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C-Game guide for facilitators

C-Game project, O4-1

Prague, October 2022



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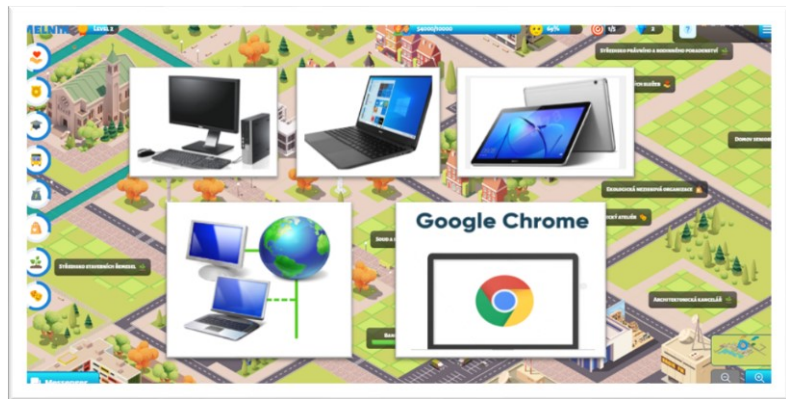
1 Welcome

You are opening the C-Game guide for those who want to:

- monitor the progress of the pupils' game,
- use the game as a basis for individual and group discussions to encourage pupils to think:
 - your career path,
 - choosing professions that the game recommended for them to consider,
 - occupations that would be recommended to students by their classmates, parents, friends, etc.,
 - what must work in the city to make its residents happy.

C-Game was created as part of the ERASMUS+ project and is intended primarily for pupils aged 12-14.

C-Game is free, online, publicly available and playable on desktops, laptops and tablets with a good internet connection and Google Chrome browser.



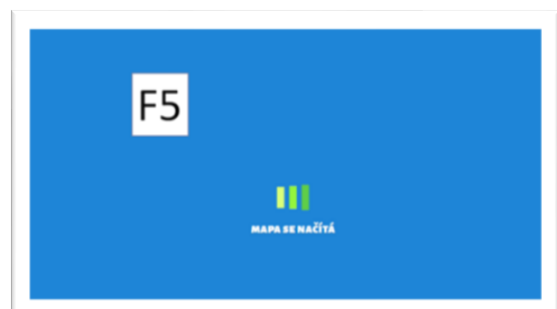
2 Pupils' game

Most students aged 12-14 do not need to be instructed in the game, they move intuitively in the online environment. Just give them the web address of the game:

<https://play.c-game.eu/>

We recommend that you browse the Game Guide for Pupils with others. And you, whom we call "facilitators" in this guide, are encouraged to try the game and reach at least level 2 in it.

The game's graphics are high resolution and usually take a while to load. "Freezes" often occur with fluctuating internet connection speeds. It is recommended to use the "F5" function key to restore the connection and reload. Teach students to use this function key as well.



3 Entry to the game

Entry into the game (registration) is possible in three ways:

- 1) **By e-mail and password:** the system saves both information and automatically sends a new one if the password is forgotten. With each entry, the player enters the played game.
- 2) **Student code:** its acquisition is described in the following chapter. The code cannot be called from the game. With each entry, the player enters the played game.
- 3) **As a guest:** you cannot return to a played game.

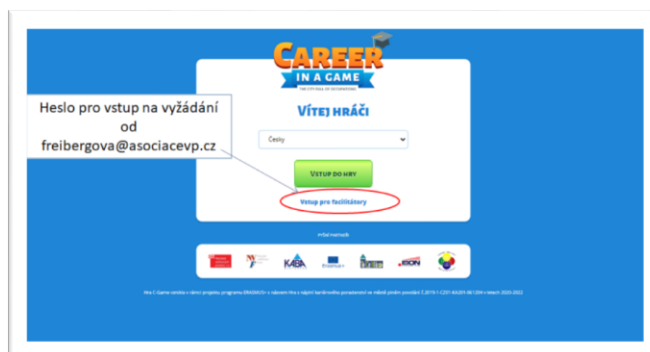
4 Facilitators' „back office“

If you want to monitor the progress of a group of pupils, the first step is to request a password for entering the so-called facilitator's back office at the address freibergova@asociacevp.cz . We will manually enter you into the system, which will send you a password from the address info@c-game.cz .

The facilitator's back office can be entered from the opening screen of the game (see image).

After entering your email and password, you have the option to enter a class. You can create as many classes as you need.

50 students can be added to each class. For the protection of personal data, please enter only the initial letter instead of the last name.



After entering students, student codes (a six-digit combination of letters / numbers) will be generated in the "Students" tab, which you can print out via the print screen and hand out to the students before the game.

If you have created several classes, you can easily select only the students of one class if you write the name of the class in the box under the inscription "Class".

Vytvořeno	Jméno	Příjmení	Kód	Třída
30. 8. 2022	Kamila	B	YVHBLU	Ba. 1. skupina
16. 5. 2022	Petra	K	VCUDZF	Ba. 1. skupina
16. 5. 2022	Jaroslava	K	R35442	Ba. 1. skupina
13. 9. 2022	Petr	K	A1P115	Ba. 1. skupina
16. 5. 2022	Petr	N	D2G1P8	Ba. 1. skupina
19. 9. 2022	Kamila	S	2VIAE1	Ba. 1. skupina

The windows in the "Cities" tab have the same functions, where you can filter both classes and individual students. Each city listed here was built by one player, while each player can build multiple cities.

In the "Cities" tab, you can monitor what level the students are at, the population reached, satisfaction, the number of buildings built and vacant jobs (occupations) filled.

Název města	Úroveň	Populace	Spokojenost	Počet budov	Počet povolání
Mělník	2	51585	59.36	33	157

By clicking on the city in the "Buildings" tab, you will get an overview of how the student answered the quiz of the 1st level of the game. In the "Occupation" tab are the student's opinions on the performance of the occupation.

5 Feedback after the game

Feedback after the game is more important than the game itself.

For individual and group discussion to evaluate the Game Level 1 Quiz and Picture Test, find information on **Holland's Typology of Personality and Work Environment**. Without knowledge of this typology, you should not discuss the test result with the students. In the game, there is a brief description of the typology in the "Your interest profile" tab, which opens to students only after all the buildings in the 1st level of the game have been built. For this reason too, it would be good if you finished the game until you opened the "Your Interest Profile" tab.

6 Scenarios for group work

6.1 Number of city population

Goal: Motivate students to play and reach the highest possible number of inhabitants.

Method:

- 1) Pupils in groups propose where and how the numbers of the city's inhabitants will be recorded
- 2) Pupils determine the target population.
- 3) Pupils come up with a bonus for whoever wins.
- 4) Pupils create a list of players and post it on the bulletin board, or make a shared table on Google Drive.
- 5) Each player updates the population of their city at least once a week.
- 6) Pupils announce the winner, who will receive a bonus.

6.2 Missions

Goal: Motivate students to play missions.

Method:

- 1) Pupils are tasked with completing 5 missions.
- 2) Pupils compete to see who can complete the mission flawlessly.

6.3 Your interest profile in Holland's hexagon

Goal: Pupils will become familiar with Holland's typology of personality and work environment.

Method:

- 1) Introduce students to Holland's typology of personality and work environment.

John L. Holland (1919-2008) devoted himself to the study of personality and career choice and came to the realization in his research that different types of personality suit different work environments and defined the basic thesis of his theory:

- an important factor in job satisfaction is the interplay between personality type and work environment,
- people of the same personality type create specific work environments,
- people who work in an environment similar to their personal type are more likely to be successful and satisfied in their work lives.

Based on attitudes toward things and people, toward ideas, and toward hard data, Holland defined six different types of personality and work environment

- R – Realistic type, practitioners
- I – Investigative type, thinkers
- A – Artistic type, creative people
- S – Social type, helpers
- E – Entrepreneurial type, persuaders
- C – Conventional type, organizers

Holland's typology has become dominant in career guidance. A number of diagnostic tools were created on its basis, and it also became an inspiration for the development of other diagnostic tools used in career guidance.

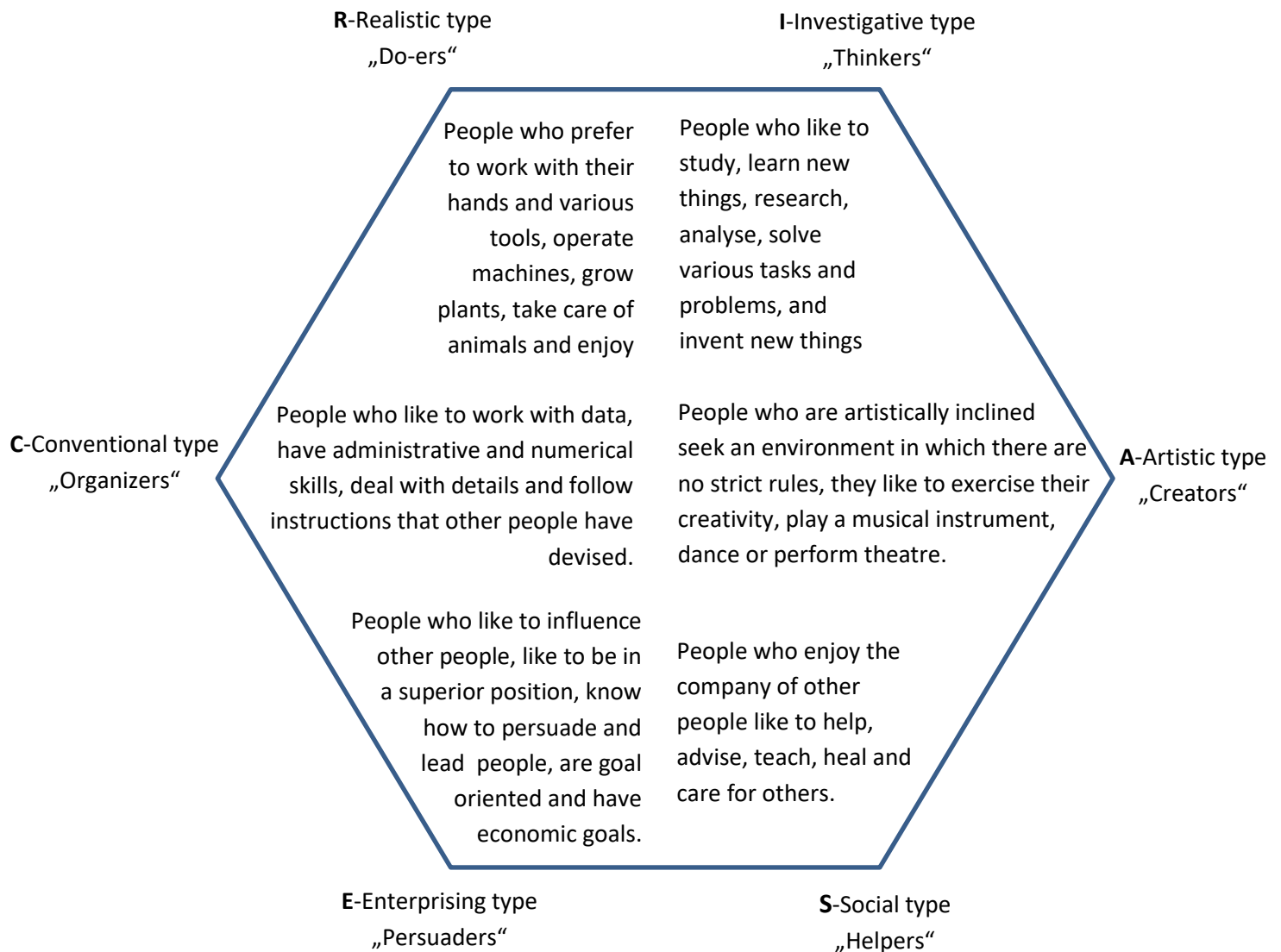
Neither people nor work environments are usually marked out exclusively by one of these six types. Therefore, for a better characterization, one usually works with three letters in the order of the prevailing type. E.g. the RIA type likes to work with their hands (R), but also tends to invent new things (I) and has artistic tendencies (A).

Holland transformed his typology into a hexagon, which also contains certain regularities that are not apparent at first glance. It is especially the position of the three letters in the hexagon. If the letters are adjacent (e.g. a combination of letters regardless of their order RIA, IAS, RCE, CES, etc.), the interests of the given personality do not conflict and the choice of profession should be easier. On the contrary, if the letters are on opposite sides of the hexagon (e.g. a combination of RAE, ISC regardless of their order), there is a noticeable contradiction in relation to things and people, to ideas and hard data, and the choice of profession seems more difficult.

- 2) Copy and distribute the worksheet "Worksheet: Your Interest Profile in Holland's Hexagon" to the students and follow the instructions on this worksheet with the students.
- 3) Provide feedback to students. Discuss with them whether the three-digit RIASEC code they came up with corresponds to who they consider themselves to be.

➤ Worksheet: Your interest profile from Holland's hexagon

- Carefully read the description of the six personality types in the hexagon as defined by John L. Holland and circle everything that applies to you.
- For the personality type in which you circled the most, write a number (1).
- Then select the personality type for the second and third positions and mark them with a two (2) and a three (3).
- Write your RIASEC code in the table below the hexagon.



My RIASEC code from Holland's hexagon		

6.4 Your interest profile from C-Game

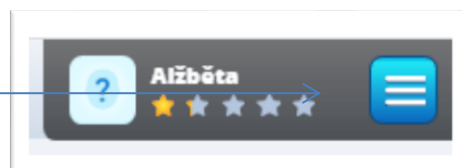
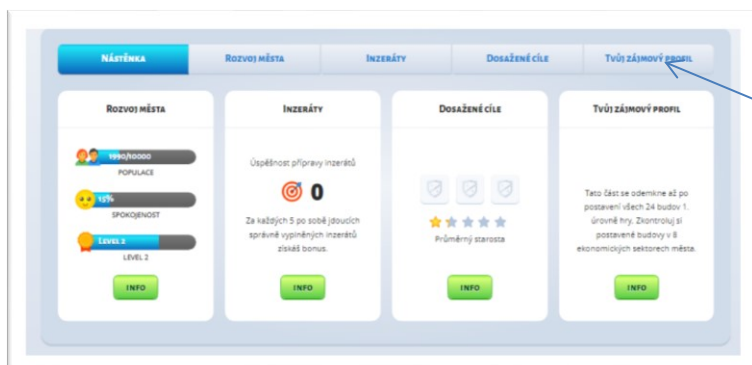
Goal: Pupils will be introduced to an interest profile which has been compiled from their answers to the C-Game Level 1 quiz.

Method:

- 1) Ask students to complete the C-Game so that the "Your Interest Profile" tab opens. They can also complete the game as homework.
- 2) Copy and distribute the worksheet "Your interest profile from C-Game" to the students and ask them to fill it out.
- 3) Divide the students into 6 groups. Each group of students gets a sheet of paper and you decide which letter from the RIASEC they will draw on the sheet of paper.
- 4) Each group then invents (or finds somewhere) the main characteristics of individual personality types.
- 5) Pupils hang the sheets around the classroom so that a group of pupils can fit them.
- 6) Pupils cluster to the letters according to which letter they found to be the strongest in the order of the Picture Test.
- 7) Pupils read the characteristics of people and discuss whether the characteristics of the given type are well formulated and whether they fit them.
- 8) Each of the 6 groups chooses a speaker who will tell the plenary how many pupils have expressed a positive opinion about the result of their Picture Test..

➤ Worksheet: Your interest profile from C-Game

To fill out this worksheet, you need to open the "Summary of information about your game"



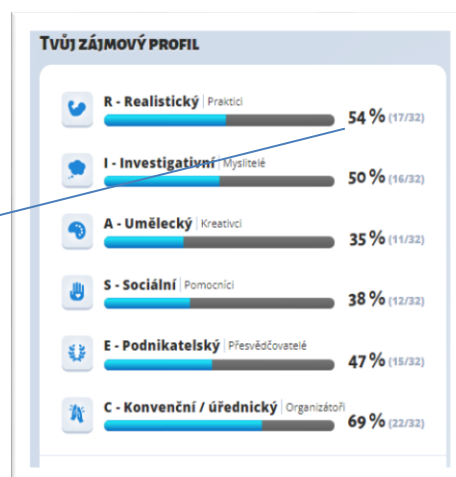
and then "Your interest profile". If you can't open it, you need to build the remaining buildings of the 1st level of the game and fill a few vacant jobs.

The results of "Your interest profile" are described in the following tables.

Here's a demonstration of how to do it:

Achieved %					
R	I	A	S	E	C
54	50	35	38	47	69

Letter order					
1	2	3	4	5	6
C	R	I	E	S	A



Game Level 1 Quiz Result

Achieved %					
R	I	A	S	E	C

Letter order					
1	2	3	4	5	6

Image test result

Achieved %					
R	I	A	S	E	C

Letter order					
1	2	3	4	5	6

Do the results of both tests match or are they very different?

6.5 Interest profiles of 4 fictitious persons

Goal: Mastering Holland's typology of personality and work environment

Method:

- 1) Copy and distribute the worksheet "Interest profile of 4 fictitious persons" to the students and follow the instructions on this worksheet with the students.
- 2) Provide feedback to students. Discuss the interest profile of all 4 people with them.

Solution:

1) Hana's three-digit RIASEC code		
I - Investigative type: solving logical problems	C - Conventional type: working with data	A - Artistic type: likes to use her creativity

2) Jakub's three-digit RIASEC code		
A - Artistic type: likes to draw	I - Investigative type: likes to learn new things	S - Social type: likes to work with doctors

3) Lena's three-digit RIASEC code		
E – Entrepreneurial type: runs a fitness studio, convinces fitness studio clients to perform exercises correctly	S – Social type: takes care of her fitness studio clients	A – Artistic type: likes to use her creativity to create a pleasant atmosphere in the fitness studio

4) Marek's three-digit RIASEC code		
R - Realistic type: enjoys working with hands and tools	E - Entrepreneurial type: runs a business in his field	I - Investigative type: looks for ways to repair and manufacture

➤ Worksheet: Interest profile of 4 fictitious persons

Carefully read what each person says about themselves and estimate their three-digit RIASEC code.

1) Hana, sociologist, researcher

Hana says about herself: "I enjoy solving logical situations and problems the most, and I like to look for them and use my creativity when solving them. I like different puzzles, puzzles, but I also like to play strategy games. I am interested in the effects of social change on society. "

Hana's three-digit RIASEC code		

2) Jakub, scientific and medical illustrator

Jakub says about himself: "Since I was little, I like to draw different things around me. I can paint both abstractly and very realistically, which I use in my work. I am very interested in medicine and I like to learn new things. I enjoy working with doctors and drawing realistic pictures for them."

Jakub's three-digit RIASEC code		

3) Lena, fitness owner, sports trainer

Lenka says about herself: "I like to do sports, but I also draw up training plans for others and guide them to do the exercises correctly. I am very happy that my fitness studio is popular, that I managed to create a pleasant atmosphere in it."

Lena's three-digit RIASEC code		

4) Marek, metal welder

Marek says about himself: "I enjoy creating with my hands. I can not only weld, but also machine and process metal materials in other ways. I have a business based on it. For some products, I create technical drawings in advance and figure out how to make them."

Marek's three-digit RIASEC code		

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