

Muinín Catalyst STEAM Education for Sustainable Development and Futures Literacy

SDG15 Seeding Sustainability



Programme Phase: Implementation

Micro-Module 6: Churning Games

Subject Areas: Civic, Social and Political Education (CSPE), Physical Education (PE), Social Personal and Health Education (SPHE),



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Implementation

Micro-Module 6: Churning Games

Subject Areas: CSPE, PE, SPHE

Micro-Module Summary: Churning Games

This module consists of 12 lessons that allow learners to apply design thinking to inclusive game design and deepen their understanding of SDG 3 and 10 in action while developing and iterating ideas. Throughout the module, learners will have the opportunity to apply empathy and leadership skills and expand understanding of SPHE, CSPE skills and build on JC SOL 5,6 and 11. Finally concluding the module with the design of their own game using the skills and knowledge gained.

Vocabulary: Design Thinking, Game Design, Inclusive Design

In this module, the learner will:

- apply design thinking to inclusive game design
- understand SDG 3 and 10 in action
- develop and iterate ideas
- apply empathy and leadership skills
- expand understanding of SPHE, CSPE skills and build on JC SOL 5,6 and 11

Materials

- Lesson plans
- Student worksheets
- Blended learning resources
- Internet access



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Lesson 1: Deconstructing Games

By deconstructing games we develop our understanding and knowledge of different kinds of games and game construction; gaining insight into their mechanics, design and purpose.

Resources Include: Worksheet: Deconstructing Games

Lesson 2: Examining General Game Parts

Goal, Challenge, Core mechanics, Components, Rules and Space are key elements when looking at the construction of a game.

Resources Include: Worksheet: Examining General Game Parts Resources, Teacher's Guide and Question Prompts

Lesson 3: Examining Virtual Game Parts

In this lesson, learners examine the parts that make up games. Learners will identify elements of Gameplay, Monetisation and Game Economy.

Resources Include: Worksheet: Examining Virtual Game Parts Resources, Teachers Guide

Lesson 4: What makes a “good” game?

Through investigation of the game goals, rules, challenge, and interactivity with particular focus on how and why something works learners will gain understanding of what makes a "good" game.

Resources Include: Worksheet: "Good" Games, Worksheet: Games Review, Teacher's Guide

Lesson 5: Access & Inclusivity - Game design and inclusion

Motivation for game playing often depends on its design and how inclusive and accessible it is to all people regardless of ability, origin, gender and other factors that can marginalise groups.

Resources Include: Worksheet: Access & Inclusivity - What makes something a game?, Worksheet: Access & Inclusivity - needs, equipment, features and components

Lesson 6: Access & Inclusivity - Outside perspectives

Gaining the perspectives of others is key to understanding and positive action. Using open questions to gain a deeper understanding and opportunity for reflection.

Resources Include: Worksheet: Access & Inclusivity - Marginalisation, Teacher's Guide

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Lesson 7: Rules of Sport - Rule Making

Rule making is common in many walks of life and one of the foundations of civil society. In examining the process of rule making, one may better understand their function and purpose.

Resources Include: Question Prompt Cards, Teacher's Guide

Lesson 8 Rules of Sport: Considering Inclusive Process

Identifying the process of consensus building enables members to include the right people and set expectations, assign roles and responsibilities, engage in group problem solving, reach agreement and hold people to their commitments.

Resources Include: Worksheet: Rules of Sport Considering Process, Teacher's Guide

Lesson 9: Rules of Sport: Consensus Building

Consensus building is a process involving a good-faith effort to meet the interests of all involved and seek a unanimous agreement. This allows groups to reach an overwhelming agreement among relevant parties and maximise possible gains to everyone. In this lesson, learners will look at the advantages and impacts of consensus.

Resources Include: Worksheet: Rules of Sport Consensus Building, Teachers Guide

Churning Games Lesson 10 Plussing Ideas & Game Invention

Having explored and identified the process of consensus building learners will engage in plussing ideas and game invention. In this lesson, learners will participate in the invention of a game in which they will set expectations, assign roles and responsibilities, engage in group problem solving, reach agreement and hold people to their commitments.

Resources Include: Worksheet :Game Invention, Worksheet: Game Invention Question Prompts, Teacher's Guide

External expertise: Bianca Peel, Dr. Anita McKeown

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Using the Resources:

If you wish to use these resources, we can offer an induction and online support throughout the module to help you plan integration into your projects and timetable. To register for this option, please contact us e:hello@futurefocus21c.com For more information on the resources please visit www.muinincatalyst.com

Setting up an online learning environment for the lessons on this module:

Our lessons integrate the use of virtual learning environments. To ensure seamless use of our lessons, a module should be setup on your school's virtual learning environment such as Teams, Google Classroom, etc. Learners are encouraged to upload documents to share with their peers. If your virtual learning environment does not support document sharing, we recommend OneDrive / Google Drive.

You can also use Google Sites or Microsoft Sway to encourage learners to present their work over the year - this can easily be set up to reflect the aims of TY and provide a showcase for their work as well as assessment tool.

Setting up a Canva Education account.

If your virtual learning environment does not support document sharing, we recommend OneDrive or Google Drive. As our lessons integrate design, our lessons also refer to Canva. Educators and schools are able to open a free [Canva for Education](#) account by registering. Canva for Education provides primary and secondary school teachers and students with premium features and templates. You can then also set up lessons and invite your learners to the class.

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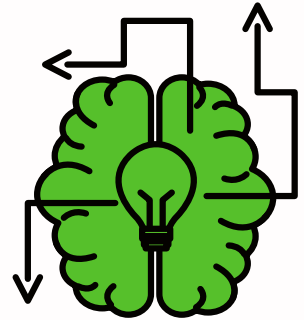
MM6: L1 WS DECONSTRUCTING GAMES

CHOOSE A WELL-KNOWN GAME TO DECONSTRUCT

What is the game?

Guiding Research Questions:

- What are the goals and objectives of this game?
- What are the rules and/or instructions?
- What is the interaction?
- What is the conflict and/or competition, challenge, opposition?
- What are the outcomes?
- What feedback is received about the game?



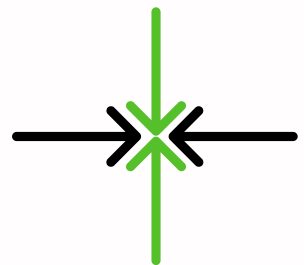
Guiding Reflection Questions:

- Why is this game important?
- Why might they choose to play or enjoy playing?
- What is working and, most importantly, why? And how?
- What is not working, and why?

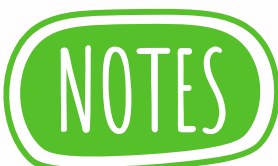


Find out key information about the game such as:

- When was it invented or launched?
- Who invented or developed/published it?
- Where and how can it be played?
- What genre does it come under?
- What other activities is it similar to?



Prepare to share your findings with other groups. Each group member should have all the information needed to do this.



MM6: L1 WS DECONSTRUCTING GAMES

15 LIFE
ON LAND



CHOOSE A WELL-KNOWN GAME TO DECONSTRUCT.

NOTES

MM6: L3 WS EXAMINING VIRTUAL GAME PARTS



EXAMINING VIRTUAL GAME PARTS: GAMEPLAY, MONETISATION, ECONOMY

Discuss the following:

Task 1:

Examine your chosen game and discuss "Game Play" with your partner:



How does the game play? - Consider: (online - relation to physical games)

- Customisation - How can a player customise the game? What can they do?
- Gameplay - (Dynamics) (Components) What is the specific way in which players interact with the game? What are the features, its plot (implicit/explicit) and the way it is played? What are the visual representations of achievements?
- Progression - (Mechanics) In what ways might players progress in the game? How do players progress?
- What are the pros/cons?

Task 2

How does the game monetise (make money)? Consider:

- What does the game cost to buy and what are associated products for generating revenue?
- How is money generated? Sponsorship? Promotions? etc.
- What are the pros/cons?

Task 3

How does the game economy work? E.g., currencies - soft = virtual currencies by completing a level or winning a battle, i.e. Candy Crush, and hard = real money.

- What can a player do to earn soft currency/ hard currency?
- How is this done and how does this affect the gaming experience?
- What are the pros/cons?

MM6: L4 WS "GOOD" GAMES

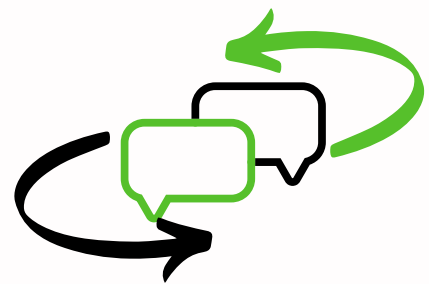
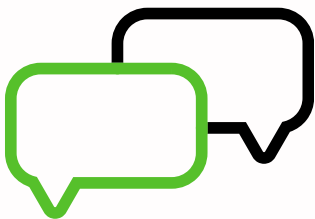
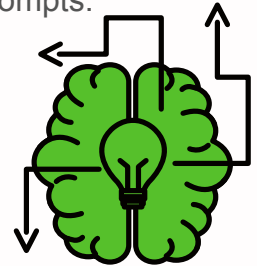
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EXPLORE WHAT MAKES "GOOD" GAMES

Task 1: Individually think about and take notes on the following question prompts:

- What is included in a "good" game?
- What examples of "good" games can you think of?
- Why do you think they are "good"? What do you like about them?



Task 2: In pairs or groups of three, share, listen and discuss your ideas. Consider what your group members present and offer some feedback (review) and feed forward (add to) on their ideas:

- What do you agree with about the idea? Why?
- What do you disagree with? Why?

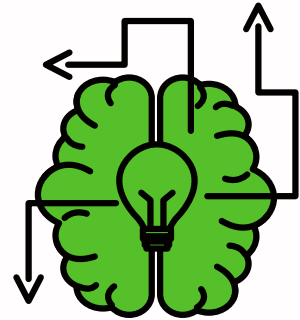


ACCESS & INCLUSIVITY - WHAT MAKES SOMETHING A GAME?

Task 1:

"What makes something a game?" Consider this question in relations to Goal - Challenge - Core Mechanics - Components - Rules - Space.

Use this space to mind map your ideas.



Task 2:

Share your ideas and listen to the ideas of others. Come to a consensus on the key elements that make something a game.



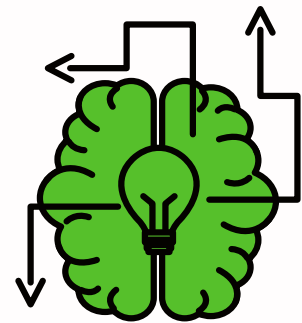
- 1.
- 2.
- 3.
- 4.
- 5.



ACCESS & INCLUSIVITY - NEEDS, EQUIPMENT, FEATURES AND COMPONENTS

Working in pairs / groups you are invited to brainstorm in what ways games are accessible/inclusive in terms of:

- Needs: Auditory, Visual, Motor, Cognitive?
- Equipment: What do you need to play?
- Features (digital gaming)
- Components: the parts of the game.



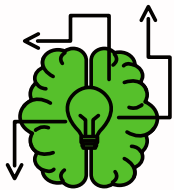
Use this space to mind map your ideas.



ACCESS & INCLUSIVITY - MARGINALISATION

Task 1: Working in groups, brainstorm the following:

- Identify people or groups you feel may have access and inclusion challenges or disadvantages.
- Identify example “games” you might refer to for contextualising.



BRAINSTORM

Task 2: Consider what kind of information you would like to learn from marginalised groups in their community.

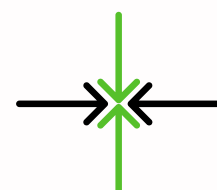
- What are your research questions?



DISCUSS

Task 3: Create a plan of action - how will information be gathered?

- Who?
- How?
- Where?
- When?



GATHER

MM6: L8 WS RULES OF SPORT

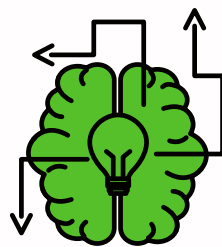
15 LIFE ON LAND



RULES OF SPORT: CONSIDERING INCLUSIVE PROCESS

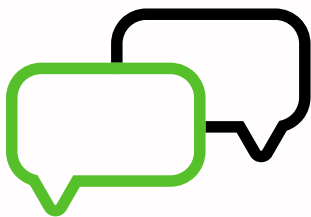
Plussing Principles:

1. _____
2. _____
3. _____



Questions:

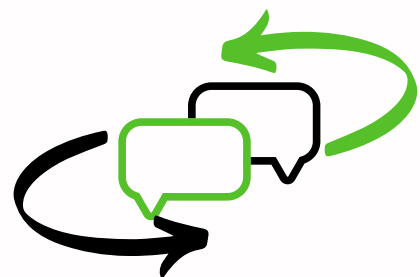
- What might be the process step by step of consensus building? - consider 5 - 7 possible steps.
- How might agreement or disagreement be expressed? Consider use of language and parameters.
- How might people express degrees of consensus? Consider 3 parameters.
- What conditions in place might be needed?
- How might participating in consensus be facilitated and groups be organised?
- What might be three key skills needed for consensus?



SHARE



LISTEN



PLUS IT

- Share your ideas with your group.
- Show active listening by asking open questions
- Plus your group members ideas by giving useful suggestions on how to add to their ideas to make them more developed.

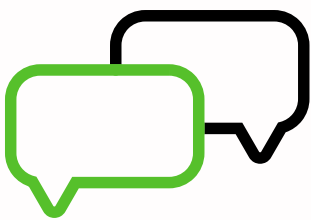
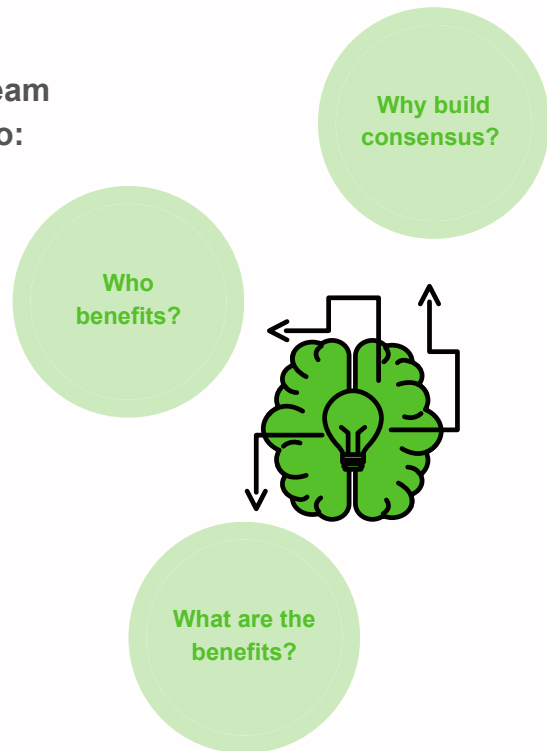


RULES OF SPORT: CONSENSUS BUILDING

Activity 3:

When building consensus and working in a team consider the questions to the right in relation to:

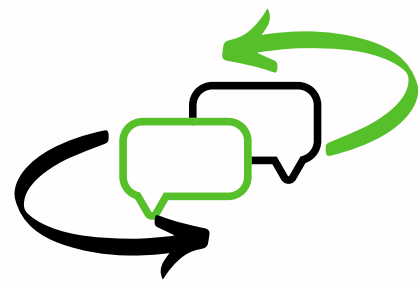
1. the team
2. power balance
3. connections and problem solving
4. decision making
5. implementation



SHARE



LISTEN



PLUS IT/FEEDBACK

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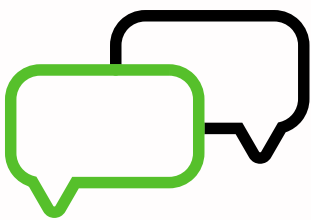
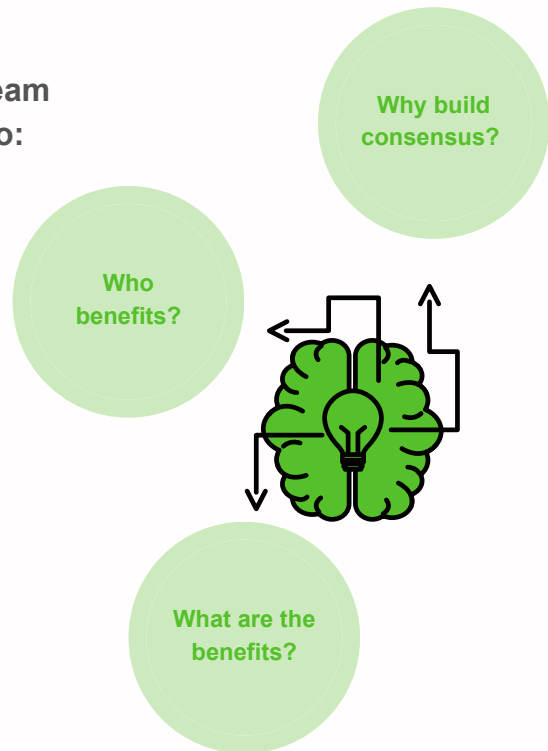


RULES OF SPORT: CONSENSUS BUILDING

Activity 3:

When building consensus and working in a team consider the questions to the right in relation to:

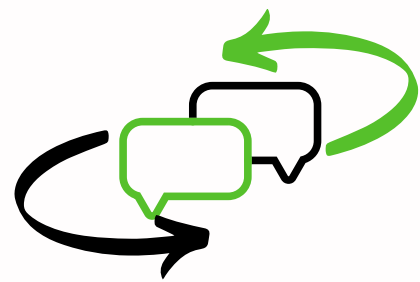
1. the team
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SHARE



LISTEN



PLUS IT/FEEDBACK

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- Show active listening by asking open questions
- Plus your group members ideas by giving useful suggestions on how to add to their ideas to make them more developed

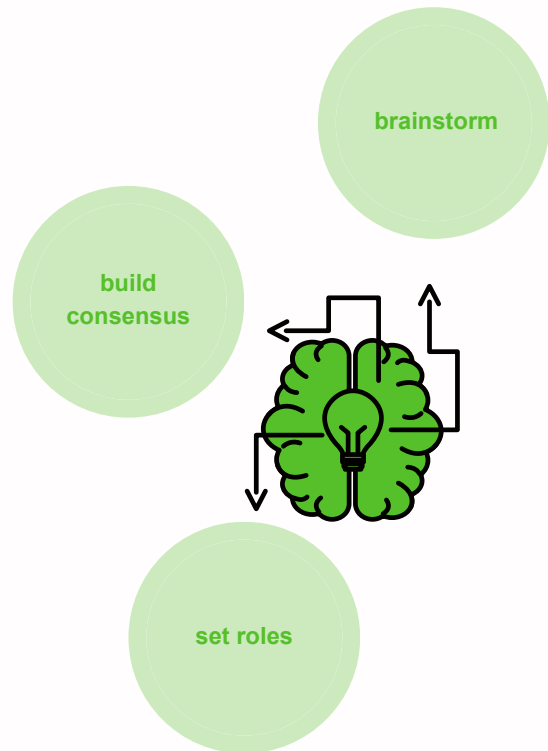
MM6: L10 WS GAME INVENTION

15 LIFE ON LAND



Activity: Invent a

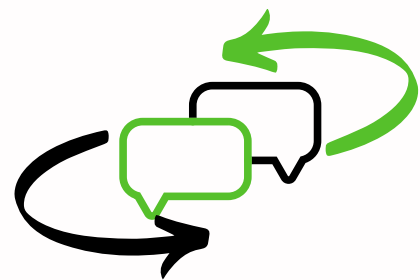
- You need to design a that people can play together
- The goal is to create a high interest game that requires physical movement.
- You must work collaboratively with 2-4 people.
- Be sure to make your game inclusive so everyone can play.
- The goal is to create something that is both fun and active at the same time.
- Now go out and make something awesome!



SHARE



LISTEN



PLUS IT/FEEDBACK

- Share your ideas with your group
- Show active listening by asking open questions
- Plus your group members ideas by giving useful suggestions on how to add to their ideas to make them more developed

MM6: L10 WS GAME INVENTION PROMPTS



GAME INVENTION QUESTION PROMPTS

What is the goal of your sport?
Will you have points or will it end when you reach a specific objective?
Will it be timed?

How will you win?
What will the rules be?
What will you allow?
What will be forbidden?
What are the consequences for a penalty?

Will it be a team sport or an individual sport?
Will your sport have positions? If so, what will each person do?

What materials will you use?
What items can you use from home?

Will you have specific rounds?
Will you take turns?
How many players will you need?

How will you blend together the physical environment with technology?
What will the dimensions of the field or court be?
Will you play it indoors or outdoors?
Will it be loud or quiet?

Now invent that game!

MM6: L10 WS CONSENSUS AND GAME INVENTION



CONSENSUS BUILDING AND GAME INVENTION

Consensus Building Guide: How to...

1. Include the right people and set expectations.

Take time to assess who will be affected. Ensure that those present have a solid understanding of the substance and context of the negotiation.

2. Assign roles and responsibilities.

Negotiate the ground rules that will govern your problem-solving effort and assign responsibilities.

3. Engage in group problem solving.

The group aims to craft a “single text” package that meets everyone’s needs before seeking firm commitments.

4. Reach agreement.

Maintain effective communication and build strong relationships.

5. Hold people to their commitments.

Because surprises are inevitable, implementation is often the hardest stage in any negotiation.