Getting Started

This guide is designed to help you get started quickly and easily. To request a training webinar, call us toll-free at 1-800-965-8541 (ext. 118) or email markj@career cruising.com

Note: The Be Real Game may be used in educational or community settings; the words “student” and “participant” are used interchangeably, as are the words “class” and “group.”

Facilitator Zone

Logging In

1. Navigate to berealgameonline.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 Be Real Game is an experiential group learning experience. Some components of the program will not 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 name and password 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.

Assigning Roles (Online Delivery)

1. Students select their own roles in My Zone Unit 1, Session 1. You’ll give them their login names and passwords (from Printable Class Roster in Student Management) for berealgameonline.ca. Suggest that students change their passwords when they first log in (see page 1).
2. Students click Choose My Career Path to select the role of the adult character they want to role-play in My Zone. When they click the drop-down menu arrows (to the right of Select Role History), they’ll see a scrollable list of all initial roles available in the program. When they click any role a Role History will appear at the bottom of the screen. Encourage students to read it and decide if this is the character they wish to role-play. Note: Some characters have spouses and children; others have student loans and/or daycare obligations. All Role Histories have short videos; students can copy the URL in their browser to view.
3. If the role doesn’t appeal the student can go back to the drop-down list of roles and choose another, repeating this process as often as needed to find a role that appeals (they can then click OK).
4. A list of 12 Job Ads will appear. Clicking a Job Ad will enlarge it for easy reading. The object is to find the most appropriate Job Ad for the Role History selected. When the student has selected the best-suited job, they answer YES to the question at the bottom of the screen.
5. If their job selection is correct, the student will automatically go to My Career Path in My Zone and their first Job Profile will appear under the tab Job Profile #1. Students can print these and any other materials in My Zone.
Assigning Roles (Offline Delivery)

Click **Role Management**. Participants will be listed alphabetically with blank columns under **Role** and **Monthly Pay**. There are three options for assigning roles:

**Option 1:** Click **Assign from All**. The computer will randomly assign a **Role Path** (Role History, Job Ad 1, Job Profile 1, Job Change Notice, Job Ad 2, Job Profile 2) to each participant from the 60 available.

**Option 2:** Click **Select Roles to Assign**, then click **Make a Custom Selection**. Review and select enough role profiles for your group (e.g. select at least 22 roles for a class of 22). To select, hold the CTRL key and click. The profile will be highlighted. Once all profiles are selected, click **Assign Using Selected Roles**. **Note:** To see any of the six components for any of the 60 **Role Paths**, click **Role Paths Matrix** and click any of the links.

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

**Printing**

Click the box to the left of each student’s name and select any number of students, or **Select All**, and click **Print Selected**. A warning will indicate the numbers of pages that will be printed.

**First Visit**

1. Select **Facilitator Zone** then click **Introduction**. Each section provides background information about the game and its components. At minimum, we recommend reading the **Preparation Notes**. **Note:** A hard copy of the **Facilitator’s Guide** can be downloaded from **Section 1: Read Before You Start**.

2. Click **Facilitator Zone** and select **Program at a Glance**. An outline of the two learning units will appear. Click the drop-down arrows at the right of each unit to see the sessions it contains. **Note:** Sessions are identified as **core** or **recommended**, and suggested times 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 both 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 is changed from **Offline** (default) to **Online**, lesson plan instructions will change appropriately as will 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 for. 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 resources (e.g. book computers/equipment, materials to print)

c. **Activities** - Detailed, step-by-step lesson plans for facilitators to follow and adapt as needed. 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 the **Activities** section.

Materials can include presentations, student interactives (found in **My Zone**), worksheets and handouts (paper activity), and facilitator reference materials or sample activities.
Note: Participants are only able to access their account in My Zone. Their logins do not allow access to the Facilitator Zone.

To Start

1. Students go to berealgameonline.ca and log in with usernames and passwords from 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 on My Account → Edit. Enter a password, then Save.

4. Students access My Zone with their username and password every time they complete activities under My Interactives (left column). This is a facilitated teaching resource -- not an independent, 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 using the user name 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.

Note: The right column of My Zone has links to free websites students can use to further research their character’s role or other career and learning options of interest. If your site has access to Career Cruising, the next page shows you how to use the program to enhance The Be Real Game experience. We hope you enjoy The Be Real Game with your students for years to come!
Using Career Cruising Alongside The Be Real Game

The Be Real Game Unit 1 – Time Travel: Exploring the Future

Session 1: In the Beginning

- For students unsure of which role to select, they can begin by completing Career Cruising’s Career Matchmaker or use the Career Selector to research roles (they can also do this after their role has been assigned)
- Save the role into My Plan (add a note about The Be Real Game); students can also write a reflection in My Journal to say why they selected the role
- Students can supplement the Adult Life/Work Interview with Classroom Activity #9 (Career Interview Project) in Career Cruising

Session 3: My Job Search

- Students can use the Resume Builder in Career Cruising to guide them through writing their resume; they can also use information in the Employment section
- To provide a follow-up to the job search/selection process, students can use the Job Search Tool to look for real opportunities for their character

Session 8: Focus on the Journey

- Students can use the Resume Builder in Career Cruising to update their resume
- As a class, you can use the Interview Evaluation Worksheet in the Employment Guide to complete mock interviews and evaluate the students (self, peer, or teacher evaluations)
- Students can also review resources in the Employment Guide for job search tips and tools
- Once students select a new job, they can complete Classroom Activity #6 (Comparing Careers)

The Be Real Game Unit 2 – The Personal Journey: Creating My Future

Session 1: Looking Back, Looking Ahead

- Students can prepare a reflection on what they liked most about their adult roles to include in My Journal. Students can refer back to the information in Classroom Activity #6 (Comparing Careers) to complete this reflection

Session 2: Who Am I Really?

- Assessments provided with the game can be supplemented with Career Matchmaker, My Skills and the Learning Styles Inventory in Career Cruising, and then saved to My Plan
- Results from assessments taken outside of Career Cruising can be added in the Other Assessments section in My Plan, or included as scanned documents in My Files
Session 3: My Dream Role

- Students can also complete Career Cruising Classroom Activity #4 (Your Career Ideas & Career Matchmaker) to identify career and lifestyle choices of interest

Session 4: Making Connections

- Students can research local companies who are hiring in their chosen field using the Job Search tool from any career profile of interest in Career Cruising

Session 5: My Life Story

- Students can write their life story from the perspective of their 100th birthday in My Journal, or as an attached document in My Files under My Plan

Session 6: My Job Search Toolkit

- Students can supplement the resources in The Be Real Game with Career Cruising’s Employment Guide (resume writing, cover letters, interview skills) and can update My Plan with relevant skills, activities, and experiences, attaching documents where relevant in My Files