SDG13 Climate Change Engage Game Design

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Lesson 23-26: Self-directed Learning and Making

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

Lesson Title and Summary: Self-Directed Learning and Making

The following four lessons enable the learners to apply the skills and knowledge of the Design Thinking process to the creation of a prototype of their game. Please add more self-directed making sessions as required.

Learners are encouraged to explore materials and processes (digital and analogue); organise their team to manage workload and consolidate and present their ideas. Their prototype with their vision boards (Lessons 21 - 22) presentation (Lessons 28-30) and Peer Assessment / World Café (Lessons 31 - 33) complete the learning process of the module.

Vocabulary: Collaboration; Prototyping; Self-Directed Learning; Self-Organisation; Teamwork

In these lessons, the learner will:

- apply and consolidate the skills and knowledge of Design Thinking within their game ideas
- develop time and project management skills
- develop collaboration skills
- develop their design concepts and principles into a game prototype

Materials

- Craft Materials
- Digital templates - see Media Box
- Access to the internet - e.g images
- Printers if requiring images

Activity Instructions
Before the sessions begin,

- *Consider organising extended sessions e.g. double classes or blocks of classes to facilitate focused hands-on making.*
- *Consider exploring / introducing the support tools in the media box.*
- *At the beginning of the first of the making sessions, set out agreed processes e.g. recycling materials / waste management, tidying up at the end of the sessions.*

Activity (Small Group Work) - suggested x4 1hr lessons minimum

1. Review the aims and objectives of the making sessions and reconnect to the prior lessons around the user / their chosen gamer, components of a game e.g. character development, backstory, world-building - the look and feel of their game.
2. Learners work in their teams over the course of the time-tabled making sessions to complete their prototypes. Learners can present their prototype as part of the end of module presentation.
3. Remind Learners to delegate tasks and work collaboratively to manage their time.
4. Remind learners to document the process, using their vision boards as prompts to gather images for their presentation.

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

Proto.io - learners can sign up for a free account and begin developing their prototype online https://proto.io/

Creately.com - learners can access a free web account to get limited templates for UI mock-ups or wireframes if they are developing a digital game https://creately.com/diagram/example/ju0paqbc1/ui-mockup-example

Canva.com - If Learners set up a canva account in lesson 21 - 22 they can continues to explore and use their templates e.g. for storyboarding their game https://www.canva.com/storyboards/templates/

Article: Game Design mockups https://medium.com/strike-the-pixels/game-design-101-ui-mockups-2d5850a536eb

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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 to gather reflections