



THE FUTURE U NOW (F.U.N.) GAME

*A Fun Adventure
for Student
Growth*

GAME

**TEACHING AND
COUNSELING
FOR TODAY'S
WORLD -**

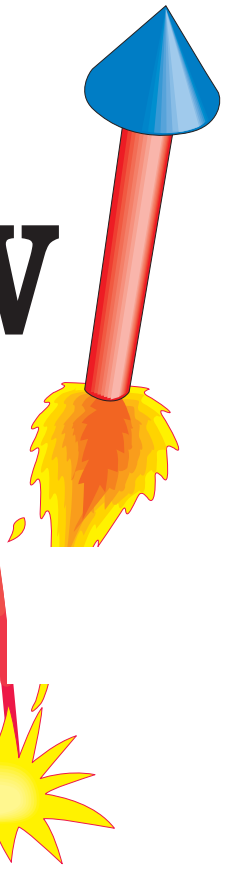
*An Innovative
Approach to
Education that
Develops Students'
Spirit, Purpose,
and Potential*

Tommie R. Radd, Ph.D.





THE
FUTURE U NOW
(F.U.N.)
GAME



Developed By:

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FORWARD

The *Grow With Guidance*® System *Future U Now (F.U.N.) Game, A Fun Adventure for Student Growth*, is supplemental with the *Grow With Guidance*® System. The game in both English and Spanish can be used with the *Grow With Guidance*® System *Intermediate through High School Levels*.

The *Grow With Guidance*® System is the result of my journey to support students and make a difference in the way professionals approach education. Your comments and support are welcome. If you are interested in learning more about the *Grow With Guidance*® System, please contact me. The *Grow With Guidance*® System *Manual* and the *Grow With Guidance*® System *Levels for Primary, Intermediate, Middle, and High School* include everything you need to successfully implement the system in your classroom, school, or school district. As the *Grow With Guidance*® creator, I am interested in working with you and helping you document your success. Together, we can re-create teaching and counseling to meet the requirements of today's world. The systemic approach supported by this game and discussed in my books, a shared vision, and a commitment to truly educate all make this change possible.

Best wishes for a successful journey,

Tommie

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Publications by Grow With Guidance®

The following lists the most recent books available through Grow With Guidance®. The first edition of the Grow With Guidance® System was published in 1985, followed by the second edition in 1993 and 1996. ***Getting From Here to There ...Education for the New Millennium***, published in 2000, was the first discussion book that provided an overview of the system framework. In addition, the tested and proven system is discussed in numerous professional publications. As of 2014, the entire System is now available in digital e-book formats.

Radd, T. R. (2014). ***Teaching and Counseling for Today's World Pre-K–12 & Beyond Second Edition*** Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-58-2

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Radd, T. R. (2014). ***The Grow With Guidance® System Manual Third Edition, e-book***. Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-59-9

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Radd, T. R. (2007). ***The Grow With Guidance® System Middle School Level Third Edition***. Omaha, Nebraska: Grow With Guidance. ISBN: 978-1-878317-56-8 (1-878317-56-3)

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Radd, T. R. (2014). ***The Grow With Guidance® System Fun Game Second Edition, e-book***. Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-67-9

Radd, T. R. (2007). ***The Grow With Guidance® System Music: G.G. Raddbearie Sings***. Omaha, Nebraska: Grow With Guidance. ISBN: 978-1-878317-47-4

Radd, T. R. (2014). ***The Grow With Guidance® System Music: G.G. Raddbearie Sings, e-book***. Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-68-4

Radd, T. R. (2006). ***Classroom Activities for Teachers, Counselors, and Other Helping Professionals Pre-K–12 & Beyond Vol. I. Second Edition***. Omaha, Nebraska: Grow With Guidance. ISBN: 978-1-878317-50-4

Radd, T. R. (2014). ***Classroom Activities for Teachers, Counselors, and Other Helping Professionals Pre-K–12 & Beyond Vol. I Second Edition, e-book***. Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-65-0

Radd, T. R. (2006). ***Classroom Activities for Teachers, Counselors, and Other Helping Professionals Pre-K–12 & Beyond Vol. II. Second Edition***. Omaha, Nebraska: Grow With Guidance. ISBN: 978-1-878317-51-2

Radd, T. R. (2014). ***Classroom Activities for Teachers, Counselors, and Other Helping Professionals Pre-K– 12 & Beyond Vol. II. Second Edition, e-book***. Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-66-7

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Radd, T. R. (2003). ***Classroom Activities for Teachers, Counselors, and Other Helping Professionals Pre-K–12 & Beyond Vols. I & II***. Omaha, Nebraska: Grow With Guidance. ISBN: 1-878317-45-8, 1-878317-46-6.



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THE FUTURE U NOW (F.U.N.) GAME

A FUN ADVENTURE FOR STUDENT GROWTH

The *Grow With Guidance*® System Game, *Future U Now (F.U.N.) Game*, *A Fun Adventure for Student Growth*, provides student experiences that support *The Grow With Guidance*® System concepts. Student can develop and practice their skills and expand their awareness of talents and strengths. Students learn that these skills and talents are the base for their future successes. In addition, students discover applications for the concepts to support lifelong learning in all domains.

The *Future U Now (F.U.N.) Game* asks students to respond to questions from the areas of Self, Other Awareness, Self-Control, Decision-Making/Problem-Solving, Group Cooperation, Career Awareness, the Self-Concept Series, Behavior, and Self-Talk/Self-Pictures. The game is designed to be used with students in the classroom group, small groups, or individually. Also, *Future U Now (F.U.N.)* can be used as an independent classroom/small group activity at Learning Connection Centers to support academic content areas.

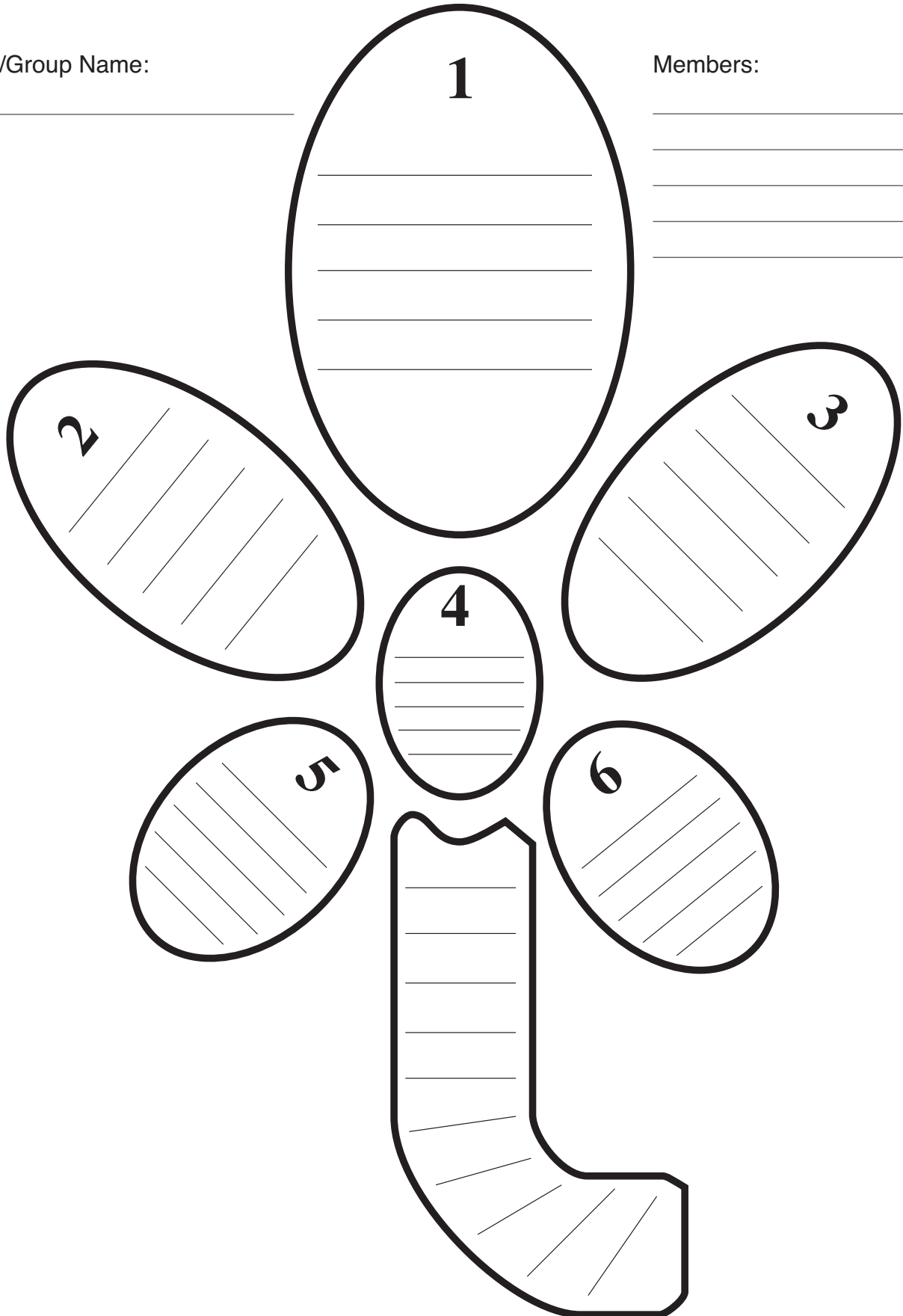
HUMOR AND FUN ARE REQUIREMENTS FOR GAME PLAY!

FUTURE U NOW (F.U.N.) GAME

THE GROWING GAGE GAME BOARD

Name/Group Name:

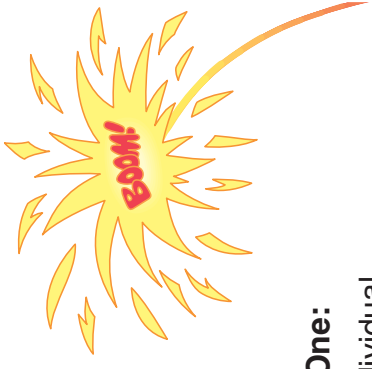
Members:



FUTURE U NOW (F.U.N.) GAME

GROWING GAGE GAME BOARD

Point Organizer



Name/Group Name _____

Members _____

Type of Play – Select One:

- Classroom Group/Individual
- Small Group
- Individual/Learning Connection Center

Dates of Play	Number of Points Per Day	Behavior Skill Points	Academic Skill Points	Facilitator Bonus Points	End of Game Points	Grand Total (If Accumulated Points)



<p>1. State and role-play four validating statements.</p>	<p>2. Say four accepting responses to a validating statement received.</p>	<p>3. Say or show four supportive responses for a group concern or problem.</p>	<p>4. State eight behaviors which may help or hinder group effort.</p>
<p>5. State four times you listened to someone.</p>	<p>6. State four behaviors that you used to help complete a group project.</p>	<p>7. State five specific ways your behavior has improved and helped a group.</p>	<p>8. State information about one of the goals for misbehavior. Give three ways that the goal can help or hurt a group.</p>
<p>9. State five ways that the self-concept series can help a group.</p>	<p>10. State two times that you accepted responsibility for what happened to you after you made a choice about how to act when you were working in a group. State three ways that affected the group.</p>	<p>11. Give three examples of times you have shown an increase in behavior that helps you while you were working in a group.</p>	<p>12. State three times you have shown an increase in the times you want to do something when working in a group.</p>
<p>13. State three ways that you or a group member can get help in the school and community.</p>	<p>14. State three ways that saying and writing helpful thoughts about yourself and others can help a group.</p>	<p>15. State three ways that seeing a positive, valuable self now and in the future can help a group.</p>	<p>16. Give three examples of times when you were working in a group and you noticed that you forgot to state helpful thoughts to yourself and you made a helpful change for yourself and the group.</p>



<p>17. State three times you said helpful thoughts and had visions about others when working in a group.</p>	<p>18. State five times you said encouraging thoughts to yourself and others while working in a group.</p>	<p>19. Say the three steps of the self-concept series.</p>	<p>20. State three ways the self-concept series applies to group cooperation.</p>
<p>21. State three ways the CANA results may be helpful to your group.</p>	<p>22. Say five of the classroom rules. State three ways these rules are helpful to the group.</p>	<p>23. State your feelings when you choose to follow the group rules.</p>	<p>24. State your feelings when you choose to not follow the group rules.</p>
<p>25. State one open response for someone in a group.</p>	<p>26. State one closed response for someone in a group.</p>	<p>27. State the difference in the way you feel between receiving an open versus a closed door response.</p>	<p>28. State three behaviors that are helpful for a group to function effectively.</p>
<p>29. State five environmental conditions that are important to experience while learning in the classroom.</p>	<p>30. State five environmental conditions that are important to experience while learning at home.</p>	<p>31. State one group project that was completed successfully.</p>	<p>32. State three group behaviors that are needed to complete a group project successfully.</p>