

# SDG13 Climate Change Engage Game Design



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### Lesson 15: Defining the Challenge and Forming Teams

**Subjects: Design, Environmental Science, Game Design, Geography, Science, Technology**

#### **Lesson Title and Summary: Defining the challenge and forming teams**

In this lesson, learners will begin to consider the key aims of the project and develop teams. In order to come up with a well-rounded pitch, it is important to answer the driving question in full. By breaking down and analysing each part of the question, learners have a more focused approach to their research, ideas and solutions.

#### **Vocabulary: Adaptation; Driving Question, Mitigation**

#### **In this lesson, the learner will:**

- Break down the driving question into key components
- Examine what each component of the question is asking them to focus on
- Understand the driving question in more detail
- Be able to plan their research and project management tasks more effectively

#### **Materials**

- Driving Question
- Poster size paper
- Markers

**4** QUALITY EDUCATION



**9** INDUSTRY, INNOVATION AND INFRASTRUCTURE



**11** SUSTAINABLE CITIES AND COMMUNITIES



**12** RESPONSIBLE CONSUMPTION AND PRODUCTION



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### Activity Instructions

#### Activity 1 Breaking down the question (15 mins)

1. Write the driving question on the board

*How do we increase awareness of climate change adaptations for 15-17-year-olds through game design?*

2. Ask the learners to work in pairs to briefly discuss the key parts of the question
3. As a whole group, discuss the key parts of the question, underlining them

Key parts of the question

- Increase awareness
- Climate change adaptations
- 15-17-year-olds
- through game design

#### Activity 2 Examining the components (25 mins)

1. On each piece of poster paper, write one of the key parts of the question
2. Stick each piece of paper at the front of the room
3. Examine each part of the question and write learner ideas/responses onto the poster paper
4. Review the question as a whole and keep the poster paper available to refer to throughout the module - see the discussion prompts in the extension / reduction box

#### Activity 3 Forming teams (10 mins)

1. Encourage learners to reflect on the skills required for the task based on lessons 1 - 8, and their experience of any group work to date.
2. Ask students to form teams of 3 - 4. This will be their final team for the rest of the project.

### REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One opinion they have about the activities, what did they like or how they would improve them

Use Post-its or a mentimeter survey - [www.mentimeter.com](http://www.mentimeter.com) to gather reflections

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### EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter lesson, reduce the amount of time in Activity 3.

Extension: For a longer lesson,

- Option A, spend more time on the discussion using the prompts below - links into lesson 4
- Option B use the videos in the media box to consider leadership and team building. This can be integrated as a flipped classroom activity, with students choosing their teams post video review and discussion.

Discussion prompts

Increase awareness

- What is awareness? What does it mean?
- What are effective ways to get young people's attention?
- Why is it important to be aware of something, like an issue or problem?
- What do we need to find out more about?

Climate change adaptations

- What is the difference between adaptation and mitigation?
- What are some examples of climate change adaptations? Are there any really important ones to think about locally?
- What do we need to find out more about?

15-17 year olds/through game design

- What is really important for 15-17 year olds to know about climate change? About adaptations?
- What kind of games do 15-17 year olds like to play?
- What is the most effective way to give factual information?
- What do we need to know more about?

### MEDIA BOX: (materials, online video links, extra resources, case studies etc)

- Tuckman's Team Building (3 mins) <https://www.youtube.com/watch?v=2ZzMIyUzIVY>
- 5 stages of Team Building (3 mins) <https://www.youtube.com/watch?v=qtpY9zwuzFM>
- Disney Team building / Leadership <https://www.teambonding.com/disney-leadership-qualities/>
- Disney Project management Leadership styles (9 mins) <https://www.youtube.com/watch?v=uHUM3hN3qGU>

### Local Trip / Expertise / Additional Work and Assessments

Invite a local coach or business person to talk to the learners about the value of a strong team.