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Project Career guidance game in a city full of occupations No 2019-1-CZ01-KA201-061204

## **Recommended scenario and forms for group pilot verification of C-Game (pupils / students<sup>1</sup> under the guidance of a facilitator)**

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### **1 Introduction**

First of all, thank you very much for your willingness to participate in the pilot verification of the C-Game, which is being developed by a project partnership of 6 institutions from 4 countries within the ERASMUS + project called Career guidance game in a city full of occupations.

Project partners:

- Association of Educational Counsellors, z.s., Czech Republic - project coordinator
- Guidance Services Support Unit of the National Training Fund, o.p.s., Czech Republic
- K.A.B.A Slovakia
- TeCeMko, Slovakia
- Know and Can (Znam i moga), Bulgaria
- ISON Psychometrica, Greece

More information about the project are available at <https://project.c-game.cz/>.

### **2 About the game**

C-Game is free of charge and available on <https://play.c-game.eu> .

The C-Game has the ambitious goal of presenting the target group of pupils aged 12 to 14 in an attractive way with:

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<sup>1</sup> For reasons of simplification, hereinafter referred to as "pupils".

- more than 600 occupations,
- and for all of these occupations:
- examples of work activities,
  - minimum level of education usually required by employers,
  - examples of tools used by the profession etc.

### **C-Game has several aims**

#### **FOR STUDENTS**

- To explore and think about:
  - the wide variety of occupations which are needed for a happy life in the city,
  - their careers and which of the more than 600 professions students could imagine to pursue in their careers,
  - secondary school that could be a suitable choice for further studies,
  - their professional profile,
  - other sources of career information and how to find and verify the data listed in the C-Game,
  - various work tools and independently search for information.

#### **FOR FACILITATORS**

- To support group discussions and encourage student to think about:
  - their careers,
  - the choice of occupations that C-Game has recommended them for consideration,
  - occupations that would be recommended to them by their classmates, parents, friends, etc.,
  - what must work in the city to make its inhabitants happy.

The game can be played both in an individual mode and under the guidance of a career or educational counsellor, teacher or parent, who can accompany the student, help or assign the student to achieve various tasks (we call this group of persons “facilitators”).

## **2.1 Game and player’s role**

The player becomes the mayor of the city. Chooses the name of the city, decides on its development, influences the institutions and companies that will operate in the city, as well as the number of inhabitants and their satisfaction.

In the first game level it is possible to build 24 buildings situated on a map. The map is larger than the regular monitor screen and can be moved in the same way as other maps (press and hold left mouse button).

The building can be built by pressing the "Build now" button and in the first level also answering two questions. Here, please, remind pupils to answer HONESTLY and that the answer does not affect whether the building is built or not. These questions are used to determine the professional orientation of the student using Holland's typology of professional interests RIASEC, which is built into the game.

After clicking on a built building, a card of the building will open with information about the building and an overview of the job positions that have been assigned to the building. At the beginning, all working positions are vacant and intended to be filled. It is up to the player which occupation decides to occupy and when will do it.

After clicking on "About" placed near the occupation title opens a occupation's card, which contains basic information about the occupation, a demonstration of five work activities, minimal education level usually required by employers, a sample of several work subjects and examples of personality requirements and skills. Please advise students to read this information.

With the "Back to the building" button, the player returns from the occupation card to the building's card, where can start filling vacancies with the "Occupy" button. Filling a vacancy is done through conversation with a virtual Job Portal, which asks questions, comments on answers and encourages players to take further steps. Several questions have to be answered to fill the vacancy.

After the construction of individual building, the number of inhabitants automatically increases, as well as after filling the job position.

In each building, selected vacancies are marked with a key. After occupying the last one, the player has the option to occupy all the remaining ones with one click.

Population growth is not in itself the ultimate goal of the game. On the left side of the city screen, there are 8 circles with pictograms - 8 indicators of the city's functionality, i.e. economic sectors like health care, administrative services, education, transport, etc. After placing the cursor on the individual indicator, you will see to what extent the given indicator is filled with built buildings and vacancies. If you click on any of the 8 indicators, a list of buildings that have been included in the given level of the game will open. In addition, there is a symbol in the city behind the name of each building corresponding to one of the 8 indicators.

At the top of the screen is a horizontal scroll bar marked with a pictogram of girl and boy headers. There are two numeric values on it. The first is the number of inhabitants achieved by the game and the second is the number of inhabitants, which was set as a target for a given level of the game.

On the scale marked with a smile, there is a summary indicator based on the values of the above-mentioned 8 indicators of the city's economic sectors. It expresses the overall satisfaction of the inhabitants of the city. Its value is given as a percentage.

Another scale marked with a red and white target shows the success of filling vacancies. For every 5 consecutive correctly filled in ads, a certain bonus is obtained.

The numerical value near the diamond are the points obtained for completed missions. Access to missions will open to the player only after filling a certain number of vacancies.

At the very top right corner, by clicking on the blue button with 3 horizontal stripes, opens the "Dashboard". The Dashboard summarises game results, for example, reached city population, their satisfaction, goals achieved and the RIASEC profile obtained from quiz in the 1st game level.

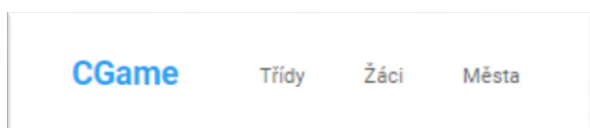
### 3 Facilitator and monitoring progress of groups of pupils

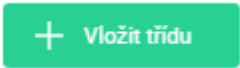
Anyone who works with pupils between the ages of 12 and 16 can become a C-Game facilitator, wants to enable pupils to enter the game using pupil codes, monitor the progress of their game and obtain materials for individual interviews with pupils about their future educational and vocational path.


Access to the facilitator's back office can be obtained by a short request to [freibergova@asociacevp.cz](mailto:freibergova@asociacevp.cz) . The C-Game system will automatically send you a password from the e-mail box info@c-game.cz within a few days.

Entrance to facilitator's back office is from the main game page.

The facilitator environment has 3 tabs: **Classes, Pupils, Cities.**



**Classes:** use the button  to create a class in which you can register pupils

with the button . You can create any number of classes and any number of students in them.

**Pupils:** the system automatically generates entry codes for individual pupils. Copy them and give them to the pupils. They can use these codes not only when working in the classroom, but also from elsewhere.

Malá	SRYJCS
Milota	EJWCRT
Mrkvička	MICBGE

**Cities:** here you can follow game progress of individual students. How many buildings they built, how many vacant jobs they filled, how they answered the quizzes, what RIASEC profile was created from their answers, etc.

## 4 Forms devoted for pilot verification

The following forms, which are attached to document, are used to document the pilot validation process and the feedback from pupils and facilitators.

### Form No. 1: C-Game pilot verification progress report

The form is intended for facilitators who actively manage the pilot verification process. The facilitator fills it in with each group event with pupils.

### Form No. 2: Participants of the C-Game pilot verification

The header of the form is filled in by the facilitator. Pupils fill in with hand their first name, achieved number of inhabitants, and achieved satisfaction of the inhabitants.

### Form 3: My choice of profession

The facilitator asks the pupils to fill in this questionnaire twice:

- a) before entering the game; and
- b) after the end of the game.

Pupils can complete the questionnaire online or in paper-pencil form. Its online version is available at <select your language version>

- English: <https://surveys.nvf.cz/index.php/667178?lang=en>
- Bulgarian: <https://surveys.nvf.cz/index.php/667178?lang=bg>
- Slovak: <https://surveys.nvf.cz/index.php/667178?lang=sk>
- Czech: <https://surveys.nvf.cz/index.php/667178?lang=cs>
- Greek: <https://surveys.nvf.cz/index.php/667178?lang=el>

In order to maintain anonymity and at the same time the need to match the two questionnaires filled in by one pupil, the facilitator must ensure that each pupil fills in both questionnaires with the same code.

## 5 Recommended pilot verification scenario with a group of pupils

### 1) Preparation of the facilitator before the piloting

- Facilitator opens the online C-Game, gets acquainted with the game, tries to build a few buildings and occupy a few professions, looks at all the bookmarks, etc.
- Form No. 1: get acquainted with its content, adjusts the length of answers' boxes or decides how else will write down the answers from the pupils, print 1x,
- Form No. 2: print 2x
- Form No. 3 can be filled in by pupils online or in form of paper-pencil:
  - o Online: Facilitator checks if the online questionnaire is available. If yes, prepares for each pupil small piece of paper with name of the pupil, unique numerical code (under which the pupil will fill in online Form No. 3), and the address of the online Form No. 3. If the online questionnaire is not available, Paper-pencil continues.
  - o Paper-pencil: Facilitator prints two copies of Forms No. 3 for each pupil and provides them with a unique numerical code. It is necessary to arrange is so that each pupil will fill in two Forms No. 3 with the same unique code.

### 2) Facilitator activities during the lesson with pupils (ideally in the computer room)

- Facilitator explains aim of the Form No. 3:
  - o You are participating in a pilot validation of the game and its creator is interested in the extent to which the game has the potential to influence your career decisions. For this reason, the creators of the game ask you to kindly fill in the same form before and after the game. Thank you in advance for filling it out.
- Pupils must complete the first copy of Form No. 3 before the game:
  - o Online: Each pupil receives a piece of paper with the address of the online Form No. 3 and a unique numerical code. Pupils are instructed to check the box BEFORE THE GAME. Facilitator oversees the completion and submission of the online form.
  - o Paper-pencil: Each pupil receives one paper copy of Form No. 3. Pupils are instructed to circle BEFORE THE GAME. Facilitator selects the completed forms and checks them.
- Facilitator if possible projects the game on the screen, introduces pupils to the game, its steps and elements of the game. Explains the purpose of the game (to learn as much as possible about different professions) and the goal of pilot testing (verification of the game mechanism, intuitive control of the game, intelligibility of tasks, fun of the game, etc.). Tells the pupils how many minutes they have to play.

- Facilitator asks the pupils to turn on the computers and tells them the address of the game / writes it on the board.
- Facilitator walks among the benches and observes the pupils during the game, answers the questions and records them in Form No. 1. When there is not enough space for answers, he writes down the answers on a separate sheet of paper.

### **3) Facilitator activity before turning off pupil computers with the game**

- Facilitator asks the pupils for attention, lets the pupils circulate and fill in Form No. 2. Checks the form and saves it.
- Askes pupils to turn off the game as well as computers.

### **4) Facilitator activity after turning off the pupils' computers with the game**

- Facilitator leads structured group interview. The structure of interview is part of Form No. 1 under point 8.
- Records the pupils' answers in Form No. 1. When there is not enough space for answers, writes down the answers on a separate sheet of paper.
- After the end of the group interview facilitator asks pupils to fill in the second Form No. 3:
  - Online: Pupils fill in the same unique code as for the first filling in the Form No. 3. Pupils are instructed to check the box AFTER THE GAME. The facilitator oversees the completion and submission.
  - Paper-pencil: Each pupil will receive a second copy of Form No. 3. Pupils are instructed to circle AFTER THE GAME. The facilitator selects the completed forms and checks them.

### **5) Facilitator activity after the lesson**

- Completes Form No. 1 in electronic form.
- Completes Form No. 2 and signs it.
- Checks that the filled in Form No. 3 (paper-pencil) can be paired (BEFORE THE GAME, AFTER THE GAME) and that they do not contain any data that would be able to find out which pupil filled in the questionnaires.
- Sends all the forms in one of the following ways:
  - In paper form by post to the address:
    - <Postal address of the partner>
    - <Postal address of the partner>
    - <Postal address of the partner>
  - In electronic form (ideally pdf) to e-mail: <e-mail of the partner>

## 6 Recommended timing of pilot verification

There are two recommended timing options for C-Game pilot verification. They differ in whether the two lessons, which are needed for the pilot verification, follow each other. Whether you choose Option A (two consecutive lessons) or Option B (two lessons one week apart), or you decide to organize it in another manner, please:

- follow the form completion procedure,
- allow pupils to play for at least 30 minutes, and
- reserve 20 minutes for the group guided interview.

### Option A: Two consecutive lessons

1. lesson (45 minutes)		2. lesson (45 minutes)	
Minutes	Activity	Minutes	Activity
5	Info on the project, the game and the aim of pilot verification	10	Standalone game
10	Filling in first Form No. 3	5	Filling in Form No. 2
30	Standalone game	10	Filling in second form No. 3
		20	Group guided interview

### Option B: Two lessons one week apart

1. lesson (45 minutes)		2. lesson (45 minutes)	
Minutes	Activity	Minutes	Activity
5	Info on the project, the game and the aim of pilot verification	10	Standalone game
10	Filling in first Form No. 3	5	Filling in Form No. 2: Pupils report the achieved satisfaction and the number of inhabitants
25	Standalone game	10	Filling in second form No. 3
5	Filling in Form No. 2	20	Group guided interview



## Form No. 1: C-Game pilot verification report

No.	Item	Fill in verbally or numerically, or circle the answer
<b>1</b>	<b>Country</b>	
1.1	City	
1.2	Date	
<b>2</b>	<b>Pilot group verification activity was held in:</b>	---
2.1	- basic school	Yes / No
2.2	- secondary school	Yes / No
2.3	- in a children's / youth organization, institution, club	Yes / No
2.4	- in another organization (specify):	
<b>3</b>	<b>Numbers of pupils</b>	---
3.1	Numbers of pupils in age groups	aged less than 9 years: aged 10-11: aged 12-13: aged 14-15: aged 16-17: - more than 18:
3.2	Numbers of pupils according their sex	males: females:
<b>4</b>	<b>Facilitators</b>	---
4.1	Total number of facilitators involved: - of which acting:	
4.2	- in basic school	Yes / No
4.3	- in secondary school	Yes / No
4.4	- in a children's / youth organization, institution, club	Yes / No
4.5	- in another organization (specify):	
4.6	Number of working positions of facilitators:	educational counsellors: career guidance counsellors: teachers: members of a youth organization: external lecturers: others:
<b>5</b>	<b>Pupils' preparation before the game</b>	---
5.1	The length of preparation of students for the game in minutes:	
5.2	Was the game projected on the screen / board for the pupils?	Yes / No

5.3	Did you introduced the game to pupils?	Yes / No
5.4	Did you explain to pupils the principles of the game?	Yes / No
5.5	Did you speak with pupils before the game about choosing a profession?	Yes / No
5.6	Did you explain pupils the Holland's typology of professional orientation?	Yes / No
5.7		
5.8		
<b>6</b>	<b>The course of the game (in minutes)</b>	---
6.1	The average length of the pupils' game	
6.2	Length of group discussion after the game	
<b>7</b>	<b>Used digital equipment</b>	---
7.1	Numbers of digital equipment used	desktop computers: notebooks: tablets: mobile phones:
7.2	Proportion of pupils per digital device	single game: % game in pairs: % game in triplets: %
<b>8</b>	<b>Guided group interview led by a facilitator</b>	---
	<b><i>a) The game as a whole</i></b>	---
8.1	Do you like the game?	
8.2	Was it easy to use the game?	
8.3	How long did it take you to understand the principle of the game?	
8.4	How many of you have read the instructions on how to proceed with the game?	
8.5	Did you enjoy it?	
8.6	The game will have three levels. Would you like to play the next level of the game?	
8.7	Will you show the game to someone outside this group?	
8.8	Will you return to the game from home?	
8.9	What could be improved in the game?	
8.10	What did you did not like in the game?	
	<b><i>b) The City</i></b>	---
8.11	Do you like city graphics?	
8.12	Do you like the layout of buildings in the city?	
8.13	How do you like the colours used?	
8.15	Is the font size good and readable?	
8.16	Did you understand to all instructions?	
8.17	What could be improved in the city?	
8.18	What did you not like about the city?	
8.19	What is missing in the city?	
	<b><i>c) Card of the building</i></b>	---
8.20	Is the information on the building card clear?	

8.21	Are you missing any information on the card?	
8.22	What could be improved here?	
	<b>d) Card of the occupation</b>	---
8.23	How do you like the content of occupations' cards?	
8.24	Did you read some information on the occupation's card?	
8.25	Would you like to learn more about the occupation?	
	<b>e) Filling of vacancies</b>	---
8.26	How did you like the communication when filling the vacancies?	
8.27	Were the questions clear?	
8.28	When did you start noticing that your population is growing?	
8.29	Are you wondering how much population someone else managed to reach?	
	<b>f) Dashboard</b>	---
8.30	Did you find the information hidden in the upper right corner next to your nickname?	
8.31	Is the information about the course of the game on dashboard clear?	
8.32	What could be changed on dashboard?	
8.33	What's missing on the dashboard?	
	<b>g) Missions</b>	---
8.34	Did you play missions?	
8.35	Did you like playing missions? Was it funny?	
8.36	Were the missions clear to you?	
	<b>f) Achievements</b>	---
8.37	Did you manage to get achievements?	
8.38	Do you know what you got them for?	
8.39	Did you build buildings to get more achievements?	
<b>9</b>	<b>Feedback from the facilitators: Pupils' opinions</b>	---
9.1	What did the pupils ask before the game?	
9.2	How did the pupils behave while playing?	
9.3	Were pupils communicating with others during the play?	
9.4	What did the pupils ask during the game?	
9.5	What did the pupils ask about after the game?	
9.6	Were the pupils interested in occupations recommended by the game?	
9.7	What was pupils' opinion on the choice of these occupations?	
<b>10</b>	<b>Feedback from the facilitators: Own opinions</b>	---
10.1	What is your opinion on the game?	
10.2	Does the game have the potential to help students choose an occupation?	

10.3	What else could the game contain?	
10.4	What do you like about the game?	
10.5	What do you dislike about the game?	
10.6	What should we do better?	
10.7	Do you have some other comments? Feel free to let us know them!	



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## Form No. 2: C-Game pilot verification participants

Type of institution / school:<sup>2</sup> .....

City: .....

Date: .....

Name of facilitator: .....

Names and functions of other  
participating adults: .....

.....

.....

.....

.....

## List of participating pupils

No	First name	Achieved population	Achieved population satisfaction	No	First name	Achieved population	Achieved population satisfaction
1				16			
2				17			
3				18			
4				19			
5				20			
6				21			
7				22			
8				23			
9				24			
10				25			
11				26			
12				27			
13				28			
14				29			
15				30			

Podpis facilitátora .....

<sup>2</sup> Elementary school, high school, youth club, house for children and youth, etc.

### Form No. 3: My vocational choice

This questionnaire is anonymous.  
The completed data will be used exclusively for pilot verification of C-Game, will be summarized and presented exclusively in anonymized form.

- 1) **Identification** code (number / nickname) for pairing the questionnaire before and after the game: .....
- 2) **Circle when you filled it in:**                      BEFORE THE GAME ---- AFTER THE GAME
- 3) **Mark with an cross "X" to what extent do you agree / disagree with the following statements. Select only one option for each work activity.**

Statements	I totally agree	I agree but not fully	I have no opinion	I slightly disagree	I totally disagree
	++	+	0	-	--
a) So far, my parents are planning my future.					
b) My own plans for the future are very vague.					
c) We discuss our future career at school.					
d) We are talking about employment and the labour market with school / career / educational counsellor.					
e) I talk a lot with my friends about what we will do in adulthood.					
f) I talk a lot with my parents about what I will do and what school I will apply to.					
g) I have an idea on how I will live in 10 years and where I will be employed.					

**4) Choose one statement that best suits your situation:**

- a) I have already chosen high school.  
Please write the focus of the high school: .....
- b) So far, I am thinking of more high schools.
- c) I am interested in too many fields, so it will be difficult to choose the right high school.
- d) I'm more sure which high school I don't want to go then to which one I want.
- e) I am not yet interested in choosing a high school.
- f) I will not apply to high school.

**5) Choose one statement that best describes your situation:**

- a) I am thinking of one specific occupation that I want to do.  
Please write the name of the occupation: .....
- b) I am considering several occupations from one professional field (e.g. healthcare, services, engineering, librarianship).
- c) I am considering several occupations, most of which are from another professional field.
- d) I am not thinking about a specific occupation, but I have chosen one professional area.
- e) I don't know which occupations interest me.
- f) I'm not thinking about a future occupation yet, but I'll start with that.
- g) I'm not at all interested in my future occupation now.

**6) Označ křížkem „X“, do jaké míry tě zajímají uvedené pracovní činnosti. U každé pracovní činnosti vyber jen jednu možnost.**

Work activities	I'm interested in	I'm interested but not fully	I am not interested	I don't know, I have no opinion	I'm interested in
	++	+	0	-	--
a) Operate, control equipment, machine, device (except PCs)					
b) Assemble, adjust, repair equipment, machines, appliances					
c) Make, process and assemble by hand and/or with hand tools					
d) Measure, evaluate, test with measuring instruments and systems					
e) Invent, develop, design, construct new things					
f) Conduct research and surveys					
g) Manual activities that do not require deeper knowledge					
h) Examine, evaluate, control people					
i) Teach, educate, train people					
j) Take care of people who need the care					
k) Treat and heal people					

Work activities	I'm interested in	I'm interested but not fully	I am not interested	I don't know, I have no opinion	I'm interested in
	++	+	0	-	--
l) Provide services to people, serve them					
m) Offer goods, products, services, sells them					
n) Listen to people, advise them, help solve their problems					
o) Negotiate, convince					
p) Perform in front of more people					
q) Invent workflows, plans work					
r) Organize people's work					
s) Ensure security and order, protect people and property					
t) Grow plants					
u) Breed, care for animals, treat them					
v) Protect nature and the environment					
w) Design, program, maintain computer programs, applications, systems					
x) Take care of computers, programs, data, help people work with them					
y) Perform numerical, financial, accounting tasks, evaluate data, create summaries, graphs, reports					
z) Insert, save, archive data, texts					
aa) Write, judge, edit texts, articles, books					
bb) Sing or play musical instruments					
cc) Create artistically, creatively					

Submit the questionnaire to your teacher / educational counsellor / career counsellor

Thank you very much for filling!

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