MODULE 1
**Skills4Life Serious Game: Implementation and Assessment Strategies**

Introduction

Welcome to the In-Service Training Program !

You can find **HERE** the Skills4Life Serious Game platform.

Let's familiarise ourselves with the platform and the traineeship.

The idea for the project stems from an alarming fact: according to Eurostat, in 2019 in the European Union, 25.1% of young people aged between 16 and 29 were at risk of poverty or social exclusion, i.e. 18.6 million young people. This risk increases for young people in alternative care, particularly when they leave care and enter adult life, where they are expected to have a high level of maturity and autonomy.

The Skills4Life project aims to support the transition to autonomy for these young adults in institutions (alternative care, youth hostels, etc.) by promoting specific life skills. These skills are divided into four pillars: personal and social, autonomy and daily life, professional skills and financial literacy. They are essential for entry into adult life, and if young people in alternative treatment learn them, they stand a better chance of making a successful transition to independence.
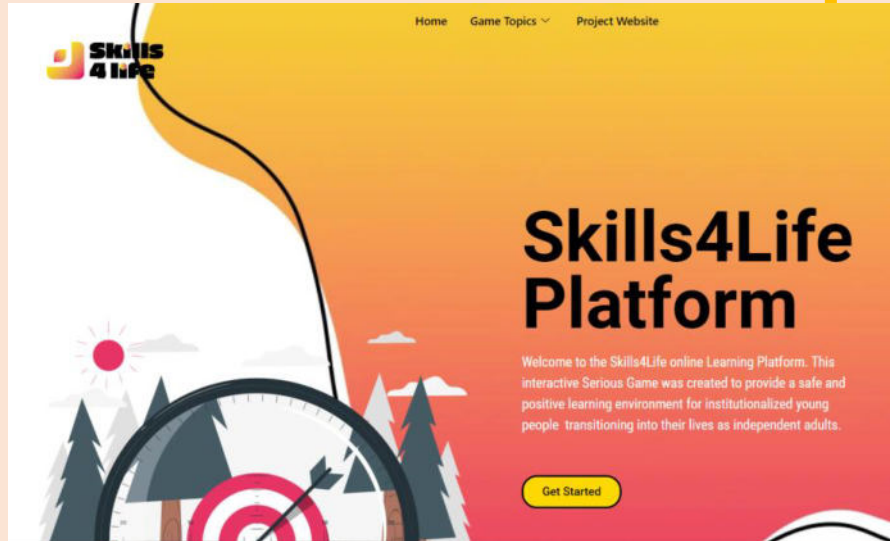
These life skills would be learned through an online learning platform, in the form of games with different levels of difficulty, so that young people can learn at their own pace everything that can help them in their adult lives. The main aim of the project is to make the games fun, so that everyone has the same chance to understand and learn.

Skills4Life SG: Implementation and Assessment Strategies		
Knowledge	**Skills**	**Attitudes**
Knowledge of what the Skills4Life SG is	Describe the Skills4Life SG implementation and assessment strategies	Integrate the Skills4Life SG into the transition to adulthood

Lesson 1

The Skills4Life Serious Game : Presentation

Lesson 2

The Skills4Life Serious Game : Implementation

Lesson 3

The Skills4Life Serious Game : Assessment

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Lesson 1

The Skills4Life Serious Game : Presentation

➔ Objectives of the lesson (15 min)

➔ Why a Serious Game ? (45 min)

➔ Structure of the Serious Game (45 min)

➔ Needs and considerations (45 min)

➔ Conclusion, Q&A (10 min)

Objective 1

To highlight the importance of gamification

Objective 2

To understand the Skills4Life Serious Game's structure

Objective 3

To know the needs to implement the Skills4Life Serious Game, and the important considerations

➔ *Which objective seems the most important for you ?*

➔ *Do you find these objectifs understandable ? Realisable ?*

➔ *What are your goals for this lesson ? What do you want to learn during this lesson ?*

Argument 1

Provide a safe and positive learning environment for the acquisition of cognitive, conceptual skills and practical skills that can allow a better and smoother transition to adulthood of institutionalized young adults.

Argument 2

Serious games are designed for teaching-learning and training purposes, and not only for entertainment. Since theme games stimulate learning and behavioural changes, serious games have the potential to change the way we learn.

Argument 3

Using a virtual environment to work on the development of key life skills has the advantage of allowing players to safely make mistakes, without fearing the consequences and creating a recreational and stress-free learning atmosphere.

Thinking activity

Take a paper and a pencil. Draw 2 columns: a "for" column and a "against" column.

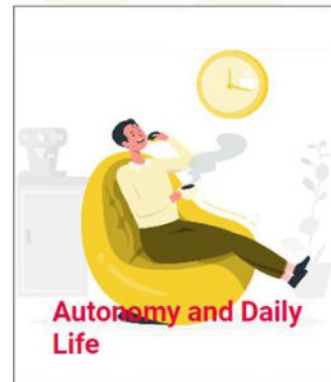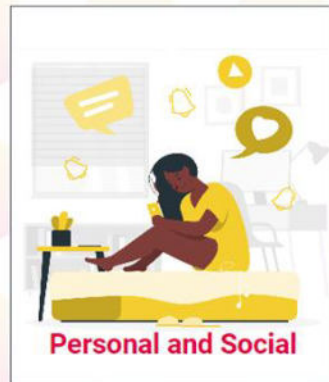Fill in the columns by asking yourself this question: "Is gaming a good way to learn?".

According to the column with the most arguments, let yourself be convinced or (re)convinced to use games in your teaching of young people
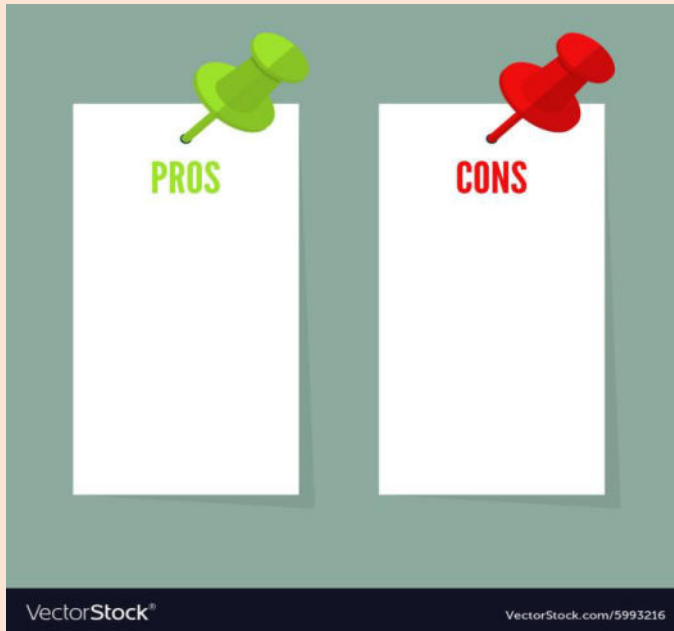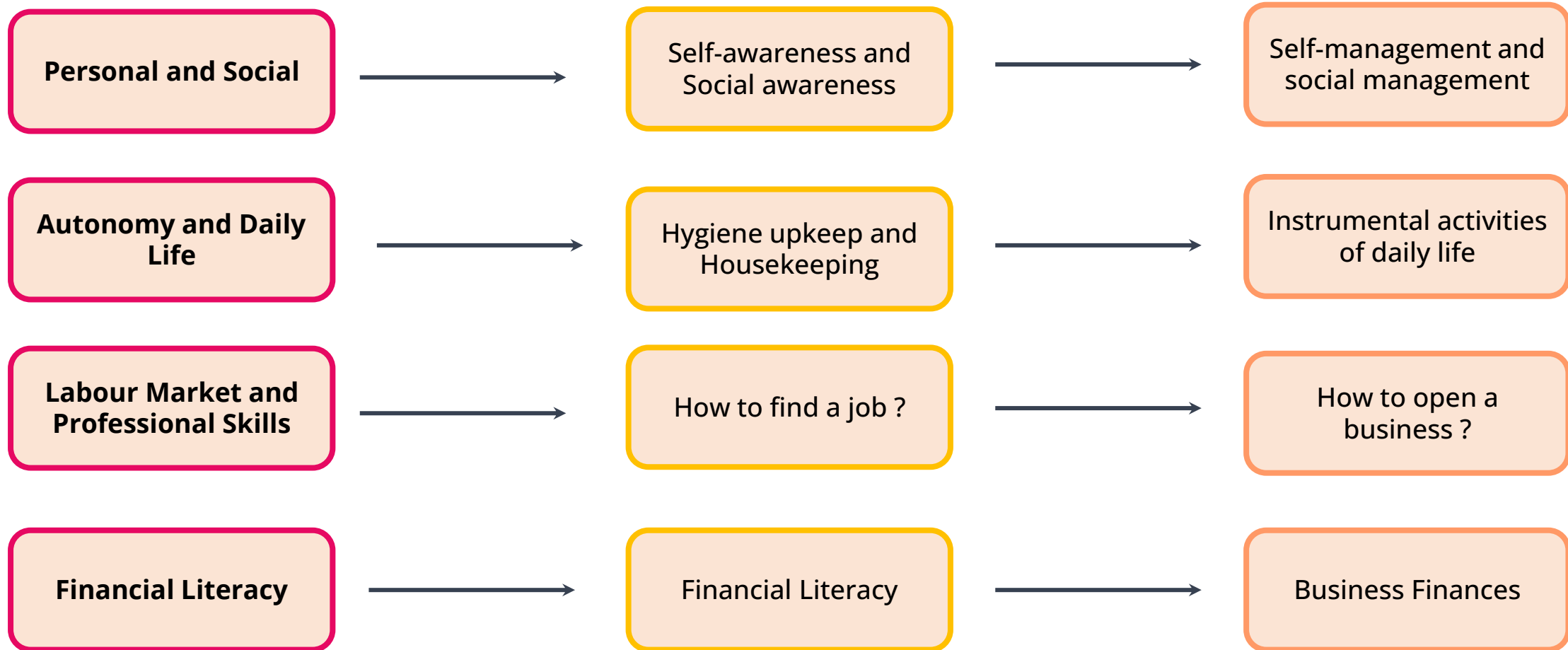
- 4 game topics, divided into 32 levels

- The gamers can choose their topics

- BUT the participants need to complete the previous levels in order to access to the higher levels

Game Topics

The following four game topics will address some of the most important skills of independent living. Choose the area you most need to improve in, or try to tackle them all – the choice is yours!

Personal and Social

Autonomy and Daily Life

Labour Market and Professional Skills

Financial Literacy

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Personal and Social	→	Self-awareness and Social awareness	→	Self-management and social management
Autonomy and Daily Life	→	Hygiene upkeep and Housekeeping	→	Instrumental activities of daily life
Labour Market and Professional Skills	→	How to find a job ?	→	How to open a business ?
Financial Literacy	→	Financial Literacy	→	Business Finances

Thinking activity

Take a time to explore the platform and the different topics of the Skills4LIfe Serious Game.

Even if you can not access to higher levels, you can familiarise yourself with the topics and the different levels.

Needs

➔ Computers or tablets available for participants (one per person)

➔ A room with sufficient space for group activities

➔ A projection device

➔ Writing materials

Considerations

➔ Playing time must be limited in advance but the time slots for explanations, questions and answers should be take into account, especially during the first session.

➔ Just because learning takes the form of a game does not mean that it should be devalued or discredited. It's important to take the game seriously, even if you're faced with difficult challenges.

➔ Choose a group with a small number of people (between 5 and 10) so that you can devote yourself fully to each person, answer questions and keep abreast of the progress of each participant.

➔ Learning through play is a fun way of acquiring important skills for later life. By acting out everyday scenes, you can project your learning more clearly and make it more meaningful.

➔ Knowing the structure of the game will enable you to guide your audience more effectively and adapt your support to the needs of the participants.

➔ Important needs and considerations must be taken into account before the game is implemented. You can go back to these needs and considerations before each session to remind yourself of them.

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Lesson 2

The Skills4Life Serious Game : Implementation

- ➜ Objectives of the lesson (15 min)
- ➜ Get to know the group (45 min)
- ➜ Knowledge of the platform (45 min)
- ➜ Preparing the group to the game (45 min)
- ➜ Conclusion, Q&A (10 min)

Objective 1

Get to know your group before you start.

Objective 2

Get to know the platform before you start.

Objective 3

Preparing the group for the game.

➜ *Which objective seems the most important for you ?*

➜ *Do you find these objectifs understandable ? Realisable ?*

➜ *What are your goals for this lesson ? What do you want to learn during this lesson ?*

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Thinking activity

Make a list of the different profiles of the participants in the game.

Define their specific needs and personal history in bullet points.

Please note: you will need to have an idea of the participants' profiles prior to this activity. If you don't know them, don't hesitate to ask the relevant people for information before the game session.

It is essential to know the group of young people you will have to guide through the game.
Each game session will be different according to the audience in front of you.

With the profiles of the players, ask you important questions :

- *Are some more advanced in their autonomy than others?*

- *Would it be useful to set up support groups by level?*

- *Do some people, because of their personal history, need more support at certain levels?*

- *Can some people identify with certain characters in the game and have specific reactions?*

- *Is it perhaps necessary to seek psychological support for certain players after the sessions?*

Moreover, you will need to define if each player needs to start at the beginning of the game, or if some of them could start from the more specific topics. It is important to the adapt the topics to the personnel needs so you do not lose the focus of the youngs.
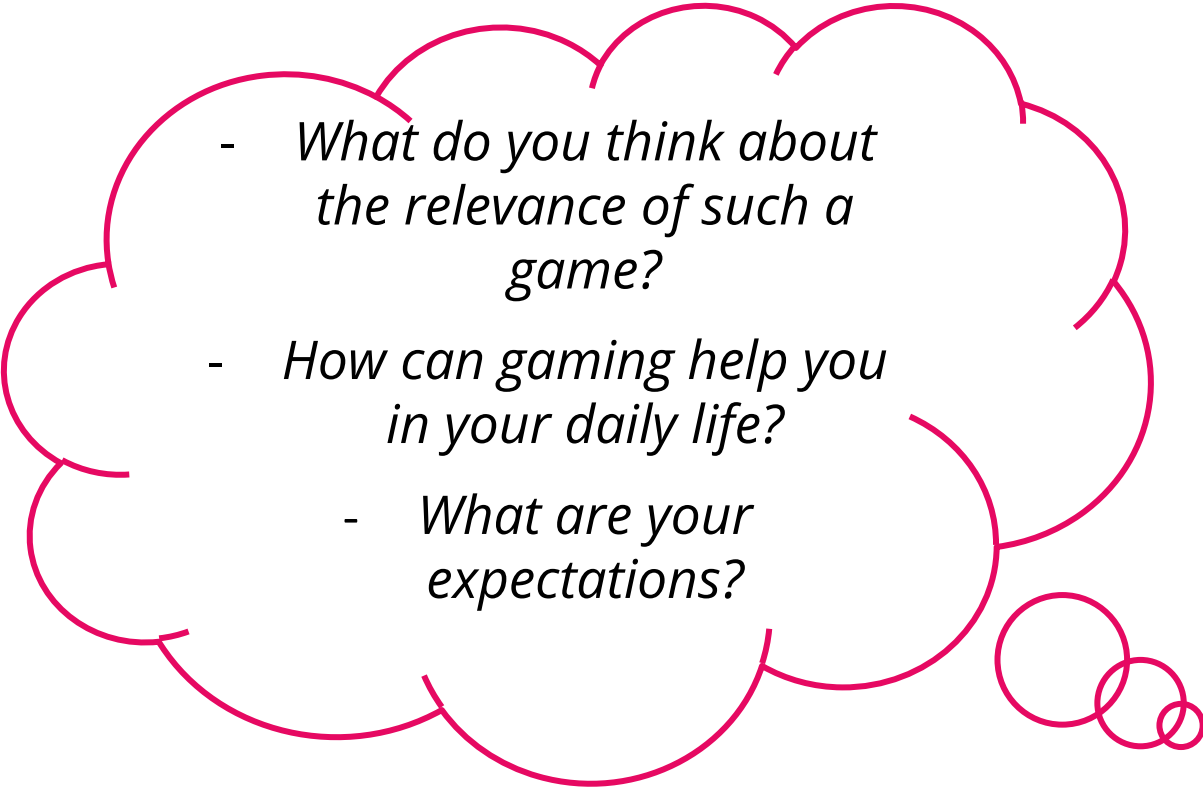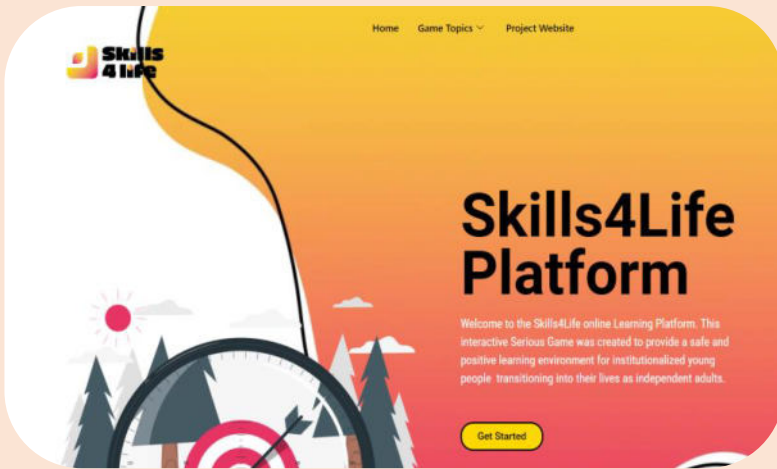
Before starting this activity, make sure you are sufficiently familiar with the game platform in *Lesson 1*. If you feel it is necessary, take a moment to go over it again.

Advice : You'll be able to frame the session better if you know what you're going to talk about, and are confident in what you say.

Some advices :

- You need to ensure that your group has the right skills in new technologies and software. Some young people may need a more detailed explanation of how to use software such as the Skills4Life serious game.

- Remind young people that this is just a game and not reality. The skills acquired in the game need to be adapted to each individual's personality and personal context. It's important to take a step back and avoid a competitive spirit that could destroy the group's dynamism.

- Don't hesitate to return to the platform regularly to get the game back in your mind. Your coaching will be much better because you'll know what you're talking about, so you'll be able to answer questions and handle certain sensitive situations.

➔ Thanks to their answers, you can now know what are the expectations of each of the participants. You will be able to see if their results in the game match their expectations *(see lesson 3)*.

➔ Remember, each single expectation is legitimate ! Do not underestimate any of the opinions from the youngs.

➔ You can do the same exercise at some points during the game implementation to see if expectations and opinions change while using the platform.

- *What do you think about the relevance of such a game?*

- *How can gaming help you in your daily life?*

- *What are your expectations?*

Reflection Exercise

Ask to the participants to think alone for five minutes about the questions above.

Then make little groups of three or four participants to talk together about their answers.

Finally, gather all the participants to exchange.
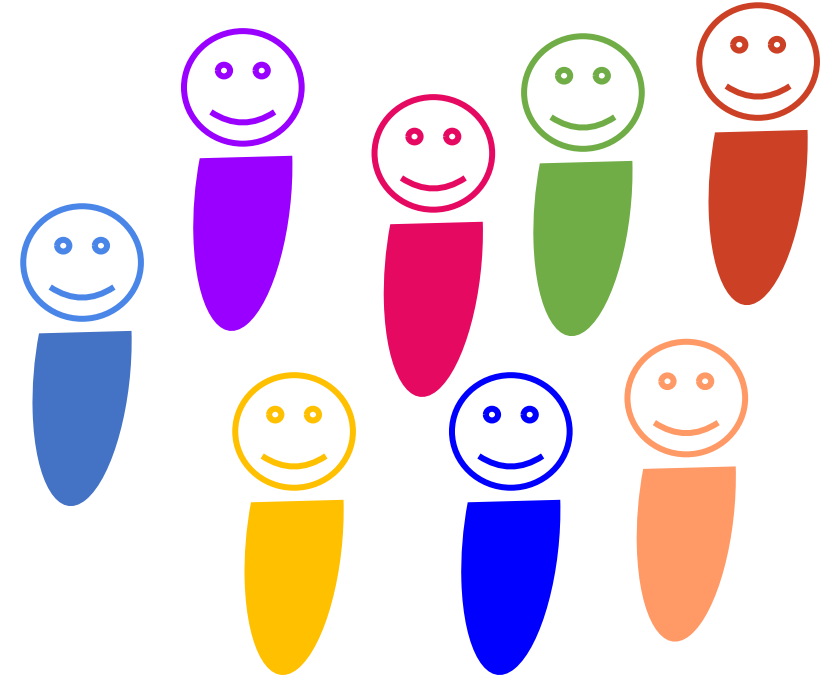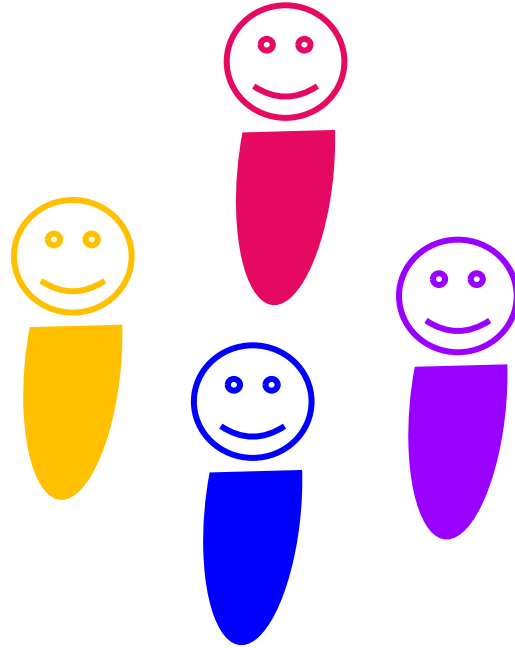
First step :
Solo reflection

Second step :
Group reflection

Third step :
Class reflection

➜ Knowing your group in advance will enable you to anticipate certain questions, situations that need to be defused, or specific needs. This will enable you to adapt your speech to each participant. You'll gain in legitimacy.

➜ In the same way, knowing the platform in advance will enable you to fix technical problems more quickly and guide players around the platform.

➜ Preparing your group for the game will get them more involved in the learning process. Defining their expectations and needs in advance gives them a clear objective to work towards.

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Lesson 3

The Skills4Life Serious Game : Assessment

➔ Objectives of the lesson (15 min)

➔ Evaluate the progress in the game (45 min)

➔ Draw conclusions from experience (45 min)

➔ Bringing the game to life (45 min)

➔ Conclusion, Q&A (10 min)

Objective 1

Objective 2

Objective 3

Understand the progress of participants in the game and adapt your support.

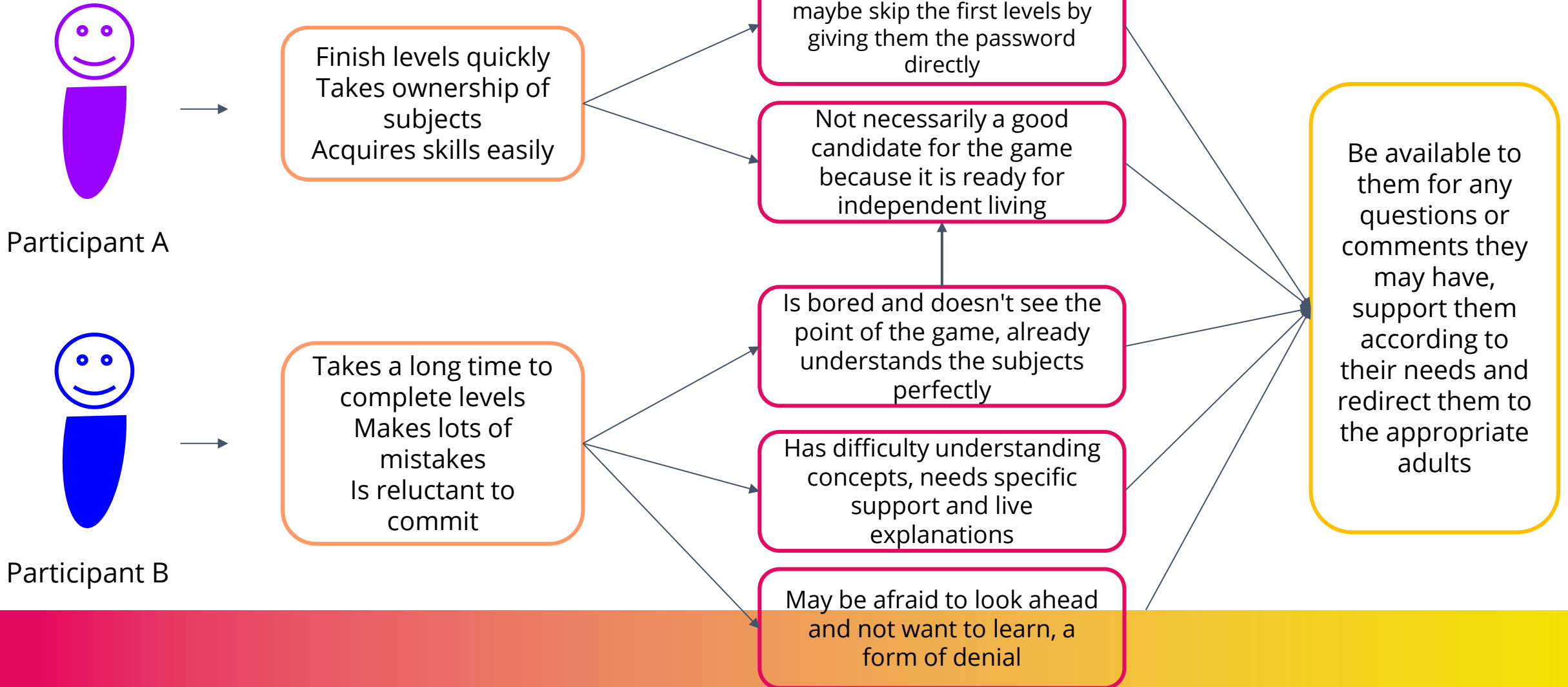*Learn to draw conclusions from your results in the game and ask yourself whether or not your expectations have been met.*
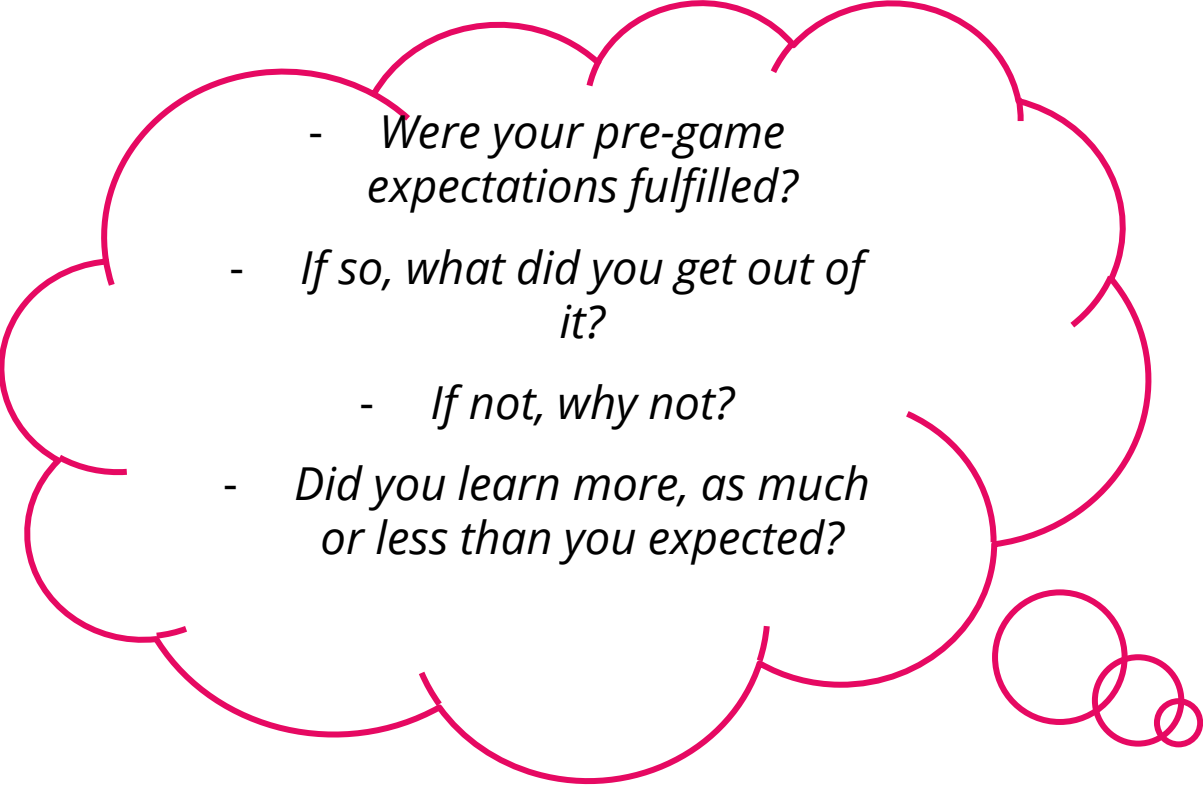
Transpose the results of the game into real life in order to put the skills acquired into practice.

➔ *Which objective seems the most important for you ?*

➔ *Do you find these objectifs understandable ? Realisable ?*

➔ *What are your goals for this lesson ? What do you want to learn during this lesson ?*

Skills 4 Life

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Participant A

Finish levels quickly
Takes ownership of subjects
Acquires skills easily

Adapt the levels of the games, maybe skip the first levels by giving them the password directly

Not necessarily a good candidate for the game because it is ready for independent living

Participant B

Takes a long time to complete levels
Makes lots of mistakes
Is reluctant to commit

Is bored and doesn't see the point of the game, already understands the subjects perfectly

Has difficulty understanding concepts, needs specific support and live explanations

May be afraid to look ahead and not want to learn, a form of denial

Be available to them for any questions or comments they may have, support them according to their needs and redirect them to the appropriate adults

➔ Not all participants are at the same level, for reasons of multiple capabilities, willingness and knowledge of technologies. It is therefore important to be able to guide this multitude of participants, and to be available for everyone.

➔ Make sure that each participant does so in good faith, and that there is no cheating, which could skew their progress in the game.

- *Were your pre-game expectations fulfilled?*

- *If so, what did you get out of it?*

- *If not, why not?*

- *Did you learn more, as much or less than you expected?*

Reflection Exercise *(repeat lesson 2)*

Ask to the participants to think alone for five minutes about the questions above.

Then make little groups of three or four participants to talk together about their answers.

Finally, gather all the participants to exchange.
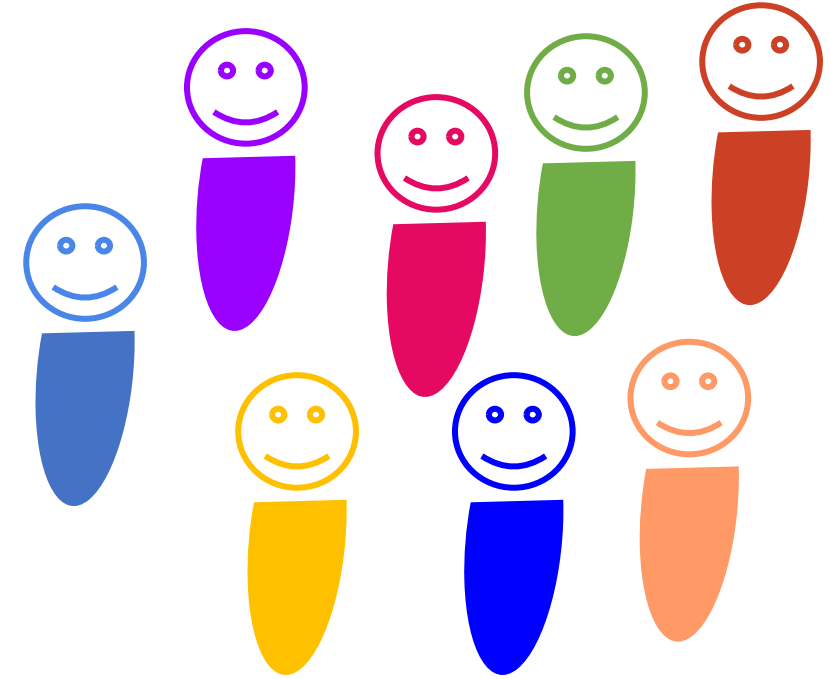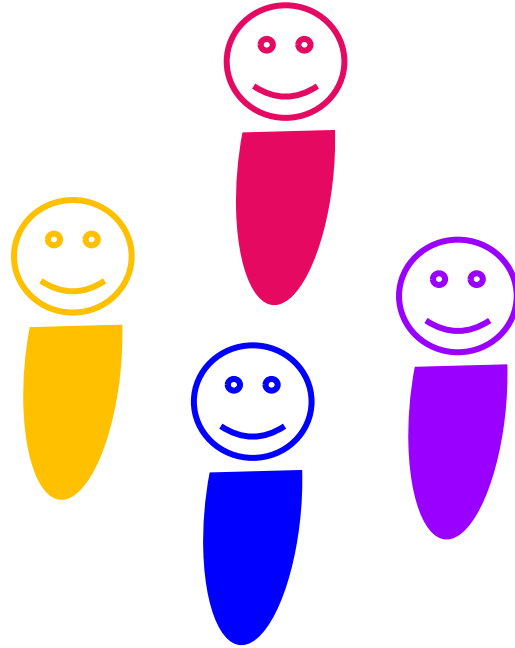
First step :
Solo reflection

Second step :
Group reflection

Third step :
Class reflection

Role-playing activity

Use the situations between the characters described in the game. Involve the participants by assigning them roles and ask them to replay certain scenes.

Then discuss the solutions proposed in the game with the group, as well as their own suggestions.

➔ These stagings help to transpose the situations into the reality of everyday life. They can ask themselves: "What would I have done in this situation?".

➔ The solutions proposed by the game are several among many, each with its own logic, and each reacting in a specific way, giving an incalculable number of viable solutions.

➔ Group brainstorming will allow you to learn from other people's solutions and improve your own. Participants give each other advice.

➔ Evaluating participants' progress as they play the game will enable you to provide them with the best possible support, and to give them relevant advice on how to continue to make the game their own.

➔ Taking the time to go back over their expectations and self-evaluate what they have been able to learn is a good way of finding out whether the game has fulfilled its role.

➔ It's important to transfer the skills you learn in the game to real life. Participants need to visualise the importance of what they have learnt, and the need to put it into practice.