.
3. Click **Facilitator Zone** and select **Sessions in Detail**. In a "table of contents" format, all sessions in all units are accessible, as is key information in **Appendices**. Click the unit title to see an overview of the unit. Browse a few sessions, looking at the five lesson plan components in each session (left column) and the **Materials** available (right column).

*Note:* When the **Delivery Mode** (top right) selection changes from **Offline** (default) to **Online**, lesson instructions change accordingly, as do some materials. Visit each **Appendix**.

## Preparing to Deliver a Session

1. Log in, click **Facilitator Zone**, and select **Sessions in Detail**.
2. Select the appropriate **Class** (if more than one) and the preferred **Delivery Mode** (**Online** or **Offline**). The default is **Offline**.
3. Select the **Session** you're preparing. Review the lesson plan and activities. Prepare for the session by booking computers/lab and projection equipment, and printing any required materials.

## Lesson Plan Components

- a) **Overview** - Learning outcomes, links to required activities, and assessment strategies and rubrics
- b) **Preparation** - Background information and pre-planning needs (e.g. book computers/ equipment, print materials)
- c) **Activities** - A detailed, step-by-step lesson plan for facilitators to follow and adapt as they need. Ideas for optional or extended activities are included.
- d) **Wrap-Up** - Discussion questions and student self-reflection questions
- e) **Speakers** - Suggestions for community involvement

## Materials

A list of the materials available for use in the session is included in the right column of **Sessions in Detail** with direct links to view and print relevant materials. These materials and links are also available in **Activities** in the lesson plan.

Materials can include presentations, student interactives (found in the **Student Zone**), worksheets and handouts (paper activity), and facilitator reference materials or sample activities.

# Student Zone

The Real Game 2.1 Digital Edition  
United States  
stewie **Logout**

**My Zone**  
Current Class: Intro to Careers

**Welcome Melissa Stewart!**  
This area is your private space to keep a record of your experience with The Real Game. Come here anytime you want. Be sure to click **save** anytime you make changes, and **print** anything you want to keep after you have finished the game.

**My Interactives**  
Some are locked until you do the ones above them

- [The World of Work Survey](#)
- [High Five Introduction](#)
- [Glossary](#)
- [My Wish List](#)

**My Resources**  
We hope **The Real Game** will help you imagine the future you want to create for yourself. If you can imagine the future you want, and do your best to make it happen, you'll be happier than just letting the future happen.

Your teacher can tell you if you have access to a career information system. Anytime you want more information on your role in game, or any career roles, visit the site your teacher suggests, or:

- Career Onestop: [www.careeronestop.org](http://www.careeronestop.org)
- Career InfoNet: [www.careerinfonet.org](http://www.careerinfonet.org)

**Note:** Students are only able to access their account in the **Student Zone** (not the **Facilitator Zone**).

## To Start

1. Students go to [realgameonline.ca](http://realgameonline.ca) and log in with usernames and passwords from the **Printable Class Roster** in **Student Management** in **Facilitator Zone**.
2. The first time students log in, ask them to change their passwords to something they can easily remember. Changed passwords will appear on the **Printable Class Roster** so facilitators always have access to each student's **My Zone**.
3. To change their password, students click **My Account**, select **Edit**, enter a new password, then **Save**.
4. Students access **My Zone** with their username and password every time they complete activities under **My Interactives** (left column). Because this is a facilitated teaching resource -- not a self-directed video game -- students are given directions on how to complete each activity through group instruction in the appropriate session.
5. **Suggestion:** Access **My Zone** with the username and password of the "extra" student you entered when you created the class (either yourself or a fictitious student). Complete all activities under **My Interactives** to **a)** experience each of the student activities; and **b)** complete **My Zone** to use for demonstration purposes.

### Useful Links

The right column of **My Zone** lists websites students can use to further research their role or other careers of interest. If your site has access to Career Cruising, the next page has ideas on how to use the program to enhance The Real Game experience.

*We hope you and your students enjoy The Real Game for years to come!*

# Using Career Cruising Alongside The Real Game

## The Real Game Unit 1 – Making a Living

### *Session 3: What's My Line?*

- Ask students to research their assigned role in Career Cruising and save the profile to **My Plan** (add a note about The Real Game)
- Students can also write a reflection of their role in the **My Journal** section (under **My Plan**)

### *Session 5: Who am I? Who are You?*

- Continue exploration of different careers by completing Classroom Activity #9 in Career Cruising (Career Interview Project)

## The Real Game Unit 3 – Changes and Choices

### *Session 1: Fair Play*

- Use the Career Interview Project again to delve into issues with an adult interviewee

### *Session 2: The Pink Slip*

- Ask students to review the **Employment** section in Career Cruising to talk about ways to search for a new job
- Use the **Resume Builder** to get students to practice writing a resume (save in **My Plan > My Files**)

### *Session 4: Transitions*

- To help students understand self employment, get them to research careers where they could be self employed (start by looking at the Entrepreneur profile under **Careers**)

## The Real Game Unit 4 – The Personal Journey

### *Session 1: Think Again!*

- Students can refer back to their reflection from **Unit 1, Session 3** and then research roles in Career Cruising that could be a better fit and save them to **My Plan**.
- Encourage them to review video interviews to understand the “After Work” aspects of each role

### *Session 2: Follow Your Heart*

- Students can include their **Ideal Role Profile** in the **My Journal** section of Career Cruising

### *Session 3: The Big Picture*

- Students can store their "lives to the age of 100" document in the **My Files** section of Career Cruising

### *Session 4: Career Day*

- Encourage students to save careers of interest to **My Plan**, which can be used to invite adult guests with these careers
- Students can refer back to Classroom Activity #9 – Career Interview Project to prepare questions for their invited guests