



TRAIVR

Training of Refugee Offenders
by Virtual Reality

IO4. Preparation of Virtual Reality Scenarios

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Introduction

This project is funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

The TRAIVR project stands as Virtual Reality (VR) intervention designed to enhance the coping skills of substance-using refugees/immigrants on probation. In light of these, the scenarios have been designed by IPS, as the leader of Intellectual Output 4, with the contributions of all partners, in which APD had a key role in the creation of Scenario 4.

Recognising the language barriers that participants face, a strategic decision was made to employ games as a conduit for expressing and improving the skills of the TRAIVR participants. These games serve a dual purpose: 1) challenging maladaptive behaviors and 2) prompting participants to reflect on and reevaluate their coping strategies. The gamified elements are envisioned as a way through which participants can actively engage with the scenarios, fostering a more profound understanding of their coping mechanisms. The underlying rationale is based on the model that participants will bring their existing skills and cognitive frameworks into the virtual scenarios.

Moreover, the interactive nature of the scenarios, coupled with feedback mechanisms, aims to challenge probationers to reflect on their coping skills. The cognitive-behavioural intervention within the TRAIVR programme focuses on enhancing coping skills and promoting a reevaluation of these strategies.

The selection of scenarios environments is underpinned by a deliberate choice of relatable places, ensuring that participants can connect with the virtual environments authentically. Additionally, including an official institution, aims to emphasise that it serves as a space where individuals can regulate their citizenship, underlining the significance of TRAIVR as a tool for fostering inclusivity and understanding within the probation process.

The following chapters refer to each of the scenarios, including their explication and storyboards.

Scenario 1. Park

Rationale

In Scenario 1 of TRAIVR, participants find themselves immersed in a **virtual park setting**, designed to confront them with a decision-making scenario following a triggering situation.

As the scenario advances, participants are presented with a triggering situation, prompting them to make decisions that lead to various outcomes. The choices are strategically designed to exhibit **more adaptive, passive, and less adaptive responses**. The intention behind this design is to prompt participants **to reflect on the consequences of their decisions and the impact of trust in the decision-making process**.

A central theme of the scenario is that success in achieving objectives often involves **receptivity** to others. By experiencing the outcomes of choices that involve collaboration and trust, participants are encouraged to recognise the value of cooperative decision-making. Simultaneously, the scenario aims to transmit the idea that **persistence is crucial in pursuing objectives, and quitting in the face of challenges may hinder the achievement of long-term goals**.

Furthermore, Scenario 1 underscores the importance of avoiding confrontation with others, emphasising that **reactivity can impede personal progress**.

Integral to this scenario is the incorporation of **practical relaxation exercises and strategies**. Participants are guided through techniques aimed at better coping with adverse situations. The emphasis on practicality is intended to equip probationers with tangible **skills to manage stress effectively**. By **combining decision-making challenges with relaxation strategies, the scenario seeks to reinforce the connection between adaptive choices and enhanced stress management**.

Guidelines for development

Purpose and Scope

- Stress management & conflict resolution strategies.
- Breathing and body-awareness learning technicians.

Game Concept

Setting: Park.

Initial game concept: The video will start with a game. The game consists of the player being challenged to find coins on the floor, pick them up and put them in a bag (which is in the right hand of the player). This game will have a duration of 4 minutes.

Graphics: In the top-right side of the video, the player will see a score counter that indicates the points (1 coin = 1 point). Next to it, there will also be displayed a clock, in which the player can see the remaining time for the game to end.

Game Goal

- On the decision-making options, the player should be able to select the most prosocial possibility “Ask for help”. But if he/she doesn’t, the development of the other two options may lead them to rethink his/her option.
- On the relaxation exercises, the player must follow the leader’s indications.

Game Mechanics

- During the VR session, it is the responsibility of the staff in charge to monitor the VR session and support the player to follow the instructions given in the game.

Target Group and Customisation

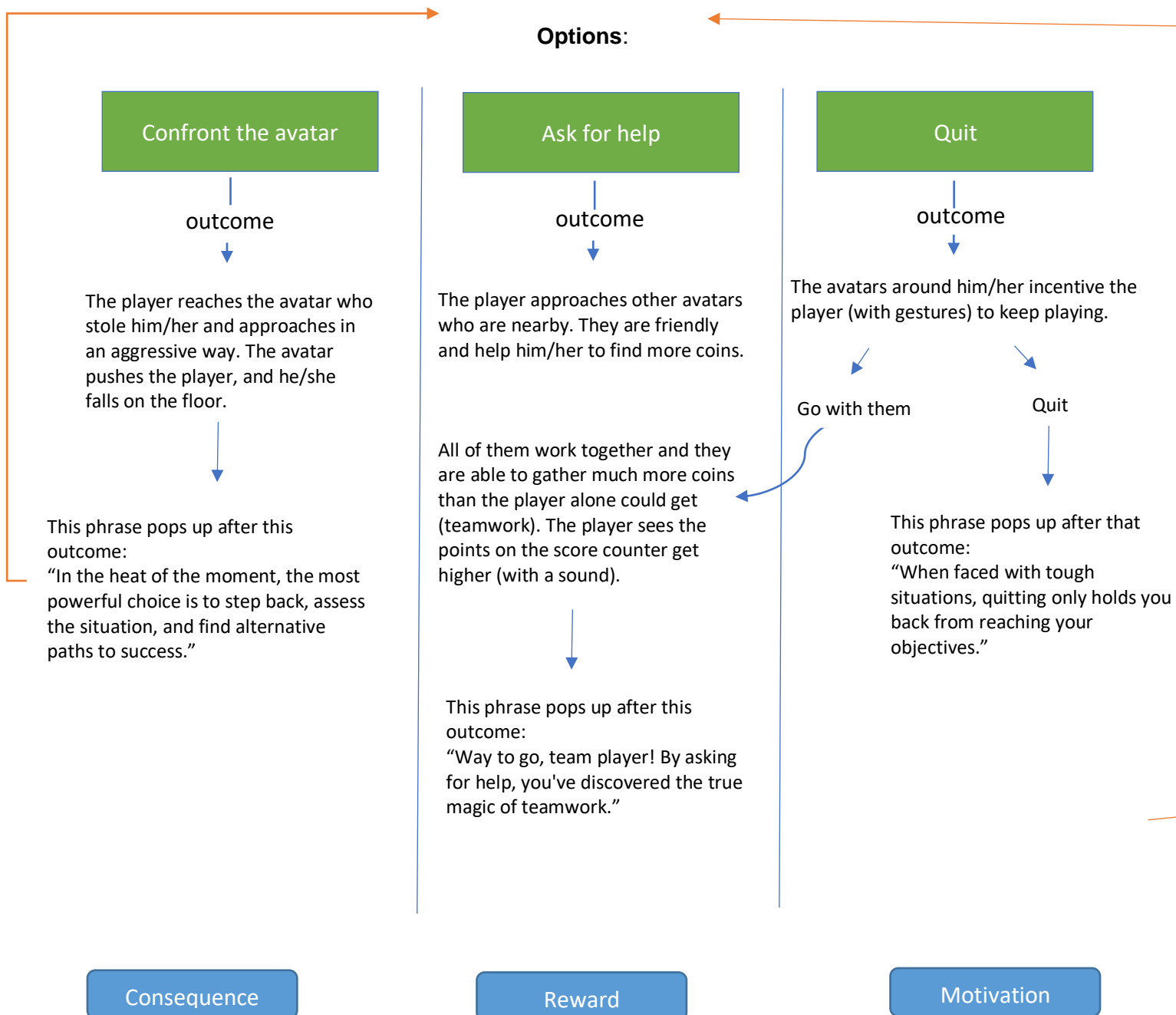
- Substance-use refugee offenders.
- The parameters are the same regardless of the characteristics of the player.
- This scenario was designed considering the language barriers of refugees.
- The indications on how to proceed as the scenario involves must be very clear (using arrows, gestures, slow-motion gestures that should be replicated

Storyboard

Initial start with the 4-minute game-play.

When 15 seconds are left for the game to end, an avatar approaches the player and steals the bag with the coins. The player can see on the score counter the points being taken away and turning to zero.

After this obstacle, the player is confronted with the following decision-making (with 3 different options):



The player should ideally choose the outcome “Ask for help”.

If the player chooses “Confront the avatar” or “Quit”, and after the respective outcome is displayed, they will after have the possibility to choose again a different option (as it is described in the imaged by the orange arrows).

After the game and the decision-making outcomes, the scenario will have the **relaxation exercises:**

Concept: Three avatars (might be the ones before that helped in the coins activity) come near to the player (one right in front of the player and the other two in each lateral, forming like a circle). The one in front will lead the relaxation exercise, so it should be clear that his/her guidelines/indications are to be followed.

The leading avatar (in front of the player) does the exercises, which are then imitated by the other two avatars. The player should do the same. All exercises done by the leader should be evidenced and obvious to the player to replicate.

During the following two exercises, the environment could be enriched with:

- Birds flying and passing by, softly singing.
- Sometimes breeze can be felt (by leaves and some objects moving) and by the sound of the wind.
- Some people pass by them and wave.

1. Breathing exercises:

The leading avatar:

1. Puts his/her shoulders straight;
2. Then the right hand on the abdomen/belly;
3. Then the left hand on the chest.
4. Then he/she inspires for 4 seconds
5. Then he/she holds his breath for 7 seconds
6. Then he/she lets the air out for 8 seconds through the mouth

There should be given time between each step for the player to replicate the step after it is demonstrated by the leader.

This cycle is repeated 5 times.

2. Body-awareness exercise:

The leading avatar says "Alright, let's dive right into the incredible exploration of our bodies! Get ready to give each part its well-deserved spotlight as we embark on an exciting body-awareness exercise together. Direct all your attention and your focus to the following parts of your body".

The leading avatar:

1. Looks at his/her feet for 15 seconds.
2. Looks at his/her legs for 15 seconds.
3. Looks at his/her abdomen for 15 seconds.
4. Looks at his/her chest for 15 seconds.
5. Looks at his/her shoulders for 15 seconds.
6. Looks in front (arrow points to his neck) for 15 seconds.
7. Looks in front (arrow points to his head) for 15 seconds.

There should be given time between each step for the player to replicate the step after it is demonstrated by the leader.

This cycle is repeated 2 times.

Ending of the video: The leader avatar waves goodbye and leaves. The other two wave at the player and leave.

The video remains for another 15 seconds, in which the player is still in the same space at the park. The phrase pop-ups: "You're ready to tackle any challenge that comes your way. Congratulations!".

Scenario 2. Coffee shop

Rationale

In scenario 2 of TRAIVR, participants find themselves in a **coffee shop setting**. The primary objective of this scenario is to foster the development of **refusal skills, empower participants to establish clear boundaries, and enhance self-esteem**. Participants are prompted to make **decisions** that involve resisting peer pressure related to substance use, and they must tackle the immediate consequences of their choices.

A central theme is around the significance of assertiveness in the face of peer pressure. The scenario is structured to **reward assertive decision-making**, reinforcing the idea that setting and maintaining personal boundaries is a valid and empowering choice. Avatars within the game respond positively to an assertive approach, emphasising the importance of self-respect and the acceptance garnered through confident refusal.

impact of their decisions on their well-being and personal goals. By immersing probationers in these decision-making scenarios, the objective is to provide a practical learning experience that can be applied in real-life situations.

Furthermore, the scenario strategically integrates elements that contribute to increased self-esteem. The acceptance and respect displayed by virtual avatars when an assertive approach is employed serve to **reinforce the positive outcomes of setting boundaries and resisting peer pressure**. This intentional connection between assertiveness, positive consequences, and enhanced self-esteem aims to empower participants with the confidence to navigate substance-use challenges in their journey.

Guidelines for development

Purpose and Scope

Contribute to developing refusal skills (related to drug consumption), learning how to set boundaries, and increasing self-esteem.

Game Concept

Setting: Garden Caffè / Kiosk

Initial game concept: The scenario consists of a game. As the player is in a garden cafe/kiosk, he/she is a waiter/waitress and must bring the orders to the costumers. The atmosphere is lively, with customers coming in looking cheerful and happy. The game begins with a tutorial (with images) to familiarize the player with their role as a waitress/waiter.

Graphics:

- ▶ As the player serves the customers, they show pleased facial expressions (e.g., smile, thumb-up...). The customers represent a diverse range of backgrounds, underlining inclusivity, and cultural representation.
- ▶ Sounds of laughter and friendly conversations among the customers.
- ▶ The settings include educational clues that provide information on the risks and consequences of substance use, the importance of refusal skills, and resources available for seeking help and support. These can be integrated seamlessly into the game's environment, such as posters or subtle messages displayed within the kiosk (e.g., posters displaying messages like "Know the Risks" or "Refusal Skills Matter", images such as).
- ▶ The boss of the kiosk is also around.

Game Goal

- The player's primary goal is to take the orders from customers and deliver them accurately and promptly.
- Through the game development, the player is confronted with three decision-making situations in which he/her is offered drugs. The different choices regard to **1. Compliance**, **2. Assertiveness**, and **3. Avoidance**. The objective of this scenario is to promote refusal skills, teach how to set boundaries, and

increasing self-esteem, which is also enhanced by the acceptance and respect shown by the avatars when an assertive approach is employed.

Game Mechanics

- During the VR session, it is the responsibility of the staff in charge to monitor the VR session and support the player to follow the instructions given in the game.

Target Group and Customisation

- Substance-use refugee offenders.
- The parameters are the same regardless of the characteristics of the player.
- This scenario was designed considering the language barriers of refugees.

Storyboard

Skills Development and Progression: As the player advances in the game, encounters with avatars offering drugs will come up and become more challenging, requiring quick thinking and effective communication to handle drug offers. This progression allows the player to develop and refine his/her refusal skills throughout the gameplay experience.

- ▶ **Dynamic Drug Offer Encounters** (with decision making, explained further): At specific intervals during gameplay, the player will be approached by avatars offering drugs. These encounters are designed to simulate real-life situations and stimulate the player's refusal skills:
 - ④ ***First:** A customer discreetly slides a small packet towards the player while placing their order, indicating it contains drugs.
 - ④ ****Second:** The boss of the kiosk indicated that the player would have a moment of pause (e.g., might appear an image indicating that - no orders will come up during this interval). The player is able to walk around without any requirements. A group of three happy customers invites the player to their table, one of them unexpectedly takes out drugs and offers some to the player.
 - ④ *****Third:** A group of two customers surrounds the player approaching him/her in a more crowded and distracting environment, in a demanding and forceful way in their efforts to induce the player to accept the drugs.

Dynamic Drug Offer Encounters

* **First:** A customer discreetly slides a small packet towards the player while placing their order, indicating it contains drugs.

Options:

Accept

outcome

The player picks the drugs and take it, accepting the offer.

The game resumes, but:

- The overall lighting in the kiosk gradually becomes darker and dimmer, creating a gloomy atmosphere that contrasts with the vibrant and cheerful environment at the beginning of the game.
- The once cheerful and friendly customers now appear more distant. They may avoid eye contact, exhibit less enthusiasm, or leave the kiosk earlier.
- Starts melancholic background music. The sounds of laughter and friendly conversations diminish.
- Visual distortions can be introduced to represent the player's altered state of mind (e.g., surroundings may appear blurred, hazy, or distorted, making it challenging to navigate and interact with objects within the kiosk.)

This phrase pops up after this outcome:
"Learn from the past, embrace the present, and build a brighter future."

Consequence

Refuse

outcome

The player raises their palm in a "stop" gesture, signalling their rejection of the offer.

The avatar offering the drugs acknowledges the player's refusal, respects their boundaries, and the game proceeds. S/he continues to interact with the player in a friendly and respectful manner, recognising and appreciating his/her decision.

The game resumes and:

- Starts upbeat and pleasant tunes background music.
- Sounds of laughter and friendly conversations rise.
- The customers who witnessed the player's refusal may express appreciation or admiration for their assertiveness, resulting in better tips and eventually unlocking more advantages in the game

This phrase pops up after this outcome:
"Congratulations! Watch as your strength transforms your world!"

Reward

Step back

outcome

The player takes a step back, creating physical distance between him/herself and the avatar.

The game resumes and:

- The avatar offering drugs goes away.
- Starts upbeat and pleasant tunes background music.
- Sounds of laughter and friendly conversations rise.

This phrase pops up after this outcome:
"Embrace your strength, speak your truth."

Motivation

****Second:** A group of three happy customers invites the player to their table, one of them unexpectedly takes out drugs, and offers some to the player.

Options:

Accept

outcome

The player sits with them, accepts the drugs, and takes them.

The game resumes, but:

- The overall lighting in the kiosk becomes darker and dimmer.
- The group of three avatars goes away and leaves the player alone at the table.
- The game resumes and the boss of the kiosk nags with the player for the bad behaviour (this is done through gestures and an displeased facial expression).
- Interactions with clients decrease (the player is not able to reach all clients and the difficulty of delivering the orders raises)

This phrase pops up after this outcome:
"Take this as a lesson and learn from it."

Consequence

Refuse

outcome

The player raises their palm in a "stop" gesture, signalling their rejection of the offer.

The group of customers offering the drugs acknowledges the player's refusal, respects their boundaries, and the game proceeds. They continue to interact with the player in a friendly and respectful manner, recognising and appreciating his/her decision.

The game resumes and:

- Starts upbeat and pleasant tunes background music.
- Sounds of laughter and friendly conversations rise.
- The customers who witnessed the player's refusal may express appreciation or admiration for their assertiveness, resulting in better tips and eventually unlocking more advantages in the game

This phrase pops up after this outcome:
"Bravo! Your firm refusal skills are a true force."

Reward

Step back

outcome

The player takes a step back, creating physical distance between themselves and the avatar.

The game resumes with upbeat and pleasant tunes background music. And also the sounds of laughter and friendly conversations.

This phrase pops up after this outcome:
"Hats off for standing firm, but assertiveness is one of your greatest weapons."

Motivation

*****Third:** A group of two customers surrounds the player approaching him/her in a more crowded and distracting environment, in an insistent and forceful way in their efforts to induce the player to accept the drugs.

Options:

Accept

outcome

The player accepts the drugs and takes them.

The boss of the kiosk approaches the player, complains, and sends him/her away.

This phrase pops up after this outcome:
"Game over, but the lesson remains. You've witnessed first-hand the pitfalls of giving in to temptation."

The game finishes.

Consequence

Refuse

outcome

The player raises their palm in a "stop" gesture, signalling their rejection of the offer.

The group of costumers offering the drugs acknowledges the player's refusal, respects their boundaries, and goes away.

This phrase pops up after this outcome:
"Congratulations, brave soul. Your choice was just a glimpse into the potential of your journey."

The game finishes.

Reward

Step back

outcome

The player takes a step back, creating physical distance between him/herself and the avatar.

This phrase pops up after this outcome:
"Farewell, put your doubts and fears aside and find your own voice."

The game finishes.

Motivation

Scenario 3. Bus stop

Rationale

In scenario 3, participants will be at a **bus stop**. Once again, beyond the gameplay mechanics, this scenario was designed to improve participants' moral and ethical reasoning by creating intentional conflicts between personal progress and ethical considerations.

The game mode serves as a dynamic backdrop, urging players to employ **observational, focus, and concentration skills**. However, its core purpose lies in challenging participants to manage encounters with vulnerable individuals, in order for the participants to confront the ethical implications of their decisions.

A central focus of this scenario is the **deliberate conflict between individual goals and the needs of others in vulnerable situations**. Participants are strategically invited to make **decisions that extend beyond personal progress**, emphasising thoughtful choices that **reflect values and moral obligations**. Through this deliberate integration, the scenario makes the participants face the **complexities of ethical decision-making**.

Moreover, the scenario aims to test participants' **ability to identify vulnerability beyond superficial characteristics**, fostering a deeper judgment for the intricacies of ethical considerations.

In essence, scenario 3 becomes a structured exercise to enhance moral and ethical reasoning. Through intentional conflicts, ethical dilemmas, and the portrayal of diverse vulnerabilities, TRAIVR aims to stimulate a **reflective process that contributes to the development of participants' moral and ethical competencies**. This scenario serves as a catalyst for **personal growth**, encouraging probationers to reflect on the ethical dimensions of their decisions and fostering a more ethically aware mindset.

Guidelines for development

Purpose and Scope

Development of moral and ethical reasoning skills

Game Concept

Setting: Bus station.

Initial game concept: The whole scenario will consist of a continuum game, in which the player will be confronted with encounters to stimulate moral and ethical reasoning:

- Object Hunt: The player is given a list of objects that s/he must find on the setting. These objects are hidden in different parts of the virtual environment. Players can use their 360-degree vision to thoroughly explore the surroundings and carefully search for the listed items. They receive 1 point per object that is found.
- As players find each object on the list, they receive motivational cues indicating their success, and the item gets emphasized. Once an object is found, it is checked off the list, and the player can continue searching for the remaining items.
- To add a supplementary component of challenge and an intended sense of restricted time, there is a timer with the count-down, always visible to the player.
- Throughout the object hunt gameplay (every 4 minutes (?), the player encounters individuals in need (elderly, pregnant women, and a male avatar) who require assistance. This addition intends to develop the player's moral and ethical reasoning by putting them through choices that go beyond completing the game quickly. When faced with these circumstances, the player can choose to prioritise their moral responsibility over gameplay progress. They can opt to aid the individuals in need as they come up or continue their individual tasks to find the hidden objects.

Game Goal

- The Object Hunt game mode provides an immersive and interactive experience, urging players to employ their observational, focus and concentration skills.
- When approached by the vulnerable people that come up throughout the game, the player is forced to consider their objectives, employing awareness skills and foster their adaptability skills, in which their moral and ethical reasoning are present. This generates on the player an intentional conflict between personal progress and moral

obligations, encouraging players to consider the ethical implications of their decisions.

- By weighing their individual goals against the needs of others in need, the player is encouraged to make thoughtful decisions that display their values and sense of compassion.
- The intentional portrayal of a regular male avatar challenges the player to extend their capacity for empathy beyond appearances. By presenting an apparently less vulnerable individual, the game urges the player to delve deeper into identifying the diverse needs and experiences of others. It tests their ability to recognise vulnerability beyond superficial characteristics and encourages them to empathise with those who may not outwardly appear as traditionally fragile.

Graphics and Design

- In the scenario, players are presented with a virtual representation of a bus stop, designed with benches, signs, and other representative elements. They are then provided with a checklist of specific objects they need to discover within the setting.
- The objects should be cleverly hidden (medium-high level of difficulty), requiring players to pay attention to details and evoking focus and concentration strategies.
- In the top-right side of the video, the player will see a score counter that indicates the points (1 object found = 1 point). Next to it, there will also be displayed a clock, in which the player can see the remaining time for the game to end.
- Every time the player encounters a vulnerable avatar, the avatar has a signal to be approached.

Game Mechanics

- During the VR session, it is the responsibility of the staff in charge to monitor the VR session and support the player to follow the instructions given in the game.

Target Group and Customisation

- Substance-use refugee offenders.
- The parameters are the same regardless of the characteristics of the player.
- This scenario was designed considering the language barriers of refugees.

Storyboard

Throughout the object hunt game, in every 4 minutes (?), the player is confronted with the following encounters (on each encounter the avatar has a sign to show the player that s/he wants to approach him/her). The avatars will appear in this respective order:

1. Elderly
2. Pregnant women
3. Male avatar

1. Encounter with the Elderly Person:

As the player explores the virtual bus stop and looks for the hidden items, appears an elderly person struggling with heavy bags.

- a. The player may help the elderly and put his bags on the correct place (such as on the bus). The clock is still ticking, and this implies sacrifice some time or adjust their gameplay strategy to accommodate the assistance provided.
- b. The player can decide to keep playing and ignore the elderly.

If the elderly was helped, he makes a happy sign of thanks. Rather than that, the game resumes regardless the decision. No feedback is provided so far, and no reward is given yet, in order to not impact the following choices.

2. Encounter with the Pregnant woman:

As the player explores the virtual bus stop and looks for the hidden items, appears a pregnant woman who looks tired and in need of assistance. She has a pop-up with the image of a bench that is somewhere in the scenario, indicating she wants to sit there.

- a. The player may help the pregnant woman and take her to the bench. The clock is still ticking, and this implies sacrificing some time or adjusting their gameplay strategy to accommodate the assistance provided.
- b. The player can decide to keep playing and ignore the pregnant woman.

If the pregnant woman was helped, she makes a happy sign of thanks. The game resumes regardless of the decision. No feedback is provided so far, and no reward is given yet, in order to not impact the following choices.

3. Encounter with the male avatar:

As the player explores the virtual bus stop and looks for the hidden items, appears a male avatar, looking concerned and with a pop-up image of an object he lost, asking the player to help him find it. This object is not on the previously provided list, it's an extra task.

- a. The player may help the male avatar and try to find the extra object. The clock is still ticking, and this implies sacrificing some time or adjusting their gameplay strategy to accommodate the assistance provided.
- b. The player can decide to keep playing and ignore the male avatar.

If the male avatar was helped, he makes a happy sign of thanks. The game resumes regardless of the decision. No feedback is provided so far, and no reward is given yet.

At the end of the game:

If the player helped two or three avatars:

The avatars that the player helped (elderly, pregnant woman and/or male avatar) appear with happy and grateful facial expressions and gestures. They give the player a trophy and the following phrase pops up: "Beyond the points that tally your game's end, it is the legacy of your kindness that truly rocks!".

If the player helped one avatar:

The one avatar that the player helped (elderly, pregnant woman and/or male avatar) appears with happy and grateful facial expressions and gestures.

The following phrase pops up: "Wow, your kindness made a difference! But don't forget, there were two others who could've used your help. Keep shining your light!"

If the player helped no one:

The following phrase pops up: "Think about the times you could have aided those in need. The game scores don't matter when you leave others behind. Pay attention to others, you have it in you!"

Scenario 4. Official Institution

Rationale

In Scenario 4, participants step into an official institution—a deliberately chosen setting to resonate with immigrants and refugees. This non-gaming scenario, **intricately tied to Scenario 1 (park)**, focuses on **emotional management**. Through guided exercises, participants do activities designed to identify, understand, and respond to their emotions, nurturing key emotional competencies.

In this scenario, participants are prompted to **recognise and understand their own emotions** within this simulated environment, by encouraging them to actively display their ability to identify and categorise emotions. This process aids in developing a deeper awareness of **emotional states, fostering better coping mechanisms and informed decision-making**. This contributes to improved self-management, awareness of others' emotions, and more effective interpersonal interactions.

The rationale of this scenario lies in the identification of emotions as a tool for their regulation. Participants are prompted to **pause, examine their emotional state, and respond thoughtfully**, minimising unnecessary conflicts and promoting constructive responses.

The scenario also acknowledges and normalises all emotions. By accepting a variety of emotional experiences as normal and valid, participants learn to regulate their emotions more effectively and act pro-socially on them. This leads to more **deliberate, rational, and well-informed choices, enhancing problem-solving abilities and fostering favourable outcomes**.

Guidelines for development

Purpose and Scope

Emotional Regulation and Coping Mechanisms

Game Concept

Setting: Official Institution

Initial game concept: The scenario consists of a continuum game in which the player has the goal to receive their ID. The game starts with an image to indicate what is the objective. In order to achieve this main goal, the player has to complete several challenges. The game emphasizes the key role of the thought process in shaping our emotions. By the end, the player will come to realize that adopting a constructive mindset not only reduces aggression but also enhances overall wellbeing.

Game Goal

- **Self-Awareness:** Recognising and identifying one's own emotions is an important part of self-awareness. It supports the player in developing a deeper awareness of their emotional states and responses by asking them to examine their emotions in the game. This increased self-awareness can help people deal with challenging situations more successfully and make more informed judgments.
- **Emotional Intelligence:** The ability to appropriately identify and categorise emotions is a critical component of emotional intelligence. Players can improve their emotional intelligence abilities by displaying this aspect into the game. This can lead to better self-management, a better awareness of the emotions of others, and stronger interpersonal interactions.
- **Emotional Regulation:** Identifying emotions is an important step towards regulating them. Players who can identify their emotions acquire the ability to pause and examine their emotional condition before reacting rashly. This empowers them to decide more thoughtful and constructive responses, increasing emotional regulation and minimising unnecessary conflicts or unpleasant outcomes.
- **Mindful Decision-Making:** Identifying emotions prompts players to pause and ponder before acting. It encourages them to take a more mindful approach, in which they

examine the influence of their emotions on their decision-making process. This can lead to more deliberate, rational, and well-informed decisions, boosting problem-solving abilities and fostering favourable outcomes.

Game Mechanics

- During the application of emotion regulation techniques, it is the responsibility of the staff in charge to monitor the VR session and support the player to follow the instructions given in the game.

Graphics and Design

The room might have references to aspects that regard citizenship, such as:

- Map of the world on the wall.
- Globe.
- Avatars representing multicultural diversity.
- TV displaying news.

Target Group and Customisation

- Refugee who are under probation for substance use who lack emotion regulation skills.
- The parameters are the same regardless of the characteristics of the player.
- This scenario was designed considering the language barriers of refugees.

Storyboard

I.

When the video starts, the player tries to go to a queue, which only have a few (1 or 2) avatars waiting. However, when the player tries to go to the queue, the security avatar points to another queue, which has much more avatars waiting, indicating the player must go there.

This is intended to elicit the levels of impatience/frustration of the player.

the following question appears on the screen: 'What are the three relaxation strategies that you practiced on the park?' Options:

- 1. Breathing
- 2. Thinking about a nice place
- 3. Counting downwards
- 4. Screaming outload
- 5. Hitting somebody

During this exercise, some avatars finish their matters and leave the queue, and it gets shorter.

- **II**

At this point, the player should be on the ID queue.

The player is in the queue, 10 seconds later, another avatar pushes the player and gets in front of him/her.

"What do you feel?"

Option 1: Anger

Option 2: Sadness

Option 3: Happiness

Option 4: Fear

Option 5: Surprise

Option 6: Frustration

How do you feel?

- a) Each option will appear in a box with a representative image/animation: Heart beating fast animation.
- b) Tension in the stomach animation.

- c) Image of a calm avatar/relaxed
- d) Image ready to fight.
- e) Image of two avatars speaking calmly

If options A or B are selected, appears a short animation of the relaxation exercises in the park.

If option D is selected:

V.

“What can be possible reactions of the other person if approached in an aggressive manner?” Each option will appear in a box with a representative image/animation:

1. Animation of the avatar fighting back
2. Animation of the avatars discussing
3. Animation of the security avatar taking them away of the building
4. Image of the other avatar happy

“If you approach the other person in an aggressive manner, you will be in problems and won’t achieve your goal.”

Appears a short animation of the relaxation exercises in the park.

Appears a “?” indicating the player should choose an option.

Fighting image

Chatting image

Image of the security avatar

If the fighting image is selected, they fight, and the options of before appearing again.

If the chatting image is selected, they chat politely, and the other avatar goes to the end of the queue.

If the image of the security avatar is selected, the security staff approaches and takes the other avatar away.

Then the player is able to be attended when he/she gets his/her turn (shortly after the previous outcome). Gets the ID and the scenario is successfully completed.

Conclusion

TRAIVR has resulted in a multifaceted program that integrates diverse scenarios. The project addresses language barriers, allowing participants to actively apply their skills within immersive scenarios. The interactive nature of these scenarios, coupled with feedback mechanisms, encourages participants to confront maladaptive behaviors, fostering genuine self-reflection and prompting a re-evaluation of their coping strategies.

This comprehensive approach aligns with the overarching goal of empowering participants to improve their skills and behaviours, ultimately contributing to their reintegration into society.



TRAIVR

Training of Refugee Offenders
by Virtual Reality



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