

(Real Game, continued from page 1)

(e.g., budgeting, time management, consensus building, problem solving, critical thinking, group interaction, life/work balance, job choices). TRGS engages students in learning because it is experiential and fun. Throughout the curriculum, students see the importance of lifelong learning and post-secondary education/training to fulfillment of their dreams and a personally appealing lifestyle. They gain the essential skills and self-awareness that helps them transition more successfully to later stages of their lives.

As the streaming videos show (<http://www.californiacareers.info/videos.html>), students discover, for themselves, why they need to do their best in school.

Principals report increased attendance, increased academic achievement and reduced behavior problems among students that have played The Real Game Series curriculum.

Reaction to these presentations at the SSDA conference was very positive, with many superintendents and elected school board members indicating they want to introduce The Real Game California in their schools.

Now is the perfect time! SSDA strongly endorses The Real Game California from SSDA Platinum Member CalCRN. SSDA has negotiated a 15% discount off the regular, not-for-profit price of \$450! CalCRN has agreed to offer free training if we bring together at least 15 trainees (teachers or counselors) in any part of the state and provide the training venue, CalCRN will provide the one-day training program at no cost to SSDA members!

We encourage you to take advantage of this special offer available only to SSDA members. Order The Real Game California before June 30th, and set plans in motion to introduce The Real Game California in summer sessions or at the start of the new school year. Call Shannon Asher at SSDA, toll free, (866) 443-7732 to sign up for the training session, or submit an order form (available on SSDA website) with "SSDA" written on it. This special offer expires June 30, 2007.



Equipping ALL Middle & High School Students for Success in School & in Life!

The Real Game California™



The Real Game California™ is the latest addition to the internationally popular and effective **The Real Game Series™** being used in over 50,000 classrooms in ten countries.

This career development curriculum has now been adapted for Californians ages middle school on up!

Teachers, administrators, and parents report:

- academic achievement improves
- attendance improves
- behavior problems diminish

All activities in **The Real Game California™** have been aligned with:

- California [Academic] Content Standards
- California Career Technical Education Model Curriculum Standards
- Equipped for the Future Content Standards for Adult Literacy and Lifelong Learning
- National Career Development Guidelines (rev. 2004)
- American School Counselor Association (ASCA) National Standards for Student Academic, Career and Personal/Social Development
- Secretary's Commission on Achieving Necessary Skill (SCANS) Employability Skills

In 2005, The Real Game California was piloted in 19 California sites with 650 participants! In May 2006, Jack O'Connell, Superintendent of Public Instruction launched The Real Game California!



(Visit the California Career Resource Network (CalCRN) website www.CaliforniaCareers.info or call (916) 323-6544 for more details.)

(more)

This space is available for advertising.

Call us toll free, (866) 443-7732, for rates and information. Ask for Shannon.

Small Schools. Big Results!

(Supersized, continued)

value of nutrition,” said McGriff.

On May 3, 2007 Governor Arnold Schwarzenegger joined with former President Bill Clinton to co-lead the Alliance for a Healthier Generation. Working with the American Heart Association Clinton and Schwarzenegger are building a bipartisan coalition to reverse the dangerous, growing trend of childhood obesity. “Ensuring the health and well-being of our children is my top priority,” said Governor Schwarzenegger.

The William J. Clinton Foundation has built a terrific new website to assist schools with nutrition programs, planning and education. Finding healthful snacks to serve in schools has never been easier! No more looking at nutritional values or serving sizes with the new Healthy Schools Product Navigator, a free online tool (www.healthiergeneration.org). They have also launched the new online home of the “Go Healthy! Challenge”—a site that features interactive tools, health tips, and activities designed to support kids as they take the pledge to *Go Healthy!* Get involved. Encourage your students to *Go Healthy* and watch the improvements at your school site!



Five Steps for Building a Healthier School Environment

1. **Convene a Student School Wellness Council** to plan and lead a wellness program at your school (the Healthy Action Plan). Do some of the student recommendations immediately and let them monitor the effectiveness of their recommendations.
2. **Circulate the Student’s Healthy Action Plan** to parents and teachers. Encourage them to find ways to help the students within a timeline.
3. **Identify Resources** to help your students achieve positive outcomes. Remember, they need not be financial resources. For example, call a health club and ask them to commit to a three-week, one-hour, healthy exercise training program for students that one-teacher and a student leader commit to carry out during lunch breaks for the next 5 weeks. They may also conduct an *American Idol Winner* campaign and award the student who loses the most weight or improves health the most during this period.
4. **Take Action and Measure the Results—mathematically!** Choose a few measurable outcomes, teach the related math, and empower the students to follow up on their plan.
5. **Create Recognition Opportunities & Celebrate!**

(Graduation, continued from page 6)

Nobel Prize winning University of Chicago economist Stephen Cameron and his colleague James Heckman results showed that GED-certified persons were indistinguishable from high school dropouts in their performance in the labor market. According to Cameron and Heckman, both dropouts and exam-certified persons had comparably poor wages, earnings, hours of work, unemployment experience, and job tenure.

This disparity has real-world consequences. Once in the labor market, dropouts and GED certificated individuals earn less, work less, and have a higher job turnover rate than high-school graduates. Simply put, there is no substitute for classroom instruction time.

Energize your students. Connect them to real world careers. Investigate the Real Game California career development programs (see page 4) and take advantage of the discount offered to small school districts until June 30, 2007. In the meantime, check out how your district’s graduation rate compares to the large urban districts in the box on page five.



Notes

Jill Tucker and Nanette Asimov, “Graduate rate is lowest in 10 years,” *San Francisco Chronicle*, Saturday, May 12, 2007, p. A-1.
Stephan V. Cameron and James J. Heckman, “The nonequivalence of high-school equivalents,” *Journal of Labor Economics*, 1993, 11(1)Part 1:18.



SHARE YOUR THOUGHTS...We would love to hear your feedback on any of the articles listed in this issue of *Small World*. Please send us an e-mail at shannon@ssda.org. If you have any suggestions for future articles or have any topics you would like to see let us know.