

**APPENDIX B1  
FEEDBACK BY PROVINCE  
NEWFOUNDLAND AND LABRADOR**

**ADMINISTRATORS**

	<b>Schools</b>	<b>1</b>
2. Did you sense that your teachers and students were enthusiastic about their involvement with The Real Game - Next Generation?	<b>YD</b>	-
	<b>YS</b>	-
	<b>NNE</b>	-
	<b>NNAA</b>	-
6. When The Real Game has been enhanced further based on pilot feedback, and is launched in Fall 2007, do you plan to make it available to your Grade 7/8 students?	<b>Yes Def</b>	-
	<b>Yes</b>	-
	<b>TAMAP</b>	-
	<b>No</b>	-
	<b>NO NAA</b>	-

**FACILITATORS**

<b>UNIT 1</b>	<b>Schools</b>	<b>1</b>
<b>Sess: 1 The Spin Game</b>	Interest/Engagement	-
	Perceived Education Value	-
<b>Sess: 2 The Dream</b>	Interest/Engagement	3
	Perceived Education Value	3
<b>Sess: 3 What's My Line?</b>	Interest/Engagement	3
	Perceived Education Value	-
<b>Sess: 4 Our Town</b>	Interest/Engagement	3
	Perceived Education Value	-
<b>Sess: 5 Who I? Who You?</b>	Interest/Engagement	5
	Perceived Education Value	-

<b>UNIT 2</b>	<b>Schools</b>	<b>1</b>
<b>Sess: 1</b>	Interest/Engagement	2
<b>After Work</b>	Perceived Education Value	4
<b>Sess: 2</b>	Interest/Engagement	2
<b>Reality Check Session</b>	Perceived Education Value	3
<b>Three: Financial Picture</b>	Level	-
	Interest/Engagement	-
	Perceived Education Value	-

**Sess: 4** Interest/Engagement -  
**Getting** Perceived Education -  
**Away** Value  
**Sess: 5** Interest/Engagement -  
**Spin It** Perceived Ed Value -  
**Again**

<b>UNIT 3</b>	<b>Schools</b>	<b>1</b>
<b>Sess: 1</b> <b>Fair Play</b>	Interest/Engagement	-
	Perceived Education Value	-
<b>Sess: 2</b> <b>The Pink Slip</b>	Interest/Engagement	3
	Perceived Education Value	4
<b>Sess: 3</b> <b>Disaster Strikes</b>	Interest/Engagement	-
	Perceived Education Value	-
<b>Sess: 4</b> <b>Transitions</b>	Interest/Engagement	-
	Perceived Education Value	-

**UNIT 4** **Schools** **1**  
**Sess: 1** Interest/Engagement 2  
**Think** Perceived Education 3  
**Again** Value  
**Sess: 2** Interest/Engagement 2  
**Follow** Perceived Education 2  
**Your** Value  
**Heart**  
**Sess: 3** Interest/Engagement 2  
**The Big** Perceived Education 3  
**Picture** Value  
**Sess: 4:** Interest/Engagement -  
**Career** Perceived Education -  
**Day** Value  
**Sess: 5** Interest/Engagement -  
**Final** Perceived Education -  
**Spin** Value  
**Sess: 6:** Interest/Engagement -  
**Wrap Up** Perceived Education -  
Value

### **FACILITATORS – GENERAL (NF)**

11. Since my Very True -  
students played Somewhat -  
The Real Game True  
*a. they feel more* Not VT 1  
*confident that they* Not TAA -  
*can make good*  
*decisions*  
*b. they are more* Very True -  
*aware of how the* Somewhat 1  
*choices they make* True  
*today will affect* Not VT -

<i>them in the future</i>	Not TAA	-
<i>c. they have a better idea of what to expect in adult life</i>	Very True	-
	Somewhat	1
	True	
	Not VT	-
	Not TAA	-
<i>d. they know more about career opens available to them</i>	Very True	-
	Somewhat	1
	True	
	Not VT	-
	Not TAA	-
<i>e. they know more about where to find information and resources to help plan for their future</i>	Very True	-
	Somewhat	1
	True	
	Not VT	-
	Not TAT	-
<i>f. they feel better prepared to manage their life and work after they leave school</i>	Very True	-
	Somewhat	-
	True	
	Not VT	1
	Not TAT	-

## STUDENTS (NF)

	<b>Schools</b>	<b>1</b>
8. Do you feel like you learned anything new about skills, attitudes and character as a result of playing the game?	Yes,	4
	definitely	
	YesSortOf	18
	No, NR	11
	No, NAA	16
10. Has playing The Real Game made you think about trying harder at some things in school?	Yes, def	2
	YesSortOf	15
	No, NR	15
	No, NAA	17
11. Since I played The Real Game	Very True	5
<i>a. I feel more confident that I can make good decisions in my life</i>	Sort of	19
	True	
	Not VT	12
	Not TAT	13
<i>b. I am more aware of how the choices I make today will affect me in the future</i>	Very True	9
	SortOfTrue	23
	Not VT	7
	Not TAT	10
<i>c. I have a better idea of what to expect in my adult life</i>	Very True	11
	SortOfTrue	15
	Not VT	9
	Not TAT	14

*d. I know more about career opens available to me*      Very True    9  
    SortOfTrue   15  
    Not VT        16  
    Not TAT      9

*e. I know more about where to find information and resources to help plan for my future*      Very True    7  
    SortOfTrue   18  
    Not VT        14  
    Not TAT      10

*f. I feel better prepared to manage my life and work after I leave school*      Very True    6  
    SortOfTrue   14  
    Not VT        14  
    Not TAT      15

**PARENTS (NF)**

	<b>Schools</b>	<b>1</b>
4. Do you feel like it is important for children your child's age to begin to learn about future careers and the world of work as part of their school curriculum?	Yes Def	-
	Yes S	-
	No NR	-
	NO NAA	-
6. Do you feel your child benefited from his/ her participation in The Real Game?	Yes Def	-
	Yes S	-
	No NR	-
	NO NAA	-

## PROVINCE: NOVA SCOTIA

### ADMINISTRATORS

	Schools	1	2	3	4	5	6
2. Did you sense that your teachers and students were enthusiastic about their involvement with The Real Game - Next Generation?	<b>Yes Def</b>	-	1	-	-	2	1
	<b>Yes S</b>	-	-	-	-	-	-
	<b>No</b>	-	-	-	-	-	-
6. When The Real Game has been enhanced further based on pilot feedback, and is launched in Fall 2007, do you plan to make it available to your Grade 7/8 students?	<b>Yes Def</b>	-	-	-	-	2	1
	<b>Yes</b>	-	1	-	-	-	-
	<b>TAMAP</b>						
	<b>No</b>	-	-	-	-	-	-

### FACILITATORS

UNIT 1	Schools	1	2	3A	3B	4	5	6
<b>Sess: 1 Spin Game</b>	Interest/Engagement	-	5	5	5	5	4	5
	Perceived Education Value	-	5	4	4	5	3	5
<b>Sess: 2 The Dream</b>	Interest/Engagement	-	5	5	4	5	5	5
	Perceived Education Value	-	4	5	4	4	4	4
<b>Sess: 3 What's MyLine?</b>	Interest/Engagement	-	5	5	4	-	4	5
	Perceived Education Value	-	5	4	4	-	5	4
<b>Sess: 4 Our Town</b>	Interest/Engagement	-	5	5	4	5	3	4
	Perceived Education Value	-	5	4	4	5	4	4
<b>Sess: 5 Who I? WhoYou?</b>	Interest/Engagement	-	5	4	4	5	5	5
	Perceived Education Value	-	5	4	4	4	5	5

UNIT 2	Schools #	1	2	3A	3B	4	5	6
<b>Sess: 1 After Work</b>	Interest/Engagement	-	2	5	4	4	4	4
	Perceived Education Value	-	2	5	4	4	4	5
<b>Sess: 2 Reality Check</b>	Interest/Engagement	-	1	-	4	3	5	4
	Perceived Education Value	-	2	-	4	4	5	4
<b>Sess: 3 Financial Picture</b>	Interest/Engagement	-	5	4	4	5	-	4
	Perceived Education Value	-	5	5	4	5	-	4
<b>Sess: 4 Getting Away</b>	Interest/Engagement	-	5	5	4	5	5	4
	Perceived Education Value	-	5	5	4	4	4	4

**Sess: 5** Interest/Engagement - 5 4 4 5 - 4  
**Spin** Perceived Ed Value - 5 4 4 5 - 4  
**Again**

<b>UNIT 3</b>	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3A</b>	<b>3B</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Sess: 1</b> <b>Fair Play</b>	Interest/Engagement	-	5	-	-	-	-	3
	Perceived Education Value	-	5	-	-	-	-	4
<b>Sess: 2</b> <b>The Pink Slip</b>	Interest/Engagement	-	5	-	-	5	-	4
	Perceived Education Value	-	5	-	-	5	-	4
<b>Sess: 3</b> <b>Disaster Strikes</b>	Interest/Engagement	-	5	-	-	-	-	4
	Perceived Education Value	-	5	-	-	-	-	4
<b>Sess: 4</b> <b>Transitions</b>	Interest/Engagement	-	5	-	-	4	-	4
	Perceived Education Value	-	5	-	-	4	-	4

**UNIT 4**                      **Schools**   **1**   **2**   **3A**   **3B**   **4**   **5**   **6**

**Sess:** Interest/Engagement - 5 - - - - 4 3  
**1** Perceived Education - 5 - - - - 5 4  
**Think** Value  
**Again**

**Sess:** Interest/Engagement - 5 - - - - 5 4  
**2** Perceived Education - 5 - - - - 5 4  
**Follow** Value  
**Heart**

**Sess:** Interest/Engagement - 4 - - - - 5 4  
**3** Perceived Education - 4 - - - - 5 4  
**The** Value  
**Big**

**Picture**

**Sess:** Interest/Engagement - - - - - 5 4  
**4** Perceived Education - - - - - 5 4  
**Career** Value  
**Day**

**Sess:** Interest/Engagement - 5 - - - - 4 4  
**5** Perceived Education - 5 - - - - 5 4  
**Final** Value  
**Spin**

**Sess:** Interest/Engagement - 5 - - - - 5 4  
**5** Perceived Ed Value - 5 - - - - 5 4  
**Wrap**  
**Up**

**FACILITATORS – GENERAL (NS)**

11. Since my                      Very True                      1                      1   1   1  
students played                      Somewhat                      1                      1  
The Real Game                      True  
*a. they feel more*                      Not VT  
*confident that they*                      Not TAT  
*can make good*  
*decisions*  
*b. they are more*                      Very True                      1   1   1   1   1   1  
*aware of how the*                      Somewhat

<i>choices they make today will affect them in the future</i>	True Not VT Not TAT						
<i>c. they have a better idea of what to expect in adult life</i>	Very True Somewhat True Not VT Not TAA	1	1	1	1	1	1
<i>d. they know more about career opens available to them</i>	Very True Somewhat True Not VT Not TAA	1	1	1	1		1
<i>e. they know more about where to find information and resources to help plan for their future</i>	Very True Somewhat True Not VT Not TAA	1	1		1		1
<i>f. they feel better prepared to manage their life and work after they leave school</i>	Very True Somewhat True Not VT Not TAA	1	1		1	1	1

## STUDENTS (NS)

	Schools	1	2	3	4	5	6
8. Do you feel like you learned anything new about skills, attitudes and character as a result of playing the game?	Yes, definitely	-	12	22	5	0	11
	SortOfTrue	-	4	38	9	10	12
	No, NR	-	0	6	1	4	2
	No, NAA	-	1	0	1	5	0
10. Has playing The Real Game made you think about trying harder at some things in school?	Yes, def	-	11	11	2	0	7
	SortOfTrue	-	5	32	5	6	8
	No, NR	-	0	23	9	9	9
	No, NAA	-	1	0	0	4	1
11. Since I played The Real Game	Very True	-	14	17	6	4	8
	SortOfTrue	-	3	41	9	6	15
	No NR	-	0	8	1	4	2
<i>a. I feel more confident that I can make good decisions in my life</i>	Not TAA	-	0	1	0	4	0

<i>b. I am more aware of how the choices I make today will affect me in the future</i>	Very True	-	16	34	11	3	14
	SortOfTrue	-	1	27	4	8	11
	No NR	-	0	5	1	3	0
	Not TAA	-	0	1	0	4	0
<i>c. I have a better idea of what to expect in my adult life</i>	Very True	-	13	35	5	5	13
	SortOfTrue	-	3	26	6	7	11
	No NR	-	1	3	2	3	1
	Not TAA	-	0	0	3	3	0
<i>d. I know more about career opens available to me</i>	Very True	-	14	24	5	0	13
	SortOfTrue	-	3	31	8	10	10
	No NR	-	0	10	2	3	2
	Not TAA	-	0	1	1	5	0
<i>e. I know more about where to find information and resources to help plan for my future</i>	Very True	-	10	18	2	0	9
	SortOfTrue	-	6	37	9	7	14
	No NR	-	1	9	2	6	2
	Not TAA	-	0	2	3	5	0
<i>f. I feel better prepared to manage my life and work after I leave school</i>	Very True	-	13	16	2	3	13
	SortOfTrue	-	3	40	9	7	11
	No NR	-	1	7	3	3	1
	Not TAA	-	0	3	2	5	0

## PARENTS (NS)

	Schools	1	2	3	4	5	6
4. Do you feel like it is important for children your child's age to begin to learn about future careers and the world of work as part of their school curriculum?	Yes Def	-	6	-	2	-	17
	Yes SO	-	1	-	1	-	1
	No NR	-	-	-	-	-	-
	No NAA	-	1	-	-	-	-
6. Do you feel your child benefited from his/ her participation in The Real Game?	Yes Def	-	4	-	1	-	12
	YesTSE	-	3	-	2	-	4
	No NR	-	-	-	-	-	-
	No NAA	-	-	-	-	-	-



## PROVINCE: NEW-BRUNSWICK

### ADMINISTRATORS

	Schools #	1	2	3	4	5	6
2. Did you sense that your teachers and students were enthusiastic about their involvement with The Real Game - Next Generation?	<b>Yes Def</b>	1	1				
	<b>Yes Def</b>			1			
	<b>No NE</b>						
	<b>No NAA</b>						
6. When The Real Game has been enhanced further based on pilot feedback, and is launched in Fall 2007, do you plan to make it available to your Grade 7/8 students?	<b>Yes Def</b>	1	1	1			
	<b>Yes TAMAP</b>			1			
	<b>No</b>						

### FACILITATORS

UNIT 1	Schools	1A	1B	2A	2B	3
<b>Sess: 1 Spin Game</b>	Interest/Engagement	4	3	5	5	3
	Perceived Education Value	4	3	5	5	4
<b>Sess: 2 The Dream</b>	Interest/Engagement	5	4	5	5	5
	Perceived Education Value	5	4	5	5	5
<b>Sess: 3 What's MyLine?</b>	Interest/Engagement	5	4	5	5	5
	Perceived Education Value	5	3	5	5	5
<b>Sess: 4 Our Town</b>	Interest/Engagement	4	-	5	5	5
	Perceived Education Value	4	-	5	5	5
<b>Sess: 5 Who I? WhoYou?</b>	Interest/Engagement	4	4	5	5	4
	Perceived Education Value	4	4	5	5	4

UNIT 2	Schools	1A	1B	2A	2B	3
<b>Sess: 1 After Work</b>	Interest/Engagement	4	-	5	5	4
	Perceived Education Value	4	-	5	5	4
<b>Sess: 2 Reality Check</b>	Interest/Engagement	4	-	5	5	5
	Perceived Education Value	4	-	5	5	5
<b>Sess: 3 Financial Picture</b>	Interest/Engagement	-	-	5	5	4
	Perceived Education Value	-	-	5	5	4
<b>Sess: 4</b>	Interest/Engagement	4	-	5	5	5

<b>Getting Away</b>	Perceived Education Value	4	-	5	5	5
<b>Sess: 5 Spin Again</b>	Interest/Engagement Perceived Education Value	4	-	5	5	4

<b>UNIT 3</b>	<b>Schools</b>	<b>1A</b>	<b>1B</b>	<b>2A</b>	<b>2B</b>	<b>3</b>
<b>Sess: 1 Fair Play</b>	Interest/Engagement	5	-	5	5	4
	Perceived Education Value	4	-	5	5	5
<b>Sess: 2 Pink Slip</b>	Interest/Engagement	4	4	5	5	5
	Perceived Education Value	4	4	5	5	5
<b>Sess: 3 Disaster Strikes</b>	Interest/Engagement	-	4	5	5	5
	Perceived Education Value	4	3	5	5	5
<b>Sess: 4 Transitions</b>	Interest/Engagement	-	-	-	-	4
	Perceived Education Value	-	-	-	-	5

<b>UNIT 4</b>	<b>Schools</b>	<b>1A</b>	<b>1B</b>	<b>2A</b>	<b>2B</b>	<b>3</b>
<b>Sess: 1 Think Again</b>	Interest/Engagement Perceived Education Value	-	-	5	5	4
<b>Sess: 2 Follow Heart</b>	Interest/Engagement Perceived Education Value	-	-	5	5	5
<b>Sess: 3 The Big Picture</b>	Interest/Engagement Perceived Education Value	-	3	5	5	5
<b>Sess: 4 CareerDay</b>	Interest/Engagement Perceived Education Value	-	4	-	5	-
<b>Sess: 5 Final Spin</b>	Interest/Engagement Perceived Education Value	-	3	5	5	5
<b>Sess: 6 Wrap Up</b>	Interest/Engagement Perceived Education Value	-	-	-	5	5

### **FACILITATORS – GENERAL (NB)**

	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>
11. Since my students played The Real Game	Very True	1	1	
a. they feel more confident that they can make good decisions	Somewhat True	1	2	
	Not VT			
	Not TAA			
b. they are more aware of how the	Very True	2	2	1
	Somewhat			

<i>choices they make today will affect them in the future</i>	True Not VT Not TAA			
<i>c. they have a better idea of what to expect in adult life</i>	Very True Somewhat True Not VT Not TAA	2	2	1
<i>d. they know more about career opens available to them</i>	Very True Somewhat True Not VT Not TAA	2	2	1
<i>e. they know more about where to find information and resources to help plan for their future</i>	Very True Somewhat True Not VT Not TAA	1	2	1
<i>f. they feel better prepared to manage their life and work after they leave school</i>	Very True Somewhat True Not VT Not TAA	1	2	1

## STUDENTS (NB)

	Schools	1	2	3				
					Not TAA	0	0	0
8. Do you feel like you learned anything new about skills, attitudes and character as a result of playing the game?	Yes, definitely	10	7	9				
	YesSortof	8	11	7	<i>c. I have a better idea of what to expect in my adult life</i>	Very True	11	14
	No, NR	0	1	0		SortOfTrue	7	4
	No, NAA	0	0	1		Not VT	0	1
						Not TAA	0	0
10. Has playing The Real Game made you think about trying harder at some things in school?	Yes, definitely	6	4	5	<i>d. I know more about career opens available to me</i>	Very True	13	6
	YesSortof	11	11	7		SortOfTrue	5	12
	No, NR	1	4	5		Not VT	0	1
	No, NAA	0	0	0		Not TAA	0	0
11. Since I played The Real Game	Very True	11	8	7	<i>e. I know more about where to find information and resources to help plan for my future</i>	Very True	12	5
<i>a. I feel more confident that I can make good decisions in my life</i>	Sort of True	6	9	10		SortOfTrue	6	9
	Not VT	1	1	0		Not VT	0	3
	Not TAA	0	1	0		Not TAA	0	2
	Very True	12	13	15		Very True	11	10
	SortOfTrue	6	4	2		SortOfTrue	7	7
	Not VT	0	2	0		Not VT	0	2
	Not TAA	0	0	0		Not TAA	0	2

## PARENTS (NB)

	Schools	1	2	3
4. Do you feel like it is important for children your child's age to begin to learn about future careers and the world of work as part of their school curriculum?	Yes Def	1	7	-
	Yes SO	-	-	-
	No NR	-	-	-
	No NAA	-	-	-
6. Do you feel your child benefited from his/ her participation in The Real Game?	Yes Def	-	2	-
	YesTSE	1	4	-
	No NR	-	-	-
	No NAA	-	-	-

## PROVINCE: PRINCE EDWARD ISLAND

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### ADMINISTRATORS

	<b>Schools</b>	<b>1</b>
2. Did you sense	<b>YD</b>	-
that your teachers	<b>YS</b>	1
and students were	<b>NNE</b>	-
enthusiastic about	<b>NNAA</b>	-
their involvement		
with The Real		
Game - Next		
Generation?		
6. When The Real	<b>YD</b>	-
Game has been	<b>YTAMAP</b>	1
enhanced further	<b>NOTSWSN</b>	-
based on pilot	<b>NNAA</b>	-
feedback, and is		
launched in Fall		
2007, do you plan		
to make it available		
to your Grade 7/8		
students?		

### FACILITATORS

<b>UNIT 1</b>	<b>Schools</b>	<b>1</b>
<b>Sess: 1</b> <b>The Spin</b> <b>Game</b>	Interest/Engagement	4
	Perceived Education Value	3
<b>Sess: 2</b> <b>The</b> <b>Dream</b>	Interest/Engagement	3
	Perceived Ed Value	3
<b>Sess: 3</b> <b>What's</b> <b>My Line?</b>	Interest/Engagement	2
	Perceived Education Value	4
<b>Sess: 4</b> <b>Our</b> <b>Town</b>	Interest/Engagement	-
	Perceived Ed Value	-
<b>Sess: 5</b> <b>Who I?</b> <b>Who</b> <b>You?</b>	Interest/Engagement	-
	Perceived Education Value	-

<b>UNIT 2</b>	<b>Schools</b>	<b>1</b>
<b>Sess: 1</b>	Interest/Engagement	3
<b>After</b>	Perceived Education Value	4
<b>Work</b>		
<b>Sess: 2</b>	Interest/Engagement	1
<b>Reality</b>	Perceived Education Value	4
<b>Check</b>		
<b>Sess: 3</b>	Interest/Engagement	3
<b>Financial</b>	Perceived Education Value	4
<b>Picture</b>		
<b>Sess: 4</b>	Interest/Engagement	5

**Getting Away** Perceived Education Value 3  
**Sess: 5 Spin It Again** Interest/Engagement Perceived Ed Value 5 3

<b>UNIT 3</b>	<b>Schools</b>	<b>1</b>
<b>Sess: 1 Fair Play</b>	Interest/Engagement	4
	Perceived Ed Value	5
<b>Sess: 2 Pink Slip</b>	Interest/Engagement	-
	Perceived Ed Value	3
<b>Sess: 3 Disaster Strikes</b>	Interest/Engagement	-
	Perceived Education Value	3
<b>Sess: 4 Transitions</b>	Interest/Engagement	-
	Perceived Ed Value	3

**UNIT 4 Schools 1**  
**Sess: 1 Think Again** Interest/Engagement Perceived Ed Value - -  
**Sess: 2 Follow Your Heart** Interest/Engagement Perceived Education Value 3 3  
**Sess: 3 Big Picture** Interest/Engagement Perceived Ed Value - -  
**Sess: 4 Career Day** Interest/Engagement Perceived Ed Value 3 1  
**Sess: 5 Final Spin** Interest/Engagement Perceived Ed Value 4 1  
**Sess: 6 Wrap Up** Interest/Engagement Perceived Ed Value 3 3

### FACILITATORS – GENERAL (PEI)

11. Since my students played The Real Game  
*a. they feel more confident they can make good decisions*  
*b. they are more aware of how the choices they make today will affect them in the future*  
*c. they have a better idea of what to expect in adult life*  
 Very True Somewhat True Not VT Not TAA  
 - 1 - - -  
 Very True Somewhat True Not VT Not TAA  
 - 1 - - -  
 Very True Somewhat True Not VT Not TAA  
 1 - - - -

d. they know more about career opens available to them	Very True Somewhat True Not VT Not TAA	- 1 - -
e. they know more about where to find information and resources to help plan for their future	Very True Somewhat True Not VT Not TAA	- - 1 -
f. they feel better prepared to manage their life and work after they leave school	Very True Somewhat True Not VT Not TAA	- 1 - -

## STUDENTS PEI)

	Schools	1
8. Do you feel like you learned anything new about skills, attitudes and character as a result of playing the game?	Yes, definitely YesSortOf No, NR No, NAA	6 7 1 2
10. Has playing The Real Game made you think about trying harder at some things in school?	Yes, definitely YesSortOf No, NR No, NAA	4 7 4 1
11. Since I played The Real Game	Very True SortOfTrue	4 9
a. I feel more confident that I can make good decisions in my life	Not VT Not TAA	3 0
b. I am more aware of how the choices I make today will affect me in the future	Very True SortOfTrue Not VT Not TAA	7 9 0 0
c. I have a better idea of what to expect in my adult life	Very True SortOfTrue Not VT Not TAA	8 6 2 0
d. I know more about career opens available to me	Very True SortOfTrue Not VT Not TAA	4 9 3 0
e. I know more	Very True	2

about where to find information and resources to help plan for my future	SortOfTrue	8
	Not VT	6
	Not TAA	0
f. I feel better prepared to manage my life and work after I leave school	Very True	4
	SortOfTrue	7
	Not VT	5
	Not TAA	0

### **PARENTS (PEI)**

	<b>Schools</b>	<b>1</b>
4. Do you feel like it is important for children your child's age to begin to learn about future careers and the world of work as part of their school curriculum?	Yes Def	-
	Yes SO	-
	No NR	-
	No NAA	-
6. Do you feel your child benefited from his/ her participation in The Real Game?	Yes Def	-
	YesTSE	-
	No NR	-
	No NAA	-



## PROVINCE: QUEBEC

### ADMINISTRATORS

	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2. Did you sense that your teachers and students were enthusiastic about their involvement with The Real Game - Next Generation?	<b>Yes Def</b>	1	1	-	-	-
	<b>Yes S</b>	-	-	-	-	-
	<b>No NE</b>	-	-	-	-	-
	<b>No NAA</b>	-	-	-	-	-
6. When The Real Game has been enhanced further based on pilot feedback, and is launched in Fall 2007, do you plan to make it available to your Grade 7/8 students?	<b>Yes Def</b>	-	1	-	-	-
	<b>Yes TAMAP</b>	1	-	-	-	-
	<b>No</b>	-	-	-	-	-

### FACILITATORS

<b>UNIT 1</b>	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Sess: 1 Spin Game</b>	Interest/Engagement	5	3	4	3	5
	Perceived Ed Value	5	4	4	5	5
<b>Sess: 2 The Dream</b>	Interest/Engagement	5	5	3	4	5
	Perceived Education Value	5	4	3	5	5
<b>Sess: 3 What's My Line?</b>	Interest/Engagement	5	5	4	4	4
	Perceived Education Value	5	4	4	5	5
<b>Sess: 4 Our Town</b>	Interest/Engagement	-	5	-	-	-
	Perceived Ed Value	-	5	-	-	-
<b>Sess: 5 Who am I? Who You?</b>	Interest/Engagement	-	4	4	4	4
	Perceived Education Value	-	4	4	5	5

<b>UNIT 2</b>	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Sess: 1 After Work</b>	Interest/Engagement	-	4	4	4	3
	Perceived Ed Value	-	4	4	5	5
<b>Sess: 2 Reality Check</b>	Interest/Engagement	-	4	4	-	-
	Perceived Education Value	-	4	4	-	-
<b>Sess: 3 Financial Picture</b>	Interest/Engagement	-	4	-	2	3
	Perceived Education Value	-	3	-	5	5

<b>Sess: 4</b>	Interest/Engagement	-	5	-	5	5
<b>Getting</b>	Perceived Education	-	4	-	5	5
<b>Away</b>	Value					
<b>Sess: 5</b>	Interest/Engagement	-	4	-	-	5
<b>Spin</b>	Perceived Ed Value	-	3	-	-	5
<b>Again</b>						

<b>UNIT 3</b>	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Sess: 1</b>	Interest/Engagement	-	5	-	-	4
<b>Fair Play</b>	Perceived Ed Value	-	3	-	-	5
<b>Sess: 2</b>	Interest/Engagement	-	-	-	-	-
<b>Pink Slip</b>	Perceived Ed Value	-	-	-	-	-
<b>Sess: 3</b>	Interest/Engagement	-	-	-	-	-
<b>Disaster</b>	Perceived Education	-	-	-	-	-
<b>Strikes</b>	Value					
<b>Sess: 4</b>	Interest/Engagement	-	-	-	-	-
<b>Transitions</b>	Perceived Ed Value	-	-	-	-	-

<b>UNIT 4</b>	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Sess: 1</b>	Interest/Engagement	-	4	-	-	-
<b>Think</b>	Perceived Ed Value	-	4	-	-	-
<b>Again</b>						
<b>Sess: 2</b>	Interest/Engagement	-	3	-	4	5
<b>Follow</b>	Perceived Education	-	3	-	5	5
<b>Your</b>	Value					
<b>Heart</b>						
<b>Sess: 3</b>	Interest/Engagement	-	4	-	-	-
<b>Big</b>	Perceived Ed Value	-	5	-	-	-
<b>Picture</b>						
<b>Sess: 4</b>	Interest/Engagement	-	-	-	-	-
<b>Career</b>	Perceived EdValue	-	-	-	-	-
<b>Day</b>						
<b>Sess: 5</b>	Interest/Engagement	-	4	-	-	-
<b>Final</b>	Perceived Ed Value	-	4	-	-	-
<b>Spin</b>						
<b>Sess: 6</b>	Interest/Engagement	-	-	-	-	-
<b>Wrap Up</b>	Perceived Ed Value	-	-	-	-	-

### **FACILITATORS – GENERAL (QC)**

11. Since my	Very True			1	
students played	Somewhat	1	1		1
The Real Game	True				
<i>a. they feel more</i>	Not VT				
<i>confident that they</i>	Not TAA				
<i>can make good</i>					
<i>decisions</i>					
<i>b. they are more</i>	Very True	1	1		
<i>aware of how the</i>	Somewhat				1
<i>choices they make</i>	True				
<i>today will affect</i>	Not VT				1
<i>them in the future</i>	Not TAA				
<i>c. they have a</i>	Very True	1	1		
<i>better idea of what</i>	Somewhat				1
<i>to expect in adult</i>	True				1

<i>life</i>	Not VT				
	Not TAA				
<i>d. they know more about career opens available to them</i>	Very True	1	1	1	
	Somewhat True				1
	Not VT				
	Not TAA				
<i>e. they know more about where to find information and resources to help plan for their future</i>	Very True			1	
	Somewhat True	1	1		1
	Not VT				
	Not TAA				
<i>f. they feel better prepared to manage their life and work after they leave school</i>	Very True			1	
	Sort of True	1	1		
	Not VT				1
	Not TAA				

## STUDENTS (QC)

	Schools	1	2	3	4	5
8. Do you feel like you learned anything new about skills, attitudes and character as a result of playing the game?	Yes, def	-	12	6	-	-
	YesSortOf	-	9	9	-	-
	No, NR	-	0	1	-	-
	No, NAA	-	1	0	-	-
10. Has playing The Real Game made you think about trying harder in school?	Yes, definitely	-	9	8	-	-
	YesSortOf	-	9	6	-	-
	No, NR	-	3	2	-	-
	No, NAA	-	1	0	-	-
11. Since I played The Real Game	VeryTrue	-	10	7	-	-
<i>a. I feel more confident that I can make good decisions in my life</i>	SortOfTrue	-	9	7	-	-
	Not VT	-	3	1	-	-
	Not TAA	-	0	1	-	-
<i>b. I am more aware of how the choices I make today will affect me in the future</i>	VeryTrue	-	16	9	-	-
	SortOfTrue	-	4	5	-	-
	Not VT	-	2	2	-	-
	Not TAA	-	0	0	-	-
<i>c. I have a better idea of what to expect in my adult life</i>	VeryTrue	-	15	7	-	-
	SortOfTrue	-	6	5	-	-
	Not VT	-	0	4	-	-
	Not TAA	-	1	0	-	-
<i>d. I know more about career opens available to</i>	VeryTrue	-	15	3	-	-
	SortOfTrue	-	5	9	-	-
	Not VT	-	2	4	-	-

<i>me</i>	Not TAA	-	0	0	-	-
<i>e. I know more about where to find information and resources to help plan for my future</i>	VeryTrue	-	10	3	-	-
	SortOfTrue	-	8	6	-	-
	Not VT	-	2	6	-	-
	Not TAA	-	2	1	-	-
<i>f. I feel better prepared to manage my life and work after I leave school</i>	VeryTrue	-	13	7	-	-
	SortOfTrue	-	5	6	-	-
	Not VT	-	3	2	-	-
	Not TAA	-	1	1	-	-

## PARENTS (QC)

	Schools	1	2	3	4	5
4. Do you it is important for children your child's age to learn about future careers and the world of work as part of their school curriculum?	Yes Def	-	8	-	-	-
	Yes SO	-	1	-	-	-
	No NR	-	2	-	-	-
	No NAA	-	0	-	-	-
6. Do you feel your child benefited from his/ her participation in The Real Game?	Yes Def	-	5	-	-	-
	YesTSE	-	4	-	-	-
	No NR	-	1	-	-	-
	No NAA	-	1	-	-	-

## APPENDIX B6 FEEDBACK BY PROVINCE ONTARIO

### ADMINISTRATORS

	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
2. Were your teachers and students enthusiastic about The Real Game - Next Generation?	<b>Yes Def</b>	1	1	1	1				1	1		1	1
	<b>Yes S</b>										1		
	<b>No NE</b>												
	<b>No NAA</b>												
6. When The Real Game has been enhanced based on pilot feedback, and is launched in Fall 2007, do you plan to make it available to your Grade 7/8 students?	<b>Yes Def</b>		1	1	1					1			1
	<b>Yes TAMAP</b>	1							1			1	
	<b>No</b>												

### FACILITATORS

<b>UNIT 1</b>	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Sess: 1 Spin Game</b>	Interest/Engagement	5	5	5	3	5	4	4	4	5	5	4	5
	Perceived Education Value	4	5	5	3	4	3	3	3	5	4	5	4
<b>Sess: 2 TheDream</b>	Interest/Engagement	5	5	5	5	5	4		4	5	5	5	5
	Perceived Ed Value	4	4	5	5	3	3		4	5	5	4	5
<b>Sess: 3 What's MyLine?</b>	Interest/Engagement	5	5	5	4	5	2		4	4	5	4	5
	Perceived Education Value	5	5	4	5	4	2		4	5	5	5	5
<b>Sess: 4 Our Town</b>	Interest/Engagement	5	5	4	5	4	4	2	4	5	4	3	4
	Perceived Ed Value	3	5	3	5	5	3	3	4	3	4	5	4
<b>Sess: 5 Who I? WhoYou?</b>	Interest/Engagement	4	1	5	5	4	3	5	4		5	5	4
	Perceived Education Value	4	1	4		4	3	4	4		5	5	4

<b>UNIT 2</b>	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Sess: AfterWork</b>	Interest/Engagement	3	1	3	4	4	3	5	4	4	4	3	4
	Perceived Ed Value	3	1	3	4	5	4	5	4	4	4	4	4
<b>Sess: 2 Reality Check</b>	Interest/Engagement	5	1	2	2	5	4	5	5	4	4	3	5
	Perceived Education Value	5	1	2	5	5	4	5	5	5	5	5	5
<b>Sess: 3 Financial Picture</b>	Interest/Engagement	3	1	1	3	5	2		4		3	4	5
	Perceived Education Value	3	1	1	3	5	3		3		3	3	5

<b>Sess: 4</b>	Interest/Engagement	5	1	3	5	5	5	5	4	4	4	3
<b>Getting Away</b>	Perceived Education Value	4	2	3	5	5	4	4	3	3	4	2
<b>Sess: 5</b>	Interest/Engagement	5	1	5	4	5	4			5		2
<b>SpinAgain</b>	Perceived Ed Value	4	2	3	5	5	4	4	3	3	4	2

<b>UNIT 3</b>	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Sess: 1</b>	Interest/Engagement	5	4	2	4	5		3		5			
<b>Fair Play</b>	Perceived Ed Value	5	4	3	4	5		4		5			
<b>Sess: 2</b>	Interest/Engagement	3		4	5	5	5		4		4	4	4
<b>Pink Slip</b>	Perceived Ed Value			4	5	5	5		4		5	5	5
<b>Sess: 3</b>	Interest/Engagement	2		5	5	4	2		2		4	5	3
<b>Disaster Strikes</b>	Perceived Education Value	5		5	5	4	2	4	5	4	5	4	
<b>Sess: 4</b>	Interest/Engagement	4		2	5	4	2				5	5	4
<b>Transitions</b>	Perceived EdValue	3		2	5	4	2				5	5	4

<b>UNIT 4</b>	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Sess: 1</b>	Interest/Engagement		2	2	3	4	5	4	4		4	5	3
<b>Think Again</b>	Perceived Education Value		3	3	3	4	5	4	4		4	5	4
<b>Sess: 2</b>	Interest/Engagement		3		3	5	4	4	3	2	4	3	3
<b>FollowHeart</b>	Perceived Education Value		3		4	3	4	3	4	5	5	4	5
<b>Sess: 3</b>	Interest/Engagement			2	4	5	1	4	3	5	5	4	3
<b>Big Picture</b>	Perceived Ed Value			2	5	5	1	4	4		5	5	4
<b>Sess: 4</b>	Interest/Engagement				5	5			5		5	5	
<b>Career Day</b>	Perceived Ed Value				5	5			5		5	5	
<b>Sess: 5</b>	Interest/Engagement		1		3	5	4		4	5	5	5	3
<b>Final Spin</b>	Perceived Ed Value		1		3	5	3		3	5	5	4	4
<b>Sess: 6</b>	Interest/Engagement				4	4	5		2	5	3	3	
<b>Wrap Up</b>	Perceived EdValue				4	4	5		2		5	3	

### FACILITATORS – GENERAL (ON)

	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
11. Since my students played The Real Game	Very True			1	1		1	1			1		
a. they feel more confident that they can make good decisions	Somewhat True		1			1		1	1	1		3	1
b. they are more aware of how the choices they make today will affect them in the future	Very True		1	1	1	1		1	1	1	1	3	1
c. they have a	Somewhat True												
	Very True		1	1	1	1	1	1	1	1	1	2	1
	Somewhat True												

	Not VT												
	Not TAA												
<i>d. they know more about career opens available to them</i>	Very True	1	1	1		1		1	3	1			
	Somewhat True			1			1	1					
	Not VT				1								
	Not TAA												
<i>e. they know more about where to find information and resources to help plan for their future</i>	Very True			1		1		1					
	Somewhat True	1		1		1			3	1			
	Not VT		3		1		1						
	Not TAA												
<i>f. they feel better prepared to manage their life and work after they leave school</i>	Very True			1		1	1		1	1	1		
	Somewhat True	1	1		1	1				2			
	Not VT							1					
	Not TAA												

## STUDENTS (ON)

	Schools	1	2	3	4	5	6	7	8	9	10	11	12
8. Did you learn anything new about skills, attitudes and character as a result of playing the game?	Yes, definitely	2	17	4	15	19	5	5	10	6	18	32	13
	Sortof True	6	20	9	10	13	3	10	9	7	15	50	7
	No, NR		2	2	1	2	1	2		2	2	7	
	No, NAA		2	1		6				1	1		
10. Has playing The Real Game made you think about trying harder in school?	Yes, definitely	3	15	4	15	10	4	2	10	4	14	23	10
	Sortof True	3	14	8	9	16	2	9	8	10	16	33	8
	No, NR		9	1	1	4	2	5	1		6	25	2
	No, NAA	2	2	3	1	7	1			2	2	7	
11. Since I played The Real Game	Very True	6	19	4	13	12	2	5	10	3	12	17	8
	Sortof True	1	17	10	12	18	6	8	10	10	22	56	10
	Not VT	1	4	2	1	3		4	1	3	2	8	1
	Not TAA		1			6	1				1	6	
<i>a. I feel more confident that I can make good decisions in my life</i>	Very True	6	23	7	22	24	3	7	14	6	24	43	11
	Sortof True	2	17	7	4	9	5	6	6	8	11	34	5
	Not VT		1	2		2		2		2	1	9	4
	Not TAA					4	1				1	2	
<i>b. I am more aware of how the choices I make today will affect me in the future</i>	Very True	4	21	4	10	25	5	2	13	7	23	39	9
	Sortof True	5	15	8	14	9	3	10	7	7	12	38	11
	Not VT		5	4	2	1		3		2	2	9	
	Not TAA					4	1					3	
<i>c. I have a better idea of what to expect in my adult life</i>	Very True	6	16	4	10	25	5	6	6	7	21	43	10
	Sortof True	3	19	5	14	8		7	10	7	14	30	7
	Not VT		5	4	2		3	2	1	2	2	10	2
	Not TAA		1	2		6	1	1	2			4	1
<i>d. I know more about career opportunities available to me</i>	Very True	6	16	4	10	25	5	6	6	7	21	43	10
	Sortof True	3	19	5	14	8		7	10	7	14	30	7
	Not VT		5	4	2		3	2	1	2	2	10	2
	Not TAA		1	2		6	1	1	2			4	1

e. I know more about where to find information and resources to help plan for my future	Very True	6	11	4	10	13	4	2	8	5	16	13	6
	SortofTrue	3	17	5	12	15	2	11	10	9	16	52	10
	Not VT		12	5	2	2	2	4	2	2	5	18	3
	Not TAA		1		2	5	1				1	6	
f. I feel better prepared to manage my life and work after I leave school	Very True	5	21	4	11	19	5	5	9	4	23	25	9
	SortofTrue	3	16	8	13	16	1	8	9	10	11	46	9
	Not VT	1	3	1	1		2	2	1	2	3	14	2
	Not TAA		1	2	1	3	1	1	2		1	14	

## PARENTS (ON)

	Schools	1	2	3	4	5	6	7	8	9	10	11	12
4. Do you feel it is important for children your child's age to learn about future careers and the world of work as part of their school curriculum?	Yes Def	1			8	12		3		1	4	4	4
	Yes SO				1							1	2
	No NR												
	No NAA												
6. Do you feel your child benefited from his/her participation in The Real Game?	Yes Def				3	8		2		1	2	2	3
	YesTSE				5	4		1			2	2	3
	No NR												
	No NAA												



## APPENDIX B7 FEEDBACK BY PROVINCE MANITOBA

### ADMINISTRATORS

	Schools #	1	2	3	4	5	6
2. Did you sense that your teachers and students were enthusiastic about their involvement with The Real Game - Next Generation?	<b>Yes Def</b>	-	3	1	1	1	1
	<b>Yes S</b>	-	2	-	-	-	-
	<b>No NE</b>	-	-	-	-	-	-
	<b>No NAA</b>	-	-	-	-	-	-
6. When The Real Game has been enhanced further based on pilot feedback, and is launched in Fall 2007, do you plan to make it available to your Grade 7/8 students?	<b>Yes Def</b>	-	1	1	1	1	1
	<b>YesAMAP</b>	-	2	-	-	-	-
	<b>No</b>	-	-	-	-	-	-

### FACILITATORS

UNIT 1	Schools	1	2	3	4A	4B	5	6A	6B
<b>Sess: 1 SpinGame</b>	Interest/Engagement	4	4	4	3	3	4	-	5
	Perceived Ed Value	4	4	3	2	2	4	-	4
<b>Sess: 2 TheDream</b>	Interest/Engagement	5	3	5	4	5	5	-	5
	Perceived Ed Value	5	3	3	3	3	5	-	5
<b>Sess: 3 What's MyLine?</b>	Interest/Engagement	5	3	5	4	4	5	5	5
	Perceived Education Value	5	5	5	4	4	5	5	5
<b>Sess: 4 Our Town</b>	Interest/Engagement	5	3	5	4	4	4	-	5
	Perceived Ed Value	5	4	3	3	4	4	-	5
<b>Sess: 5 Who I? Who You?</b>	Interest/Engagement	4	5	4	4	4	5	4	5
	Perceived Education Value	5	4	5	4	4	5	4	5

UNIT 2	Schools	1	2	3	4A	4B	5	6A	6B
<b>Sess: 1 After Work</b>	Interest/Engagement	5	2	3	4	-	4	3	4
	Perceived Education Value	5	3	3	4	-	5	3	4
<b>Sess: 2 Reality Check</b>	Interest/Engagement	4	1	3	4	4	4	5	5
	Perceived Education Value	5	3	4	4	4	5	5	5
<b>Sess: 3 Financial Picture</b>	Interest/Engagement	3	3	3	4	4	3	5	5
	Perceived Education Value	5	3	4	4	4	4	3	4

<b>Sess: 4 Getting</b>	Interest/Engagement	5	3	4	3	5	5	5	5
	Perceived Education Value	5	3	4	3	3	5	4	5

**Away** Value  
**Sess: 5** Interest/Engagement 5 4 2 - - 5 4 5  
**Spin** Perceived Ed Value 5 5 2 - - 5 4 5  
**Again**

<b>UNIT 3</b>	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4A</b>	<b>4B</b>	<b>5</b>	<b>6A</b>	<b>6B</b>
<b>Sess: 1</b>	Interest/Engagement	3	5	5	5	5	2	5	5
<b>Fair Play</b>	Perceived Ed Value	4	4	5	5	4	4	5	5
<b>Sess: 2</b>	Interest/Engagement	3	4	-	5	5	4	4	5
<b>Pink Slip</b>	Perceived Ed Value	5	-	5	4	5	4	4	5
<b>Sess: 3</b>	Interest/Engagement	4	5	-	5	5	5	3	5
<b>Disaster Strikes</b>	Perceived Education Value	4	5	5	4	4	5	3	5
<b>Sess: 4</b>	Interest/Engagement	4	4	5	4	-	5	4	5
<b>Transitions</b>	Perceived Ed Value	5	5	5	4	-	4	4	5

<b>UNIT 4</b>	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4A</b>	<b>4B</b>	<b>5</b>	<b>6A</b>	<b>6B</b>
<b>Sess: 1</b>	Interest/Engagement	3	3	5	3	3	5	3	5
<b>ThinkAgain</b>	Perceived Ed Value	4	4	5	3	3	5	3	4
<b>Sess: 2</b>	Interest/Engagement	5	3	5	3	4	3	5	3
<b>Follow Your Heart</b>	Perceived Education Value	5	5	5	3	3	4	5	4
<b>Sess: 3</b>	Interest/Engagement	5	3	5	-	-	3	-	4
<b>The Big Picture</b>	Perceived Education Value	5	5	5	-	-	4	-	4
<b>Sess: 4</b>	Interest/Engagement	-	3	5	-	4	2	-	-
<b>Career Day</b>	Perceived Ed Value	-	5	5	-	4	2	-	-
<b>Sess: 5</b>	Interest/Engagement	5	5	1	-	-	4	3	5
<b>Final Spin</b>	Perceived Ed Value	5	5	1	-	-	4	3	5
<b>Sess: 6</b>	Interest/Engagement	5	5	3	-	3	4	3	-
<b>Wrap Up</b>	Perceived Ed Value	5	5	5	-	3	5	3	-

### **FACILITATORS – GENERAL (MB)**

11. Since my students played The Real Game	Very True								
	SortOfTrue	1	1	1		1	2		
a. they feel more confident that they can make good decisions	Not VT								
	Not TAA								
b. they are more aware of how the choices they make today will affect them in the future	Very True		1			1	2		
	SortOfTrue			1					
	Not VT	1							
	Not TAA								
c. they have a better idea of what to expect in adult life	Very True	1	1				1		
	SortOfTrue			1		1	1		
	Not VT								
	Not TAA								
d. they know more about career opens available to them	Very True	1	1	1			2		
	SortOfTrue					1			
	Not VT								
	Not TAA								
e. they know more	Very True						2		

about where to find information and resources to help plan for their future	SortOfTrue Not VT Not TAA	1	1	1		
f. they feel better prepared to manage their life and work after they leave school	Very True SortOfTrue Not Very True Not TAA	1	1	1		2 1

## STUDENTS (MB)

	Schools	1	2	3	4	5	6
8. Did you learn anything new about skills, attitudes and character from playing the game?	Yes, def YesSortOf No, not really No, NAA	-	7 12 1 0	6 26 8 2	9 4 2 0	2 10 3 0	15 10 1 0
10. Has playing The Real Game made you think about trying harder in school?	Yes, def YesSortOf No, not really No, NAA	-	8 5 6 1	10 16 14 1	7 4 4 0	6 8 1 0	10 12 3 1
11. Since I played The Real Game	Very True SortOfTrue Not VT Not TAA	-	12 7 1 0	10 26 3 2	5 10 0 0	3 10 2 0	11 13 2 0
a. I feel more confident that I can make good decisions in my life	Very True SortOfTrue Not VT Not TAA	-	14 5 1 0	18 19 3 1	9 5 1 0	8 7 0 0	16 9 1 0
b. I am more aware of how the choices I make today will affect me in the future	Very True SortOfTrue Not VT Not TAA	-	7 13 0 0	9 23 8 1	11 3 1 0	10 4 1 0	18 8 0 0
c. I have a better idea of what to expect in my adult life	Very True SortOfTrue Not True At All	-	8 12 0 0	11 18 9 3	8 6 1 0	4 11 0 0	19 7 0 0
d. I know more about career opens available to me	Very True SortOfTrue Not VT Not TAA	-	8 12 0 0	11 18 9 3	8 6 1 0	4 11 0 0	19 7 0 0

e. I know more about where to find information and resources to help plan for my future	Very True	-	14	8	4	1	15
	SortOfTrue	-	6	24	9	11	9
	Not VT	-	0	7	1	3	2
	Not TAA	-	0	2	1	0	0
f. I feel better prepared to manage my life and work after I leave school	Very True	-	12	12	8	10	13
	SortOfTrue	-	6	17	5	4	9
	Not VT	-	2	10	2	1	4
	Not TAA	-	0	2	0	0	0

## PARENTS (MB)

	Schools #	1	2	3	4	5	6
4. Do you feel like it is important for children your child's age to begin to learn about future careers and the world of work as part of their school curriculum?	YD	-	1	4	-	-	15
	YSO	-	-	-	-	-	-
	NNR	-	-	-	-	-	-
	NNAA	-	-	-	-	-	-
6. Do you feel your child benefited from his/ her participation in The Real Game?	YD	-	-	-	-	-	10
	YTSE	-	-	1	-	-	5
	NNR	-	-	-	-	-	-
	NNAA	-	-	-	-	-	-

## APPENDIX B8 FEEDBACK BY PROVINCE SASKATCHEWAN

### ADMINISTRATORS

	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2. Were your teachers and students enthusiastic about The Real Game - Next Generation?	<b>Yes Def</b>	-	-	1	1	1
	<b>Yes S</b>	1	-	-	-	-
	<b>No NE</b>	-	-	-	-	-
	<b>No NAA</b>	-	-	-	-	-
6. When The Real Game has been enhanced based on pilot feedback, and is launched in Fall 2007, do you plan to make it available to your Grade 7/8 students?	<b>Yes Def</b>	-	-	1	1	1
	<b>Yes TAMAP</b>	1	-	-	-	-
	<b>No</b>	-	-	-	-	-

### FACILITATORS

<b>UNIT 1</b>	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Sess: 1 Spin Game</b>	Interest/Engagement	3	5	5	5	4
	Perceived Ed Value	2	4	3	5	4
<b>Sess: 2 The Dream</b>	Interest/Engagement	5	5	5	4	5
	Perceived Ed Value	5	5	3	5	4
<b>Sess: 3 What's My Line?</b>	Interest/Engagement	-	5	5	5	5
	Perceived Education Value	-	5	4	5	5
<b>Sess: 4 Our Town</b>	Interest/Engagement	4	4	4	4	5
	Perceived Ed Value	4	4	3	4	4
<b>Sess: 5 Who I? Who You?</b>	Interest/Engagement	5	5	4	5	5
	Perceived Education Value	5	5	4	4	5

<b>UNIT 2</b>	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Sess: 1 After Work</b>	Interest/Engagement	5	5	4	5	4
	Perceived Education Value	5	4	5	4	4
<b>Sess: 2 Reality Check</b>	Interest/Engagement	4	5	4	4	5
	Perceived Education Value	5	4	5	5	5
<b>Sess: 3 Financial Picture</b>	Interest/Engagement	4	5	4	5	4
	Perceived Education Value	4	5	5	4	4
<b>Sess: 4</b>	Interest/Engagement	5	4	5	5	5

<b>Getting Away</b>	Perceived Education Value	5	4	5	4	4
<b>Sess: 5 Spin Again</b>	Interest/Engagement Perceived Ed Value	3	4	5	4	4
		3	5	5	5	3

<b>UNIT 3</b>	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Sess: 1 Fair Play</b>	Interest/Engagement	5	5	5	4	-
	Perceived Ed Value	4	5	5	5	-
<b>Sess: 2 Pink Slip</b>	Interest/Engagement	4	5	5	4	-
	Perceived Ed Value	3	5	5	5	-
<b>Sess: 3 Disaster Strikes</b>	Interest/Engagement	5	4	5	5	-
	Perceived Education Value	5	5	5	5	-
<b>Sess: 4 Transitions</b>	Interest/Engagement	4	5	5	5	-
	Perceived Ed Value	4	5	5	5	-

<b>UNIT 4</b>	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Sess: 1 Think Again</b>	Interest/Engagement	3	5	4	5	-
	Perceived Ed Value	3	4	4	5	-
<b>Sess: 2 Follow Your Heart</b>	Interest/Engagement	3	5	4	4	-
	Perceived Education Value	3	5	3	4	-
<b>Sess: 3 Big Picture</b>	Interest/Engagement	5	4	5	5	-
	Perceived Ed Value	5	5	5	5	-
<b>Sess: 4 Career Day</b>	Interest/Engagement	-	-	-	5	-
	Perceived Ed Value	-	-	-	5	-
<b>Sess: 5 Final Spin</b>	Interest/Engagement	2	4	5	5	-
	Perceived Ed Value	2	4	5	5	-
<b>Sess: 6 Wrap Up</b>	Interest/Engagement	3	4	4	4	-
	Perceived Ed Value	3	4	4	4	-

### **FACILITATORS – GENERAL (SK)**

	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
11. Since my students played The Real Game	Very True				1	
<i>a. they feel more confident they can make good decisions</i>	SortOfTrue	1		1	2	1
	Not VT					
	Not TAA					
<i>b. they are more aware of how the choices they make</i>	Very True	1		1	2	
	SortOfTrue				1	1
	Not VT					

<i>today will affect them in the future</i>	Not TAA					
<i>c. they have a better idea of what to expect in adult life</i>	Very True		1	2		
	SortOfTrue	1		1	1	
	Not VT					
	Not TAA					
<i>d. they know more about career opens available to them</i>	Very True	1	1	3		
	SortOfTrue				1	
	Not VT					
	Not TAA					
<i>e. they know more about where to find information and resources to help plan for their future</i>	Very True		1	2		
	SortOfTrue	1		1	1	
	Not VT					
	Not TAA					
<i>f. they feel better prepared to manage their life and work after they leave school</i>	Very True			1		
	SortOfTrue	1	1	2	1	
	Not VT					
	Not TAA					

## STUDENTS (SK)

	Schools	1	2	3	4	5
8. Did learn anything new about skills, attitudes and character from playing the game?	Yes, def	38	10	5	17	-
	YesSortOf	20	10	20	9	-
	No, NR	7	4	5	0	-
	No, NAA	1	0	0	0	-
10. Has playing The Real Game made you think about trying harder in school?	Yes, def	30	8	10	8	-
	YesSortOf	25	12	14	14	-
	No, NR	7	3	12	2	-
	No, NAA	4	1	0	2	-
11. Since I played The Real Game	Very True	32	9	9	7	-
	SortOfTrue	32	12	17	17	-
	Not VT	1	3	4	2	-
<i>a. I feel more confident that I can make good decisions in my life</i>	Not TAA	1	0	1	0	-
<i>b. I am more aware of how the choices I make today will affect me in the future</i>	Very True	47	16	11	19	-
	SortOfTrue	15	7	15	7	-
	Not VT	4	1	5	0	-
	Not TAA	0	0	0	0	-
<i>c. I have a better idea of what to expect</i>	Very True	38	15	14	13	-
	SortOfTrue	22	7	12	11	-
	Not VT	3	2	5	2	-

<i>in my adult life</i>	Not TAA	2	0	0	0	-
<i>d. I know more about career opens available to me</i>	Very True	38	9	9	14	-
	SortOfTrue	24	13	15	16	-
	Not VT	3	2	5	1	-
	Not TAA	1	0	2	0	-
<i>e. I know more about where to find information and resources to help plan for my future</i>	Very True	28	7	6	8	-
	SortOfTrue	29	12	16	12	-
	Not VT	8	5	9	5	-
	Not TAA	1	0	0	1	-
<i>f. I feel better prepared to manage my life and work after I leave school</i>	Very True	34	12	10	14	-
	SortOfTrue	27	10	13	8	-
	Not VT	4	2	8	2	-
	Not TAA	1	0	0	2	-

### PARENTS (SK)

	Schools #	1	2	3	4	5
4. Do you feel like it is important for children your child's age to begin to learn about future careers and the world of work as part of their school curriculum?	YD	1	9	21	22	-
	YSO	-	-	10	-	-
	NNR	-	-	-	-	-
	NNAA	-	-	-	-	-
6. Do you feel your child benefited from his/ her participation in The Real Game?	YD	1	5	11	5	-
	YTSE	-	1	20	16	-
	NNR	-	1	-	-	-
	NNAA	-	-	-	-	-



## APPENDIX B9 FEEDBACK BY PROVINCE ALBERTA

### ADMINISTRATORS

	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
2. Were your teachers and students enthusiastic about The Real Game - Next Generation?	<b>Yes Def</b>	-	2	-	-
	<b>Yes S</b>	-	-	-	1
	<b>No NE</b>	-	-	-	-
	<b>No NAA</b>	-	-	-	-
6. When The Real Game has been enhanced based on pilot feedback, and is launched in Fall 2007, do you plan to make it available to your Grade 7/8 students?	<b>Yes Def</b>	-	1	-	1
	<b>Yes TAMAP</b>	-	1	-	-
	<b>No</b>	-	-	-	-

### FACILITATORS

<b>UNIT 1</b>	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3A</b>	<b>3B</b>	<b>4</b>
<b>Sess: 1 SpinGame</b>	Interest/Engagement	4	5	4	5	5
	Perceived Ed Value	4	4	3	4	4
<b>Sess: 2 TheDream</b>	Interest/Engagement	5	4	5	5	5
	Perceived Ed Value	4	4	4	5	4
<b>Sess: 3 What's My Line?</b>	Interest/Engagement	5	3	5	5	5
	Perceived Education Value	5	4	5	5	5
<b>Sess: 4 Our Town</b>	Interest/Engagement	3	3	4	5	5
	Perceived Ed Value	2	4	5	5	5
<b>Sess: 5 Who I? Who You?</b>	Interest/Engagement	4	4	4	5	4
	Perceived Education Value	3	4	4	5	4

<b>UNIT 2</b>	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3A</b>	<b>3B</b>	<b>4</b>
<b>Sess: 1 AfterWork</b>	Interest/Engagement	3	3	4	5	4
	Perceived Ed Value	2	4	4	5	4
<b>Sess: 2 Reality Check</b>	Interest/Engagement	-	4	5	4	5
	Perceived Education Value	-	5	4	5	5
<b>Sess: 3 Financial Picture</b>	Interest/Engagement	3	3	4	5	4
	Perceived Education Value	2	5	4	5	5
<b>Sess: 4 Getting Away</b>	Interest/Engagement	5	3	4	5	5
	Perceived Education Value	4	3	5	5	5
<b>Sess: 5</b>	Interest/Engagement	5	5	4	5	3

**SpinAgain** Perceived Ed Value 4 4 3 5 4

<b>UNIT 3</b>	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3A</b>	<b>3B</b>	<b>4</b>
<b>Sess: 1</b>	Interest/Engagement	-	3	3	4	3
<b>Fair Play</b>	Perceived Ed Value	-	4	5	5	4
<b>Sess: 2</b>	Interest/Engagement	5	3	3	5	5
<b>Pink Slip</b>	Perceived Ed Value	5	4	5	5	5
<b>Sess: 3</b>	Interest/Engagement	3	3	4	5	-
<b>Disaster Strikes</b>	Perceived Education Value	3	5	3	5	-
<b>Sess: 4</b>	Interest/Engagement	3	3	2	4	-
<b>Transitions</b>	Perceived Ed Value	4	4	4	5	-

<b>UNIT 4</b>	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3A</b>	<b>3B</b>	<b>4</b>
<b>Sess: 1</b>	Interest/Engagement	3	3	4	-	3
<b>Think Again</b>	Perceived Education Value	2	4	4	-	3
<b>Sess: 2</b>	Interest/Engagement	3	-	4	-	4
<b>Follow YourHeart</b>	Perceived Education Value	2	-	4	-	4
<b>Sess: 3</b>	Interest/Engagement	4	-	5	-	-
<b>The Big Picture</b>	Perceived Education Value	2	-	4	-	-
<b>Sess: 4</b>	Interest/Engagement	-	-	-	-	-
<b>Career Day</b>	Perceived Ed Value	-	-	-	-	-
<b>Sess: 5</b>	Interest/Engagement	4	-	-	-	-
<b>Final Spin</b>	Perceived Ed Value	4	-	-	-	-
<b>Sess: 6</b>	Interest/Engagement	3	-	4	-	-
<b>Wrap Up</b>	Perceived Ed Value	2	-	4	-	-

**FACILITATORS – GENERAL (AB)**

	<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3a</b>	<b>3b</b>	<b>4</b>
11. Since my students played The Real Game	Very True		1			1
<i>a. they feel more confident they can make good decisions</i>	SortOfTrue	1		1	1	
	Not VT					
	Not TAA					
<i>b. they are more aware of how the choices they make today will affect them in the future</i>	Very True	1	1	1	1	1
	SortOfTrue					
	Not VT					
	Not TAA					

<i>c. they have a better idea of what to expect in adult life</i>	Very True		1			1
	SortOfTrue	1		1	1	
	Not VT					
	Not TAA					
<i>d. they know more about career opens available to them</i>	Very True	1	1	1	1	1
	SortOfTrue					
	Not VT					
	Not TAA					
<i>e. they know more about where to find information and resources to help plan for their future</i>	Very True	1	1		1	
	SortOfTrue			1		1
	Not VT					
	Not TAA					
<i>f. they feel better prepared to manage their life and work after they leave school</i>	Very True		1	1		1
	SortOfTrue	1			1	
	Not VT					
	Not TAA					

## STUDENTS (AB)

	Schools	1	2	3	4
8. Did you learn anything new about skills, attitudes and character from playing the game?	Yes, def	13	9	6	5
	YesSortOf	28	18	17	12
	No, NR	11	1	12	8
	No, NAA	3	2	2	1
10. Has playing The Real Game made you think about trying harder in school?	Yes, def	12	13	9	6
	YesSortOf	19	11	12	11
	No, NR	17	5	11	7
	No, NAA	7	1	4	2
11. Since I played The Real Game	Very True	13	12	8	4
	SortOfTrue	25	15	19	16
	Not VT	12	3	7	6
	Not TAA	5	0	2	0
<i>a. I feel more confident that I can make good decisions in my life</i>					
<i>b. I am more aware of how the choices I make today will affect me in the future</i>	Very True	21	21	19	14
	SortOfTrue	27	7	13	9
	Not VT	8	2	4	2
	Not TAA	0	0	0	1
<i>c. I have a better idea of what to expect</i>	Very True	14	16	18	11
	SortOfTrue	28	12	13	10
	Not VT	10	2	4	5

<i>in my adult life</i>	Not TAA	2	0	0	0
<i>d. I know more about career opens available to me</i>	Very True	27	11	13	6
	SortOfTrue	22	13	12	14
	Not VT	5	6	8	6
	Not TAA	1	0	3	0
<i>e. I know more about where to find information and resources to help plan for my future</i>	Very True	17	7	6	6
	SortOfTrue	25	11	19	15
	Not VT	11	11	9	3
	Not TAA	2	1	2	2
<i>f. I feel better prepared to manage my life and work after I leave school</i>	Very True	9	16	10	5
	SortOfTrue	30	11	15	15
	Not VT	13	2	8	4
	Not TAA	3	1	3	2

## PARENTS (AB)

	Schools	1	2	3	4
4. Do you feel it is important for children your child's age to learn about future careers and the world of work as part of their school curriculum?	Yes Def	2	13	-	4
	Yes SO	1	2	-	-
	No NR	-	-	-	-
	No NAA	1	-	-	-
6. Do you feel your child benefited from his/her participation in The Real Game?	Yes Def	1	6	-	3
	YesTSE	3	6	-	-
	No NR	-	-	-	-
	No NAA	-	-	-	-

## APPENDIX B10 FEEDBACK BY PROVINCE BRITISH COLUMBIA

### ADMINISTRATORS

	<b>Schools</b>	<b>1</b>
2. Were your teachers and students enthusiastic about The Real Game - Next Generation?	<b>Yes Def</b>	1
	<b>Yes S</b>	-
	<b>No NE</b>	-
	<b>No NAA</b>	-
6. When The Real Game has been enhanced based on pilot feedback, and is launched in Fall 2007, do you plan to make it available to your Grade 7/8 students?	<b>Yes D</b>	1
	<b>Yes TAMAP</b>	-
	<b>No</b>	-

### FACILITATORS

<b>UNIT 1</b>	<b>Schools</b>	<b>1</b>
<b>Sess: 1 Spin Game</b>	Interest/Engagement	4
	Perceived Ed Value	3
<b>Sess: 2 The Dream</b>	Interest/Engagement	5
	Perceived Ed Value	3
<b>Sess: 3 What's My Line?</b>	Interest/Engagement	5
	Perceived Education Value	5
<b>Sess: 4 Our Town</b>	Interest/Engagement	5
	Perceived Ed Value	2
<b>Sess: 5 Who I? Who You?</b>	Interest/Engagement	3
	Perceived Education Value	3

<b>UNIT 2</b>	<b>Schools</b>	<b>1</b>
<b>Sess: 1 After Work</b>	Interest/Engagement	5
	Perceived Ed Value	5
<b>Sess: 2 Reality Check</b>	Interest/Engagement	-
	Perceived Education Value	5
<b>Sess: 3 Financial Picture</b>	Interest/Engagement	1
	Perceived Education Value	1

**Sess: 4** Interest/Engagement 5  
**Getting** Perceived Education 3  
**Away** Value  
**Sess: 5** Interest/Engagement 4  
**Spin** Perceived EdValue 3  
**Again**

<b>UNIT 3</b>	<b>Schools #</b>	<b>1</b>
<b>Sess: 1</b> <b>Fair Play</b>	Interest/Engagement	5
	Perceived Ed Value	3
<b>Sess: 2</b> <b>Pink Slip</b>	Interest/Engagement	-
	Perceived Ed Value	-
<b>Sess: 3</b> <b>Disaster</b> <b>Strikes</b>	Interest/Engagement	-
	Perceived Education Value	-
<b>Sess: 4</b> <b>Transitions</b>	Interest/Engagement	-
	Perceived Ed Value	-

**UNIT 4** **Schools** **1**  
**Sess: 1** Interest/Engagement 3  
**Think** Perceived Ed Value 3  
**Again**  
**Sess: 2** Interest/Engagement 3  
**Follow** Perceived Education 3  
**Your** Value  
**Heart**  
**Sess: 3** Interest/Engagement -  
**The Big** Perceived Education -  
**Picture** Value  
**Sess: 4** Interest/Engagement -  
**Career** Perceived Ed Value -  
**Day**  
**Sess: 5** Interest/Engagement 4  
**Final** Perceived Ed Value 3  
**Spin**  
**Sess: 6** Interest/Engagement -  
**Wrap Up** Perceived Ed Value -

### **FACILITATORS – GENERAL (BC)**

11. Since my Very True  
 students played SortOfTrue 1  
 The Real Game Not VT  
*a. they feel more* Not TAA  
*confident that they*  
*can make good*  
*decisions*  
*b. they are more* Very True 1  
*aware of how the* SortOfTrue  
*choices they make* Not VT  
*today will affect* Not TAA  
*them in the future*  
*c. they have a* Very True 1  
*better idea of what* SortOfTrue  
*to expect in adult* Not VT

<i>life</i>	Not TAA	
<i>d. they know more about career opens available to them</i>	Very True SortOfTrue Not VT Not TAA	1
<i>e. they know more about where to find information and resources to help plan for their future</i>	Very True SortOfTrue Not VT Not TAA	1
<i>f. they feel better prepared to manage their life and work after they leave school</i>	Very True SortOfTrue Not VT Not TAA	1

## STUDENTS (BC)

	Schools #	1
8. Did you learn anything new about skills, attitudes and character from playing the game?	Yes, definitely Yes, sort of No, not really No, not at all	23 27 3 1
10. Has playing The Real Game made you think about trying harder in school?	Yes, definitely Yes, sort of No, not really No, not really	14 29 8 3
11. Since I played The Real Game	Very true Sort of true	20 28
<i>a. I feel more confident that I can make good decisions in my life</i>	Not very true Not true at all	6
<i>b. I am more aware of how the choices I make today will affect me in the future</i>	Very true Sort of true Not very true Not true at all	34 17 3
<i>c. I have a better idea of what to expect in my adult life</i>	Very true Sort of true Not very true Not true at all	30 21 2 1
<i>d. I know more about career opens available to me</i>	Very true Sort of true Not very true Not true at all	21 25 7 1
<i>e. I know more about where to find information and resources to help plan for my future</i>	Very true Sort of true Not very true Not true at all	16 28 8 2

f. I feel better	Very true	17
prepared to manage	Sort of true	27
my life and work	Not very true	10
after I leave school	Not true at all	

### PARENTS (BC)

	Schools	1
4. Do you feel it is important for children your child's age to learn about future careers and the world of work as part of their school curriculum?	Yes Def	-
	Yes SO	-
	No NR	-
	No NAA	-
6. Do you feel your child benefited from his/her participation in The Real Game?	Yes Def	-
	YesTSE	-
	No NR	-
	No NAA	-



## **APPENDIC C**

### **FACILITATORS FEEDBACK**

Random Sample -12 Facilitators

Some editing needs to be done ... there are quite a few little typos. I was also caught off guard with the Character Traits discussions – I couldn't find any reference to that at the beginning of the game and no poster included - that would be great to have. I'd also recommend small copies of the High Five and Essential Skills posters [which are fabulous]. We decided to finish each session with a written reflection from, in order to give the teacher something to grade the students on [language skills]. Instead of completing the rest of the unit, I had the students' complete an assignment using the Career Cruising website. We found this to be an effective way to show them about following their heart because they are asked personal questions, which are then analyzed and appropriate career options are then listed for them. This way they also could listen to interviews and see a real Day in the Life. Many of the positions available in the package are not realistic for communities like ours. They do not reflect what students in small communities in the north see everyday. For example, there are no taxi drivers here, deli clerks, TV news personalities, Millwrights Gas Attendants, Store Clerks, Small Business Owners, Bank Tellers, Post Office Clerks, etc. Students are hesitant at first but when they finally realize there are no boundaries, it's fascinating to see their imaginations take off. I have already begun to see some teamwork amongst students who, if given their choice, would not normally work together. Laying the foundation of the principles in the pre-session is helping students to more quickly internalize those principles. Gave out wish lists - students really had to be encouraged to dream big! I heard comments like " I'll just get a used car - it's all I'll be able to afford'. Once they let go, they really to into it. Many went to the Internet to find things that weren't listed on the wish list, and the dreaming really started! I ended with a little demonstration on savings and credit cards. Another teacher and I then invited each other's class [i.e. city] to see what others do in their communities - they took their Who Are You sheets with them - it was like a visit to another 'town'. Students started helping each other balance their budgets! That was a great thing to see! Many, many students had champagne tastes on a beer budget. I made a cutout of a suitcase [approx. 8 1/2 x 11 paper] - photocopied it onto construction paper and had students write info. and attach pictures onto their suitcases. Then, suitcases were attached to their activity posters. They then gave brief presentations on their vacations. Students very engaged ... I heard a lot of planning amongst them. Students became really engaged in this - I could see their imaginations really working. It was paramount that we modify it to suit our assessment needs. We would have appreciated rubrics for evaluation, curricular expectations matched to TRG activities. We teach seventeen students who have profound learning disabilities in communications. Cognitively, our students can understand TRG's content and intent, however, they struggle with reading and written output. This game was REALLY ideal for our students who struggle in school and are probably more at risk for dropping out. We found that the word 'game' in The Real Game was misleading. Students were expecting a board game and fun, fun, fun. We felt that this word took away from the value of the experience and from our setting as a school. We started calling it a 'unit of study'. As a concluding activity, we used a movie that visually demonstrates many significant features of TRG. Students watched the movie, 'Rudy', which is based on a true story, and reflected on how the protagonist applied the High Five. We found that role-play was one of the best ways for our students to experience TRG ... This activity also provided us with ... the following strands - ENGLISH oral/visual communication and DRAMA. Rather than having students create business cards, we had them create posters that advertise their skills and/or services. A guest speaker visited our class. He is a secondary school student with a learning disability and he spoke to the High Five without prompting. This experience made the game very 'real' for our students. This was an excellent opportunity for our students! The kids loved

playing The Real Game and looked forward to future lessons. I thought the content was extremely valuable and that TRG taught our students' skills and concepts they wouldn't have learned apart from future 'life experience'. The lessons were easy to follow and very 'user-friendly'. I loved the reproducibles ... Looking forward to playing this with more classes next year. I feel this game is more important than the curriculum I teach every day! Thanks so much for organizing such a comprehensive pilot. The new program looks great. The photos of the real estate are much more realistic and the packaging is much slicker. I hope that when the final version comes out that the binder will have pockets in the front and back and a couple of folders like the old version. There are so many bits and pieces that keep falling out. When I went to the facilitator's kit to review the first few lessons, I found the instructions wordy and unwieldy. Perhaps having the main ideas in bold and the supporting information in regular print for those who wish to delve into it more deeply would work. I want to get it out there and make it more user-friendly for teachers. They don't realize that the RG will change student attitudes about school and reduce behaviour issues in intermediate classes. The new careers are excellent. I liked being able to pick and chose a selection from the CD and only print out the ones that are suitable for my students. We had started the RG before with different careers. For the pilot, we are focusing on careers in trades and technology. Our board has created a selection of 'Pathways to Success' DVDS that feature different alternative programming available in secondary school. We plan to incorporate these in with the RG. The game was very successful in my Grade 8 class. They took to it very quickly and easily, and I felt the organization of the game helped. The step-by-step process was long for them to follow and the fact that it added something different everyday made it interesting as well. Most of my students did find the reflection very tedious, and I did not receive fabulous products as a result. Of course, in the future we could deliver it more effectively, or perhaps the reflection could be presented within the game in a variety of ways. The 2-sided copies of some sheets made it difficult, but was not a huge impediment. Overall, I was very happy with the delivery and the reception of the entire program. Guidance Counsellor - We really enjoyed it and learned a lot. I would have liked to spend more time in the computer lab but they were full. I will book it next time. Because we had to generate some marks in English we had them write the personal reflections. I might change that. More opportunities to assign marks and coordinating with the provincial expectations would be nice. Unfortunately I didn't do the parent feedback because there were too many papers going home for grad etc. and they felt it was too much for the kids. The parents I spoke to were pleased and felt it brought a lot of discussion at home. I used Grade 10 & 11 students to speak about summer jobs, how to get hired etc. for Career Day. My career students [Gr 10] earned bonus marks. Unit Four was to be played out on the last scheduled day with the school. Unfortunately, due to activities within the school I had to drastically modify the workshop. I felt it best to try to wrap up the information and units already facilitated. We took a look at the careers around the room (our town) and discussed the differences, similarities, pros and cons of each career. I had the students speak about their ideas for future jobs, any changes or interests that many have been created after working through the game. The Spin Game was real hit and we ended the day with several rounds of the game. Over all The Real Game was well received. One factor that definitely impacted student responses/feedback and in some instances interest was the nearing of the end of the school year - I was invited into the classroom for the month of June with the last workshop being facilitated three days before school's end. Teacher response was that she was surprised with the positive intersection her students had noting the time of the school year. The teacher was very impressed with the REAL GAME and looks forward to the fall. She indicated she sees a lot of potential and advantages for the student body within her school. In the reproducible CD, I couldn't find a letter to the parents. Some of the worksheets were printed back to back in the student kit which made a lot of extra copying for the teacher. Reflection questions should be a mandatory part of each session. Overall an amazing experience that my students thoroughly enjoyed. Very interested in purchasing copies for our

school when the final version is ready. We are considering running it throughout our school in either one or both [Grade 7 & 8] grade levels for the whole year. Thanks for this opportunity to pilot the game. Overall it was a very positive experience within our school and I can see how we could do a lot more with it. It would be helpful to have additional sources for information in case computers are not available. ESL students found the language a challenge. Cannot wait to begin it in September.

## APPENDIX D STUDENT FEEDBACK

Random Sample - 300 Students

### What was the most important thing you learned from The Real Game?

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*To budget and do what you want to do. How to do taxes and not pay. You learn how to spend your money and pay your taxes. Money doesn't grow on trees and you need to work hard for the things you want. What to do when you lose your house, job and other things. That it's hard to get everything you want. The stuff that happens in the Real World and how difficult it is to grow up. How to live life without being poor. How to do all the math. How to spend your money. Budgeting. The High Five. You can't buy everything. Life skills. How to manage money. How to balance your budget for each month. Balancing money. How it is have a real job and balance money. You have to balance checks and stay organized. Everything. Doing the taxes and balancing is really hard. To stay organized. What the waiting world is like. How to balance our budget. Doing our budget. Life is not easy, you have to earn things. About my job. That when you are older, it takes a lot of hard work and there is lots of responsibilities. Work harder in school. Life sucks when you are old. Life on your own when you have to pay for everything is very tough....you will run into big problems...it just made you think how real life is and how you have to stay on top of things. I learned how to budget and what was the best for me. As you get older, you have to do everything for your self. That you can't get everything you want. Having a career, paying bills, and living life. Not everything in life is free...you have to earn your things. Try to be better in school. About deductions. How expensive things are in real life and you can't have everything you want. How to manage money and disasters. How to screw up my life. How much it costs to live. Get a good education so you can get a good job and have a good life. How to manage money. The majority of the money you get goes to bills and you can't always afford what you want. How much things you have to pay for - taxes, deductions, rent. How to budget. The whole thing. What degree to get a job. How to get your checks and how to save your money. Follow your hart. Deductions. How much money people make. Handling money and wise choices on deciding on careers. I learned about jobs I didn't know and I learned what a peditrician does. Budgeting. How much money I got and spent. How to budget and manage my money. Making good choices for your future. Budgeting because you need to know to spend and save money. I learned to stay in budget. Reviewed decision making skills. How money can be easily spent and how careful you have to be with spending it. How to manage money and others. The jobs. Budgeting that could help you in the long run. Money doesn't grow on trees ... I need to budget money to stay out of debt. Organizing time and money management. I now have an idea of the real world ... I enjoyed learning all of this. How hard you have work for your money and you can't get everything you thought you would. How hard it is for parents to stay in a budget. To plan ahead and think about my future. Appreciating life of our parents aren't as easy as it seems ... Money is hard to earn. Learning about many careers ... learning new vocabulary and budgeting money for the real world. Managing my money. The difficult times ahead. I learned about real life once you get out of school. How to budget your money wisely. High Five. Money doesn't always keep you happy!! Manage time and money. How to manage money. Everything about jobs. How to make good choices. Education is important to get by in life. Find a job you like. Life can be tough. How to live life correctly. Education is totally important in your future time management. Many different career choices. Tax is a killer and money doesn't grow on trees. Working is hard. How to manage my time and money wisely. Education and money for everything. Mortgages ad taxes. Having an expense plan. About houses and all that stuff. How to know what to do when living on your own, how to plan my life, and time management. How to get a new house and paying mortgage. What a mortgage and all the*

factors of going to university, buying a house and having a family. I learned that being an adult and calculating money is very hard ... I realized that your parents don't always have money for you to spend. To care about your future. All the different expenses and investments we have to/should make. How to buy a house and other things, so you could balance a budget too. Family takes a lot of time. Learning how to spend your money wisely. How much adults have to balance their lives and work. To watch about spending your money. When you get a job it is very hard to manage things. How to balance your taxes and gross income. You can't always get what you want in life, you need to save up and earn it. What life is really like as an adult. It can look like you have a lot of money in the gross monthly pay, but you can end up losing money. Everything absolutely everything ... I am fully prepared for the adult world. I learn so much in this game ... I felt I was adult learn to save my money make sure enough leisure time and everything it was really fun. Spending and saving money. Budgeting. You can't buy all the stuff you want. Picking out different kind of jobs available to us. How the world is hard and the government. What real life is really like. How to make money. How to make better learning skills and how to make good choices in my life. Balancing check book. How to manage the money. The jobs. That dreams most of the time don't come true. Money doesn't just keep coming ... you need to budget. The benefits of money and it effects everything.. How important having a career is. The organization skills. How to cut prices and save more money. Real life skills to help later on. Life isn't easy after high school. Learning how to budget so when I get older I won't go into debt. That money gets lost to our expenses. Writing the resume. That life doesn't get easier as you get older. The money we get from the job is not enough to do what you want to when you are small. How to spend money, earn and saving some money too. It makes you think about what you want to be and to be organized. How to manage your money very well. That life isn't all that fair and easy. The budgeting. Life isn't easy and you have to have a good job to even survive ... I learned to get a good education. You can't get everything you want xx. How to manage money. That most people do things they don't like. Finances. You should spend your money carefully to have a good and healthy life. The resume. How to get out of debt. Budgeting xx. To calculate the stuff when am doing this type of job. How to manage your job, your savings, and your money. About how it is to have a job and trying to save your money. To plan a vacation. How to pay bills. How to manage my money. That on my monthly pay, I can not afford to spend \$600 on clothes. What you want and wish for is hard to get. You can't spend all your money on things that aren't central. Paying for yourself. To be prepared for unexpected things. To spend your money smart and it's very easy to go bankrupt so be careful. How life is when you're older and life is not as easy as it seems. To make the right choices and how the workforce works. How to plan ahead. That you don't know when anything because it is unexpected. Get a good job and budget your money. Real life is always changing. To live life. It's important to plan for the future so we can be prepared. Something unexpected could happen, like losing your job, so be prepared. You have to get ready for anything during your mortgage, example: repairs. How to manage time and money. How important planning is. Learning how to budget keeping my expenses lower than my net income. How to use money. Anything can happen when your working like get fired. How being an adult feels like. If you balance our your life everything should fall into place over time. How to organize and spread out my work and time. Information of each occupation. Knowing the budget of things. Not to give up and always try even if someone says I can't. How to manage your money, getting a job, and keeping it. How to plan a life and job. Balancing a budget is much harder than I imagined. When you lose your job, you don't have to find the same one ... you can take your skills that you already have and start all over, choosing a job you like more. Life doesn't always go your way, you just have to deal with it. Money doesn't grow from trees. What skills are necessary for helping me in life. Females can do just about any job a male can. How difficult life can be. There are so many opportunities and the decisions you make can now affect your future. Understanding the possibilities in an adult life ... being prepared. Monthly budget and how to

write a resume. How to balance a budget and how job was in this life. Learned lots of things from the reflections. Change happens. You need to plan ahead. Deductions. How to figure out taxes and what everyone does at their jobs. Doing taxes and learning how to spend your money wisely. All the financial stuff and learning how to cope through disasters. The idea of saving just over 100 dollars a month for ten years and then earning interest on it for when you retire. That anything could happen to lose your job. Your not going to have your job forever. How it feels like to work at a job and balance your income to be able to live happily. I found I need a job. The kind of jobs there are - some of them I hadn't heard of. Learning about jobs xx. How to figure out taxes. Every job is important and that lots of things could happen in adult life. What to do with my life. Paying bills. The money part of life. Many things can affect your life in different ways. Even if you get a job you don't like you can look for another one. Doing the bill is hard and buying the house is hard too but still it is fun and educated. Good education leads to a high paid job. About debt, taxes, bankrupt how to handle your money. Budgeting. The one we read about the money. Life can hold a surprise around every corner, some good and some bad. To think more about my career. About money different jobs etc and how we handle losing our jobs. It is important to plan for the future. What it's like to be working and getting paid. We spend a lot of money on buying products and paying for insurance without evening knowing it. How real life is, now I see how everything works. How hard its going to be as an adult and having to get a job and balancing my time and budget. How to save and budget your money. What you do in jobs, how much you earn, and how much you spend. How to budget money and how you get your cheque. Planning your future around education is important. Learning is ongoing and is a never-ending process. What the jobs are all about. Stuff about the job like what you do your pay and other things. Use a budget in real life. How to balance a budget. Earning a job and how much money you get and what you can do with it. New jobs I never knew about before. I would make sure go to school. To get better marks in high school so I can go to university and get a good job. Tell important things - talk about university, things we don't know. How to spend money - by talking to our olders. Spending money. Try harder in school [study for tests more] so I can get a good education. Save my money. Not to spend all my money. Work harder in school to have a good future and enjoy my job. Work harder and try to enjoy it more. Try harder in order to get what I want in the future. I may take a part-time job in high school to open me to job choices ... It would also give me some starting money. Choose a job that I like and with good pay. Manage my money. Spend money on things that ar worth while. Better career choices, spend less money and save. Not get bankrupt. I will focus on certain subjects in school and prepare myself for some challenges. I will not try to buy all my dream items at once. Budget my money. Do better in school. Make good choices. How to manage money. The high fives because I never knew about it before. Getting ready for the real world. How to handle taxes, mortgages, writing a resume. Making decisions in life. How to write a resume. How run your life when you are older. Having a job is very difficult. How to do a resume. You can't spend money on everything you want because of your mortgage. How hard it is to be an adult and how money is hard to earn. There are a lot of responsibilities when working.

## **12. What, if anything, will you do differently as a result of playing The Real Game?**

Learned how to budget. I will play more. Change the way I think about the future. I may be more patient when I ask my parents' for things that may be expensive because of course money doesn't grow on trees. I will keep in mind all my options. I'm not going to spend my money on random things. I would follow my heart. Talk more about the mortgage. I will follow my heart and do what I want to do. Ask about workplace safety. Invest. I will dream always big and always be keeping in budget. Get a better job. Working harder in school. Trying to balance my budget better. Get a good paying job. Focus on my education. Play more spin games. I will work harder in school so I can become anything I want in the future. I will try to just do my best as I get older and save up my money....try to stay on top of things. I will be able to budget my money and

time. Get a better job and make more money. I will save my money for the future. I will try to manage my money better...shows kids important skills you need as an adult. If you switch to Geico, you can save 15% or more on car insurance. Make really good choices and concentrate on my future. I will manage my money better. Save my money and not spent it on things that are not important. I will get a better job/education. Work harder at school so I can get a better job. I will know how to spend money wisely and how important it is for a savings account. Get a better job if I can. I might take some classes in high school. I mite tack some classes in highscool.

It will be real life. Hold real jobs on what degrees you actually need. Get better marks in test. Make a job like sports, and like a garbage man. Play more cashflow! Try harder. Try harder in school. Work hard in school. Be more organized. Look for an occupation that I will enjoy and still gives me a life. I will probably make a better dream list and manage money better. I would study harder and put more time into my school work. Stop taking things from my parents for granted. Thinking before choosing. Budget my time and money more wisely. I will study harder because education determines how much I will make in the future and what my job will be. Learn to plan. Be careful with my money and make good thoughtful plans for the future. I would choose the job I'm thinking of becoming. Think more of about spending and saving money. I would want to pick the job I was role playing so that I get an idea of the transferable skills [it has]. Get as much education as you can. I will choose my career based on my skills. Make better decisions and manage my money better. To ask less from my parents and to be more grateful for their efforts. I would ask more questions. I would have bought different things. Getting a better career so I can go to Australia for my vacation. More aware of the choices and jobs in my life. Look ahead to the future. Try harder. Focus on my studies to get into university. Manage my money better. Choose a different job. I will take time choosing an occupation that I enjoy. Not waste money and cherish a dollar. I know now that many people aren't satisfied with their jobs, I know that I have to follow my dreams and find out what I am good at. Think about what classes to take. Instead of spending lots of money I will save it for mortgage and other expenses. Improve my expenses. Making a better choice in jobs. School and planning for the future. Better manage a house and electronic items. Take more time in selecting a house. Try to study harder ... Now I believe that I can be anything I want to be. It's hard to work a low paying job so I will try harder in school. Plan my high school classes better. I will manage my money better and always be careful of my time management. Work harder in my education. Get a different job and learn more about that job. How much education affects your career, so I am going to work extra hard in school. Watch what I am spending. Plan out what I'm going to spend the money I earn on. How to balance my checks. I will use this to solve all my problems in life. Get a different chance and try to change what I bought. Budgeting better and take school more seriously. I think wise before I spend my money. Think about how I spend my money. Saving money. Choose the job you want for real life. I will look for better buys before spending my money on something expensive. I will not do anything differently xx. Don't drop out of school and stick with the job you want the most. The only thing is the jobs. Have a house ... more to save the house expenses. Paying for and find the right way to get vacations. Work harder at getting good job. I thought it was really good. I will not just spend my money from my job on what I want ... I should spend it on what I need. Improve grades. Budget better and don't go spending all my money. I will try to better in school and save money. I will try harder in school and do my best to get good marks xx. Not to give up on a job ... follow up on a resume. Change some of my habits with work ... I think now I'm going to work harder. Think and have a better life. Save money in case I need it later on, because right now, if I get money right away I spend it. Get a higher paycheck. I will work harder at school because you have to be smart to get into university. Not getting fired. I will save some money when I'm older just in case of an emergency and I will also spend money more smartly. Use my skills to my advantage. Picking your jobs you have calling cards with colours so you can have bigger or smaller money depending on your job [like the game life]. I will think differently on how we should handle our life and jobs. Not to be a correctional officer.

*In the future I will follow everything on how to spend my money. I will try harder in school so I have more than a \$75,000.00 salary. Be careful what I wish for. I will stay in school. Think about things more. I'll take life more seriously and if I mess up my education now it will effect my future. Start thinking about my future. Make more money. Work hard and think about where to go for university. Yes I'll do everything differently. I'll start to plan a little more about my career.*

*I'll try harder in school to reach my goals. I'll be better in my school work. I will be more organized. I will set goals and plan my future focussing my education on my interests. That women get paid less ... I want to try and get a job that treats women equally. Think before I do something since everything I do will affect my life. I will balance out my income to all financial things. I will organize my time better. I would rethink of my decision for my career. Don't fool around in school because it will be hard to get a good job. Research for more jobs, so I will know all of the jobs available that suit my talents/abilities and is to my liking. Try not to hold grudges, and always have options like don't settle for something you know you can get better. Consider more job choices and look at necessary skills that will help me. I would do the work. Explore more job opportunities. Have more leasure time. Get a great education and get a high paying job. Pick my job carefully and look at the salary. Choose my career options/opportunities carefully. I will take school more seriously. Try harder in school xx. Spend my money more wisely and be more better in school. I'll work harder to get into a good university since I've seen a relationship between education and a better quality job. Plan things out more ... See pros and cons. I will work harder and be more responsible. Think more about my career. It is good to stay in school or you can get a horrible job. Study more in school and focus on the career studies.*

*Do better in all my classes and volunteer for things. I will work hard and do well in school. Do better in school. Try to find more careers to choose from xx. I will stay in school for a full education. I might think twice before making a decision. I will be careful what I spend my money on in the future. Stay away from wars and get better grades in school. Make good choices. Do better in school. Budget my money. Not try to buy all my dream items at once. ... It would also give me some starting money. Choose a job that I like and with good pay. Manage my money.*

*Spend money on things that are worth while. Better career choices, spend less money and save. Not get bankrupt. I will focus on certain subjects in school and prepare myself for some challenges. I will not try to buy all my dream items at once. Budget my money. Do better in school. Make good choices. I will manage my money wisely and buy the needs before the wants. I will pay attention to time. Work harder at my goals I set for myself. Try harder in high school. Work hard at school. I will definitely work harder and get part time jobs so when I want my real job the boss will think I am more responsible. Get a job myself ... get a better house.*

*Save my money so when I get older I have money. I will stay in school longer, work harder, study more, and choose a good job. I will start a saving plan as soon as possible. I will choose a great job for myself and will try my best to follow successful rules. You need to be ready for change and expect anything. Know better about my future and how to make good decisions in my life. Make wiser decisions when planning my future. Get a good education so I could get a better job. Pay more attention in school now, for a better career choice. Start budgeting ... so that I can afford my life. I'm not gonna wait for a good job to come ... I'm gonna try to do it on my own. Spend my money more carefully and responsibly. I am going to save a lot of money and I work and not spend. Learn to be successful in my life. Make sure I don't waste money.*



## **APPENDIX E RESEARCH SUMMARY**

**NOTE:** A great deal of applied research has been undertaken in the past decade on The Real Game Series. For example, the Canadian national pilot reported in this paper is the 40<sup>th</sup> national pilot of a single program in The Real Game Series globally. The cumulative data is a virtual gold mine of feedback from over 50,000 pilot participants. NLWC intends to construct and maintain on the new Real Game Series web portal ([www.realgameonline.ca](http://www.realgameonline.ca)) a current archive of all scientific and applied research on The Real Game Series globally, with contact information for the primary researchers and direct links to all available documentation. If you can provide relevant information for any items below, or are aware of research not listed, please forward details (title and brief abstract, date, contact details and URL) to: [info@lifework.ca](mailto:info@lifework.ca).

### **Canadian National Pilots**

- The Real Game (1995, 2007)
- Real Times, Real Life (1996)
- The Be Real Game (1997)
- The Make It Real Game (1998)
- The Get Real Game (1999, 2001)
- The Play Real Game (2000)
- Jouer ... pour de vrai (1997)
- Vrai vie, vrai defi (1999, 2007)
- Etre, pour de vrai (2000)
- Creer ... pour de vrai (2001)
- S'engager ... pour de vrai (2002)
- S'amuser ... pour de vrai (2003)

### **United States National Pilots**

- The Real Game (1995, 2007)
- Real Times, Real Life (1996)
- The Be Real Game (1997)
- The Make It Real Game (1998)
- The Get Real Game (1999, 2001)
- The Play Real Game (2000)

### **United Kingdom National Pilots**

- The Real Game
- Real Times, Real Life
- The Be Real Game
- The Make It Real Game

### **Welsh Pilot**

- The Real Game

### **Northern Ireland Pilots**

- The Real Game
- The Make It Real Game

### **French National Pilot**

- Jouer ... pour de vrai

**Australian National Pilots**

The Real Game  
The Be Real Game  
The Make It Real Game  
The Get Real Game  
The Play Real Game

**New Zealand National Pilot**

The Real Game

**Danish National Pilot**

The Real Game

**Dutch National Pilots**

The Real Game  
The Make It Real Game

**Aruban National Pilot****Hungarian National Pilot**

The Be Real Game

**German National Pilot**

Spiel das Leben

**Irish National Pilot**

The Be Real Game  
The Play Real Game (Dublin)

**Organization for Economic Cooperation and Development (OECD), 2004**

*Career Guidance Policies in 36 Countries: Contrasts and Common Themes*

**U.S. National Evaluation**

University of Massachusetts (2005/07)  
[www.realgameonline.us/research](http://www.realgameonline.us/research)

**Theses**

Lyn Peterson (Saskatchewan) (1997)  
Deborah Rowe (California) (2007)

**Journal Articles**

Danish Journal of Vocational Guidance  
Spanish Journal of Career Alberta Journal of Career Development (2006)  
American Association of Career and Technical Education (Techniques, 2004)  
American School Counsellors Association (School Counselor, 2003)  
Canadian Education Association (2006)

**Book Chapters**

Nancy Perry, Ph.D.  
Jackie Allen, Ph.D.

## APPENDIX F

### Global Trends Summary

The following survey of key global trends helps underscore why *The Real Game* is timely and relevant. Indeed, its educational design innovatively melds several of these trends.

#### **Serious Games**

A host of new training tools have developed in response to new market and workforce needs. A case in point is the growing international use of *Serious Games*. These place players in various simulated 'real life' scenarios. This in turn helps individuals safely experiment without risk. Players try new techniques or role-play new attitudes and behaviours. The military market alone for simulation-based training is expected to be nearly \$5 billion by 2008. "*This sector has been joined by other government agencies, healthcare providers, schools (both K-12 and universities) and Fortune 500 companies (for team building, leadership training, sales training and product education, among others)* [seriousgamesportal.blogspot.com].

#### **Applied Imagination**

The purposeful application of imagination is the focus of a growing body of research in health science, sports psychology, social psychology, organizational management, and community development. For example, "*the medical profession now accepts, as genuine, the fact that anywhere from one-third to two-thirds of all patients will show marked physiological and emotional improvement in symptoms simply by believing they are given an effective treatment*". When people imagine positive future outcomes together, this is called the *heliotropic effect*, a concept borrowed from botany. *Like a plant that grows in the direction of the light source, individuals and groups strive to grow towards the positive image they hold.*" [www.appreciativeinquiry.org]

#### **Social Networking & Cooperative learning**

There is a proliferation of computer mediated online collaboration tools and models designed to allow users to interact, share, and meet other users. Entirely new forms of social creativity and communication are emerging like *Wikipedia*. This has become very popular through websites like *Facebook* and *YouTube* and has resulted in large user bases of tens of millions and billion dollar revenue streams.

#### **The Emerging Metaverse**

A spectrum of technologies and applications are reconfiguring the boundaries of our daily physical lives and how we define 'reality'. The *Metaverse* is a term used to describe four fundamental ways this is occurring.

- *Virtual Worlds* increasingly augment the economic and social life of physical world communities. At least one hundred million people, including children, are immersed in shared virtual game worlds such as the *Sims*, *Second Life*, and *Club Penguin*.
- *Mirror Worlds* are enhanced virtual models or "reflections" of the physical world. Their construction involves sophisticated virtual mapping, modeling, and annotation tools, geospatial and other sensors, and location-aware and other history recording technologies.
- *Augmented Reality* technologies enhance the external physical world for the individual that process and layer networked information on top of our everyday perception of the world.
- *Lifelogs* technologies record and report life histories in support of self-memory, observation, communication, and behavior modeling ... life-caching ... that enable people to record their own lives in real time ongoing. [http://metaverseroadmap.org]

## Meta Story: It Takes A Village. It Takes A Game

While The Real Game Series reflects the most current global thinking, it's rooted in ancient educational ground. There's an old saying that it *takes a village to raise a child*. It's true. During the early 90s, this consultant spent two years with a community of stone carvers in rural Africa, studying how the community trained its young. At the centre of village life and commerce is the *ebitware*. This is a communal area where extended families work each day. It's typical to find three generations together, with the older teaching the younger indirectly. The children learn through observation, modeling, and practical experience. For the youngest it's all great fun. Indeed, this idea of play is purposefully cultivated.

This indigenous education model anticipates Vygotsky's early 20<sup>th</sup> century theories about social learning and construction. The communal work area may be likened to the *zone of proximal development*. This is a safe space where what a child can learn independently is '*stretched*' through collaboration with more advanced peers and/or adult guidance. Vygotsky believed this is crucial for a child's social development and for optimal learning. It's also the basis for traditional vocational training and apprenticeship around the world, and is informed by thousands of years of practical experience.

*The Real Game* provides schools with a safe zone of proximal development. That is, it helps transform the classroom into a temporary interactive community hub. This also provides a practical, direct way to engage and share the rich, diverse knowledge and experience of a community's adult work force. *The Real Game* also provides a new way for teachers and students to interact. Students become largely responsible for giving life to their learning. The more actively they imagine, the more engaging the play becomes. This is true with all games, regardless of their purpose. Concurrently, teachers become facilitators and catalysts therefore more fully tapping into their own creativity and life learning.

