



GAME CHANGERS

GAMING SKILLS AND THE WORKPLACE

MINI FACILITATOR'S GUIDE: AVATAR TRACKING ACTIVITY





Avatar Tracking Activity: Mini Facilitator Guide

This mini facilitator guide is part of a series created for the course “Game Changers: Gaming Skills and the Workplace.” Built in a modular fashion to allow for maximum flexibility, this course provides training on real-world skills that can be developed and practiced in a game-based environment. Using a combination of facilitated lessons, participatory activities, research, and games, this course will help teach a new generation of job seekers the 21st Century soft skills so critical to Canadian employers. Modules in this course include:



A Youth Advisory Committee played a key role in the development of this course. Literacy Link South Central offers thanks to committee members Cassandra Smith, Colin Todkill, Eleyas Araya, Eric Rice, Jamie Kaill and Taisha Jenee Pinsonneault for their input and guidance.

Gaming recommendations for this project were provided by our advisors at Teleos Engagement. Literacy Link South Central recognizes Gabriel Hancock, Robert Durant and Shayne Ganness and thanks them for sharing their in-depth knowledge of game design and development.

This curriculum was developed and formatted by Summer Burton, Project Manager, Literacy Link South Central. For questions about this curriculum, please contact Literacy Link South Central at 519-681-7307 or literacylink@llsc.on.ca

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A note for our Facilitators: The Game Changer curriculum (Facilitator Guides, Learner Playbooks, PowerPoint Presentations and supporting documentation) are available to download from Literacy Link South Central free of charge. We encourage you use these materials, but selling this curriculum or offering this training to clients for a fee is prohibited.

This course was designed for flexibility. It is divided into several modules, and many can be done in the order that suits your personal facilitation style and the timing of each session in your course. Participants also have an opportunity to provide input into the order of modules.


At the start of each module you will find a list of supplies required, along with recommended tasks and activities for facilitators to complete before the session begins. A set of companion playbooks are available for participants and should be used by participants throughout.




Each module also has an estimated time requirement, which may fluctuate depending on your number of participants, how in-depth group discussions become, and how long game-play takes. You may find that the estimated length of time required for a particular module does not align with the time allotted for individual sessions in the course you are facilitating. Please note that every module is separated into a series of lessons, activities, discussions and games, so you can review it in advance, plan for an appropriate time to break, and begin your next session where you left off.


Tip: if you break up modules in this fashion, we recommend you set that expectation with participants in advance, so you do not appear to have run out of time.

Curriculum Legend: Each module includes several key components, meant to keep the workshop moving and provide breaks between lecture-style elements. Please watch for the following symbols to identify each element of the module you are facilitating:

 Facilitator notes (a summary of what should happen during a session. Facilitator notes provide an overview, which the facilitator can customize to reflect the format of their workshop/course)


 Lesson / presentation (facilitator-led teaching opportunities)


 Discussion (facilitator-led conversations, using provided questions. Facilitators are encouraged to respond to the conversation by adding their own questions whenever appropriate)


 Playbook (activities to be completed by participants in their curriculum work book. When a specific “right” answer is expected, an answer key is provided in your facilitator guide.)

 Activity (interactive or independent activities not included in the participant playbook)

 Game (interactive play-based opportunities, often using board games or digital games)

 Video (video presentations to be viewed by the group)

 Debrief (a discussion following an activity, game or video. Includes guiding questions and topics, and key points to cover when applicable)

 Independent work / homework (handouts or activities provided in the playbook, which are intended to be completed by participants independently. Some are reviewed, while others are for the participants personal information.)

Estimated time to complete this activity: 25 minutes

Supplies required for this module:

- Computers with internet access that participants can use to create their Avatar
- A copy of the handout “Creating a Custom Avatar” for each participant

Pre-session preparation:

- Test the Character Creator so you’re familiar with the interface. Full instructions for using this site have been provided in the document “Creating an Avatar with Character Creator”
- Consider how you would like participants to get you a copy of their Avatar. You may want them to save their Avatar to a shared folder or email it to you. Test the process yourself to be sure it works on your system before running this activity with participants.

Post-session task:

- Print a copy of each participants Avatar using the instructions included in the document “How to Create Progress Trackers.” To accomplish this, you will need to download and edit the documents “Avatar Progress Cards” and “Avatar Progress Stickers”

Note for facilitators: This activity should only be used by facilitators planning to run all 10 Game Changer Soft Skills modules with a group of participants. It allows them to track their progress through each of the modules. It should be facilitated at the end of the introductory session (Gaming is Good) or immediately before the first Soft Skills Module you facilitate.

What is an Avatar?

📄 Give a copy of the handout “Creating a Custom Avatar” to each participant.

🗣️ Ask someone in the group to describe what an Avatar is. Answers will likely describe a customizable character that’s meant to represent you in a gaming environment.

🗣️ Ask: what’s appealing about an avatar that you get to customize or design yourself? Answers should include that they can look like anything – including non-humans. They can be made bigger or stronger than the player they represent, and it can be a fun, creative activity.

🗣️ Ask: what games have participants created Avatars for? Answers will change depending on the types of games participants play.

📄 Explain that during this course, we’re going to be using Avatars that participants create to help track our progress. They can also use those Avatars in any online games or social media accounts they are using if they choose to. Today, they will be making Avatars and sending them to you so they can be used in the next session.

🔗 Direct participants to classroom computers or laptops, and ask them to pull up the website Character Creator (<https://charactercreator.org/#>). Explain how they should use the site to create a custom Avatar, and save it as a PDF somewhere you can access it. Alternatively, you can request they email it to you. Follow any process that works for your classroom and organization.

Let participants know that these Avatars do not have to look like themselves at all. If they are having trouble coming up with ideas for how their Avatar should look, suggest that they use their “Secret Identity” character for inspiration for this Avatar.

📄 Please note that a full set of instructions for using this site have been outlined in the Facilitator support document “Creating an Avatar with Character Creator.”



Estimated time to complete: 25 minutes