A Strategy for Challenging Bias

Intro

Everyone has unconscious biases – even the most well-meaning people! Catching our own biased thoughts when they arise isn't easy, but there's a strategy that can help. In this activity, the virtual coaches walk through a four-step method and then invite learners to try it out for themselves, so they're well-equipped to stop biased thoughts in their tracks.

Key Learner Outcomes & Goals

Outcome:
Feel prepared to override your biased thinking with a four-step strategy: Stop, Switch, Challenge, Counter

Goals:
- Listen to the coaches walk through the strategy for challenging your own bias
- Practice using this strategy yourself to respond to a situation that could trigger biased thoughts

Estimated Duration:
5 minutes

Activity Summary

The virtual coaches open the activity with a brief but important discussion about biased thoughts. When you're not from a group that is commonly stereotyped, you may be unaware of how common tropes in society cause biases to manifest in your own thinking. That's why it's called unconscious bias! We can break this pattern by making the effort to consciously challenge our automatic assumptions.

The coaches then introduce a four-part strategy for detecting and overriding biased thinking: STOP (was I thinking fast or slow?), Switch (try to see it from the other person's perspective), Challenge (challenge your assumptions about their attributes or situation), and Counter (say something that contradicts your bias). The learner is invited to use this strategy in a scaffolded conversation. Nola tells a story of a time she felt uncomfortable when a young Black male in a hoodie arrived at a basketball court, where she and a friend were shooting some hoops. As she walks through the story, the learner chooses how they'd respond from three given options over four exchanges. Each response elicits some feedback from Nola or Abeeku and a text pop-up about whether it perpetuated biased thinking or challenged it with the Stop, Switch, Challenge, Counter strategy.

If the learner didn't select the best option, they can try again. This repeats until the learner selects the options that align with the strategy. The intent is that learners are encouraged to experiment and perhaps even voice internally held opinions in a judgement-free space to see what the outcome might be and learn from it. By the end, the learner helped to show how Nola could successfully reverse her biased thoughts, and gained practice for doing this on their own when the time calls.

Adjusting your pace

Intro

Speed can greatly affect the energy and clarity of our speech, and many of us find it difficult to alter our natural rate. But everyone can learn to control and adjust their pace for maximum effect, especially when speaking to an audience. In this exercise, learners discover the power of pace with live demonstrations from their virtual coaches, before having a go at speaking aloud and reflecting on their own speaking speed.

Key Learner Outcomes & Goals

Outcome:
Feel confident in adjusting your speaking speed and understand the effects of different paces

Goals:
- Observe how pace affects clarity, diction, and coherence of speech
- Learn about how notorious speakers use the power of pace
- Practise varying your speaking speed by delivering a slow, moderate, and fast paced monologue

Estimated Duration:
5 minutes

Activity Summary

Virtual coaches Nola and Ashley open with some thoughts about how everyone's natural speaking speed is different, but can also be greatly affected by things like nervousness and excitement. If we want to convey ourselves with a certain energy and make our message clear, pacing can matter very much indeed.
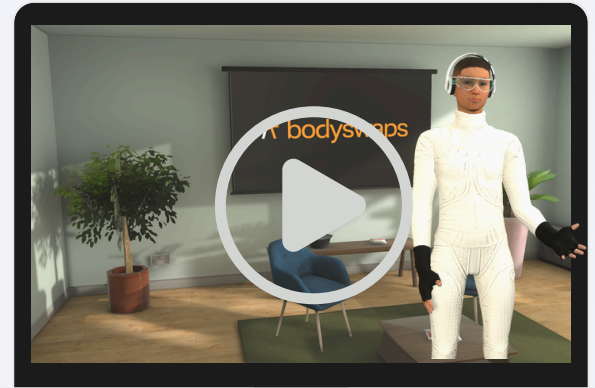
To demonstrate, Nola gives an insightful speech about the power of pace. Lightning speed can instil confidence, while a patient pace can convey thoughtfulness, she explains. As Nola talks, the learner can alter her speed to hear how it affects her delivery. She concludes with her own thoughts on the effect of altering her pace, noting that a rapid delivery

Building a resilient outlook

Intro

Would you rather go for a small reward immediately? Or accept a setback now for the chance of something greater later down the line? Many of us have a natural inclination towards one option or another, but learning to take a long-term view can help build resilience in the face of a bad outcome. In this exercise, learners explore the impact of short- or long-term thinking in discussion with their virtual coach.

Key Learner Outcomes & Goals

Outcome:
Build resilience by taking a long-term view of events

Goals:
- Listen to Amy and Ben's stories and judge the effects of each
- Understand how a long-term view of events can build resilience

Estimated Duration:
5 minutes

Activity Summary

Virtual coach Asha, a visitor from the learner's positive future, opens with an explanation that things won't always go their way, and what initially seems to be an early victory might not be as beneficial as one that comes later. Likewise, they caution the learner against despairing at a bad outcome, as it can sometimes open up future opportunities.

Next, the learner completes a game inspired by the parable of the farmer. Asha tells them a story about the career successes and setbacks of two young people, Amy and Ben. Initially, Amy seems to be doing well, as she secures a job she really wants, while Ben struggles to make progress in his chosen career and ends up working as a barista. But as time passes, Amy begins to find her new job stressful and sometimes demeaning, while Ben discovers aspects of his job that he enjoys.

At each stage, the learner is asked to assess whether the situation is good, bad, or it's hard to say. Their answers shift a needle on a gauge measuring the degree of short- or long-term thinking that their responses suggest.

Ultimately, both Amy and Ben progress towards fulfilling careers that are right for them, demonstrating to learners that good and bad events are often just stepping stones to a bigger story that can't be seen ahead of time. Asha closes by asking the learner to defer judgement when it feels like things aren't going well, and to imagine how something good might come out of it in the long run. The important thing, in the end, is to stay alert to opportunities wherever they arise.

Challenge your anxiety

Intro

Anxiety is one of the major stumbling blocks for many people seeking to live life to the fullest. But there are techniques to keep negative thoughts at bay and build resilience against anxiety. In this exercise, learners are introduced to one such technique, transactional writing, and encouraged to try it for themselves.

Key Learner Outcomes & Goals

Outcome:
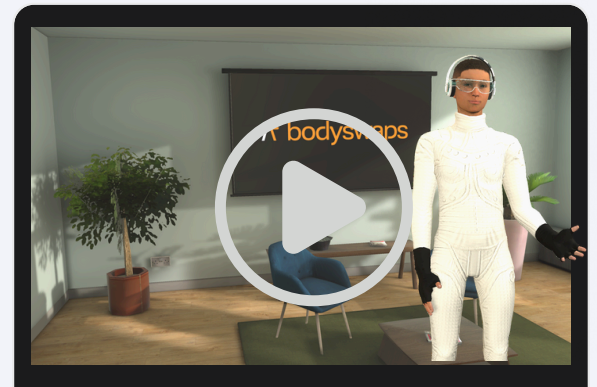Explore the use of transactional writing to manage emotions and create perspective

Goals:
- Learn about the utility of transactional writing in managing anxiety
- Practise using transactional writing to confront your anxiety

Estimated Duration:
5 minutes

Activity Summary

The activity opens with virtual coach Asha explaining that most people struggle with anxiety at one point or another in their life, and that if the learner is among them, they might find some use for transactional writing. Asha suggests writing a letter to the emotion of anxiety, to help the learner identify why they're feeling it and aid them in moving past it.

As an example, Asha then shares their own letter to anxiety, which is both read out and added to the learner's journal for reference. In it, they outline how their anxiety affected them, their awareness that it isn't helpful to them, and their decision to let it go.

Afterwards, Asha invites learners to speak directly to their own anxiety, either in their own words or by reading out Asha's letter from the autocue. When they finish, they can tap the bottom of the letter to sign it, and Asha congratulates them for taking the first step toward a more confident future.

Challenge your own bias

Intro

Everyone, no matter their intentions, has unconscious biases. The important thing is to challenge them wherever they appear, in yourself and others. This exercise introduces learners to Stop, Switch, Challenge, Counter, a simple four-step process they can use to confront unconscious bias and turn their thinking around.

Estimated Duration:
5 minutes

Key Learner Outcomes & Goals

Outcome:
Apply the Stop, Switch, Challenge, Counter technique to challenge your own unconscious bias

Goals:
- Learn about the prevalence and significance of unconscious bias
- Practise using Stop, Switch, Challenge, Counter to challenge your own unconscious bias

Activity Summary

The activity opens with a text introduction to virtual coach Nola. She's about to invite the learner to use the Stop, Switch, Challenge, Counter technique to challenge a biased thought they've experienced in the past. If they're unfamiliar with this technique, they can view a brief overview of it here.

The first step, STOP, involves considering whether they were thinking fast or slow – essentially, taking a moment to check their thought and decide whether it was properly reasoned. The second, SWITCH, invites the learner to switch perspectives and see the situation from the other person's perspective, to understand how they might feel. The third, CHALLENGE, has the learner challenge their assumptions about the situation: was their first reaction based on any kind of bias? The fourth, COUNTER, involves saying something that contradicts the bias the thought displayed and affirms non-stereotypical traits, helping to create a more balanced viewpoint.

Once learners know the four steps, Nola invites them to apply the strategy to their own experience of thinking or acting with bias. First, they speak into the microphone to share such an experience in their own words. Their story is not assessed or recorded; the only metric tracked is how long the learner spoke for, which is displayed after they finish to give them a rough overview of how much effort they put into the exercise.

Next, Nola asks learners to apply the Stop, Switch, Challenge, Counter strategy to their story. Before they do, she asks if they want to see an example. If so, she shares a story in which she acted based on stereotypes about Black men, and how the technique helped her challenge her own bias.

Now it's time for learners to try it for themselves. Speaking again in their own words, they apply the strategy to their story, with the four steps visible onscreen as a prompt. Afterwards, they can bodyswap to hear their statement from an outside perspective, helping to build the self-awareness necessary to put this strategy into action in their daily lives.

Finally, Nola expresses her wish that the activity has given learners some insight into how unconscious bias impacts them and others. For those who want to learn more, she also points learners toward an online Implicit Association Test that they can take.

Communicating with clarity, concision, and confidence

Intro

Making yourself understood is the heart of all communication. In this exercise, learners practise doing just that: they'll be placed head to head with another contestant in a business-themed game show, trying to craft the perfect pitch to get their message across to the judge.

Key Learner Outcomes & Goals

Outcome:
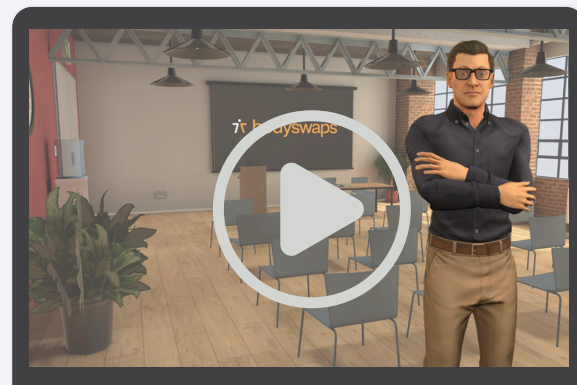Practise speaking with clarity, concision and confidence

Goals:
- Learn what body language and ways of speaking help convey clarity, concision and confidence
- Practise using these techniques to communicate effectively

Estimated Duration:
5-10 minutes

Activity Summary

In this exercise, learners compete in the communications round of a virtual business-themed game show, which requires them to communicate a pitch clearly, concisely and confidently to Harry, the virtual judge.

It opens with their opponent, Astrid, performing a disastrous pitch of her own, which leaves Harry very unclear as to what the product she's pitching actually is. The learner is invited to try and guess what she's trying to pitch themselves. If they do identify it as a combination e-scooter and baby stroller, Harry is quite impressed. If they do not, he simply acknowledges that Astrid's pitch was too confused to make sense of, drawing attention to the importance of clarity.

Now it's the learner's turn. Their virtual coach, Shayla, gives them a few ideas for different products to pitch, along with the option to talk about a product of their own choosing. She adds some tips about how to speak clearly, concisely and confidently to their journal and invites them to practise delivering their pitch to her. The learner must speak in their own words, aiming to convey exactly what the product is and what the benefits are. If they get stuck on what to say rather than how to say it, Shayla gives them some example selling points to focus on, so that they can focus on the way they speak instead of the content of their pitch. Shayla then attempts to guess (based on LLM-powered analytics) what they were talking about, just as Harry did with Astrid. If she gets it wrong, the learner must try again.

Once they've finished recording, the learner receives tailored feedback covering the three categories of clarity, concision and confidence. These are further broken down into: the use of filler words, slang words and jargon; how many words they used; and their body language, eye contact, hand gestures, rate of speech, speaking volume, and tone variation. Receiving a poor score in any of the three categories prompts Shayla to request that the learner try again. If they achieve an optimal score, and if Shayla guesses correctly, then they can move on immediately; otherwise, Shayla will prompt them to move on after the second practice. In both cases, they have the option to bodyswap with Shayla to see their pitch from an external perspective.

However the learner got here, it's time to try delivering their pitch to Harry. This activity uses the same recording and analytics as the two practice sessions. The learner gets only one attempt before moving to the lounge for the judging round. If they successfully conveyed their message to Harry, their team will win; if they did not, they will lose.

Communicating with more than just words

Intro

When meeting someone for the first time, it's easy to get hung up on what to say. But arguably more important is what we don't say – that is, the body language that goes along with our interaction. In this game-show-themed exercise, learners explore the importance of body language in making a good first impression.

Key Learner Outcomes & Goals

Outcome:
Practise using non-verbal signals to enhance a message

Goals:
- Learn how non-verbal cues can influence communication
- Practise intentionally using non-verbal cues to enhance first impressions

Estimated Duration:
5 minutes

Activity Summary

In this exercise, learners compete in the introductions round of a virtual business-themed game show, in which they need to make a good impression on the judge, Harry. It begins with an introduction to Harry, the virtual coach, Shayla, and their teammates in the show, Suki and Jamal. From there, Shayla takes the learner through a series of experiments designed to build awareness of how non-verbal cues can affect communication.

First, Shayla demonstrates how both excessive and insufficient eye contact can be uncomfortable. Then she explains how mirroring the other person's movements or vocabulary can help to put them at ease.

In the next experiment, the learner tests how different hand movements alter the way their message is perceived. This takes two forms, depending on the platform the module is being played on.

In VR, a floating rectangle appears before them, and they're asked to keep their hand gestures within it while repeating a short phrase. Next, they repeat the exercise while keeping their arms crossed and hands still. Finally, they repeat the exercise while gesturing exaggeratedly, so their hands stay outside the box. Afterwards, they can play back any of these recordings viewed from Shayla's perspective, to see how different gestures change the way their message comes across. By way of conclusion, she explains the importance of finding the 'sweet spot' between too little movement and too much.

On PC, Shayla delivers the same information, but with the box appearing in front of her instead, so that she can demonstrate expansive and minimal gestures herself.

In the final experiment, the learner explores using different intonation while speaking. First, Shayla asks them to repeat a short phrase in a light, friendly tone, explaining how it can build collaboration. Next, she asks the learner to repeat the same phrase in a serious tone, with a downward inflection that gives their voice a ring of authority. Finally, she has the learner repeat the phrase with a rising inflection, showing how it can make them sound uncertain when used in a professional context. Once again, the learner can bodyswap with Shayla to replay these clips from her perspective and see how different tones affect their message.

Now it's time to bring it all together. The learner has thirty seconds to introduce themself to Harry, focusing on their non-verbals to make a strong first impression. After their time is up, they receive personalised LLM-generated feedback on their eye contact, hand gestures and intonation, before heading to the lounge for Harry to announce which team won. If the learner achieved an optimal score in at least one category, their team will win; if not, the red team will win.

Crafting convincing, compelling interview answers

Intro

To convince prospective employers that you're right for the job, you need to craft an answer that shows how your strengths and non-negotiables connect perfectly to its requirements. In this exercise, the learner explores how best to do this through the example of virtual coaches Abeeku and Ashley.

Key Learner Outcomes & Goals

Outcome:
Craft relevant, memorable and succinct answers to character-based questions

Goals:
- Identify what makes a strong interview answer
- Learn how to adapt your anecdotes into compelling interview answers

Estimated Duration:
5 minutes

Activity Summary

The activity opens with Abeeku and Ashley explaining the importance of connecting your own characteristics to the interview requirements. Abeeku suggests a mock interview activity, where Ashley interviews him for a job as a Store Assistant at the Best Life Food Mart. The learner is shown a list of Abeeku's strengths and non-negotiables, and asked to pay attention to how he brings those qualities into the conversation.

This leads into an observation activity, in which the interview plays out and the learner must press a button to identify when Abeeku is weaving his qualities into his answers. To discourage random clicking, they are given just six button presses to identify all six qualities. Each one, whether correctly identified or not, is highlighted onscreen after Abeeku brings it up.

At the end of the interview, all the qualities are shown in a pop-up onscreen, with those the learner spotted marked. The learner can tap on any of them to replay the relevant part of Abeeku's answers.

Afterwards, the user has the option to hear Ashley's explanation of what made each of Abeeku's answers so effective, paired with a replay of the relevant answer.

Crafting interview answers with CAR

Intro

Anyone can claim to have a particular strength in an interview, but being able to back it up with a strongly-structured story will set you apart from the rest. In this exercise, learners are introduced to the CAR technique, a structuring method for turning examples into well-reasoned stories that prove they're right for the job.

Key Learner Outcomes & Goals

Outcome:
Demonstrate suitability for the role using structured interview techniques

Goals:
- Learn how to prepare authentic stories
- Apply the CAR principle for strong interview storytelling

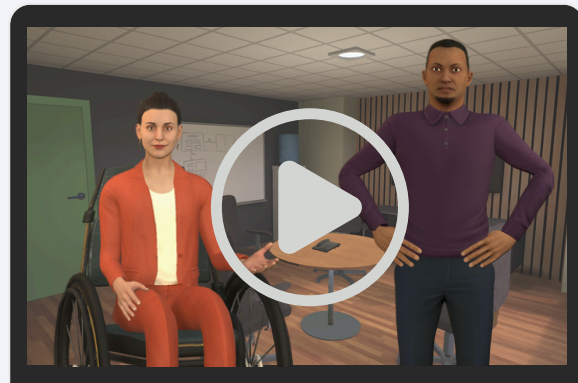**Estimated Duration:**
5-10 minutes

Activity Summary

Virtual coaches Ashley and Abeeku open the exercise by asking if the learner has ever lost track of a story halfway through. If so, they have the answer to their problem: the CAR structuring technique, a valuable tool for presenting yourself in the best light when answering interview questions.

The CAR technique – which stands for Context, Action, Result – provides a three-step strategy for constructing strong answers to most questions. The coaches explain each step in turn: establishing the context in which the story took place, relating the action that the learner took to address the challenge, and emphasising the results of their action on the situation.

Next, the scene moves to the meeting room, where Abeeku and the learner conduct a mock interview, with the learner cast in the role of the interviewer. In three multiple-choice exchanges, they must pick one of three questions shown onscreen. The first 'A' option is always a question about accomplishments; the second 'B' option, one about shortcomings; and the third 'C' option, a curveball. As Abeeku answers, an indicator highlights when he's speaking about the context, the action, or the result. When he finishes speaking, Ashley explains to the learner what made his response strong, and what they can take from it when crafting their own interview answers.

After all three questions have been asked, the learner receives feedback based on the kind of question they asked. If they mostly asked A questions, Ashley explains how Abeeku answered questions about his accomplishments; if they mostly asked B questions, Ashley explains how he adroitly turned questions about his shortcomings into positives; if they mostly asked C questions, Ashley explains how he was sure to put his excellent critical thinking on display while answering the curveball questions test.
The user then has the option to ask more questions or offer Abeeku the job, which closes the exercise.

Crafting interview answers with STAR

Intro

Anyone can claim to have a particular strength in an interview, but being able to back it up with a strongly-structured story will set you apart from the rest. In this exercise, learners are introduced to the STAR technique, a structuring method for turning examples into well-reasoned stories that prove they're right for the job.

Key Learner Outcomes & Goals

Outcome:
Demonstrate suitability for the role using structured interview techniques

Goals:
- Learn how to prepare authentic stories
- Apply the STAR principle for strong interview storytelling

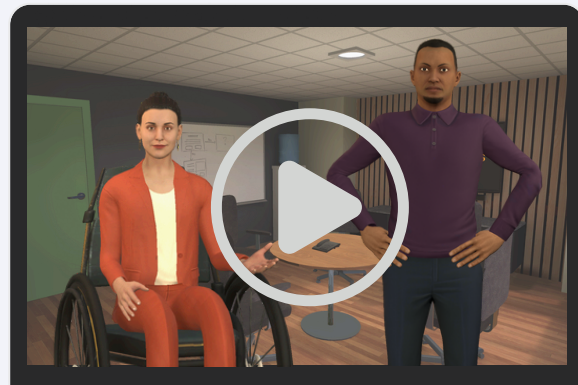**Estimated Duration:**
5-10 minutes

Activity Summary

Virtual coaches Ashley and Abeeku open the exercise by introducing the STAR structuring technique, a valuable tool for presenting yourself in the best light when answering interview questions.

The STAR technique – which stands for Situation, Task, Action, Result – provides a four-step strategy for constructing strong answers to most questions. The coaches explain each step in turn: establishing the situation that provides context for the story, describing the task that needed to be completed, relating the action that the learner took to address the challenge, and emphasising the results of their action on the situation.

Next, the scene moves to the meeting room, where Abeeku and the learner conduct a mock interview, with the learner cast in the role of the interviewer. Here, they must ask him the three questions shown onscreen, in any order. As Abeeku answers, an indicator highlights when he's speaking about the situation, the task, the action, or the result. When he finishes speaking, Ashley explains to the learner what made his response strong, and what they can take from it when crafting their own interview answers.

After all three questions have been asked, Ashley offers Abeeku the job, which closes the exercise.

Demonstrating Empathy

Intro

Approaching service user interactions with empathy is crucial for promoting their dignity and centering their needs and desires in the care you give. In this exercise, learners put their empathetic skills to the test as they try to explain a difficult situation to someone with dementia.

Key Learner Outcomes & Goals

Outcome:
Practise using empathetic, person-centred communication with the service user in an appropriate way

Goals:
- Explore ways to promote and support dignity and respect
- Practise working together with the individual to plan their care in a way that suits them

Estimated Duration:
5 minutes

Activity Summary

The exercise opens with a brief overview of the importance of treating service users with empathy, followed by an introduction to Geoffrey, an older man living with dementia. After viewing his care notes, the learner must speak aloud to Geoffrey in their own words, using their person-centred communication skills to explain to Geoffrey that his daughter isn't available to take him and his wife to the dementia club he attends tomorrow, but alternative transport has been arranged and the learner will be back later to help him get ready for bed.

Afterwards, the learner receives feedback on various aspects of their performance, including their eye contact, body language, hand gestures, how effectively they kept their language simple and easy to follow, and whether they used any patronising language. They also have the opportunity to bodyswap with Geoffrey and see their performance from his perspective, helping to build empathy for him and other service users.

With the home visit completed, the learner moves to the tutor room to debrief with virtual coaches Nola and Abeeku. They offer some further information on how to communicate with empathy and on the importance of person-centred communication more generally. At this point, the learner can either replay the activity to try speaking to Geoffrey again or exit.

Dignity begins with empathy

Intro

In health and social care, empathy is crucial: many service users are in a difficult position, and seeing things from their point of view can make a huge difference to the way you make them feel in your care. This exercise helps learners think about how empathetic they are in their role, and how they can start to build empathy into their daily practice.

Key Learner Outcomes & Goals

Outcome:

Explore how empathetic you are in your role as a caregiver

Goals:

- Reflect on how well you already empathise with others

Estimated Duration:
5 minutes

Activity Summary

The activity begins with virtual coaches Nola and Abeeku discussing how important it is to demonstrate empathy for those you care for. Next, they outline several scenarios from across the health and social care sector, asking the learner how they would respond to each one.

These are framed as multiple-choice questions with three options, each representing a different approach: detached, sympathetic, or empathetic. After the learner chooses, its associated approach is highlighted onscreen for them to see. Once all five questions have been asked, Nola and Abeeku reveal which approach the learner leaned towards. If they favoured the sympathetic or detached approaches, they offer some advice about how to alter their approach to be more empathetic; if they favoured the empathetic approach, they explain why their approach was the most effective.

Finally, Nola and Abeeku acknowledge that it isn't always easy to demonstrate empathy, particularly in challenging situations – such as when a service user makes a remark that offends you. They talk through strategies for remaining empathetic in these scenarios, and remind the learner that if someone has really crossed a line, they can and should report the incident to their manager.

They close by reaffirming the importance – and difficulty – of demonstrating empathy, and by offering the learner a chance to try the activity again.

Explore a person's unique characteristics

Intro

Taking the time to get to know each individual you care for can radically improve the care you're able to offer them, in both big and small ways. In this exercise, learners get a glimpse of how this works in practice, as they conduct a wellness check on a virtual patient and learn all they can about her needs.

Key Learner Outcomes & Goals

Outcome:

Understand how person-centred communication can improve care

Goals:

- Learn how to approach your caregiving in a person-centred way
- Practise taking an interest and building self-esteem in those you care for

Estimated Duration:
5 minutes

Activity Summary

The exercise opens with an introduction to Ameera, who is paralysed from the waist down following a recent spinal injury. After reading through her notes, the learner is tasked with conducting a wellbeing check on her. Their goal is to discover as much as they can about her needs and preferences using good person-centred communication.

This task plays out over the course of six multiple-choice questions. Ameera speaks, and the learner must choose one of three responses to make before she answers them. One response is a good example of person-centred communication, while the other two aren't. Selecting the good response engages Ameera and prompts her to tell the learner more about her needs and preferences, beyond what's captured in her patient notes. The other responses lead her to withdraw or defensiveness instead.

At the end of the conversation, the learner receives feedback from virtual coach Abeeku, based on how many good responses they selected – five or more times gets congratulations, three or four times gets a reminder to look for openings to ask more open questions, and two times or less gets a caution to show more curiosity about Ameera as an individual. The learner has the option to try again before Abeeku explains the six pieces of information about Ameera that were available to uncover during the conversation.

Next, the scene moves to the tutor room, where Abeeku and fellow coach Nola ask how the learner thinks this information could be used to improve Ameera's care in future. The learner must respond in their own words. Depending on how many of the six different pieces of information they discuss in their plan, they will receive a score of Optimal (5-6 pieces discussed), Good (3-4 pieces discussed), or Pay Attention (1-2 pieces discussed). If they mention none at all, they also receive a note that encourages them to try again and consider every aspect of Ameera's care.

Abeeku and Nola then make a few suggestions of their own about how to improve Ameera's care, and stress again the importance of person-centred communication by remarking that all of these ideas came from that one brief conversation with her.

Finding Your Voice

Intro

Speaking authentically can turn a competent speaker into a great one. In this exercise, learners explore four different speaking styles and work out which best represents them, so that the next time they need to speak, they can talk in a way that expresses their genuine self.
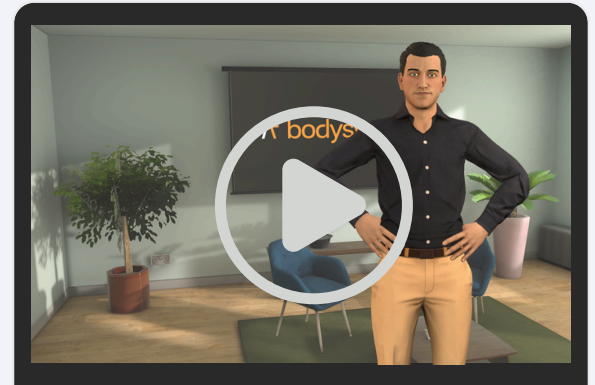
Key Learner Outcomes & Goals

Outcome:
Understand how to communicate in a way that represents your natural speaking style.

Goals:
- Explore different speaking styles to determine which best suits you
- Learn how to communicate in a way that accords with your natural speaking style

Estimated Duration:
5 minutes

Activity Summary

The activity opens with virtual coach Ashley in discussion with Jeremy, the charisma coach, about what makes a great public speaker. They conclude that the vital ingredient is authenticity – that is, presenting in a way that shows the audience your genuine self.

Next, they lead the learner through an exercise to determine how to express that genuine self in their presentations. This takes the form of a branching questionnaire, delivered by Jeremy over the course of three Likert-type survey questions. For each one, the learner is presented with a choice between two opposing statements, e.g, "My conversational style is direct/diplomatic". Which question Jeremy asks next is dependent on which previous statement the learner agreed with more strongly.

In total, there are six questions, but only three will be asked in any given playthrough. The learner can see the flow chart of questions laid out on a screen behind Jeremy, with their path through it illuminated as they progress. This path eventually leads them to one of four speaking styles: the Teacher, the Motivator, the Expert or the Influencer. Jeremy explains whichever the learner's answers have led them to, as well as making a recommendation as to how to speak in a way that best makes use of this style.

Ashley and Jeremy then close with a brief reiteration of the importance of speaking authentically, even when it seems daunting. Letting your best qualities shine through lends confidence to your speaking and helps you connect with your audience.

Good and Bad Teamwork

Intro

It takes strong people skills to be a good team player – but the reverse is also true: there are some behaviours that can't help but drag the team down. In this exercise, learners put their understanding of teamwork to the test as they identify instances of negative team player behaviour in an observation activity.
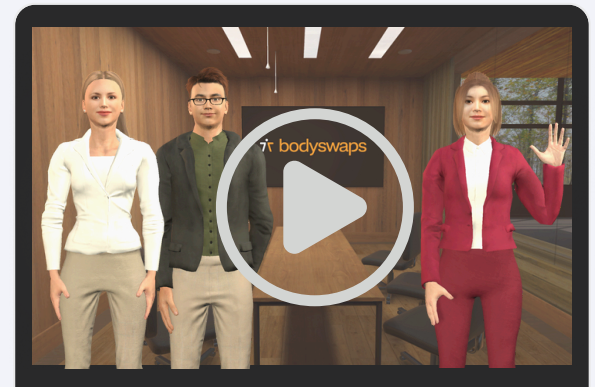
Key Learner Outcomes & Goals

Outcome:

Recognise negative team player behaviours in the workplace

Goals:

- Identify negative team player behaviours
- Learn about the impact of negative team player behaviours on collaboration

Estimated Duration:
5 minutes

Activity Summary

The activity opens with a text introduction to the learner's new role and colleagues at Mindfire, an up-and-coming software company developing a new project. They are tasked with sitting in on a project kick-off meeting and identifying any behaviours that are disrupting collaboration.

In this observation activity, the learner must press a button whenever they spot an instance of negative team player behaviour. Visual feedback is provided in real time to indicate if the learner has correctly identified a behaviour. Only the first ten clicks are counted, to encourage thoughtful rather than random clicking.

At the end of the activity, the learner is supplied with summary feedback, with a panel of buttons indicating which events were identified. Clicking on a button rewinds the conversation to the corresponding instance for the learner to rewatch. Then, text feedback explains why the behaviour had a negative impact on the team.

Grounding Yourself

Intro

It's normal to be nervous before something important – but it's not inevitable! Being prepared with centring exercises can give you the calm you need to thrive in that moment. This exercise guides learners through a simple grounding exercise that can be used to help lessen the intensity of any nerve-wracking or uncomfortable situation.

Key Learner Outcomes & Goals

Outcome:
Learn a strategy for using the five senses to reduce the intensity of an uncomfortable situation

Goals:
Learn the countdown to calm strategy for grounding yourself

Estimated Duration:
5 minutes

Activity Summary

In the mindfulness studio, virtual coach Ashley introduces composure coach Leo and the 'countdown to calm' grounding strategy. Leo asks learners to close their eyes and picture themselves standing in front of an audience; when they open them again, they find the scene has changed and they are standing in the public forum, about to address a small crowd.
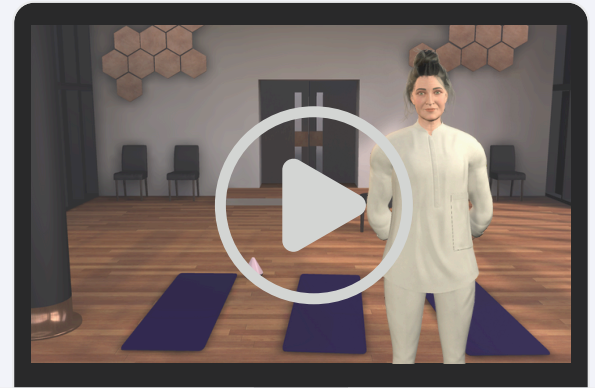
Ashley asks the learner how they feel. They can answer that they're anxious, ambivalent or excited, each of which prompts a different response from Leo before he moves on to the grounding strategy.

First, he asks them to make a mental note of five things they can see, preferably fine details rather than large items of furniture. Next, they must identify four things they can feel, like their clothes on their skin or the ground beneath their feet. After that, three things they can hear, particularly things they'd normally filter out; then two smells; and, finally, one thing they can taste. At each point, the learner must speak aloud the next number in the countdown (five, four, three, two, one) to progress to the next stage.

Guided Meditation

Intro

Everyone feels anxious from time to time, but those nerves can often get in the way of what you set out to achieve. When this happens, it can be helpful to focus on how you hold your body and any tension it carries. In this exercise, learners will explore practical, science-backed techniques to boost mindfulness, reduce anxiety and combat stress.

Key Learner Outcomes & Goals

Outcome:
Learn how to manage anxiety using power posing, visualisation and mindful breathing

Goals:
- Learn about the effect of posture and breathing on nerves
- Practise using power posing, visualisation and mindful breathing to manage anxiety

Estimated Duration:
5 minutes

Activity Summary

Virtual wellness coach Tula opens the exercise with an introduction to the first technique she will teach: power posing. After pausing for learners to either stand or sit, depending on their chosen position, she asks whether they make themselves smaller when negative thoughts come on – by crossing their arms and legs, for instance. She advises that learners instead make themselves bigger, demonstrating a power pose for the learner to copy.

While the learner copies her, Tula explains that anxiety is typically caused by the anticipation of an event, rather than the event itself. She then walks the learner through a mechanism for controlling their thoughts: mindful breathing. Afterwards, if the learner is using VR, non-verbal and body language analytics deliver feedback on how long they held the power posture and how focused they were during the breathing exercise.

After the learner has read through the feedback, Tula closes the exercise with a reminder to use these techniques whenever their anxiety rises.

Identifying Anger Signals

Intro

Handling angry patients and relatives is one of the greatest challenges healthcare practitioners face – and it's all too easy to come at it unprepared. In this exercise, learners build up their skills in identifying anger signals, both the obvious sort and the kind that are easily missed.

Key Learner Outcomes & Goals

Outcome:
Learn how to recognise when a situation is turning hostile

Goals:
Identify warning signs and signals of anger

Estimated Duration:
5 minutes

Activity Summary

The exercise opens with an introduction to virtual coach Dr. Ambika and her mentor, Professor Fallowfield. They're discussing a situation Ambika found herself in as a junior doctor, handling a patient and her husband at a breast clinic. The patient, Lucy, had presented with a sore, lumpy breast, but wasn't taken seriously as she was also a new mother and her symptoms were put down to mastitis. After her husband, Joe, made a fuss, she was diagnosed and referred to the clinic. Ambika notes that both were scared, but Joe also felt guilty about initially dismissing his wife's symptoms.

Now Professor Fallowfield has the learner sit in on Ambika's consultation with Lucy and Joe, tasking them with identifying the eight anger signals he exhibits as the story unfolds. For each signal they see, they need to press a button. Visual feedback is provided in real time to indicate if the learner has correctly identified a behaviour. Only the first ten clicks are counted, to encourage thoughtful rather than random clicking.

At the end of the activity, the learner is supplied with summary feedback, with a panel of buttons indicating which signals were identified. Clicking on a button rewinds the conversation to the corresponding instance for the learner to rewatch. Then, text feedback explains the signal and its significance in more detail.

Identifying your strengths and non-negotiables

Intro

For many people, one of the hardest parts of interviewing is talking about their strengths – and another is knowing exactly what they want out of a job in the first place. In this exercise, learners explore both of these topics with virtual coaches to work out what they want, what they bring to the table, and how to sell it.

Key Learner Outcomes & Goals

Outcome:
Identify your non-negotiables and strengths and what they mean for your career

Goals:
- Identify your non-negotiables and what roles might suit them
- Reflect on your strengths and how you can use them in interviews

Estimated Duration:
10 minutes

Activity Summary

Virtual coaches Ashley and Abeeku open by explaining the concept of non-negotiables: that is, the things that motivate you in work and life. They explain that they're about to ask a few questions to help the learner identify what their non-negotiables might be.

Now the learner answers four Likert-type survey questions determining their preferences. For each one, the learner is presented with a choice between two opposing qualities that they want in life – e.g, organisation vs flexibility. A four-point scale is used to discourage fence-sitting and overthinking.

After the questions are done, the coaches categorise the learner as one of four categories, based on their responses: a logical, results-oriented person; a people person; a problem-solver; or a creative. These are based on groupings of the 16 personalities in the Myers-Brigg classification system. For each one, the coaches give an overview of some qualities the learner might recognise in themself, and a few suggestions as to what their non-negotiables might be. The aim is not to provide an exhaustive description, but to provoke reflection on the learner's part about their preferences.

Next, Ashley asks the learner what they think their strengths are. They must answer in their own words while keyword analytics check their transcript for any strengths mentioned, which are displayed for the learner afterwards. If seven are found, they achieve the optimal result; if four to six are found, they achieve a good result; three or fewer gives a poor result. The intent here is to encourage the learner to expand their thinking and recognise they have many strengths they can bring to an interview.

Afterwards, the coaches put more strengths on the screen behind them and invite the learner to consider whether any apply to them before they conclude the exercise.

Job Interview Simulator

Intro

The best way to improve your interviewing skills is practice – but relying on real interviews for that practice can take a long time and result in missed opportunities. In this exercise, learners can put their interview skills to the test in a simulated environment, where they're free to make mistakes, try again and hone their talents.

Key Learner Outcomes & Goals

Outcome:
Learn how to effectively sell yourself to interviewers
Goals:
Put your skills to the test and fine-tune your interview technique

Estimated Duration:
15 minutes

Activity Summary

This exercise simulates a customisable job interview. It begins by asking the learner to select either Jeremy or Florence as an interviewer, and CAR or STAR as the technique they'd like to practise. They can also optionally view an explanation of the CAR and STAR formats here.

Once these selections have been made, the learner must choose their mode of play, which determines what questions they will be asked. The categories are classic questions, career goals questions, character questions, competence/behavioural questions, curveball questions, and role-specific questions. The content of most categories is pre-written and pulled at random from the question bank, but role-specific questions are generated by LLM based on the role the learner provides here. Alternatively, the learner can request a random selection of questions from all categories.

Now the interview itself begins. The interviewer asks a question from the chosen category at random, and the learner then responds in their own words. There is no time limit to their answer, and they can practise with as many questions from as many categories as they like. After each response, they'll bodyswap with the interviewer and listen back to it. Hints for that question will appear on the screen behind their avatar as they listen.

Once they've bodyswapped back into their avatar, they'll receive AI-enabled feedback about their speaking pace, filler words, hand gestures, and eye contact, to help them refine their technique. They can also access an AI-enabled personalised analysis of how they could improve the content of their response (which also includes analysis of their use of the C.A.R. or S.T.A.R. technique), as well as an AI-generated model answer. They're then invited to answer the same question again if they wish, or move onto another one. Hints from the screen and additional guidance about applying their chosen structured technique to the questions they answered will go into their journal.

The learner repeats this process until they choose to exit, at which point the interviewer concludes the exercise.

Learn how to collaborate with others

Intro

No matter where you work, you'll have to work with others at some point – and when you do, collaboration is key. In this exercise, learners explore different approaches in a teamwork scenario, learning which boost collaboration and which do exactly the opposite.

Key Learner Outcomes & Goals

Outcome:
Recognise how effective collaboration is essential for a happy, productive, enjoyable work life
Goals:
- Learn about the necessary balance between listening to others and contributing yourself
- Explore how collaborative and non-collaborative approaches can affect your teamwork

Estimated Duration:
5 minutes

Activity Summary

The exercise opens by welcoming the learner to Mindfire, an up-and-coming software company where they'll work with Astrid and Jamal to brainstorm ideas for materials promoting a client's event. They're instructed to both listen and contribute to the conversation, and to watch out for opportunities to offer suggestions and build on their colleagues' ideas.

The conversation takes the form of a scaffolded conversation, which the learner navigates through a series of multiple-choice questions. They choose what to say from three options, each of which elicits a different response from their teammates: one will always go down well and keep the ideas flowing, one pushes the learner's own ideas at the expense of their teammates, and the third varies between positive or negative.

Often, people trying to collaborate hide their real opinions, so to introduce learners to that disconnect, they're shown what their teammates think of their answers, as well as what they say to them. After seeing both thought and response, the learner is given some extra feedback in a pop-up that explains why their decision was or was not a good choice.

Selecting the best answer at each stage gives rise to a fruitful discussion where the learner and their teammates collaborate effectively. However, the learner is encouraged to replay and try other options as well, to see how poor choices can affect a team's collaboration. Regardless of the path they take, the session will end with Jamal leaving to present the team's ideas to the client.

Learn how to defuse anger with empathy

Intro

In high-pressure healthcare settings, emotions can quickly escalate, making it difficult to provide the care and support that patients need. Learning to defuse anger can help maintain therapeutic relationships and move difficult conversations forward. In this exercise, learners practice responding to an emotionally charged consultation, using empathy and several anger management techniques.
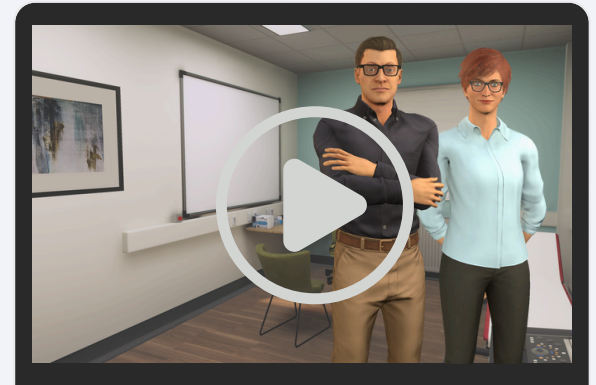
Key Learner Outcomes & Goals

Outcome:
Learn how to defuse anger with empathy and respond appropriately in emotionally charged situations
Goals:

- Apply five techniques for defusing anger in a patient consultation
- Understand how empathetic communication builds trust and moves conversations forward

Estimated Duration:
5 minutes

Activity Summary

This exercise equips the learner with skills for navigating emotionally charged situations. The learner enters a challenging consultation with junior doctor Ambika, her patient Lucy, and Lucy's husband Joe. Lucy has been waiting months for an assessment of a suspicious breast lump, and as new parents, both are under huge stress. Joe is very angry about delays to his wife's care.

Before the consultation, learners review five anger management techniques in their journal: offering an apology, using perspective taking, withholding judgement, naming and validating emotion, and being collaborative. The consultation itself consists of five multiple-choice questions, each of which challenges the learner to apply one of the five techniques. Joe or Lucy become calmer or more defensive, depending on the learner's choices. Their progress is tracked visually with ticks and crosses for each technique.
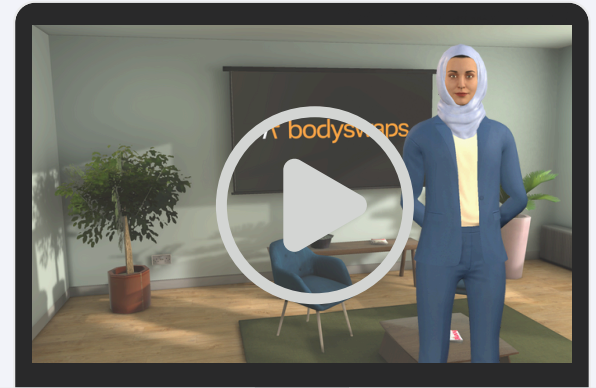
The questions progressively build patient rapport, starting with Joe's anger about wait times and moving through understanding their situation at home, their emotions and finding collaborative solutions. Incorrect responses demonstrate common pitfalls like being dismissive or overpromising. Learners receive immediate feedback on their choices and can try again. They must succeed with each technique to be able to complete the activity.

Successfully navigating the conversation with empathy changes a potentially unproductive consultation into one where Lucy and Joe feel supported and understand their next steps.

Listening, understanding and presenting

Intro

Communication isn't just about what you say, it's about how well you listen, understand and present information back. In professional settings, the ability to absorb a brief and deliver a pitch can make or break opportunities. In this exercise, learners are challenged to listen to a client's brief and then pitch a game concept that matches his vision.

Key Learner Outcomes & Goals

Outcome:
Practise listening, understanding and presenting information

Goals:
- Use active listening to identify key information from a spoken brief
- Practise pitching a product idea

Estimated Duration:
10 minutes

Activity Summary

This gameshow-style exercise puts learners' communication skills to the test in a competitive finale. The learner is part of the blue team, coached by Shayla. They're competing against the red team for a chance to work with Ali, a young entrepreneur in the video game industry.

Firstly, Shayla briefs the learner on their challenge: listen to Ali describe his vision for a new game, then develop it into an idea and pitch it to him convincingly. Ali's idea includes four key details: target audience, number of players, genre and platform. The learner needs to show strong listening skills and identify those requirements from Ali's brief.

After listening to the brief, they can either pitch their own game concept or select from three pre-written descriptions, only one of which matches Ali's vision correctly.

Next, the learner records their pitch to Ali. The system analyses their performance across multiple metrics including eye contact, body language, filler words and, crucially, whether they correctly understood Ali's brief. The learner can bodyswap with Ali to see their pitch from his perspective and review detailed analytics on each metric.

If the learner shows a good understanding of Ali's needs, their team wins the competition. If not, they have an option to retry.

Making a persuasive argument

Intro

Speaking persuasively is a powerful skill that can change minds and drive action. Whether pitching an idea, negotiating a decision or advocating for change, the ability to structure a convincing argument is essential. In this exercise, learners practise building persuasive arguments using the 'Claim, Evidence, Warrant' structure, a simplified version of the Toulmin model, to convince teammates to include an unfairly sidelined menu item in a restaurant launch.

Key Learner Outcomes & Goals

Outcome:
Learn to speak persuasively using the 'Claim, Evidence, Warrant' structure

Estimated Duration:
10 minutes

Goals:
- Use the 'Claim, Evidence, Warrant' structure to frame a persuasive argument
- Connect claims to evidence with warrant statements

Activity Summary

This gameshow-style exercise teaches learners to structure persuasive arguments using the 'Claim, Evidence, Warrant' method. The learner is part of the blue team, tasked with designing a menu for a new pizza restaurant. While teammates Suki and Jamal are adamant about excluding pineapple, the learner must persuade them otherwise, as Hawaiian pizza is statistically popular.

Firstly, coach Shayla introduces the 'Claim, Evidence, Warrant' method: start with a clear claim, support it with three pieces of evidence that establish credibility, demonstrate logic and appeal to emotions, then connect everything with a strong warrant statement.

The learner then enters a meeting with Suki and Jamal to pitch Hawaiian pizza as a menu item. They navigate five conversation stages, with each step a multiple-choice question where they must select the most persuasive out of three given responses. Their progress is tracked visually with ticks and crosses for each stage (claim, three pieces of evidence and warrant).

Correct choices advance the conversation and build rapport with teammates, while incorrect responses trigger feedback from Shayla explaining why the choice wasn't effective. The learner must retry until they select the best response.
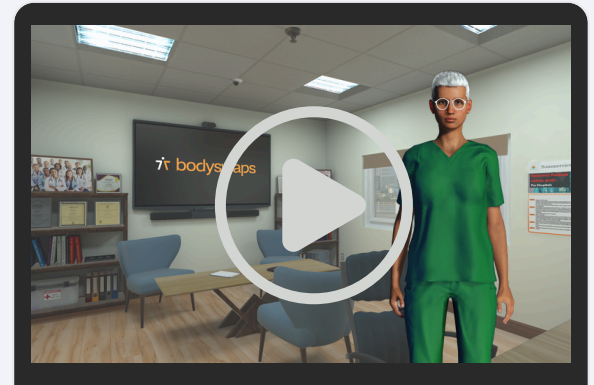If the learner answers at least three out of the five questions correctly on the first or second attempt, their team wins the competition and successfully launches the restaurant. If not, they have an option to retry.

Organisational values and you

Intro

Everybody has personal values that shape how they act and react – and it's likely that their workplace has its own values, too, which lay out what's expected of staff and what their priorities should be. These values create a framework that guides decision making and supports staff wellbeing. In this exercise, learners explore how personal and organisational values can influence their professional behaviour through a series of workplace scenarios.

Estimated Duration:
5 minutes

Key Learner Outcomes & Goals

Outcome:
Explore examples of organisational values and reflect on personal values in the workplace

Goals:
- Explore which values tend to guide your professional behaviour and decision-making
- Understand how shared values can support workplace behaviours

Activity Summary

This reflective exercise helps learners understand how organisational values influence their behaviours in professional settings. Firstly, coach Dani introduces the concept of organisational values at Stillwater Hospital (patient-focussed, professional, compassionate, morally courageous, proactive) explaining how they create expectations for behaviour and support both staff wellbeing and good patient care.

She then presents five workplace scenarios and asks the learner to select their ideal outcome for each situation. Scenarios cover challenges like siloed working practices, witnessing inappropriate behaviour, medication safety checks, patient rudeness towards staff and disagreements about patient care. For each scenario, learners choose from three responses representing different values: moral courage, proactive leadership or professionalism.

The exercise uses a gauge to track the learner's responses across the five scenarios and at the end, Dani reveals which value the learner prioritised most in their choices. Learners have an option to repeat the activity, if they wish.

Person-centred care - taking an active interest

Intro

Person-centred communication helps to support a patient's emotional wellbeing and self-esteem. Taking a genuine interest can help build rapport and uncover important details about their needs. In this exercise, learners observe a virtual coach and healthcare assistant applying person-centred communication during a patient interaction, identifying moments where their actions boost the patient's wellbeing.

Estimated Duration:
5 minutes

Key Learner Outcomes & Goals

Outcome:

Identify person-centred communication skills that help explore a person's unique characteristics

Goals:

- Identify behaviours that support person-centred care
- Understand how taking an active interest builds rapport and self-esteem

Activity Summary

This observation exercise shows the learner person-centred communication in action. Firstly, the learner reviews patient Sandra's care plan: she's a 54-year-old who is recovering from cardiac bypass surgery. While her physical recovery is progressing well, she hasn't been eating much and appears to be in a low mood.

Abeeku, the learner's virtual coach and an experienced healthcare assistant, then conducts a general wellbeing check with her. The learner observes the interaction, clicking to identify six moments where Abeeku uses person-centred communication that supports Sandra's autonomy and comfort. To encourage thoughtful rather than constant clicking, the learner only gets eight clicks to find all six moments.

Abeeku checks how Sandra prefers to be addressed, asks about her clothing preferences, explores who she'd feel comfortable helping her dress, inquires about what she's looking forward to at home, discovers she has hayfever affecting her in the room and explores her dietary preferences.

After the observation, learners review their performance analytics and can replay all six person-centred techniques Abeeku displayed. They also see detailed explanations, including how they contributed to Sandra's wellbeing. They also have an option to repeat the activity, if they wish.

Personal calming techniques

Intro

When a situation escalates, one of the hardest parts of the response can be remaining calm in the face of anger. This exercise provides learners with three different techniques to try the next time they find themselves in a stressful situation.

Key Learner Outcomes & Goals

Outcome:

Prepare yourself with techniques for staying calm in hostile situations

Goals:

- Learn the depersonalisation technique
- Learn the grounding technique
- Learn the box breathing technique

Estimated Duration:
5 - 10 minutes

Activity Summary

The activity begins with a pop-up introducing virtual coach Ambika, who will guide the learner through three personal calming techniques: depersonalisation, grounding, and box breathing. These techniques can be learned in any order, and the learner is free to exit early if they only want to learn one or two. Once a technique is selected, Ambika talks the learner through it.

She explains that the depersonalisation technique is a method of reminding yourself that, even if someone's anger is directed at you, you probably aren't the source of it. To illustrate this, she introduces the metaphor of a stress bucket, which gradually fills up with each frustration a person experiences, but can drain gradually over time. When the bucket overflows, the anger spills on the closest target. Ambika recommends listening to the other person for clues as to what is filling their bucket, helping to unclog a hole in the bottom and drain it more appropriately.

For the grounding technique, Ambika provides a brief overview of grounding techniques in general before going on to outline one in particular. She recommends that the user turn their attention to the soles of their feet when they feel their anxiety rising, focusing on gripping the floor and mentally tracing the outline of their feet. This focused attention gives their body time to dissipate stress hormones and for the resultant stress response to de-escalate.

For box breathing, Ambika explains the scientific backing to the technique before going on to describe how it works in practice. She describes breathing around a box, inhaling for a count of four as you visualise moving around one edge of the box, holding it for a count of four on the next edge, then exhaling for a count of four on the third edge, and finally pausing for a count of four on the final edge. This can be repeated until you feel calmer.

After learning about any of the techniques, the learner returns to the initial menu to select another or exit the activity.

Planning for success

Intro

The longer the journey, the more important it is to start off with a plan – and a career is a journey that goes on for your whole life. This exercise provides learners with some pointers for figuring out how to plan their approach to their long-term goals and dreams.
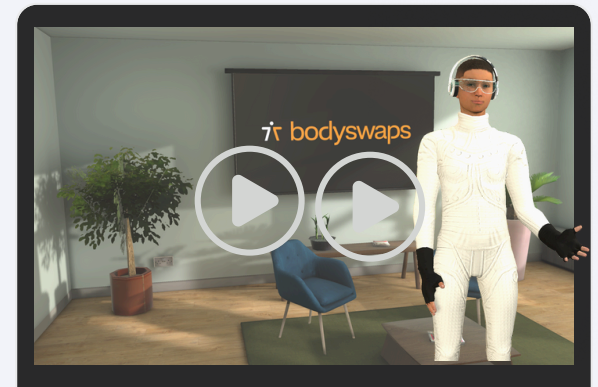
Key Learner Outcomes & Goals

Outcome:
Generate a simple plan for flourishing in your career goals

Goals:
- Identify the mindset needed to achieve long-term goals
- Learn how to plan your journey toward long-term goals

Estimated Duration:
5 minutes

Activity Summary

The exercise opens with an introduction to virtual coach Asha, near a window with a view of a mountain. They liken the learner's journey to becoming their best future self to climbing the mountain outside: the journey will be long, and it will need to be planned. To make a start on this, they propose working backwards from the top of the mountain: first identifying the goal, then how to break down the journey towards it.

Asha now leads the learner through a series of five multiple-choice questions covering a learner's early career: applying for their first job, preparing for the interview, taking that interview, not getting the job, and getting another. At each step, the learner must choose between three options. One represents a fixed mindset that doesn't push the learner toward their dream, one represents taking small steps toward that goal, and one represents pushing oneself by taking challenging steps. Each answer elicits some advice from Asha, as well as some text feedback in a popup.

As each question is answered, the learner moves a little further up the mountain diagram on a nearby screen. Now, having reached the peak, Asha concludes the exercise by reminding them that there's usually no right or wrong decisions when working towards a big goal, and that it's important to stay focused on the achievement. By the time they reach it, they may already have found a new one.

Positive self-talk

Intro

Sometimes, we're our own worst enemies – self-doubt can creep in and stymie our progress. One way to combat this and boost confidence is to practice positive self-talk. In this exercise, virtual coach Asha guides learners through the process of coming up with and delivering positive affirmations to improve their self-regard.

Key Learner Outcomes & Goals

Outcome:
Build confidence by switching from negative to positive self-talk

Goals:
- Explore the effect of positive self-talk on self-doubt
- Practise delivering affirmations to yourself

Estimated Duration:
5 minutes

Activity Summary

Asha opens with a few questions for the learner about feelings of fraudulence. For each question, the learner can respond that they feel that way all the time, sometimes, or never. No matter what they choose, Asha introduces the concept of imposter syndrome afterwards, though the way they do so differs depending on how far the learner's responses indicated that they suffer from imposter syndrome.

They go on to describe how the narrative you tell yourself about yourself can influence your worldview: consistent self-deprecation can erode your confidence, while self-affirmations can do the opposite. They ask the learner to consider what doubts they have about achieving their goals, and to share those aloud. This takes the form of a freeform recording, which is analysed for keywords indicating self-doubt.

If any keywords were identified, they appear on the screen behind Asha, who explains that the next step is to take those worries and counter them with an affirmation. Using the example of worrying about not being as good as others, they counter that with 'I can trust my own abilities'. Now that they're familiar with the concept, the learner bodyswaps with Asha to speak their affirmations to their own avatar.

Next, it's time to put them into practice. Asha shows the learner a positive pose to enhance the effects of affirmations, then puts the transcript of their affirmations onscreen for them to repeat back while assuming the pose. They close with a reminder that repeating these affirmations regularly can help banish self-doubt.

Practice speaking to an angry patient with empathy

Intro

No matter how you handle a situation, there will always be some patients who are angry at you. It's important to be ready to respond with empathy and de-escalate the situation. In this exercise, learners practise doing just that, putting their skills to the test in a difficult conversation with a furious patient.

Key Learner Outcomes & Goals

Outcome:
Feel better prepared in future to navigate difficult patient conversations with empathy

Goals:
- Practise responding with empathy to an angry patient
- Use defusing responses and avoid aggravating ones

Estimated Duration:
5 minutes

Activity Summary

At the start of the exercise, the learner can choose to watch a briefing with virtual coaches Ambika and Professor Fallowfield, or to skip straight to the simulation. The briefing consists of an introduction to William Sanderson, a retired major experiencing urinary incontinence and a chronic bad temper, and an instruction for the learner to try and get him on side before the specialist arrives to see him.

This moves the scene to the examination room at the urology clinic, where Major Sanderson awaits in a foul mood. Over the course of five freeform exchanges, the learner must speak to him in their own words, using empathetic language that shows respect, offers apologies for the delays, takes his perspective, withholds judgement on his behaviour, validates his emotions, and takes a collaborative approach.

Keyword analysis of each exchange determines whether Major Sanderson responds in a positive or an aggravated manner. Consistent application of the empathic approach leads Major Sanderson to calm down enough to cooperate, if not to be polite; a failure to apply it causes him to refuse to engage with the learner.

Afterwards, the learner returns to the tutor room for a debrief with Ambika and Professor Fallowfield, who either congratulate the learner or encourage them to work on their approach to navigating angry conversations, depending on how many of their responses successfully defused the situation. They remind the learner that no matter what, some patients will be unpleasant to them.

Finally, the learner can review the analytics for their conversation with Major Sanderson. In addition to the categories outlined above, their rate of speech, volume and intonation are all assessed, as well as eye contact and hand gestures for VR users.
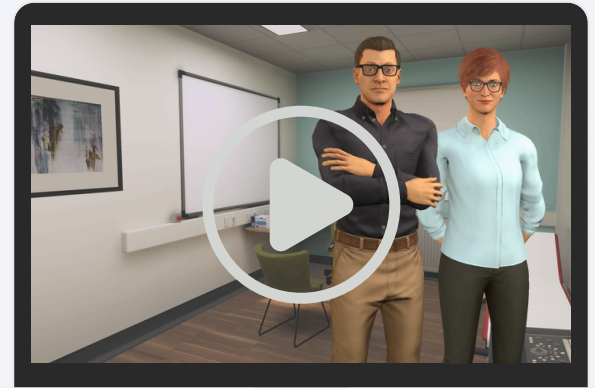
Practise calming techniques for handling hostile situations

Intro

Staying calm during hostile patient interactions isn't easy. When emotions run high, grounding techniques can help us manage stress responses and remain focused. In this exercise, learners experience an emotionally charged consultation from a junior doctor's perspective, practising personal calming techniques in real-time as tensions escalate.

Key Learner Outcomes & Goals

Outcome:

Practise techniques for staying calm in hostile situations

Goals:

- Apply personal calming techniques during a stressful interaction
- Understand how remaining calm supports effective care

Estimated Duration:
5 minutes

Activity Summary

This exercise allows learners to practise three calming techniques (depersonalisation, grounding and box breathing) during a hostile patient encounter, preparing them to apply those skills in real-world clinical settings. At the start, the learner can read short descriptions of each of the three techniques in their journal. They then witness a patient consultation between junior doctor Ambika, her patient, Lucy, and Lucy's husband Joe. As new parents, the two of them are under a lot of stress, and Lucy has been waiting months for an assessment of a suspicious breast lump. The learner bodyswaps into Ambika's perspective, watching the consultation through her eyes. They don't speak, only observe. During the consultation, Joe becomes increasingly frustrated about delays and long waiting times. His anger escalates as Ambika explains that Lucy will need to return for biopsy results.

Throughout the encounter, the learner sees visual prompts for the three calming techniques. For depersonalisation, text labels are added to Joe's 'stress' bucket, listing sleepless nights, financial worries and more. For grounding, an animated dot guides the learner through connecting awareness to the outline of their feet. For box breathing, an animated box guides their breathing cycle through three repetitions.

Practise collaborating with others

Intro

Being a strong team player means building on others' ideas, asking questions and fostering an environment where everyone feels valued. In this exercise, learners join a brainstorming session at a software company to work collaboratively with their teammates to develop creative ideas for their client's next event.

Key Learner Outcomes & Goals

Outcome:
Practise collaborating with others in a positive and productive way

Goals:
- Contribute ideas and build on teammates' suggestions
- Ask questions and respond respectfully to other viewpoints

Estimated Duration:
10 minutes

Activity Summary

This exercise allows learners to practise collaborative communication in a realistic team meeting. It opens with an introduction to the learner's new role at Mindfire, a software company that recently ran a successful event for one of their clients. The client wants to run the event again next year and needs fresh ideas to make it even better. The learner reviews the client brief and tips for effective collaboration in their journal, before joining virtual teammates Suki, Astrid, James and Jamal for a brainstorming session.

As the team debates their ideas, the learner contributes in their own words and receives guidance via text pop-ups. If they're not feeling confident or get stuck, they get the option to respond by choosing one of three pre-scripted answers to support an idea, suggest their own or build on existing suggestions.

The conversation progresses through three recordings. In the first, the learner weighs in on the target audience, in the second, they brainstorm suitable themes and in the third, they respond to the team's emerging consensus around an "ideas for innovation" concept.

Throughout the exercise, an LLM system monitors the learner's language for positive and negative team player behaviours or tracks which pre-scripted options they choose.

Each learner response is met by appropriate team reactions. After the meeting, the learner reviews their performance analytics covering eye contact, body language, articulation, tone and collaboration skills. Detailed feedback explains how their communication affected the team's dynamics and offers suggestions for future improvement.

Practise giving a speech

Intro

Public speaking is a skill that improves with practice. Whether preparing for a formal presentation or simply building confidence speaking in front of others, this exercise gives learners a chance to practise in a safe environment, in front of a virtual audience.
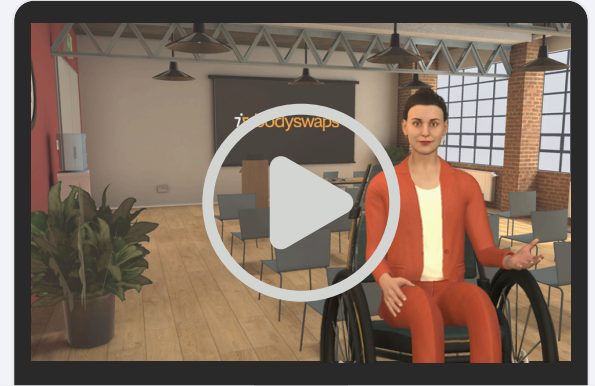
Key Learner Outcomes & Goals

Outcome:
Practise speaking in front of an audience
Goals:
- Use verbal and non-verbal communication techniques to deliver a message
- Practise your speaking duration and pacing
- Build confidence presenting to an audience

Estimated Duration:
Variable (learner chooses 1, 3, 5 or 10 minutes)

Activity Summary

In this practice exercise, learners deliver a presentation in a virtual environment with customisable setup options. At the start, virtual coach Ashley guides the learner through the three stages of the activity: preparation, performance and review.

The learner starts by selecting their presentation slides, choosing either their own or one of six pre-scripted topics:
- Becoming someone else for a day
- Describing themselves in three words
- Their earliest memory
- Being able to time travel
- Learning a foreign language
- Winning the lottery

After reviewing their slides, they select a virtual venue, which could be a classroom, corporate space or a public forum, and choose their speaking duration: 1, 3, 5 or 10 minutes.

The learner then enters their chosen venue, where Ashley sits in the audience. They can see a clock on the wall showing the remaining time and a laptop on their podium showing their chosen slidedeck. Here, the learner delivers their speech while the system records their performance. On every device, they have controller buttons to navigate through their slides during the presentation.

After their speech, the learner bodyswaps with Ashley to watch their performance from the audience's perspective. They can then review their analytics, which cover six metrics: duration, speaking pace, volume, intonation, hand gestures and eye contact. They can also review best practices and helpful guidance on using body language, speaking for the target duration, and shaping their voice in their journal.

The learner can then retry the activity with the same setup, change the configuration or finish the activity.

Practise your active listening

Intro

When teammates at work feel dismissed or ignored, tensions rise and productivity suffers. Active listening can make people feel heard and valued, helping to resolve conflicts. In this exercise, learners identify poor listening behaviours and then practise active listening techniques to repair a breakdown in team communication.
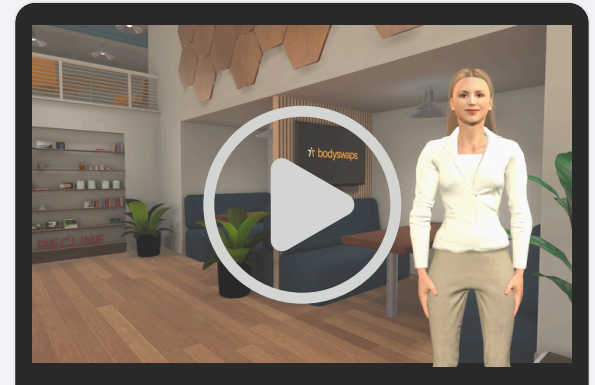
Key Learner Outcomes & Goals

Outcome:
Practise active listening to help a colleague feel heard
Goals:
- Identify behaviours that suggest someone isn't listening
- Apply active listening techniques including paraphrasing and acknowledging someone's emotions

Estimated Duration:
10 minutes

Activity Summary

This two-part exercise teaches learners to recognise and apply active listening skills. The learner joins a team participating in a business-themed gameshow, in which judge Harry has tasked teams with designing a transport system for the seaside town of Sunnyside. Teammates Suki and Jamal are arguing because Jamal isn't listening to Suki's ideas.

In the first part, the learner observes Suki and Jamal's conversation, clicking to identify eight behaviours showing Jamal isn't listening actively: focusing on himself, interrupting, closed posture, looking at his phone, changing the subject, misnaming, passing judgement and minimising. To encourage thoughtful rather than constant clicking, they have ten clicks to identify all eight behaviours. After the observation, detailed analysis explains why each behaviour demonstrates poor listening and how it affects communication. The learner can also replay each behaviour to see them in context.

In the second part, virtual coach Shayla sends the learner to speak with Suki, who is still upset, asking them to try and make her feel heard and valued. The learner can find some tips on active listening in their journal, including using the person's name, asking questions, acknowledging emotions, maintaining eye contact, focusing on the other person, withholding judgement, paraphrasing and keeping an open posture. The learner then speaks with Suki across four exchanges, guided by prompts. Once they speak, keyword analytics determine if they demonstrate active listening behaviours, and whether Suki reacts positively or negatively to their statement. An on-screen gauge tracks whether Suki feels heard across all interactions. After the conversation, the learner reviews analytics covering four skills: acknowledging emotions, focusing on Suki, withholding judgement and paraphrasing. Coach Shayla also offers some feedback depending on how successful the learner's use of active listening was. The learner can retry the conversation, if they wish. If they manage to make Suki feel heard (the gauge is over 50%), Harry judges the learner's team as the winners, citing their ability to overcome disagreements. Otherwise, he chooses the opposing team as victors.

Preparing interview stories

Intro

Every claim you make about yourself in an interview needs to be evidenced – and that means you need to prepare some strong stories to showcase your strengths, long before you ever get to the interview room. In this exercise, learners explore ways to do just that, using prompts to come up with stories that illustrate their achievements and skills.

Key Learner Outcomes & Goals

Outcome:
Start preparing stories for your story bank
Goals:
Reflect on your experience and draw out interview stories

Estimated Duration:
5-10 minutes

Activity Summary

Virtual coaches Ashley and Abeeku open by emphasising the importance of having a bank of prepared stories to take into interviews. They ask the learner to start with their strengths and think of three to five stories that illustrate those qualities, then tell them the first one that comes to mind.

Afterwards, the learner hears their story played back, thinking about anything they might like to add. This recording is not analysed, but the length of time that the learner spoke for is assessed, to help them gauge whether they spoke for long enough or whether they ran out of things to say. If they spoke for under sixty seconds, the analytics suggest using the 5 Ws (Who, What, Where, When, Why) to expand on their story, and if they spoke for under thirty seconds, the analytics give some advice on how to come up with ideas.

Now that the learner has reflected, they're offered a chance to tell it again, with more detail. This repeats the recording, with the same analytics and feedback. When they're ready to move on, Ashley and Abeeku advise them that the more stories they have in their bank, the easier it will be to think on their feet and answer questions in an interview format. To that end, they invite them to share another story – which repeats the recording again, with the same analytics and feedback.

The learner can continue sharing and refining stories until they feel they have a solid story bank, at which point they can exit.

Promoting dignity and respect

Intro

The best way to support the dignity of the people you care for is to treat them with empathy. It validates their feelings and expresses respect for their opinions. This observation exercise helps learners identify practical ways to integrate this approach into their everyday practice.

Key Learner Outcomes & Goals

Outcome:
Work together with each individual and those closest to them to plan their care in a person-centred way
Goals:
- Learn how to promote and support dignity and respect
- Identify actions that support an approach rooted in dignity and respect

Estimated Duration:
5 minutes

Activity Summary

Virtual coaches and healthcare support workers Nola and Abeeku open with an introduction to Geoffrey, who Nola supports. He lives with dementia, which can cause his wants and needs to change very quickly, making it difficult to know how much help he needs at any given moment. Nola is about to go on a home visit to get Geoffrey washed and dressed, and to speak to Geoffrey's wife, Mabel, about how things have been going. She also adds some information from Geoffrey's plan to the learner's journal, along with some considerations to bear in mind when speaking to people affected by dementia.

Next, the learner accompanies her to Geoffrey and Mabel's home to observe how Nola supports Geoffrey's dignity in the way she speaks to him. Their job is to identify each instance of dignity-supporting behaviour by pressing a button. Visual feedback is provided in real time to indicate if the learner has correctly identified a behaviour. Only the first eight clicks are counted, to encourage thoughtful rather than random clicking.

At the end of the activity, the learner is supplied with summary feedback, with a panel of buttons indicating which behaviours were identified. Clicking on a button rewinds the conversation to the corresponding instance for the learner to rewatch. Then, text feedback explains the signal and its significance in more detail. At this point, the learner can either repeat the observation activity or finish the exercise.

Recovering from setbacks

Intro

Everyone faces setbacks in life; there's no way to avoid it. But you can improve your capacity to bounce back by cultivating the right attitude and embracing a process-focused approach. This exercise introduces learners to these concepts and suggests ways that they can embrace them as they progress through their careers.
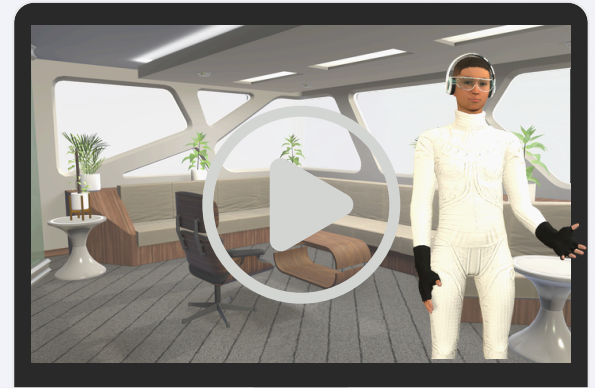
Key Learner Outcomes & Goals

Outcome:

Use inward focus and outward focus strategies for recovering from setbacks

Goals:

- Reflect on your natural responses to setbacks
- Learn inward and outward focus strategies for recovering from setbacks

Estimated Duration:
5 minutes

Activity Summary

The exercise opens by introducing virtual coach Asha, who will help the learner explore how their mindset can help them navigate challenges and setbacks. Asha explains that there will always be obstacles on the road to success – but by building resilience and knowing where to direct their focus, learners can work on their ability to handle them.

Asha takes the learner first to the mindfulness studio to work on their inward focus. Here, they explain the 90/10 principle – that is, that only about 10% of a bad day is down to the things you can't control, and the other 90% is about how you react to those things. Using the example of being given a task at work that you're not ready for, Asha encourages the learner to think through potential responses to a setback.

First, the learner must tell Asha how they'd react to this situation with a negative attitude. Then, how they'd react with a positive one. Afterwards, they bodyswap with Asha to hear these responses back, with a prompt to think about what might happen next in each case and how they might feel. Once they've had a chance to reflect, Asha underlines the conclusions they will have come to by explaining that coming at the problem with a positive attitude helps you realise that you already know what the best course of action is.

Next, Asha takes the learner to the courtyard to work on their outward focus. Here, Asha admits that there are some setbacks that attitude alone can't fix, but explains that there are ways to improve how you bounce back afterwards.

To illustrate this, they take the learner through a series of multiple-choice questions, each of which represents a decision point along the journey through their career towards their dream job. Each question has three answers – one characterised by a growth mindset, one by a mindset of accepting situations as they are, and one by a self-limiting, avoidant mindset. Asha explains the consequences of each choice as it's made, and offers some feedback at the end depending on which mindset the learner's responses tended towards.

Finally, Asha introduces the concepts of process-focused and person-focused thinking – that is, a practical, solutions-focused approach versus one that simply accepts limitations. They acknowledge that the former can be intimidating, but urge the learner to try it anyway and see how it can help them achieve their goals.

Reflect on your person-centred approach

Intro

Person-centred communication can make a huge difference to the people in your care. Whether you're starting out or already using it, it's worth taking time to reflect on how you integrate it into your practice. This exercise provides learners with a space to do just that, introducing the eight person-centred values along with a guided reflection on using them in everyday work situations.

Key Learner Outcomes & Goals

Outcome:
Reflect on how well you currently follow the person-centred values

Goals:
- Explore the eight person-centred values
- Consider how well your practice adheres to these values

Estimated Duration:
5 minutes

Activity Summary

The learner is first introduced to Nola and Abeeku, virtual coaches who will help them gauge how well their current practice reflects a person-centred approach.

Nola opens with an anecdote about a service user, Luis, who had a limited capacity to communicate verbally and was refusing his food. Through the use of visual cues, she helped him answer his questions – and found that he was finding his food too hot, but couldn't tell anyone. With that, she was able to update his care plan with a note for his food to be cooled before it was given to him. The conclusion she draws is that thinking about a person's particular needs and communicating in a way that works for them is vital when providing care.

With this idea introduced, Abeeku and Nola take the learner through a self-reflection exercise designed to gauge how person-centred their approach is. They ask five multiple-choice questions about various health and social care scenarios, each of which has an optimal person-centred answer and two answers that aren't person-centred. Learners must pick one of these three approaches at each stage.

Throughout this activity, a large gauge is shown onscreen, with one end labelled 'person-centred' and the other 'not person-centred'. Optimal answers move the needle toward the 'person-centred' end, while others move it toward the other. If, after all five questions, the needle is pointing toward the 'person-centred' end, Abeeku and Nola congratulate the learner on their person-centred approach; if it's pointing toward the other end, they share some information about how the learner can adjust their approach to be more person-centred; if it's in the middle, they offer qualified congratulations and, again, show the learner how to improve.

The exercise concludes with Abeeku and Nola emphasising that person-centred communication supports each person's unique identity and sense of self-esteem – and that part of that is knowing when to escalate things in the right way when they're beyond your control.

Reflecting on challenging patient interactions

Intro

We all respond to anger in different ways. The first step towards being able to handle angry patients more effectively is to understand our natural inclinations. In this exercise, virtual coach Professor Fallowfield shares a time when she had to handle a conversation with an angry patient, and learners then reflect on how they themselves would handle a similar situation.
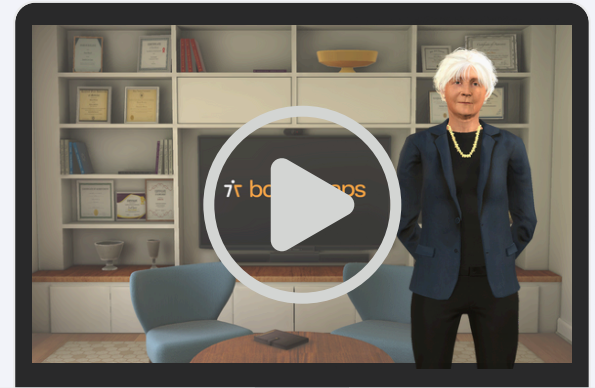
Key Learner Outcomes & Goals

Outcome:
Reflect on how you respond to challenging patient interactions
Goals:
- Reflect on past challenging patient interactions
- Determine your natural response to escalations in patient anger

Estimated Duration:
5 minutes

Activity Summary

Professor Fallowfield, the learner's virtual coach for this exercise, explains that the stress response can override everything in the heat of a moment of anger or fear. It's a normal response, but one that needs to be mastered in situations where you're dealing with an angry patient, as your response to their strong emotion can have a profound effect on their behaviour and outcomes.

Professor Fallowfield gives an example from her own history. Tragically, a patient died while she had encouraged his exhausted family to take a short break from sitting at his bedside. When they returned, they became abusive toward her. She asks the learner to describe any similar experience of their own, from their professional or personal lives.

This takes the form of a short freeform recording, in which the learner tells the story in their own words. It is not assessed in any way other than by length; more than a minute gets optimal feedback, as it shows that the learner is putting effort in, while over 30 seconds gets good feedback, and under 30 seconds poor feedback. Afterwards, the learner can bodyswap to reflect on their story and how they felt at the time it occurred.

Next, Professor Fallowfield returns to her earlier anecdote about the patient and his family, describing the situation in much more detail and stopping periodically for the learner to say how they would have responded in that moment. They must choose from three options – one that takes control of the situation, one that's very reactive, and one that's empathic. At the end, the learner receives different feedback from Professor Fallowfield, depending on which set of options they favoured.

Shaping your inflections

Intro

We often think so much about what we say that it's easy to overlook how we say it. But how you say something can radically alter the meaning your audience takes from it. In this exercise, learners will explore how changes as small as one emphasised word can completely transform a sentence, with the aim of getting them to think more deeply about how they deliver their message in future.

Key Learner Outcomes & Goals

Outcome:
Explore how different inflections can alter the meaning of your words

Estimated Duration:
5 minutes

Goals:
- Observe the effects of inflection on implications
- Consider how to use stress and emphasis to emphasise your point

Activity Summary

In the recording studio, the learner sits across from virtual coaches Nola and Ashley. Nola explains that she wants to show how powerful inflection can be. To that end, she puts a sentence onscreen, 'I didn't say he stole my money', and asks the learner to select any word it contains to have Ashley emphasise it.

Once a word is selected, Ashley reads out the sentence in full, stressing the selected word. Nola responds to her in-character to demonstrate how the meaning of the sentence has shifted with the emphasis. For example, "I didn't say HE stole my money" means something quite different to "I didn't say he stole my MONEY". The learner can repeat this, selecting a different word each time, as many times as they would like.

When the learner is ready to move on, Nola comments that she hopes the learner can see how radically inflection can shift the meaning of a sentence, and urges them to use it strategically to strengthen their message when they speak.

Shaping your intonation

Intro

We alter our intonation all the time without thinking – from talking to babies to reporting to bosses, most of us already have a suite of intonation patterns with which we navigate the world. This exercise helps learners to understand this skill and deepen it by shaping their intonation with intention, boosting their ability to engage an audience.

7:45

Key Learner Outcomes & Goals

Outcome:
Learn how to modulate your intonation to convey emotion to your audience
Goals:
Explore how intonation can affect how people perceive your speech

Estimated Duration:
5 minutes

Activity Summary

In the recording studio, the learner sits across from virtual coaches Nola and Ashley. Nola explains that she wants to show how powerful inflection can be. To that end, she puts a sentence onscreen, 'I didn't say he stole my money', and asks the learner to select any word it contains to have Ashley emphasise it.

Once a word is selected, Ashley reads out the sentence in full, stressing the selected word. Nola responds to her in-character to demonstrate how the meaning of the sentence has shifted with the emphasis. For example, "I didn't say HE stole my money" means something quite different to "I didn't say he stole my MONEY". The learner can repeat this, selecting a different word each time, as many times as they would like.

When the learner is ready to move on, Nola comments that she hopes the learner can see how radically inflection can shift the meaning of a sentence, and urges them to use it strategically to strengthen their message when they speak.

Shaping your volume

Intro

Making yourself heard is a fundamental part of public speaking. But raising the volume isn't the only way to get people's attention. In this exercise, learners explore several different ways of modulating their volume to captivate their audience and make sure their message is heard.

Key Learner Outcomes & Goals

Outcome:
Learn how volume can affect your message when presenting

Goals:
Explore the use of volume to enhance your message

Estimated Duration:
5 minutes

Activity Summary

The exercise opens with virtual coaches Nola and Ashley posing a question: how loudly should you speak when presenting? The learner is invited to explore the answer through an experiment. First, they're asked to answer a randomly-drawn question, speaking for a minute or longer to provide a baseline for their natural speaking volume. Afterwards, a chart displaying variations in their volume is displayed onscreen for them to review.

Nola explains the standard volume for speaking to someone a foot away, so the learner has a point of reference. But audiences in a presentation setting are rarely that close, and to explore how to project to them, the learner is asked to repeat their earlier answer – this time speaking to Ashley, who's moved to the very back of the room. Again, their volume is tracked on a chart onscreen. If they spoke more loudly than the first time, Ashley confirms she heard them clearly; if not, she says she didn't catch it.

Next, Nola explains how raising volume can play a part in creating drama and adding emphasis to your speech, and how lowering it can encourage people to listen more closely. To explore this further, the learner is invited to give their response once more, this time lowering the volume after the initial statement. As before, their volume is tracked onscreen for reference.

The learner now has the opportunity to bodyswap with Ashley to listen back to any of their three recordings and reflect on how speaking at different volumes affected their performance. They can also rerecord their answer to experiment further with different volumes if they wish, before the exercise concludes.

Spotting stereotypes

Intro

Unconscious biases often stem from stereotypes perpetuated in popular media. Films, TV shows and even books can present narrow character archetypes that shape how we perceive others in real life. In this exercise, learners identify harmful examples of this (Asian stereotypes in the media) by observing a conversation between two friends discussing a popular TV show.

Key Learner Outcomes & Goals

Outcome:
Understand how popular media creates and perpetuates bias that marginalises sections of society

Goals:
- Identify common Asian stereotypes in the media
- Understand the impact of stereotypical characterisation on ethnic representation

Estimated Duration:
5 minutes

Activity Summary

This observation exercise demonstrates how media stereotypes reinforce unconscious bias. The learner joins two friends Brandon and Faye discussing the latest episode of a popular TV show. Faye loved it, but Brandon found some new characters offensive, because they relied on stereotypes that marginalise Asian people.

Before starting, learners see a content warning that the activity contains racist tropes used as an educational tool. They can pause at any time if they find it triggering.
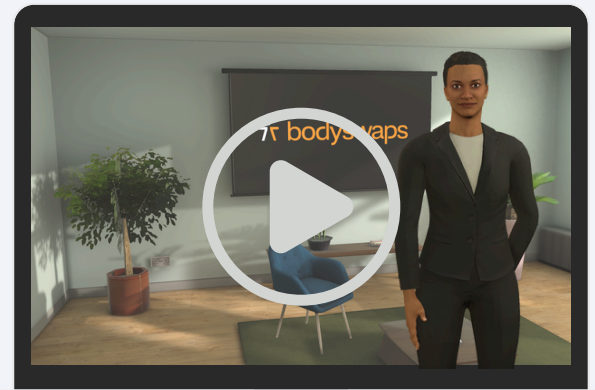
The learner then observes Brandon and Faye's conversation, clicking their controllers to identify six Asian stereotypes. Brandon challenges Faye's enthusiasm for the show by pointing out its problematic elements: an Asian store owner, interchangeable Asian cultures, a 'funny' accent, all Asians 'looking the same', model minority and all Asians knowing martial arts. The learner has eight clicks available during the conversation, to encourage thoughtful rather than constant clicking.

After the observation, the learner reviews their analytics, which explain the meaning and impact of each stereotype. Brandon then addresses the learner directly, explaining how lazy stereotyping by non-Asian writers creates unconscious biases, appropriates culture for entertainment and makes Asian audiences feel unrepresented.

Structuring your speech

Intro

How a speech is structured significantly influences audience engagement, comprehension and retention. The best speeches follow a clear beginning, middle and end pattern, but the approach can vary depending on purpose. In this exercise, learners explore three speech structures designed to inform, influence or inspire, and the most effective strategies for each.

Key Learner Outcomes & Goals

Outcome:
Understand how to structure speech content for different purposes

Estimated Duration:
5 minutes

Goals:
- Identify appropriate opening, middle and closing strategies for different speech purposes
- Understand how different speech structures affect audience engagement

Activity Summary

This short exercise is designed to encourage the learner to think about structuring their speeches. Virtual coaches Ashley and Faye explain that speech structure affects how successfully speakers engage audiences and deliver the desired messages. They introduce three speech purposes: speaking to inform (passing on information), speaking to influence (presenting proposals or recommendations) and speaking to inspire (connecting emotionally, as in keynote speeches or weddings).

The learner selects one purpose to practise, which highlights the corresponding column on an on-screen grid. Faye explains the key challenge for that purpose: if informing, grab attention quickly; if influencing, show the audience you're helping them; if inspiring, harness storytelling through the hero's journey structure.

The learner then completes three multiple-choice questions to find the best fit for the beginning, middle and end for their speech. For each section, they choose from three strategies, only one of which matches their chosen purpose.

If the learner selects an incorrect option, Faye asks them to try again. They must select the correct option to be able to move on. Each correct answer elicits an explanation from Faye about why it works, including example references from famous TED Talks by Jamie Oliver, Amy Cuddy or David Blaine that demonstrate the strategy in action. As the learner progresses, the grid fills with and highlights their selections and, after finishing, they can have another go with a different speech purpose or exit the activity.

Talking to a family member of someone in your care

Intro

Prioritising the rights of vulnerable individuals whilst working with their families can be challenging. Person-centred communication can help balance the needs of the person receiving care with those of the people closest to them. In this exercise, learners practise person-centred communication techniques during a welfare check with the wife of someone living with dementia.

Key Learner Outcomes & Goals

Outcome:
Work with a family member of a person you're caring for to plan care in a way that's best for the vulnerable individual

Goals:
- Apply person-centred communication with a family member of a vulnerable individual
- Demonstrate respect for privacy and autonomy in care decisions

Estimated Duration:
5 minutes

Activity Summary

In this activity, learners practice empathetic and person-centred communication with a family member of a vulnerable individual. At the start, virtual coach Nola explains she's been caring for Geoffrey, who lives with dementia and has scheduled a welfare check with his wife Mabel. The learner reviews Mabel's file: at 72 years old, she's Geoffrey's primary carer and loves him deeply, but struggles to handle his changing preferences. She also attends dementia club with Geoffrey and their daughter Louise.

Then, Nola sends the learner to speak with Mabel while she helps Geoffrey get dressed. The conversation has six dialog exchanges. In each one, the learner chooses what to say from three multiple-choice options, only one of which demonstrates person-centred communication. The exchanges cover focusing on Mabel's wellbeing, rather than immediately asking about Geoffrey, showing compassion when she describes feeling invisible, respecting her efforts as a carer, offering to arrange transport when she mentions a scheduling problem and encouraging her to respect Geoffrey's changing food preferences and privacy.

Correct responses show empathy for Mabel, whilst prioritising Geoffrey's autonomy and preferences. Incorrect responses are dismissive, make assumptions, overstep boundaries or undermine Geoffrey's capacity to make his own choices. After each choice, the learner gets immediate feedback explaining if their response was appropriate. Mabel's replies and tone also reflect whether their approach was effective. The learner must choose the correct option each time before they can move on.

TeamSTEPPS simulator - Call-out

Intro

No one in healthcare works alone. Whether the team is carrying out routine care or a high-stakes operation, good collaboration is vital. This activity offers a dedicated space for learners to practise coordinating a patient emergency using some key principles of the TeamSTEPPS® technique Call-Out.

Key Learner Outcomes & Goals

Outcome:
Gain confidence in using Call-Outs for communicating collaboratively

Goals:
- Take on the role of situational leader and coordinate a response team with Call-Outs
- Practise assigning primary roles and initiating an open dialogue with the team

Estimated Duration:
5 minutes

Activity Summary

Learners are dropped right into action in this scenario, where their goal is to use Call-Outs to handle a patient emergency. They're checking in on a patient, Zhuri, when she suddenly falls unconscious. After some pop-up interactions that help the learner raise the alarm and check Zhuri's pulse, they discover she's gone into cardiac arrest. It's all hands on deck; the recovery team arrives on the scene, comprising nurses Tala, Peter, and Zac. As the learner is the first one attending to Zhuri, they're the situational leader and the team is awaiting their instruction.

The learner isn't leading entirely on their own, though. A virtual coach, Nurse Sam, is on hand via text pop ups to provide some direction, encouragement, and feedback.

The learner must speak aloud to Tala, Zac, and Peter to begin the resuscitation effort. Their aim is to deliver Call-Outs that effectively assign three primary roles to the team and initiate an open dialogue that'll keep communication flowing as the situation progresses. When the learner responds, AI analyses if they're successfully achieving this goal, and Tala, Zac, and Peter reply accordingly. They'll either confirm their assigned roles, or sound uncertain about what to do.

Nurse Sam runs a mini-debrief with the learner at the end. If the learner had a hard time with Call-Outs, she offers feedback and a hint about what to do differently, then invites them to try again if they wish. Her concluding thoughts also emphasise that Call-Out's strength is helping caregivers act in perfect sync with their team.

TeamSTEPPS simulator - Check-back

Intro

Making mistakes when exchanging information in healthcare – verbally or digitally – can risk patient safety. In this activity, learners are tasked with using the simple TeamSTEPPS® tool Check-Back to help them build the habit of accurately verifying information.

Key Learner Outcomes & Goals

Outcome:
Build the habit of using Check-Back to verify information and close communication gaps

Goals:
- Proactively initiate a conversation with a virtual colleague to check your understanding
- Use Check-Back thoroughly to verify a patient's treatment and discharge plan

Estimated Duration:
5 minutes

Activity Summary

In this activity, the learner takes on the role of a registered nurse starting a fresh shift at Summerview Hospital. They're about to receive some key patient information, and their goal is to use Check-Back to validate their understanding.

They enter a private hospital room, where cardiologist Dr Huan is just about wrapping up a conversation with patient Kevin. Dr Huan passes some details on to the learner, who's due to coordinate Kevin's discharge. The learner must then choose an initial response from one of three multiple choice questions. Two responses are proactive and make positive efforts towards verifying the patient details. One can forgo checking back and skip this essential verification phase, and choosing this prompts their virtual coach Nurse Sam to draw gentle attention to this slip up for future awareness.

If the learner selects a response that reflects their intent to check back, they're then invited to speak aloud. As they do, AI technology analyses if they're checking back all the key details. The learner elicits different replies from Dr Huan depending on what they say, such as him correcting any details they got wrong or confirming correct information.

When all the patient details are verified, Nurse Sam praises the learner's proactivity in preventing any possible communication errors. Oppositely, a spotty Check-Back prompts feedback from Nurse Sam: you never know what wires might get crossed in information transfers like this one. Thorough Check-Backs are the golden standard for keeping this from happening, as they help guarantee the giver and receiver are on the same page.

TeamSTEPPS simulator - CUS

Intro

Positive patient outcomes rely on caregivers making their voices heard when something seems off. Unfortunately, many lack the confidence or wherewithal to do so. In this activity, learners practise using the TeamSTEPPS® technique CUS to articulate a clinical concern in a clear, compelling way, and course-correct a patient's care plan.

Key Learner Outcomes & Goals

Outcome:
Feel confident in proactively raising clinical concerns using CUS

Goals:
- Take initiative to raise a care concern with a virtual attending physician
- Use each part of CUS – concerned, uncomfortably, safety – to raise the issue with professionalism and clarity

Estimated Duration:
10 minutes

Activity Summary

In this activity, the learner sits in on a medical consultation that unfortunately warrants them raising a concern with CUS. The consultation is between patient Emmanuel (who has a chronic cough) and Dr Grace (the internal medicine physician). Also present is Emmanuel's son-in-law, helping translate for Emmanuel, whose mother tongue is Spanish.

As the conversation unfolds, translation barriers become evident. Derek's rudimentary Spanish provides some assistance in building a picture of Emmanuel's condition, but it's clearly not smooth sailing. To make matters more murky, Dr Grace leaves the room and the learner witnesses Emmanuel coughing up blood. This symptom was not captured during the consultation.

At this stage, Nurse Sam asks the learner what action they'd like to take. The learner is prompted to choose an initial response from one of three MCQ options. Their goal here is to choose one that moves towards raising a concern with Dr Grace about the suboptimal consultation.

If the learner chooses a response that forgoes talking to Dr Grace, Nurse Sam gently notes it's not easy knowing when to speak up, but taking the initiative at a critical crossroad like this one is vital for ensuring positive patient outcomes.

If they select a response that intends to apprise Dr Grace of their concern, they're invited to speak aloud to her. As they do, AI technology analyses if they're using CUS to raise a clear and compelling concern. In their own words, they need to state why they're "Concerned" (C), why they're "Uncomfortable" (U), and why they deem this a "Safety" matter (S), supporting each part with clinical judgement about the language barrier and Emmanuel's bleeding.

Depending on how effectual their use of CUS is, Dr Grace is either swayed to reassess the situation or sees no issue and proceeds with her original care plan.

At the end, the learner has a mini-debrief with Nurse Sam. If they succeeded, she praises the learner for taking that vital initiative to make their voice heard. Oppositely, if the learner struggled to use CUS, Nurse Sam sympathises that it's a daunting endeavour to call attention to things that don't seem right. She reminds them that the power of CUS rests in its impactful terminology and structure. By providing helpful scaffolding for what you want to say, it can make it much easier.

TeamSTEPPS simulator - SBAR

Intro

Amidst the chaos of everyday shifts, many caregivers struggle to deliver comprehensive yet digestible patient reports and handoffs. The ensuing confusion can cause delays, mix-ups, and poor patient outcomes. In this activity, learners are tasked with giving report to a charge nurse using SBAR – a staple TeamSTEPPS® tool for clear information sharing.

Key Learner Outcomes & Goals

Outcome:
Gain experience in sharing information and nursing judgements with the SBAR structure

Goals:
- Practise organising patient details into each part of SBAR
- Transfer information to a charge nurse in a structured and clear manner

Estimated Duration:
5 minutes

Activity Summary

In this activity, the learner plays as a registered nurse who must use SBAR to update their charge nurse about a hospital inpatient, Kevin. To prepare, the learner firstly watches an important part of Kevin's story: what happened to him in Summerview Hospital's waiting room. From this scene, they glean key information about Kevin's admitting diagnosis and medical history, helping to inform their SBAR report.

The learner is a fly on the wall during Kevin's story. He and his girlfriend Joanna converse with triage Nurse Tala in reception, and all the while Kevin seems agitated. The ensuing conversation unravels essential facts about Kevin: ongoing heart palpitations, dizziness, blurry vision, and regular energy drink consumption. Then, things take a worrying turn. Kevin feels overwhelmingly sick and faints, and must be admitted.

Now, the learner finds themselves at Kevin's bedside and receives a text pop up containing more medical information. Charge Nurse Zac is also present. He's currently rounding and awaiting a clear and concise report about Kevin. The learner provides this by speaking aloud, and behind the scenes AI technology analyses their response to see how well they segment the key information into each part of SBAR.

Depending on how effectual their use of SBAR is, Charge Nurse Zac expresses certainty about Kevin's current needs and thanks them for the update, or he seems confused about the situation.
At the end, the learner joins virtual coach Nurse Sam for a mini debrief. A successful display of SBAR impresses her and she assures the learner their collaborative efforts will soar if they keep it up. Oppositely, if the learner had a hard time, Nurse Sam advises they continue practising SBAR until it becomes second nature. It makes all the difference between clarity and confusion.

TeamSTEPPS simulator - Task Assistance

Intro

When a culture of proactively offering and requesting assistance thrives in healthcare, so too does teamwork. Key principles of the TeamSTEPPS® tool Task Assistance can help nourish that culture. In this activity, learners make various choices during a nursing shift to discover how well their actions and communication style align with Task Assistance.

Key Learner Outcomes & Goals

Outcome:
Hone your ability to proactively give and receive effective team support

Goals:
- Show good initiative in reaching out for assistance
- Demonstrate you can communicate and support a teammate with affirming responses

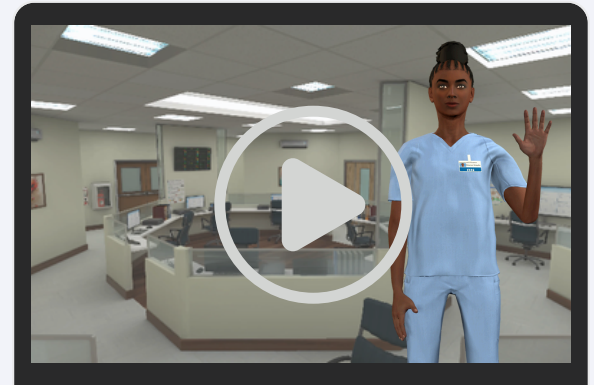**Estimated Duration:**
5 minutes

Activity Summary

In this activity, the learner plays through two scenarios as a registered nurse: one where they have the opportunity to receive team support and one to give it. Each choice they make accrues a hidden score, based on whether it would uplift or diminish a culture of proactive, affirming teamwork and support. At the end, they'll receive feedback accordingly.

In the first scenario, they discover their lunch break is due but important tasks are still outstanding. A proactive response is to seek support to redistribute the workload, as this protects their wellbeing and potentially that of their patients. But the choice is theirs: an MCQ pop up gives them three possible ways to respond.

In the second scenario, a block of free time affords them the opportunity to assist a teammate, Nurse Peter. They decide whether they want to offer help and, if so, how they communicate with Peter during the task.

Nurses Tala and Peter respond differently depending on the learner's choices. Affirming, proactive responses elicit positive reactions and smooth teamwork. But diminishing or self-focused responses cause friction or upset, reducing the team's camaraderie and making collaboration a bumpier experience.

At the end, they debrief with their virtual coach, Nurse Sam. If they displayed a string of supportive behaviours, Nurse Sam cheerfully comments that their collaborative attitude is an asset to any healthcare team. Oppositely, if their choices were inconsistent or primarily unsupportive, Nurse Sam acknowledges that these small decisions may not seem consequential, but they matter very much for synchronising and empowering a team.

The importance of body language

Intro

When we communicate with others, how we carry ourselves often says just as much, if not more, than our words! In this activity, learners explore a handful of ways they can use open body language to convey meaning and connect with an audience, and how closed body language can hinder their efforts.
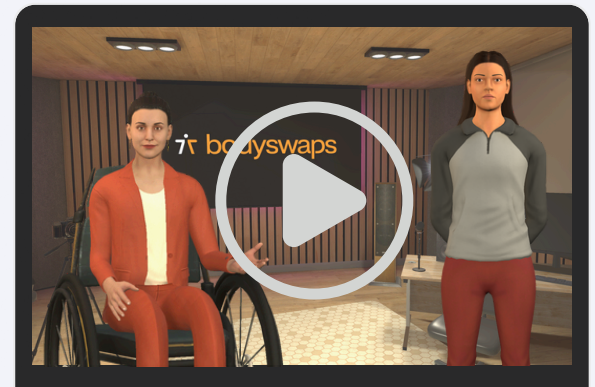

Key Learner Outcomes & Goals

Outcome:
Understand the message that open and closed body language can convey

Goals:
- Identify the open and closed gestures displayed by a speaker
- Learn how body language can supercharge or or undermine your intended meaning

Estimated Duration:
5 minutes

Activity Summary

The goal of this exercise is to improve the learner's awareness of how body language colours what we say.

It starts with the learner joining virtual coach Ashley, where they'll see first-hand how disconnected, closed body language can degrade communication. As Ashley welcomes them to the activity, her eye contact is not with the learner, but a different part of the room altogether. After a few moments, she promises she wasn't ignoring them or intending to be rude. She was demonstrating how important eye contact is for connecting with those you speak to!

With this food for thought in mind, the learner is whisked off to watch Nola, a performance coach, give a short speech. Her delivery is packed with displays of positive and negative body language, and the learner's task is to try and spot them. They must pay close attention and press a button when they think they see an example. There are 8 instances to observe (4 each), and the learner is permitted 10 clicks, rather than infinite, to encourage thoughtful pressing.

Nola's speech draws to a close and the learner discovers whether they correctly identified each instance. They also learn what sort of message these can convey – for better or worse. For instance, lively gestures can infuse your message with enthusiasm and increase engagement. But crossed arms should be used with caution. Some people interpret this as thoughtfulness, others as defensive or confrontational!
At the end, Nola and Ashley offer some final thoughts that punctuate what the learner explored and encourage them to think about their own body language. Skilled communicators always pay attention to what their body says – not just their words – when they speak.

The Surgeon's Dilemma

Intro

The Surgeon's Dilemma is a common thought exercise that spotlights automatic, biased thinking – in this case, gender bias. For this activity, learners are challenged to answer the famous question posed by the dilemma: who was the surgeon? It gives the learner a judgement-free space to self-reflect on any of their own biases.

Key Learner Outcomes & Goals

Outcome:
Gain awareness of how automatic thinking can cause anyone to have biases
Goals:
- Challenge yourself to think about The Surgeon's Dilemma
- Self-reflect on your own unconscious bias

Estimated Duration:
5 minutes

Activity Summary

In this exercise, the learner faces an age-old riddle known as The Surgeon's Dilemma, to see what their answer reveals about any unconscious biases they hold.

Told by virtual coach Abeeku, the story goes like this: "A father and son are involved in a car accident. The father is killed and the son is rushed to hospital for emergency surgery. Upon seeing the patient, the attending surgeon says, "I can't operate on this patient, this is my son!"

Many of us trip up mentally when hearing this scenario, as we default to thinking: "But how? The father died!" Our thoughts can go through all sorts of mental gymnastics to support the unconscious bias that the surgeon must be a man. For example, "It was the father, he didn't die", or "The son must be adopted", or even "The surgeon is a priest."

The learner is invited to speak aloud to answer the question: who is the surgeon? The answer, of course, is the surgeon is the mother! If learners make the same mistake as many, there's no judgement here. Coaches Nola and Abeeku reassure them that it's in our nature to look for patterns. But sometimes it can lead to biases. When this mode of thinking starts clouding our judgement or causing unfair treatment of others, that's when it's worth our attention.

Think about how bias affects you

Intro

Reflecting on times when we've experienced bias can build empathy for how harmful it is to others too. In turn, we can better challenge our own biased thinking in future. In this activity, learners take a moment to consider what it feels like facing age-related bias.

Key Learner Outcomes & Goals

Outcome:

Gain awareness of how biases can have a negative impact on us

Goals:

- Reflect on your personal experiences with age-related bias
- Consider the emotional and practical impacts of bias on you and others
- Build empathy for others who face bias

Estimated Duration:
5 minutes

Activity Summary

In this exercise, learners answer a series of Likert-style self-reflection questions about their experience with age-related bias. Then, they spend some time with the virtual coaches exploring their answers. What degree of bias have they faced and can they imagine the experiences of others too?

If the learner's answers suggest a life filled with age-related bias, the coaches acknowledge how tough that must've felt. The upside, they explain, is that we can use those lived realities to extend empathy to others. After our own experiences, we know all too well the enduring and wide-reaching effects. The practicalities of daily life are stifled, such as opportunities to make decisions at work or school, receive respect from seniors, and engage in conversation as an equal.

Oppositely, if the learner's answers suggest a life mostly free of age-related bias, the coaches express relief that they were spared the toll it can take. But they also point out that they're one of the lucky few. The learner is encouraged to think about how different their life experiences could've felt if their answers were the inverse. It can be hard to imagine, but taking that mental leap nourishes the empathy we vitally need to unravel unconscious biases.

Understanding different types of team players

Intro

Effective teams require strong individuals working together and bringing their unique strengths to achieve shared goals. Understanding personal team player styles can help learners recognise how they contribute and interact within teams. In this exercise, they complete a short self-assessment quiz to identify their primary team player style and reflect on how it manifests in their teamwork experiences.

Key Learner Outcomes & Goals

Outcome:
Reflect on your primary team player style

Goals:
- Identify personal team player style through self-assessment
- Understand the four team player styles, their characteristics and how they contribute to team success

Estimated Duration:
5 minutes

Activity Summary

This reflective exercise helps learners identify their team player style using Glenn Parker's framework: communicator (process-oriented), contributor (task-oriented), collaborator (goal-oriented) and challenger (question-oriented).

After a brief introduction from virtual coaches Nola and Leo, the learner moves to a boardroom where four icons appear on screen, each representing the above styles with a corresponding gauge. The learner then answers six questions about teamwork scenarios, selecting responses that most closely match their natural instincts. Questions cover decision-making priorities, how teammates might perceive them, what they focus on when joining teams, personal weaknesses, what annoys them about teammates, and their main role during meetings.

After the quiz, the screen reveals which style the learner identifies with the most. Nola and Leo describe the characteristics, strengths and potential weaknesses of that style. If no single style dominates, they explain that that's okay and the learner represents a combination of types. The learner can then optionally explore the characteristics, strengths, and weaknesses of the other styles through a popup menu.

Finally, the learner records a reflection about a time when their actions in a team represented one of the four styles. They can then bodyswap to watch their avatar retelling their story.

Understanding unconscious bias

Intro

Everyone holds unconscious biases. While common, these biases can negatively affect our interactions and judgments. In this exercise, learners listen to an imaginary scenario and complete a short self-reflection to identify their potential unconscious biases.

Key Learner Outcomes & Goals

Outcome:
Self-reflect to identify any potential unconscious biases

Goals:
- Identify personal unconscious biases
- Understand that unconscious biases can cloud judgement and negatively impact others

Estimated Duration:
5 minutes

Activity Summary

This short, reflective exercise uses an imaginary scenario to challenge the learner's assumptions and unconscious bias. At the start, Virtual coaches Nola and Abeeku explain that bias is natural but problematic when it negatively impacts others.

Then, Nola narrates a short story about people she saw and encountered during a recent flight. She asks the learner and Abeeku to close their eyes and picture the characters involved: a honeymoon couple, the pilot, flight attendants, a fellow passenger and an immigration officer.

After the story, the learner opens their eyes, and Nola asks them and Abeeku to consider what they saw. Abeeku describes his imagined, stereotypical version of each character (a straight couple, male pilot and so on). Nola reveals the reality of the characters: the straight couple Abeeku imagined was actually a gay couple, the pilot was a woman, and so on, contradicting the common stereotypes.

The coaches conclude by explaining that bias is often conditioned by the media and one's upbringing, and the key takeaway is to be vigilant and have a self-awareness of it.

Using values to navigate potentially difficult situations

Intro

Organisational values are useful guides for navigating workplace dynamics. In this exercise, learners practice using core professional values to approach a challenging conversation with a colleague, and reflect on how different value-driven approaches lead to different outcomes.

Key Learner Outcomes & Goals

Outcome:
Apply organisational values to navigate a challenging conversation with a colleague

Goals:
- Understand how organisational values can help to structure a challenging conversation
- Explore how different value-based approaches impact conversation outcomes

Estimated Duration:
5 minutes

Activity Summary

This exercise challenges learners to apply organisational values during a potentially difficult conversation with a colleague. The learner begins by assuming the role of a team member on a nursing team at the busy Stillwater Hospital. To prepare for their shift, they first familiarise themselves with the hospital's five core values: Patient-focussed, Professional, Compassionate, Morally Courageous, and Proactive.

The learner then moves to the nurses station to meet Kam, who is visibly stressed. He asks the learner to tell their colleague, Jerome, to clean a room, because an A&E patient is due to be placed there soon. Jerome is sitting nearby, reading a book.

The learner receives a phone message from their virtual coach, Dani, guiding them to select the two or three most appropriate organisational values to use when delivering the message to Jerome.

The learner then speaks to Jerome in two stages: first they greet him, then deliver Kam's message. After the greeting, Jerome explains that he's having a difficult, busy day and he's reading because he's still on his break. Then it's up to the learner to convey Kam's message without being insensitive to Jerome's wellbeing.

The AI system analyses what the learner says, scoring their use of each chosen value. Jerome responds based on the learner's score, primarily influenced by the level of compassion and understanding the learner shows to him. Coach Dani provides immediate feedback via phone texts, explaining Jerome's reactions.

The learner then meets Dani in the break room to discuss the results. She emphasises that while all Stillwater Hospital's values may apply to the task, Compassion is crucial when talking to a tired and busy colleague. Dani encourages the learner to try again and frame the message using different values to observe and compare any changes in Jerome's reactions.

Values in the workplace

Intro

Healthcare is a fast-paced working environment, and many teams will face a huge variety of situations in a single shift alone. This exercise helps learners consider how organisational values can help a team adapt to shifting situations and achieve better outcomes.
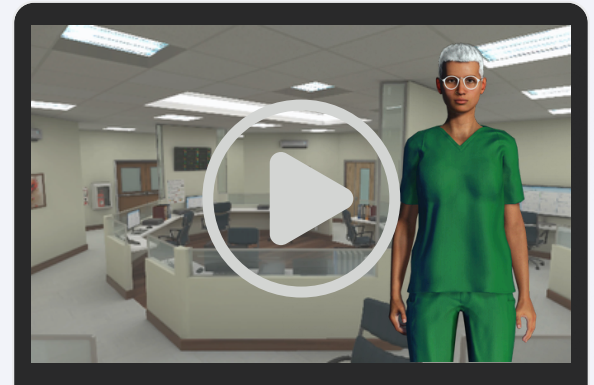
Key Learner Outcomes & Goals

Outcome:
Explore how organisational values can be used to drive better outcomes in the workplace

Goals:
- Identify values-driven behaviours in the workplace
- Identify missed opportunities to make a difference using values

Estimated Duration:
5 minutes

Activity Summary

The exercise begins in the staff break room with an introduction to Stillwater Hospital and its shared values, which are added to the learner's journal for reference throughout. Virtual coach Dani explains that they'll be sitting in on the morning handover at the hospital. Their task will be to look for examples of team members behaving in ways driven by the hospital's values – as well as missed opportunities where values could've improved their outcomes.

The learner then moves to the central nurses' station, to watch the morning handover. They must press the left and right buttons to identify the good and lacking behaviours, respectively. There are eight behaviours to identify, and only ten presses in which to identify them, to encourage thoughtful rather than constant pressing.

Visual feedback is displayed onscreen when the learner correctly identifies a behaviour. At the end, the learner receives summary feedback that shows how many of the behaviours they caught. Here, they can see more information about all of the behaviours and replay them to see them in context.

To close the exercise, the learner returns to the staff break room. Dani congratulates them for diving in and reminds them to be alert to the difference values-driven behaviours can make.

Values-driven behaviours

Intro

When working as part of a busy, ever-changing team, you may not always know everyone well – but if everyone knows your organisation's values, you can still collaborate effectively. In this exercise, learners see how making use of organisational values can make all the difference in providing care as a team.
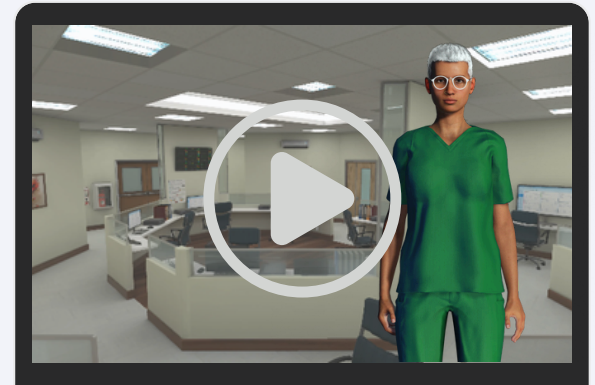
Key Learner Outcomes & Goals

Outcome:
Explore how organisational values can help individuals work together and make better choices
Goals:
- Consider how organisational values can inform your approach to workplace situations
- Observe how values-driven approaches lead to better outcomes over non-values-driven approaches

Estimated Duration:
5 minutes

Activity Summary

The exercise begins in the staff break room with an introduction to Stillwater Hospital and its shared values, which are added to the learner's journal for reference throughout. The learner will be helping an agency nurse, Nisa, with a task in the clinical department.

Each time she speaks, the learner must choose whether Nisa should stick with what she said, or replace it with one of two alternatives. The goal is to select the response that best reflects the Stillwater values. Only correct choices progress the scenario; wrong choices show the learner what happens next, then prompt them to rewind time and attempt again, so they can explore the effect of different approaches on the situation.

As well as seeing the consequences, each choice occasions a text message from virtual coach Dani, who provides some more specific feedback on why it was or wasn't the right option.

After five conversational exchanges, the scenario concludes and the learner returns to the staff break room for a debrief with Dani. She emphasises that the most effective choices reflect the shared values of Stillwater Hospital, and that they were effective in part because both Nisa and the nurse she was working with shared an understanding of them.

Verbal de-escalation of a vulnerable resident

Intro

Responsive behaviour from residents is a common challenge for teams working in supportive care facilities. Finding and meeting the needs to de-escalate these behaviours isn't easy, but this exercise aims to give learners a safe space in which to practise these skills.

Key Learner Outcomes & Goals

Outcome:
Practise navigating situations where residents exhibit responsive behaviours

Goals:
- Detect signs of escalating responsive behaviours
- Use verbal techniques to de-escalate the situation
- Support the individual while keeping themselves and other residents safe

Estimated Duration:
10 minutes

Activity Summary

The exercise opens with the learner choosing whether they'd like to support Johnny, a young autistic man, or Nancy, an older woman living with dementia. Both scenarios follows the same structure: first, the learner is given a chance to read the resident's support plan (which can be accessed here for Johnny and here for Nancy). Then, they're introduced to the character and situation by virtual coach Olivia in the tutor room. She emphasises the importance of checking and adhering to the plan.

Afterwards, the scene changes to Nancy's care home or Johnny's group home. Here, the learner will speak in their own voice over four to five freeform exchanges (depending on their choices), with the aim of calming Nancy/Johnny down and supporting them to return to their usual routine. AI processes the learner's statements and steers the direction of the conversation, based on how supportive the learner was of their needs.

Learners can also see a helpful 'traffic light' chart on a nearby TV screen, which shows whether the resident's behaviour is currently at baseline (green), escalation (amber), crisis (red), or recovery (blue).

The learner won't see either resident return to green during this scenario, but bringing them to recovery will unlock a bonus 'good ending' where they see them at baseline after the debrief. As well as the immediate visual feedback from the resident and the traffic light, learners receive texts from Olivia throughout the activity that provide guidance on how well they did and how to improve on it, if needed.

Whether they succeed, fail or quit early, the learner returns to the tutor room with Olivia for a debrief. This opens with some personalised feedback based on the overall number of helpful responses given. In all cases, she points out the likely causes of the resident's behaviour and re-emphasises the importance of reading support plans in providing care.

Afterwards, she asks the learner what they think could have been done to help prevent the situation they just played through from arising in the first place. Keyword analytics determine whether the learner has picked up on strategies from the support plan or come up with viable strategies of their own. However they respond, Olivia lists a few suggestions of her own to act as starting points for the learner's thoughts.

If the learner managed to de-escalate the situation, they return to the care home/group home to see the good ending scene. Otherwise, they may simply retry or exit.

Warm up your voice

Intro

Speaking well is about more than just finding the right words
– it's about getting the words out fluently and fluidly. In this
exercise, the learner is led through a selection of vocal
exercises or vocalises they can use to warm up their voice
and make sure it flows when the moment comes.

Key Learner Outcomes & Goals

Outcome:
Learn how to warm up your voice before giving a presentation

Goals:
Practise using vocal exercises to warm up your voice

Estimated Duration:
5 minutes

Activity Summary

In this exercise, virtual coaches Nola and Ashley take the learner through seven vocal exercises
('vocalises'), to help warm up their voice in preparation for speaking.

Each exercise aims to warm up a different part of the mouth or throat, or trains fluidity in speech. As Nola
performs the exercises, her audio levels are visualised onscreen. As the learner repeats them, their audio
levels are superimposed over her own, to show how closely they matched.

Afterwards, Nola encourages the learner to look up more vocal exercises online to keep training their voice.

Your best future self

Intro

Where do you see yourself in 20 years? And how do you go about getting there? In this exercise, learners explore these two interconnected questions through the lens of a growth mindset, with a visualisation activity to burnish their ambition, then they plan how to achieve it.
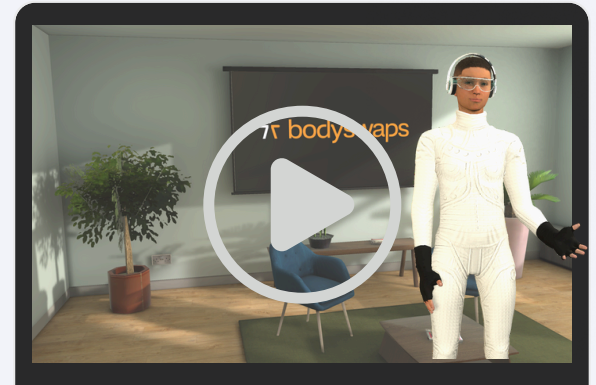
Key Learner Outcomes & Goals

Outcome:
Consider your aspirations and visualise a future you wish to achieve
Goals:
- Reflect on your aspirations for the future
- Make a plan about how to achieve those aspirations

Estimated Duration:
5 minutes

Activity Summary

The activity opens with an introduction to virtual coach Asha, who will show the learner how taking charge of their actions today can positively influence their future. Asha asks the learner to imagine what their life would be like if all their dreams came true, then travels forward in time with them to a futuristic room.

Here, the learner meets their 'Best Future Self', an aged-up version of the learner's chosen avatar, presented as a hologram. Asha tasks them with describing their future self's achievements and lifestyle, encouraging reflection on their ambitions and where they might be in 20 years' time.

Next, Asha explains that to achieve their best future self, they'll need to approach life with a growth mindset.That is, a belief that their abilities don't remain static – they can be improved through applied effort.. With that in mind, Asha asks the learner if they were ambitious enough the first time, or if they would like to re-record their earlier answers to reimagine their future self.

Asha then introduces the concept of creating your own success. To get from where they are now to their best future self, the learner will need a plan for self-improvement. Asha asks them to think of one thing they could start doing to help them grow their abilities, one they could stop doing, and one they could continue doing. After recording all three answers, the learner bodyswaps to hear them back in any order of their choosing.

Asha ends with a call to action, asking the learner to commit to trying those ideas for two weeks to see how they work. If the ideas do work, Asha suggests continuing with them; if not, that there might be other things the learner could stop, start or continue doing that might work better.

Your values and purpose

Intro

Connecting with their personal values and purpose helps learners manage self-doubt and imagine a positive future. This activity is a short, guided reflection to help the learner identify their core personal values and use them to create a motivating purpose statement.
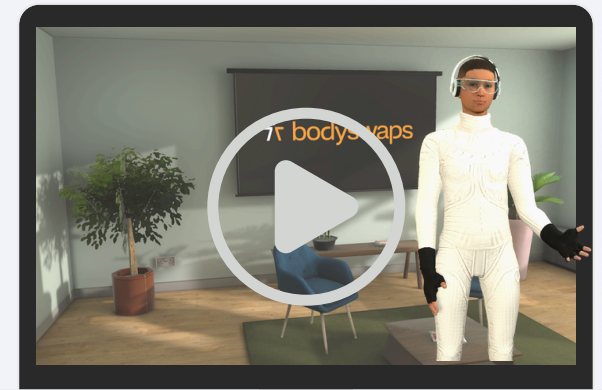
Key Learner Outcomes & Goals

Outcome:

Define a personal purpose statement based on your core values

Goals:

- Identify your personal core values
- Create a purpose statement to guide future actions

Estimated Duration:
5 minutes

Activity Summary

This activity helps the learner discover and define their personal values and a purpose statement. At the start, virtual coach Asha explains that connecting with one's purpose and values can help manage self-doubt.

She then guides the learner through four reflective conversation exchanges. In the first, the learner speaks about someone they admire and their key qualities, then they describe a time when they felt fulfilled, then their proudest accomplishment, and finally, they speak about their own qualities that friends or teachers would identify as their best.

The learner responds in their own words, for up to one minute in each exchange. The AI system analyses their speech for keywords related to personal values (such as integrity or kindness). Those words are then displayed on screen to inspire the learner to combine them into a purpose statement.

Asha explains that a purpose statement is a sentence that sums up the learner's core beliefs. Then, she invites them to record their statement aloud. The learner can speak in their own words or select a pre-scripted version suggested by Asha. Afterwards, they can bodyswap to see their avatar speaking the statement from Asha's perspective, choose to try the activity again or exit.