Educational Guide to use Job Labyrinth Game for Job Spots

Why a Digital Game?

Marc Prensky explains that the emergence of digital game-based learning came in the “last decades of the 20th century,” when there was a global technology boom. The recent generations have lived their entire lives with access to technology, using different applications and digital tools are the part of their daily life. Because of this access to technology, Prensky argues that today’s students “think and process information fundamentally differently than their predecessors.” Teachers, or what Prensky calls “digital immigrants” now have to adapt to the language and learning styles of “digital natives,” a term he uses to describe young generation who have always been surrounded by technology.

The institutions and educational organisations should adapt their instruction in order to meet the needs of millenniums, they can implement computer or digital-based games as learning tools in order to reach and train them. These games can be used in various subject areas and in a variety of ways. Beside the institutes, companies are also using game technology to train their workers, to recruit staff and to motivate their workers. Game based learning is a new learning era not only for the millenniums but also for all institutions and corporates which work for young generations.

According to Patricia Deubel, digital game-based learning has the potential to engage and motivate young people while promoting long-term memory and providing practical experience. Young people can effectively engage by use of game-based learning, the serious games that facilitate cognitive learning, planning and problem-solving are the great instruments to reach the young people and motivate them to learn.

The digital games provide a great tool for conducting educational research. Beside the digital games have “great diversity,” while attracting young people of various demographic backgrounds which can be potential tool to reach both NEET and other young people. Games also help youth to set and work towards achievement of goals, provide helpful feedback, and maintain records for measurement purposes. Furthermore the interactive nature of video games stimulates learning and encourages participants to challenge new topics or knowledge. The digital games can help young people to develop computer skills that they may need in a society that continues to develop technologically. The games can guide young people to discover their self and possible support measures around of them such as job offices and the most important part is games can be the most effective way to reach NEET and other disadvantaged young people.

The Purpose of The Game

To support NEET developing their competencies to find a job as well as inform them about the institutions which guide young people for employability such as job offices.

Learning objectives of the game

- To analyze situation of NEET young people for the job offices data process
- To inform them about Job Offices and other support measures
- To support their capacity building on soft skill competences
- To motivate them to develop their self and discover European opportunities around them.
- To develop competencies based on strategic thinking, following goals and planning.

The Pedagogy of The Game

The most important part of the game is the motivational frame, NEET are the group of young people whom hard to reach and train. Their motivation is very low to go to job office and join to the trainings. The game will provide them information and training in a non-educational environment. They won't feel under stress or afraid to play the game, they can also do it in any time that they want to which gives them freedom of space and time.

Game will also provide them self-directed learning opportunity with a real life engagement such as information of job offices nearby, participating to the training stage of the game when they need. The different opportunities through the game will also empower users (NEETs) to discover potentials in real life since the game has real life connection.

The empowerment is important element of the game pedagogy, there isn't any authority or a teacher in the job labyrinth game, young people are the director of their own decisions and they learn from their own experiences. They have a self-decision whether to take a support of job councilors or not but the game helps them to understand the relevance of job councilors.

The users choose an avatar to engage the game more and the avatar moves around the labyrinth like a real young people who is moving around the life. The game has lots of elements that symbolizes life of a NEET, even the game users have the remote of the game such as their life, they need support and hints to direct their way to the right corridor into the labyrinth which is very similar like their real life where they need support to train, develop their competencies and find a job.

The game has invisible learning elements, the educative elements will be provided by game based learning and game mechanics. Even though the game has grading and power mechanics such as gaining some power and point in each level, in the end of the game user will value the personal growth more than the other mechanics, those mechanics will be used to motivate and engage the young people to the game stages. The story of the game and the levels of the game designed base on the learning needs of NEET.

Target Group of the Game

- Young people
- NEET young people
- Job Services Offices employees who may have a profile in the game to interact with the young people and start a parallel training program using information gathered during the Peer Learning.

Other Stakeholder who will benefit the game

Companies which will be able to see job seekers' profiles and schools, families

How to use the game?

Job labyrinth Game can be used for different purposes to guide young people for their career building. Job offices can use the game to provide youth friendly approach for career consultancy as well as dissemination of the game will help to reach young people in their own pace and place, will address them to the closest job offices in their neighborhoods.

Game can be used at the job offices during consultancy or before starting to consultancy. Young people can also reach the game and play online. The game flow will direct the young people to job offices, so then you can interview with these young people and inform them about your services for youth.

Game provides a portfolio with results of each levels, that portfolio goes as an email both to the closest job officer and the young person who plays the game. You can reach to the youth via connecting information on portfolio and consult them on their career with the help of the game results of the players.

How to guide the young people for each level?

Level	The purpose of the level and outcomes	How to use that level
Intro	Registration with personal information. Creation of personalized avatar.	Personal data will be provided to you as a personal game portfolio when the user finished the game.
Level 1	The purpose of the level is to inform young people about Youth Guarantee System. The user finds the gate and does some tasks related to level. Through the level there are boards with questions related to the Youth Guarantee System. User can directly answer the question and learn	The level gives short information related to Youth Guarantee System. You can explain the system and

	what is the right answer. There are information boards around the first level, user can read them before responding to questions. Players are receiving points and badges for the levels. Each level has different badge which symbolizes a competence related to level. The Badge and achieved competence: **Wisdom Badge:** *Knowledge about Youth Guarantee*	opportunities further and respond the questions of players. Please ask questions about their interest to benefit from Youth Guarantee System and tell them different examples of NEET young people who benefit of it and changed their life.
Level 2	Second level designed with the support of RIASEC questioner. The purpose of the level is to give user an opportunity to discover himself / herself. The player will find different questions and options to define their interests. Game limits the minimum selection of interest, player can play longer that level and respond all their interest. At the end of the level, each player receives 2 different types of personality. The types of personalities are Realistic, Conventional, Enterprising, Social, Artistic and Investigative. Players will receive these explanations for their types. ***Realistic:*** *You are realistic and "Realistic" people create a "Realistic" environment. For example, they particularly value people who are practical and mechanical -- who are good at working with tools, mechanical or electrical drawings, machines, or animals.* *Examples of occupations that have a Realistic people are: Diesel Mechanic, Electrician, Farmer* *Fire Fighter, Flight Engineer, Forester, Locksmith* *Locomotive Engineer, Pilot, Police Officer, Truck Driver* ***Conventianol:*** *You are conventional and "Conventional" people create a "Conventional" environment. For example, they particularly value people who are orderly, and good at following a set plan -- good at working with written records and numbers in a systematic, orderly way. Examples of occupations that have a Conventional environment are: Bank Teller, Bookkeeper, Court Clerk, Mail Carrier, Post Office Clerk, Secretary, Timekeeper, Title Examiner, Typist* ***Entreprising:*** *You are enterprising and "Enterprising" people create an "Enterprising" environment. For example, they particularly value people who are energetic, ambitious, and sociable -- who are good at politics, leading people and selling things or ideas.* *Examples of occupations that have a Enterprising environment are: Auctioneer, Bank President, Camp Director* *City Manager, Customs Inspector, Hotel Manager, Judge, Lawyer, Recreation Leader, Real Estate Agent, Sales Manager* *Sales Person, School Principal, Travel Agent, TV Newscaster* ***Social:*** *You are social and "Social" people create an "Social"*	When the players come to your center, you can talk to them on their skills, experiences and desires. Please inform them about details of each types and other job possibilities. You can apply different inventories to make them think about their skills, attitudes and desires. If this is their first experience on a personality inventory you can explain them the aim and the use of inventories and why it is important to know their competences.

	environment. For example, they particularly value people who are helpful, friendly, and trustworthy -- who are good at good at teaching, counseling, nursing, giving information, and solving social problems. *Examples of occupations that have a Social environment are:* *Athletic Trainer, Counselor, Dental Hygienist, Librarian, Nurse Parole Officer, Physical Therapist, Social Worker, Teacher* ***Artistic :*** *You are artistic and "Artistic" people create an "Artistic" environment. For example, they particularly value people who are expressive, original, and independent -- who have good artistic abilities in creative writing, drama, crafts, music, or art.* *Examples of occupations that have an Artistic environment are:* *Actor, Art Teacher, Book Editor, Clothes Designer, Comedian, Composer, Dancer, Disk Jockey, Graphic Designer, Musician* ***Investigative:*** *You are investigative and "Investigative" people create a "Investigative" environment. For example, they particularly value people who are precise, scientific, and intellectual -- who are good at understanding and solving science and math problems.* *Examples of occupations that have an Investigative environment are:* *Biologist, Chemist, Computer Programmer, Dentist, Electrical Engineer Mathematician, Medical Technician, Meteorologist, Pharmacist, Physician, Surveyor, Veterinarian* The Badge and achieved competence: **Shadow Badge:** *Personal assessment, personal discover*	
Level 3	Third level designed to guide users on how to write a cv. The questions adopted from various EU formats such as Youthpass, Europass cv. The questions and the sessions defined considering NEET young people. Players are going to receive their responds at the end of the game as a pdf document. The Badge and achieved competence: **Mirror Badge:** *Reflecting personal skills, values, education and experiences as well as presenting them as a cv*	Players will receive a portfolio of results at the end of the game. It is useful to have the it before consulting. The level is based on understanding what to write to a cv. Even though the young people do not have any job experience or educational background, they can always write their skills and values. While you are consulting you can support them to discover their needs to fulfill a better cv. You can provide them training opportunities if they don't have strong educational background or internship

		opportunities if they do not have any job experience. Motivational support is essential for the NEET in order to make them feel confident for personal growth.
Level 4	Level 4 is designed for improving job interview skills of young people. The player passes the labyrinth with different tasks and finds a room with HR officers who ask questions for job interview. Player receives questions related to general job positions and if the player cannot respond to right answer, before the next question he /she learns the right answer with explanation. The Badge and achieved competence: **Confidence Badge:** *Responding questions with a vision and purpose.*	You can ask questions to player for the experience he /she had during the level. Which question was easy to respond which was hard to respond. You can inform them about the important elements of job interview and provide face to face experience by role play activities and simulations.
Level 5	The purpose of the level is to provide different opportunities such as training courses, videos, job possibilities, evs, exchanges and various projects for young people related to their career building. Player finds a room with a treasure of different web pages and information for the personal growth and career development of young people. They can click to pages and have them all on their personal portfolio which they will receive at the end of the game. The Badge and achieved competence: **Discovery Badge:** *Searching to discover personal growth opportunities. Using technology to learn youth opportunities and develop oneself.*	You can address them to different web pages for job research, training and youth program. Tell them how to use that pages and how to apply for. Telling them as much as possibilities is very helpful. Beside that you can help them to plan what to do step by step to benefit from different opportunities.

Final Suggestion: Job Labyrinth Game is a support tool for job spots, career centers and schools. You can use that tool before one to one guidance or for a group before a career training or guidance session. Networking with companies, schools, career officers and NGOs which work for young people are very important for efficiency of the game. By using the game, you will have rich data of the young people and a network of job spots from different European countries.