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DEPARTMENT OF EDUCATION, SCIENCE AND TRAINING

Prepared By

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Evaluation of 'The Real Game' Kit

prepared for

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1 EXECUTIVE SUMMARY

1.1 Introduction

Colmar Brunton Social Research (CBSR) was approached by The Department of Education, Science and Training to conduct research into The Real Game (12-14 yrs) as used in schools and non-school organisations.

The objectives of this research were to determine:

- Current usage levels of the Game among those who have purchased it;
- How the Game is being used and with whom;
- Perceptions of the Game (in terms of effectiveness and enjoyment);
- Outcomes for participants;
- Training levels among users and barriers to training; and
- Levels of ownership and future use of The Make it Real Game (10-12 yrs) and The Be Real Game (14-16 yrs).

The research involved a self-enumeration survey of all 746 organisations who had purchased The Real Game on or before December 2003. Following the quantitative phase, 6 telephone in-depth interviews were conducted with users to further elaborate on the findings. The research was conducted between May and October 2004.

This report presents the findings of this research.

1.2 Key findings

Awareness and take-up of the Games

Almost all users surveyed currently own and/or use The Real Game, The Make it Real Game or The Be Real Game (95%). The remaining 5% failed to answer these questions. The Real Game is by far the most common, with 87% of users indicating that they currently use this Game. One-third (30%) use The Be Real Game and 11% use the Make it Real Game.

Users were most likely to become aware of The Real Game through a colleague (38%) or a conference (33%).

The majority (80%) of users purchased their first copy of The Real Game between 2002 and 2003.

How The Real Game is used

Just under half of all users have delivered The Real Game 1 to 2 times (46%), and a further 20% have delivered it 3 to 4 times. However, it should be noted that 72% of those delivering the Game only once or twice purchased between 2003 and 2004.

Non-school organisations were the most likely to have used The Real Game 10 times or more (36%), and Catholic schools were most likely to have purchased and not used the Game (16%).

The qualitative findings indicate that length of ownership of The Real Game, preparation time and delivery time of the full Game (a minimum of 20-25 hours) may have impacted on the number of times it has been delivered.

Most organisations (62%) had between 1 and 4 staff members who had delivered The Real Game, and 55% of organisations delivered to between 20 and 149 participants.

Although the majority of users (70%) had delivered The Real Game to participants aged 13-14 years, almost half (49%) had also delivered to participants 15-16 years of age. The qualitative findings indicate that a number of users felt that the Game was flexible and engaging enough to be suitable for participants from a range of ages.

Using The Real Game

The majority of users incorporate The Real Game into their curriculum (70%), while one-quarter (25%) use it as an extra activity. When incorporated, the Game is commonly delivered in Careers, Society and History or English classes, although some staff also delivered sessions in Mathematics or Economics classes.

More than half (56%) of the users indicated that they had delivered The Real Game to students at risk academically, and around one-third had delivered to other students at risk (31%) or to Indigenous students (29%). A range of views arose from the qualitative research, as some users were very satisfied with the Game when delivered to specific groups, while others felt that modifications needed to occur in order to 'meet their needs'.

Overall, 62% of users received some assistance in delivering The Real Game, with 55% of that assistance coming from staff from other disciplines. Users felt there were a number of benefits of receiving assistance including professional dialogue between staff members and enhancing the meaningfulness of the Game with 'real life' examples.

Perceptions of The Real Game

User perceptions of The Real Game were very positive, as they gave an average rating of 7.8 out of 10 for participant enjoyment of the Game, and 78% rated the Game as 'effective' or 'extremely effective' as a resource for the organisation.

Furthermore, 77% of users noticed at least one of the listed positive outcomes for their participants, including 57% who noticed that students were more likely to develop career plans and personal portfolios. Almost half (47%) also noticed improved attitudes and behaviour among Real Game participants.

Training

Training levels among organisations were very high, with 87% having at least one trained staff member, and around two-fifths of users (38%) experiencing no difficulties in receiving training.

Of those who did experience barriers to training, lack of time or inability to be released from teaching were the main barriers for users in schools (between 19% and 22%) while cost was the main barrier for users in non-school organisations (46%).

Future use of The Real Game

Future use of The Real Game may be expected to be strong, with 78% of current users indicating they are 'likely' or 'extremely likely' to use the Game in the future. Furthermore, 83% indicate they are likely to recommend the Game in the future, including 55% who are extremely likely.

Future use of other Games in the series

Around two-fifths of users (42%) are likely to use The Be Real Game in the future and 16% are likely to use The Make it Real Game.

Across organisations, users from non-school organisations were the most likely to indicate that they would use the other Games in the future, with 81% likely to use The Be Real Game and 40% likely to use The Make it Real Game.

1.3 Discussion

- Overall, there is good use of The Real Game among schools and non-school organisations among those who have purchased it, and a very high perception of participant enjoyment, effectiveness and likelihood to use and recommend in the future. This provides a strong base for DEST should it wish to offer new or different products to organisations in the future.
- The significant benefits of The Real Game identified by users can be incorporated into communications and marketing of The Real Game to increase the appeal of the product to potential purchasers.
- Current users can be supported to continue using the Games by:
 - Maintaining access to training
 - Ensuring availability of replacement materials for the Game kits
 - Continuing to update kit materials

The research indicates that it will be very important to keep the product relevant to young people and the very wide range of students using The Real Game – care must be taken to ensure that it is not perceived as “too middle-class focused”.

- CBSR suggests that this type of user research is repeated in the future to ensure that The Real Game continues to meet user needs. DEST may also wish to include in future research obtaining feedback from Real Game participants i.e. students who provide valuable insight into the experience of playing the Game and it's impact on subject, career and life choices.

It should also be noted that this survey was conducted only with organisations who had purchased The Real Game. It therefore cannot provide information to DEST regarding why some schools have not purchased The Real Game. DEST may wish to consider investigating this issue further given the positive impact The Real Game is perceived to have for organisations and participants.

- While the current research provides a useful and timely picture of use of The Real Game in organisations, four other Games have been released in Australia since 2001 with one Game remaining unreleased as yet. DEST may wish to consider replicating this type of

research for the other Games to provide an understanding of usage and user perceptions of each product.

2 INTRODUCTION

Colmar Brunton Social Research (CBSR) was approached by the Department of Education, Science and Training (DEST) to conduct research into The Real Game Series in schools and non-school organisations. This report presents the findings of this research.

2.1 Background

In 2000 DEST piloted the first in a series of educational Games to Australian schools, called The Real Game Series. Originally developed in Canada, the series aims to integrate career education with 'life skills' to produce a program which helps students to see the connections between school studies and life in 'the real world'.

To date five of the six Games in the series have been released to Australian schools:

- *The Play Real Game* – for students aged 8 to 10 (piloted in 2003);
- *The Make It Real Game* – for students aged 10 to 12 (piloted in 2001); and
- *The Real Game* – for students aged 12 to 14 (piloted in 2000);
- *The Be Real Game* – for students aged 14 to 16 (piloted in 2001); and
- *The Get Real Game* – for students aged 16 to 18 (piloted in 2003).

The current research focused on The Real Game (12 to 14 years), which was released in Australia in 2002 after piloting in 2000, although future and current use of The Make it Real Game and The Be Real Game were also assessed.

2.2 Research objectives

The objectives of the current research were to investigate The Real Game in schools and non-school organisations to determine:

- Current usage levels of the Game among those who have purchased it;
- How the Game is being used and with whom;
- Perceptions of the Game (in terms of effectiveness and enjoyment);
- Outcomes for participants;
- Training levels among users and barriers to training; and
- Levels of ownership and future use of The Make it Real Game and The Be Real Game.

3 METHODOLOGY IN BRIEF

In order to fulfil the objectives of the research, a five phase methodology was adopted including both quantitative and qualitative research (see Figure 1).

After the initial scoping stage, in which the project objectives, methodology and timeline were confirmed, CBSR in collaboration with DEST developed a draft questionnaire. This questionnaire was refined using cognitive testing, in which interviews with members of the target audience are completed in order to understand how respondents interpret and answer questions. In this case 5 interviews were completed with users in schools and non-school organisations, across Western Australia, New South Wales, Victoria and Tasmania.

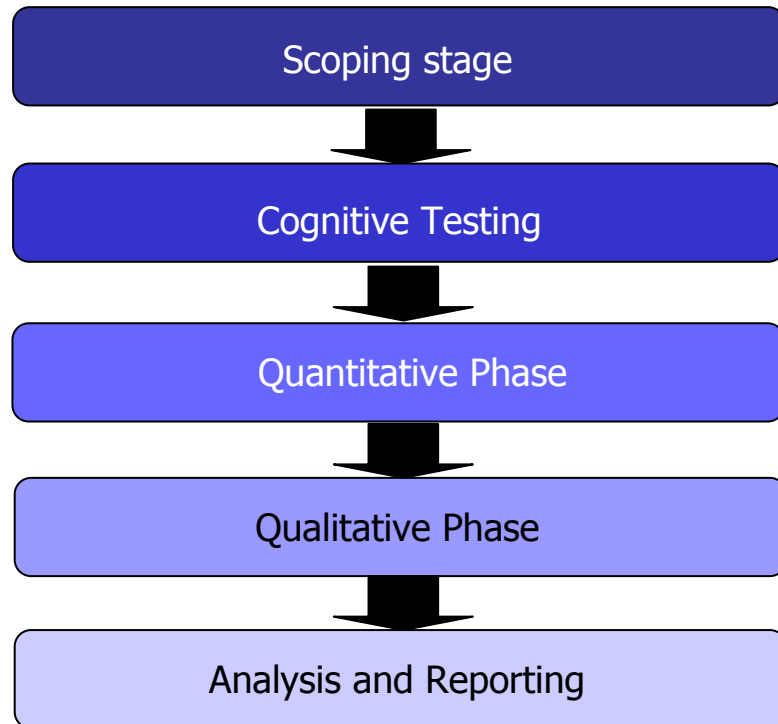
After testing and refinement, the questionnaire was mailed-out to all organisations who purchased The Real Game on or before December 2003 (n=746, see *Appendix A: Questionnaire*). The questionnaire was designed as a scannable form and data entry was completed using Optical Mark Reading (OMR) technology. One and a half weeks after the original mail-out, a random sample of 200 non-responding users received a reminder telephone call to boost the response rate (see *Appendix B: Reminder call script*). The survey was in field for a total of 3 weeks.

A total of n=285 users responded to the mail-out, resulting in a response rate of 38%. However, a number of forms were blank or unreadable, resulting in a useable sample of n=264, an effective response rate of 35%. Users indicated that the median time to complete the form was 8 minutes.

After completion of the quantitative phase, n=6 users (sampled from more than 100 users who indicated that they would be happy to be re-contacted) were recruited for follow-up qualitative interviews (see *Appendix C: Discussion Guide*). Each interview lasted one hour and was conducted via telephone. Participants were offered an incentive of \$40 to be paid to their school for completing the research.

The results from both the quantitative and qualitative phases of the research are presented in this document.

Figure 1: Stages of the research



3.1 Interpretive notes

Tables and percentages

Percentages are rounded to whole numbers. Figures/tables may not always add to 100% due to rounding.

Base sizes for each question are shown under the graph or table where the data is presented.

Classification of ratings

Although likelihood and effectiveness scales are measured on a 10-point scale, these scales have been collapsed to five points for ease and clarity of analysis. Thus, for five point scales:

- a rating of 1 or 2 is classified as extremely unlikely/ineffective;
- a rating of 3 or 4 is classified as unlikely/ineffective;
- a rating of 5 or 6 is classified as neither likely/effective nor unlikely/ineffective;
- a rating of 7 or 8 is classified as likely/effective; and
- a rating of 9 or 10 is classified as extremely likely/effective.

Terms

Throughout the report The Real Game (12 to 14 years) is referred to as 'the Game'. Whenever other Games in the series are mentioned, they are given their full title.

Reporting correlations

Correlations assess the level of 'relatedness' of two variables. Correlations are expressed as a correlation coefficient, or 'r' value, which ranges from -1 to 1. The closer the figure is to 1, the more *positively* correlated are the two variables. In other words, as the values of one variable increase, so do the values in the other variable. For example, a positive correlation between effectiveness and likelihood to recommend would indicate that individuals who consider a product more effective are also more likely to recommend the product.

A *negative* correlation indicates that as the values of one variable increase, the values of the other variable decrease. For example, a strong negative correlation (i.e.: close to -1) between effectiveness and likelihood to recommend would indicate that individuals who consider the product more effective are also *less* likely to recommend it.

4 FINDINGS

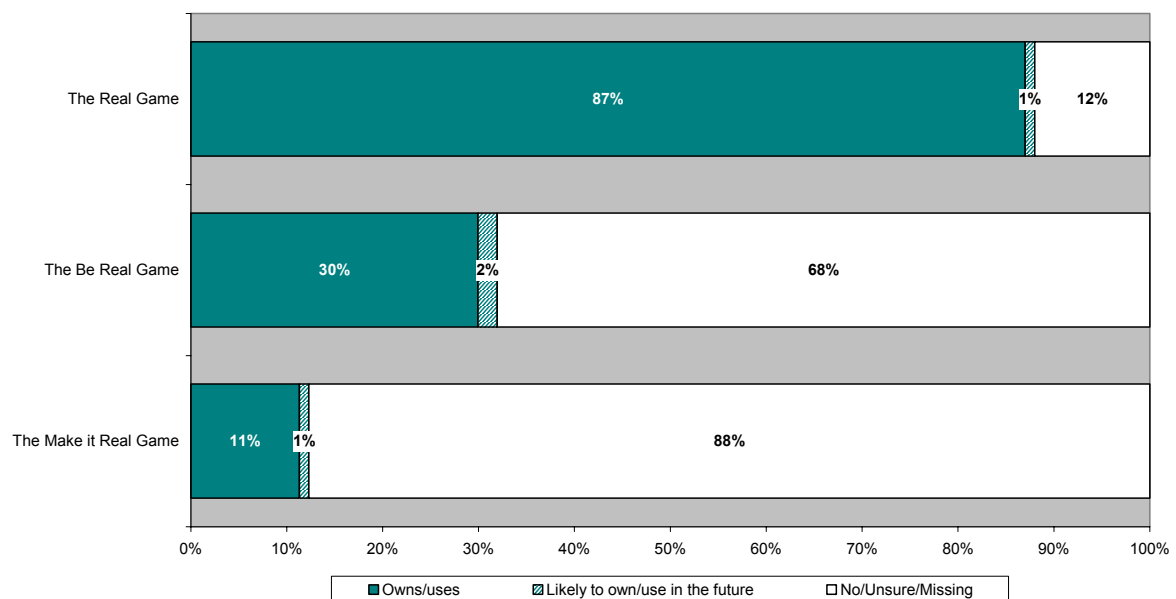
4.1 Awareness and Take-up of The Real Game Series

Almost all survey respondents currently own and/or use The Real Game, The Make it Real Game or The Be Real Game (95%). The remaining 5% of respondents failed to answer these questions.

Figure 2 shows the ownership and use of The Real Game, The Be Real Game, and The Make it Real Game. As expected, the majority of the sample own or use The Real Game (87%). One third of respondents own The Be Real Game (30%), and 11% own The Make it Real Game.

It should be noted that, while The Real Game was released in 2001 (after the release of a pilot version in 2000), the other Games were not released until 2003. Furthermore, as the survey targeted users of The Real Game, it is likely that users of the other Games may be under represented in the sample.

Figure 2: Ownership and use of The Real Game, Make it Real Game and Be Real Game



Which of the following kits from The Real Game Series does your organisation currently OWN or USE and which is it LIKELY TO USE IN THE FUTURE?

Q1: The Make it Real Game (10 to 12 yrs)

Q2: The Be Real Game (14 to 16 yrs)

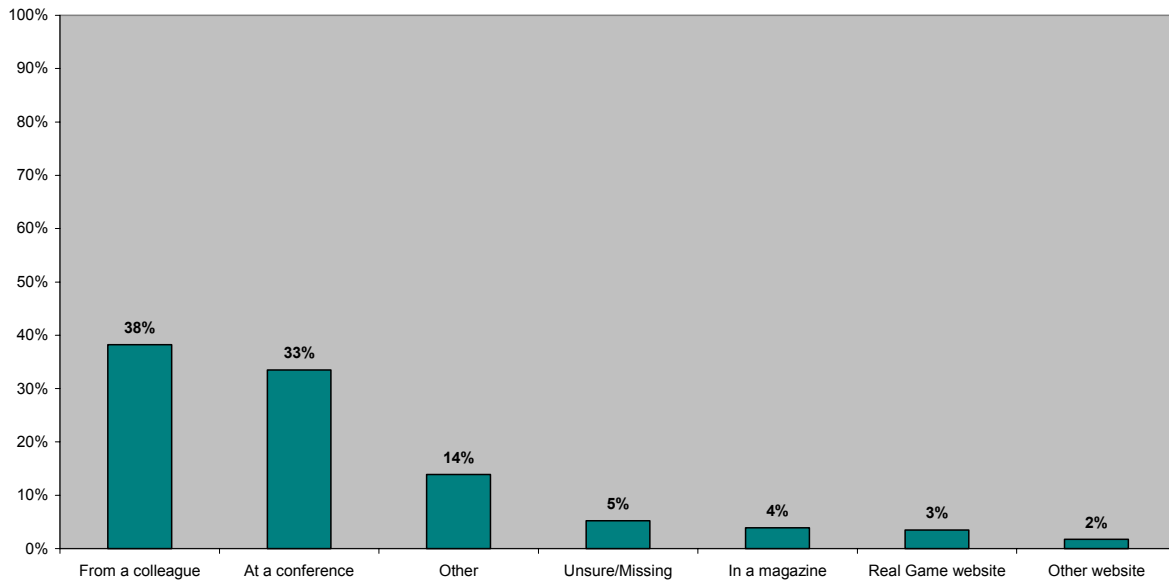
Q3: The Real Game (12 to 14 yrs)

Base: All respondents (n=264)

Only minimal advertising of The Real Game was undertaken by DEST, which is reflected in the result that the most common avenue by which users became aware of the Game was via a colleague (38%, see Figure 3). Around one third of users became aware while attending a conference (33%), while fewer than 5% read about the Game in a magazine (4%), visited The Real Game website (4%) or visited some other website (2%).

Examples of 'other' sources of information include organisations such as the Australian Careers Council, the Careers Association of Victoria and the Catholic Education Commission, and Regional Vocational Education Coordinators.

Figure 3: Awareness of The Real Game



Q4: How did you *FIRST* find out about *The Real Game* (12 to 14 yrs)?
Base: Owners of *The Real Game*, (n=230)

Methods of finding out about the Game vary little across different organisation types (Table 1). However, users from Independent or Christian schools are somewhat more likely to have read about the Game in a magazine (12%), and less likely to have consulted a colleague (29%) than users from other organisation types.

Table 1: Awareness by organisation type

	Government school (n=173)	Catholic school (n=17)	Independent/Christian school (n=17)	Non-school organisation (n=14)
From a colleague	40%	41%	29%	43%
At a conference	36%	35%	24%	36%
In a magazine	3%	-	12%	7%
Real Game website	3%	6%	-	7%
Other website	2%	-	6%	-
Other	14%	12%	24%	7%
Unsure	1%	6%	6%	-

Q4: How did you *FIRST* find out about *The Real Game* (12 to 14 yrs)?

Users from South Australia or the Northern Territory were more likely to have heard about the Game via a colleague (62%) than users from other locations (see Table 2). Victorian users were more likely to have attended a conference.

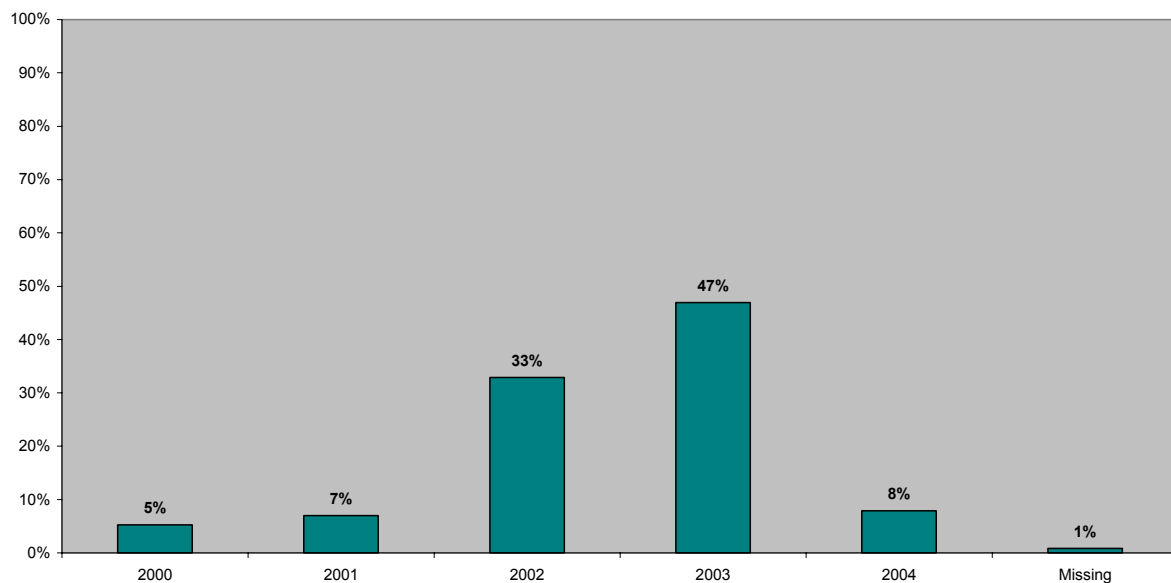
Table 2: Awareness by State

	NSW (n=50)	VIC (n=75)	QLD (n=38)	WA (n=40)	SA/NT (n=13)	TAS (n=5)
From a colleague	30%	41%	50%	35%	62%	20%
At a conference	34%	43%	24%	38%	23%	20%
In a magazine	2%	1%	8%	10%	-	-
Real Game website	8%	3%	3%	-	-	20%
Other website	2%	3%	-	3%	-	-
Other	20%	9%	16%	13%	15%	40%
Unsure	4%	-	-	3%	-	-

Q4: How did you FIRST find out about The Real Game (12 to 14 yrs)?

Figure 4 shows the year in which users purchased their first copy of The Real Game. Just under half of all Real Game users purchased the Game in 2003 (47%), with a further 33% having purchased in 2002.

Figure 4: Year of purchase



Q5: In what year did your organisation purchase its FIRST copy of The Real Game (12 to 14 yrs)?

Base: Owners of The Real Game, (n=230)

4.2 How The Real Game is used

This section discusses various aspects of how The Real Game is used in schools and non-school organisations. Aspects include:

- Number of times the Game has been delivered;
- Number of staff who have been involved in delivering the Game;
- Ages of the participants; and
- Number of participants.

4.2.1 Frequency of delivery

Just under half of all users have delivered the Game one to two times (46%, see Figure 5). A further 20% have delivered 3-4 times, 17% have delivered 5-9 times and 8% have delivered 10 times or more.

Factors emerging from the qualitative research which may explain the frequency of use included:

- Length of ownership of the Game
- Preparation time
- Delivery time for the full Game

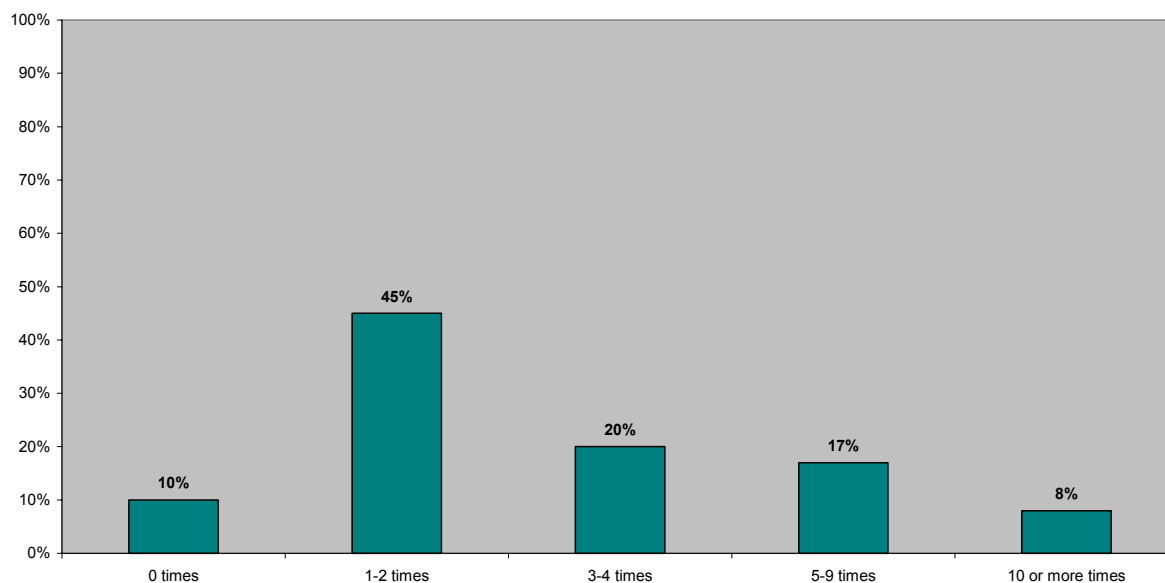
As mentioned above (see Figure 4: Year of purchase), the majority of users purchased their first copy of the Game between 2002 and 2003. Furthermore, 72% of users who have used the Game 1-2 times purchased between 2003 and 2004, leaving users little time to deliver the Game more than twice.

Furthermore, a number of users interviewed in the qualitative phase indicated that in order to 'get the best' out of the Game, a considerable amount of preparation time is required. This time is devoted to familiarising users with the materials, coordinating staff from other disciplines to assist with the Game and updating, extending or modifying materials for specific participant groups.

Finally, another factor constraining the frequency of use is the perceived duration of the Game.

"To deliver the whole program is 24 hours of instruction ... Teachers need to make decisions about who and where to run it, with which teachers and in which subjects..."

For some users, the Game replaced entire careers programs in the school and was delivered over the course of two semesters. For these users, the Game was generally only delivered once per year.

Figure 5: Number of times The Real Game has been delivered

Q8: Since your organisation began using its first copy of The Real Game (12 to 14 years), how many times (in numbers) throughout your organisation has ... the full version (all sessions) of the Game been delivered? ... a shorter version using only selected parts of the Game been delivered?

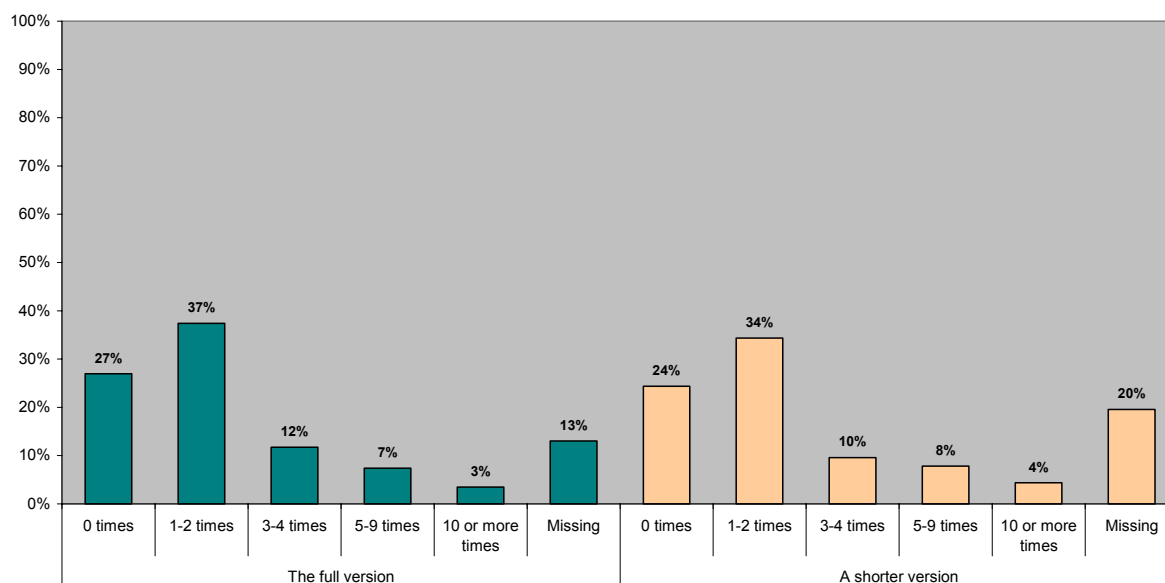
Base: Owners of The Real Game, (n=230)

Other differences

- Organisations with 5 or more staff who had delivered the Game were more likely to have delivered the Game 10 times or more (39% for those with 5-9 staff and 39% for those with 10 or more staff).
- 94% of those who had used the Game 10 or more times rated it as 'effective' or 'extremely effective'.

Cognitive testing of the questionnaire revealed that a number of users delivered a shortened version of the Game, in which only selected parts were delivered to participants. Figure 6 shows that similar proportions of users delivered the full and a shortened version of the Game.

Figure 6: Number of times The Real Game has been delivered (full and shorter versions)

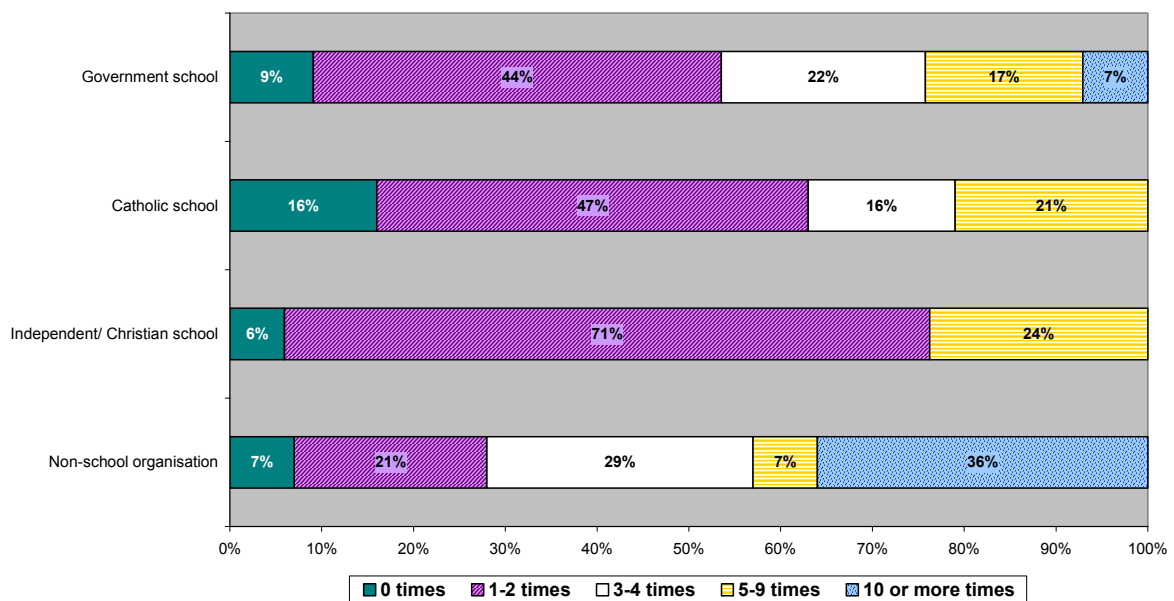


Q8: Since your organisation began using its first copy of The Real Game (12 to 14 years), how many times (in numbers) throughout your organisation has ... the full version (all sessions) of the Game been delivered? ... a shorter version using only selected parts of the Game been delivered?

Base: Owners of The Real Game, (n=230)

Users from non-school organisations were more likely to have delivered the Game 10 times or more (36%) than were users from schools (see Figure 7). Users from Catholic schools were more likely to have purchased and not delivered the Game (16% compared with 9% or fewer in other organisations).

Figure 7: Number of times The Real Game has been delivered by Organisation type

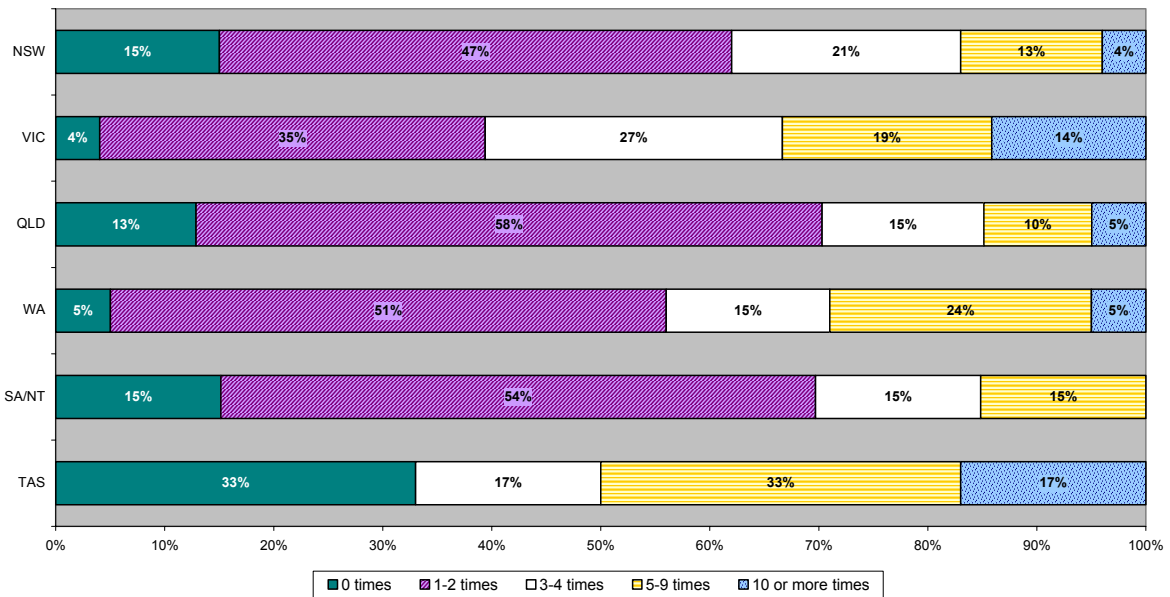


Q8: Since your organisation began using its first copy of The Real Game (12 to 14 years), how many times (in numbers) throughout your organisation has ... the full version (all sessions) of the Game been delivered? ... a shorter version using only selected parts of the Game been delivered?

Base: Owners of The Real Game, (Government school, n=180; Catholic school, n=19; Independent/Christian school, n=17; Non-school organisation, n=14)

Users from Victoria (14%) and Tasmania (17%) were more likely to have delivered the Game 10 times or more (see

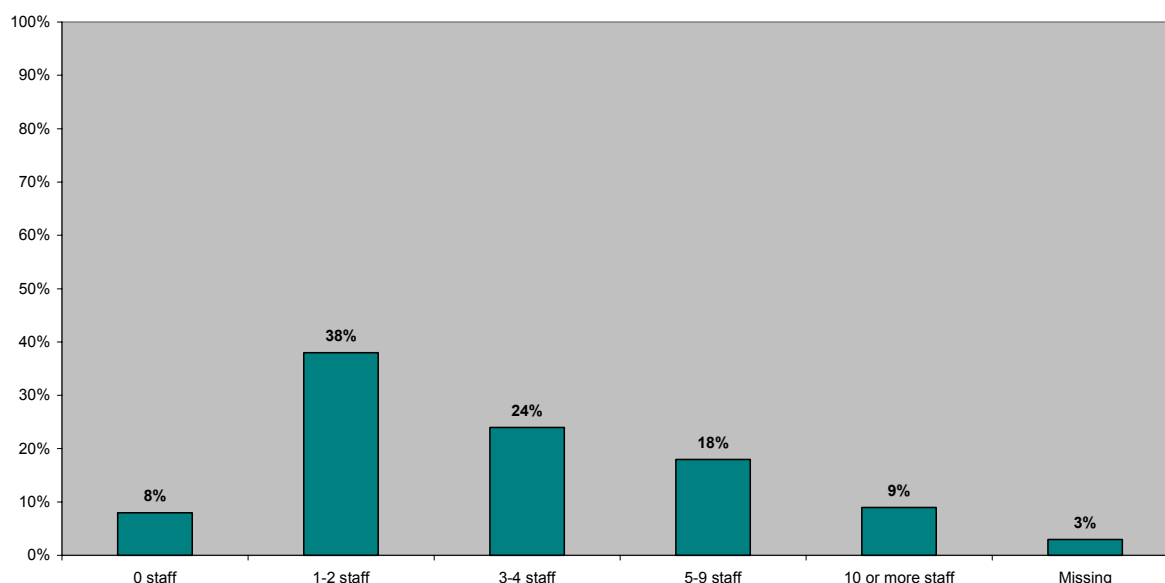
Figure 8). Those in Tasmania were also more likely to have purchased and not delivered the Game (33%). However, figures from Tasmanian users should be treated with caution due to the small number of users responding (n=6).

Figure 8: Number of times The Real Game has been delivered by State/Territory

Q8: Since your organisation began using its first copy of The Real Game (12 to 14 years), how many times (in numbers) throughout your organisation has ... the full version (all sessions) of the Game been delivered? ... a shorter version using only selected parts of the Game been delivered?

Base: Owners of The Real Game, (NSW, n=53; VIC, n=77; QLD, n=40; WA, n=41; SA/NT, n=13; TAS, n=6)

In the majority of organisations (62%) between one and four staff members have delivered The Real Game to participants. This may be partly due to the need for users to undergo training before delivering the Game, meaning that only those who have completed the training have gone on to deliver the Game.

Figure 9: Number of staff who have delivered The Real Game

Q6: How many people in total within your organisation have delivered The Real Game (12 to 14 yrs)?
Base: Owners of The Real Game, (n=230)

By far the most common age group to which the Game was delivered was 13 to 14 years (70%, see

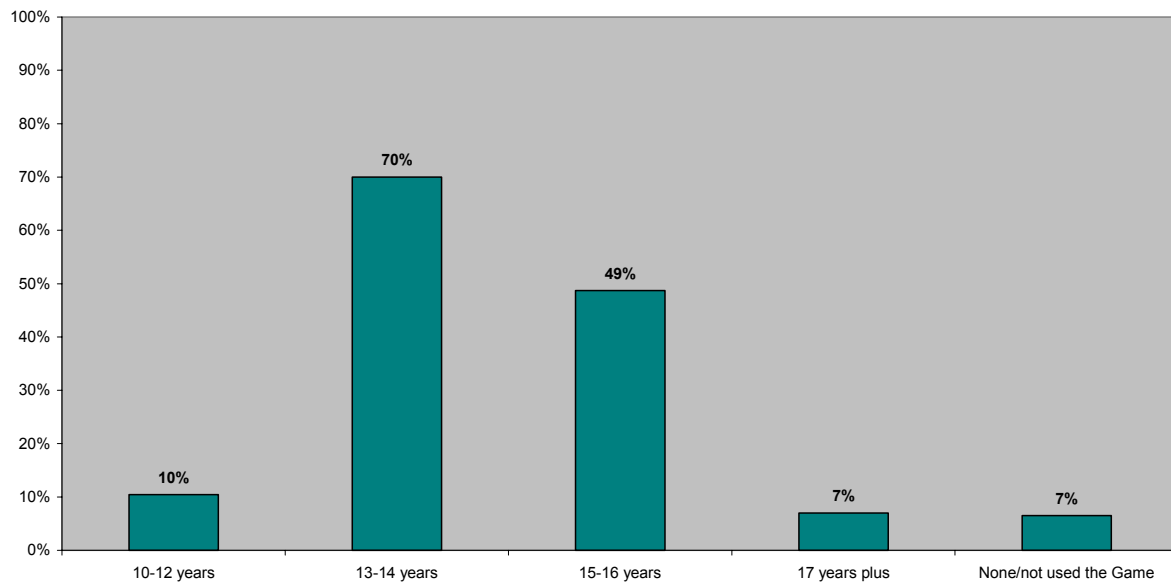
Figure 10) which is within the recommended age range for the Game (12 to 14 years). However, almost half of all users had also delivered the Game to participants aged 15 to 16 years (49%).

An explanation for this may be found in that a number of staff expressed the opinion that the Game is adaptable and enjoyable enough to be suitable for students from different age groups and levels of ability. These staff felt that the Game has 'something for everyone' and were confident that both older and younger students could benefit from the Game.

However, a small number of users (4%) felt that aspects of the Game were too advanced for younger participants. The main concerns about the level at which the Game is pitched centred on literacy and numeracy.

"For some students in year 8 the language level of some activities is too high. More word use/word recognition activities to accompany the VUT would be useful."

Other users found that the strong careers focus of the Game was more relevant to participants in Year 10 of high school than to younger students, as many students are required to choose their Year 11 and 12 subjects in Year 10. In these cases, the Game was used to inform students about the implications of their subject choices for post-secondary education and career paths.

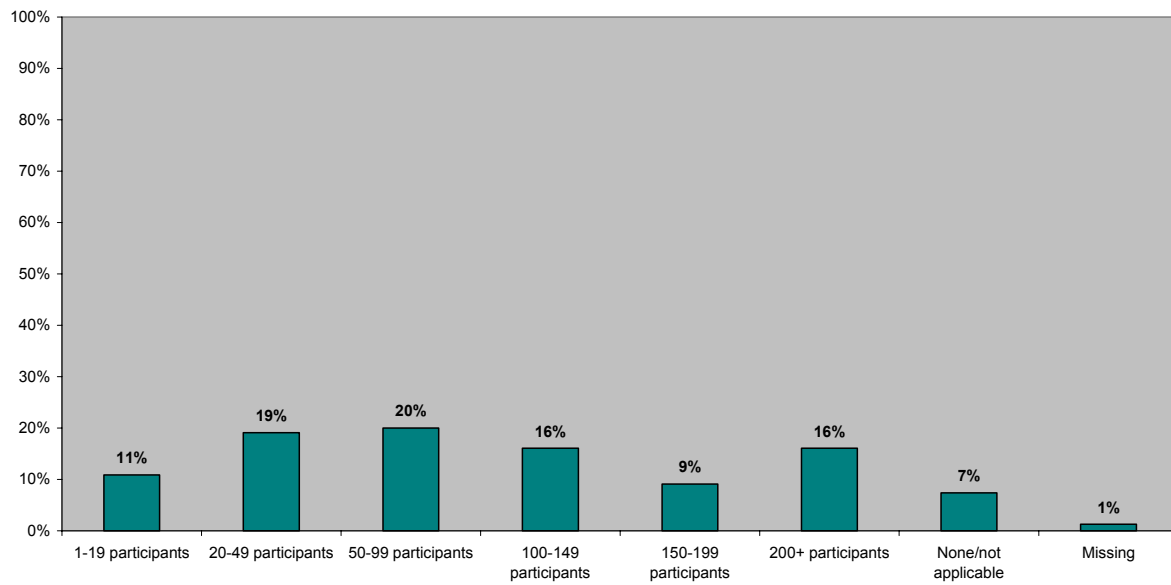
Figure 10: Age groups

*Q9: What age groups has your organisation delivered all or parts of The Real Game (12 to 14 yrs) to?
Base: Owners of The Real Game, (n=230)*

In around one-fifth of organisations the Game has been delivered to between 50 and 99 participants (20%, see Figure 11). A further 19% have delivered to between 20 and 49 participants, and 16% each have delivered to between 100 and 149 participants and to 200 or more participants.

Other differences

- Organisations in which the Game was delivered to 10-12 years were more likely to have no trained staff members (20%).

Figure 11: Number of participants

Q10: Please estimate how many participants in total have played The Real Game (12 to 14 yrs) with your organisation?

Base: Owners of The Real Game, (n=230)

Other differences

- Organisations who had delivered to 200 or more participants were more likely to have 5 or more trained staff (35%).

4.3 Using The Real Game

This section discusses the ways in which The Real Game has been used in schools and non-school organisations. This includes:

- Whether the Game is incorporated into the curriculum or used as an extra activity (or used in some other way);
- The proportion of organisations who deliver the Game to specific groups of participants; and
- The proportion of users who were assisted in delivering the Game.

4.3.1 The Real Game and school curricula

As shown in Figure 12, the majority of users (70%) incorporate the Game into their school curriculum. One quarter (25%) use the Game as an extra activity and 7% use the Game in some other way.

When incorporated into the curriculum, the Game was most commonly delivered as part of Careers, Society and History or English classes. Some users mentioned delivering single components of the Game in Maths or Economics classes.

Users identified a number of benefits for both staff and students of integrating the Game into their curriculum. One clear benefit for staff was the opportunity for staff from different disciplines to work together to create an integrated curriculum around the Game. As the Game is felt to encompass disparate subjects such as those mentioned above, it is often delivered across different classes, which requires a level of coordination between teachers that would not normally occur and results in increased communication.

"We also used the Game as professional development for teachers – getting them to create an integrated curriculum. Teachers had to communicate with each other..."

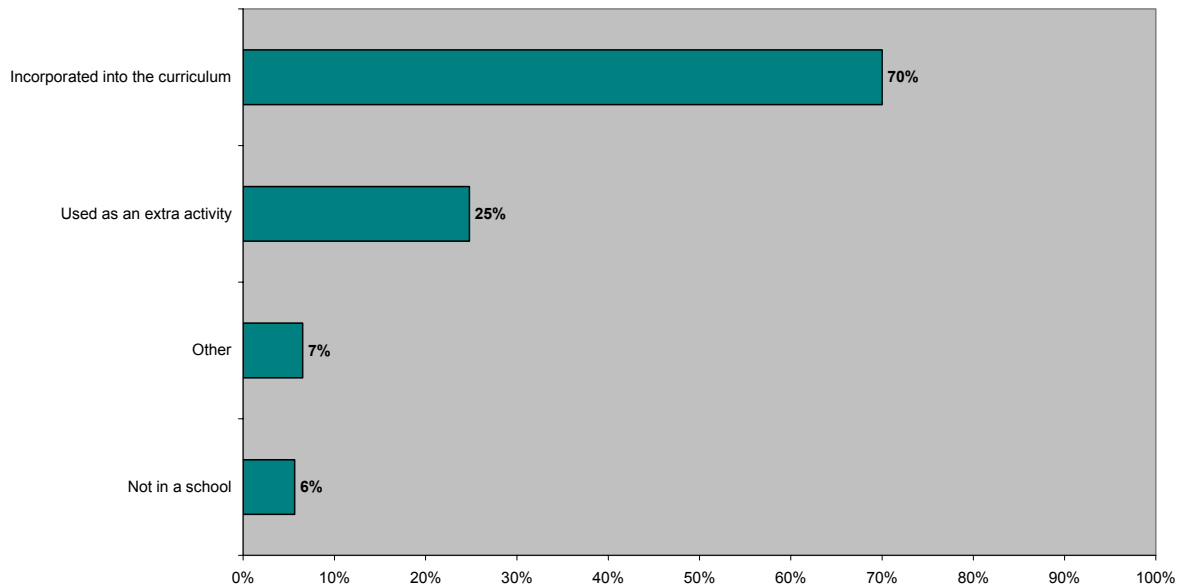
"In terms of integrating, we used the Game fully for the curriculum. It solved a number of problems for us – as a vehicle for career education it resulted in better subject selection choices for students and a greater understanding of what the world was and would be like."

Examples of the Game delivered as an extra activity include delivery to Year 10 students after the completion of their School Certificate to 'fill a gap', delivery as part of a 'careers week' and delivery to students remaining at school while others are at a school camp.

"After their School Certificate (in Year 10), students aren't allowed to start senior work, but they have to be occupied."

"We decided to have special activities at the end of each term, different learning experiences. The main part of careers week for Year 9's is the Game."

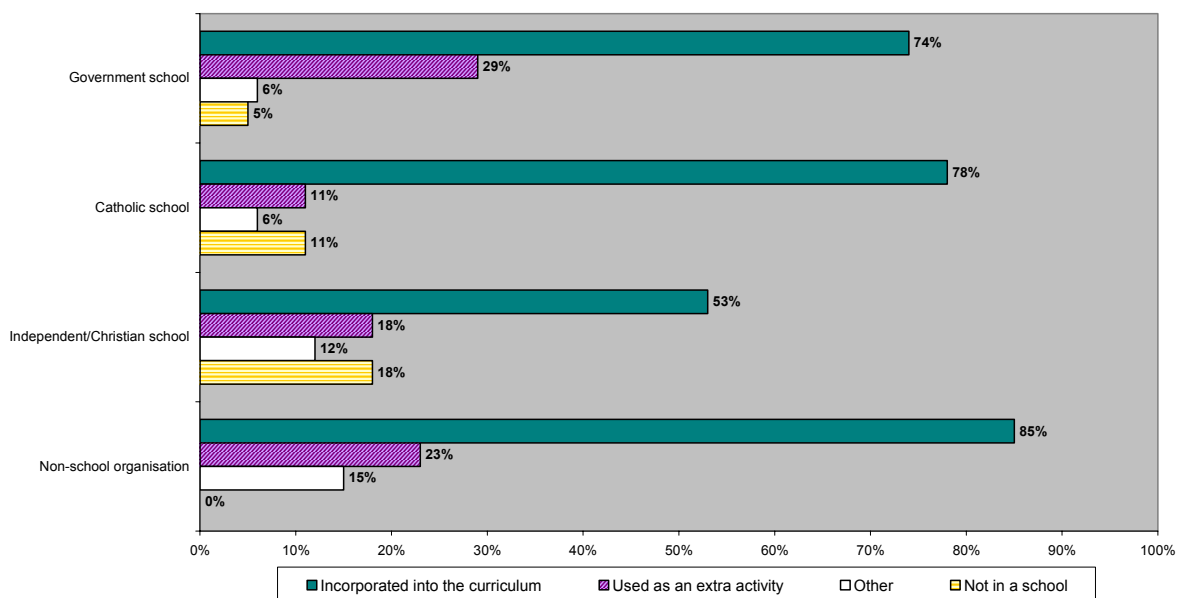
Figure 12: Ways of using The Real Game



Q11: If you are in a school, is The Real Game (12 to 14 years)...
 Base: Owners of The Real Game, (n=230)

Across all organisation types, the majority of users incorporated the Game into their curriculum (ranging between 53% for Independent and Christian schools and 85% for non-school organisations, see Figure 13). Users from Government schools were most likely to have also used the Game as an extra activity (29%).

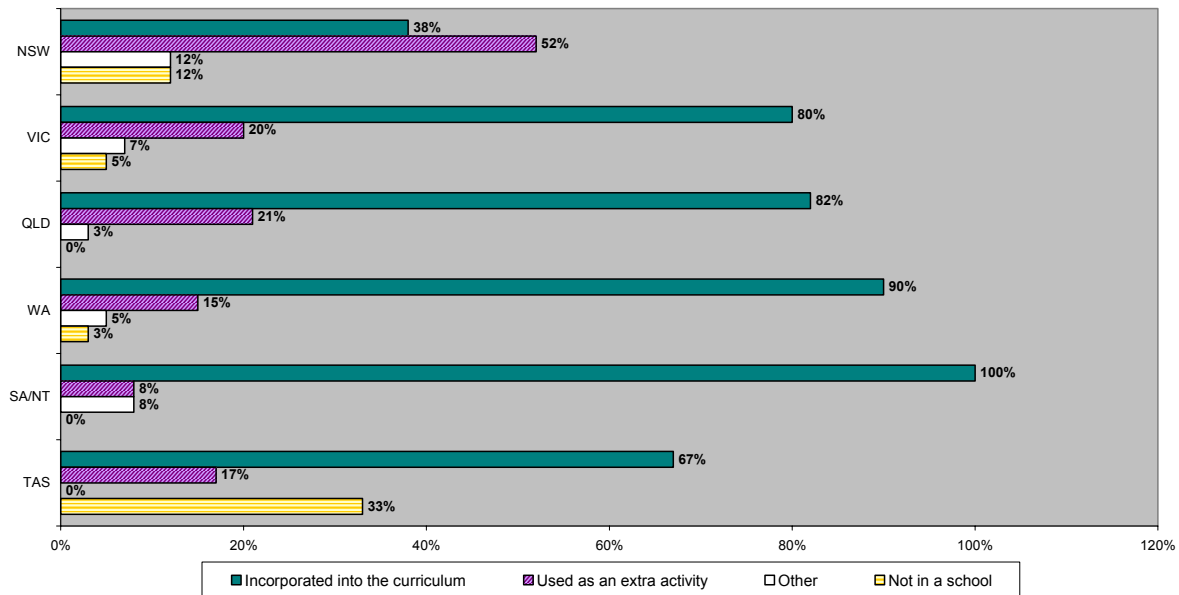
Figure 13: Ways of using The Real Game by Organisation type



Q11: If you are in a school, is The Real Game (12 to 14 years)...
 Base: Owners of The Real Game, (Government school, n=172; Catholic school, n=18; Independent/Christian school, n=17; Non-school organisation, n=13).

In all States and Territories except for New South Wales, the majority of users incorporated the Game into their curriculum (ranging from 67% in Tasmania¹ to 100% in South Australia and the Northern Territory, see Figure 14). In New South Wales, just 38% of users incorporated the Game and 52% used it as an extra activity.

Figure 14: Ways of using The Real Game by State/Territory



Q11: If you are in a school, is The Real Game (12 to 14 years)...

Base: Owners of The Real Game, (NSW, n=50; VIC, n=75; QLD, n=38; WA, n=39; SA/NT, n=12; TAS, n=6).

4.3.2 Delivery to specific groups

Users were asked to indicate whether they had delivered the Game to any of the following participant groups within their organisation:

- Indigenous students
- Students from a non-English speaking background (NESB)
- Young offenders
- Students at risk academically
- Other students at risk
- International students

The most common group to which the Game had been delivered was students at risk academically (56% of users had delivered to this group, see Figure 15). Around one-third of users had delivered to other students at risk (31%) or to Indigenous students (29%), while

¹ Results from Tasmania should be treated with caution and considered indicative only, due to the small sample size (n=6)

fewer had delivered to NESB students (12%), young offenders (5%) or International students (5%). It should also be noted that 36% of users stated they had delivered to 'other' groups and 22% had delivered to no groups.

Users were generally positive about using the Game with specific groups. One benefit of delivering the Game to students from specific groups was that they could be integrated into the class and feel 'part of the team'. Some staff made modifications to parts of the Game in order to facilitate this integration.

"For our ESL [English as a second language] kids, maths is a universal language. The Game allowed them to experience success in that area."

"Those students [with special needs] were integrated into the class. It was important to them to feel part of the class and experience some success. Where necessary they could be given an easier task and buddied up with someone else."

Other users felt that the Game catered for a broad audience, and as it is enjoyable, it is able to engage participants at a range of ability levels.

"We have students at risk and Indigenous students with a range of ability levels – some are very low literacy and numeracy. Even the weaker students could get into this [the Game]."

However, some users felt that specific groups weren't catered for sufficiently. For example, some felt that students who are less motivated academically are not 'pushed' by the Game to perform well.

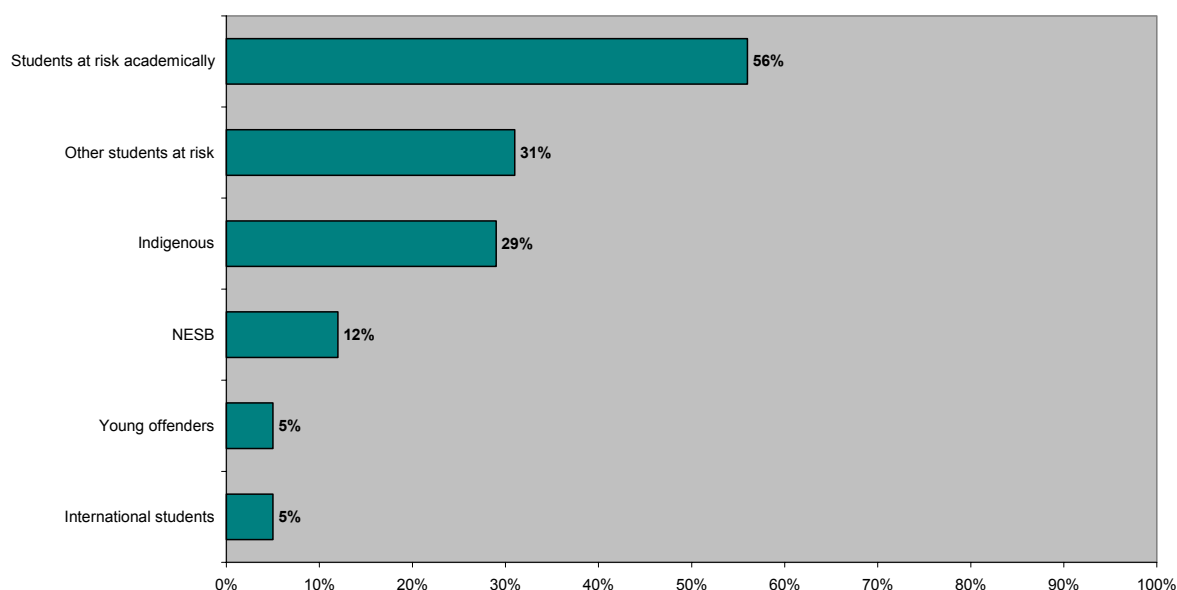
"For those struggling academically the Game doesn't meet them as well as it should. A lot of them would rely on other kids – it doesn't put the pressure on everybody to perform."

Other users felt that the Game assumed that participants come from a certain type of 'middle class' family background, and placed undue importance on work and money. For students who do not have this background (especially some Indigenous students) the Game is less relevant.

"It [the Game] assumes that students come from a background of work and not a social security dependent background. Students in some localities have no working role model."

"There are many integral concepts and mindsets which are prerequisite to the 'experiential journey' for students from an Indigenous background in Australia. There is a heavy reliance upon prior knowledge in a sector of our society where it doesn't exist."

"As we have used it with 'at risk' students we would gain from some inclusion of life skills, a little less 'middle class'. It is not as suitable with students who are not mainstream, i.e.: limited motivation, frequent absences, low literacy/numeracy."

Figure 15: Delivery of The Real Game to specific groups

*Q12: Which of the following specific groups have you delivered all or parts of The Real Game (12 to 14 yrs) to?
Base: Owners of The Real Game, (n=230)*

Government schools were most likely to have delivered the Game to Indigenous students (32%, see Table 3), while Independent and Christian schools were most likely to have delivered to International students (19%) and least likely to have delivered to students at risk academically (19%).

Table 3: Delivery of The Real Game to specific groups by Organisation type

	Government school (n=173)	Catholic school (n=19)	Independent/Christian school (n=16)	Non-school organisation (n=13)
Indigenous	32%	26%	25%	15%
NESB	13%	11%	6%	15%
Young offenders	6%	-	-	8%
Students at risk academically	61%	58%	19%	62%
Other students at risk	34%	42%	6%	31%
International students	4%	5%	19%	8%
Other	38%	37%	25%	39%
None	21%	32%	44%	15%

Q12: Which of the following specific groups have you delivered all or parts of The Real Game (12 to 14 yrs) to?

Queensland users most commonly delivered to Indigenous and NESB students (48% and 23% respectively, see Table 4). Users in Western Australia were most likely to have delivered to none of these groups (30%).

Table 4: Delivery of The Real Game to specific groups by State/Territory

	NSW (n=51)	VIC (n=74)	QLD (n=39)	WA (n=40)	SA/NT (n=12)	TAS (n=5)
Indigenous	31%	12%	48%	45%	33%	20%
NESB	12%	12%	23%	5%	17%	-
Young offenders	2%	10%	5%	-	-	20%
Students at risk academically	47%	62%	59%	56%	75%	60%
Other students at risk	26%	34%	41%	30%	33%	40%
International students	2%	7%	5%	3%	8%	20%
Other	39%	38%	33%	35%	42%	40%
None	28%	22%	15%	30%	17%	20%

Q12: Which of the following specific groups have you delivered all or parts of The Real Game (12 to 14 yrs) to?

4.3.3 Assistance

Users were asked if anyone from the following groups had ever assisted with sessions of the Game in their organisation:

- Teachers or staff from other disciplines
- Other schools
- Parents
- Industry representatives
- Community groups

Overall, 62% of users obtained assistance in delivering the Game. As is shown in Figure 16, users were most commonly assisted by staff from other disciplines (55%). Fewer users were assisted by other people, including industry representatives (15%), parents (13%), community groups (11%) or other schools (3%).

Users identified a number of benefits of seeking assistance in delivering the Game, both for staff and students. For staff, receiving assistance from other staff members facilitated professional dialogue and communication between faculties.

"Professional dialogue [was the main advantage]. Being from a different discipline they [other teachers] have a different approach – they can swap ideas about how to deliver the Game."

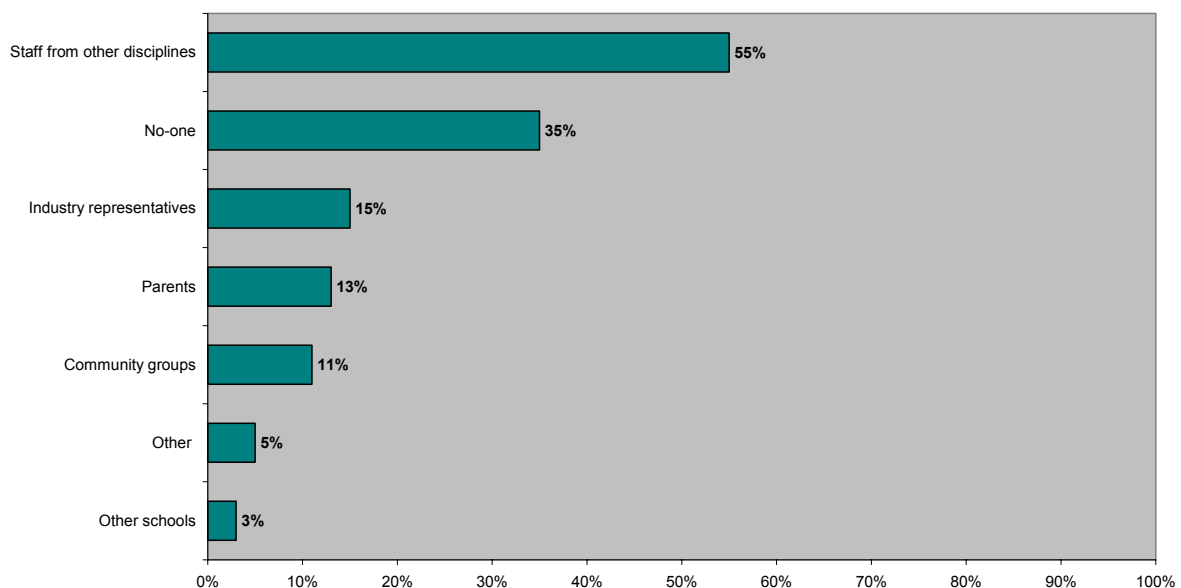
Users also felt that attending assisted sessions of the Game helped students to embed their learning in a context of real career paths, especially when parents and members of the community assisted. In these cases, assistance was generally in the form of 'guest speakers'.

"We got in outside people, people they saw around the community to talk about how they got to where they are. It gave them a real life example – being from a small community they know these people and like finding out how they arrived at doing that job."

"[Having outside assistance] gave the big picture. They were not just playing a game with a start and a finish – it gave a real reason why we play the game, as it fits in with future aspirations and choices they make now."

One final benefit of receiving assistance with the Game was greater communication between students and their parents. Although this outcome was noticed in general with all participants (see Section 4.4.2 Participant outcomes) it was particularly noticeable when parents assisted in sessions of the Game.

Figure 16: Assistance in delivering The Real Game



Q13: Which of the following have ever assisted in any sessions of The Real Game (12 to 14 yrs)?
Base: Owners of The Real Game, (n=230)

Users in non-school organisations were more likely than those in schools to have obtained assistance from parents (23%), industry representatives (23%) and community groups (31%, see Table 5). Users in Government schools were the only users who received assistance from other schools (3%).

Other differences

- Organisations in which 10 or more staff delivered the Game were more likely to have been assisted by staff from other disciplines (81%), and less likely to have received no assistance (14%).
- Similarly, organisations with 10 or more trained staff were also more likely to have been assisted by other staff (91%), and less likely to have received no assistance (0%).

Table 5: Assistance in delivering The Real Game by Organisation type

	Government school (n=174)	Catholic school (n=19)	Independent/Christian school (n=17)	Non-school organisation (n=13)
Staff from other disciplines	54%	47%	77%	77%
Other schools	3%	-	-	-
Parents	12%	16%	12%	23%
Industry representatives	16%	16%	12%	23%
Community groups	9%	16%	12%	31%
Other	6%	-	12%	-
No-one	38%	47%	18%	23%

Q13: Which of the following have ever assisted in any sessions of The Real Game (12 to 14 yrs)?

Users in Western Australian organisations were less likely than those from other States/Territories to have received assistance from staff from other disciplines (35%, see Table 6), and more likely to have received no assistance (55%). Those in South Australia and the Northern Territory were more likely to have received assistance from industry representatives (25%) and community groups (25%).

Table 6: Assistance in delivering The Real Game by State/Territory

	NSW (n=51)	VIC (n=76)	QLD (n=39)	WA (n=40)	SA/NT (n=12)	TAS (n=5)
Staff from other disciplines	59%	61%	67%	35%	58%	60%
Other schools	6%	1%	-	-	8%	20%
Parents	4%	12%	26%	13%	17%	20%
Industry representatives	16%	12%	23%	13%	25%	20%
Community groups	4%	13%	18%	8%	25%	-
Other	6%	4%	8%	3%	17%	-
No-one	33%	36%	28%	55%	17%	40%

Q13: Which of the following have ever assisted in any sessions of The Real Game (12 to 14 yrs)?

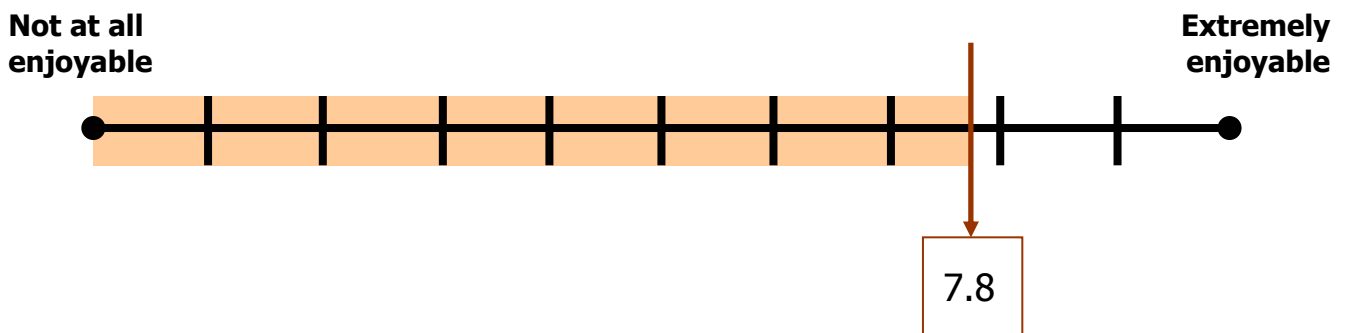
4.4 Perceptions of The Real Game

Users were asked to assess The Real Game on a number of dimensions relating to their perceptions of the Game. In this section, participant enjoyment, positive outcomes for participants and effectiveness of the Game as a resource for organisations are discussed.

4.4.1 Participant enjoyment

As shown in Figure 17, on average users rated the Game 7.8 out of 10 for participant enjoyment. This result was also found to be consistent across organisation types, locations and a number of variables relating to how the Game is used (including age groups, times delivered, delivery to special groups and delivery with assistance).

Figure 17: Perception that The Real Game is enjoyable for participants



*Q14: On a scale of 1 to 10, where 1 is not at all enjoyable and 10 is extremely enjoyable, in your opinion, how enjoyable is The Real Game (12 to 14 yrs) for participants?
Base: Owners of The Real Game, (n=230)*

4.4.2 Participant outcomes

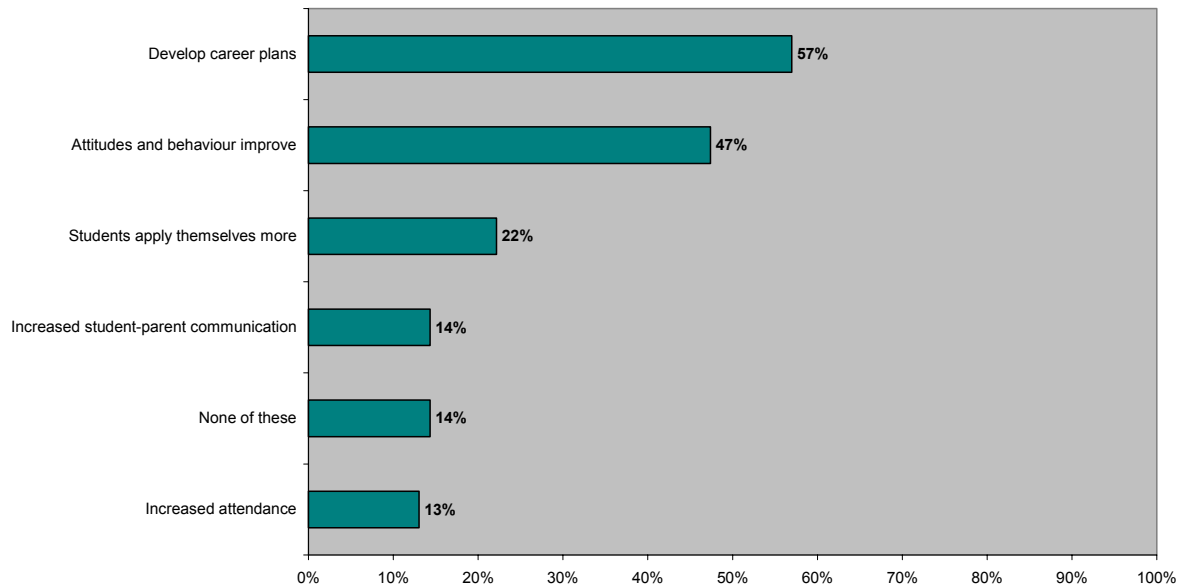
Users were asked if they had noticed any of the following positive outcomes for participants after delivery of the Game:

- Attendance increases on days The Real Game is played
- Other teachers report that students see increased relevance in their academic courses and apply themselves more
- Students' attitudes and behaviour improve
- Students and parents report increased communications between them
- Students are more likely to develop personal career plans and develop personal portfolios

Overall, 77% of users noticed at least one of the positive outcomes mentioned. The most common positive outcome noticed by users is that students develop career plans and personal portfolios (57%, see Figure 18).

Almost half of all users noticed improved attitudes and behaviour in participants (47%), while 22% felt that their students saw increased relevance in their courses and applied themselves more. Fewer users noticed increased student-parent communication (14%) and increased attendance (13%) while just 14% saw none of the positive outcomes listed.

Figure 18: Outcomes for participants



Q15: If you are in a school, which of the following outcomes is evident?

Base: Owners of The Real Game, (n=230)

Other differences

- Organisations in which the Game had been delivered 10 or more times were more likely to notice that participants develop career plans (72%).
- Users who delivered to participants 10-12 years were more likely to notice increased attendance (25%) and that students apply themselves more (42%).
- In general, organisations with no trained staff were less likely to notice all positive outcomes (develop career plans, 46%, attitudes and behaviour improve, 46%, students apply themselves more, 19%, increased student-parent communication, 8%, increased attendance, 8%).
- Users who were assisted by parents were particularly likely to notice that students developed career plans (76%) and that their attitudes and behaviour improve (69%).

Users in non-school organisations were the most likely to report observing each of the positive outcomes amongst participants (see Table 7). Users in Independent and Christian schools were the least likely to notice positive outcomes (27%).

Table 7: Outcomes for participants by Organisation type

	Government school (n=164)	Catholic school (n=17)	Independent/Christian school (n=15)	Non-school organisation (n=13)
Increased attendance	13%	-	20%	39%
Students apply themselves more	22%	35%	27%	39%
Attitudes and behaviour improve	53%	35%	47%	70%
Increased student-parent communication	14%	12%	20%	39%
Develop career plans	63%	65%	40%	85%
None of these outcomes	15%	18%	27%	8%

Q15: If you are in a school, which of the following outcomes is evident?

While there were few differences in positive outcomes across States/Territories, users in Western Australia were somewhat less likely to notice increased attendance amongst participants (8%, see Table 8). Furthermore, users in South Australia and the Northern Territory were somewhat less likely to notice increased communication between students and parents (8%).

Table 8: Outcome for participants by State/Territory

	NSW (n=44)	VIC (n=73)	QLD (n=38)	WA (n=38)	SA/NT (n=12)	TAS (n=4)
Increased attendance	14%	18%	13%	8%	17%	25%
Students apply themselves more	18%	27%	21%	26%	33%	25%
Attitudes and behaviour improve	46%	55%	47%	55%	58%	75%
Increased student-parent communication	16%	12%	18%	18%	8%	50%
Develop career plans	61%	63%	71%	55%	67%	50%
None of these outcomes	23%	15%	8%	21%	8%	-

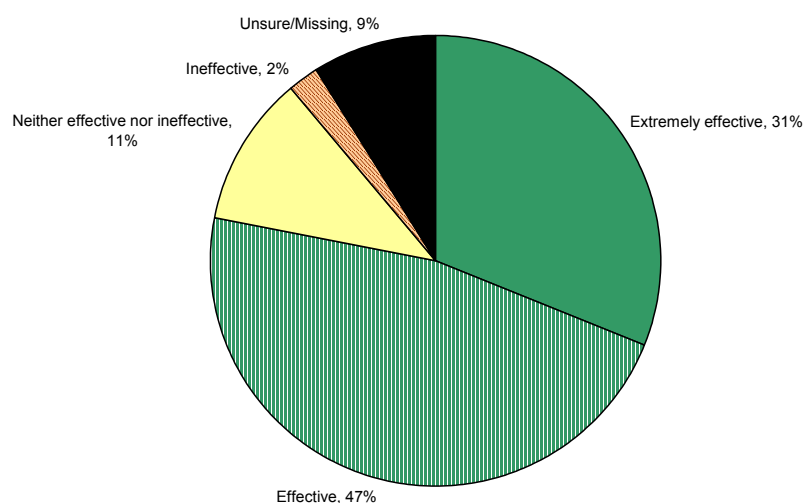
Q15: If you are in a school, which of the following outcomes is evident?

4.4.3 Effectiveness

Users were asked to rate The Real Game as a resource for their organisations. As can be seen in Figure 19, 78% of users rated the Game as 'effective' or 'extremely effective'. A further 11% rated it as 'neither effective nor ineffective' and 2% rated it as 'ineffective'.

Furthermore, those who rated the Game highly on effectiveness were also more likely to rate the Game highly on enjoyment for participants ($r=0.74$).

Figure 19: Effectiveness of The Real Game



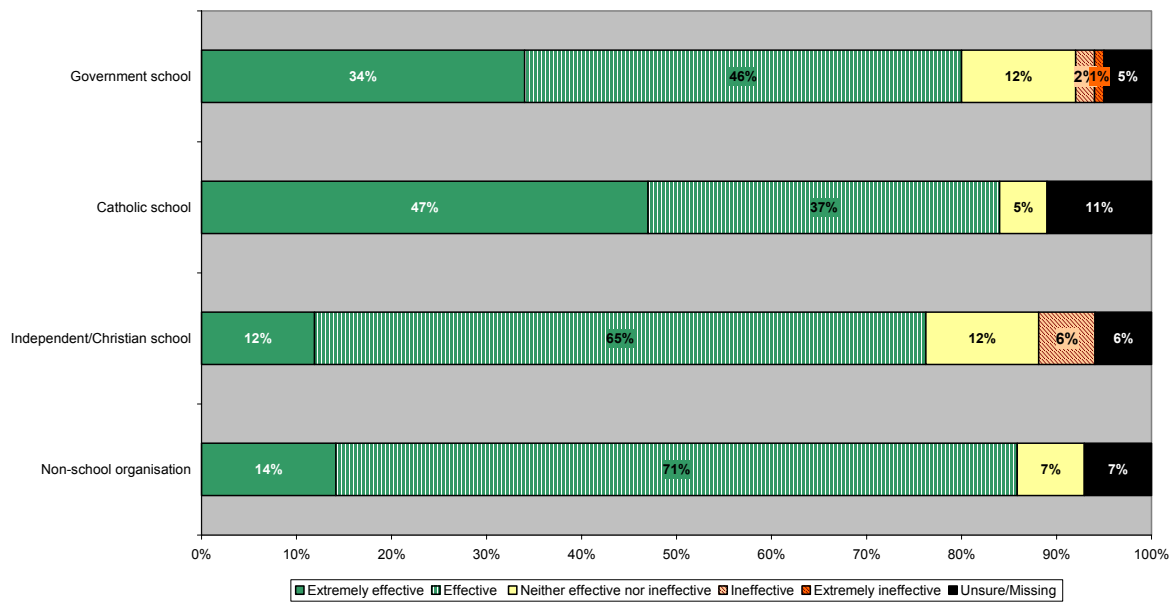
Q16: On a scale of 1 to 10, where 1 is extremely ineffective and 10 is extremely effective, please rate The Real Game as a resource for your organisation
 Base: Owners of The Real Game, (n=230)

Users from Catholic schools were most likely to rate the Game as 'extremely effective' (47%) with a further 37% rating it as 'effective' (see Figure 20).

Other differences

- Users who were not assisted in delivery of the Game were somewhat less likely to rate it as 'effective' or 'extremely effective' (71%).

Figure 20: Effectiveness of The Real Game by Organisation type

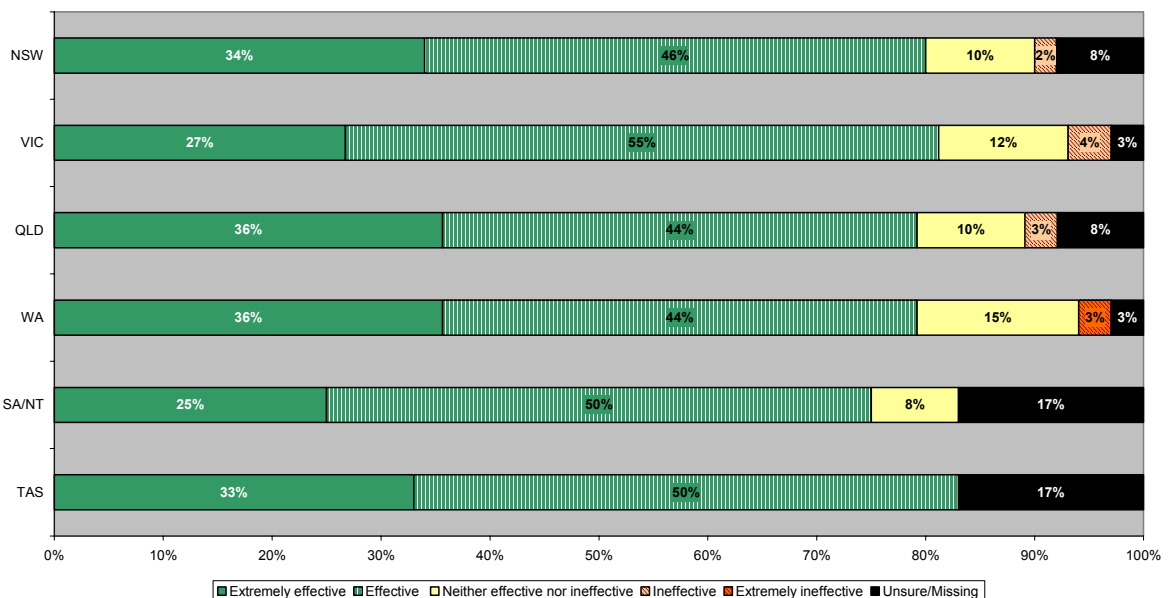


Q16: On a scale of 1 to 10, where 1 is extremely ineffective and 10 is extremely effective, please rate The Real Game as a resource for your organisation

Base: Owners of The Real Game, (Government school, n=173; Catholic school, n=19; Independent/Christian school, n=17; Non-school organisation, n=14)

There were few differences among States/Territories in ratings of effectiveness (see Figure 21).

Figure 21: Effectiveness of The Real Game by State/Territory

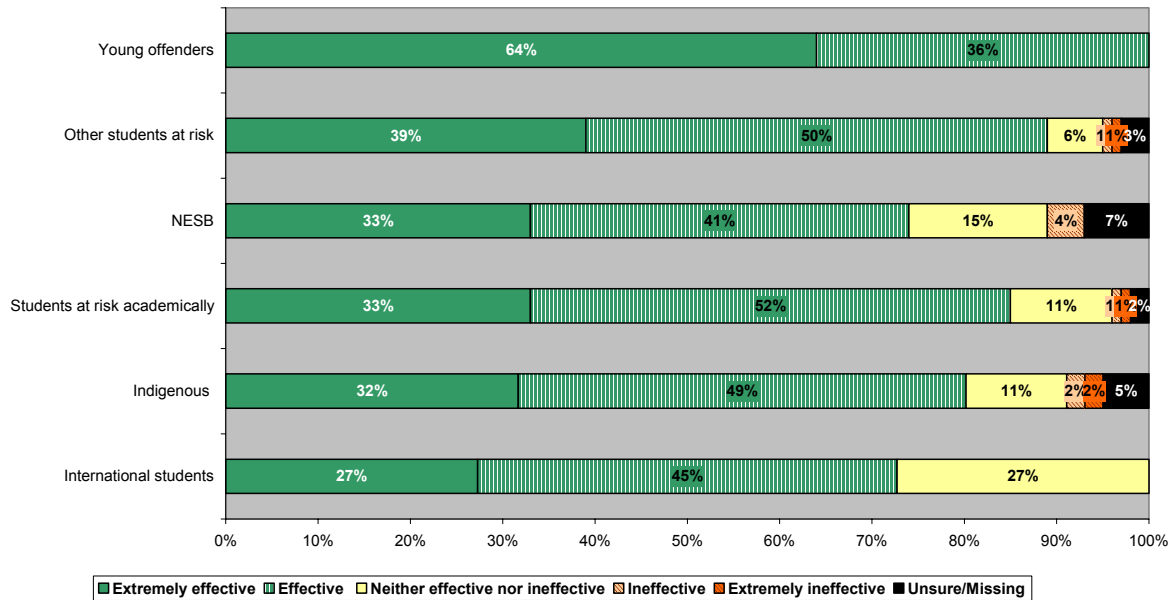


Q16: On a scale of 1 to 10, where 1 is extremely ineffective and 10 is extremely effective, please rate The Real Game as a resource for your organisation

Base: Owners of The Real Game, (NSW, n=50; VIC, n=77; QLD, n=39; WA, n=39; SA/NT, n=12, TAS, n=6)

Users who delivered the Game to young offenders were particularly likely to rate the Game as 'effective' or 'extremely effective', with 100% of those users giving a positive rating (see Figure 22). Users who delivered to students at risk academically and other students at risk were also very likely to rate the Game as 'effective' or 'extremely effective', with 85% and 89% respectively giving one of these ratings.

Figure 22: Effectiveness of The Real Game by special groups



Q16: On a scale of 1 to 10, where 1 is extremely ineffective and 10 is extremely effective, please rate The Real Game as a resource for your organisation
 Base: Owners of The Real Game, (Young offenders, n=11; Other students at risk, n=70; NESB, n=27; Students at risk academically, n=126; Indigenous, n=65; International students, n=11)

4.5 Training

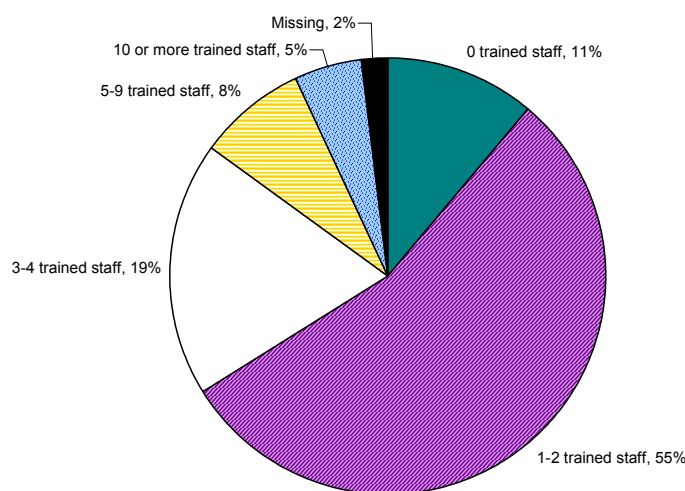
Users were asked to indicate the level of training within their organisation (in terms of number of trained staff) and any barriers to training which staff in their organisation have experienced. This section discusses these two questions.

4.5.1 Training levels

As shown in Figure 23, 87% of organisations had at least one staff member trained in delivering The Real Game. Just 11% did not have any trained staff.

It should be noted that 23% of those who had not undergone training purchased their copy of the Game in 2004, compared to 15% who had received some training.

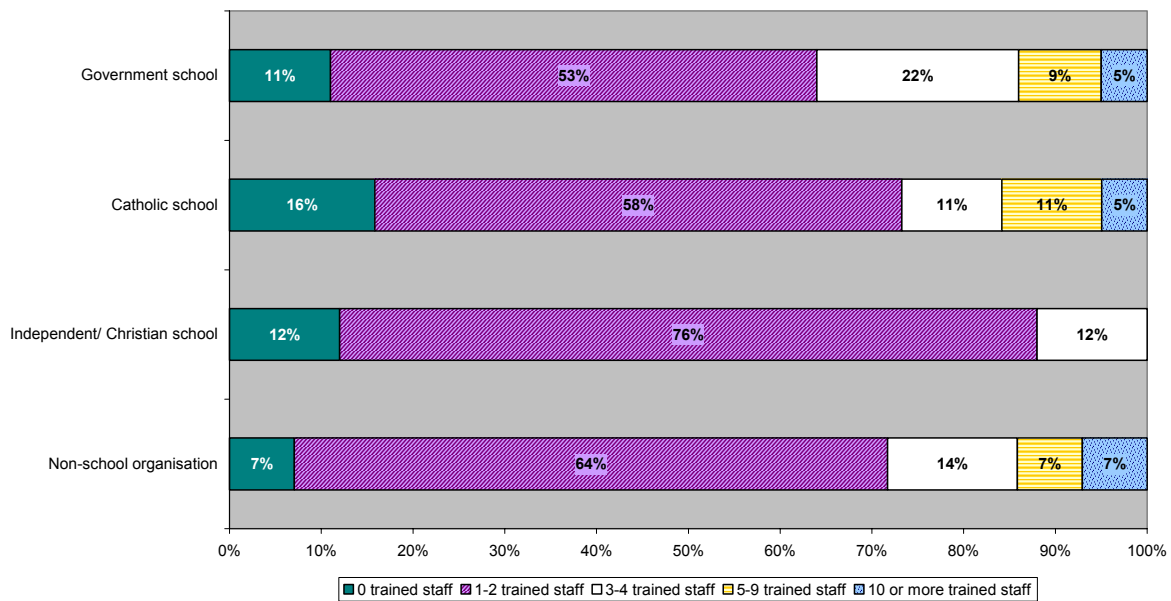
Figure 23: Training levels



Q7: How many people in your organisation are formally trained in delivering The Real Game (12 to 14 yrs)?
Base: Owners of The Real Game, (n=230)

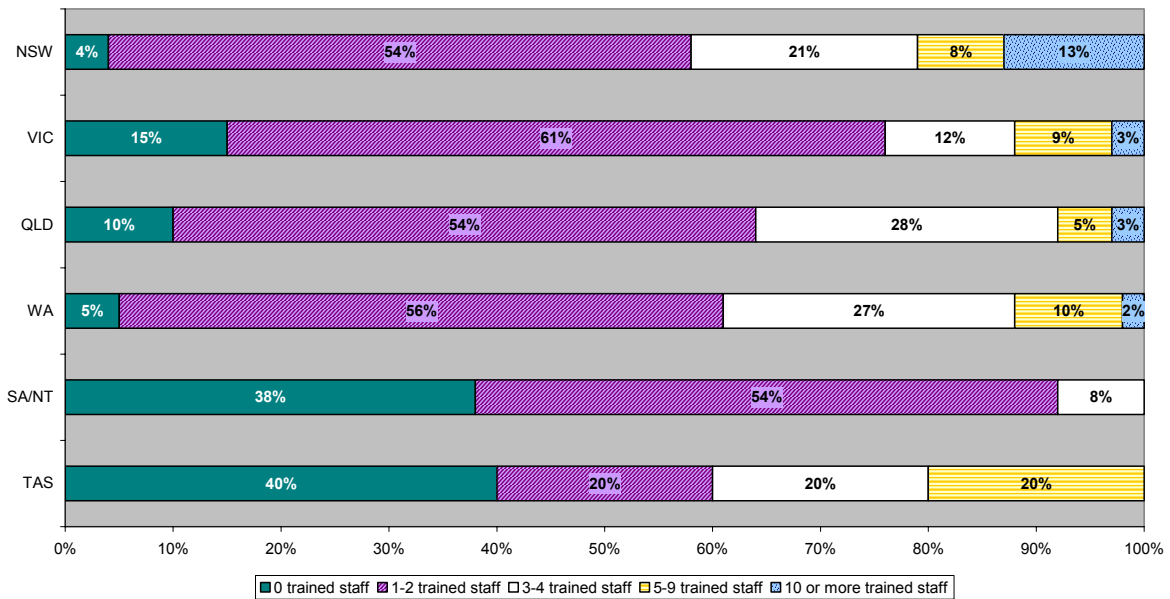
Non-school organisations were the most likely to have 10 or more trained staff members (7%, see Figure 24). Conversely, Catholic schools were the most likely to have no trained staff (16%).

Figure 24: Training levels by Organisation type



Q7: How many people in your organisation are formally trained in delivering The Real Game (12 to 14 yrs)?
 Base: Owners of The Real Game, (Government school, n=175; Catholic school, n=19; Independent/Christian school, n=17; Non-school organisation, n=14)

Organisations in New South Wales were the most likely to have 10 or more trained staff members (13%, see Figure 25). South Australia, the Northern Territory and Tasmania were the most likely to have no trained staff (38% and 40% respectively), however these results should be interpreted with caution due to small sample sizes (n=13 in SA/NT and n=5 in Tasmania).

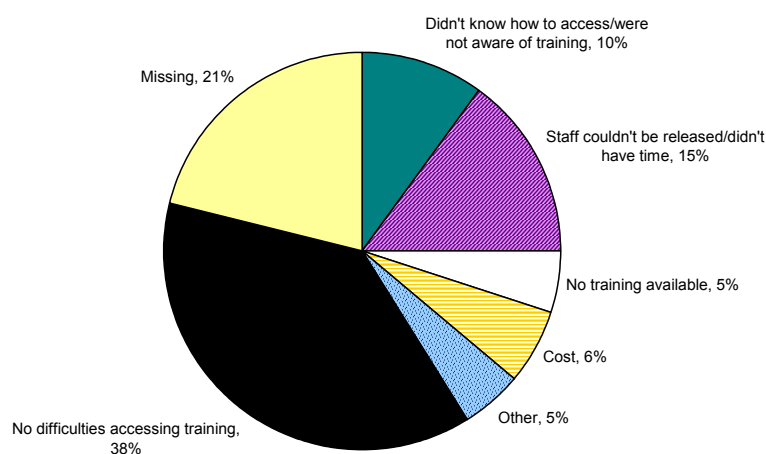
Figure 25: Training levels by State/Territory

Q7: How many people in your organisation are formally trained in delivering The Real Game (12 to 14 yrs)?
 Base: Owners of The Real Game, (NSW, n=52; VIC, n=75; QLD, n=39; WA, n=41; SA/NT, n=13; TAS, n=5)

4.5.2 Barriers to training

Users were asked to indicate which barrier to receiving training was the most important, if any staff within the organisation had experienced a barrier.

As shown in Figure 26, 38% of users did not experience any barriers to receiving training. Of the barriers some did experience, shortage of time or not being able to be released from teaching was the most common (15%), followed by staff being unaware of training (10%).

Figure 26: Barriers to training

Q17: If any staff within your organisation had difficulties accessing training, what was the MAIN reason for this?
 Base: Owners of The Real Game, (n=230)

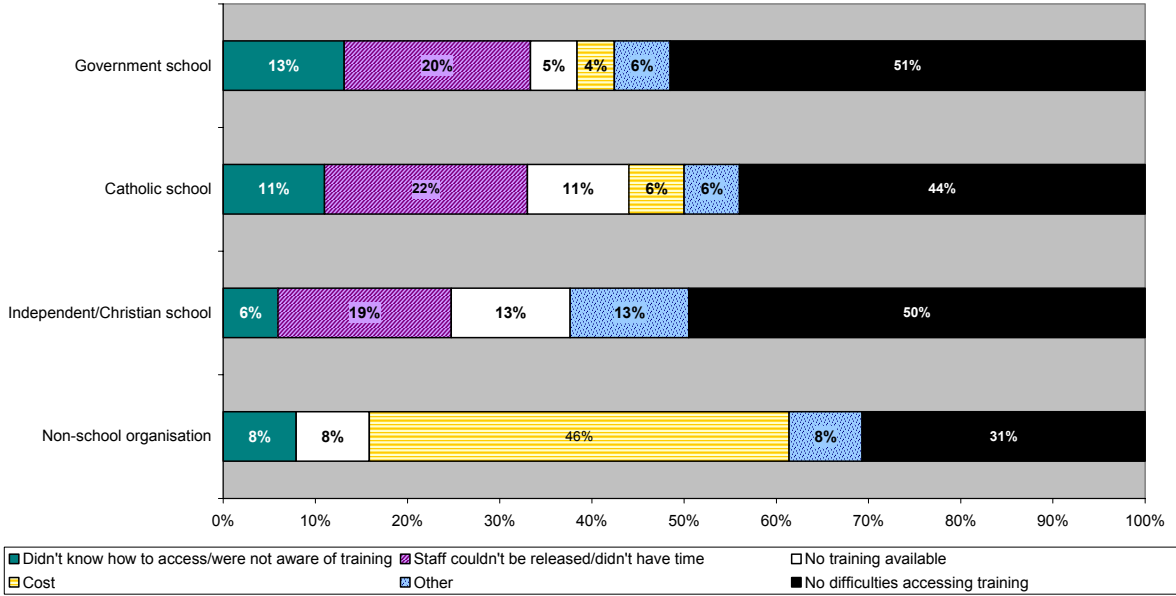
Other differences

- 33% of users who did not know how to access or were not aware of training purchased the Game in 2001.

Across organisation types, users from non-school organisations were the most likely to have experienced barriers to training (70% had experienced some barrier, see Figure 27). For these organisations, cost was the most common, with 46% of users citing this as the main barrier.

For schools, a lack of time or inability to release staff from teaching duties was the most important barrier, with around one-fifth of users in schools citing this as the most important barrier (19% in Independent and Christian schools, 22% in Catholic schools and 20% in Government schools).

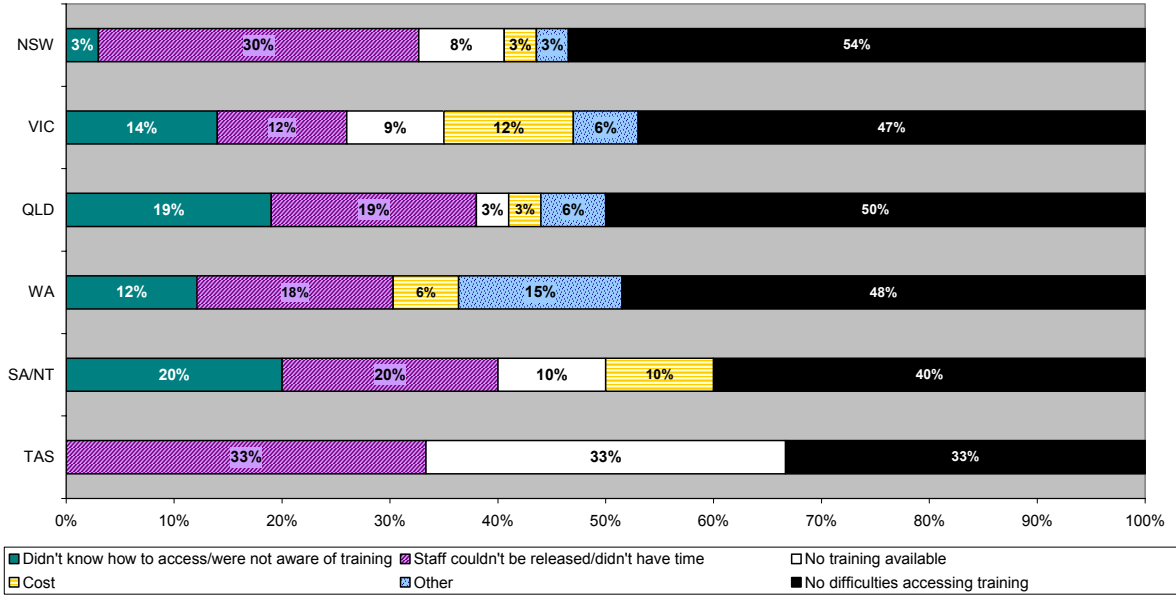
Figure 27: Training barriers by Organisation type



*Q17: If any staff within your organisation had difficulties accessing training, what was the MAIN reason for this?
 Base: Owners of The Real Game, (Government school, n=134; Catholic school, n=18; Independent/Christian school, n=16; Non-school organisation, n=13)*

There were few differences in training barriers across State/Territories (see Figure 28). However, users in New South Wales were least likely to indicate that awareness was the greatest barrier (3%). Users in Victoria (12%) and those in South Australia and the Northern Territory (10%) were most likely to cite cost as a barrier.

Figure 28: Barriers to training by State/Territory



Q17: If any staff within your organisation had difficulties accessing training, what was the MAIN reason for this?
 Base: Owners of The Real Game, (NSW, n=37; VIC, n=66; QLD, n=32; WA, n=33; SA/NT, n=10; TAS, n=3)

4.6 Future use of The Real Game

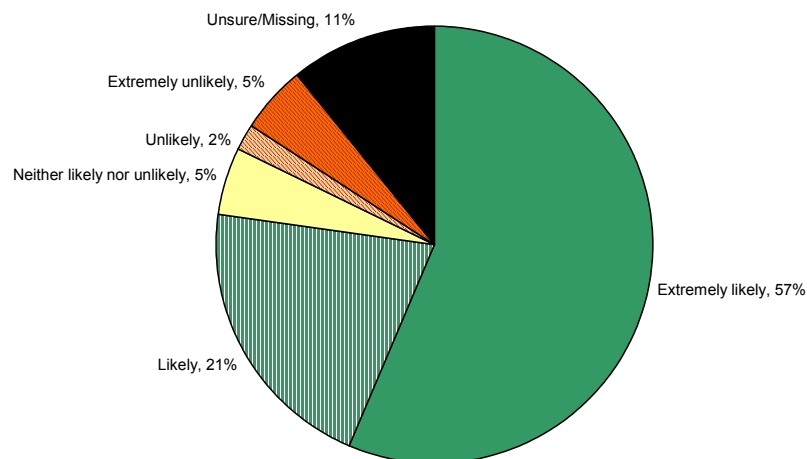
Users were asked to indicate how likely they would be to use The Real Game in the future, and to recommend the Game. This section discusses these two questions.

4.6.1 Likelihood to use

Overall, 78% of users indicated they were 'likely' or 'extremely likely' to use The Real Game in the future (see Figure 29). This includes 57% who are 'extremely likely'. Just 5% were 'neither likely nor unlikely', 2% were 'unlikely' and 5% were 'extremely unlikely'.

Users who rated the Game highly for participant enjoyment were more likely to recommend it in future ($r=0.51$) as were those who rated it highly for effectiveness ($r=0.65$).

Figure 29: Likelihood to use The Real Game in future



Q19: On a scale of 1 to 10, where 1 is extremely unlikely and 10 is extremely likely, how likely or unlikely are you IN THE FUTURE to use The Real Game (12 to 14 yrs)?

Base: All respondents (n=264)

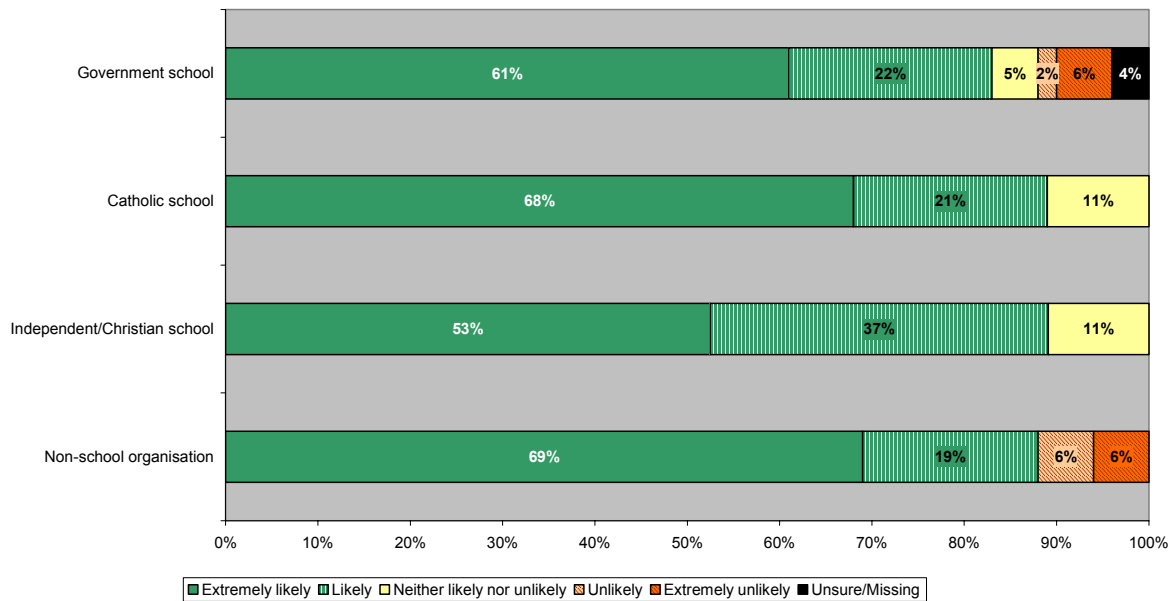
Other differences

- 95% of users who had delivered the Game 10 or more times were 'likely' or 'extremely likely' to use it in future.
- 92% of those who incorporated the Game into their curriculum were 'likely' or 'extremely likely' to use it in future.
- Organisations with no trained staff were somewhat less likely to use the Game in future (15% 'extremely unlikely')
- Users delivering to participants 17 years and older were less likely to use the Game in future (20% 'extremely unlikely')

Across organisation types there were few differences in the likelihood to use the Game in the future (see Figure 30). Users from Government schools and non-school organisations were

the most likely to indicate they would not use the Game in future, but this accounted for just 8% of Government school users and 12% of users from non-school organisations.

Figure 30: Likelihood to use The Real Game in future by Organisation type

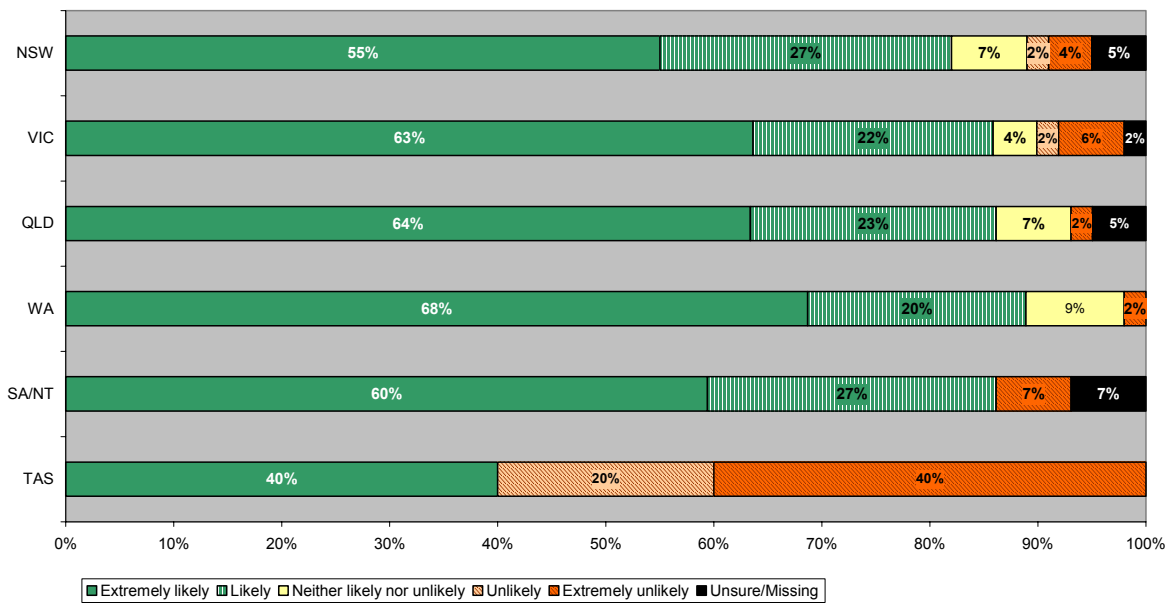


Q19: On a scale of 1 to 10, where 1 is extremely unlikely and 10 is extremely likely, how likely or unlikely are you IN THE FUTURE to use The Real Game (12 to 14 yrs)?

Base: All respondents (Government school, n=190; Catholic school, n=19; Independent/Christian school, n=19; Non-school organisation, n=16)

Users from Western Australia were the most likely to indicate they were 'extremely likely' to use the Game in future (68%) and users in Tasmania least likely (40%, see Figure 31).

Figure 31: Likelihood to use The Real Game in future by State/Territory



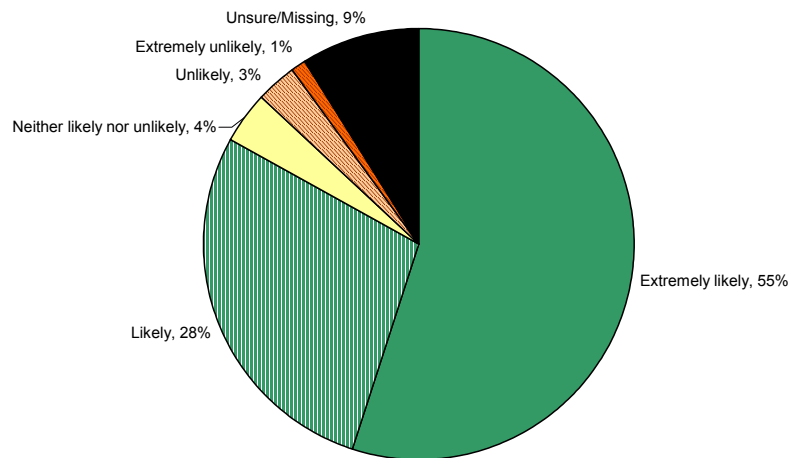
Q19: On a scale of 1 to 10, where 1 is extremely unlikely and 10 is extremely likely, how likely or unlikely are you IN THE FUTURE to use The Real Game (12 to 14 yrs)?

Base: All respondents (NSW, n=55; VIC, n=81; QLD, n=44; WA, n=44; SA/NT, n=15; TAS, n=5)

4.6.2 Likelihood to recommend

As for the results for likelihood to use in future, a very high proportion of users indicated that they are likely to recommend The Real Game (83%, see Figure 32). Just 4% are 'neither likely nor unlikely', 3% are 'unlikely' and 1% are 'extremely unlikely'.

Users who rated the Game highly for enjoyment ($r=0.63$) and effectiveness ($r=0.78$) were more likely to recommend it in future. Those who were likely to use it in future were also more likely to recommend ($r=0.59$).

Figure 32: Likelihood to recommend The Real Game

Q19: On a scale of 1 to 10, where 1 is extremely unlikely and 10 is extremely likely, how likely or unlikely are you IN THE FUTURE to recommend The Real Game (12 to 14 yrs)?

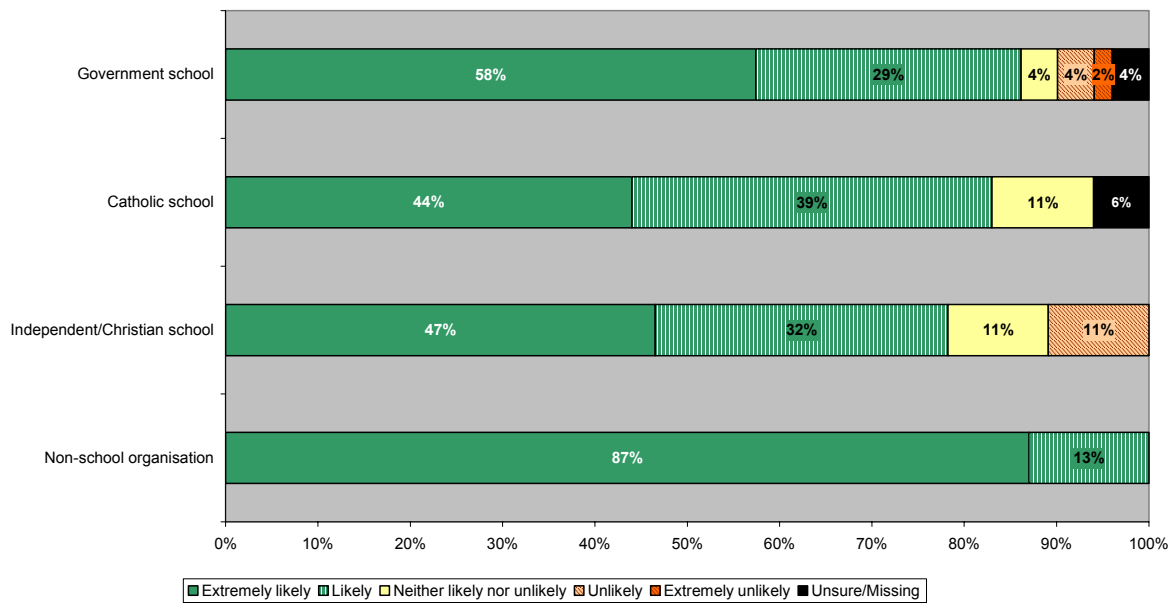
Base: All respondents (n=264)

Other differences

- 96% of users who incorporate the Game into their curriculum were 'likely' or 'extremely likely' to recommend it in future.

As shown in Figure 33, 100% of users in non-school organisations are 'likely' or 'extremely likely' to recommend the Game. Users from Independent and Christian schools are the least likely to recommend, with 11% indicating they are 'unlikely'.

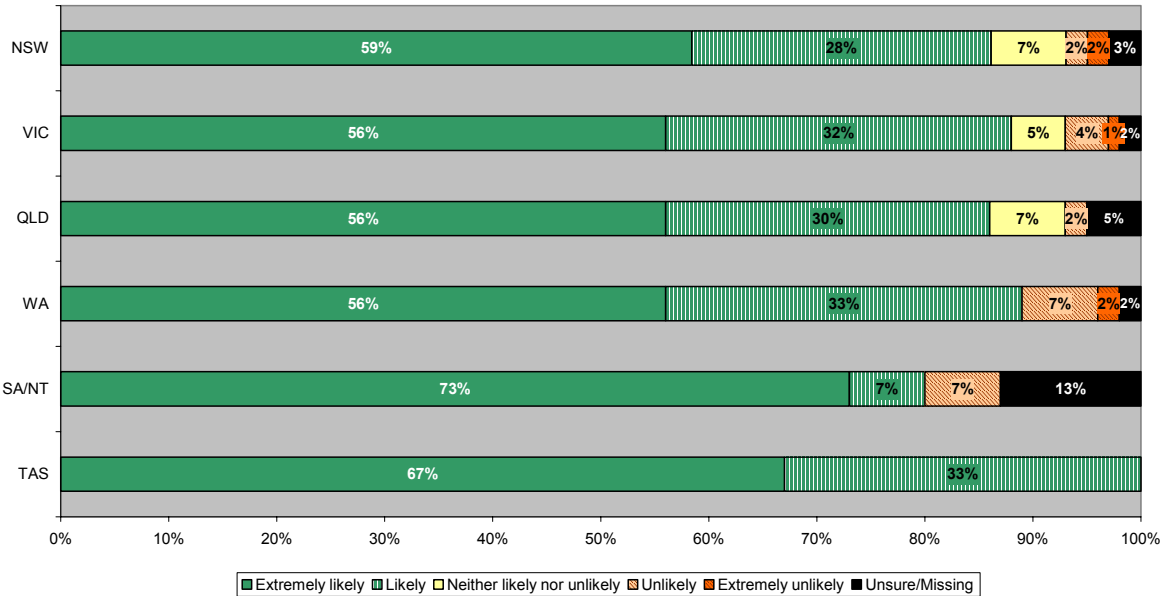
Figure 33: Likelihood to recommend The Real Game by Organisation type



Q19: On a scale of 1 to 10, where 1 is extremely unlikely and 10 is extremely likely, how likely or unlikely are you IN THE FUTURE to recommend The Real Game (12 to 14 yrs)?
 Base: All respondents (Government school, n=197; Catholic school, n=18; Independent/Christian school, n=19; Non-school organisation, n=15)

Users from Tasmania are most likely to recommend the Game, with 100% indicating they are 'likely' or 'extremely likely' (see Figure 34). South Australia and the Northern Territory have the highest proportion of users who are 'extremely likely' to recommend the Game (73%), but also have the equal highest proportion of users who are 'unlikely' to recommend (7%, which is also the proportion of users 'unlikely' to recommend in Western Australia).

Figure 34: Likelihood to recommend The Real Game by State/Territory



Q19: On a scale of 1 to 10, where 1 is extremely unlikely and 10 is extremely likely, how likely or unlikely are you IN THE FUTURE to recommend The Real Game (12 to 14 yrs)?
 Base: All respondents (NSW, n=58; VIC, n=84; QLD, n=43; WA, n=43; SA/NT, n=15; TAS, n=6)

4.7 Future use of other Games in the series

Users were also asked to rate their likely future use of two other Games in the series, The Be Real Game and The Make it Real Game. This section discusses these two questions.

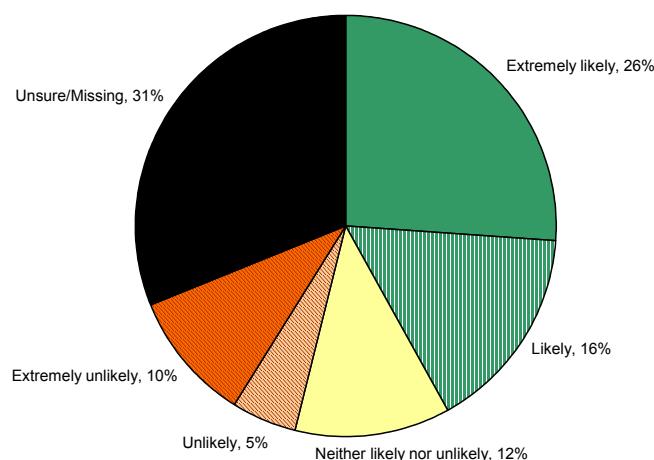
It should be noted that, while The Real Game was released in 2001 (after the release of a pilot version in 2000), the other Games were not released until 2003. Furthermore, as the survey targeted users of The Real Game, it is likely that users of the other Games may be under represented in the sample.

4.7.1 The Be Real Game

Around two-fifths of users (42%) are 'likely' or 'extremely likely' to use The Be Real Game (14 to 16 years) in the future (see Figure 35). A further 12% are 'neither likely nor unlikely', 5% are 'unlikely' and 10% are 'extremely unlikely'. However, it should also be noted that 31% of users were unsure whether they would use The Be Real Game in future, or failed to answer the question.

Users who were more likely to use The Real Game in future were also somewhat more likely to use the Be Real Game in future ($r=0.38$).

Figure 35: Likelihood to use The Be Real Game in future

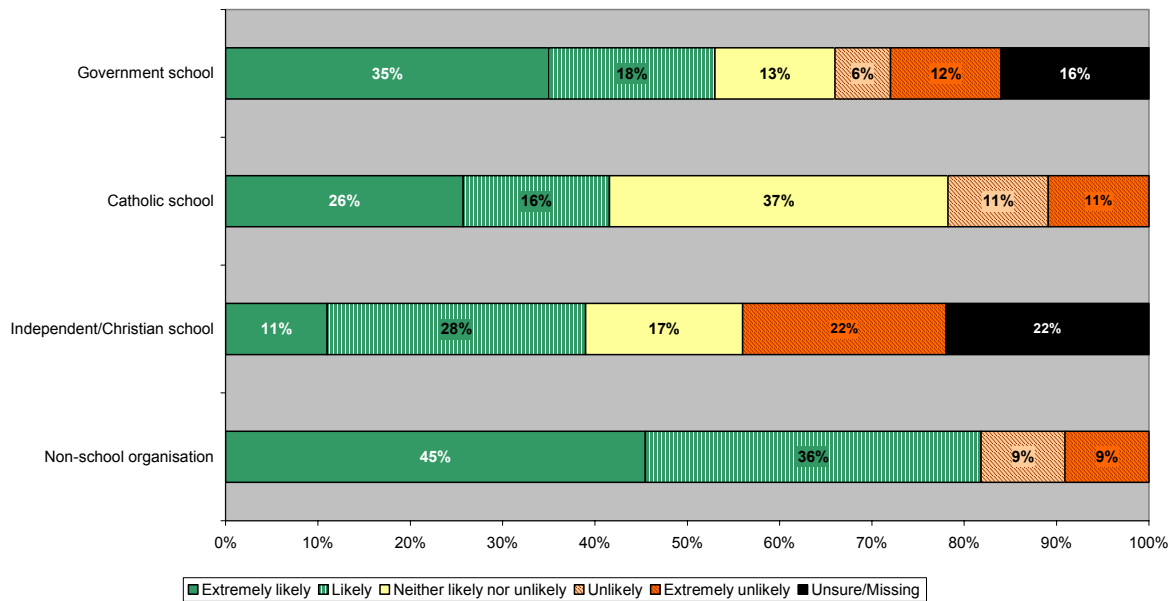


Q19: On a scale of 1 to 10, where 1 is extremely unlikely and 10 is extremely likely, how likely or unlikely are you IN THE FUTURE to use The Be Real Game (14 to 16 yrs)?
Base: All respondents (n=264)

Users in non-school organisations were most likely to indicate that they would use The Be Real Game in the future (81%, including 45% who are 'extremely likely', see Figure 36). Those in Independent and Christian schools were least likely to use The Be Real Game in the future, with 22% indicating they are 'extremely unlikely'.

Users from Catholic schools were relatively undecided about the future of The Be Real Game in their schools, with 37% indicating they are 'neither likely nor unlikely' to use it in future.

Figure 36: Likelihood to use The Be Real Game in future by Organisation type

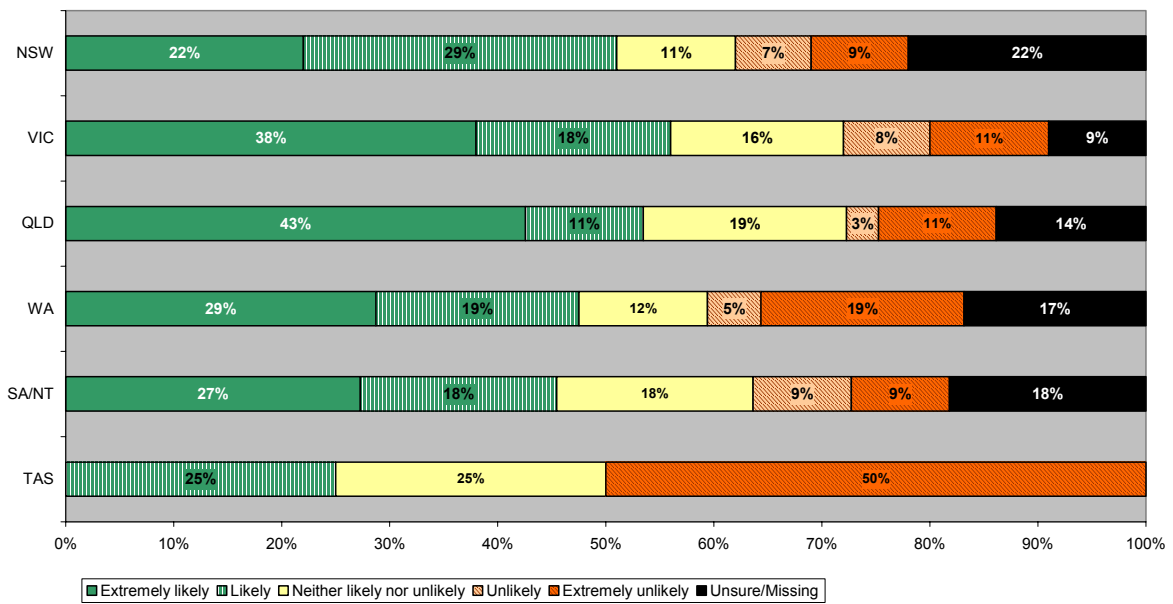


Q19: On a scale of 1 to 10, where 1 is extremely unlikely and 10 is extremely likely, how likely or unlikely are you IN THE FUTURE to use The Be Real Game (14 to 16 yrs)?

Base: All respondents (Government school, n=165; Catholic school, n=19; Independent/Christian school, n=18; Non-school organisation, n=11)

As shown in Figure 37, Victorian (56%) and Queensland (54%) users were most likely to use The Be Real Game in future. Users in Western Australia (19%) and Tasmania (50%) were least likely to use The Be Real Game.

Figure 37: Likelihood to use The Be Real Game in future by State/Territory



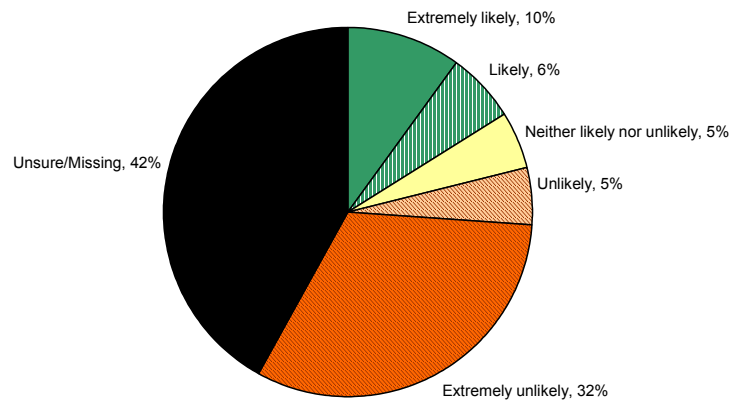
Q19: On a scale of 1 to 10, where 1 is extremely unlikely and 10 is extremely likely, how likely or unlikely are you IN THE FUTURE to use The Be Real Game (14 to 16 yrs)?
 Base: All respondents (NSW, n=45; VIC, n=74; QLD, n=37; WA, n=42; SA/NT, n=11; TAS, n=4)

4.7.2 The Make it Real Game

The Make it Real Game (10 to 12 years) was the least likely to be used in future of all the Games surveyed in this research, with 16% of users 'likely' or 'extremely likely' to use it in future (see Figure 38). One-third (32%) are 'extremely unlikely' to use it, however 42% were unsure or failed to answer the question.

As for The Be Real Game, users who were more likely to use The Real Game in future were also somewhat more likely to use The Make it Real Game (r=0.28).

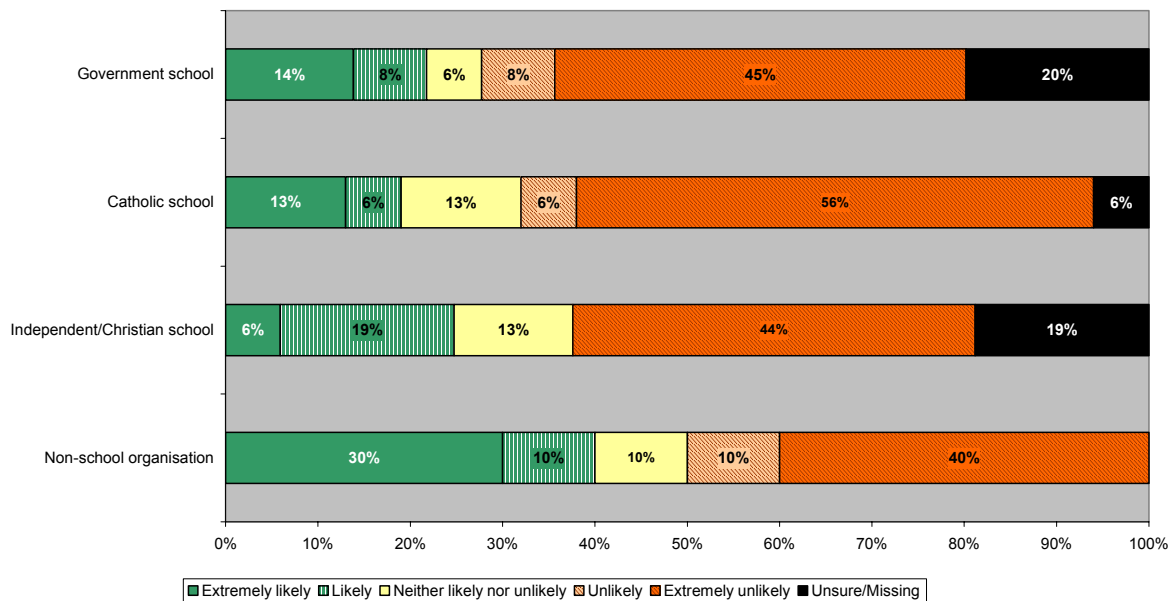
The low proportion of users likely to use The Make it Real Game may be partly due to the age range for which it is recommended. Users of The Real Game (in schools) tend to be in Senior schools whereas The Make it Real Game is targeted at Primary school students.

Figure 38: Likelihood to use The Make it Real Game in future

Q19: On a scale of 1 to 10, where 1 is extremely unlikely and 10 is extremely likely, how likely or unlikely are you IN THE FUTURE to use The Make it Real Game (10 to 12 yrs)?

Base: All respondents (n=264)

As for The Be Real Game, users from non-school organisations were most likely to use The Make it Real Game in future (40% 'likely' or 'extremely likely', see Figure 39). Users in Catholic schools were the least likely to use it, with 56% being 'extremely unlikely'.

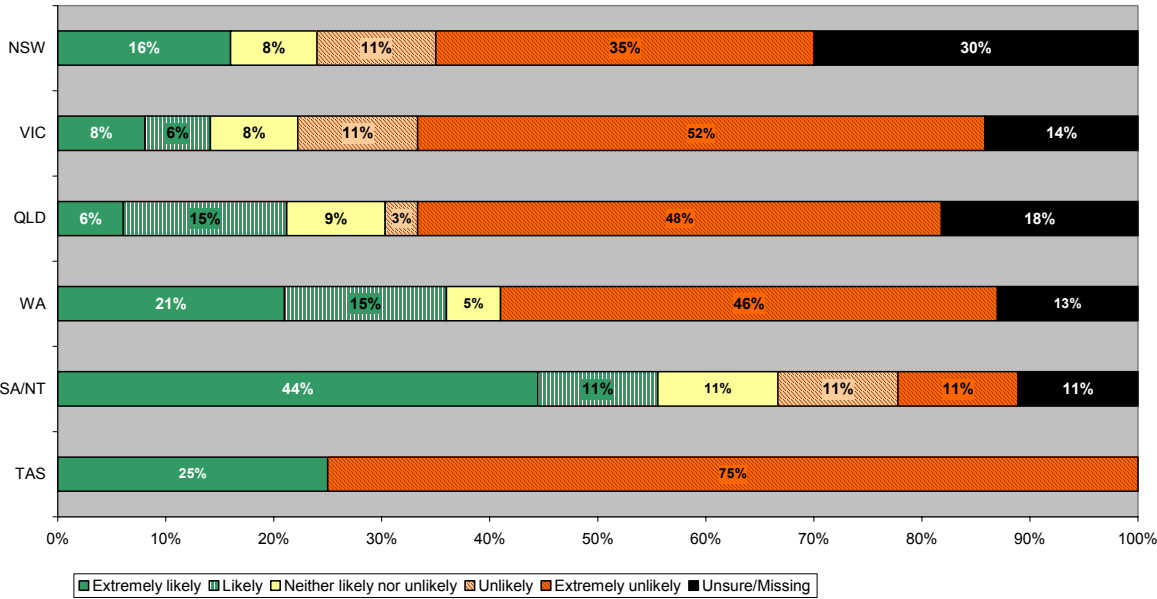
Figure 39: Likelihood to use The Make it Real Game by Organisation type

Q19: On a scale of 1 to 10, where 1 is extremely unlikely and 10 is extremely likely, how likely or unlikely are you IN THE FUTURE to use The Make it Real Game (10 to 12 yrs)?

Base: All respondents (Government school, n=143; Catholic school, n=16; Independent/Christian school, n=16; Non-school organisation, n=10)

Users in South Australia and the Northern Territory were most likely to use The Make it Real Game in future (55%), followed by users from Western Australia (36%, see Figure 40). Users from Tasmania (75% unlikely) and Victoria (63% unlikely) were least likely to use The Make it Real Game.

Figure 40: Likelihood to use The Make it Real Game by State/Territory



Q19: On a scale of 1 to 10, where 1 is extremely unlikely and 10 is extremely likely, how likely or unlikely are you IN THE FUTURE to use The Make it Real Game (10 to 12 yrs)?
 Base: All respondents (NSW, n=37; VIC, n=63; QLD, n=33; WA, n=39; SA/NT, n=9, TAS, n=4)

4.8 Suggestions for improvement

Just under two-fifth (37%) of users suggested improvements to the Games. Suggestions were received both on the questionnaire forms and through the qualitative interviews.

4.8.1 Improvements to materials

The most frequent suggestions on forms related to the materials, and included:

- Making materials, such as worksheets, available online for Game owners;
- Making separate sections of the kits available for purchase (at minimal cost);
- Strengthening materials such as 'spinners' for repeated use;
- Reducing the amount of photocopying users need to do.

4.8.2 Staff commitment

A recurring theme in the qualitative interviews and the comments on forms was the high level of teacher commitment required to "get the best out of the Game". This included spending time on training and preparation of the materials, and also on developing extra materials and 'extras' like guest speakers to enhance the experience for participants.

"The Games are terrific but, like anything, it can be the best tool but if the person doing it isn't passionate, it won't come across very well."

"Running the Game [in one week as a separate program] makes us very tired, but we've got good committed staff who are prepared to go the extra mile."

"That person [who runs the Game] needs time. I negotiated with the Principal and arranged for her to have 12 hours (2 school days) to spend developing and going through the resources. You have to generate some of your own resources to really value the program and the person needs professional development time to spend."

Another issue mentioned by users was the need to 'sell' the Game within their own school, and to gain 'buy-in' from other teachers.

"A couple [of staff members] do the training and are convinced [of the merits of the Game] but they might not make the decisions. They have to make a sell job about where it fits in the curriculum, which is not an easy job to do."

4.8.3 Training

Users who had received training were generally positive about it. However, some felt that more time should be allowed for training.

"We were really rushed through it [the training]. We had one and a half hours one afternoon then told to go for it. The training really deserved a day."

"The training is necessary – teachers don't get a good idea of how it all fits together unless they undergo some training. It's important to give them time to ask questions and give hints about things. A day is barely enough – you need to give teachers some experience of doing the activities."

"As we are not a school, we are particularly interested in further support for the delivery of training. Electronic components and support materials would be greatly appreciated by us and by schools."

4.8.4 Other issues

Other issues raised by users include:

- The need to update materials, especially costs, regularly to maintain realism;
- Modifications needed to deliver to small groups (under 10);
- Availability of documented options to shorten the Game or to deliver only parts of the Game;
- Enhancing the content of the Game such as expanding the list of occupations available.

5 APPENDIX A: TECHNICAL NOTES

5.1.1 Demographics of the sample

The following tables show the characteristics of the sample.

Table 9: Organisations

	All respondents (n=264)
Government schools	79%
Catholic schools	8%
Independent/Christian schools	7%
Non-school organisations	6%

Table 10: State/Territory

	All respondents (n=264)
NSW	24%
VIC	33%
QLD	17%
WA	17%
SA/NT	6%
TAS	2%

Table 11: Careers teacher

All respondents (n=264)	
Yes	47%
No	50%
Missing	3%

5.1.2 Error


All surveys are subject to errors. As this survey formed a census of owners of The Real Game, it is subject only to non-sampling error.

Non-sampling error

All surveys, regardless of whether they are samples or censuses, are subject to non-sampling error. Non-sampling error includes things like interviewer keying errors and respondents misunderstanding a question.

Every attempt has been made to minimise the non-sampling error in this study. For example, use of OMR forms eliminates keying errors. However, some types of error are out of the control of the researcher. In particular, the study is reliant on accurate reporting of behaviours and views by respondents. For example, a respondent may forget that they played tennis nine months ago and fail to report this activity.

6 APPENDIX B: QUESTIONNAIRE



The Real Game Usage Survey

This survey should be completed by the person who MOST uses (or if no-one uses it, the person managing) **The Real Game** (aimed at ages 12 to 14).

Your answers will help to assess usage of **The Real Game** in Australia. Responses will be kept in strictest confidence. A summary of findings will be available at www.realgame.gov.au

If you would be happy to be contacted for further research into **The Real Game**, please write your:

Name:

Phone No.:

2

INSTRUCTIONS:

- Use a blue/black ballpoint pen or 2B pencil
- Do not use red or felt tip pens



- Erase mistakes fully
- Make no stray marks

Please MARK LIKE THIS:

Which of the following kits from The Real Game Series does your organisation currently OWN or USE and which is it LIKELY TO USE IN THE FUTURE? (Mark ALL that apply)

	OWNS/USES the kit		Likely to OWN/USE in the FUTURE	
	Yes	No / Unsure	Yes	No / Unsure
1 The Make It Real Game (10 to 12 yrs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 The Be Real Game (14 to 16 yrs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 The Real Game (12 to 14 yrs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ONLY ANSWER QUESTIONS 4 - 17 IF YOUR ORGANISATION OWNS/USES THE REAL GAME, AIMED AT 12 - 14 YEARS. OTHERWISE GO TO Q18

4 How did you FIRST find out about The Real Game (12 to 14 yrs)? (Please mark ONE only)

- Real Game website
- Other website
- In a magazine
- At a conference
- From a colleague
- Other
- Unsure

5 In what year did your organisation purchase its FIRST copy of The Real Game (12 to 14 yrs)? → 20

6 How many people in total within your organisation have delivered The Real Game (12 to 14 yrs)? →

7 How many people in your organisation are formally trained in delivering The Real Game (12 to 14 yrs)? →

8 Since your organisation began using its first copy of The Real Game (12 to 14 yrs), how many times (in numbers) throughout your organisation has:

a. the full version (all sessions) of the Game been delivered? →

b. a shorter version using only selected parts of the Game been delivered? →

9 What age groups has your organisation delivered all or parts of the The Real Game (12 to 14 yrs) to? (Mark ALL that apply)

- 10-12 years
- 13-14 years
- 15-16 years
- 17-18 years
- 19 years plus
- None / not used the Game

10 Please estimate how many participants in total have played the The Real Game (12 to 14 yrs) with your organisation. (Please mark ONE only)

- 1-19
- 20-49
- 50-99
- 100-149
- 150-199
- 200+
- None / not applicable

11 If you are in a school, is **The Real Game** (12 to 14 years): *(Mark ALL that apply)*

- Incorporated into the curriculum?
- Used as an extra activity?
- Other
- Not in a school

12 Which of the following specific groups have you delivered all or parts of the **The Real Game** (12 to 14 years) to? *(Mark ALL that apply)*

- Indigenous
- NESB
- Young offenders
- Students at risk academically
- Other students at risk
- International students
- Other
- None

13 Which of the following have ever assisted in any sessions of the **The Real Game** (12 to 14 years)?

- Teachers or staff from other disciplines
- Other schools
- Parents
- Industry representatives
- Community groups
- Other
- No one

On a scale of 1 to 10, where 1 is not at all enjoyable and 10 is extremely enjoyable, *(Mark the appropriate rating for each)*

14 In your opinion, how enjoyable is **The Real Game** (12 to 14 years) for participants?

Not At All Enjoyable ←————→ Extremely Enjoyable Unsure
 1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10 11

15 If you are in a school, which of the following outcomes is evident? *(Mark ALL that apply)*

- Attendance increases on days **The Real Game** (12 to 14 yrs) is played
- Other teachers report that students see increased relevance in their academic courses and apply themselves more
- Students' attitudes and behaviour improve
- Students and parents report increased communications between them
- Students are more likely to develop personal career plans and develop personal portfolios
- None of these

On a scale of 1 to 10, where 1 is extremely ineffective and 10 is extremely effective, please rate:
(Mark the appropriate rating for each)

16 **The Real Game** as a resource for your organisation

Extremely Ineffective ←————→ Extremely Effective Unsure
 1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10 11

17 If any staff within your organisation had difficulties accessing the training, what was the MAIN reason for this? *(Mark ONE only)*

- Didn't know how to access / were not aware of training
- Staff couldn't be released / didn't have time
- No training available
- Cost
- Other
- No difficulties in accessing training

7 APPENDIX C: REMINDER CALL SCRIPT

DEST Real Game – Reminder Telephone Calls

Our Ref: 70309 7300

Good morning/afternoon, my name is ... from Colmar Brunton Social Research. Could I please speak to ... (name on list)?

IF THE PERSON IS NOT AVAILABLE, PLEASE ASK FOR THE BEST TIME TO CALL BACK.

I'm calling in regards to The Real Game Survey we are conducting on behalf of the Department of Education, Science and Training. Over the past couple of weeks you should have received a questionnaire from us, asking about your use of and satisfaction with The Real Game.

Have you received this survey?

Yes	1	CONTINUE
No	2	ASK: Would it be possible for us to send this survey out to you to complete? IF YES, TAKE DOWN NAME AND ADDRESS AND RESEND SURVEY.

We would really appreciate it if you could complete the survey and return it in the reply-paid envelope by **Tuesday 24th August**.

Already completed	1	IF HAVE SENT BACK, THANK THEM FOR THEIR CONTRIBUTION AND CLOSE. IF HAVE MISPLACED REPLY-PAID ADDRESS: The Real Game Reply Paid 1206 Eastern MC, VIC, 3110
Haven't already completed	2	CONTINUE

If you need more information about this survey, please phone Emma Sissons at Colmar Brunton Social Research on **(02) 6249 8566**.

IF NECESSARY:

Please be assured that the survey is completely confidential and your individual responses will not be passed onto DEST. Only aggregate and average results will be given to DEST.

QUERIES REGARDING THE REAL GAME SERIES SHOULD BE DIRECTED TO JENNIFER COUGHRAN AT DEST ON (02) 6240 5879.

GENERAL QUERIES REGARDING THE SURVEY SHOULD BE DIRECTED TO EMMA SISSONS AT COLMAR BRUNTON SOCIAL RESEARCH ON 1800 004 446.

8 APPENDIX D: DISCUSSION GUIDE

Draft DISCUSSION GUIDE 70309 DEST Real Game Follow-up Interviews

<i>Sample:</i>	<i>Staff who use The Real Game (12-14 years)</i>
<i>Our ref:</i>	<i>70309 7300</i>
<i>Draft number:</i>	<i>3</i>
<i>Last revised:</i>	<i>17/09/04</i>
<i>Client approved:</i>	<i>Yes</i>

Research Objectives

The overall objective of the current research is to:

investigate the ways in which The Real Game is used, including delivery methods, where the Game fits with the curriculum, who delivers and who assists in delivery.

investigate how has the Game been used with specific-needs groups (students at risk academically, Indigenous students etc) and what were the outcomes of those uses.

Introduction (2 minutes)

- *Thanks for agreeing to participate*
- *Assure confidentiality*
- *Encourage participants to be open and honest*

Are there any questions before we get going?

TOPIC: We're going to be talking about The Real Game (12-14) and how it's been used in your school/organisation.

About your school/organization (5 minutes)

Let's begin by talking about your school/organisation. Tell me a little about your school/organisation.

PROMPT: If not a school, what is the main purpose of your organisation?

What is your role within the school/organisation?

What is your role in using the Game?

The Real Game (10 minutes)

Overall, how do you feel about The Real Game?

What are all the positive things about the Game?

What benefits do you get from The Real Game?

What are all the negative things about the Game?

What would improve the Game?

How the Real Game is used (20 minutes)

Now let's talk about the ways in which you have used The Real Game (specify 12-14 years if necessary). Please describe your experience with the Game?

How long have you used it for?

Have you delivered the full Game, parts of the Game or both?

PROBE: For what reasons? What were the advantages and disadvantages of delivering the full Game vs. parts of the Game?

PROBE: If only parts of the Game were delivered, which parts and how come?

How does the Game fit with your curriculum?

PROBE: Part of the curriculum, as an extra activity or some other way?

PROBE: What time of year was the Game delivered? What part of the curriculum came before, and what came after?

PROBE: In which classes was the Game delivered? If not in a class, what environment?

Who assisted with delivery of the Game?

PROBE: If other teachers assisted, which disciplines were they from?

PROBE: Which sections did they assist with and how?

PROBE: What were the advantages of this assistance? What were the disadvantages?

With whom The Real Game is used (20 minutes)

Let's talk now about who the Game has been delivered to. Who have you used the Game with?

How many people has the Game been delivered to?

You mentioned in your responses to the survey that you have used the Game with some specific groups of students, such as students at risk academically or Indigenous students. Tell me more about that?

Which groups have you delivered the Game to?

PROBE: Was the Game delivered to these individuals specifically, or as members of a larger group/class? How come?

PROBE: For each group: What were the positive outcomes? What were the negative outcomes?

IF TIME, CAN ALSO ASK:

Awareness of other Games in the series (10 minutes)

How did you first find out about The Real Game?

What other ways have you seen the Games in The Real Game Series advertised?

PROBE: websites, magazines, conferences, colleagues, DEST flyers etc.

Does your organisation own any other Games in the series?

PROBE: Which Games? If it doesn't own any other Games in the Series what are the reasons? Probe for age groups, cost, training etc.

Wrap up

Thank and close. Ask how participants would like to receive the incentive of \$40 for their school/organisation.

This document takes into account the particular instructions and requirements of our Client. It is not intended for and should not be relied upon by any third party and no responsibility is undertaken to any third party.

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