

SDG13 Climate Change Engage Game Design



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Lesson 16: Mapping the User

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

Lesson Title and Summary: Mapping the user

This lesson facilitates learners to develop further insight into specific users and develop an understanding of their needs and interests.

From this lesson, learners working within their design teams will begin to identify and focus on the users of their game and the design principles, necessary to design their game. The lesson builds on Lesson 5 by developing learners' understanding of empathic design and the steps required to design for a user.

This supports the students to develop their concept maps in Lesson 17 and move towards creating their prototypes.

Vocabulary: Beneficiaries; Empathy Map, Design Principles; Influencers; Service Providers; Stakeholder Mapping, User Journey

In this lesson, the learner will:

- identify all the stakeholders that could be interested in their game
- explore their understanding and knowledge of their user
- create an empathy map for their user and their game

Materials

- Worksheet: Stakeholder Mapping
- Worksheet: Gamer Journey Map
- Worksheet: ~ Understanding the User
- Pens, pencils, Markers, Chalk
- Paper / whiteboard / blackboard
- Internet access - optional

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 Undertaking stakeholder mapping (20 mins)

1. Working in their design teams, learners will begin to focus on their challenge using the driving question that was defined in the previous lesson.
2. Remind learners of the driving question below and have them complete the activities on the stakeholder mapping worksheet.

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

3. Project the worksheet on the board and spend 5 mins harvesting input from all the teams using the impact grid on page 2 of the worksheet.

Activity 2 Developing design principles from user profiles (20 mins)

1. Ask learners to focus on their users (15 - 17-year-olds) by answering the questions on the 'Understanding the User' resource to create an empathy map. This will help them consider the look and feel of their game and think about their users' needs - the design principles.
2. Ask the learners to consider the following questions
 - *Did you identify the design principles (their needs) 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 assumed?*

Activity 3 Mapping your user's journey (10 mins)

1. The learners will use the 'Gamer Journey' worksheet to begin to focus on their gamers and the gamers' journey to begin to create an outline for their game.
2. Ask the learners to integrate the information about their potential users they have gathered by doing Activities 1 and 2.
3. Ask learners to refer to the gamers' profiles (Lesson 5) to identify the gamers they are designing for. This activity will be used to help them refine their game design over the following lessons.

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 lesson, ask learners to watch the 'Importance of Empathy' video and complete the 'Stakeholder mapping' worksheet individually at home - then ask them to share their work with their other team members and collate their findings.

Extension: For a longer lesson, watch the 'Empathy Mapping' video at the beginning of Activity 2.

- Option B: Open up the discussion using the questions for consideration in activity 2.
- Option C: Spend longer on the 'User Journey' exercise and ask each team to share their users' journey for feedback from the other learners. You can also share some of the resources in the media box.

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

The importance of Empathy (3:30 mins) <https://www.youtube.com/watch?v=UzPMMSKfKZQ>

What is an Empathy map? (5:36 mins) <https://www.youtube.com/watch?v=QwF9a56WFWA>

Creating personas for User Experience Resesarch (10:00 mins)

<https://www.youtube.com/watch?v=u44pBnAn7cM>

Article: User Research Journey for Game Design <https://uxdesign.cc/a-user-research-journey-for-a-game-design-f7cf755bdf96>

Local Trip / Expertise / Additional Work and Assessments

Link learners to Ireland's gaming industry - these links can be used as research for career paths and to inform subject choices / programme choices for the senior cycle - see also lesson 11 for university programmes.

The Irish people dominating the gaming industry

<https://www.thinkbusiness.ie/articles/the-irish-people-dominating-the-gaming-industry/>

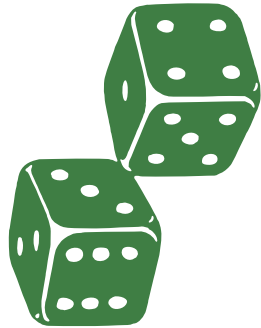
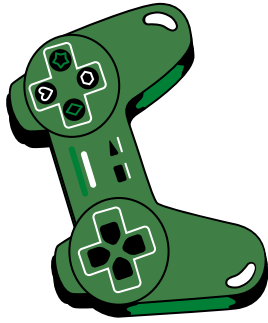
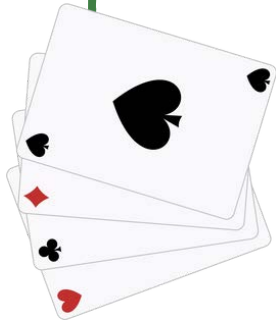
Learners can then research Ireland's University's for Gaming undergraduate programmes

<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>

L16: Gamer Journey Map



EXPERIENCE

AWARENESS

ENGAGEMENT

AFTER PLAYING



think



feel



do

What is your game's purpose?

What makes your game idea different?

How will people play your game?

Why will people keep playing your game?

How do you want your game to look or feel?

What do you want people to notice about your game?

How do you want people to feel about your game?

How do you want your user to feel after their visit?

What will you need to do to make it look / feel this way?

What research will you need to do to make sure this happens?

How will you know if you have been successful?

How will you follow up with your players?



Stakeholder Mapping

A project's stakeholders are the people or groups of people who can impact or are impacted by a project. If you are doing a project you will need to understand the different stakeholders involved and how you will need to communicate and engage with them.

You will now begin to undertake a stakeholder mapping of your project. Usually, you will start this by having your decision challenge at the centre of your mapping.

As a team, create a list of all the different individuals, groups, or organisations that you can begin to identify and categorise with whom you might need to discuss or share your challenge and your game.



SERVICES / PROVIDERS



**USERS /
BENEFICIARIES**



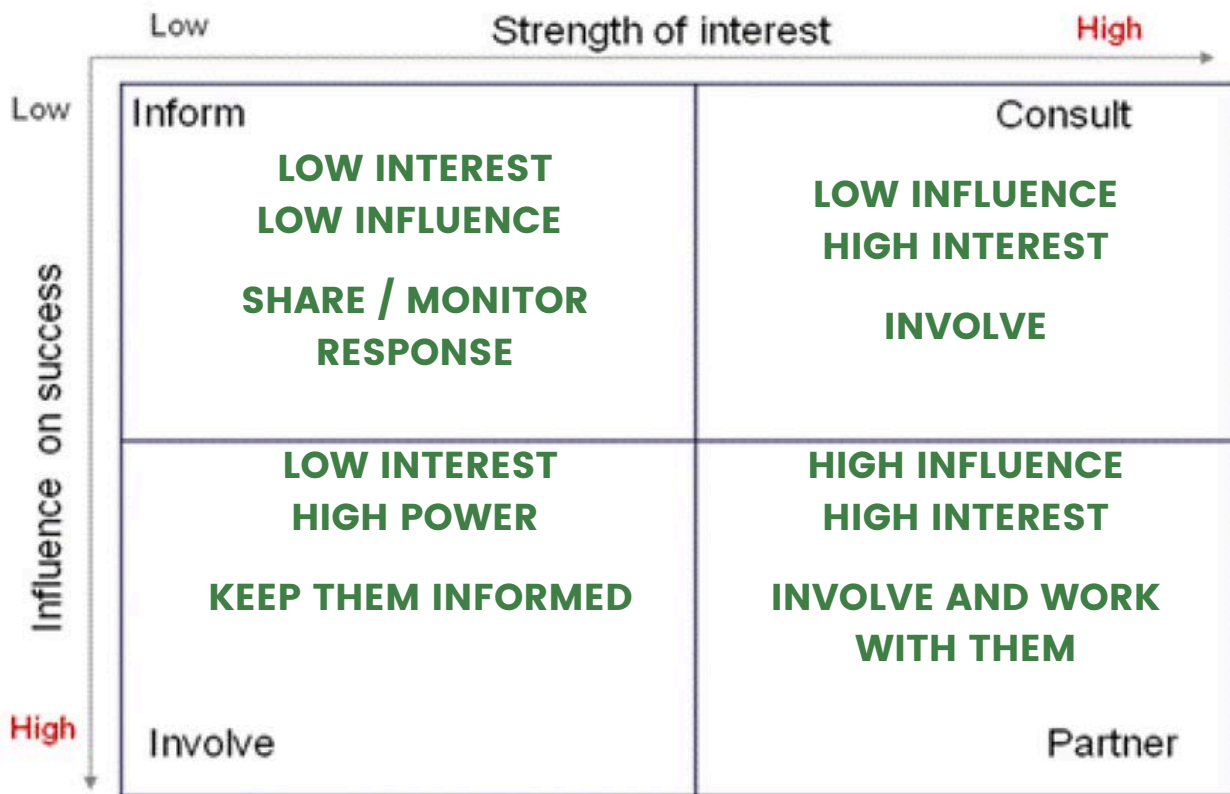
GOVERNANCE



INFLUENCERS

DIFFERENT WAYS OF MAPPING

Now that you have a list you are going to practice organising them with using your challenge (the driving question) outlined below the impact square at the bottom of the page.



This is your challenge.

You are developing a game / elements of a game to teach other young people your age (15-17) about climate change, adaptation and taking action. Teachers will use your game to work with their students.

Use the grid above to organise your list of stakeholders and how you will need to communicate and engage with them.



CCE L16WS: Understanding The User

13 CLIMATE ACTION



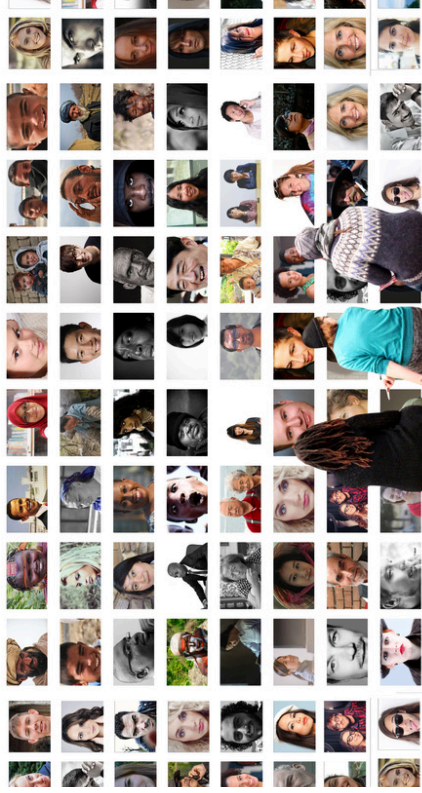
What does your gamer think and feel?

- What really matters to them?
- What do they think about?
- What are their worries, dreams or aspirations?

What sort of things does your gamer hear / listen to?

- Where does your gamer get their information?
- Who might your gamer listen to or be influenced by?

THINK AND FEEL



HEAR

SEE



What does your gamer see?

- When do they use the locality and what do they see - do they walk, cycle or drive through the locality?
- What might they notice?

WHAT DO THEY SAY AND DO

- What other things might your user do?
- What other things are they interested in?