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

Logging In

1. Navigate to 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

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** 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

careercruising.com | 1.800.965.8541