

# PAUSE Trainers' Manual



## PAUSE: Promoting Acceptance Using Simulated Environments

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## 1.0 Overview

Computer-aided education is a relatively recent method to facilitate the learning process and the interaction between the trainer and the trainee. Within this form of education, it is worth noting the increasing interest in education by means of 'serious' games (computer games with an educational purpose), especially with those groups of learners termed 'hard to reach' or 'disaffected' from learning.

This guide is aimed at supporting the trainers' activities in a work preparation environment, and with an interest in using serious games and other motivational approaches for learning and training in work skills.

These aims of these games are two-fold:

1. To prepare migrant workers and refugees for the types of situations they will face in attempting to get a job and to sustain their employment
2. To allow employers to experience a radically different viewpoint and experience first-hand the types of barriers and negative stereotypes migrant workers and refugees face when attempting to get a job.

## 2.0 Installation

The steps for installation of the 'At the Job Centre' game are as follows:

1. Download the file `***filename.zip***` from `***link here***`.
2. Unzip the file by double clicking on the .zip file. When the zip folder opens drag the folder contained in the zip to your desired location.
3. Open the unzipped folder. Double click on the file 'setup.exe'.
4. This opens the Windows installer. From here you follow the on-screen instructions to install the application. It is suggested that you accept the default installation folder and select to install for 'Everyone' who uses the computer. Click Next twice and you will see the Please wait installation screen.
5. The installation process may take a little while depending on the speed of your machine and on whether you have the prerequisite extras of the Microsoft XNA Redistributable and the .NET Framework already installed. If you do not have these, the installer will guide you through the installation process (requires internet connection).
6. When the installation finishes click 'Close' to close the installer. You can now safely delete the unzipped installation folder and downloaded zip file from your machine.
7. The installer places a shortcut to the game on your desktop and also in the Interactive Systems NTU folder in the Start menu.
8. Double clicking either of these icons will run the 'At the Job Centre' game.

## 3.0 Recommended specification for the target computer

### 3.1. Operating Systems

The following operating systems fully support XNA Game Studio.

| Operating system               | Supported versions                                                                                                                                 |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Windows XP (see remarks below) | <ul style="list-style-type: none"><li>• Home Edition</li><li>• Professional</li><li>• Media Center Edition</li><li>• Tablet PC Edition</li></ul>   |
| Windows Vista                  | <ul style="list-style-type: none"><li>• Home Basic</li><li>• Home Premium</li><li>• Business</li><li>• Enterprise</li><li>• Ultimate</li></ul>     |
| Windows 7                      | <ul style="list-style-type: none"><li>• Home Basic</li><li>• Home Premium</li><li>• Professional</li><li>• Enterprise</li><li>• Ultimate</li></ul> |

### 3.2. Remarks

- Microsoft Windows Phone SDK does not support Windows XP.
- Windows Vista requires, at a minimum, Service Pack 2.
- Although XNA Game Studio itself is available only in English, it is supported under any of the available language settings on Windows.
- Administrator permissions are not required to run XNA Game Studio, but they are to install it. For Windows 7 and Windows Vista, elevated administrator permissions are required.

### 3.3. Hardware Requirements

To run XNA Framework games on a computer running a Windows operating system, you need a graphics card that supports, at a minimum, Shader Model 1.1 and DirectX 9.0c. We recommend using a graphics card that supports Shader Model 2.0, which is required by some samples and starter kits.

To execute and debug XNA Framework games for Windows Phone with the Windows Phone emulator, you need a graphics card that supports, at minimum, DirectX 10, with a supporting WDDM 1.1 driver.

Ensure your graphics card is using the latest driver. Check with your hardware vendor or access [Microsoft Update](#) to find the latest version of a driver.

To develop XNA Framework games for Xbox 360, you need a hard drive installed on your Xbox 360 console.

Other hardware requirements for XNA Game Studio are identical to those for Microsoft Visual Studio 2010. For information about Microsoft Windows Phone SDK requirements, see the [Microsoft Windows Phone SDK documentation](#).

## 4.0 Game Controls

The 3D Pause games have common controls which step through conversation elements, allow question responses to be entered, and which can also be used to move the game character and interact with the environment. This can be done by using the Keyboard, Mouse or a Gamepad.

### 4.1. Keyboard Controls

Gameplay mode:

|       |                                               |
|-------|-----------------------------------------------|
| A     | Move Left                                     |
| D     | Move Right                                    |
| W     | Move Forward                                  |
| S     | Move Backwards                                |
| SPACE | Activate interaction (e.g. sit down on chair) |
| L     | Turn Right                                    |
| J     | Turn Left                                     |
| K     | Look Down                                     |
| I     | Look Up                                       |

Conversation mode:

|                 |                                                     |
|-----------------|-----------------------------------------------------|
| Space bar       | Activate question response button                   |
| Arrow keys      | Move between question responses                     |
| Right arrow key | Step to the next conversation element               |
| Left arrow key  | Step back a conversation element (1 back step only) |

### 4.2. Mouse Controls (may be used in conjunction with keyboard)

When in gameplay mode:

|                  |            |
|------------------|------------|
| Move mouse right | Turn Right |
| Move mouse left  | Turn Left  |
| Move mouse down  | Look Down  |

|                  |                                                               |
|------------------|---------------------------------------------------------------|
| Move mouse up    | Look Up                                                       |
| SPACE (keyboard) | Activate interaction (e.g. sit down on chair)                 |
| ESC              | Escape from game mouse control (free mouse pointer from game) |

When in conversation mode:

|                 |                                                     |
|-----------------|-----------------------------------------------------|
| Right arrow key | Step to the next conversation element               |
| Left arrow key  | Step back a conversation element (1 back step only) |
| Point and click | Respond to conversation question elements           |

### 4.3. GamePad Controls (used in conjunction with keyboard)

When in gameplay mode:

|                  |                                                 |
|------------------|-------------------------------------------------|
| Left thumbstick  | <b>Move</b> forwards, backwards, left and right |
| Right thumbstick | <b>Look</b> up, down, left and right            |
| 'A' Button       | Perform Action listed on screen                 |

When in conversation mode:

|                                                                      |                                         |
|----------------------------------------------------------------------|-----------------------------------------|
| Left thumbstick (push right)                                         | Right step forward through conversation |
| Left thumbstick (push left)                                          | Step back once in conversation          |
| Mouse/keyboard must be used for question elements as described above | question elements                       |

## 5.0 Games Scenario Descriptions

There are 4 simulated environments and 2 games that will deliver the objectives of this project.

### 5.1. The Italian Job Centre

#### 5.1.1 Title

Italian Job Centre

#### 5.1.2 Responsible Partner

Provincia di Parma

#### 5.1.3 Scenario Summary

The aim of this scenario is to discover useful tools and information needed to find a job.

The scenario introduces the player to a realistic 3D environment representing a Job centre in Italy in order to familiarise them with the surroundings to expect when they go there for real. The player acts out a role playing case study going through the experiences they may encounter in a real scenario of visiting the job centre. These include interacting with other job centre users, waiting for an appointment slot, explaining their situation, locating the correct offices to go to and people to speak to. Along the way in the role playing scenario the user interacts with job centre personnel and visitors who give information and key facts about the process of getting a job through the job centre. The player will also learn ways in which they can prepare themselves for the job offers which may follow in order to improve their chances of being able to accept those jobs.

#### 5.1.4 List of Attitudinal Barriers faced

- knowledge of Italian language, both spoken and written (**essential**)
- misunderstanding of roles and competences: who makes what or the correct distribution of tasks (**essential**)
- tendency to replicate rules and conditions of birthplaces regarding working conditions and job search (**essential**)
- tendency to replicate traditions of birthplaces regarding gender and labour segmentation (**would be nice**)
- acceptance/search for shortcut solutions, even barely illegal (**would be nice/important**)

### 5.2. The Swedish Recruitment Interview

#### 5.2.1 Title

“Circles of influence - Help or hindrance”, inter-professional communication and addressing workplace skills

## **5.2.2 Responsible Partner**

Swedish Telepedagogic Knowledge Centre, Nyköping, Sweden

## **5.2.3 Scenario Summary**

The dialogue takes place in a room with one table and four chairs standing on each of the four sides of the table. The four actors involved in the dialogue are sitting on one of the chairs each, the main actor the jobseeker/employee, sits away from the door facing the door. The employer enters the room through the door when the game starts and sits closest to the door while the other two actors sit, one of each side of the employee/main actor. The left and the right wall in the room have smart boards (interactive whiteboards), which can be seen by the employer and employee/main actor either from an angle or perpendicularly. In the perpendicular view the board is possible to interact with by the main actor (possible even by the employer if the game is in multiactor modality). The meeting room has a door from which the employer enters the room when the game starts and leaves the room when the game ends. The main actor sits on his chair during the whole interaction within the game and so do the two other persons on the left and on the right side of the main actor. When a comment or reply is given by the main actor it is made when the “camera” shows the room from behind the main actor, with the camera showing the employer in the centre and the two other actors (if included in the game) shown on each side of the table, displaying the back side of the head of the main actor in the lower front of picture. When the main actor is expected/requested to make selections ordering/reordering or prioritizing items presented to the main actor on either of the two boards in the room then the boards on the wall are shown in an angular view first and when the board is clicked it transfers into a perpendicular view and activates its interactive modality. The board to the left of the main actor provides overviews while the board on the right side displays details of some parts of the parts on the opposite side. The supportive actor (e.g. counsellor/friend) is expected to mainly give comments/reflections on items on the detailed board (which is behind that person) while the other secondary actor (colleague/neutral person) on the left of the main actor is mainly expected to provide comments, reflections on the overview level displayed on the board behind that person.

## **5.2.4 List of Attitudinal Barriers faced**

Perceptions on inter-professional communication and related workplace skills in accordance with STPKC-compiled reference documentation available within the Pause VCP on issues and definitions of inter-professional communication competences and related workplace skills (see references in VCP virtual library for details).

## **5.3. The UK Job Centre**

### **5.3.1 Title**

The Job Centre

## **5.3.2 Responsible Partner**

Greenhat Interactive Ltd

## **5.3.3 Scenario Summary**

This is a scenario aiming to introduce a player to a UK job centre and to teach them what to expect from their first visit there.

The scenario works as a role playing case study where the player is a refugee, unfamiliar with the layout, processes and personnel of a UK job centre. It uses a photorealistic 3D job centre environment to show the player what to expect the place to look like. The refugee has received a leave to remain letter and is now permitted to live and work in the UK. Somebody has told him that he should take the letter to the Job Centre, but he is not sure why. It goes through the process of the refugee arriving at the job centre, meeting the personnel present and presenting the leave to remain letter to the manager. The player then discovers what the job centre can help with, and also receives information about where else they can look to find jobs, and also where to get advice on other issues such as accommodation.

## **5.3.4 List of Attitudinal Barriers faced**

- Not knowing how or where to look for jobs
- Fear of being worse off financially (losing benefits)
- Language
- Low levels of confidence and self esteem
- Lack of UK work experience
- Lack of understanding of UK employment culture and how to apply for jobs
- Racism and hostility
- Uncertain as to the legality of employing refugees
- Not sure what paperwork/identity documents are needed
- Public perception of refugees is so negative

## **5.4 The UK Job Interview**

### **5.4.1 Title**

The Job Interview

### **5.4.2 Responsible Partner**

Greenhat Interactive Ltd

### **5.4.3 Scenario Summary**

This is a scenario aiming to introduce the player to what to expect from a job interview in the UK.

This is a job interview scenario. It is carried out as a role play case study scenario where the player experiences the interview as an asylum seeker. The game includes a photorealistic 3D environment. The interview is conducted with three interviewers with differing viewpoints and personalities. The player gets to see not only what is said by the interviewers, but also sees their thoughts as the interview progresses. It is hoped that this process can bring empathy with and understanding of the other people in the room, and teach the player how to get the most out of the process and to improve their chances of being successful by correcting their answers when they realise they have made an unwise response.

### **5.4.4 List of Attitudinal Barriers faced**

- Uncertain as to the legality of employing refugees
- Wary of upsetting current workforce
- Not sure what paperwork/identity documents are needed
- Takes too long to carry out the necessary identity/status checks
- Cost – the added cost of identity/status checks was off putting
- Language
- Retention issues – fear that after investing time and money in employing and training them, refugees will return to their country of origin
- Cost – additional costs incurred in induction as training takes longer because of language issues
- Afraid of unwittingly employing someone illegally and being investigated by the Home Office
- Public perception of refugees is so negative
- Religious and cultural issues – having to provide place/time for prayer etc

## **5.5 Student Developed Game – Job Seekers**

### **5.5.1 Title**

Job Seekers

## 5.5.2 Screen capture



## 5.5.3 Scenario Summary

A first person role playing Flash game where the player is a refugee seeking work in the UK who makes an appointment at the job centre and then attends the first appointment there.

This is a game where the player is a refugee who has sorted out their accommodation, has received a right to remain letter, and wants to find work. The scenario involves them contacting the job centre via phone to make an appointment, and then visiting the centre for this first appointment, and interacting with the various people that they would encounter in a real life scenario. It introduces the player to the procedures that would be experienced in the job centre such as waiting for appointments, limitations on staff time, and interacting with other job centre users to find out useful information.

## 5.5.4 Knowledge Gained

- The job centre has certain restrictions on sharing information
- You can apply for a national insurance number at the job centre
- There are many barriers to employment
- Settling in as a migrant worker is not easy
- An advisor or partner can sit with job seeker on interviews
- Some people have negative attitudes towards migrants workers
- Other job seekers may be hostile
- You can use support agencies to help you at the job centre

- You can search for a job online
- You can claim benefits online
- You can claim cold weather payments online
- Information on contracts of employment
- Minimum wage information
- Tax deduction information
- Services provided by the job centre plus
- Information on online support services

## 5.6 Student Developed Game - StereoType

### 5.6.2 Title

Stereotype

### 5.6.3 Screen capture



### 5.6.4 Scenario Summary

The game is an interview scenario played as a role playing game where the player is asked a number of questions and expected to respond from a set of multiple choice replies.

The Player selects a character to play from two options and then is placed in an employment interview situation. There are three characters interviewing the player. These characters have differing viewpoints and values and their characteristics can be broadly

described by a politically correct person, a bigot and a practical person. When each question is posed, the player can hover over the possible answers and see what the character they are playing is thinking about that particular answer as well as what the interviewers are thinking about that response being offered. This enables the player to select appropriate answers that will please the interviewing characters whilst reflecting honest opinions of the interviewee.

Playing both scenarios highlights the differences between the thoughts of the interviewers and the interviewees to the various possible questions as well as the responses to the questions in the interview.

### **5.6.5 Knowledge Gained**

For the job applicant:

- Provide familiarisation with the likely process of a job interview in the UK
- What paperwork will be required
- Favourable attitudes to convey at interview
- Demonstrate to the user how employers sometimes are already in favour of certain people for the job before they've even met them.
- Highlighting to refugees the importance of a good CV for getting a job
- Show the need to create a good first impressions,

For the Employer

- Demonstrate to employers how difficult refugees may find the interview process when they are possibly already at a disadvantage
- Demonstrate to interviewers that colleagues may hold very different viewpoints to them

## **6.0 Game Builder and Authoring Components**

The developed game builder and authoring components consist of the following components:

1. Display Builder
2. Environment Builder
3. Conversation Builder
4. Translation Tool
5. Scenario Builder
6. AI Scripting Tool

### **6.1. Display Builder**

Windows forms application that will enable the construct of 2D display media (HUD and

Screens) that overlay the 3D environment. Content is editable in real time. Provision is gifted for the manipulation of:

- Images
- Text
- Buttons
- Text Input

## **6.2. Environment Builder**

Windows forms application that enables the construct of 3D scenes that formulate the 3D interaction environment. Provision is gifted for the manipulation of artefacts such as:

- Model – e.g. location
- Camera
- Activation of elements e.g. light switch, conversation
- Avatar positioning

## **6.3. Conversation Builder**

Windows forms application that enables the construct of text based conversation. Provision is gifted for the identification and activation of equivalent audio.

## **6.4. Translation Tool**

Windows forms application that enables the translation of all player presented content. Data is loaded from the .xml files generated via the other authoring components allowing for bespoke language specific equivalents to be generated and saved.

## **6.5 Saving and Loading**

All saving and loading of data is done via the use of the .xml file format. Data is stored in either Isolated storage and/or dedicated storage dependent upon context

## **7.0 Useful Video Training Resources**

The videos will be useful in the Trainers' Manual – maybe as an appendix, or integrated into the scenario descriptions:

See <http://www.youtube.com/playlist?list=PL4DEAA388A1404DED>