

# ***The Make It Real Game***

**Pilot programme  
2003-2004**

**Evaluation Report**

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## FOREWORD

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Preparing young people effectively for the world-of-work is a key priority for all of those involved in the education, training and employment sectors. Employers state frequently what they feel they need in new recruits. In particular, there is an even greater emphasis on skills and attitudes.

This 'work' agenda may appear remote from the primary school. However, the development of the fundamental skills required for life and work begins to take place at Key Stages 1 and 2.

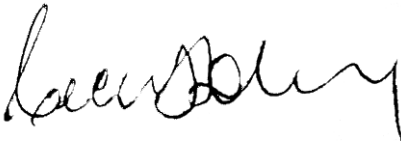
CCEA was pleased to collaborate with the North Eastern Education and Library Board (NEELB) to trial the exciting resource entitled *The Make It Real Game*. Through the activities the children are introduced to ideas about work and aspects of citizenship.

This evaluation report is intended to allow readers to become aware of the beneficial outcomes from the project which was undertaken in five primary schools in the NEELB area. Currently, the use of *The Make It Real Game* is being extended to around twenty five schools across Northern Ireland.

CCEA is indebted to Miss Verona Hasson, Careers Adviser with the NEELB for her support. Mrs Melanie Mulligan led the trial, on behalf of CCEA, with vision and enthusiasm.

I trust you find the evaluation report helpful.

Signed:



Cecil Holmes  
Principal Officer: Curriculum and Qualifications



## **SUMMARY OF KEY FINDINGS:**

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### ***Curriculum coverage***

Teachers agreed that opportunities to connect learning across many of the Learning Areas within the curriculum were evident. Opportunities to address a number of the elements underpinning the curriculum objectives are also provided, *for example, Employability, Cultural Awareness, Media Awareness and Financial Capability*. Teachers were able to identify clearly opportunities to develop skills in Literacy, Numeracy, ICT, Thinking Skills and Personal Capabilities. It was agreed that the programme was particularly beneficial to Year Seven pupils as it provided a realistic preparation for post-primary education. Pupils commented on how enjoyable they found the programme because ‘*it was like real life*’ and gave them an insight into adulthood.

### ***Quality of training***

Teachers involved in *The Make It Real Game* indicated that the training was of “a high standard”. Teachers commented specifically on their enjoyment of a ‘unit-by-unit’ approach to the training and felt the pilot had enhanced the learning and teaching in their classroom. However, there were a few concerns that the timing of training took place too far in advance of the implementation. The mid-review day in January was praised as teachers felt they had the opportunity to discuss their first impressions of delivering *The Make It Real Game* in the classroom and to share ideas about how best to enhance the learning and teaching experiences of the pupils.

### ***Usefulness of the materials***

Teachers were all agreed that the materials were of a very high quality. The biggest commendation of the pilot was the view that very little preparation was needed to successfully deliver the programme. Some teachers who did not attend the training, for a number of reasons, commented that the easy-to-navigate nature of the programme meant they were able to take part in the pilot without any real difficulties. Teachers commented on the value of having Pupil Folders dedicated to *The Make It Real Game*, and emphasised that they helped to focus the children.

### ***Classroom management***

The minimal preparation time needed by teachers was highlighted as being one of the strongest points in terms of classroom management. Teachers indicated that the programme was very suitable for teaching many aspects of the curriculum using a thematic approach. Teachers felt that everything that was needed was available in the resource materials with the exception of ICT use and access to members within the local community.

### ***Inclusive of SEN***

Teachers commented on how mixed ability groups could work well together in *The Make It Real Game* pilot. Pupils with learning difficulties could be included in many activities and were able

to make an important contribution to the learning activities. One teacher commented on the positive benefits of developing the self-esteem of pupils with learning difficulties. One teacher, however, felt that it was, at times, difficult to differentiate materials for children with learning difficulties.

### ***Children motivation***

All teachers reported that the programme was successful in motivating children. The programme was challenging enough to take children '*just beyond their comfort zone*', although they regarded it as '*enjoyable and fun*'. The programme was also rated '*hard work*' and valuable in terms of the learning objectives. A majority of pupils stated that they enjoyed all or most of the programme. The fact that the programme was based upon active participation from the pupils seemed to have an impact on children's motivation. The most popular Units within the programme included those that required the use of ICT, the ability to solve problems, the ability to work in teams and those activities that gave an insight into adult life and the world of work.

### ***Learning against employability objectives***

Teachers agreed that the employability objectives, as stated by CCEA, were addressed throughout this programme.

### ***Development of skills and capabilities***

Teachers agreed unanimously that opportunities existed to promote the development of the skills and capabilities as defined in CCEA's framework. Although, in this pilot, children were not taught explicitly the development of the skills and capabilities they frequently referred to them in their responses to the learning activities. In particular 'working with others', 'problem solving', 'research' skills and 'self- management' skills were mentioned by pupils.

## 1.0 INTRODUCTION

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*Employability* and *Economic Awareness* are two of the elements underpinning the whole curriculum objectives in the revised Northern Ireland Curriculum. In order to support schools to develop their young people as *Contributors to the Economy*, guidance is being developed which addresses the four dimensions of Education for Employability:

- Fostering Personal Development
- Work in the Local and Global Economy;
- Enterprise;
- Skills and Capabilities for Work.

CCEA is trialling different approaches and resources in order to incorporate Education for Employability within the curriculum. One such resource is *The Make It Real Game*. CCEA undertook an evaluation of the use of *The Make It Real Game* in six primary seven classes in the North Eastern Education and Library Board.

The aim of the pilot was to evaluate the use of the programme in Northern Ireland and to assess the impact and benefits in terms of the following:

- quality of training;
- usefulness of *The Make It Real Game* materials;
- classroom management;
- curriculum coverage;
- inclusive of children with Special Education Needs (SEN);
- children's motivation;
- learning as measured against CCEA's suggested employability learning objectives;
- development of skills and capabilities.

Through *The Make It Real Game*, children learn in a simulated community. They create and design their own town, form mini companies and finally carry out a business assignment. Children learn about the importance of education and qualifications in getting jobs and realise that there are different learning pathways of achieving occupational goals. The materials provide opportunities to address much of the suggested learning objectives currently being developed in CCEA guidance for Northern Ireland primary school teachers. In addition the programme facilitates the integration of many areas of the curriculum and provides opportunities to develop skills and capabilities that are at the heart of the revised Northern Ireland Curriculum.

# **METHODOLOGY**

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## **2.0 Participants in the pilot**

All 6 teachers and 151 pupils participated in the evaluation. Of the teachers, 50% were men and 50% women. There were slightly more boys (51.4%) than girls (48.6%). The majority of pupils (82.6%) were in P7, with 17.4% being in P6.

## **2.1 Procedure - methodology**

Individual qualitative interviews were arranged with all teachers. These semi-structured interviews lasted between 15 and 30 minutes. Appendix 1 includes a copy of the teacher discussion areas. In addition, teachers were asked to complete a checklist of learning intentions (Appendix 2).

All pupils were asked to complete a short questionnaire (Appendix 3), in which they were asked to express their opinions of *The Make It Real Game*, as well as listing the three activities that they found most interesting or enjoyable, giving reasons and indicating what they felt they had learned from the activities. Appendix 4 shows a breakdown of each of the activities within the programme. Informal focus groups were also held with samples of pupils.

The evaluation meetings were conducted in each school between April and June 2004.

## 3.0 RESULTS

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### 3.1 Responses from Teachers

#### **Progress and programme delivery**

One-to-one interviews were held with all teachers involved in the Pilot and followed the discussion areas outlined in Appendix 1. Of the 6 teachers who were interviewed, only 2 had completed the programme when the evaluation interviews were held. Of the remaining 4 teachers, one was working on Unit 6, one on Unit 7, one on Unit 8 and one on Unit 9. All teachers waited until after the Transfer Procedure had been completed before starting *The Make It Real Game*. Start dates varied from the end of November until the end of January, with teachers using a variety of timetabling approaches. These ranged from undertaking parts of the programme in blocks to a weekly timetabled session.

#### **Number of Pupils Involved**

Class sizes ranged from 18 to 33 pupils. The teacher who had 33 pupils felt that this was too large for one teacher, as there were 6 groups. She felt that another teacher or classroom assistant would be needed if she were to run the programme again.

#### **Is the programme suitable for children of all abilities?**

All teachers felt that *The Make It Real Game* was very suitable for most children. In particular, they highlighted that the game facilitated mixed abilities as the activities could be done individually, in pairs, in small groups and in larger groups. The programme's flexibility allows for the more and less able pupils to be paired up:

*"The less able can learn from the more able".*

In addition the programme is designed in such a way that no previous knowledge of employability is required.

The general consensus among the teachers was that whilst the programme was suitable for all abilities, the less able children probably don't get as much out of it as the more able children, particularly with regard to the amount of talking and listening in groups that is required. Several teachers did highlight cases where less able children were able to bring other skills to the groups and to make a contribution.

*"Some of the less able children are very, very good at art and come into their own with drawing buildings and designing logos etc. This gives them a boost, as there are always parts of the programme where they can join in. They may not be the best at discussion or decision making parts, but they can still contribute to the programme."*

#### **What has been the response from the pupils?**

Teachers were unanimous in stating that *The Make It Real Game* had been a success with the pupils. All teachers agreed that the children enjoyed working on it and looked forward to the days when they would be participating in the "*The Make It Real Game*".

*“They get excited and happy to work on it when told”.*

Two teachers felt that their pupils initially had a few problems in understanding the purpose of the game. In particular, these pupils had difficulty in understanding their jobs and the role of an advertising agency. This class understood the concept of towns and communities. However the teacher felt that, as the concept of having a job was foreign to the children, their understanding was limited. She felt that it should get easier when the children got to the point where they carried out the business assignment - advertising a country.

Another teacher said that while his pupils looked forward to participating in the programme they weren't asking to do it everyday. He felt that this was good as he did not wish the game to be seen as purely fun:

*“It is fun, but it is also a learning activity”.*

### **How useful is the pack of materials?**

All teachers agreed, unanimously, that the materials provided were excellent. The Manual was very clearly set out and teachers did not need to spend time preparing to deliver the Units:

*“One of the best prepared schemes I've ever seen – it really is-step-by-step, everything is there”.*

*“It is a superbly put together pack – very little preparation is needed for teachers. You can get up to speed in 10 minutes. The manual is very clearly set out”.*

*“It's great – I wish everything was like that. You could read a unit, photocopy materials directly – all the materials are handy and everything is easily accessible”.*

The minimal preparation needed by teachers was highlighted as being one of the strongest points of the programme.

### **Reaction to the pupil folders**

All teachers agreed that the folders were very popular as they kept all the children's work, neatly, in one place. They also found that having the map on the back was beneficial for the pupils. One teacher felt that having folders specially dedicated to *The Make It Real Game* was excellent as it helped the children to remain focussed.

### **What outside resources have you used?**

All teachers had made use of ICT. The internet was very useful, particularly to increase awareness of companies' websites, design of buildings and houses, and for job research. Local Council websites were also used to get ideas for community activities. Software packages were also used to provoke ideas for the design of business cards and logos, and to develop company websites.

Two teachers had arranged for external speakers to come in to talk to the class. These external speakers included representatives from Banks, Estate Agents, business enterprise agencies, and strategic business lecturers. A further two teachers had made plans to invite speakers into the schools. In addition to those mentioned above, these teachers had made arrangements for people from Japanese and French companies to talk to the class. One teacher also planned to have input from local Council members on how they organise a town.

One school had used the internet to link with their partner school in Pennsylvania, as it had been undertaking a similar programme. They planned to share experiences and to exchange examples of the work carried out by the pupils.

### **What do you think are the opportunities for cross-curricular teaching?**

All teachers agreed that *The Make It Real Game* afforded unlimited opportunities for cross-curricular teaching. Areas highlighted, included: Mathematics, English, Geography, History, Art & Design, Health Education, Science, ICT and Sport.

It was also felt that *The Make It Real Game* programme afforded a long-term focus for the curriculum which tied in the discrete elements. This was agreed as being beneficial to P7 pupils as it provided a more realistic focus on preparation for post-primary education.

### **Did the training adequately prepare you to deliver the programme?**

All of those who had attended the training course agreed that the training provided was excellent. Two teachers had not attended the training course, but felt that whilst the training probably would have been helpful, their absence from the training did not prohibit them from being able to deliver the programme effectively. This was due mainly to the nature of the Manual. One teacher who had come into the programme half-way through stated:

*“I had no formal training....maybe it is a significant sign of just how strong the package is in that it can be just picked up half way through”.*

There were a few concerns regarding the timing of the training. It was felt that it took place too far in advance of implementation:

*“The trainer was excellent ...but it was too early. I couldn't get started in September because of the transfer test. If the training was before Christmas to start in January, it would have been ideal.”*

All teachers enjoyed the additional teacher meeting which was held:

*“The meeting with the other teachers was useful – it was good to reassure you that you were doing the right thing and that you weren't too far behind”.*

### **What do you feel that your pupils have learned from undertaking this programme?**

All teachers felt that the talking and listening aspects of the programme were invaluable:

*“The most obvious thing is that they now know how to discuss and how to listen to other people's opinions. If you actually observe them in their groups, you can see them now sitting back and listening to one person, and taking turns, and that's a big thing for this class”.*

Teachers also felt that pupils had learned how to work in teams, and that whilst at the start, one or two would have dominated the group, they quickly realised that everyone had to take a turn.

Pupils also gained an insight into what life would be like in the future, for example, finding a job. They also learned that you could get to the same end point by taking different routes. Hence it is possible for the less academic to end up at the same point as their more academic colleagues but by taking different routes.

Teachers also felt that it was useful to start P7 pupils thinking about what they are going to be doing in the future. They begin to realise that school doesn't go on forever and that there is a life after school. They became aware that having goals and ambitions is important.

It was also felt that the programme offered pupils a lesson in reality. For example, some pupils were disappointed when their designs or suggestions were not picked:

*“They also had to learn that life can be tough – sometimes you're top dog and sometimes you're not. That's reality.”*

Pupils also began to think about issues which would affect them in their adult life, for example, the importance of budgeting and the presence of issues within their communities which will involve them and in which they need to take an interest.

### **What skills do you feel can be learned through *The Make It Real Game*?**

All teachers agreed that many skills were learned through participation in *The Make It Real Game*. All teachers highlighted interpersonal skills, in particular, talking and listening, personal confidence, and working co-operatively in teams. It was felt that the programme widened the learning experiences in these areas, where previously there wouldn't have been the opportunity.

Other skills mentioned by the teachers included research skills where pupils were required to research material and extract relevant information.

One teacher named a group of skills as “*21<sup>st</sup> Century Skills*”, and included within this category the development of a global outlook, entrepreneurial skills, co-operation and teamwork, taking turns, organising shelves and folders, and working to deadlines.

### **Have you received any feedback from Parents?**

Informal comments from parents provided evidence of their support for the programme and they have supported for example, bringing their children into town to carry out research into business cards or by answering their children's questions about businesses at home.

### **Overall Response from Teachers**

All teachers were overwhelmingly positive about the programme. In particular, they liked its accessibility and how its delivery supported their normal curriculum requirements:

*“The pack is really good – it makes the job of delivering the programme really easy. If you had to do a lot of extra preparation work yourself, it would be more of a chore. It’s enjoyable for me too as I feel confident that when I’ve looked at a unit, I can go and do it.”*

Teachers also rated, highly, the flexibility of the programme and how its suitability for all styles of teaching.

*“You can stop and start as you please, you can go off into different areas, and there is no pressure to be completed by a certain date.”*

*“It was easy to manage – very flexible – you could go off at tangents”.*

One teacher suggested that the programme could be improved by making backup materials, for example, business card templates available on CD.

All teachers agreed, enthusiastically, that they would repeat the programme.

### 3.2 Links between *The Make It Real Game* and the Learning Objectives

Teachers were asked to rate whether, after participation, in *The Make it Real Game*, their pupils had achieved the following learning intentions.

| From the Make it Real programme can your pupils now ...  | Yes % | No % | Comment   |
|--|-------|------|---|
| Recognise the difference between essential needs for life and wants  | 100   | -    | Children had a sound understanding of this objective                      |
| Talk about essential services that are usually provided and paid for by government   | 100   | -    | Some initial difficulty recognising government funded services            |
| Describe how familiar products are changing as a result of using new technology  | 80    | 20   | Only with those they have had real experiences with eg shop, farm, museum |
| Investigate the work roles of familiar and some non-familiar workers   | 80    | 20   | Enjoyed relating this to their own families                               |
| Recognise and describe their personal skills and interests   | 100   | -    | They designed their own CV and discussed its importance                   |
| Describe ways in which their personal interests and aspirations may/may not be similar to family and friends                             | 80    | 20   | More awareness of the range between different people.                     |
| Recognise some of the skills and behaviour which contribute to success in the classroom and start to relate these to life outside school | 100   | -    | We linked the discussion with our school values                           |

Teachers were also asked to rate whether *The Make It Real Game* provided the opportunity for pupils to develop the following skills: personal and interpersonal skills; creativity; teamwork; self-management; problem-solving and decision-making. All agreed, unanimously, that this was the case.

## 3.2 Responses from Pupils

### 3.2.1 Overall response to *The Make It Real Game*

Pupils were asked to indicate how they felt about *The Make It Real Game* (see Table 1)

**Table 1: How did you feel about *The Make It Real Game*?**

|                            | Numbers | %    |
|----------------------------|---------|------|
| I really enjoyed all of it | 78      | 54.2 |
| I enjoyed most of it       | 47      | 32.6 |
| I only enjoyed some of it  | 18      | 12.5 |
| I didn't enjoy any of it   | 1       | 0.7  |

86.8% of pupils either enjoyed all or most of *The Make It Real Game*. Of these, more than half (54.2%) stated that they enjoyed all of the game. 12.5% of pupils said that they only enjoyed some of it. Only one pupil said that he didn't enjoy any of it.

Girls tended to enjoy the game more than boys, with 92.9% of girls enjoying either all or most of the game, compared to 81.1% of boys.

### 3.2.2 Activities which were the most interesting or enjoyable

Pupils were asked to think about and list the 3 activities from *The Make It Real Game* that they found most interesting or enjoyable. Table 2 shows a breakdown of the responses received.

**Table 2: Which activities did you find most interesting or enjoyable?**

|                          | Numbers    | %          |
|--------------------------|------------|------------|
| Making a company         | 104        | 24.1       |
| Making lifestyle choices | 95         | 22.0       |
| Making a community       | 50         | 11.6       |
| Making it work           | 43         | 10.0       |
| Making a town            | 35         | 8.1        |
| The Spin Game            | 24         | 5.6        |
| Making a role            | 11         | 2.5        |
| Making a living          | 9          | 2.1        |
| Others                   | 27         | 6.3        |
| No response given        | 34         | 7.9        |
| <b>Total</b>             | <b>432</b> | <b>100</b> |

From Table 2, clearly the most popular activities were 'Making a Company' and 'Making Lifestyle Choices'. Also highly enjoyed were 'Making a Community', 'Making it Work', 'Making a Town' and The Spin Game. Other activities were mentioned on 27 occasions.

These included: making a town coat of arms, solving a community problem, designing buildings, the High Five principles, making a banner for the community, external speakers, making a business trip and sport.

### 3.2.3 Reasons for enjoying the activities and what was learned

Pupils were also asked to outline why they had found the activities they listed interesting or enjoyable, and to indicate what they felt they had learned from the activity.

#### *Making a Company*

This activity was the most popular, being listed on 104 occasions.

The most frequent reason listed for enjoying this activity was the opportunity to design business cards, logos and web pages. Pupils particularly liked using ICT packages to assist in the design:

*“I love computers, and had lots of fun making the web page”.*

*“It was my first time making a web page”.*

*“I loved designing the business cards – it was cool”.*

Pupils also enjoyed naming the company and picking designs by voting for their favourite:

*“It was fun to think of names and logos”.*

*“You got to be in control to choose the name and pick designs”.*

*“We learned how to vote – we are too young to really vote in the big election”.*

Many pupils also mentioned that they enjoyed this activity because it was like real life, and it gave them an idea of what it would be like to be an adult and be in control:

*“It made me feel like an adult”.*

*“It gave me an idea of what it will be like when I grow up”.*

*“You could do anything – you were in control”.*

Several pupils also mentioned that this activity was enjoyable because of the element of teamwork, where they worked in groups, using brainstorming techniques:

*“We got to brainstorm about naming the business”.*

*“Everyone was able to speak, and we all had something to enjoy”.*

*“I liked working with my friends in the group”.*

Table 3 shows the breakdown of the most popular responses given in relation to what pupils felt they had learned from undertaking the *Making a Company* session.

**Table 3: What did you learn from the session on Making a Company?**

|   | Numbers    | %          |
|---|------------|------------|
| How businesses work                           | 31         | 29.8       |
| Using ICT packages                            | 21         | 20.2       |
| Can make more progress working in teams       | 20         | 19.2       |
| Learned about other countries                 | 7          | 6.7        |
| Different jobs are important within companies | 4          | 3.8        |
| The importance of your vote                   | 4          | 3.8        |
| How to apply for and get a job                | 4          | 3.8        |
| It is hard work being an adult                | 3          | 2.9        |
| Others  | 8          | 7.8        |
| No response given                             | 2          | 1.9        |
| <b>Total</b>                                  | <b>104</b> | <b>100</b> |

Clearly, of those who had enjoyed the *Making a Company* session, the main thing which they felt they had learned was a better insight into the world of work, and in particular how businesses worked. Pupils also learned to use ICT packages which they had not previously used. These included graphics packages which were used to design logos and business cards, and packages to design and create web sites.

19.2% of those who had enjoyed *Making a Company* felt that they had learned about working in teams and that more progress can be made within teams than if they were working alone.

The *Making a Company* session also taught several pupils more about other countries. Some pupils also felt that they now knew that, within companies, different jobs are important, and that different skills and knowledge are needed for companies to operate successfully.

This session introduced the concept of voting for the first time for some pupils, and these pupils felt that they had learned that it was important to vote for what they really wanted, and not to be influenced by what others wanted.

Several pupils also felt that they had learned how to apply for and get a job and that there was much more to the job application process than they had previously thought.

### ***Making Lifestyle Choices***

This activity was the next most popular, having been listed on 95 occasions.

The most frequent reason listed for enjoying this activity was the fact that they could pick things and make decisions for themselves:

*“We had the freedom to choose things without parents choosing for us”.*

*“You got to pick what you wanted”.*

*“You could pick whatever you wanted and it was great fun”.*

Pupils also enjoyed the activity as they thought it was like real life. They enjoyed behaving and being treated as adults and being in control:

*“You learned about what life would be like when we grow up”.*

*“You had to think about what house you wanted – it felt so real”.*

*“You get to pretend to be an adult – I was in control”.*

Having a limited number of credits which they could spend, also featured highly as being something which the pupils found interesting and enjoyable:

*“We only had 8 credits and you had to choose the things you would like to own”.*

*“We got the responsibility to use our own money to buy the things we need”.*

*“It was enjoyable to pick a good house or a cheap one”.*

Several pupils reported that they particularly enjoyed this activity, simply because they could design and colour in their own houses:

*“We got to buy and design and colour houses”.*

*“I liked picking and decorating my own house”.*

*“Picking the house and colouring it in”.*

Others enjoyed this activity because it was perceived as being *“fun”*, *“cool”* and *“a break from all our other hard work”*.

Table 4 shows the breakdown of the most popular responses given in relation to what pupils felt they had learned from undertaking the Making Lifestyle choices session.

**Table 4: What did you learn from the session on Making Lifestyle Choices?**

|  | <b>Numbers</b> | <b>%</b>   |
|--|----------------|------------|
| Making appropriate choices and budgeting | 57             | 60.0       |
| It is hard work being an adult           | 25             | 26.3       |
| Others                                   | 11             | 11.7       |
| No response given                        | 2              | 2.1        |
| <b>Total</b>                             | <b>95</b>      | <b>100</b> |

Of those who had enjoyed the *Making Lifestyle Choices*, the majority (60%) felt that they had learned how to budget and the importance of making sensible choices on limited credits. 26.3% of those enjoying this session, also felt that they had gained an insight into what life would be like in the future, with the realisation that being an adult will be hard work.

Some of the other things which pupils felt that they had learned included the importance of planning, designing and locating homes and businesses; teamwork can lead to more progress; and that there is more to towns and communities than previously thought. A small minority (4 pupils) felt that they had not learned anything from this activity.

### ***Making a Community***

The third most popular activity for the pupils was the session on *Making a Community*. This was listed 50 times. Pupils particularly enjoyed this session because again they got to think up names for the communities and to vote in order to select the name:

*“We got to make our own name for a community”.*

*“We had to make up a sensible name – and we got to vote”.*

*“People came up with great names”.*

In the community groups, pupils also enjoyed solving the community problems:

*“I liked getting a problem and having to solve it”.*

*“We had to work out problems in the community”.*

*“You had to think a lot about the problems – it was very hard”.*

Again, pupils also enjoyed working in their groups, and could clearly see the benefits of teamwork:

*“I was working with my friends”.*

*“You have to listen to other peoples’ ideas”.*

Pupils also enjoyed forming communities, with many feeling like it was an indicator of real life, and what it would be like to be living in communities:

*“We got to know all our neighbours and made friends”.*

*“It was like a real community”.*

The *Making a Community* session was also rated as being interesting because pupils enjoyed deciding where they were to live and deciding what services they were to have within the community:

*“You got to choose where to live on the map”.*

*“I liked talking about all the different jobs and services”.*

*“I got to think of loads of stuff for our estate”.*

Table 5 shows the breakdown of the most popular responses given in relation to what pupils felt they had learned from undertaking the Making a community session.

**Table 5: What did you learn from the session on Making a Community?**

|  | <b>Numbers</b> | <b>%</b>   |
|--|----------------|------------|
| There is more to towns and communities than previously thought | 12             | 24.0       |
| Teamwork – can make more progress                              | 12             | 24.0       |
| How to solve problems  | 6              | 12.0       |
| Others   | 16             | 32.0       |
| No response given  | 4              | 8.0        |
| <b>Total</b>   | <b>50</b>      | <b>100</b> |

Pupils mainly learned that there were more to town and community structures than they had previously thought. In particular, they felt that they had learned about the thinking and planning behind services within towns and communities.

Again this exercise was highlighted as being a good lesson in teamwork – pupils could see the benefits of working as a team, and the overall progress which could be made as opposed to working individually.

Several pupils felt that this exercise had taught them some problem solving skills. Other things which pupils felt they had learned included the different places where it is possible to live, the importance of location for home and business, and that making decisions can be fun.

### ***Making It Work***

This session was listed on 43 occasions as being enjoyable and interesting. The overwhelming majority of reasons for this session being rated as enjoyable were linked to the performances, whether for the advertisements or for a school assembly. In particular, the pupils enjoyed learning songs, dances and doing role-play and drama. This activity was rated as being fun by many of the pupils:

*“I enjoyed the dances, role play, alphabet and songs”.*

*“We got to sing, dance and talk about our country”.*

*“You got to speak out”.*

*“Our end song was really funky, and the actions were complicated”.*

Other pupils particularly enjoyed researching and finding out information about other countries:

*“I got to do research on the computer”.*

*“We got to learn songs and dances from other countries”.*

Pupils generally concluded that this session was good fun.

Table 6 shows the breakdown of the most popular responses given in relation to what pupils felt they had learned from undertaking the Making it work session.

**Table 6: What did you learn from the session on Making It Work?**

|   | <b>Numbers</b> | <b>%</b>   |
|---|----------------|------------|
| Learned about different countries                 | 16             | 37.2       |
| New dance moves/playing music                     | 8              | 18.6       |
| About the world of work                           | 5              | 11.6       |
| To stand up in front of others and not be nervous | 4              | 9.3        |
| Others  | 5              | 11.6       |
| No response given                                 | 5              | 11.6       |
| <b>Total</b>                                      | <b>43</b>      | <b>100</b> |

Of those who had highlighted the session on *Making It Work* as being enjoyable, 37.2% felt that they had learned about the different countries. This included aspects of language, culture and work. 18.6% felt that they had simply learned about music and dancing. 11.6% felt that this activity had given them knowledge about the world of work, and several pupils felt that by undertaking the performance, they had learned how to stand up in front of others and not be nervous. Other things that pupils felt they had learned included listening and answering questions, teamwork and that if you really want something you can do it.

### ***Making a Town***

*Making a Town* was listed on 35 occasions as being a session which pupils found interesting or enjoyable.

The main reason why pupils enjoyed this session was that they enjoyed coming up with names for the town, and voting for the eventual winner:

*“Naming the town was enjoyable because we got to vote”.*

*“Voting for the town name – democracy”.*

*“It was exciting and imaginative voting for the town name”.*

Working in groups also proved to be enjoyable for the pupils:

*“We could work in teams and also made us more independent”.*

*“It was interesting to see what the other groups did”.*

Table 7 shows the breakdown of the most popular responses given in relation to what pupils felt they had learned from undertaking the *Making a Town* session.

**Table 7: What did you learn from the session on *Making a Town*?**

|  | <b>Numbers</b> | <b>%</b>   |
|--|----------------|------------|
| The importance of your vote                      | 18             | 51.4       |
| More to towns and communities than first thought | 3              | 8.6        |
| Teamwork – can make more progress                | 3              | 8.6        |
| Nothing  | 3              | 8.6        |
| Others   | 8              | 22.9       |
| <b>Total</b>                                     | <b>35</b>      | <b>100</b> |

Over half of those who enjoyed the *Making a Town* session, felt that they had learned about voting, and in particular, the importance of their vote. Several pupils felt that they had learned that there was more to towns and communities than they had first thought. Some pupils also mentioned that they had learned about teamwork, and that they could make more progress when working as part of a team.

A few pupils reported that they had learned nothing from this session.

### ***The Spin Game***

Of those 24 who had enjoyed *The Spin Game*, the majority felt that it was fun and that it felt like a game show:

*“It was like a game show on TV”.*

*“You were quizzed on questions that were quite hard”.*

*“I enjoyed answering all the questions with my team mates”.*

*“We had a lot of teamwork – it was fun as well as learning”.*

Table 8 shows the breakdown of the most popular responses given in relation to what pupils felt they had learned from undertaking *The Spin Game*

**Table 8: What did you learn from *The Spin Game*?**

|                                    | <b>Numbers</b> | <b>%</b>   |
|------------------------------------|----------------|------------|
| The world of work                  | 14             | 58.3       |
| It is hard work being an adult     | 5              | 20.8       |
| Can make more progress in teams    | 3              | 12.5       |
| How to listen and answer questions | 2              | 8.3        |
| <b>Total</b>                       | <b>24</b>      | <b>100</b> |

Over half felt that they had learned about the world of work from *The Spin Game*, in particular how businesses operate and how to go about getting a job. *The Spin Game* also taught pupils that it is hard work being an adult, and the importance of teamwork. Two pupils felt that they had learned how to listen and answer questions.

### ***Making a Role***

11 pupils mentioned that they had particularly enjoyed the session on *Making a Role*. They particularly enjoyed finding out who they were and what they were going to be:

*“We were surprised and excited about what we were going to be”.*

*“It was interesting to find out my job and age”.*

*“You got to choose the job that you wanted to do”.*

Pupils also enjoyed going through the process of applying for jobs and being interviewed, and felt that it gave them some insight into what the future would be like for them:

*“Doing the interviews was enjoyable”.*

*“You could see the different skills needed to get a job”.*

*“We knew what adults had to go through”.*

Table 9 shows the breakdown of the most popular responses given in relation to what pupils felt they had learned from undertaking the *Making a Role* session.

**Table 9: What did you learn from the session on *Making a Role*?**

|   | <b>Numbers</b> | <b>%</b>   |
|---|----------------|------------|
| Different jobs are important within companies | 3              | 27.3       |
| How to apply for and get a job                | 3              | 27.3       |
| About the world of work                       | 3              | 27.3       |
| Nothing                                       | 1              | 9.1        |
| No response given                             | 1              | 9.1        |
| <b>Total</b>                                  | <b>11</b>      | <b>100</b> |

Of the 11 pupils who enjoyed the *Making a Role* session, 3 felt that they now knew the importance of different jobs within companies; 3 felt that they had learned how to apply for and get a job and 3 felt that they had learned about the world of work in general. Only 1 pupil stated that they had not learned anything from this session.

### ***Making a Living***

9 pupils had mentioned the *Making a Living* session as being particularly enjoyable. All felt that this was because they found out about the different countries, and that they enjoyed doing the research:

*"Doing research into the country – I love researching subjects".*

*"We found out a lot of new things".*

*"It was interesting to find out about Mexico and the different foods".*

All pupils mentioned that they had learned about other countries from this session.

### **Overall pupil responses**

There was an overwhelmingly positive response to *The Make It Real Game*. The vast majority really enjoyed participating in the programme, and viewed it as being fun, yet they were still learning:

*"I really loved it".*

*"It's good fun, but you still learn things from it".*

All pupils were able to identify things that they felt they had learned from participating in *The Make It Real Game*.

## CONCLUSION

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*The Make It Real Game* has had a positive response from teachers and pupils alike. Teachers involved could see the links between the programme and the Northern Ireland Curriculum. Teachers also commented that the programme was able to deliver many of the recommended suggested learning objectives for Education for Employability as set by CCEA, thus catering for progression to post-primary education.

Teachers commented on the excellent training they received and unanimously agreed that the materials provided were superb. In particular teachers praised the accessibility of the pack and how easy it was to deliver.

All teachers felt that the programme should not be started until after the Transfer Procedure was complete. Teachers used a variety of different timetabling approaches which ranged from doing parts of the programme in blocks, to a weekly timetabled session. Class sizes caused some concern among teachers who felt that larger classes had larger numbers of groups and that another teacher or classroom assistant would be needed.

All teachers agreed that many skills were learned through participation in *The Make It Real Game*. All teachers highlighted interpersonal skills, in particular talking and listening, personal confidence and working co-operatively in teams. Other skills mentioned were research skills, entrepreneurial skills, teamwork and working to deadlines.

Teachers rated the flexibility of the programme highly and felt it was suitable for all styles of teaching and for all abilities. However, teachers were concerned that "*whilst the programme was suitable for all abilities, the less able children probably don't get as much out of it as the more able children, particularly with regard to the amount of talking and listening that is required*". Several teachers did highlight cases where less able children were able to make a contribution.

Overall *The Make It Real Game* was extremely successful in its first pilot year. Teachers involved were very positive about the programme and encouraged by the outcomes the programme had on the children.

## **Appendix 1**

### **MAKE IT REAL GAME PILOT – AREAS FOR DISCUSSION WITH TEACHERS 2004**

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- 1 When did you begin the programme? How many units have you completed ?  
What unit are you currently at ? Talk me through the units and what you and your pupils did.
- 2 How many pupils are involved ? What range of abilities would your pupils have ?  
Has the programme been suitable for mixed abilities?
- 3 What has been the response from the pupils ?
- 4 How useful is the pack of materials?
- 5 What did the pupils think of the folders?
- 6 What outside resources have you used?
- 7 What about opportunities for cross-curricular teaching?
- 8 Did the training you received adequately prepare you to deliver the programme? What additional training would you need?
- 9 What do you feel that your pupils have learned from undertaking this programme?
- 10 What skills do you feel can be learned through the make it real programme ?
- 11 Have you had any feedback from Parents ?
- 12 What did you particularly like about the programme ? What did you dislike ? Any changes you would make? Would you use such a programme again?

**Appendix 2:**  
**FROM THE MAKE IT REAL GAME PROGRAMME CAN**  
**YOUR PUPILS NOW:**

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- Recognise the difference between essential needs for life and wants, *for example, discuss how people need housing and transport to be able to work*

Yes  No

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- Talk about essential services that are usually provided and paid for by government

Yes  No

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- Describe how some familiar products are changing as a result of using new technology, *for example, on the farm, in the shop or the factory*

Yes  No

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- Investigate the work roles of familiar and some non-familiar workers

Yes  No

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- Recognise and describe their personal skills and interests

Yes  No

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- Describe ways in which their personal interests and aspirations may or may not be similar to family and friends

Yes  No

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- Recognise some of the skills and behaviour which contribute to success in the classroom and start to relate these to life outside school

Yes  No

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| <b>Has the Make It Real Game Program provided the opportunity for pupils to develop the following:</b> | <b>Yes</b> | <b>No</b> |
|--|------------|-----------|
| Personal and inter-personal skills   |            |           |
| Creativity   |            |           |
| Team work  |            |           |
| Self-management  |            |           |
| Problem-solving  |            |           |
| Decision-making  |            |           |

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*Thank you for your time*

**Appendix 3 :**  
**PUPIL QUESTIONNAIRE – THE MAKE IT REAL GAME**

Name of School \_\_\_\_\_

Please answer the following questions by ticking the box or writing in the space provided:

**1 Are you?**

Boy  Girl

P6  P7

**2 Please tick the one sentence which best describes how you feel about the ‘*Make It Real Game*’**

I really enjoyed all of it

I enjoyed most of it

I only enjoyed some of it

I didn’t enjoy any of it

**3 Please think about the 3 activities from the ‘*Make It Real Game*’ that you found the most interesting or enjoyable. List them in the spaces provided and answer the questions about each activity.**

i) Name of Activity 1:

\_\_\_\_\_

Why was it interesting or enjoyable?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What did you learn from this activity?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ii) Name of Activity 2:

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Why was it interesting or enjoyable?

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What did you learn from this activity?

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iii) Name of Activity 3:

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Why was it interesting or enjoyable?

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What did you learn from this activity?

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***Thank you for completing this questionnaire***

## Appendix 4 : LIST OF UNITS AND ACTIVITIES

|  |   |
|--|---|
| <b>Unit One:<br/>Making a Start</b>            | <ol style="list-style-type: none"> <li>1. Name the High Five guiding principles.</li> <li>2. Discuss The High Five in the context of one’s own life.</li> <li>3. Discuss how voting is used to make decisions.</li> <li>4. Vote on a town name.</li> <li>5. Understand new vocabulary and use it in discussion.</li> </ol>  |
| <b>Unit Two:<br/>Making a Role</b>             | <ol style="list-style-type: none"> <li>1. Complete blank sections of the Role Profile</li> <li>2. Identify education and work experience described on the Role Profile</li> <li>3. Describe the occupational role.</li> <li>4. Identify personal interests and hobbies appropriate to the role character.</li> <li>5. Understand that there may be different routes to the same occupational goals.</li> <li>6. Understand the new vocabulary and use it in discussion.</li> <li>7. Identify and discuss the qualifications required of workers described in job adverts.</li> <li>8. Use the qualification indicated on the Role Profile to seek and find a job from the job adverts.</li> </ol> |
| <b>Unit Three:<br/>Making a Company</b>        | <ol style="list-style-type: none"> <li>1. Identify skills and interests appropriate to own role character and to classmates’ characters.</li> <li>2. Design a company logo, building and business card.</li> <li>3. Use brainstorming to generate new company names and help reach consensus on which is the best one.</li> <li>4. Help decide on a logo, a company building and location for company on the Town Map.</li> <li>5. Understand new vocabulary and use it in discussion.</li> </ol>   |
| <b>Unit Four:<br/>Making Lifestyle Choices</b> | <ol style="list-style-type: none"> <li>1. Discuss why housing and transport is necessary, especially for workers.</li> <li>2. Choose housing, transport and leisure items and activities.</li> <li>3. Budget allocated credits, adjusting lifestyle choices if necessary.</li> <li>4. Understand new vocabulary and use it in discussion.</li> </ol>  |

|   |  |
|---|--|
| <b>Unit Five:<br/>Making<br/>a Community</b>      | <ol style="list-style-type: none"> <li>1. Define and discuss community.</li> <li>2. Resolve a community problem by discussing it with others.</li> <li>3. Compare differences and similarities in lifestyle choices among classmates.</li> <li>4. Understand new vocabulary and use it in class discussion.</li> </ol>   |
| <b>Unit Six:<br/>Making a Town<br/>Work</b>       | <ol style="list-style-type: none"> <li>1. Identify the different occupations that exist in the businesses and services on the Town Map.</li> <li>2. Understand the difference between essential and desirable services.</li> <li>3. Discuss the importance of the location of services such as fire station, police and hospital.</li> <li>4. Understand new vocabulary and use it in discussion.</li> </ol>   |
| <b>Unit Seven:<br/>Making a Town<br/>Complete</b> | <ol style="list-style-type: none"> <li>1. Help make a list of potential client businesses by identifying needs in the town which are not being met.</li> <li>2. Discuss the concept of industry groups.</li> <li>3. Help identify industry groups that are well-represented and under-represented in the town.</li> <li>4. Co-operate to choose businesses and services that enhance the town's economic potential, name them and locate them on the Town Map.</li> <li>5. Understand new vocabulary and use it in discussion.</li> </ol>  |
| <b>Unit Eight:<br/>The Spin Game</b>              | <ol style="list-style-type: none"> <li>1. Discuss and respond to the questions presented in the Spin Game.</li> <li>2. Understand new vocabulary and use it in class discussion.</li> </ol>  |
| <b>Unit Nine:<br/>Making a Living</b>             | <ol style="list-style-type: none"> <li>1. Discuss the concepts of local and global economies.</li> <li>2. Identify the flags of eight foreign countries and the countries' locations on the World Map.</li> <li>3. Help select the country for which one's company is best suited.</li> <li>4. Identify some of the different factors that define a foreign culture.</li> <li>5. Co-operate with company members to define research goals and make a work plan to divide research tasks fairly.</li> <li>6. Understand new vocabulary and use it in class discussion.</li> </ol> |

|   |  |
|---|--|
| <b>Unit Ten:<br/>Making a Business<br/>Trip</b> | <ol style="list-style-type: none"> <li>1. Discuss the concept and importance of passports; create a passport for oneself.</li> <li>2. Understand and work with concepts such as time zones, travel itineraries, etc.</li> <li>3. Gather and compile information as indicated in the Research Plan.</li> <li>4. Understand new vocabulary and use it in class discussion.</li> </ol>  |
| <b>Unit Eleven:<br/>Making it Work</b>          | <ol style="list-style-type: none"> <li>1. Compile researched information, music, images, display items, etc.</li> <li>2. Co-operate with team members to create an advertising presentation.</li> <li>3. Co-operate with team members to rehearse the presentation.</li> </ol>   |
| <b>Unit Twelve:<br/>The Spin Game</b>           | <ol style="list-style-type: none"> <li>1. Discuss and respond to the questions presented in the Spin Game.</li> <li>2. Understand new vocabulary and use it in class discussion.</li> </ol>  |
| <b>Unit Thirteen:<br/>Making it Real</b>        | <ol style="list-style-type: none"> <li>1. As a member of the company group, present oral information about the town, occupations, services and businesses.</li> <li>2. As a member of the company group, present oral information about one's company including company name, occupations of members, location in the town and type of work performed.</li> <li>3. As a member of the company group, present the advertising projects to an audience of invited guests.</li> </ol> |



