



WORKSHOP REPORT
Training youth workers in no-code
video game design



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Akademia
Humanistyczno
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**Project title & code**

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Project result name

WP2A4 Internal training session: Workshop report

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Participating partners

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I. Introduction

Context: Why the internal training session

The EU Video Games project is dedicated to improving civic education of youth across Europe by enhancing the digital and pedagogical competencies of youth workers. It is firmly rooted in the recognition that game-based learning (GBL) is highly relevant and effective in modern youth work. Digital games offer engaging, interactive, and safe environments where young people can naturally develop essential 21st-century skills, including complex problem-solving, critical thinking, cooperation, and digital literacy, while addressing educational or social objectives, thereby making learning both purposeful and enjoyable.

A key strategic choice for this project is the focus on no-code game creation. This approach is crucial because it drastically lowers the barrier to entry for content development. By utilising intuitive, visual platforms, youth workers are empowered to design and prototype their own context-specific educational games without needing traditional programming skills. This ensures that the digital creation process is accessible, enabling wider participation and faster deployment of custom learning tools for young people.

This internal training workshop, directly supporting the development of the **tech guide** and **content guide**, served as a mandatory capacity-building measure. It facilitated a necessary exchange between technical experts and representatives from all partner organisations. The primary objective was to ensure a standardised, high-quality level of expertise and relevant skills across the consortium. This shared technical understanding and pedagogical alignment is vital for the successful next stage of the project: the collaborative creation of the WP3 Model Games.

Therefore, the workshop guaranteed that the skills acquired are directly applicable to developing the final, high-impact intellectual outputs of the EU Video Games project and ensuring that each organisation received the resources and knowledge necessary to not only create the model games but also guide youth and youth workers in the creation of video games during the testing phase.

Overview of the training session

The EU Video Games internal training session took place in Belgium, where EGLE, leading this result, welcomed 2 individuals from each project partner organisation over 3 days of presentations, discussions and practical application of game design techniques and experimentation. This report aims to detail the development and outcomes of this workshop to allow youth organisations to replicate its principles and train youth workers in no-code game design.

Location: Mons, Belgium

Dates: 4th to 6th November 2025 (2.5 days)

Target audience: Future game designers experienced in youth work

Tools used: Genially & RPG Maker MV

Participation setup: 1 group of 4 participants per tool, divided into duos involving 1 participant from each partner organisation

Goal: Train project partners and youth workers with little to no video game design experience to develop the knowledge and practical skills needed to create short educational video games using no-code game engines.

Expected outcomes for each participant

- ✓ Produce a **short, functional game prototype** including an introduction, 3 quests and an ending scene, using either Genially or RPG Maker MV.
- ✓ Demonstrate a clear understanding of **basic game design principles**, including objectives, rules, flow, challenge and feedback.
- ✓ Apply simple **game mechanics** such as interactivity, branching choices, drag-and-drop, event triggers, conditional paths and multimedia integration.

Pedagogical approach

- ✦ **Learning-by-doing:** Practical application of principles and goals through the creation of concrete content.
- ✦ **Guided exploration:** Step-by-step instructions with specific objectives and adapted ongoing guidance.
- ✦ **Peer collaboration:** Multilingual and intercultural cooperation in duos from different organisations and backgrounds.
- ✦ **Short-loop prototyping:** Experimental creation, task by task, with immediate feedback and iteration.
- ✦ **Reflection and metacognition:** Presentation of the final results and discussions about the educational potential and relevant adaptations.

II. Detailed programme & activities

Programme overview

- ✦ Day 1 (9:30 am to 5:30 pm) – Introduction & tool familiarisation
- ✦ Day 2 (9:30 am to 5:30 pm) – Advanced co-creation & experimentation
- ✦ Day 3 (9:30 am to 11:30 am) – Presentation of the results & reflection

Day 1 – Introduction & tool familiarisation

ICEBREAKER & DIAGNOSIS

- **Which video games do you know and like?**
- **How often do you play video games?**
- **What types of games do you want to create?**
- **Have you ever created interactive digital content?**
- **How confident are you in your digital skills?**



Icebreaker & diagnosis

The workshop started with an icebreaker and a global diagnosis focused on assessing participants' experience and knowledge of video games, as players and creators, to adequately adapt guidance and balance the groups. Some participants shared that they play games regularly (mainly platformers and narrative games), but most had never created digital content (only 2 had previously used Genially with basic interactions).

Playtesting

Participants played 2 games selected by EGLE from another Erasmus+ project, as examples of what could be created for this project, using the same tools that they aimed to learn, with similar restrictions and quality expectations.

The selected games, from the **D-ESL project**, are:

- ✦ “**The Crow and the Enchanted Fort**” (created with Genially)
- ✦ “**V0c’s Journey 2 – The Letter**” (created with RPG Maker MV).

Group division

Participants were asked how confident they are in using either of the selected tools based on the games they explored and their previous experience. They were then divided into groups based on their responses to ensure that the pairs would involve a balance of skill levels. Each main group focused on one of the tools, with sub-groups consisting of duos with one individual from each partner organisation (represented as P1 or P2 next to their respective logos).

GROUP 1 genially		GROUP 2 RPGMAKERMV	
 P1	 P1	 P2	 P2
 P1	 P1	 P2	 P2

Introduction to game design principles

INTRODUCTION TO GAME DESIGN

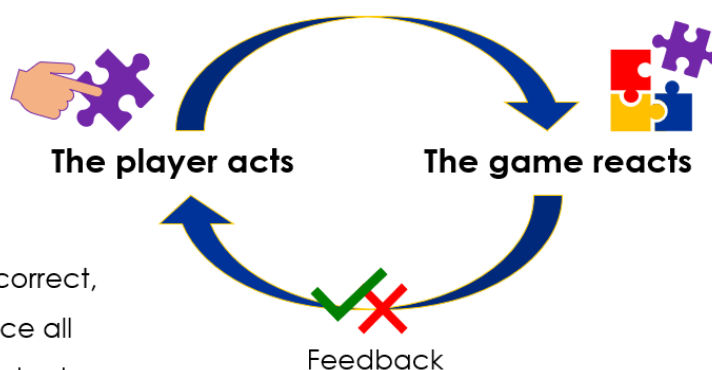
“A game is an interactive system where players achieve goals within a set of rules, receiving feedback as they act.”

For example:

Goal: Place the puzzle pieces

Rules: They have to be a different colour than the one next to them.

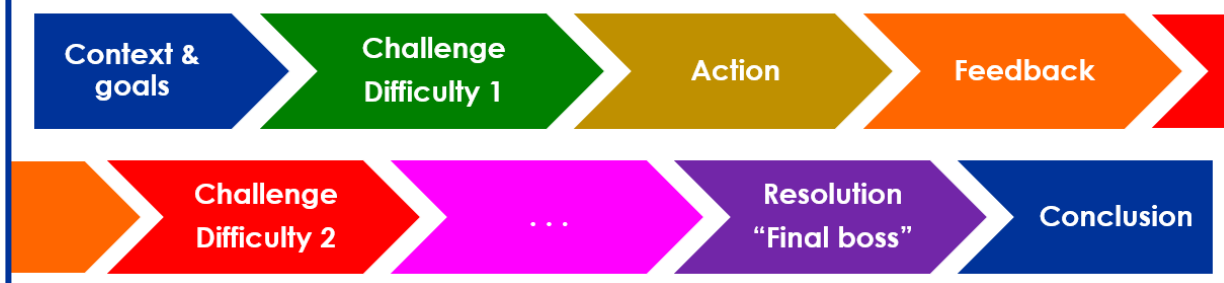
Feedback: A green tick appears when correct, a red cross appears when incorrect. Once all pieces are placed, the next level is unlocked.



THE FLOW OF A GAME

Each step of the game should be:

- ✓ Challenging and more difficult than the previous one, to avoid boredom
- ✓ Accessible, to avoid frustration
- ✓ Justified, to avoid demotivation



COMMON MECHANICS

Most games involve the same core mechanics:

- ❖ Narrative framing & character-based plot
- ❖ Missions, quests or tasks
- ❖ Achievements & rewards
- ❖ Maps or interactive visuals
- ❖ Dialogue sets or choices
- ❖ Set or timed events
- ❖ Feedback through text, sound or visuals

GAME DESIGN PROCESS

- ✓ Define one clear main goal or quest.
- ✓ Pick a simple mechanic to start with and build from.
- ✓ Create 3 key moments: Introduction – Challenge – Feedback.
- ✓ Keep it clear, meaningful and relevant.
- ✓ Test, observe, adjust: your first draft will be modified many times.
- ✓ Test your final version with external people to identify flaws and improvements.



THE ENGINES YOU WILL USE



- Interactive visual presentations (“PowerPoint on steroids”)
- Multimedia integration
- Branching pathways through clickable elements
- Wide range of features with S’CAPE tools

Best for: Interactive dialogue, decision-making, visual quizzes, clickable maps.



- Story-driven adventures
- Event-based game creation using visual commands and basic scripting
- Built-in character and dialogue systems
- Tile-based map creation tools

Best for: Historical role-playing adventures, character-driven stories, quest-based games, policy & community simulations.



EGLÉ presented the global principles of game design, specifically the concepts of feedback loop, flow and core mechanics, along with some specifications about the game engines that would be used throughout the workshop. Participants were attentive and interested, and expected to have specific questions once they started applying these principles in practice.

Task 1: Tool setup & guided exploration

NOW IT’S YOUR TURN!

Task 1: Replicate a simple introduction scene.

Use the files in the shared “Task 1 – Introduction” folder.

GROUP 1	GROUP 2
 genially	
Create basic elements, interactions and transitions	Create basic maps, characters and events

Participants were instructed to launch their assigned tool and access a shared Dropbox folder with all the relevant documentation. There, they found the detailed instructions for Task 1, which they followed to start familiarising themselves with the tool and its key features by creating an introduction scene, involving basic elements


(buttons, text boxes, maps, characters) and relevant interactions (selections, transitions, dialogues, multiple choices, key events). They worked faster than planned and got immersed in the task, exploring beyond the instructions and proposing a wider variety of elements in their introduction scene.

Task 2: Practical development & scene building

SCENE BUILDING

Task 2: Replicate a quest: talk to an NPC, find an object, unlock a door.

Use the files in the shared "Task 2 – Scene building" folder.

 GROUP 1 genially	GROUP 2 RPGMAKER MV
Explore S'Cape tools and create the first quest	Explore game assets and create the first quest

Once they had finished drafting their introduction scene, partners started working on the first quest, involving an interaction with a character, an object to find and a door to unlock (using the S'Cape tool "Brian" for Genially; common events and conditional branches for RPG Maker MV). They had the time and liberty to explore the engines beyond the instructions, adding animations and visual elements.



With 2 hours ahead of schedule, some participants had started working on Task 3 and had built a concrete story and end goals. At that stage, EGLE expected that partners would be able to finalise a full game earlier than planned and proposed that, once partners had achieved the expected outcomes for each task, they would be able to start working on the other engine for a few tasks by the end of the workshop, so that each participant would have the chance to explore both engines with clear, in-person guidance.

Task 3: Practical development & scene building

LET'S KEEP DESIGNING!

Task 3: Replicate a multi-task quest (multiple choices/actions).

Use the files in the shared "Task 3 – Scene development" folder.

 GROUP 1 genially	GROUP 2 
Explore interactivity and additional tools	Explore movements and conditional branching

By the end of Day 1, each group had explored this task, which was originally planned for Day 2. As observed, participants were able to quickly grow confident with these tools and expand on their expectations by exploring beyond the instructed features. This showed that the engine selection and instructions were clear enough to be quickly understood and properly harnessed, allowing for efficient integration, concrete application and greater creativity.

Debrief & peer exchange

DEBRIEF & PEER EXCHANGE

- **What have you learned?**
- **What were the challenges or difficulties you encountered?**
- **What else could be done?**
- **What do you wish to develop, explore or create on Day 2?**



At the end of the day, partners expressed that they had learned a lot and felt more confident in their ability to create interactive digital content. Although some struggled a bit more to get immersed in the training due to the focus on technical basics, they understood the need to fully grasp those aspects before diving into the

educational and creative content. Other partners, however, had already built a creative adventure, especially those working with RPG Maker MV, which enabled more creative exploration and reassurance that what was created already looked like an actual video game.

It seems relevant to note that all partners kept working on their games during the planned breaks, as they followed their own rhythm to explore the functionalities of the engines, each duo taking breaks when they felt the need to do so. Thus, the expected schedule was essentially a global guideline and the timeslots were readapted to the needs and preferences of each sub-group, so as not to interrupt their creative and exploration process, which differed across the partnership.



Day 2 – Advanced co-creation & experimentation

Brainstorming: Educational concepts & content ideas

While the workshop focused on developing technical skills, the end goal of the training session was to enable partners to apply these skills to creating educational video games focused on civic education, EU values and sustainability.

Using an empty PowerPoint slide as a basis, participants discussed and proposed a selection of scenarios and story ideas to engage young people in various civic situations and teach civic topics through short video games. One partner's idea inspired another, and each explored potential stories to build on in their upcoming games, drawing on the skills they developed during the workshop.

Some participants had included relevant educational elements in their games since Day 1 while others had focused on the mechanics and creativity without educational constraints, acknowledging that the games could be reshaped into educational experiences once they were confident in their ability to "play around" with the features of the selected game engines.

BRAINSTORMING



Short game scenarios for civic education:

- Simulation of society: importance of voting, impact on minorities ("world where women don't have a voice")
- Democratic elections with historical characters: travel through time, collecting pieces of a puzzle from each character to build the story
- Time travel "Christmas Carol": impact of decisions and consequences over time
- Travel across maps between islands: basic civic topics about EU
- Build a community based on specific morals and rules, fake news & misinformation
- Restore a community/town after mayor has disappeared

MAKE IT EDUCATIONAL

- Establish settings based on target groups' level and needs.
- Define objectives, educational theme and key concepts.
- Identify a learning goal for each quest.

**Any thoughts? Suggestions? Ideas?
Concerns? Doubts? Needs?**




Note: A recap of Day 1's achievements and exploration of the original Day 2 objectives was planned to start the day, but due to schedule adaptations based on participants' faster progress and the extensive debrief that was completed at the end of Day 1, we skipped the recap and started the day with brainstorming.

Task 4: Complete prototype development

WRAP IT UP!

Task 4: Replicate a consolidating quest and potential ending scene.

Use the files in the shared "Task 4 – Consolidation and ending scene" folder.

GROUP 1	GROUP 2
 genially	RPGMAKER MV
Develop interactivity and drag-and-drop	Develop visuals, movements and parallel events


As expected, partners expanded from the instructed features and proposed additional elements to their quests and ending scene. The Genially group was able to finish their full games earlier than expected, as the key functions of the engine had been fully explored by mid-day on Day 2, so the participants were able to start exploring the first tasks on RPG Maker MV to develop their digital skills further and learn how to use a more technically demanding engine.

Task 5: Finishing touches

FINAL TOUCHES!

Task 5: Finalise 3 main quests and a potential ending scene.

Use the resources in the “Useful resources and tools” file.

 GROUP 1 genially	GROUP 2 RPGMAKER MV
Finalise your introduction, 3 quests and ending scene.	

Through an iterative process, participants went back to improve and adapt each step of their game, from the introduction to the ending scene, and polished the mechanics and content to finalise a coherent and complete experience.

All participants were able to finalise these touches earlier than expected, spending the rest of Day 2 on building the story, making the goals more concrete, adding visuals, animations, additional conditions or interactions to build on their first drafts for each of the previous tasks.

Participants in Group 1 who had finished their Genially games were able to explore the basics of RPG Maker MV, some of whom were accompanied by their colleagues in Group 2 (as RPG Maker MV can only be used by one person at a time on the same account), so that they wouldn't explore a more complex engine on a tighter time limit without experienced guidance. They did not create concrete games but earned a basic understanding of the engine, allowing them to later explore it with more confidence.

Note: This last task was originally planned for the morning of Day 3 and was finalised on Day 2 to match participants' rhythm. As all partners, when asked, confirmed that they wished to continue working on their games until the end of the day, after taking regular breaks based on their individual needs and rhythm, there was no debrief at the end of Day 2. It was decided that the morning of Day 3 would be solely dedicated to showcasing partners' games and reflecting on everything they had learned, to use those few hours more efficiently with concrete results.

Day 3 – Presentation of the results & reflection

Showcase & peer feedback

To match the participants' rhythm, as all had finalised their game the day before, the last few hours of the workshop, across the morning of Day 3, were solely dedicated to showcasing the games that participants had created and gathering others' feedback to identify the positives and negatives of what had been achieved throughout the workshop.

Each participant presented a playthrough of their game, guiding others through the story and mechanics, reading key dialogues or plot points, highlighting the goals and solutions, discussing the potential choices that the player had to make and explaining some decisions or references.

With the following questions in mind, other participants discussed the games that were showcased, one by one, complimenting the creative choices and potential educational applications of the mechanics that were used, identifying key elements to find inspiration from and sharing appreciation for each others' work. Overall, partners were satisfied with each game for different reasons, and all games had clear potential to be enhanced and turned into relevant resources, with a few more days of work and the integration of pedagogical concepts.

SHOWCASE & PEER FEEDBACK

Let's see what each group has created!

- **What are your thoughts and ideas?**
- **What do you wish to work on or improve?**
- **Which resources do you need to go beyond?**
- **Thoughts on clarity, content, learning potential, flow and implementation?**
- **Any feedback is welcome!**



To keep track of what has been done, place your RPG Maker MV files and Genially links in the Dropbox "**Workshop results**" folder.

To keep traces of the results, all the games were placed in a shared Dropbox folder. Additionally, EGLE recorded the showcase session to create a **video montage**, to be shared across partners' social media pages and networks, promoting participants' accomplishments in the past 2.5 days.

Note: It was observed that some participants continued working on their games beyond the allocated time, spending additional time in the evenings and on Day 3 as well to explore more features and refine visuals and interactions. This demonstrated that the experience not only served the goals of the project but also enabled personal investment and passion in digital creation from individuals who originally had no experience in this domain.



Agent, the vault's final system requires manual code assembly.
Drag each code fragment to its correct decoder slot.

Good
Bad

Choose wisely.
Situation: A man smokes around the children.
Is this good or bad?

Great job! You found the password, you're ready for takeoff!

A powerful vehicle used to travel from Earth into outer space

A person trained to travel and work in space

G O U P

Next

A large celestial body orbiting a star, like Earth orbiting the Sun

A huge collection of stars, planets, and dust held together by gravity

Move the painting
Look behind it

Oh, what is it?

Code: **S T R O N G**

Rope ✓ Bag ✓ Racket ✓

Treadmill ✓ Bench ✓ Gloves ✓

You've opened doors, found clues, and learned how to save our world. Now tell me... what's the place where we all learn, new things and make a better future?

Click here if you need a hint!

A	A	B	C	C	D	E	E	F	G	H
F	B	T	X	M	F	X	N			
I	J	Y	K	L	L	M	N	N	O	P
R	S	S	T	U	O	W	Z	Z	NG	TH
R	S	S	T	U	O	W	Z	Z	NG	TH
Q			X			V				
ially	<	S	F	lab	P					

Confirm

SCHOOL

I guess it's me. My friend, the druid told me to find an eff..sorry to find you.
Can you help me become human once again?

Final debriefing: Reflection & discussion

To end the workshop, once all the results had been shown and assessed, partners discussed to share their experience, key takeaways and main challenges. While some had difficulties harnessing the basic features at first, or seeing the potential of their games during the first steps (especially Group 1 with Genially), all participants were now confident in their ability to create digital content.

However, as the focus of the workshop was on technical application, integrating educational elements would still require practical work and guidance, as planned, between experts and each game designer for the next steps of the project.

A list of useful resources and tools to expand on the mechanics and integration they had explored was provided by EGLE, along with the offer of ongoing guidance and availability if participants had any difficulties or concerns while continuing the game design process after the workshop.

REFLECTION & DISCUSSION

- **Which skills have you acquired in the last 2 days?**
- **Which challenges or difficulties did you face?**
- **What could be the next steps: how to integrate educational content (fiches and guide) into the prototyped mechanics?**
- **Are you confident in your ability to create the WP3 model games with these engines?**
- **What do you need to feel confident in video game creation?**



III. Post-workshop learning process & feedback collection

Post-workshop learning process

Following the workshop, participants were instructed to continue the learning process on their own: members of Group 1, who had focused on Genially, were asked to continue exploring RPG Maker MV, and members of Group 2, who had created with RPG Maker MV, were asked to explore Genially, by applying the instructions of Tasks 1 and 2. They were given a deadline to provide the introduction and first quest of their games in the same folder as the workshop results.

It is worth noting that several participants went further than Task 2 during this process as well, reinforcing the idea that the technical basics for each of the selected tools are accessible enough for beginners with no game design experience to harness quickly and enable creative exploration and motivation.

While the results of this process were less developed than the games created during the workshop, they showcase participants' understanding of the mechanics and principles that were explored together in person, and demonstrated their ability to apply those principles on their own without in-person guidance, thanks to the resources and clarifications that were provided during the training session.

Participants' feedback

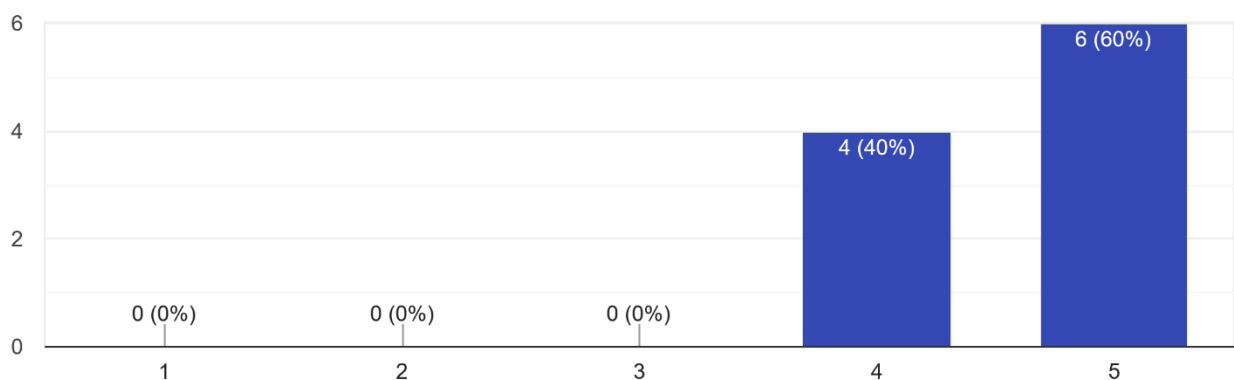
All the workshop participants filled in Google forms to share their thoughts, appreciations, needs and recommendations right after the workshop and at the end of the post-workshop learning process. These forms consisted mostly of closed questions, with a scale from 1 to 5, between "Not at all" and "Absolutely", along with open questions that allowed participants to explain their experience and propose improvements to the workshop process, resources and results.

Conclusions and observations based on evaluation and feedback forms

The analysis of the workshop evaluation forms and post-workshop feedback confirms that the training successfully met its primary objective of increasing participants' confidence and competence in no-code video game creation. In the workshop evaluation questionnaire, all respondents rated their overall satisfaction with the workshop at 4 or 5 on a 5-point scale, indicating a uniformly positive assessment of the experience. Similarly, in the post-workshop feedback, all respondents confirmed that they feel proud of and satisfied with the games they created, and several expressed a desire to continue working on their games beyond the workshop.

How satisfied were you with the workshop in general?

10 responses

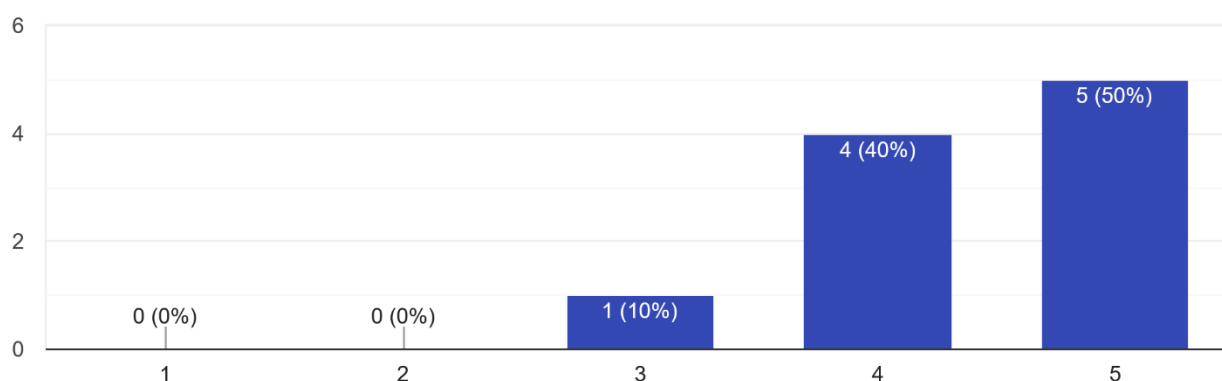


A clear progression in self-perceived competence can be observed when comparing responses related to prior knowledge and post-workshop confidence. Before the workshop, most participants rated their knowledge of video game creation at the lower end of the scale (1–2), whereas after the workshop, all respondents reported higher levels of knowledge and confidence, with the majority selecting values of 4 or 5. This shift is reflected in open-ended responses such as:

- ✦ “It allowed me to understand how mechanics, narrative can come together. I am proud of the progress made in such a short time, especially considering my initial level of experience.”
- ✦ “I now have a much clearer and more operational understanding of these principles. The workshop helped me see how objectives, rules and feedback interact to create meaningful educational experiences.”
- ✦ “The workshop provided a solid foundation, and I now understand the essential steps for creating simple prototypes and exploring game features on my own.”

How much do you know now about how to create video games after the workshop?

10 responses



Several participants explicitly referred to an initial sense of uncertainty that gradually transformed into confidence through the structured, hands-on approach. These comments align with facilitators' observations of increased autonomy and initiative as the workshop progressed.

Evaluation responses also indicate a high level of satisfaction with the balance between guidance and creative freedom. In the workshop evaluation, over 85% of respondents rated the quality of content, explanations, and organisation at 4 or 5, while qualitative answers highlighted the value of experimentation:

- ✦ "I have learned that game creation is not only technical but it is a creative process that requires clarity, reflection, and alignment with learning outcomes."
- ✦ "The hands-on creation of small test games was the most useful element. It allowed me to apply what I was learning immediately."
- ✦ "We learned from each other by experimenting with selected engines and allowed for efficient skills exchange and exploration of creative and digital skills."
- ✦ "At first, we followed the instructions step by step, but over time, we could use the skills we've learned to make something creative and our own."

Participants' feedback: strengths, recommendations, and concerns

Overall feedback emphasised the clarity of the pedagogical structure, the relevance of the tools and the quality of facilitation. All participants confirmed that they felt supported and adequately guided by the expert partner (EGLE) during the remote follow-up phase, indicating that the trainer's role is key in this process.

- ✦ "The guidance was very well prepared and was easy to understand, even for people doing it for the first time."

- ✦ “The examples, instructions, and guidance were very helpful. Seeing concrete examples and getting step-by-step support made it much easier to understand how different mechanics work and how to apply them in my own prototype.”

However, peer collaboration was repeatedly identified as a key element to improve in the workshop design. Participants valued working in mixed-organisation pairs and highlighted the need for shared problem-solving and idea exchange:

- ✦ “The workshop and the group would definitely benefit from more integration and teambuilding activities. Despite the fact that most of the participants knew each other beforehand, different national teams shall be more integrated in the process of the workshop. It would also give more opportunity for peer learning.”

Concerns were limited and mainly related to pacing and cognitive load. Among recommendations, participants mentioned the need for more frequent breaks and more time dedicated to discussions and reflection:

- ✦ “The long, uninterrupted screentime led to fatigue and monotony. Future sessions should prioritise efficiency by segmenting the schedule and introducing non-computerised design activities for improved mental breaks.”

Key improvements for replication by youth organisations

Based on participants’ feedback and observed learning dynamics, several improvements can be recommended for youth organisations wishing to replicate or adapt this workshop.

Firstly, while the workshop focused on developing technical skills, a goal which was generally evaluated as clear and effective, several respondents expressed a desire to deepen the educational dimension and clarify pedagogical adaptations.

Although all participants reported feeling confident continuing their work independently with online guidance, several highlighted the need for clearer links between game mechanics and learning objectives:

- ✦ “I understand how the game works, but I would like more support in linking it to educational goals.”
- ✦ “I would have appreciated more examples of educational mini-games.”

Additionally, adaptations for diverse participant profiles should include flexible pacing and differentiated pathways. For groups with lower digital confidence, focusing on a single tool may be more effective, while more advanced participants

may benefit from cross-tool experimentation. Indeed, as participants progressed faster than expected, it may have been more efficient and interesting to allocate time for every group to explore both game engines and create 2 prototypes instead of one. An adequate adaptation, for a 2.5-day workshop, would be to dedicate 1 day to Genially, which is more intuitive but less directly engaging, and allocate the rest of the workshop to RPG Maker MV, which is more technical but more motivating, as it directly looks like a playable video game.

Following this feedback, an adaptation of the main timeline could look like this:

Day 1

- ✦ **Step 1:** Playtest a few educational games relevant to the key educational topic.
- ✦ **Step 2:** Presentation of game mechanics, flow and expectations.
- ✦ **Step 3:** Discussion of tasks and needs + Brainstorming for educational goals.
- ✦ **Step 4:** Game creation in pairs on a Genially prototype with concrete instructions and regular pauses to discuss game mechanics and pedagogical aims.

Day 2

- ✦ **Step 5:** Follow up on key learnings and discussion about difficulties and needs.
- ✦ **Step 6:** Game creation in pairs on an RPG Maker MV prototype with concrete instructions and regular pauses to discuss game mechanics and pedagogical aims.

Day 3

- ✦ **Step 7:** Finalisation of the RPG Maker MV prototype.
- ✦ **Step 8:** Presentation of finalised games and group feedback.
- ✦ **Step 9:** Discussion about key learnings, difficulties and educational needs.

In conclusion

Taken together, the feedback and observations during and after the workshop confirm that this method and model are effective, empowering, and transferable, provided that they are adapted to participants' digital confidence levels and supported by structured pedagogical reflection, along with ongoing guidance and relevant resources.

Annexes

Key mechanics for each game type

Adventure & story-based

- ❖ Multi-choice dialogues
- ❖ Branching paths
- ❖ Relationship meters
- ❖ Item collection
- ❖ Exploration
- ❖ Timed decisions

Role-playing & cooperation

- ❖ Dialogue & morality choices
- ❖ Branching paths
- ❖ Solo or group missions & roles
- ❖ Skills & experience (XP)
- ❖ Party management
- ❖ Resource sharing & trading
- ❖ Reputation & influence systems

Simulation & strategy

- ❖ Resource management
- ❖ Turn-based decisions
- ❖ Cause-and-effect systems
- ❖ Construction or development
- ❖ Statistics and dashboards
- ❖ Reputation & influence systems
- ❖ Voting systems

Exploration & investigation

- ❖ Collectibles & achievements
- ❖ Discovery-based clues
- ❖ Scanning or inspecting
- ❖ Documentation & data
- ❖ Travel logs & notes

Puzzles & logic

- ❖ Matching or sorting
- ❖ Pattern recognition
- ❖ Code breaking/decryption/locks
- ❖ Object manipulation
- ❖ Sequential puzzles
- ❖ Hidden object puzzles

Platformers & action

- ❖ Jumping or dodging
- ❖ Collectibles
- ❖ Energy or stamina bar
- ❖ Timed challenges
- ❖ Power-ups & penalties
- ❖ Checkpoints

Useful resources and tools

STORY DESIGN TOOLS

- ✓ [Twinery.org](#): Free interactive storytelling software, useful for storyboarding.
- ✓ [Miro.com](#): Visual storyboarding, linking ideas, ideal for branching stories.

TUTORIALS

- ✓ [Genially Academy](#): Courses to learn everything about Genially.
- ✓ [Genially website](#) with plenty of resources and templates for various topics.
- ✓ [RPG Maker Fandom](#): Tutorial videos provided by fans of the MV engine.
- ✓ [YouTube videos by SomeRanDev](#) with detailed RPG Maker MV instructions.

IMAGES: Stock visuals and backgrounds

- ✓ [Canva](#): Wide library of visuals, icons, shapes and photos; various tools to modify, combine and adapt the images you want.
- ✓ [Storyset](#): Free editable illustrations in consistent styles.
- ✓ [Flaticon](#): Huge library of free icons and symbols (with attribution).
- ✓ [Freepik](#), [Pixabay](#) and [Pexels](#): Free image and background database.
- ✓ [Unsplash](#): Free high-quality photography (modern, real-world).
- ✓ [Itch.io Asset Library](#): Free and community-made art for RPG Maker MV.
- ✓ [OpenGameArt](#): Collection of free tilesets, characters, etc for RPG Maker MV.

AUDIO: Music and sound effects

- ✓ [Incompetech](#): Hundreds of songs by Kevin MacLeod, free for use.
- ✓ [OpenGameArt](#): Vast collection of sound effects and songs.
- ✓ [FreeSound](#): User-uploaded sound effects (Creative Commons).
- ✓ [Bensound](#): Royalty-free music for educational/non-profit use.
- ✓ [Mixkit](#): Short loops, SFX, transitions, and ambient music.

Full workshop agenda (provisional, before adaptations)

Day 1 – Introduction & tool familiarisation

9h30 – 10h30 | Welcome & overview

- ✓ **Icebreaker:** Favourite games and personal ambitions.
- ✓ **Diagnosis:** Participants' experience and confidence in digital design.
- ✓ **Playtesting:** Discovery of 2 example games “The Crow and the Enchanted Fort” (Genially) and “V0c's Journey 2 – The Letter” (RPG Maker MV).
- ✓ **Group division.**

10h30 – 11h00 | Introduction to game design principles

- ✓ Core mechanics (objectives, flow, feedback).

11h00 – 11h15 | Coffee break

11h15 – 13h00 | Tool setup & guided exploration

- ✓ Group 1 (Genially): Create basic elements, interactions and transitions.
- ✓ Group 2 (RPG Maker): Create basic maps, characters and events.

Task 1: Replicate a simple introduction scene.

13h00 – 14h00 | Lunch break

14h00 – 16h00 | Practical development & scene building

- ✓ Group 1 (Genially): Explore S'CAPE tools and create the first quest.
- ✓ Group 2 (RPG Maker): Explore events and items and create the first quest.

Task 2: Replicate a basic quest: talk to an NPC, find an object, unlock a door.

16h00 – 16h15 | Coffee break

16h15 – 17h30 | Debrief & peer exchange

- ✓ **Exchange:** Discuss the discovery process and challenges
- ✓ **Reflection:** What have we learned? What do we wish to explore on Day 2?

Day 2 – Advanced co-creation & experimentation

9h30 – 10h00 | Recap & objectives for the day

- ✓ **Review:** What was learned on Day 1.
- ✓ **Target goals:** Create 2 more scenes in each participant's game.

10h00 – 12h30 | Practical development & scene building

- ✓ Group 1 (Genially): Explore interactivity and additional tools.
- ✓ Group 2 (RPG Maker): Explore movements and conditional branching.

Task 3: Replicate a multi-task quest (multiple choices/actions)

12h30 – 13h00 | Concept & content ideas

- ✓ **Brainstorming:** Short game scenarios for civic education.
- ✓ **Settings:** Define objectives, educational theme and key concepts.

13h00 – 14h00 | Lunch break

14h00 – 16h45 | Complete prototype development

- ✓ Group 1 (Genially): Develop interactivity and drag-and-drop.
- ✓ Group 2 (RPG Maker): Develop visuals, movements and parallel events.

Task 4: Replicate a consolidating quest and potential ending scene.

16h45 – 17h00 | Coffee break

17h00 – 17h30 | Debrief

- ✓ **Exchange:** Discuss progress and challenges.
- ✓ **Reflection:** Feedback on flow, clarity and technical aspects.

Day 3 – Finalisation & reflection + Partners' meeting

9h30 – 11h00 | Recap & finishing touches

- ✓ Brief recap from Day 2 + Groups finalise their prototype games.

Task 5: Finalise 3 main quests and a potential ending scene.

11h00 – 11h15 | Coffee break

11h15 – 12h00 | Showcase & peer feedback

- ✓ **One participant per sub-group** presents their prototype (5 mins each).
- ✓ **Peer review** on clarity, content, learning potential and implementation.

12h00 – 13h00 | Wrap-up & next steps

- ✓ **Reflection** on acquired skills and challenges.
- ✓ **Discussion on next steps:** How to integrate educational content (fiches and guide) into the prototyped mechanics.

13h00 – End of the workshop

Detailed instructions for task 1 (Genially)

GOALS

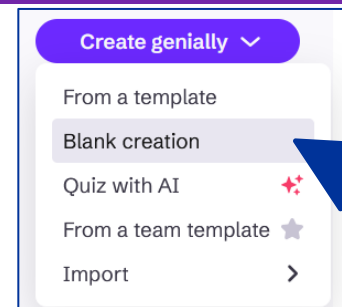
Task: Replicate a simple introduction scene.

Instructions: Create basic elements, interactions and transitions

Detailed instructions

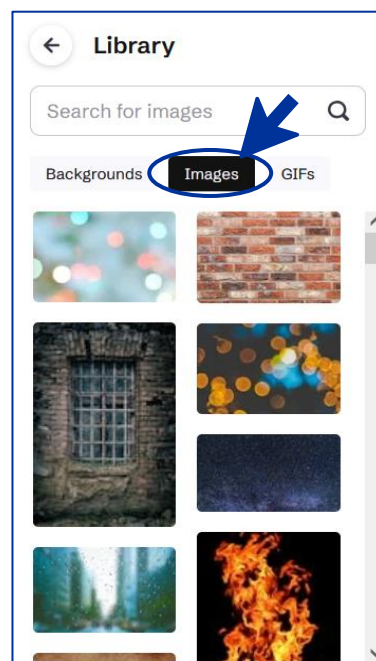
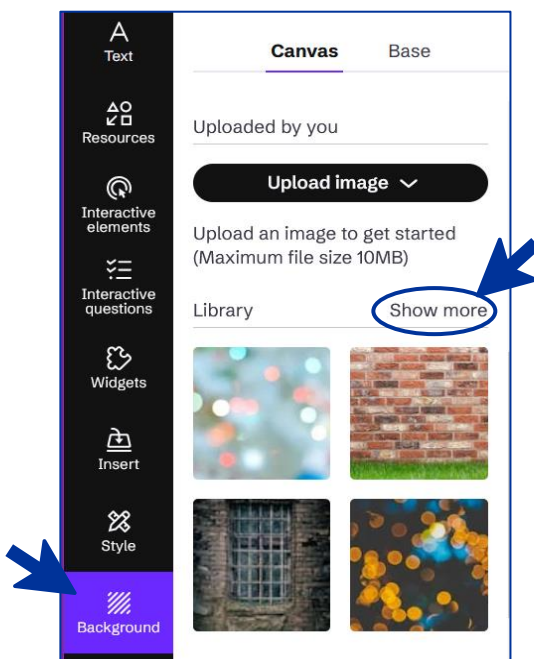
Step 1: Setting up

1. Click on the following link to access the example scene:
<https://view.genially.com/6902344888318b554f0ed2b1>
2. Log onto your organisation's Genially account.
3. Create a blank Genially.

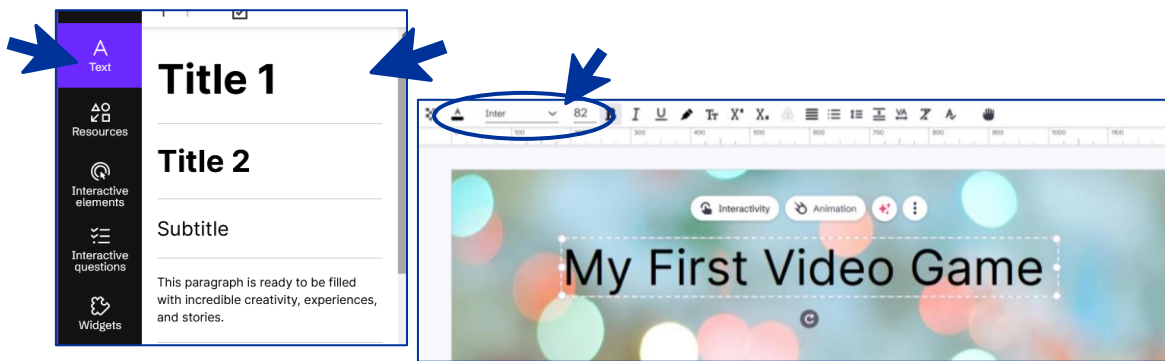


Step 2: Basic elements

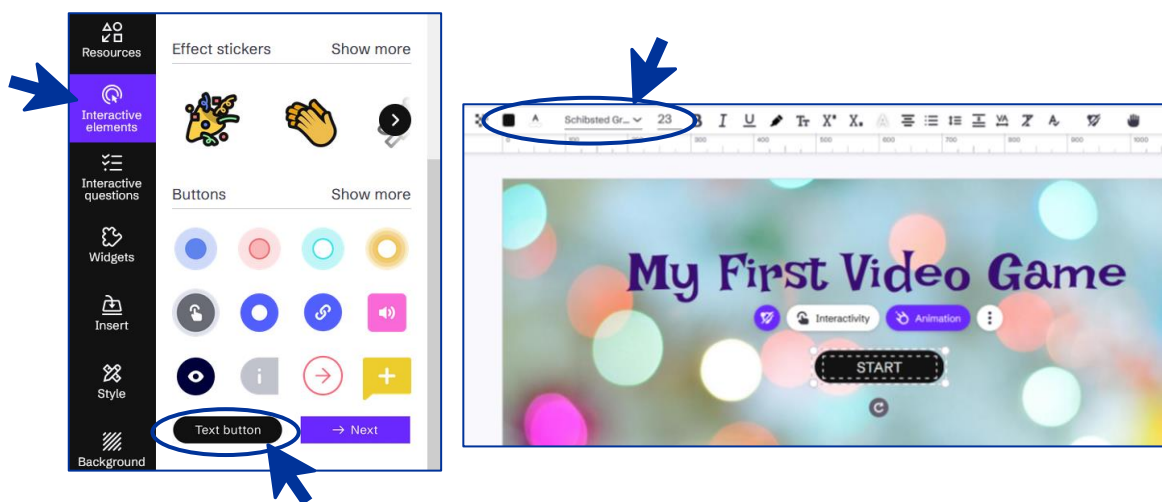
1. Add a background image of your choice using the proposed library.



2. Add a text box and type in the title of your game. Place it where you wish and modify the font, colour and size to your liking.



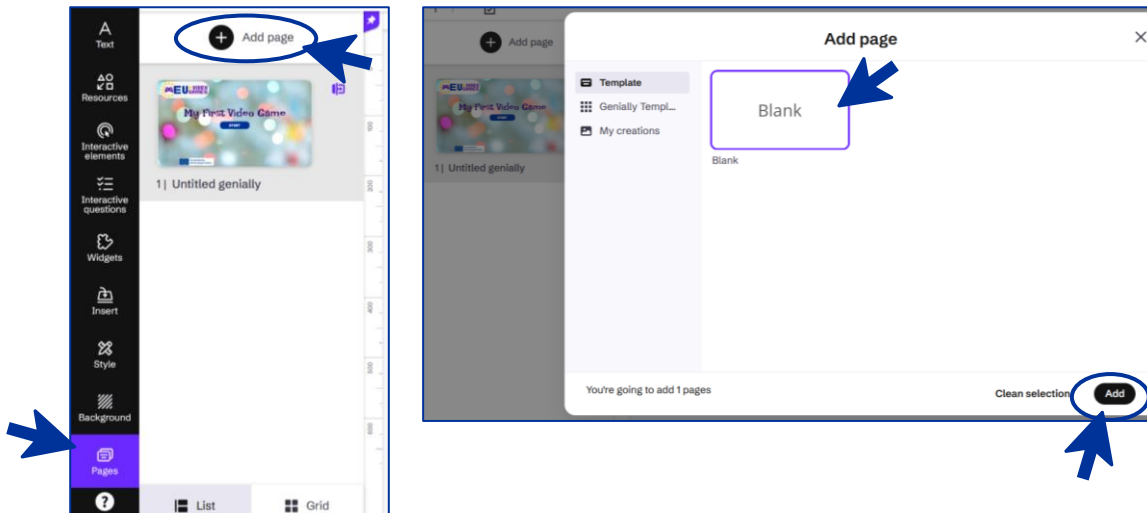
3. Add an interactive text button and type in "Start". Place it under the title and modify the background colour, size and font to your liking.



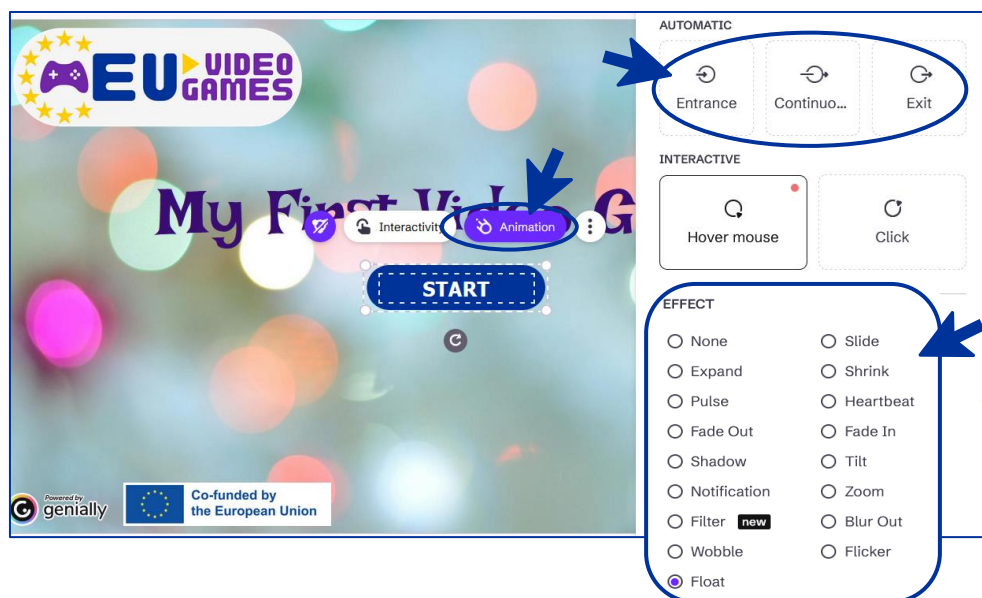
4. Add the "Co-funded by the European Union" logo and the project logo by selecting them in the shared folder, dragging them into the "Insert" tab. Place them wherever you wish and adjust their size. Do the same whenever you wish to add an external image, video or audio.



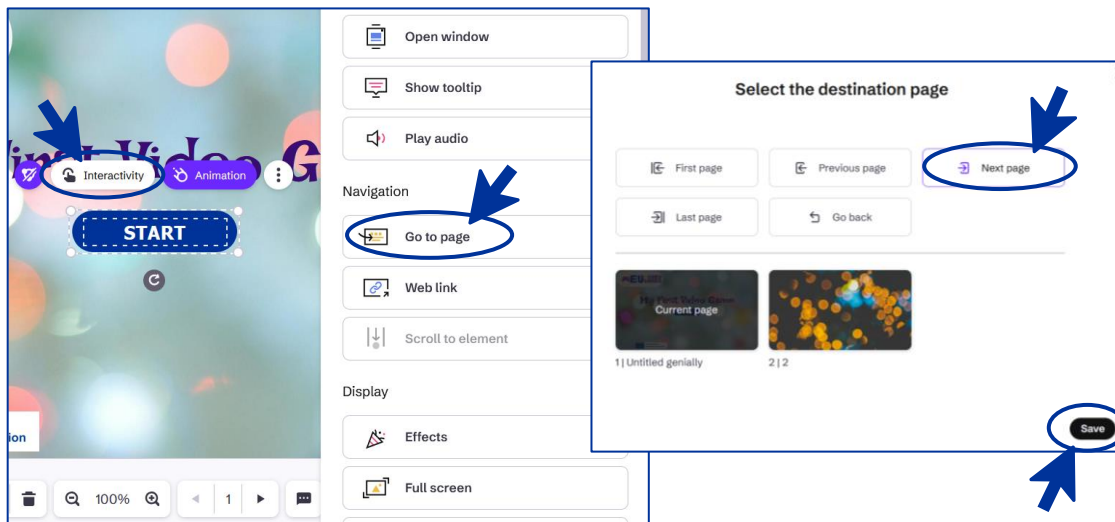
5. Add a second blank page through the “Pages” tab, as follows:



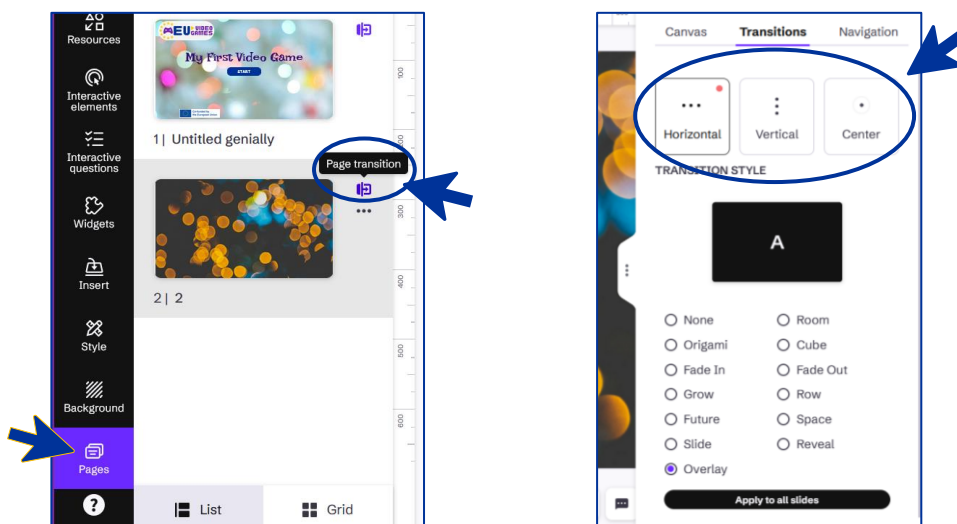
6. Follow the step 1 instructions to add a different background to page 2.
7. Go back to page 1, select the “Start” button, then click on “Animation” right above it. The automatic “Hover mouse” animation occurs for buttons, and all elements can have an added animation. Modify and adapt the type of animation as you wish for the button, title or logos, and choose for it to play when hovered or clicked on, and when the element appears (“Entrance”), as long as it appears (“Continuous”) or when leaving the page (“Exit”).



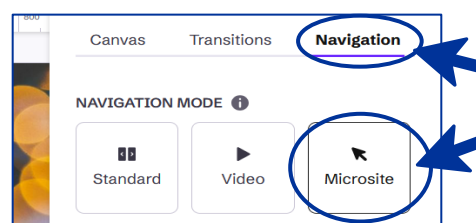
8. 1. Select the “Start” button and click on “Interactivity” right above it.
2. Select “Go to page”, then “Next page”. Now, clicking on the “Start” button on page 1 will directly lead the player to page 2.
Note that there are different interactions, and any element, including buttons, text boxes and images, can have multiple interactive actions.



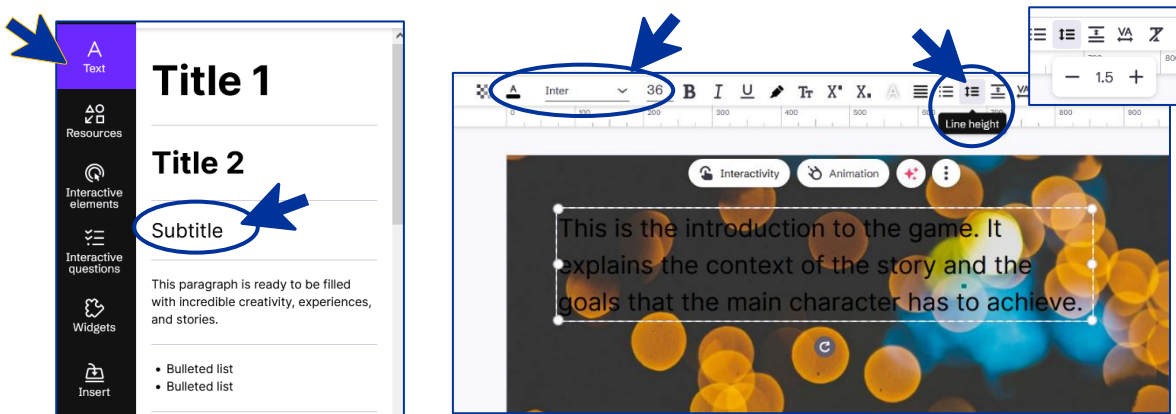
9. Select the “Pages” tab, then, next to page 2, click on the “Page transition” symbol and choose any transition type you wish to add.



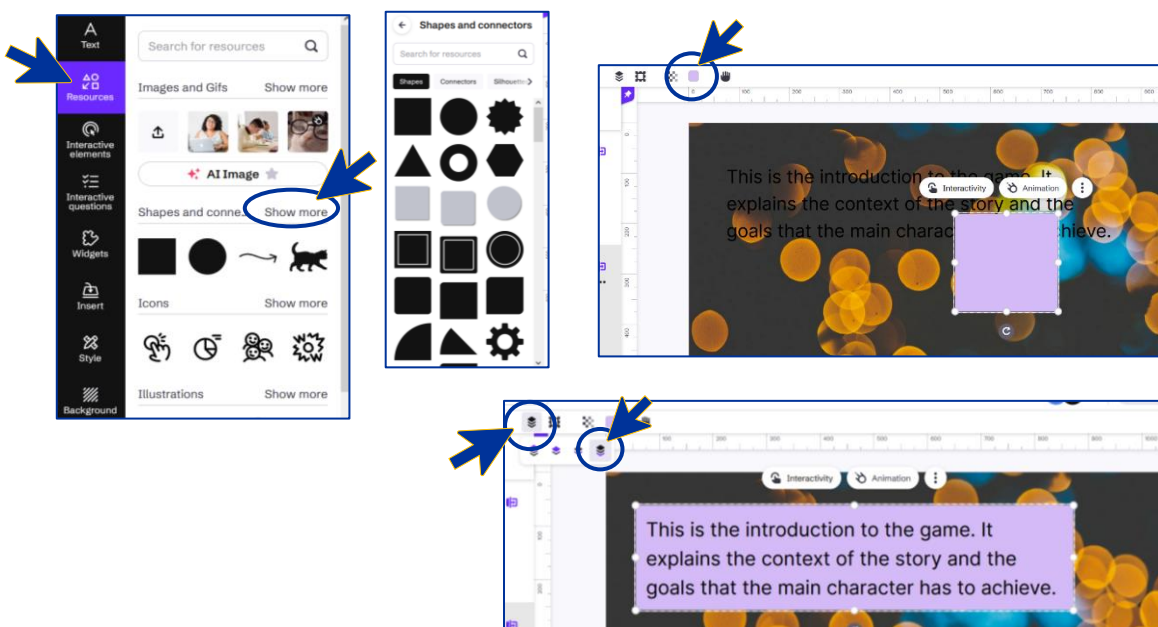
10. On the “Page transition” sidebar, click the “Navigation” tab and select “Microsite” to ensure that players can only navigate between pages by interacting with specific elements and not automatic arrows on the sides.



- 11.1. On page 2, add a text box and type in the introduction to your game, explaining the context and goals. Adapt the font and size as you wish.
2. For accessibility, set the size of any text to a minimum of 30. Note that it is best to use the “Subtitle” option as it is already a big enough size.
3. For all text, select the “Line height” tab at the top and set it to 1.5.

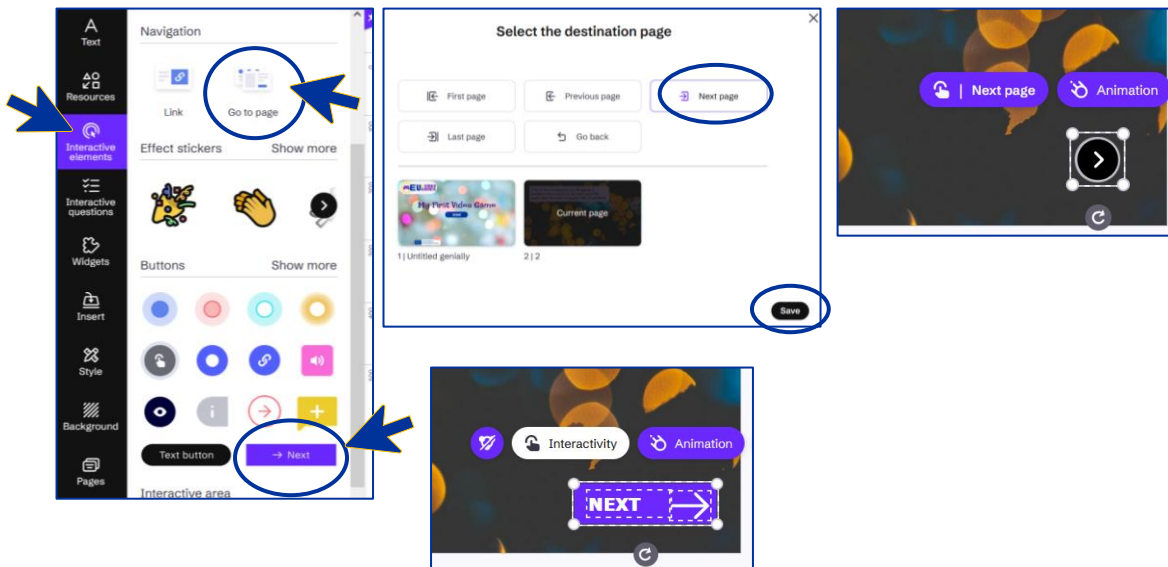


- 12.1. Select the “Resources” tab, then click on one of the shapes.
 2. Change it to a colour that contrasts well with the colour of the text.
 3. Select the shape and click on the “Put in order” tab at the very top.
 4. Select the option which shows the very bottom layer, so that the shape is under the other elements.
 5. Place it around the text, so that it appears behind it to make sure the introduction is easily readable and stands out from the background.
- Note that the “Resources” tab proposes many visuals, images, shapes and symbols you can search through and freely use in your Genially.



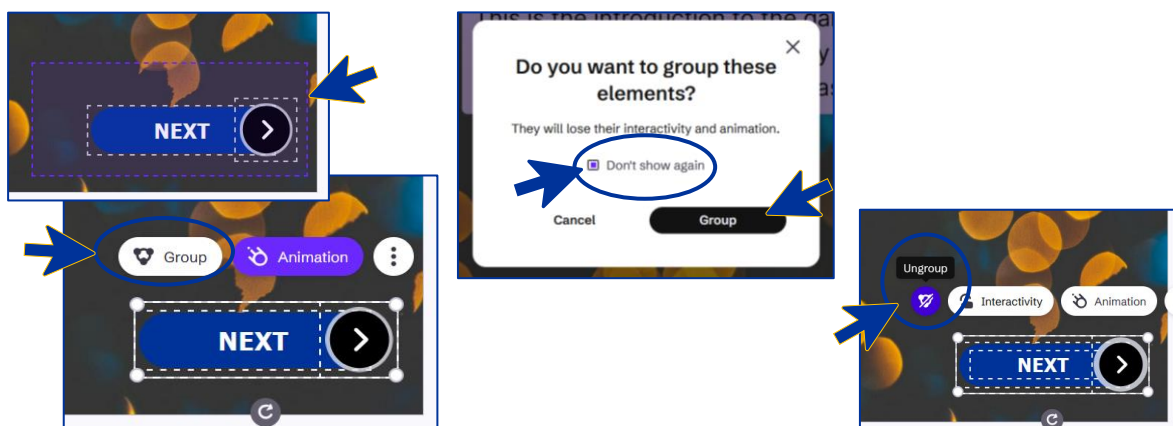
13. To add an interactive element to the next page, there are a few options:
 1. Copy the “Start” button from page 1 and paste it into page 2, for consistency, and type in “Next” instead.
 - OR 2.** Select the “Go to page” in the “Navigation section, then click “Next page” then “Save”, and an arrow element will appear.

OR 3. Add a “Next” button and adapt the colour and size.



14. To group 2 elements that have the same animation or interactivity, such as the text and the background shape, or the “Next” and arrow buttons:

1. Select both elements at the same time by clicking and dragging across them, and click “Group”.
2. On the pop-up window, select “Don’t show again” then “Group”.
3. You will have to add the interactivity and animation again after grouping them. This can be done on elements of different types if you wish for them to appear at the same time or have the same effects.
4. To ungroup them, simply click the “Ungroup” symbol on the side.



15. You now have a basic introduction scene ready!

Feel free to add pages and elements, adapt colours and visuals, and diversify the animations and interactions at your liking.

You can use existing templates in the various tabs to create a dynamic introduction to your video game and add your own visuals too.

Detailed instructions for task 1 (RPG Maker MV)

GOALS

Task: Replicate a simple introduction scene.

Instructions: Create basic maps, characters and events.

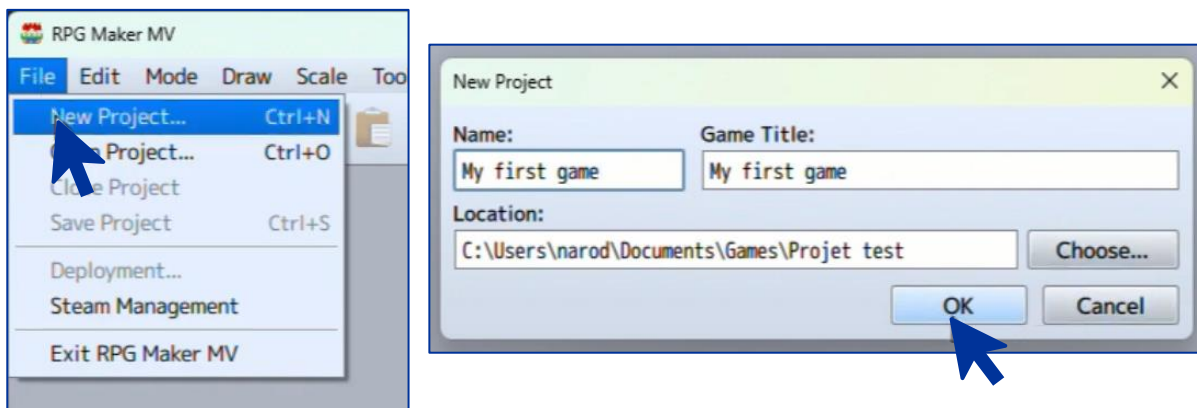
Detailed instructions

Step 1: Setting up

1. Open the "Example scene" folder and double-click on the "Game" file. When the software opens, click on the "Playtest" button at the top right to play and explore the scene you need to replicate.



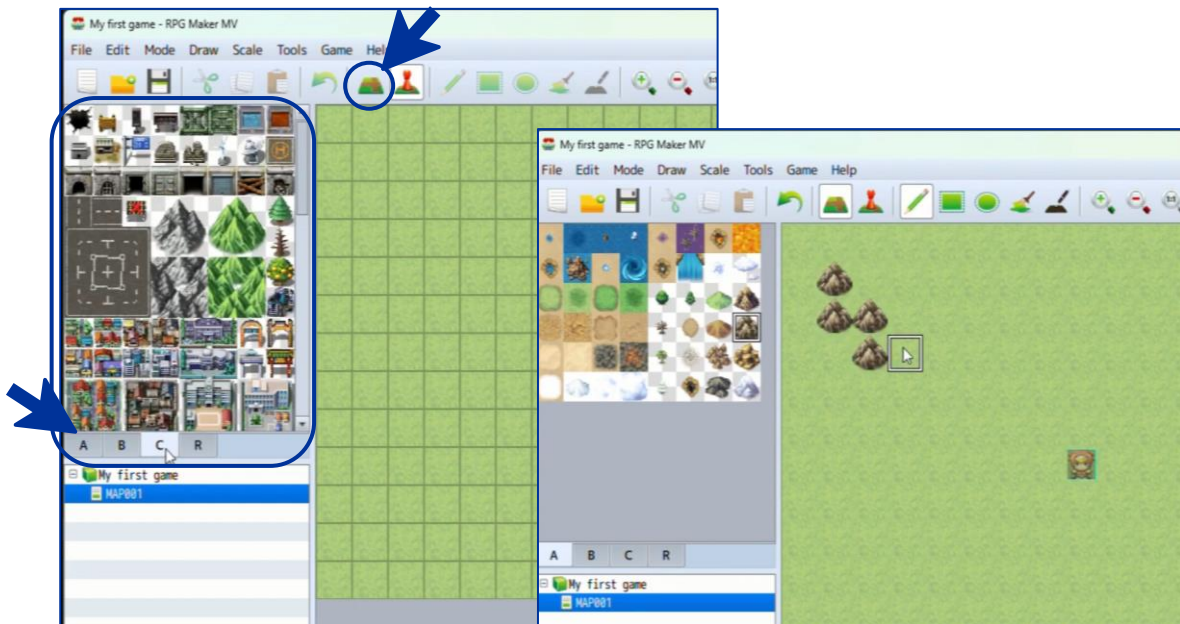
2. Launch the software and create a new project. Type the title, choose a **specific folder location** where you will find your project files and click "Ok".



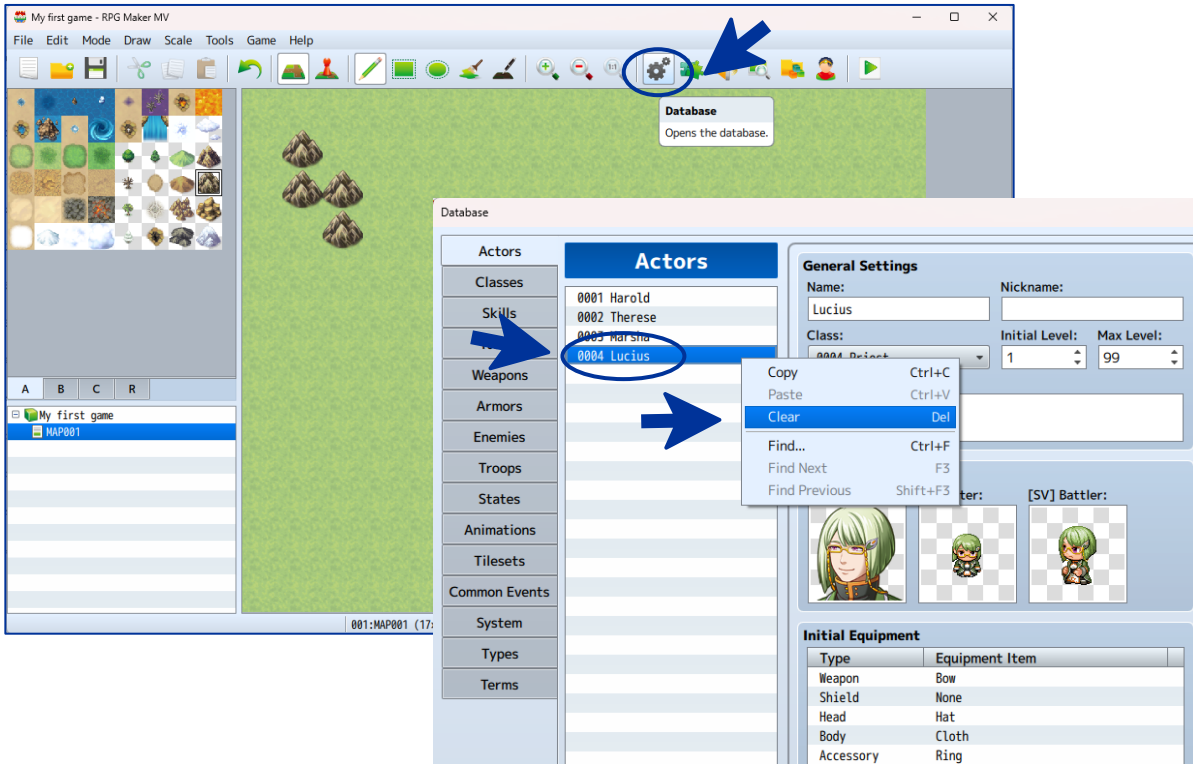
Step 2: Basic elements

1. Create a basic map by clicking on the “Map” tab at the top.
2. Click on the elements on the left (in each tab: A, B, C, R) that you wish to place, then on the location you want them to be.
3. Each element takes up at least one square. To select a bigger element all at once instead of each piece, click and drag across it.

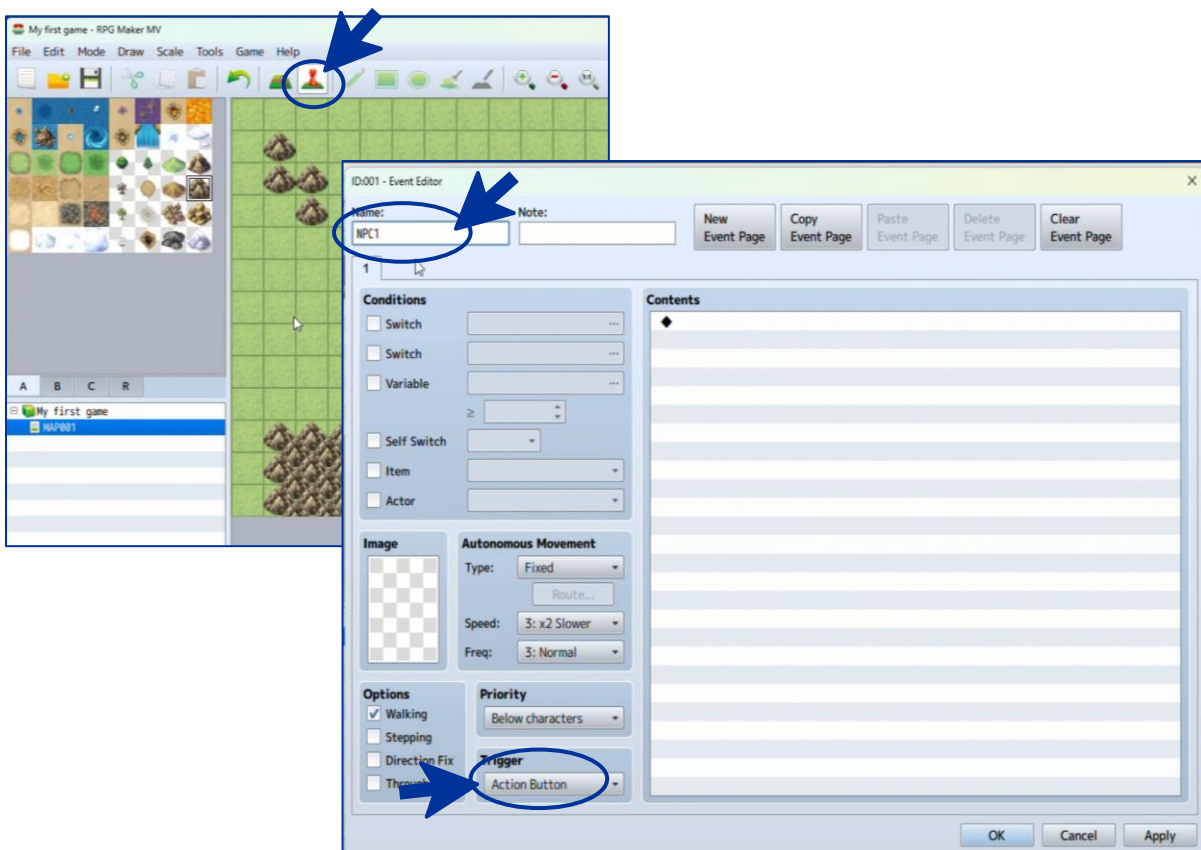
To start, create a simple forest with a path or a few mountains to familiarise yourself with decor elements.



2. 1. Modify the characters by selecting the “Database” tab at the top. Remove the different “Actors” so that only one main character appears, by right-clicking on their names, then on “Clear”.
2. Many different preset characters are available, with the corresponding visuals to include in the dialogue boxes. You can customise them as you wish and include the varying visuals in the dialogues and maps to your liking.



3. 1. Create a dialogue by clicking on the "Event" tab at the top, then clicking anywhere on the map. Give a title to the event to avoid confusion.
2. At the bottom, instead of "Action button", select "**Autorun**" so that the dialogue will be automatically launched when the game starts.



4. Right-click on the "Contents" lines and click "New", then "Show text"

5. Type in the dialogue you want the players to read.

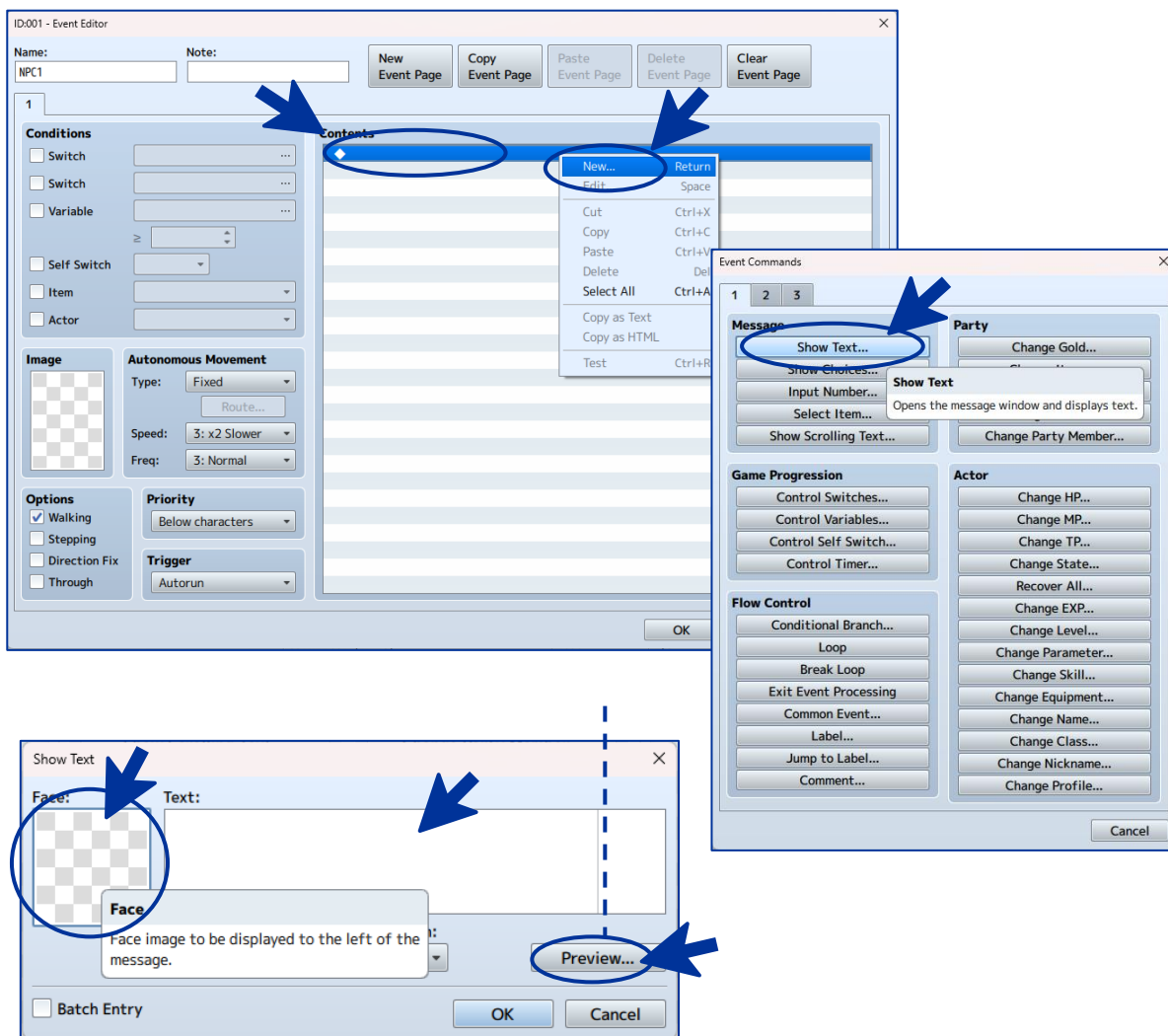
Note that the text cannot exceed 4 lines or be longer than the vertical line which appears in the type-in box (as shown below with the dashed line).

6. To see what the text looks like when presented to players, click the "Preview" button at the bottom right and ensure that the text is contained within the box and fully visible.

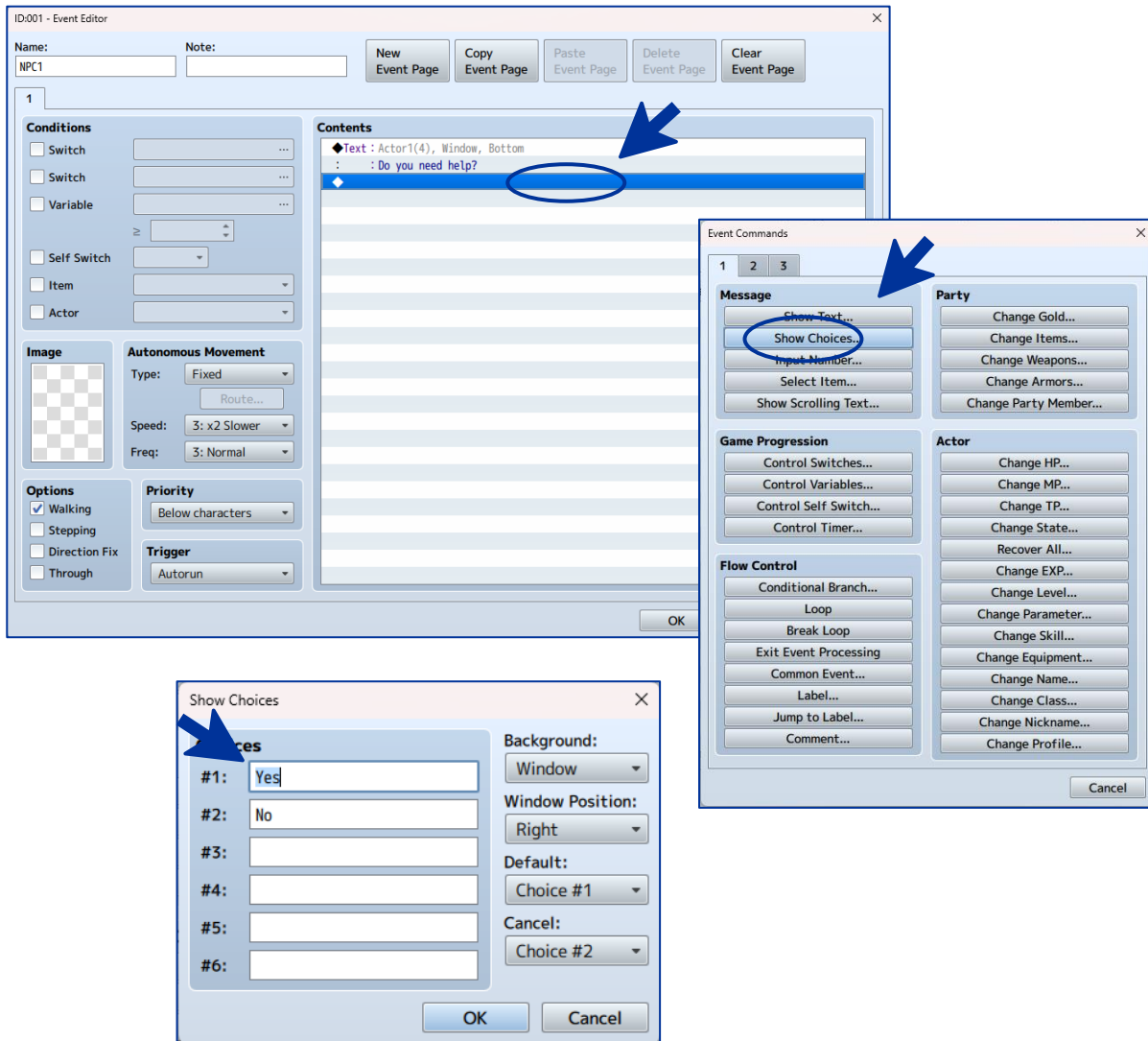
7. On the left, select the square and add the character's face so it appears next to the dialogue.

8. Make sure to always click "Ok" or "Apply" before leaving the window.

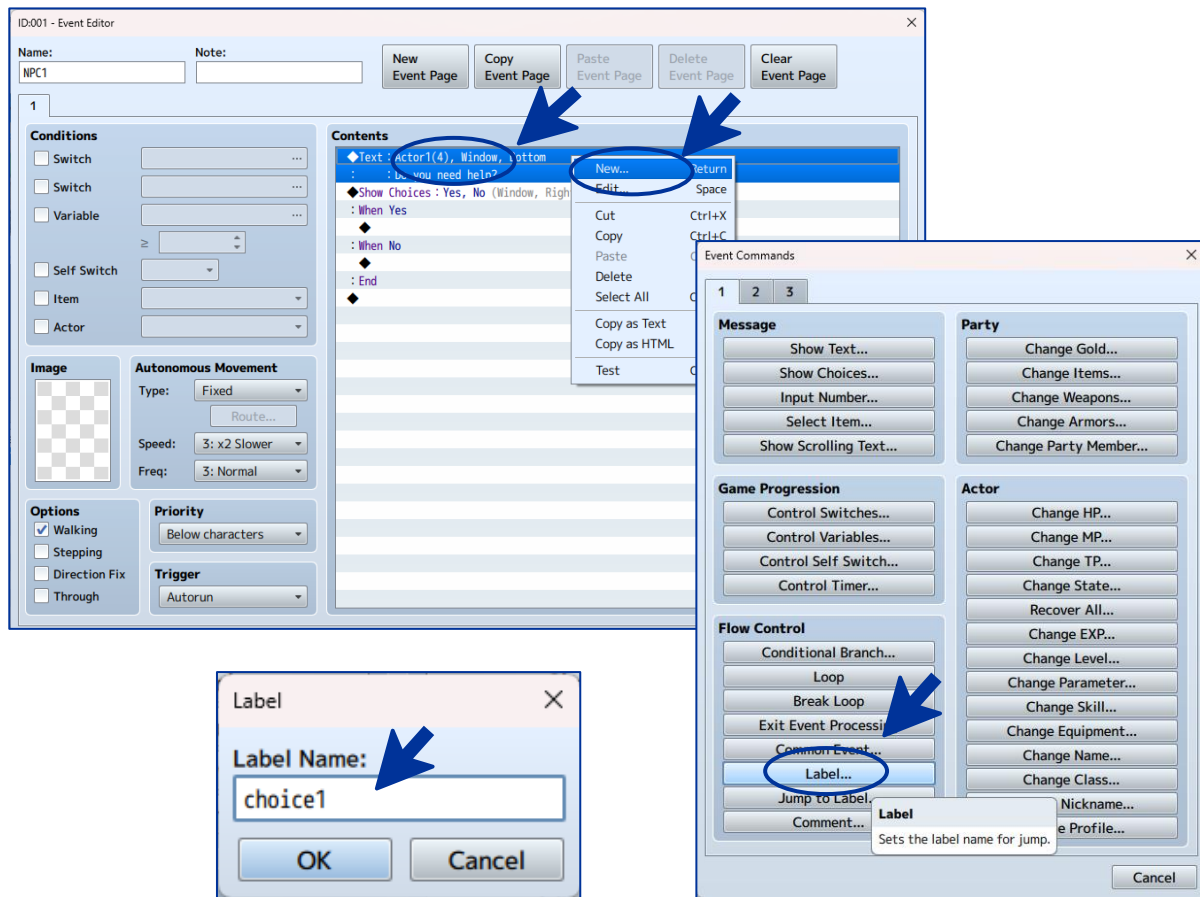
Note that for dialogues or events that are triggered by a specific location, the event needs to be placed on the corresponding square.



4. 1. On the “Contents” lines, double-click on a new line after a “Text” line.
2. Click on “**Show Choices**”, then type each of the choices you want to offer the players.
3. You can adjust the location and format of the choice boxes with the settings on the right: Background, Window position, Default, etc.

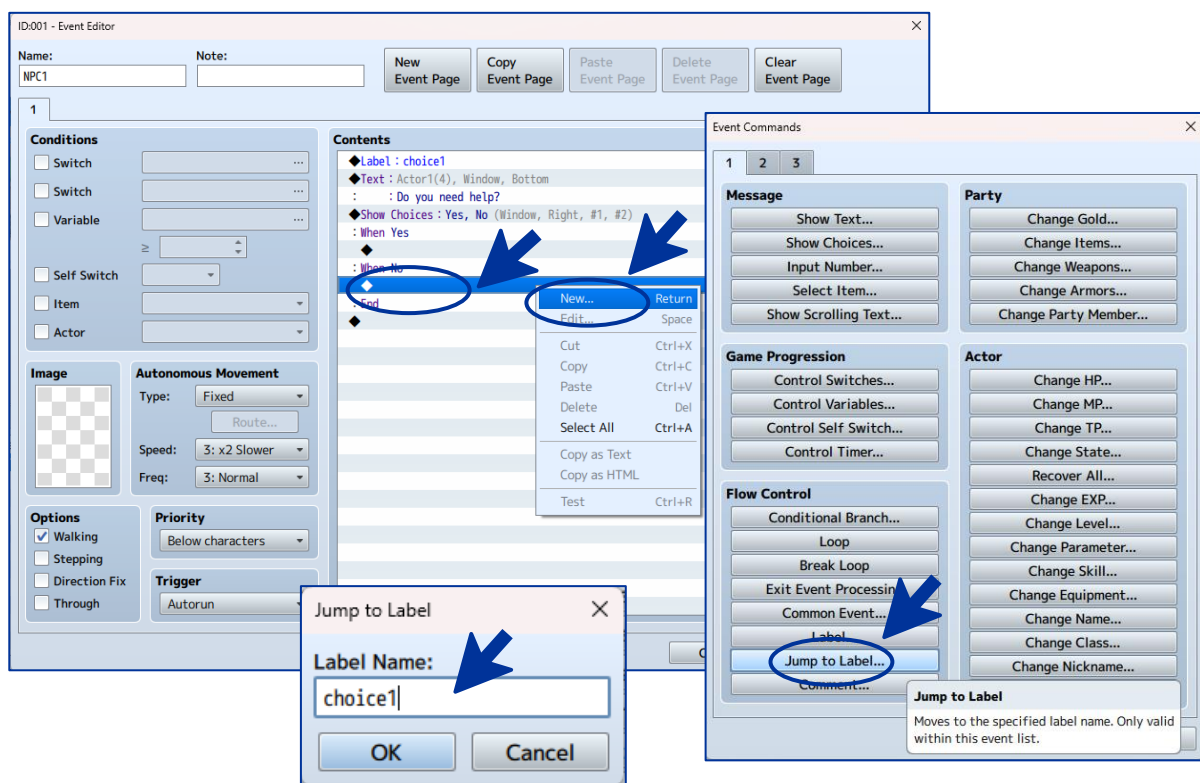


3. New lines were added to the “Contents” lines for each choice.
4. Add some content for all the choices that are offered, in the same way we did before.
5. If you want a choice to go back to a previous part of the dialogue, add a label by right-clicking on the place in the “Contents” you want to go back to (such as right before the last dialogue), then click on “New” and then on “**Label**”. Give it a specific name for clarity.



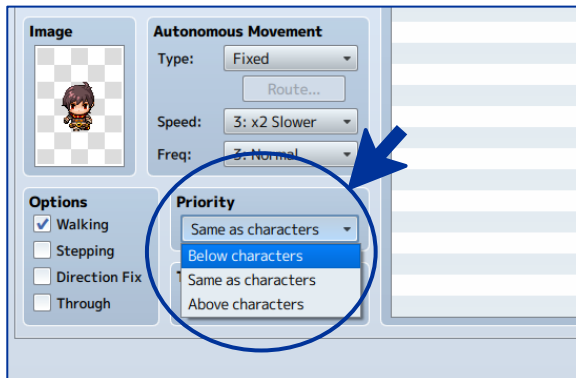
6. Create new content in one of the choices by right-clicking on an empty “When” line, then on “New” and then on “**Jump to Label**”.

7. Type the exact same name you chose for your label. Click on “OK”.



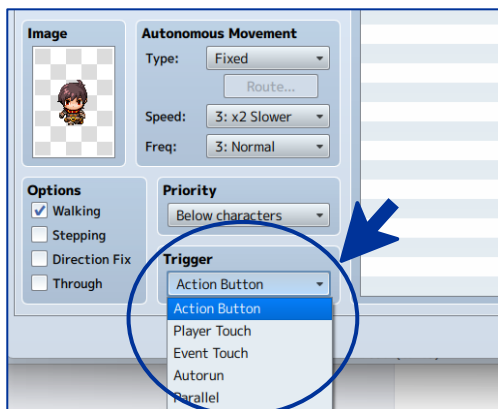
5. Let's focus on the "priority" section of the Event editor window.

- "Below characters" means that characters can walk on the event (for most dialogues).
- "Same as characters" means the characters cannot walk on the event (cannot cross the square where the event is taking place).
- "Above characters" means the event will appear on top of the character visuals (rarely used).

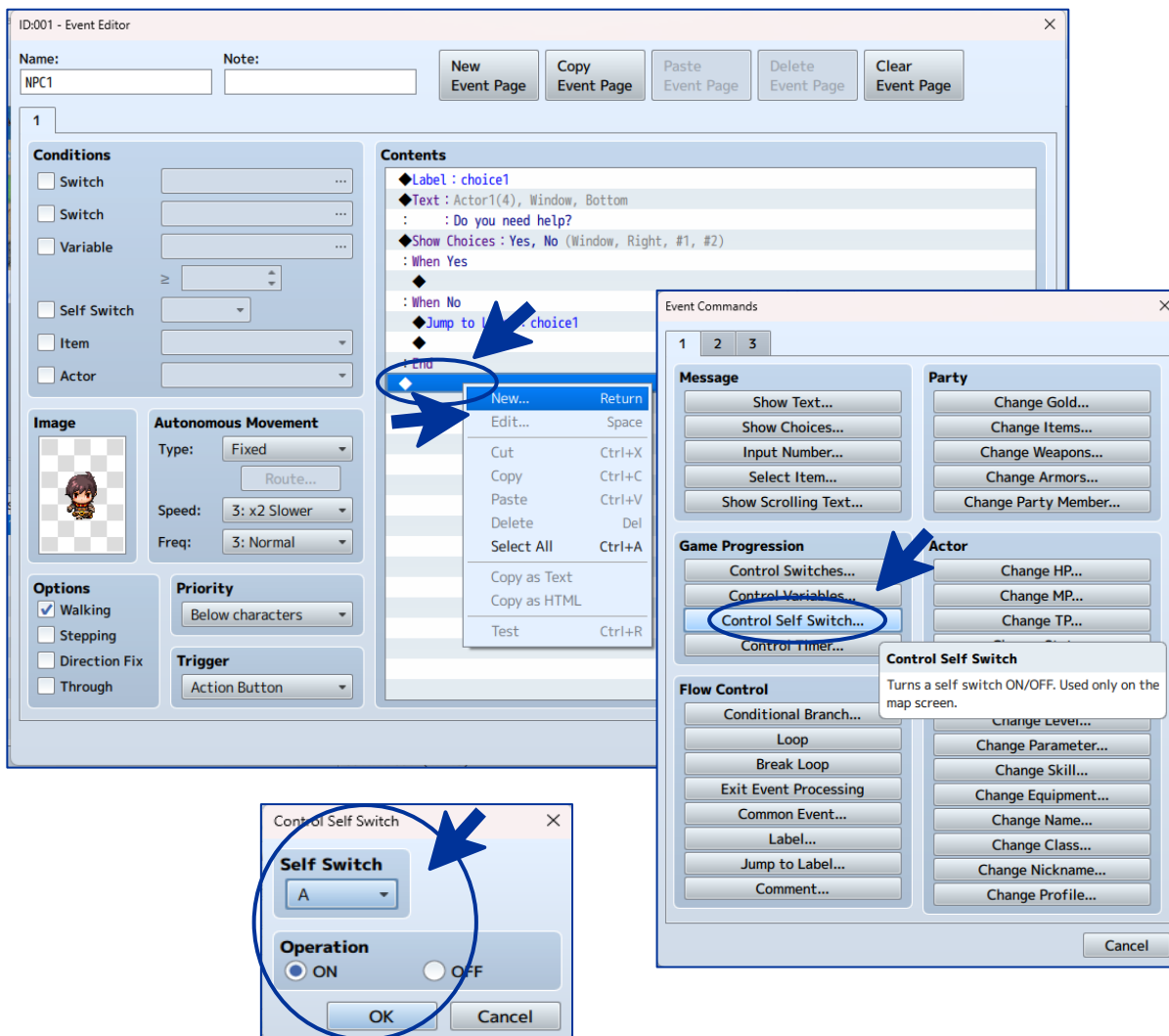


6. The "trigger" part is very important to decide the settings of the event:

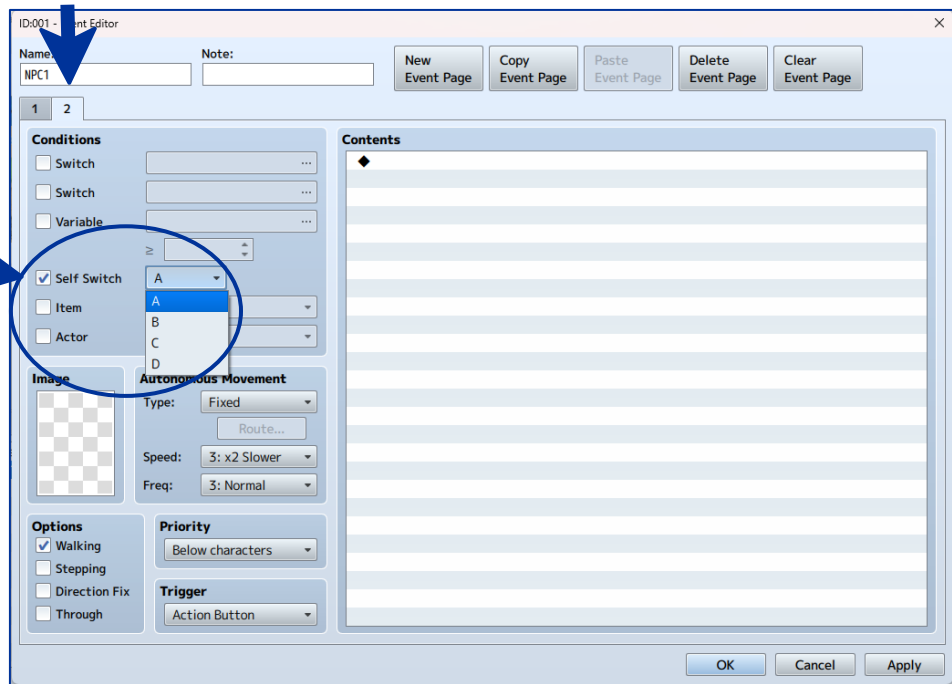
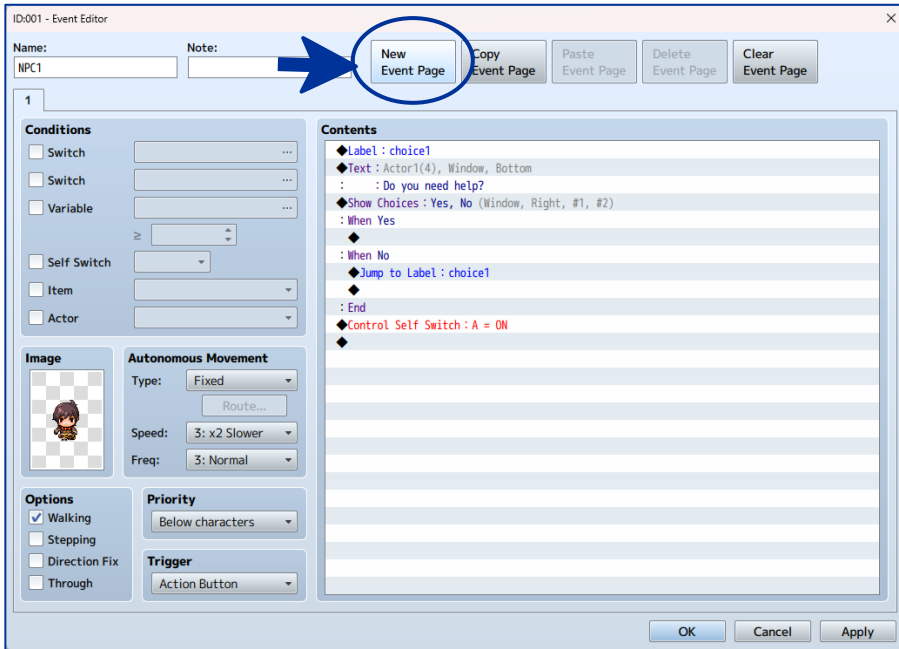
- With "Action Button", the event is triggered when the player presses the action key (the spacebar on the keyboard, or a mouse-click)
- With "Play Touch", the event is triggered automatically when the character touches the event in the game.
- "Autorun" will trigger the event automatically, wherever the player is in the scene. This is very useful when you want to create a cut scene.
- "Parallel" will trigger the event automatically when the player is in the scene and will have the event play out at the same time as any other that first plays.



7. To only play an “Autorun” event once (so it doesn’t repeat indefinitely):
 1. At the end of your “Contents” lines create a new content, and click on “Control Self Switch”.
 2. Select the “Self Switch” > “A” and choose the “ON” operation, then click “OK”.



3. Back at the “Event Editor” screen, click on “New Event Page”, to add a second page in the event editor.
4. On that second page, check the “Self Switch” checkbox on the left in the “Conditions” section, and select “A”.
5. Now, when the “Self Switch” A is ON, the event page 2 is triggered instead of the event page 1. Since event page 2 is empty, nothing happens, so the event will not repeat itself.



8. You now have a basic introduction scene ready!
 Feel free to add visuals, dialogue and multiple choices, and
 have fun creating the introduction map.



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