



## The Real Game: Teaching Career Choices from Third Grade through Adulthood

Originally designed to squelch the immortal twelve-year-old student's complaint - "When are we ever going to use what we're learning?," *The Real Game* has grown to serve students from third grade to high school graduates, and now has a version for adults. Through a variety of innovative, experiential group activities, participants discover personal skills and talents, connect school, work and life roles, practice teamwork and communication skills, make decisions and solve problems, understand how a local community fits into a global community, and learn the importance of planning and goal setting. Students learn to respect people in all kinds of occupations, from janitor to doctor, and interest is sparked in classes that lead to "cool" occupations. All games are based on five principles called the "High Five:" change is constant, learning is ongoing, focus on the journey, follow your heart, and access your allies.

The brainchild of Bill Barry, thousands of students and counselors have joined to transform the pilot program into a set of six internationally recognized career development programs serving both youths and adults. It provides teachers, counselors and trainers with ready-made activities designed for a different age or grade level, and focuses on a specific aspect of community building, workplace success, or individual career planning.

*The Real Game* series address the National Career Development Guidelines, fulfill the American School Counselor Association's (ASCA) National Standards for School Counseling Program in career development, and reflect skills and competencies from the U.S. Department of Labor's SCANS Report (Secretary's Commission on Achieving Necessary Skills). For each of *The Real Game* series, supporting material can be purchased, such as the Facilitator's Kit, Student Kits, or Trainer's Kit. Prices for the Facilitator's Kit average \$203; Student Kits are \$22 per ten, and supplemental materials are \$45.

***The Real Game is  
used in more than  
35,000 North  
American  
classrooms.***

***Real Times, Real Life (Adults):*** This game is geared toward adults in transition, whether reentering the workforce or redefining their place within it. Participants discover, identify, develop, and explore their transferable skills in this experiential setting. Adults will acquire conceptual and practical tools to assist them on their career exploration journey as well as with other life decisions.

*Real Times, Real Life* may be delivered over a course of 28 hours, as a stand-alone program, or as part of an existing skills-acquisition program. Each of the three units, or steps, may be customized for your location, conditions and circumstances.

***The Get Real Game (Grades 11 & 12):*** This career exploration/transition program is a response to the particular challenges facing high school students about to make a transition from high school to further education or directly to work. *The Get Real Game* introduces students to a variety of gateways: post-secondary education, military, workforce, apprenticeship/internship and self-employment/entrepreneurship; helps them to understand the gateways; and gives them the necessary skills to make the transition from school to work and to function successfully in the world beyond high school.

The program is comprised of 13 sessions delivered over approximately 13 hours of classroom time. The central element of the program is that students select and assume life/work roles. Each life/work role encompasses a journey spanning seven years: the last two years of high school and the first five years after high school.

***The Be Real Game (Grades 9 & 10):*** Students take on a series of adult life/work roles where they have fun and learn quickly as they experience realities (like budgeting, job change, family responsibilities, community challenges, chance events, etc.) faced by adult workers.

*continued on page 4*



# Occupational Profile: Home Health Aides

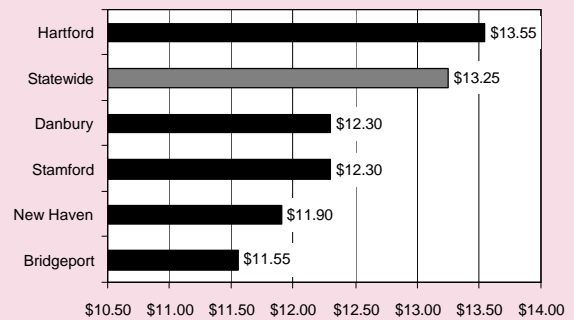
By Wanda Izdebski, Research Assistant, Connecticut Department of Labor

**Nature of the Work.** Home health aides work under the supervision of a registered nurse or physical therapist, and take care of and do house chores for the elderly, convalescent and disabled persons living in their own homes. Some typical duties of home health aides include helping patients move from bed, helping them to bathe, dress, groom and use the toilet or bedpan. They check pulse and breathing rates, change bandages, and help patients take their medicine. They clean a patient's home, do the laundry, change linens, purchase and prepare food. On top of their regular duties, they give patients emotional support and teach them how to get along independently.

**Working Conditions.** Most full-time aides work about 40 hours a week, but because patients often need care 24 hours a day, some aides work evenings, nights, weekends, and holidays. Many work part-time. Aides spend many hours standing and walking, and they often face heavy workloads. Most aides work with a number of different patients, each job lasting a few hours, days, or weeks. The flexibility of night and weekend hours also provides students a chance to work during the school year. Some Certified Nursing Assistants (CNAs) choose to become home health aides after receiving some additional training, even though the wage is slightly lower, due to the flexibility found in this occupation.

**Employment and Earnings.** Nationally, approximately 561,000 home health aides were employed in 2000; Connecticut employed 11,340. Most home health aides are employed by home health agencies, visiting nurse associations, social service agencies, residential care facilities, and temporary-help firms. Others work for home health departments of hospitals, public health agencies and community volunteer agencies. National average hourly earnings were \$8.71 in 2000. In Connecticut, the average hourly wage was \$13.25 or \$27,585 annually in 2001. Home health aides in the Hartford area reported the highest average hourly wage of \$13.55 (see chart).

Average Hourly Wage for Home Health Aides by Selected Labor Market Area, 2001



**Training and Education.** Home health aides in Connecticut must complete a minimum of 75 hours of mandatory training comprised of both theory and clinical practice. There are only a few schools that offer home health aide training, but some healthcare agencies are approved by the Connecticut Department of Public Health to offer the Homemaker-Home Health Aide Training and Competency program. To find training programs in Connecticut, contact the Connecticut Department of Public Health or Connecticut Association for Home Care, Inc. at the telephone numbers listed below.

**Job Outlook.** Employment of home health aides is projected to grow faster than average through the year 2010, due to an aging population and efforts to move patients out of hospitals and nursing facilities as quickly as possible. The Connecticut Association for Home Care, Inc. states, "There aren't enough home health aides to fill all the available positions. The healthcare community is fighting for employees from the same pool of people as other high demand occupations, such as cashiers and casino workers." Turnover is high, a reflection of modest entry level requirements, low pay, high physical and emotional demands, and lack of advancement opportunities. Over 390 annual openings are anticipated in Connecticut; therefore, persons interested in this work should have excellent job opportunities.

From *The Connecticut Economic Digest's* May 2002 publication; the complete article is available on-line at [www.ctdol.state.ct.us/lmi](http://www.ctdol.state.ct.us/lmi). To find training programs, contact the Connecticut Department of Public Health at (860) 509-7400 or <http://www.dph.state.ct.us/> or the Connecticut Association for Home Care, Inc. at (203) 265-9931.



## Employment Today<sup>©</sup>

..... [www.newenglandpersonnel.com](http://www.newenglandpersonnel.com)

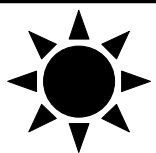
by Kathryn Clark

Can an employee be forced to take a smoking cessation class? How can an employer fire a bad worker without being charged with discrimination? Today, employers and employees alike are confused about workplace laws, etiquette, and development. Kathryn Clark offers workplace solutions in "Employment Today," a weekly advice column appearing in over 700 publications nationwide.

Chief Operating Officer of New England Personnel of Hartford for the past eighteen years, Clark began writing "Employment Today" five years ago and receives an average of 160 inquires each week. During this time, she has noticed that employees have become more litigious, with the "newest and hottest claim" becoming emotional stress for such things as being fired in front of coworkers. Employers, even large ones with human resource departments, often inquire about workplace laws and procedures. Readers have reported inspiration to stay in their current job after reading other's problems, and making the column part of workplace discussions.

Check your own local paper for "Employment Today;" the current and last three columns are available on-line at [www.newenglandpersonnel.com](http://www.newenglandpersonnel.com). Questions can be submitted by e-mail to [kc@employment-today.com](mailto:kc@employment-today.com), by phone at 860-525-8616, or by fax to 860-111-1111.

*This article is for informational purposes only; the Connecticut Department of Labor does not endorse private services or products.*



## Summer Institute 2002: June 24 - 27, 2002

The State Department of Education's annual Summer Institute designed for teachers, counselors and administrators in Career and Technical Education, School to Career, Adult Education and Even Start will take place June 24 - 27, 2002. The first two days will consist of company tours at various sites: Bayer Corporation Pharmaceutical Division, New Haven; Day Kimball Hospital, Putnam; Electric Boat, Groton; Millstone Discovery Center Dominion, Niantic; Sikorsky, Stratford; Telenor, Southbury; Trumpf Manufacturing, Farmington; UBS Warburg, Stamford; Yale Center for British Art, New Haven; and others.

On June 26th, keynote speaker Dr. Janice Gruendel of Connecticut Voices for Children will begin two days of speakers and workshops at Hamden High School. A panel discussion, "Connecticut Careers in Demand - What it Will Take to Prepare Our Students," will be presented by members of the biotechnology, education, and information technology industries. The 36 workshop topics include Behavioral Interviewing, Connecticut Mentoring Partnership, Connecting to the Community, The Digital Classroom, Forensics Program, Grant Writing, NEASC, and Who Wants to Find a Career. Linda Kobylarz will present two workshops on The Real Game series for seventh, eighth, and high school grades (see article on first page). The most up-to-date listing of workshops and presenters can be found at CREC's School to Career Web site, [www.crec.org/stc](http://www.crec.org/stc).

There is no registration fee to attend this conference, but space is limited. Participants can register for company tours, workshops, or both. Registration is due by June 7, 2002; anyone who is interested in attending the Summer Institute should contact CREC at [stc@crec.org](mailto:stc@crec.org) or call Melinda Stimac at (860) 524-4009. Sponsors include The Bureau of Career and Adult Education, State Department of Education and Connecticut's Regional Educational Service Centers: Area Cooperative Educational Services (ACES), Capitol Region Education Council (CREC), Cooperative Educational Services (CES), EASTCONN, Education Connection, and LEARN.

## The Real Game

— (continued from page 1) —

Students will not only learn through their own direct experience with three work roles, but also learn about the roles of all the other students.

*The Be Real Game* is comprised of 17 core activities delivered over approximately 21-25 hours of classroom time.

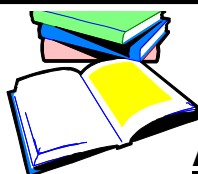
**The Real Game (Grades 7 & 8):** This game is designed to teach middle school/junior high students about aspects of the working world by living them within the safety of the classroom. Students take on one of 40 occupations and through a series of guided exercises and events, they learn about earning an income, what money will buy, and what their occupation's income can afford. They plan and budget for leisure time and vacation activities, learn about what suits them in their work-roles (and what doesn't), experience the whims of chance and even feel the effects of changing technology and global economic trends.

*The Real Game* is designed for classes no larger than 40 students and is comprised of five in-depth units delivered over approximately 20-25 hours of classroom time.

**The Make It Real Game (Grades 5 & 6):** Connecting with local and global communities is the central theme of this game. It is comprised of twelve core activities delivered over approximately 14-16 hours of classroom time. The emphasis of this program is in the playful development and creation of a simulated town where students create a cross-section of work roles and businesses integral to any town or city.

**The Play Real Game (Grades 3 & 4):** Students take on simulated adult work roles, create a town with its services and businesses, and create a work project consisting of a presentation to a fictional company. It is designed to emphasize the value of all work and the importance of ongoing education, teamwork and positive attitudes. It comprises a ten session journey delivered over approximately 10-12 hours of classroom time.

More information, including on-line demonstration games, is available at [www.realgame.com](http://www.realgame.com). The Summer Institute, described on page 3, offers information on *The Real Game* series. Watch future articles in CCRN Update for awareness sessions in the fall of 2002 on the adult version.



## Reference Shelf

### Ask The Children:

#### The Breakthrough Study that Reveals How to Succeed at Work and Parenting

by Ellen Galinsky

*'If it has been one of those days, I pick a fight right away. I know that there will be a fight eventually so you might as well get it over with as soon as possible.'*  
- a boy interviewed in *Ask The Children*.

Adult attitudes towards work are clearly reflected in children's "tell it like it is" comments about their parents' careers, making *Ask the Children* valuable to parents and non-parents alike. When asked, "To what extent do you like your work?" 60% of fathers responded with "a lot." However, only 41% of their children agreed with the statement.

This study examines how parents' workstyles affect their children and the dichotomy with American attitudes towards working mothers. Overall, the children's happiness was determined by the quality of parenting, not by both parents choosing to work. *Ask the Children* helps to release parents' guilt about choosing a work lifestyle for their family.

*Suggested retail price: \$14.00*

"Everybody comes from the same source.  
If you hate another human being, you're  
hating part of yourself."  
— Elvis Presley

### CCRN Update

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