



### Who Has Experienced a REALL Simulation?

Middle Schools and High Schools  
Private Organizations  
Girls Scouts  
Boys & Girls Clubs

### What educators, youth and volunteers are saying about the REALL experience:

*“I think that now I will make a better decision in life. For high school, I thought I could drop out at 17 and be just fine.” ~ student*

*“The one thing I heard many students say they learned was to ‘ask questions’. This is a huge lesson and I’m thankful (and so are the students) they were able to learn in an environment where it is safe to make mistakes.” ~ principal*

*“As a case manager who works with low-income parents...this program should be mandatory for all children...they seem to understand by the end that it is all about THEIR choices.” ~ case manager*



For information on how to bring the REALL simulation to your community, contact:

NEK-CAP, Inc.  
PO Box 380  
Hiawatha, KS 66434  
Phone: 785-742-2222, ext. 135 or  
Toll-free: 888-904-8159, ext. 135  
Email: [lgrier@nekcaph.org](mailto:lgrier@nekcaph.org)  
Fax: 785-742-2164



### NEK-CAP, Inc’s Vision

*One by one all individuals, families and communities become self-reliant.*

NEK-CAP, Inc. administers government and private grants such as Administration for Children and Families/Department of Health & Human Services; Kansas Department for Children & Families (DCF); Kansas Housing Resources Corporation (KHRC); the State Department of Education (KSDE); United States Department of Agriculture (USDA); and Housing & Urban Development (HUD).

NEK-CAP, Inc. is an equal opportunity provider and employer.

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# NEK-CAP, Inc.

*We provide comprehensive education and social services to low-income community members through collaborative partnerships focused on promoting the development of individuals and families, empowerment, and economic security.*



## Reality Enrichment And Life Lessons



NEK-CAP, Inc. Administrative Office  
**Northeast Kansas Community Action Program**  
PO Box 380 - 1260 220<sup>th</sup> Street  
Hiawatha, KS 66434  
Phone: 785-742-2222 or 888-904-8159  
TTD/TTY: 785-742-3087  
Fax: 785-742-2164  
[nekcaph@nekcaph.org](mailto:nekcaph@nekcaph.org) ~ [www.nekcaph.org](http://www.nekcaph.org)

Sometimes youth make poor decisions like choosing to engage in **substance abuse**, having an **unplanned pregnancy**, or **dropping out of school**. Do they truly understand the **consequences** of their actions?

## The National Picture

- The National graduation rate is 82.3%
- The rate among African-American, Hispanic, and low-income students is less than 77%
- Across the U.S., 68% of state prison inmates don't have a high school diploma
- If the graduation rate increased to 90% for just one cohort of students, the country would see a \$7.2 billion increase in annual earnings and a \$1.1 billion increase in federal tax revenue

Sources: [nces.ed.gov](http://nces.ed.gov) and [fightcrime.org](http://fightcrime.org)



## What is the REALL project?

The Reality Enrichment And Life Lessons (REALL) project is a hands-on simulation designed to challenge youth (grades 7<sup>th</sup> - 12<sup>th</sup>) to think critically about how choices and decisions made in adolescence may have consequences in adulthood.

REALL addresses many of the competencies identified by the Missouri State Board of Education:

- Identify components and sources of income
- Analyze how career choice, education, skills, and economic conditions affect income and goal attainment
- Relate taxes, government transfer payments, and employee benefits to disposable income
- Explain how financial resources affect the choices people make

Source: [www.dese.mo.gov/divimprove/assess/documents/Personal\\_Finance\\_Compentencies](http://www.dese.mo.gov/divimprove/assess/documents/Personal_Finance_Compentencies)



## The REALL Simulation

The simulation lasts approximately three hours and is divided into interactive sessions which educate youth on the consequences of their choices.

Orientation: A facilitator explains the simulation rules and expectations. Participants are then given a few minutes to review their packet, containing their new identity.

During a simulation, youth will encounter issues of **inadequate education** and **income**, managing a **budget**, being labeled as an **ex-offender**, caring for **children**, and other **adult responsibilities**. They will be challenged to make REALL decisions.

**Reactive Life:** During this session, participants live the life of someone who made poor decisions during youth. All have dropped out of high school, some have legal histories, and many are seeking employment or have low paying jobs.

**Proactive Life:** Following the reactive life, youth experience adulthood based on positive choices made during adolescence. All graduated high school and continued their education in some way and are gainfully employed earning a living wage. Participants experience saving money, less stress and more.

During both reactive and proactive sessions, participants must meet adult level responsibilities, such as going to work, budgeting, paying bills and caring for children.

**Debriefing:** Participants divide into small groups and are led through a discussion comparing and contrasting their reactive and proactive life experiences. This is where they make the connection on how the decisions they make now affect their futures.

