Seeding Sustainability - Churning Games

Micro-Module 6: Churning Games

Implementation

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

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:

Inclusive Design, Design Thinking, Game 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

Seeding Sustainability - Churning Games

Module Overview

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.

Worksheets 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.

Worksheets Include: Worksheet: Examining General Game Parts Resources, Teacher's Notes 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.

Worksheets Include: Worksheet: Examining Virtual Game Parts Resources, Teachers Notes

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.

Worksheets Include: Worksheet: "Good" Games, Worksheet: Games Review, Teacher's Notes

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.

Worksheets 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.

Worksheets Include: Worksheet: Access & Inclusivity - Marginalisation, Teacher's Notes

Seeding Sustainability - Churning Games

Module Overview

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.

Worksheets Include: Question Prompt Cards, Teacher's Notes

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.

Worksheets Include: Worksheet: Rules of Sport Considering Process, Teacher's Notes

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.

Worksheets Include: Worksheet: Rules of Sport Consensus Building, Teachers Notes

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.

Worksheets Include: Worksheet :Game Invention, Worksheet: Game Invention Question Prompts, Teacher's Notes

Using the Resources:

If you wish to use these resources, we can offer an induction and online support throughout the unit. To register for this option, please contact Rebecca White e:rebecca@futurefocus21c.com

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Additional Resources

Optional Challenge/Project

Maker Challenge: Invent a Sport Using These Random Items (1:11min)
https://www.youtube.com/watch?v=rLKa2weeajI
Invent a Sport (1:44min)
https://www.youtube.com/watch?v=Ryl37A7RhKw
Optional Project: Prompt: Invent a Sport That Can Be Played with Social Distance (1:43min)
https://www.youtube.com/watch?v=Ryl37A7RhKw&list=PLtMYHJJU5NDXf9CWUvGY7zFHMrWu5yR2d&index=14

The Game Makers Toolkit
https://www.youtube.com/c/MarkBrownGMT/featured
How to Become a Game Designer (15:07min)
https://www.youtube.com/watch?v=PMXf0e8n2Oc
Various useful videos on Gamification- University of Pennsylvania
https://www.coursera.org/learn/gamification#syllabus
eSport News - game designing
https://www.gamedesigning.org/gaming/e-sports/

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Implementation

Lesson 1

Deconstructing Games

Subjects: CSPE, PE, SPHE

Lesson Title and Summary: Deconstructing Games

By deconstructing games, we develop our understanding and knowledge of different kinds of games and game construction. This enables us to gain insight into their mechanics, design and purpose, which provides a foundation for learners to construct inclusive games.

Vocabulary:

Attraction; Conflict, Challenge; Deconstruct; Findings; Gameplay; Industry influence; Interaction; Objective; Participant / player; Research; Revenue; Rule/instruction

In this lesson, the learner will:

- Explore their understanding and knowledge of different kinds of games
- Identify elements that make a game successful
- Research a well-known game to deconstruct and report findings
- Work collaboratively and engage in critical and analytical/evaluative research in groups

Materials

- Worksheet: Deconstructing Games
- Access to the internet
- Access to sports game information resources
- Access to board game information resources
- Coloured pens/whiteboard markers/chalk
- Paper/Wipe Board/ Chalk Board

Seeding Sustainability - Churning Games

4 QUALITY EDUCATION

3 GOOD HEALTH AND WELL-BEING

10 REDUCED INEQUALITIES

15 LIFE ON LAND

ACTIVITY INSTRUCTIONS

Activity 1 Brainstorming games (10 mins)

1. In pairs, brainstorm games under the following categories- sporting/physical activity games, board games and virtual/online games.
2. Share ideas as a whole class.

Activity 2 Research a well-known game (30 mins)

1. Ask pairs to select a well-known and popular game to research. They can use the brainstorm in Activity 1 as support.
2. Using Worksheet: Deconstructing Games, review the guiding questions as a whole class.
3. In pairs, give learners time to work through and form responses to the guiding questions, with the support of internet access.
   Pairs will need to agree on a fair distribution of work and be prepared to share findings with a larger group.

Activity 3 Presenting Findings (10 mins)

1. Regroup learners into groups of 4 to share the findings of their chosen game.

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 – their opinion they have about the tasks.

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EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, complete Activity 3 in the next lesson as a review.

Extension: For a longer lesson, allow a longer time for research in Activity 2 and group reporting in Activity 3.

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

Game Deconstruction

- Video: Breaking down games [7:51min]
  https://www.coursera.org/lecture/gamification/4-1-breaking-games-down-BvorV
- Game deconstruction (online games)
  https://departmentofplay.net/guide-how-to-deconstruct/
  https://www.leagueofgamemakers.com/breaking-down-games/

Virtual Games

- Minecraft: https://help.minecraft.net/hc/en-us/articles/360059154851-Minecraft-Beginners-Guide

- FIFA 21 Ultimate Team:
  https://www.ea.com/en-gb/games/fifa/fifa-21/ultimate-team/features
  https://www.pcgamer.com/uk/ea-fifa-21-fut-ultimate-team/
  https://departmentofplay.net/deconstructing-fifa-21-ultimate-team-is-the-future-of-football-free/

Sport Benefits:

- https://www.gamehouse.com/blog/2021/03/5-health-benefits-of-playing-games-according-to-science/
- https://www.bbc.com/future/article/20130826-can-video-games-be-good-for-you

Health Benefits:

- https://www.electricireland.com/news/article/10-great-benefits-of-playing-sport
- https://www.edutopia.org/discussion/social-and-academic-benefits-team-sports

Link to SDG 8 Media Communication for presentation tools and supplementary media links

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LOCAL TRIP / EXPERTISE / OPTIONAL PROJECT:

Learners deconstruct a game of their choosing individually and present their findings using a digital format presentation. Presentations should overview:

- What is the Game? (The rules/aesthetics/elements)
- What is the Experience? (Overall impact/feelings)
- What are Game Elements? (Structure/ parts of the game construction)
- Sources of information appropriately cited

LESSON 1 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?
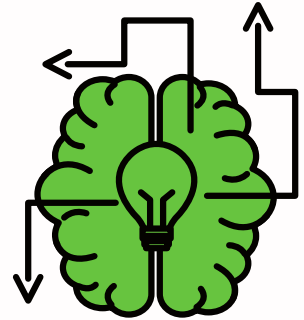
Guiding Reflection Questions:
- Why is this game important?
- Why might they choose to play or enjoy playing?
- What is working and, most importantly, why? And how?
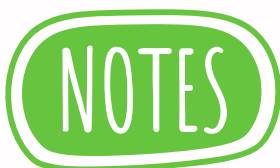- What is not working, and why?

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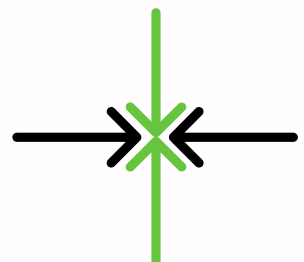
Prepare to share your findings with other groups. Each group member should have all the information needed to do this.

NOTES

LESSON 1 DECONSTRUCTING GAMES

CHOOSE A WELL-KNOWN GAME TO DECONSTRUCT.

15 LIFE ON LAND

NOTES

Seeding Sustainability - Churning Games

Micro-Module 6: Churning Games

Implementation

Lesson 2

Examining General Game Parts

Subjects: CSPE, PE, SPHE,

Lesson Title and Summary: Examining General Game Parts

Goal, Challenge, Core mechanics, Components, Rules and Space are key elements when looking at the construction of a game. This lesson enables learners to examine these general parts of a game; critiquing and analysing them.

Vocabulary:

Goal, Challenge, Core mechanics, Components, Rules and Space

In this lesson, the learner will:

- Work collaboratively to examine Goal, Core Mechanics, Components
- Work in groups to examine Goal, Challenge, Core mechanics, Components, Rules and Space of a game
- Engage in critical and analytical discussion using question prompts.

Materials

- Question Prompt Cards
- Teacher's Notes
- Pens
- Paper/wipe boards/chalk boards

Seeding Sustainability - Churning Games

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ACTIVITY INSTRUCTIONS

Activity 1 Lead In (5 mins)

1. Facilitate an engaging "Alphabet Race" to elicit the learners' knowledge of "games" - these can include sporting/physical activity games, board games and virtual games.
   (See Teacher's Notes).

Activity 2 Goals, Components & Core Mechanics of Games (20 mins)

1. Ask pairs to choose a well known game; this can be an online game like Minecraft / FIFA 21 Ultimate Team, an active in-person game like football or a board game. Ask pairs to brainstorm using the following prompts and their chosen games:

- What are three possible goals or objectives of a game? - the Goal.
- What is necessary for the game to function? - the Components.
- What kinds of actions or moves do players do to power the play of a game? - the Core Mechanics.

2. Regroup pairs to make groups of four. Invite pairs to share their ideas. Encourage pairs to feedback - what do they like about the ideas the other pair present? Feed forward - How might they add to what the pair have presented to improve the idea?

Activity 3 Looking Deeper at Games (25 mins)

1. Direct groups of four choose one of their games to research further. Ask learners to examine more deeply using Question Prompt Cards.
2. Using the main points from the discussion, form a 1 minute summary of the game.
3. Jigsaw groups so there is now a representative from each group in a new group. Share game summaries.

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 – their opinion they have about the tasks.

Seeding Sustainability - Churning Games

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EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, elicit briefly different types of games, reduce the time spent in Activity 2.

Extension: For a longer lesson, extend the time on question prompt group work in Activity 3. Allow learners to add their own questions to examine games more deeply.

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

Activity idea source:
https://gamesforchange.org/studentchallenge/teachers-resources/

Health Benefits of Games:
https://www.gamehouse.com/blog/2021/03/5-health-benefits-of-playing-games-according-to-science/

Sport Benefits of Games:
https://www.electricireland.com/news/article/10-great-benefits-of-playing-sport
https://www.edutopia.org/discussion/social-and-academic-benefits-team-sports

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LOCAL TRIP / EXPERTISE

- Research a popular local game from the past and present.

- Interview community members about the types of games they enjoy playing and why and write or record a short report.

- Create a game based on where you live, e.g

  - Scavenger Hunt: Create a location-specific scavenger hunt where participants must find and solve clues related to the area's history, landmarks, or natural features. They can use a mobile app or GPS coordinates to track their progress.
  - Nature Bingo: Create bingo cards with pictures or descriptions of local flora and fauna. Participants explore the area, checking off items as they spot them. The first to complete a row or column wins.
  - Local history board game, escape room or scavenger hunt - using local historical details historical periods or clues that participants escape from ,

LESSON 2 QUESTION PROMPTS CARDS

COPY, CUT AND CREATE QUESTION PROMPT PACKS
FOR EACH GROUP

GAME GOALS

- WHAT DOES A PLAYER OR TEAM HAVE TO DO TO WIN?
- HOW MIGHT THIS BE ENJOYABLE AND ENGAGE THE PLAYERS?

GAME CHALLENGE

- WHAT OBSTACLES ARE IN THE PLAYER'S WAY TO MAKE REACHING THE GOAL FUN AND INTERESTING?
- HOW IS THE PLAYER BEING KEPT FROM REACHING A GOAL?
- HOW MIGHT THESE OBSTACLES ENGAGE THE PLAYER?

GAME CORE MECHANICS

- WHAT CORE ACTIONS OR MOVES DOES THE PLAYER DO TO POWER THE PLAY OF THE GAME?
- HOW MIGHT THESE ACTIONS OR MOVES ENCOUAGE ENGAGEMENT?
- HOW MIGHT THESE AFFECT ENGAGEMENT?

LESSON 2 QUESTION PROMPTS CARDS

COPY, CUT AND CREATE QUESTION PROMPT PACKS

✂ -

GAME COMPONENTS

- **WHAT PARTS MAKE UP THE MATERIALS OF PLAY INCLUDING PLAYERS?**
- **HOW MIGHT THESE COMPONENTS AFFECT THE GOAL OF THE GAME?**

✂ -

GAME RULES/INSTRUCTIONS

- **WHAT RELATIONSHIPS DEFINE WHAT A PLAYER CAN DO IN THE GAME?**
- **WHAT RELATIONSHIPS DEFINE WHAT A PLAYER CANNOT DO IN THE GAME?**
- **HOW MIGHT THESE DETERMINE THE GOAL OF THE GAME?**
- **HOW MIGHT THESE ENCOURAGE ENGAGEMENT?**

✂ -

GAME SPACE

- **WHERE DOES THE GAME TAKE PLACE?**
- **HOW DOES THAT SPACE AFFECT THE GAME?**
- **TO WHAT EXTENT IS THE SPACE IMPORTANT IN THE GOAL OF THE GAME?**

LESSON 2 TEACHER'S NOTES

TEACHER'S NOTES - GOAL,CHALLENGE, CORE MECHANICS, COMPONENTS, RULES, SPACE

Goal -
- What does a player or team have to do to win?
- How might this be enjoyable and engage the players?

Challenge -
- What obstacles are in the player's way to make reaching the goal fun and interesting?
- How is the player being kept from reaching a goal?
- How might these obstacles engage the player?

Core Mechanics -
- What core actions or moves does the player do to power the play of the game?
- How might these actions or moves encourage engagement?
- How might these affect engagement?

Components -
- What parts make up the materials of play including players?
- How might these components affect the goal of the game?

Rules -
- What relationships define what a player can and cannot do in the game?
- How might these determine the goal of the game?
- How might these encourage engagement?

Space -
- Where does the game take place and how does that space affect the game?
- To what extent is the space important in the goal of the game?

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LESSON 2 QUESTION PROMPTS CARDS

COPY, CUT AND CREATE QUESTION PROMPT PACKS
FOR EACH GROUP

GAME GOALS

- WHAT DOES A PLAYER OR TEAM HAVE TO DO TO WIN?
- HOW MIGHT THIS BE ENJOYABLE AND ENGAGE THE
  PLAYERS?

GAME CHALLENGE

- WHAT OBSTACLES ARE IN THE PLAYER'S WAY TO MAKE
  REACHING THE GOAL FUN AND INTERESTING?
- HOW IS THE PLAYER BEING KEPT FROM REACHING A GOAL?
- HOW MIGHT THESE OBSTACLES ENGAGE THE PLAYER?

GAME CORE MECHANICS

- WHAT CORE ACTIONS OR MOVES DOES THE PLAYER DO TO
  POWER THE PLAY OF THE GAME?
- HOW MIGHT THESE ACTIONS OR MOVES ENCOUAGE
  ENGAGEMENT?
- HOW MIGHT THESE AFFECT ENGAGEMENT?

LESSON 2 QUESTION PROMPTS CARDS

COPY, CUT AND CREATE QUESTION PROMPT PACKS

✂ -

GAME COMPONENTS

- WHAT PARTS MAKE UP THE MATERIALS OF PLAY INCLUDING PLAYERS?
- HOW MIGHT THESE COMPONENTS AFFECT THE GOAL OF THE GAME?

✂ -

GAME RULES/INSTRUCTIONS

- WHAT RELATIONSHIPS DEFINE WHAT A PLAYER CAN DO IN THE GAME?
- WHAT RELATIONSHIPS DEFINE WHAT A PLAYER CANNOT DO IN THE GAME?
- HOW MIGHT THESE DETERMINE THE GOAL OF THE GAME?
- HOW MIGHT THESE ENCOURAGE ENGAGEMENT?

✂ -

GAME SPACE

- WHERE DOES THE GAME TAKE PLACE?
- HOW DOES THAT SPACE AFFECT THE GAME?
- TO WHAT EXTENT IS THE SPACE IMPORTANT IN THE GOAL OF THE GAME?

LESSON 2 TEACHER'S NOTES

TEACHER'S NOTES - GOAL,CHALLENGE, CORE MECHANICS, COMPONENTS, RULES, SPACE

Goal -
- What does a player or team have to do to win?
- How might this be enjoyable and engage the players?

Challenge -
- What obstacles are in the player's way to make reaching the goal fun and interesting?
- How is the player being kept from reaching a goal?
- How might these obstacles engage the player?

Core Mechanics -
- What core actions or moves does the player do to power the play of the game?
- How might these actions or moves encourage engagement?
- How might these affect engagement?

Components -
- What parts make up the materials of play including players?
- How might these components affect the goal of the game?

Rules -
- What relationships define what a player can and cannot do in the game?
- How might these determine the goal of the game?
- How might these encourage engagement?

Space -
- Where does the game take place and how does that space affect the game?
- To what extent is the space important in the goal of the game?

Seeding Sustainability - Churning Games

Micro-Module 6: Churning Games

Implementation

Lesson 3: Examining Virtual Game Parts - Gameplay, Monetisation, Game Economy

Subjects: CSPE, SPHE, CSPE, PE

4 QUALITY EDUCATION

3 GOOD HEALTH AND WELL-BEING

10 REDUCED INEQUALITIES

15 LIFE ON LAND

Lesson Title and Summary: Examining Virtual Game Parts

Examining the parts that make up games offers an opportunity to identify elements of Gameplay, Monetisation and Game Economy.

Vocabulary:
Games play, Monetisation; Game Economy

In this lesson, the learner will:

- Work collaboratively to research and examine virtual game parts
- Develop an understanding of and critically analyse three parts of virtual games: gameplay, monetisation, economy

Materials

- Worksheets: Examining Virtual Game Parts
- Teacher's Notes
- Computer / Tablet access
- Access to the internet
- Access to approved online games

Seeding Sustainability - Churning Games

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ACTIVITY INSTRUCTIONS

Activity 1 Examining Game Play (20 mins)

1. Divide learners into pairs. Invite pairs to brainstorm popular, well-known virtual games. These could be ones they know of or have experience using.
2. After brainstorming, learners choose one game they wish to examine in pairs. Briefly check understanding and clarify what "gameplay" means (Teacher's Notes).
3. Using Worksheet: Gameplay, Monetisation, Economy, learners will be guided though the first stage of their examination of game parts. Ask learners to work in pairs and complete Task 1 on the worksheet. Learners are to research, examine and record the gameplay of their chosen game - considering how engagement is maintained and retained.

Activity 2 Game Monetisation (15 mins)

1. Elicit a whole-class understanding of what is meant by "monetisation".
2. Invite learners to think about the context of monetisation in games. How do virtual games make money?
3. Redirect learners to Task 2 of the worksheet, this time focusing on Monetisation. Go through instructions; checking and clarifying understanding. Learners are to research, examine and record how their chosen game makes money.

Activity 3 Game Economy (15 mins)

1. Once pairs have researched and gathered findings on "gameplay" and "monetisation" ,direct them to complete Task 3 of the worksheet, which looks at how gamers progress in the game and earn. Elicit/Check understanding of "soft" and "hard" currency (see Teacher's Notes under "Game Economy" for information). Learners are to research and examine how soft and hard currencies are earned, spent, traded in their chosen online game. Check understanding and clarify where necessary.

REFLECTIVE EXERCISE: 3-2-1 (5 mins)

- Three things they feel they have learnt from the tasks.
- Two things they found most interesting and would like to explore more.
- One – their opinion they have about the tasks.

Seeding Sustainability - Churning Games

EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, focus only on game play and monetisation and remove the engagement task. This could be set for homework or as an additional task or flipped classroom task.

Extension: For a longer lesson, allow a longer time for collaborative research in all 3 activities. You may also wish to foster in time for knowledge exchange by groups paring up and sharing findings.

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

GAA
https://crokepark.ie/stadium/stadium-history-development/gaa-history
http://www.cavanmuseum.ie/gaa-history.htm
https://www.gaa.ie/the-gaa/history/

Sport Game Design
http://ptgmedia.pearsoncmg.com/images/9780133811933/samplepages/013381193x.pdf

Economy
https://departmentofplay.net/the-principles-of-building-a-game-economy/

Engagement
https://www.youtube.com/watch?v=hbzGO_Qonu0

LOCAL TRIP / EXPERTISE / OPTIONAL PROJECT:

- Contact and interview a game designer / game product distributor / sports person/coach in their local area.
- Research a local game / sport and present a short brief on how it could be adapted virtually.

LESSON 3 WORKSHEET

EXAMINGING VIRTUAL GAME PARTS:
GAMEPLAY, MONTISATION, ECONOMY

15 LIFE ON LAND

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?

LESSON 3 TEACHER'S NOTES

TEACHER'S NOTES GAMEPLAY, MONETISATION, ECONOMY

Gameplay

Gameplay is the pattern defined through the game rules, connection between player and the game, challenges and overcoming them, plot and player's connection with it.

The features of a video game, such as its plot and the way it is played, as distinct from the graphics and sound effects.

https://www.collinsdictionary.com/dictionary/english/gameplay

Game Monetisation

Video game monetization is the type of process that a video game publisher can use to generate revenue from a video game product. Consumers may simply buy games, revenues can be generated via in-game advertising, or gamers spend money on micro-transactions and downloadable content (DLC) within the game.

https://www.collinsdictionary.com/dictionary/english/monetize

Game Economy

Soft currency (virtual currency) is earned by completing levels and winning battles within the game. A popular one using this type of currency is Candy Crush and it rewards its users with gold bars. On the other hand, hard currency (real money) is more difficult to get, since it has a greater value.

https://departmentofplay.net/the-principles-of-building-a-game-economy/

Seeding Sustainability - Churning Games

Micro-Module 6: Churning Games

Implementation

Lesson 4

What makes a 'good' game?

Subjects: CSPE, SPHE, PE

Lesson Title and Summary: 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.

Vocabulary:
Goal; Rule; Challenge; Interactivity; Core mechanics; Components, Space

In this lesson, the learner will:

- Look at the game goals, rules, challenge, and interactivity.
- Explore and analyse how and why something works.
- Evaluate participant engagement in games.

Materials

- Worksheet: 'Good' Games
- Worksheet: Games Review
- Teacher's Notes
- Pens/pencils/paper or boards and markers or tablets
- Lesson 2 Teacher's Notes / Question Prompt Cards.

Seeding Sustainability - Churning Games

4 QUALITY EDUCATION **3 GOOD HEALTH AND WELL-BEING** **10 REDUCED INEQUALITIES** **15 LIFE ON LAND**

ACTIVITY INSTRUCTIONS

Activity 1 Good Game Brainstorming (20 mins)

1. Ask learners to individually think about: What makes a 'good' game? Learners should note their ideas on Worksheet: 'Good' Games (Task 1) to share with the group.

Guiding questions
- *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?*

2. Ask learner to share their ideas in small groups (2-3). Encourage them to explain their ideas engage in discussion.
- *What do you agree with about the idea? Why?*
- *What do you disagree with? Why?*

Activity 2 Good Game Review (30 mins)

1. Offer groups a choice of 2 games to play and review. (See Teacher's Notes- Game Options). Go over the rules of each game, check understanding and clarify where needed. Allow learners to play each game for 10 minutes.
2. Ask learners to note summary answers to the question prompts cards from Lesson 2.

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 – their opinion they have about the tasks.

Seeding Sustainability - Churning Games

4 QUALITY EDUCATION

3 GOOD HEALTH AND WELL-BEING

10 REDUCED INEQUALITIES

15 LIFE ON LAND

EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, reduce time brainstorming and idea sharing.

Extension: For a longer lesson, spend more time on post game play review in groups and complete reflective writing task (see Teacher's Notes- Review Writing Prompts).

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

Resources
Game Theory: https://en.wikipedia.org/wiki/Game_theory

Various game design analysis- Cagey Videos
https://www.youtube.com/channel/UCHVNsaUszPcZhlJdXnhkYZA

Gamemaker's Toolkit
https://www.youtube.com/user/McBacon1337

LOCAL TRIP / EXPERTISE

- Organise a games session with another class. Get their feedback on the games using the Question Prompt cards

- Engage the teenagers in a hands-on game design activity. Use a Driving Question e.g.

    How can you create an immersive and socially impactful game that uses games to address a real-world challenge, while providing an engaging and entertaining experience for players?"

Provide materials such as cards, dice, game boards, or digital game design tools if possible. In small groups or individually, have them create simple games based on the elements discussed earlier. This activity allows them to put theory into practice and experiment with game design concepts.
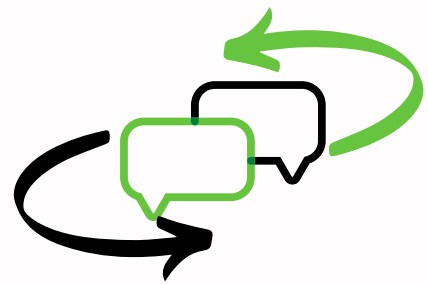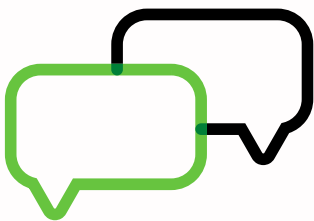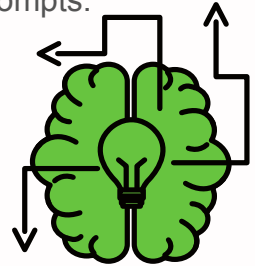
LESSON 4 WORKSHEET: "GOOD" GAMES

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?

LESSON 4 WORKSHEET: GAMES REVIEW

15 LIFE ON LAND

CHOOSE A GAME TO REVIEW

Game being reviewed: ◇ .... ◇

After playing the game, write a review using the following question prompts to help you.

- Goal - What does a player or team have to do to win?
- Challenge - What obstacles are in the player's way to make reaching the goal fun and interesting?
- Core Mechanics - What core actions or moves does the player do to power the play of the game?
- Components - What parts make up the materials of play including players?
- Rules - What relationships define what a player can and cannot do in the game?
- Space - Where does the game take place and how does that space affect the game
- How did these contribute to your overall enjoyment and engagement of the game? players?

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LESSON 4 TEACHER'S NOTES - QUESTION PROMPTS

TEACHER'S NOTES QUESTION PROMPTS

Question Prompts

- Goal -
- What does a player or team have to do to win?
- How might this be enjoyable and engage the players?

- Challenge -
- What obstacles are in the player's way to make reaching the goal fun and interesting?
- How is the player being kept from reaching a goal?
- How might these obstacles engage the player?

- Core Mechanics -
- What core actions or moves does the player do to power the play of the game?
- How might these actions or moves encouage engagement?
- How might these affect engagement?

- Components -
- What parts make up the materials of play including players?
- How might these components affect the goal of the game?

- Rules -
- What relationships define what a player can and cannot do in the game?
- How might these determine the goal of the game?
- How might these encourage engagement?

- Space -
- Where does the game take place and how does that space affect the game?
- To what extent is the space important in the goal of the game?

## TEACHER'S NOTES GAME OPTIONS

TIC TAC TOE
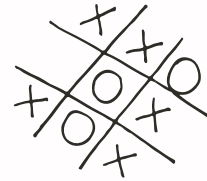
1. The game is played on a grid that's 3 squares by 3 squares.
2. You are X, your friend (or the computer in this case) is O. Players take turns putting their marks in empty squares.
3. The first player to get 3 of their marks in a row (up, down, across, or diagonally) is the winner.
4. When all 9 squares are full, the game is over. If no player has 3 marks in a row, the game ends in a tie.

BATTLESHIP

1. Players begin by drawing two grids with ten vertical and ten horizontal lines on two separate sheets of paper.
2. The horizontal side is lettered and the vertical side numbered.
3. On one sheet, each player draws rectangles representing a fleet of ships without letting the other player see their location.
4. On the other grid, hits are marked with an X and misses with an O. The ships must take adjacent squares vertically, horizontally, or diagonally.

Each player's fleet consists of the following:

- 1 aircraft carrier covering five squares
- 1 battleship covering four squares
- 1 cruiser covering three squares
- 2 destroyers covering two squares each
- 2 submarines covering one square each
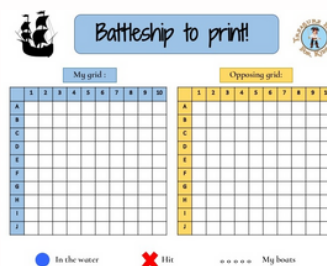
5. Players take turns firing a salvo of seven shots, calling out guessed locations of the other player's ships, example F6, G9, etc.
6. An opponent must state the number of hits and the type of ship, but not which shots were hits and which misses.
7. Once all the squares of a ship are discovered, a player must say, "You sank my battleship (cruiser, destroyer, etc.)."
8. Each time a player loses a ship, the salvo is reduced by one shot.
The goal is to sink all of an opponent's ships to win the game.

15 LIFE ON LAND

TEACHER'S NOTES REVIEW WRITING PROMPTS

Learners are to write a review of a game they have played using the question prompts for guidance.

Goal -
What does a player or team have to do to win?
How might this be enjoyable and engage the players?

Challenge -
What obstacles are in the player's way to make reaching the goal fun and interesting?
How is the player being kept from reaching a goal?
How might these obstacles engage the player?

Core Mechanics -
What core actions or moves does the player do to power the play of the game?
How might these actions or moves encourage engagement?
How might these affect engagement?

Components -
What parts make up the materials of play including players?
How might these components affect the goal of the game?

Rules -
What relationships define what a player can and cannot do in the game?
How might these determine the goal of the game?
How might these encourage engagement?

Space -
Where does the game take place and how does that space affect the game?
To what extent is the space important in the goal of the game?

Seeding Sustainability - Churning Games

Micro-Module 6: Churning Games

Implementation

Lesson 5

Access & Inclusivity - Game Design and Inclusion

Subjects: CSPE, SPHE, PE

Lesson Title and Summary: 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.

Vocabulary:

Access; Inclusivity; Game design; Auditory; Visual; Motor; Cognitive; Goal; Challenge; Core mechanics; Components: Rules; Space

In this lesson, the learner will:

- Explore what makes something a game and the motivations for game playing.
- Identify access and inclusivity in game design.
- Work collaboratively to evaluate accessibility and inclusivity of game design.

Materials

- Worksheet: Access & Inclusivity - What makes something a game?
- Worksheet: Access & Inclusivity - needs, equipment, features and components
- Pens/pencils/paper or boards and markers

Seeding Sustainability - Churning Games

ACTIVITY INSTRUCTIONS

Activity 1 Eliciting Understanding (10 mins)

1. Elicit an understanding of "accessible" and "inclusive". What do these words mean in relation to game design. Ask learners to discuss the following questions in pairs before sharing ideas as a whole class:

- Why do you play games?
- Why do other people play games?
- What might make a game accessible and inclusive in design?
- How might game design not be accessible or inclusive in design?
- How might games be useful in ways other than just "having fun"?

Activity 2: Accessibility and Inclusivity in Game Parts (20 mins)

1. Invite learners to note down their ideas of "What makes something a game?" Direct them to use Worksheet: Access & Inclusivity What Makes a Good Game? Task 1. Ask them to consider their ideas in relation to: Goal - Challenge - Core Mechanics - Components - Rules - Space. You may need to define/explain these terms (see Teacher's Notes).

2. Direct learners to Task 2 where learners in pairs or groups of 3 are invited to share their ideas and develop them further by coming to agreement on key elements that make something a game.

Activity 3: Considering Needs, Equipment and Features (20 mins)

1. Continuing to work in groups, direct learners to Worksheet: Access & Inclusivity - Needs, Equipment, Features and Components.. Encourage learners to actively listen and share ideas. Learners are invited to brainstorm and discuss 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

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 – their opinion they have about the tasks.

Seeding Sustainability - Churning Games

| 4 QUALITY EDUCATION | 3 GOOD HEALTH AND WELL-BEING | 10 REDUCED INEQUALITIES | 15 LIFE ON LAND |

EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, reduce time spent in Activity 1.

Extension: For a longer lesson, go through the worksheets for evaluation and guidance and spend more time on evaluating discussion in Activity 2.

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

Online Games
- https://accessible.games/wp-content/uploads/2018/11/AbleGamers_Includification.pdf
- https://www.bbc.co.uk/gel/guidelines/how-to-design-accessible-games - useful relating to visual, cognitive, auditory, motor skills
- https://gamesforchange.org/studentchallenge/inclusive-play-designing-games-for-all-test/

Minecraft
- Minecraft Beginners Guide - Part 1 - Tools, Weapons, Food and Surviving [12:00mins] https://youtu.be/BEH_fMgRNrc
- https://www.dummies.com/programming/programming-games/minecraft/how-to-play-minecraft/

Offline Games
https://truesport.org/respect-accountability/4-ways-make-your-sport-more-accessible-for-all/

Methods for Inclusive Design in Sport/Physical Activity
- https://inclusivesportdesign.com/tutorials/how-to-adapt-and-modify-your-sport-activities-to-include-all/
- https://inclusivesportdesign.com/tutorials/adapt-and-modify-with-tree/
- Disability Sport - Adaptation SEMA Model [13:34mins] https://youtu.be/aBJOGcLhRBs

LOCAL TRIP / EXPERTISE

- Evaluate an existing offline local game and present findings through a PowerPoint/ Video presentation.
- Create a podcast which reviews games and evaluates access and inclusivity.
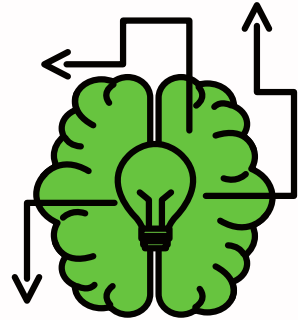
LESSON 5 WORKSHEET

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.
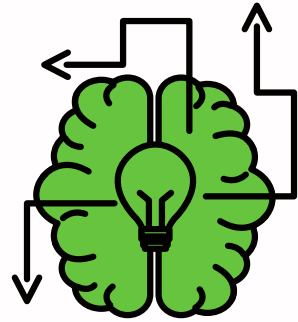
1.
2.
3.
4.
5.

LESSON 5 WORKSHEET

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.

Seeding Sustainability - Churning Games

Micro-Module 6: Churning Games

Implementation

Lesson 6

Access & Inclusivity - Outside Perspectives

Subjects: CSPE, SPHE, PE

Lesson Title and Summary: Access & Inclusivity - Outside Perspectives

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

Vocabulary:
Access; Inclusivity; Perspective

In this lesson, the learner will:

- Explore what makes something a game and the motivations for game playing.
- Identify access and inclusivity in game design
- Work collaboratively to evaluate accessibility and inclusivity of game design

Materials

- Worksheet: Access & Inclusivity - Marginalisation
- Teacher's Notes
- Pens/pencils/paper or boards and markers or tablets/stylus pens

Seeding Sustainability - Churning Games

4 QUALITY EDUCATION   **3 GOOD HEALTH AND WELL-BEING**   **10 REDUCED INEQUALITIES**   **15 LIFE ON LAND**

ACTIVITY INSTRUCTIONS

Activity 1 What is marginalisation? (10 mins)

1. Elicit the learners understanding of the term "marginalised" - See Teacher's Notes. Conduct a whole class discussion and brainstorming session. Ask learners to think about and suggest points of view about "marginalised groups" within their community/local area. Guiding questions to ask:
- How might individuals or groups of people be marginalised in relation to games?
- In what ways might people be excluded?

Activity 2: Understanding marginalisation (20 mins)

1. Divide learners into pairs or groups of 3 and direct learners to Worksheet: Marginalisation (Task 1). In groups, learners brainstorm, in more depth, their understanding of marginalised individuals/groups by:
- Researching groups in the local community. - identify people or groups you feel may have access and inclusion challenges or disadvantages.

Activity 3: Further research (20 mins)

1. Invite learners to now consider what kind of information they would like to learn from marginalised groups in their community. Direct learners to identify research questions for Worksheet: Marginalisation (Task 2). Guiding questions you may ask:
- What is the problem to be solved?
- Who cares about this problem and why?
- What have others done?
- What is your solution to the problem? How can you demonstrate that the solution is a good one?.

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 – their opinion they have about the tasks.

Seeding Sustainability - Churning Games

EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, blend Activity 1 and 2 and let the focus be on group discussion.

Extension: For a longer lesson, complete Task 3 in class. Provide additional guidance where needed.

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

Defining Marginalised
- https://www.ukaiddirect.org/wp-content/uploads/2017/03/Defining-marginalised.pdf

Marginalised and Vulnerable Groups
- http://www.inworkproject.eu/toolbox/index.php/glossary-resources/glossary/marginalised-and-vulnerable-groups

European Networks and Resources
- http://www.inworkproject.eu/toolbox/index.php/glossary-resources/resources/european-networks
- https://www.sportsforsocialimpact.com/post/social-inclusion-through-sport

Infographics Guidance
- https://slidesgo.com/education-infographics
- https://www.copypress.com/kb/infographics/how-to-make-infographics-with-powerpoint-2/
- https://piktochart.com/blog/how-to-create-an-infographic-and-other-visual-projects-in-5-minutes/

LOCAL TRIP / EXPERTISE

Optional Project:

Form an action group responsible for identifying and providing information on support available to marginalised groups in your community.

Teen Game Developers Challenge: Working with the computer department / technology teacher to act as game designers and developers. Over the course of the project, learners will conceptualise, design, and create their own video games. Link to the Climate Change Engage Game Design Unit.
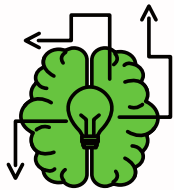
LESSON 6 WORKSHEET 1

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.
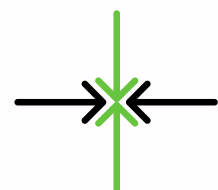
- What are your research questions?

DISCUSS

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

- Who?

- How?

- Where?

- When?

GATHER

LESSON 6 TEACHER'S NOTES

ACCESS & INCLUSIVITY

Activity 1 Marginalisation

verb

past tense: marginalised; past participle: marginalised

1 treat (a person, group, or concept) as insignificant or peripheral.

2 "by removing religion from the public space, we marginalize it"

Mapping and Working with Marginalised Communities - Additional information

- https://www.tnlcommunityfund.org.uk/media/insights/documents/Mapping-and-working-with-marginalised-communities-Workbook.pdf?mtime=20200703163650&focal=none
- https://www.ambitionforageing.org.uk/equalitiesmodel
- https://www.sportsforsocialimpact.com/post/social-inclusion-through-sport

Seeding Sustainability - Churning Games

Micro-Module 6: Churning Games

Implementation

Lesson 7

Rules of Sport - Rule Making

Subjects: CSPE, SPHE, PE

4 QUALITY EDUCATION

3 GOOD HEALTH AND WELL-BEING

10 REDUCED INEQUALITIES

15 LIFE ON LAND

Lesson Title and Summary: Rules of Sport - Rule Making

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

Vocabulary:
Access; Inclusivity; Etiquette; Rules, Primary rules; Secondary rules, Unwritten rules.

In this lesson, the learner will:

- Think generally and then critically about rules in sport.
- Work collaboratively and communicatively to suggest answers to guiding question prompts.
- Consider access and inclusivity in rule making
- Practice sharing ideas, active listening and engaging in "plussing" practice.

Materials

- Question Prompt Cards
- Video: Feedback strategy in school [4:29min]
- Teacher's Notes
- Pens/pencils/paper or boards and markers or tablets/stylus pens

Seeding Sustainability - Churning Games

ACTIVITY INSTRUCTIONS

Activity 1 Permitted vs Not Permitted (15 mins)

1. Ask learners to suggest things you can and can not do in daily life - Elicit learners' understanding of "permitted" vs "not permitted" - this will activate their connection before content.

Activity 2 Plussing (15 mins)

1. Inform learners they are going to watch a video which is about building on the ideas of others. Before watching give learners the following questions to make notes on while watching.
- What is "plussing"?
- What are the 3 improvisation principles?
- How could this method help you in discussing ideas?

2. Share notes in pairs before discussing answers as a whole class.

3. Direct learners to watch the video "Feedback Strategy in School" (See Media box) and follow up with a brief discussion on the main ideas of the topic.

Activity 3: What are rules? (20 mins)

1. Invite learners to briefly brainstorm (whole class) answers to the following questions reminding them to use the "plussing" method they learned about in the video:
- What constitutes a "rule"?
- Why are they important?
- What makes an effective rule?
  See Teacher's Notes for support.

2. Divide learners into pairs/groups of 3. Direct learners to Question Prompt Cards to explore the questions posed and think deeper and more critically. Go over questions checking for understanding and clarifying where necessary.

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 – their opinion they have about the tasks.

Seeding Sustainability - Churning Games

EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, integrate the question/ concept of Activity 1 into the brainstorming of Activity 3.

Extension: For a longer lesson, before moving to Activity 3, allow a further 10 minutes for discussion on the information presented in the video and how this method may help ideas brainstorming. Allow a further 10 minutes for Activity 3.

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

Rules of Sport
- https://www.rulesofsport.com/
- https://www.sportsrec.com/7991006/the-importance-of-rules-in-sports

Plussing Video "Feedback Strategy in School" [4:29min]
- https://youtu.be/jziy7comOT8

Articles
- https://www.bbc.co.uk/bitesize/guides/zqwkqty/revision/1

Access and Inclusivity
- https://www.playbytherules.net.au/
- https://resources.specialolympics.org/sports-essentials/sports-and-coaching/sport-rules-article-1
- https://www.sportengland.org/how-we-can-help/coronavirus/return-play/inclusion-and-accessibility-guidance
- https://inclusivesportdesign.com/planning-for-inclusion/7-pillars-of-inclusion-using-commonalities-as-the-start-point-for-inclusive-sport/

LOCAL TRIP / EXPERTISE

- Get learners to research athletes in their local place to find out how they got involved in sport

LESSON 7 TEACHER'S NOTES

PLUSSING PRINCIPLE & Q-PROMPTS

Activity 2 Notes

VIDEO: https://youtu.be/jziy7comOT8 [4:29min]
Plussing Feedback in Schools

- What is "plussing"?

A design-thinking principle that helps build on the original idea and adds to creative momentum.

- What are the 3 improvisation principles?

1 Accept every offer.
2 Use "yes and" instead of "yes but".
3 Make your partner look good.

- How this might method help you in discussing ideas? (answers may vary)

Q-Prompts Cards
Copy the cards on the next page, one pack per group.
Alternatively, these can be shared digitally with the students to be used in groups.

Activity 3 What are rules?
Learners are to further explore ideas (through suggesting responses to question prompts and agreeing/disagreeing with their group members) around the posed questions on the Q-Prompt Cards.

The aim of this activity is for learners to be guided to identify:

- The purposes of rules are to:

a) Give structure to the sport.
b) Enable sports to be played smoothly.
c) Ensure the safety of the participants.

- The rules are divided into two types;

1) Primary rules and secondary rules. The primary rules define the structure of the activity; the size or shape of the area, the number of participants, the type of equipment required and the objective of the activity.
2) The secondary rules ensure that the activity is safe and fair for the participants involved.

RULES Q - PROMPTS

THINK GENERALLY

1
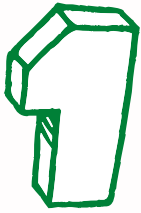
- **What constitutes a "rule"?**
- **Why are they important?**
- **What makes an effective rule?**

RULES Q - PROMPTS

NOW THINK ABOUT RULES IN SPORTS

2

- **What are common rules in sport?**
- **What would "primary" rules of sport consist of?**
- **What might "secondary" rules of sport consist of?**

RULES Q - PROMPTS

DIG DEEPER

3

- **Who are the rules for?**
- **What might rules enable?**
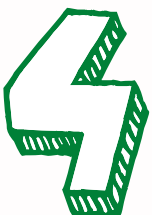- **What might rules prevent?**

RULES Q- PROMPTS

DIG EVEN DEEPER

4

- **What is meant by "unwritten" rules?**
- **What might be some unwritten rules in sport?**
- **Why is it important to be aware of unwritten rules?**

Seeding Sustainability - Churning Games

Micro-Module 6: Churning Games

Implementation

Lesson 8

Rules of Sport: Considering Inclusive Process

Subjects: CSPE, PE, SPHE,

4 QUALITY EDUCATION

3 GOOD HEALTH AND WELL-BEING

10 REDUCED INEQUALITIES

15 LIFE ON LAND

Lesson Title and Summary: 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. In this lesson, learners will will explore and engage in group discussion on consensus building process.

Vocabulary:

Consensus; Consensus building; Conflict; Inclusivity; Access; Decision making; Benefits; Process; Agreement and disagreement.

In this lesson, the learner will:

- engage in ideas sharing, and active listening in small groups.
- participate in group discussion to identify process, use of language, conditions, facilitation, group organisation and key skills of consensus building.

Materials

- Worksheet: Rules of Sport Considering Inclusive Process
- Video: What is Pixar's Plussing? [1:18mins]
- Teacher's Notes

Seeding Sustainability - Churning Games

4 QUALITY EDUCATION

3 GOOD HEALTH AND WELL-BEING

10 REDUCED INEQUALITIES

15 LIFE ON LAND

ACTIVITY INSTRUCTIONS

Activity 1 Lead In & Plussing an Idea (20mins)

1. Elicit the meaning of "plussing" and idea. Ask learners to think themselves, then in pairs before sharing with the whole class.
2. Invite learners to watch this short video about "What is Pixar's Plussing?" (see Media Box) and to note the following while they watch:

- What are the 3 principles?
- How does this technique work in practice?
  (Note that although the video refers to "prototype" this can be transferred to "idea" for any context.)

Activity 2: Considering Process (30 mins)

1. Ask groups to now gather their collective ideas from the previous lesson on Consensus Building and use them to inform and guide them in responding to the following questions. Encourage learners to spend a few moments reading through the questions and to pose questions if they need further clarification:

- 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.
- How might people express degrees of consensus?
- 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?

2. Direct learners to spend a few minutes per question sharing ideas through discussion.

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 – their opinion they have about the tasks.

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EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, reduce the time in Activity 1 by 5 minutes and Activity 2 by 10 minutes.

Extension: For a longer lesson, increase the time on Activity 1 by practising plussing with sample topics of the learner's choice.

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

Video: What is Pixar's Plussing? [1:18mins]

- https://youtu.be/qwrBIkqbBDo

Articles on Consensus Building

- First section - 5 Steps to conscensus building https://www.pon.harvard.edu/tag/consensus-building/
- https://news.un.org/en/audio/2016/06/614032

Considering Process

- https://www.seedsforchange.org.uk/shortconsensus

Sports Conflict

- https://sportsconflict.org/resource/consensus-decision-making/
- https://www.athleteassessments.com/coachs-guide-managing-conflict-in-sport/

LOCAL TRIP / EXPERTISE

- Invite Narrative 4 to do a story exchange around inclusion and conflict resolution https://narrative4.ie/story-exchange/

- Invite the coach / captain of a local sporting team to talk about team spirit / conflict on the pitch and refereeing.

- Contact your local Sports Inclusion Disability Officer (SIDO) and invite them to host a webinar or to speak with the learners. Learners could also construct an interview for them to find out more about their role, inclusion in sport and county activities. https://www.sportireland.ie/participation/sports-inclusion-disability-officers

LESSON 8 TEACHER'S NOTES

PLUSSING PRINCIPLE AND CONSENSUS PROCESS

Plussing Principle

VIDEO What is Plussing?
https://youtu.be/qwrBIkqbBDo

Note that although the video refers to "prototype" this can be transferred to "idea" for any context.

Guiding questions:

- What is the idea?
- What did you like about it?
- How could you add to it to make it better?

Consensus Building Process Guide

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.
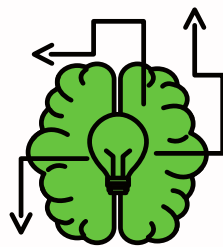
LESSON 8 WORKSHEET

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?
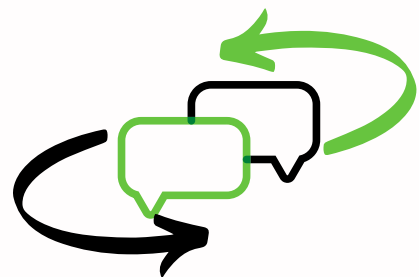
SHARE   LISTEN   PLUS IT

- 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.

Seeding Sustainability - Churning Games

Micro-Module 6: Churning Games

Implementation

Lesson 9

Rules of Sport: Consensus Building

Subjects: SPHE, CSPE, PE

4 QUALITY EDUCATION

3 GOOD HEALTH AND WELL-BEING

10 REDUCED INEQUALITIES

15 LIFE ON LAND

Lesson Title and Summary: 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 allowing groups to reach an overwhelming agreement among relevant parties and maximize possible gains to everyone. In this lesson learners will look at advantages and impacts of consensus.

Vocabulary:

Consensus; Consensus building; Conflict; Inclusivity; Access; Decision making; Benefits; Process; Parameters; Agreement and Disagreement.

In this lesson, the learner will:

- look at the use of consensus, its advantages and who it impacts/benefits.
- engage in ideas sharing, and active listening in small groups.

Materials

- Worksheet: Rules of Sport Consensus Building
- Video: Excellent Team Work [1:37min]
- Teacher's Notes
- Pens/pencils/paper or boards and markers or Tablet/stylus pens

Seeding Sustainability - Churning Games

ACTIVITY INSTRUCTIONS

Activity 1 Establishing the meaning of "consensus" (10 mins)

1. For connection before content, invite learners to look up and define the context of "consensus". Learners may use an official dictionary to get the defined meaning, part of speech and synonyms (other words similar meaning) and antonyms (opposite meanings).
2. Once they have read the dictionary definition, ask them to define "consensus" in their own words.

Activity 2 Team Work (20 mins)

1. Show the learners the following video Excellent Team Work [1:37min].
- Start at 0:08 and stop at 0:40.
- What do you notice about each person individually/all the people collectively? Briefly discuss ideas.
- Start at 0:56 and stop at 1.22.
- Ask learners to note additional ideas while watching again in slow motion.

2. Pair learners and invite them to discuss their ideas noted while watching both videos. These animations are used to help stimulate discussion and ideas connected to consensus building/ team work. Encourage active listening and positive feedback, Alternatively you can also use Microsoft Teams whiteboard, e.g. Feedback stems:

- I like what you said about... because...
- Tell me more about why you thought... about...
- I agree with you about... because...

Activity 3 Why Build Consensus? (20 mins)

1. Working in pairs, use the worksheet to consider and discuss question prompts (see Teacher's Notes for support).

Why build consensus? Consider team/ power/ connections/ decision making and implementation. What are the benefits? Who benefits?

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 – their opinion they have about the tasks.

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EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, complete Activity 1 and 2 and use Activity 3 as a flipped class room before the following lesson.

Extension: For a longer lesson, extend discussion time in Activity 2 and 3. You may wish to allow more time for group-to-group information and idea sharing.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)
Video:
- Excellent Team Work [1:37min] https://youtu.be/RuQjYzP9PMo Excellent Team Work

Articles on Consensus Building

- First part of the artical 5 Steps to Conscenus building https://www.pon.harvard.edu/tag/consensus-building/
- https://news.un.org/en/audio/2016/06/614032

Video:
- How To Use Whiteboard in Microsoft Teams [4:48min] https://www.youtube.com/watch?v=YBnojDFXo4k

LOCAL TRIP / EXPERTISE

- Practice building consensus by creating a series of topic cards (learner-led). Use these cards to prompt 5 minute chats on each topic, using the skills of consensus building learnt in the lesson.

LESSON 8 TEACHER'S NOTES

CONSENSUS BUILDING

Activity 3 Why Build Consensus?

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.
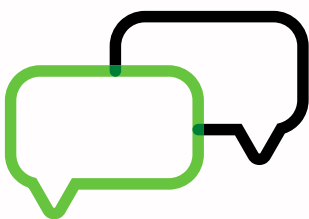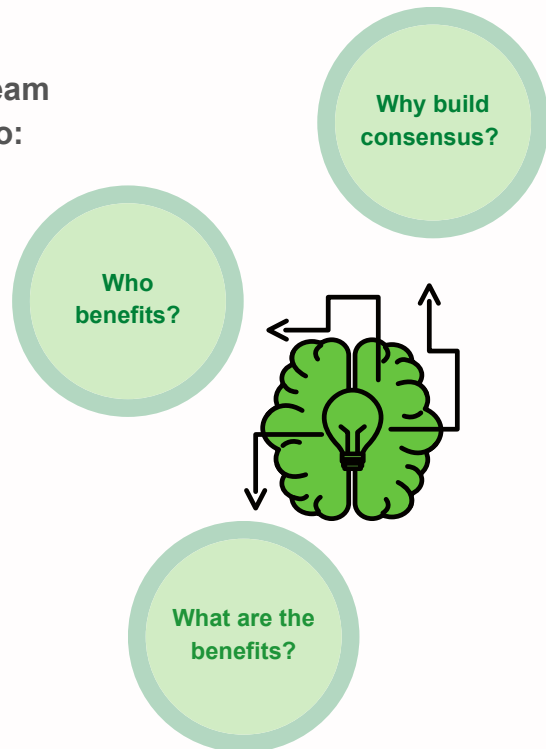
LESSON 8 WORKSHEET

RULES OF SPORT: CONSENSUS BUILDING

15 LIFE ON LAND

Activity 3:

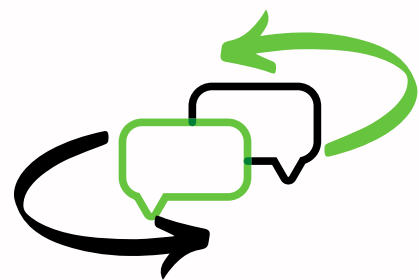**When building consensus and working in a team consider the questions to the right in relation to:**

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

Why build consensus?

Who benefits?

What are the benefits?

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

Seeding Sustainability - Churning Games

Micro-Module 6: Churning Games

Implementation

Lesson 10

Plussing Ideas & Game invention

Subjects: SPHE, CSPE, PE

Lesson Title and Summary: 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.

Vocabulary:

Consensus; Consensus building; Expectations; Roles; Responsibilities; Agreement; Commitment; Game; Invention

In this lesson, the learner will:

- practise using the "plussing" principle for giving feedback and idea development
- practice consensus building process in a group project
- engage in group ideation and brainstorming for invention of a game.

Materials

- Worksheet: Game Invention
- Worksheet: Game Invention Question Prompts
- Teacher's Notes

Seeding Sustainability - Churning Games

ACTIVITY INSTRUCTIONS

Activity 1 Plus It (10 mins)

1. To review the "plussing" principle introduced in earlier lessons, ask learners to review ideas shared in the previous lesson and to "plus" their ideas shared using the feedback stems from Lesson 9 and to take notes of answers they agree on.

Feedback stems:
- I like what you said about... because...
- Tell me more about why you thought... about...
- I agree with you about... because....

Activity 2: Game Invention (30 mins)

If learners are working on the Ice Cream Olympics as their final project, they can invent games that meet the purpose of churning their ice cream.

1. Form teams of 2.
2. Using Worksheet: Game Invention, review the task as a whole class.
3. Give teams 5 minutes to do an initial brainstorm of ideas.
4. Join together with another team to share ideas and give feedback/plussing. This is a chance to support each other to narrow down the focus on which game each team will go forward to build an outline of.
5. Reform original team and use the Worksheet: Question Prompts to build an outline of the game.

Activity 3: Reflections on Games (10 mins)

1. Ask each team to present the outline of the game they have invented. This can be done as a whole class or in smaller groups.
2. Use the plussing principle to provide feedback and suggestions.

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 – their opinion they have about the tasks.

Seeding Sustainability - Churning Games

EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, complete Activity 2 & 3 only.

Extension: For a longer lesson or series of lessons, give teams time to develop their game into a working prototype. They can test this out on their peers. If the weather is good go outside and explore some game ideas and test the ideas in class. What works, what might need to be changed to be inclusive.

Option B: Explore the Special Olympics to see how they have adapted sports to be inclusive

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

Video: Maker Challenge: Invent a Sport Using These Random Items [1:10mins]
- https://youtu.be/rLKa2weeajI

Video: Prompt: Invent a Sport That Can Be Played with Social Distance [1:43mins]
- https://youtu.be/Ryl37A7RhKw

Special Olympics Contact
- https://www.specialolympics.ie/contact

Special Olympics Sports information
- https://www.specialolympics.ie/sport/sports

LOCAL TRIP / EXPERTISE

- Test games on an outside audience (i.e., another school or group).
- Invite an expert on game design to review the game outlines.
- Contact your regional contact of the special olympics to discuss inclusive game / sports