

SDG13 Climate Change Engage Game Design



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Lesson 5: Building Empathy

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

Lesson Title and Summary: Building Empathy

In this lesson, Stanford Design School's 'Five Chairs' exercise is adapted to use Bartles's taxonomy of types of gamers and their play type. This encourages students to learn how to develop design principles for a gamer profile.

Students will consider 5 types of gamers and their gaming 'needs', develop ideas on paper, then create 3D prototypes of their designs. This activity encourages students to iterate on their designs and practice using different materials and will scaffold Lesson 16 - Mapping the User.

Vocabulary: Assumptions; (Biases, Judgement) Design Principles; Empathy; Identify; Immersion

In this lesson, the learner will:

- Understand empathy in design
- Develop critical thinking through the practical tasks of asking students to analyse their user's profile to find their needs
- Build, test and iterate design ideas grounded in a user's needs
- Practice group work and develop the ability to work through design challenges collaboratively

Materials

- Worksheet: Gamer Profiles
- Video: 'Design Thinking Empathise'
- Pens, pencils
- Paper
- Scissors
- Craft materials
 - Corrugated Cardboard
 - Pipe Cleaners, Match sticks or toothpicks
 - Modelling Clay
 - Tape

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 Developing design principles from user profiles (10 mins)

1. Organise learners into groups of 2 or 4.
2. Elicit learners' understanding of 'empathy'. What does it mean? Why is it important? Use the video 'Design Thinking - Empathise' if preferred.
3. Using Worksheet: Gamer Profiles, explain the task to the learners and read through the gamer profiles as a whole class. Learners will develop the design principles (rules / needs) for the users' games based on the needs of the gamer for each profile.

Activity 2 Developing paper designs (20 mins)

1. Ask each learner to select a gamer profile they want to work with and identify two needs they see in the description. These will form the initial design principles.
2. Begin to develop design ideas on paper for their chosen gamer that integrates the needs they have identified.
3. After 15 minutes, conduct a check-in by asking learners to discuss the following questions with 1-2 of their peers. Check in for main ideas and opinions as a whole class.

Empathy Questions Checklist

- *Did you identify the design principles required for your user?*
- *Did you make any assumptions about your user?*
- *Did you discover any biases / judgments about your user that you might have?*

Activity 3 Develop a rapid 3D prototype (20 mins)

1. Using the prototyping materials (see Materials list), invite learners to build a 3D prototype of their paper design. Their prototype needs to build in two of their identified user needs (design principles). Encourage them to include one more design principle of their choice- to reflect their own style as a designer; something unique for their user.

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

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EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter class select one user and profile and complete activities 1 and 2 only for that gamer. Follow up with 3D designs and discussion in secondary class.

Extension: For a longer class do both activities with more additional user profiles. Use Discussion Questions in the Media Box as part of Activity 3.

In Lesson 16, learners will begin to develop their gamer profiles based on the Stakeholder Mapping and the Empathy Map – see Local Trip / Expertise / Additional Work and Assessments

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

- 'Design Thinking - Empathise' (4:18 mins) <https://www.youtube.com/watch?v=q654-kmF3Pc>
- 'The Importance of Empathy' (1:07min) <https://www.youtube.com/watch?v=UzPMMSKfkZQ>
- 'Empathy Mapping' (5:36min) <https://www.youtube.com/watch?v=QwF9a56WFWA>
- 'Empathy not Sympathy' (2:32min) <https://www.youtube.com/watch?v=HznVuCVQd10>
- Worksheet: Gamers' profiles

Activity 3 Design Discussion Questions

- *What was it like to design and build your ideas using the user needs (design principles) you identified?*
- *What was it like to create different iterations of your design? Paper vs 3D?*
- *What did you change along the way? What did you learn from your prototypes?*
- *Did anyone get stuck at any point? What was that like? What did you do to get unstuck?*
- *Which material did you enjoy working with the most? Why?*
- *Which material did you like the least? Why?*

Local Trip / Expertise / Additional Work and Assessments

Lesson 16: The stakeholder mapping worksheet supports learners to focus in on their gamer, their interests and focus their game design.

Teachers are encouraged to work with other teachers to develop the project through multiple outcomes. SDG 8 Media Communication (video, poster, Pecha Kucha, interviews or podcasts) supports support the development of the 4Cs skills – Creativity, Communication, Critical Thinking and Collaboration - sign up for these resources using your school email.

https://www.codesres.ie/_files/ugd/92a067_a8f108ce0a6448e9851a5b03dd2e8d40.pdf

SDG 4 Supporting Skills - <https://www.codesres.ie/sdg-4-supporting-resources>



Lisa Simpson loves exploring and will spend hours hunting for clues. She loves mysteries and being the first to discover something. She likes to use her new-found information to make a difference, she's a vegetarian and concerned about climate change. She's not really a team player and likes to go at her own pace. She will spend hours finding out all she can about a place or a topic. For Lisa, it's the journey rather than winning, that she enjoys best.



Janey Powell is Lisa Simpson's best friend - Lisa doesn't spend a lot of time with many people except Janey. Janey is really social so she uses social media a lot to make more friends and loves to get to know people. She's always joining groups and using chat boxes or getting involved in discussion forums. Janey likes social interactive games. She cares about people and being part of a community, and wants everyone to be able to join in and will often look for ways to engage others.



Most adults struggle with Bart Simpson, who's considered a troublemaker and disruptive as he's not that interested in rules. He may not get high grades but he's smart, a quick thinker and good problem solver. He's also funny, so he's very popular and has a number of friends. He likes to do things in groups that require skill and likes both physical and video games, but they must be action orientated.



Milhouse van Outen is Bart's best friend, He has very poor eyesight and this can make him feel vulnerable. He's pretty smart and knows a lot about things that interest him. He is interested in animals and their unique abilities as well as being obsessed with science fiction / fantasy, science, and technology and systems. He notices patterns and connections and wants to understand how things work, so he can invent or create and developed new ideas particularly technical and scientific solutions for climate change.



Ralph is very conscientious in all that he does. He likes to demonstrate his skills and knowledge, particularly about climate change. He's very keen to complete tasks and activities and loves getting badges, trophies, and being recognised for his knowledge and is determined to gain high scores. He can be hard to play with as he likes to be indoors and is focused on completing a task perfectly.