SDG13 Climate Change Engage Game Design

Lesson 8: Generating and Remixing Ideas: Worst Game Ever

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

Lesson Title and Summary: Generating and Remixing Ideas: Worst Game Ever

This lesson builds on lesson 4, and enables students to develop an understanding of the importance of developing ideas and looking for opportunities to iterate and improve on existing ideas.

Learners are also introduced to open source concepts such as iteration and collaboration and expand on the concept of ideation.

Vocabulary: Collaboration; Idea Generation; Ideation, Iteration; Remix

In this lesson, the learner will:

- explore how to evolve ideas
- consider opportunities to improve ideas
- feel comfortable with exploring experimental approaches
- develop skills around idea generation
- learn to transfer and apply skills

Materials

- Teacher's Guide: Worst Game
- Ever Pens, pencils
- Large pieces of paper
- White board

Activity Instructions

Activity 1 Worst Game Idea Ever – Rapid Response (20 mins)

1. Explain the activity (see Support: Worst Game Ever) learners will work in their groups to come up with 6- 8 examples of the worst game ideas ever. These will then be swapped amongst the groups to be transformed in activity 2.
2. Tutor to give some real-world starting ideas – see media box
3. After 15 minutes ask students to share one or two of their worst ideas ever

Activity 2 Transforming Ideas – Rapid Response (20 mins)

1. Gather up the sheets from the groups and begin to swap them with other groups
2. Give some examples of a transformation of the worst game idea into a good game idea
3. Give students 15 mins to transform the examples on the sheets into good game ideas

Activity 3 Generating and Remixing Ideas – Rapid Response (15 mins)

1. Discuss some of the ideas that have been generated as a whole class.

    ○ *How easy/difficult was it to generate bad ideas? Why?*
    ○ *How easy/difficult was it to remix the ideas into good ones? Why?*
    ○ *How could this process be used in different ways (not just about products)?*

2. Use the activity to introduce key ideas of open source:

    ○ Watch the Open Source As Explained by Lego video - see Media Box
    ○ Give each learner one of the other open source video links (see Media Box) to watch at home. They can bullet point the main ideas in the video and share it in class during the following lesson.

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

EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter class, complete Activity 1 and 2 with less examples (i.e. 3-5 ideas).

Extension: For a longer class, extend discussion time and spend more time examining open source projects (Activity 3). With more time, ask learners to select 1-2 of the remixed good ideas and complete the user Empathy Map from Lesson 16 or the Remix SWOT Analysis worksheet.

Extend the discussion and include some examples of open source projects for students to research as a Flipped Classroom with discussion in next class – see Media Box

• Open Source Ventilator
• Crispr Editing
• Aquaponic Greenhouse

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

What is open source? Explained by Lego (4 min 40) https://www.youtube.com/watch?v=a8fHgx9mE5U

Open-source culture (1:10min) https://www.youtube.com/watch?v=gobBQwtFeyk

Crispr Gene Editing (4:22min) https://www.youtube.com/watch?v=1VaG3DpFXjs

Open Source Aquaponic Greenhouse (3:45min) https://vimeo.com/141252002

Open Source Ventilator https://www.siliconrepublic.com/start-ups/open-source-ventilator-project-coronavirus

Local Trip / Expertise / Additional Work and Assessments

Link learners to Ireland's gaming industry
https://www.thinkbusiness.ie/articles/the-irish-people-dominating-the-gaming-industry/

Learners can then research Ireland's university's for Gaming undergraduate programmes
https://www.courses.ie/course-category/game-design-animation/

Career pathways learners can begin to explore career options in the film and games industry
https://www.cgspectrum.com/career-pathways

Top Funding for Game Design in Ireland https://shizune.co/investors/gaming-vc-funds-ireland

CCE L8TG WORST GAME EVER SUPPORT SHEET

13 CLIMATE ACTION

The session is an iteration of the 'Worst Possible Idea' a term coined by author, president and co-founder, Bryan Mattimore, The Growth Engine Company LLC.

As a facilitation tool for ideation, the 'Worst Possible Idea' (WPI) turns the process of developing ideas upside down. Rather than having the pressure of coming up with novel or innovative ideas, WPI facilitates agile creative thinking in a relaxed, fun, collaborative atmosphere. The process is used by professionals, design studios, within hackathons and start-up weekends, and has been shown to boost confidence, challenge assumptions and offers a more inclusive approach to ideation. No one fears stating the worst possible ideas, a process loaded with fun and laughter and maybe a few groans.

This session introduces learners' to this concept focused around the worst game idea ever and a playful process of transforming how they can be formed into the foundation for possible good game ideas.

To start, explain the activity using the following examples of bad to good ideas:
- a sealed metal tube for a boat / as transport - add an engine / design and pressurise it (submarine), add windows and wings (aeroplane), different wheels and slick design (bullet train)
- a chocolate teapot - why is it a bad idea? It would melt. However, the 'hot chocolate spoon' that retails for about €4-5 uses that quality as a design feature to create a gift / treat product
- windows you can't see out of / opaque windows - this how 'bathroom' or privacy glass started

To facilitate the worst game idea ever, have groups;
1. Come up with as many bad game ideas as they can. 8 -10 is a good number to aim for.
2. Ask them to list why they are bad game ideas, listing all the properties of what makes them bad as this is what forms the foundation of the transformation.
3. List what makes the WORST of these ideas SO terrible.

Here, you can decide whether to do a class activity or just swap the groups work, it is important no group works on their own bad ideas. Then either as a class (you can still swap the groups work and ask each group to offer up ideas to work on collaboratively a class) or within their groups.
1. Begin with searching for the OPPOSITE of the WORST attribute of each idea.
2. Then substitute something else in for the worst attribute.
3. Mix and match various awful ideas to see what happens - all the time considering how to make them good game ideas or how they might become good attributes for a game e.g. penalties or benefits for players, player challenges, player / character, game world or 'backstory' development. These concepts are covered more deeply in other lessons.