Module 3

Designing your game

Module 3 is designed to build a game based on what the group has learned about local community needs. Following this are questions and activities to help create the game narrative, develop the challenge questions, and identify potential causes.

Remember: Each CPI game has three missions; each mission has four challenge blocks; each challenge block has three challenge questions and one trivia barrier.

1. How can your questions address your themes?
2. Crafting your narrative
3. Populating your missions with questions
4. Appendix

1 How can your questions address your themes?

Each game addresses a handful of local themes.

Themes from "What's the Point" and "Philly 2035" include the following.

Transit | Housing | Safety | Environment | Employment

Youth Activity: Connect themes to questions

Pick one of these themes in the game of your choice, and find three challenge questions where it shows up.

Based on this evidence, what conclusions can you draw about players' experiences with these issues?

Students may find it helpful to create a chart, collage, or written statement that answers this question.

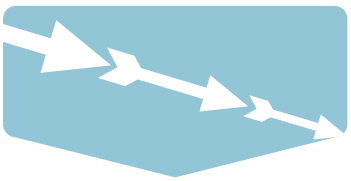
2 Crafting your narrative

A handful of relevant themes are often woven together in each of the missions.

At the same time, each mission is distinct, and together, they form a narrative. For example:

A day in the life, e.g., "What's the Point": exploring, living/working/ going to school, recreation

Plan of action, e.g., Philly2035: your experience of the area, hopes for the future, feedback on specific plans for change



By scope, .eg., Cape 2-0: yourself, your community, your region

Youth Activity: Difference between a theme and a mission

Create a list of themes of either Philly or Salem, and put this next to a list of mission topics. Explain or map how these themes are incorporated into each mission.

Task 1: Choose a Narrative

Compare the game narratives, above, to the community themes you identified during module 2. Use any of these narratives structures in your game, or choose your own.

As you develop your game narrative, keep in mind: What do you want to teach players, and what do you want to learn from them? Begin to brainstorm resources that you'll want to include in the challenge questions and trivia questions for each mission. Investigating these resources at this stage can help spark specific ideas for challenge content later.

Youth Activity: Narrative gallery walk

Different narrative structures are posted around the room. Students circulate, and consider pros and cons of each narrative structure. Students either write comments below the posted narrative structures or they work in small groups to fill out a chart about each structure.

The teacher facilitates a discussion in which students share their thoughts about the narrative structures, and the class chooses one. This helps the class to outline the mission content, for which they may want to create a chart or table.

Youth Activity: Represent it

Each group chooses one mission topic and makes a collage or poster for it, including words, images, even audio or video.

Put each mission topic at the center of the map, and branch out from there to fill in the map. (Students could make, e.g., a mobile, or a slideshow about the topic instead.) Students may want to use VoiceThread (voicethread.com) or collage-sharing websites such as picmonkey.com or fotor.com. →

Each group explains to the class why the group represented their topic in this way and what they want to teach players and learn from players through the mission.

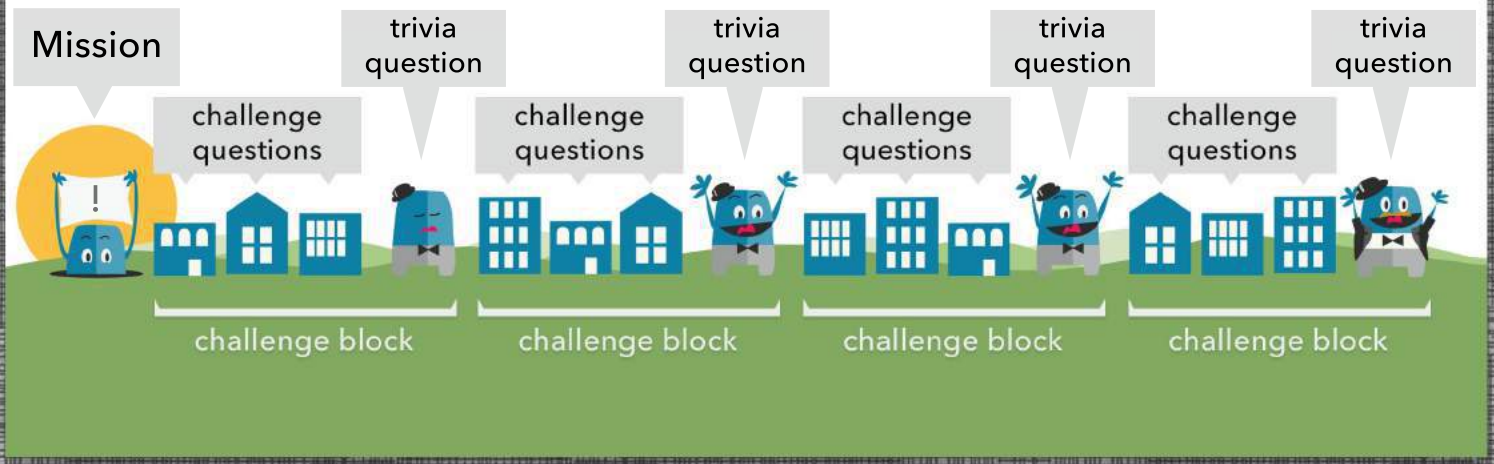
Task 2: Find resources

Find several resources that reflect each mission's topic.

Resources will ultimately deepen the players' understanding of the mission topic, but during the game creation process, resources should also give the game creators direction and inspiration for developing challenge questions.

3 Create your questions and investigate resources

Each game has three missions; each mission has four challenge blocks; each challenge block has three challenge questions and one trivia question.

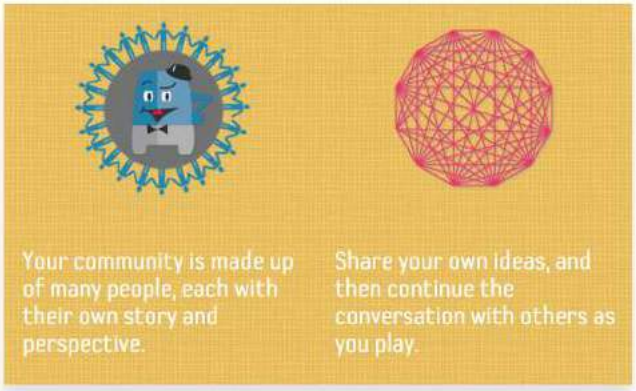


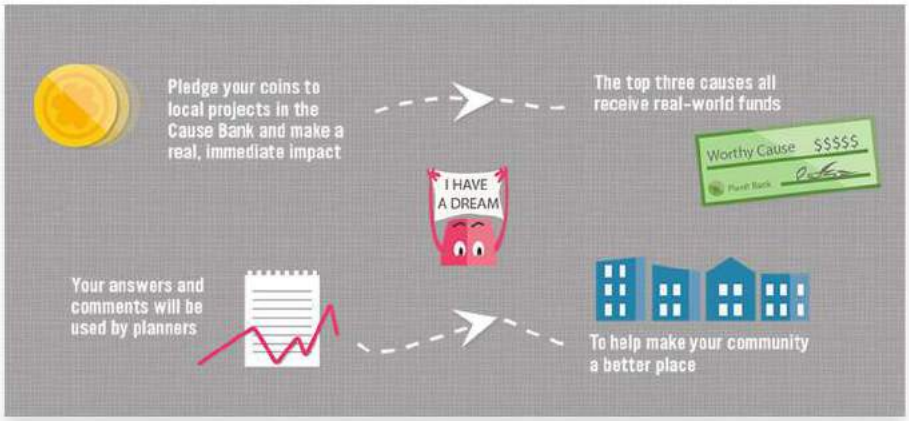
Challenge questions have three purposes:

- Drive conversation. Much more than simply a set of online survey questions with pictures, CPI is designed to foster interaction and social learning among its players. (see Figure 1 in appendix).

- Generate useful data for planners and other stakeholders.

- Educate diverse players about the planning topic and community perspectives. This diversity includes sub-groups and niche communities, e.g., a teenager may be familiar with just a dozen blocks around their home. Consider different literacy levels and common reference points, such as popular media and local events.



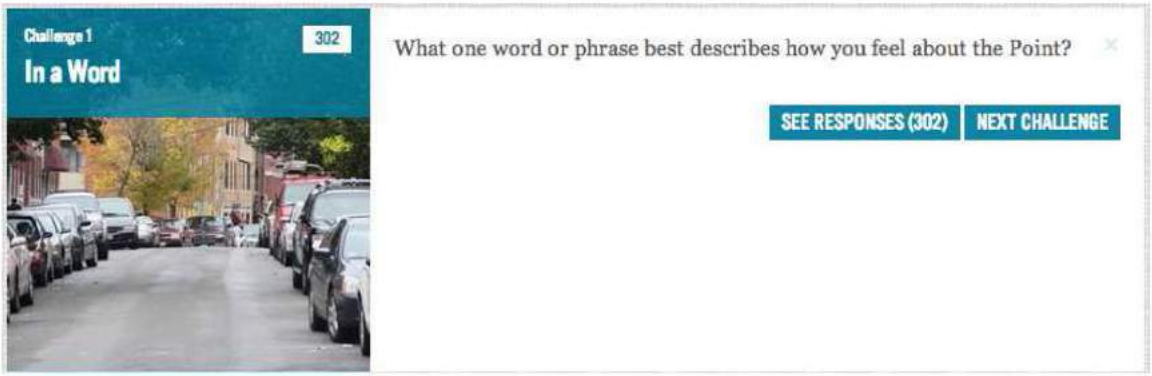


Task 3: Create challenge questions for your mission topic

This is your chance to dig deeper into the mission topic you represented above.

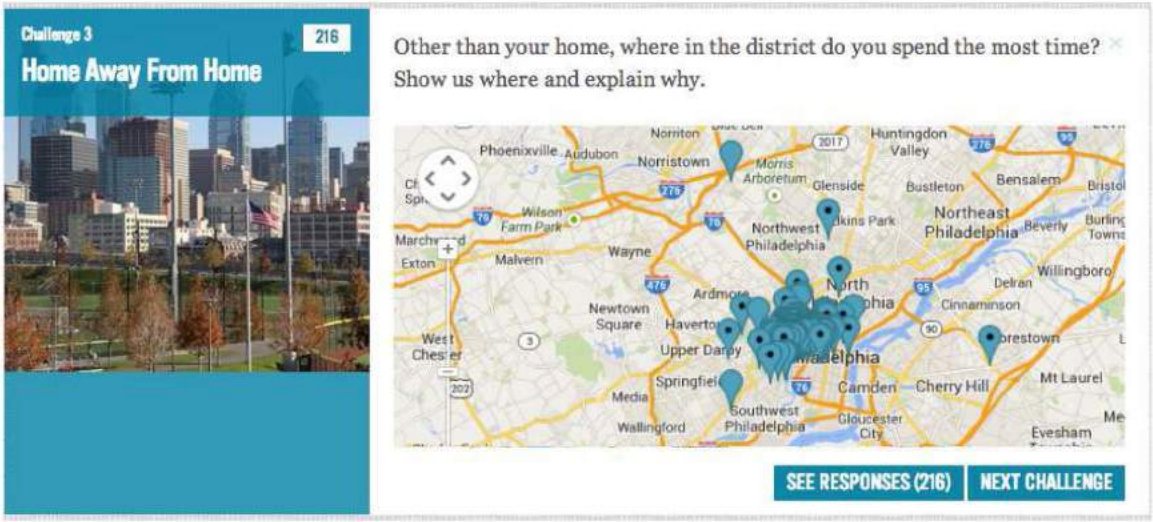
Pick two of the following question types: empathy, open response, mapping, and multiple choice. For each type, develop one challenge question, and describe what you want to teach the players and what you want to learn from them. You will find it useful to create a content spreadsheet to hold all the data for your questions - order, content, intended use, type, and media. When working with partners, the Engagement Lab uses google sheets to organize all the game data.

Here are some ideas to get you started: To understand people's global perceptions of the neighborhood, use a tour scenario or ask for a single word or image.

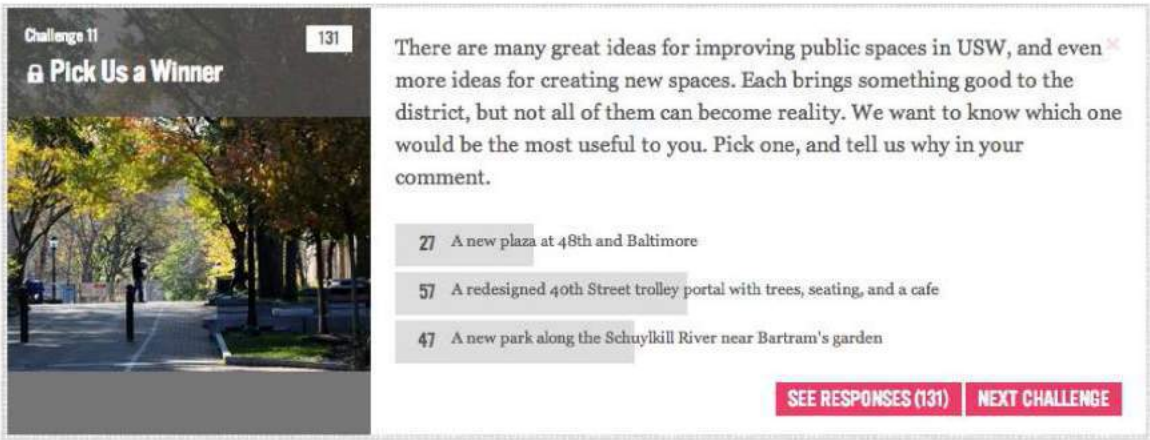


Ask empathy questions to get people thinking from other perspectives. Develop characters for empathy challenges based on common situations emerging from interviews and other research.

To add focus, ask about how the area meets particular needs, or have players map local offerings.



Use multiple choice questions to get direct feedback on public priorities.



Task 4: Create challenge blocks

Here are some general factors to consider as you group your questions into challenge blocks and organize these blocks into a mission that engages the players with the issues and with each other.

There are several ways to organize questions into blocks. The first is by topic, such as housing, parks, or availability of necessary goods and →

services. Near the end of the first mission in the "Philly 2035" game, there is a block of challenges focused on transportation: how people cross the Schuylkill River, which runs through the city, what mode(s) of transit they prefer, and where they expect the worst traffic gridlock. As you group your challenge questions into blocks, build on understanding and experience within that block, and between blocks. Earlier questions often engage the players in reflecting on their own experiences, while later challenges ask players to make decisions. The first two challenge blocks of the Cape 2-0 game are a mix of light-hearted, simple questions about players' favorite aspects of the Cape Cod region and heavier questions that help players understand the accumulation of pollutants in the regional water supply.

Sometimes, blocks can be more loosely connected. For example, in our "What's the Point" game, about a neighborhood in Salem known as The Point, the first challenge block of mission two follows this sequence:

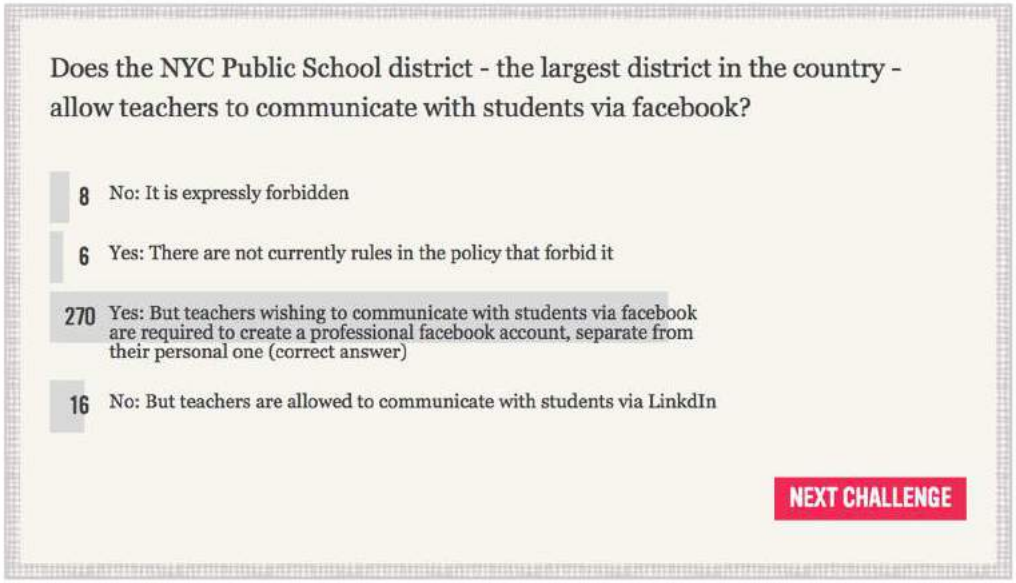
What do you like about living and working here?	How well do you think the city government of Salem is doing to meet the needs of people who live in the Point?	What do you like least about living and working here?

To create an engaging rhythm for players, use a variety of question types within each block: Multiple choice and mapping questions elicit short answers, while empathy and open response questions typically require longer responses.

Task 5: Create trivia questions

Regular challenge questions are open-ended and focus on player experiences, but trivia questions have a single right answer.

They're designed to help players use their research and deductive skills to master specific factual content. For example, read this sample trivia question and consult the resource (Figure 2) needed to answer it.



Relate trivia questions to the block preceding it, and Boss Trivia to the mission preceding it, to give a sense of accomplishment and progression.

Task 6: Brainstorm additional media resources

Consider the resources you found above, and write down your ideas about what other commedia resources, such as images, maps, and informational documents, will help bring these questions to life.

In module 5, you'll find or create all the necessary media. Schools may want to provide internet research time and/or use a gallery walk to help students brainstorm media.

Task 7: Create initial causes

Here are some examples of meaningful causes. What qualities do they have in common?

Winning causes from the Philadelphia game:

41150 Rank: 1st

Help "Green" Lea Elementary School 78

West Philadelphia Coalition for Neighborhood Schools

The non-profit West Philadelphia Coalition for Neighborhood Schools recently released a Master Plan for greening the asphalt surrounding Lea Elementary School. This donation will contribute to the effort to transform the Lea schoolyards into a vibrant, active, fun, ecological, green schoolyard and community space.The money may be used to plant trees, purchase tools and supplies, or upgrade existing plans to beautify and green the school grounds. Lea Elementary is located at 4700 Locust Street.

Go all in

23386 Rank: 2nd

The Woodlands Tree Fund 27

The Woodlands Trust for Historic Preservation

The Woodlands is a 54-acre historic site in the heart of West Philadelphia. Since William Hamilton first introduced the Ginkgo and numerous other plant species to North America on this site in the late 18th century, The Woodlands has continuously been planting trees for the benefit and enjoyment of the community. Our Tree Fund ensures that The Woodlands can continue this 250-year-old tradition.The mission of The Woodlands is to enrich the lives of area residents and visitors by serving as a hub for activities and educational programs that interpret, celebrate and make available to the public The Woodlands' historic buildings and rich and tranquil green space. The Woodlands is a privately-owned, non-profit site that opens its gates daily for the enjoyment of the public and relies on public support.

Go all in

23073 Rank: 3rd

Tune Up Neighborhood Bike Works 43

Neighborhood Bike Works

One of the many non-profit organizations serving Philadelphia USW, Neighborhood Bike Works is dedicated to underserved neighborhoods in Greater Philadelphia. NWB seeks to increase opportunities for urban youth by offering educational, recreational, and career-building opportunities through bicycling. It's secondary mission is to promotescycling as a healthy, affordable, environment-friendly form of transportation. The prize money will be donated directly to the Neighborhood Bike Works, who will use it to cover administrative costs and sponsor projects to promote bycicling in Philadelphia.

Go all in

Winning causes from the Salem game:

29297 Rank: 1st

College Assistance 45

Salem Cyber Space

A college education may be the single most valuabe thing any young person can receive, but applying to school can be overwhelming to high school students. The Transitional Service Center at Salem Cyber Space will be a powerful tool for Salem's youth, giving them the help they need to smoothly transition from secondary school to college.Salem Cyber Space has staffing and space limitations that prevent it from helping everyone who wishes to take advantage of the Transitional Service Center. If this Cause is selected as one of the top three, the prize money will be used to fund specific items needed by Salem Cyberspace to help more students make the grade.

Go all in

14926 Rank: 2nd

Youth Get to the Point Day 23

North Shore Community Development Coalition

Each year, NSCDC organizes an annual "Youth Get to the Point" day that includes food and service for kids who want to help clean up the neighborhood.The money NSCDC receives through the game would help fund the group clean-up of the Point, including tools, paying for assistance from STAND, and specific items such as grippers.

Go all in

6576 Rank: 3rd

Housing Help 16

Journeys of Hope

Journeys of Hope offers transitional housing for young people aged 18-23 who lack fixed, adequate, or regular housing. What most people take for granted — a safe, stable home — makes an enormous difference in the lives of these young men and women.Funds could help cover expenses for one person to stay in Journeys of Hope housing for several nights.

Go all in

Consider what you've learned so far about community needs, and identify projects that can be accomplished quickly, and with the funding you expect will be available. (A $100 cause looks different from a $500 cause.)

Choose three to be pre-loaded into the game. If you've created other causes that you think have public appeal, then be sure to propose them during game play in your role as a player.

Module 3 Recap

You've drawn on your community research to create your game's narrative structure, complete with missions, challenge and trivia questions, and initial causes.

You've already begun looking for question resources, a key component of the game media that you'll develop in the next module.

Module 3 Appendix

Figure 1:

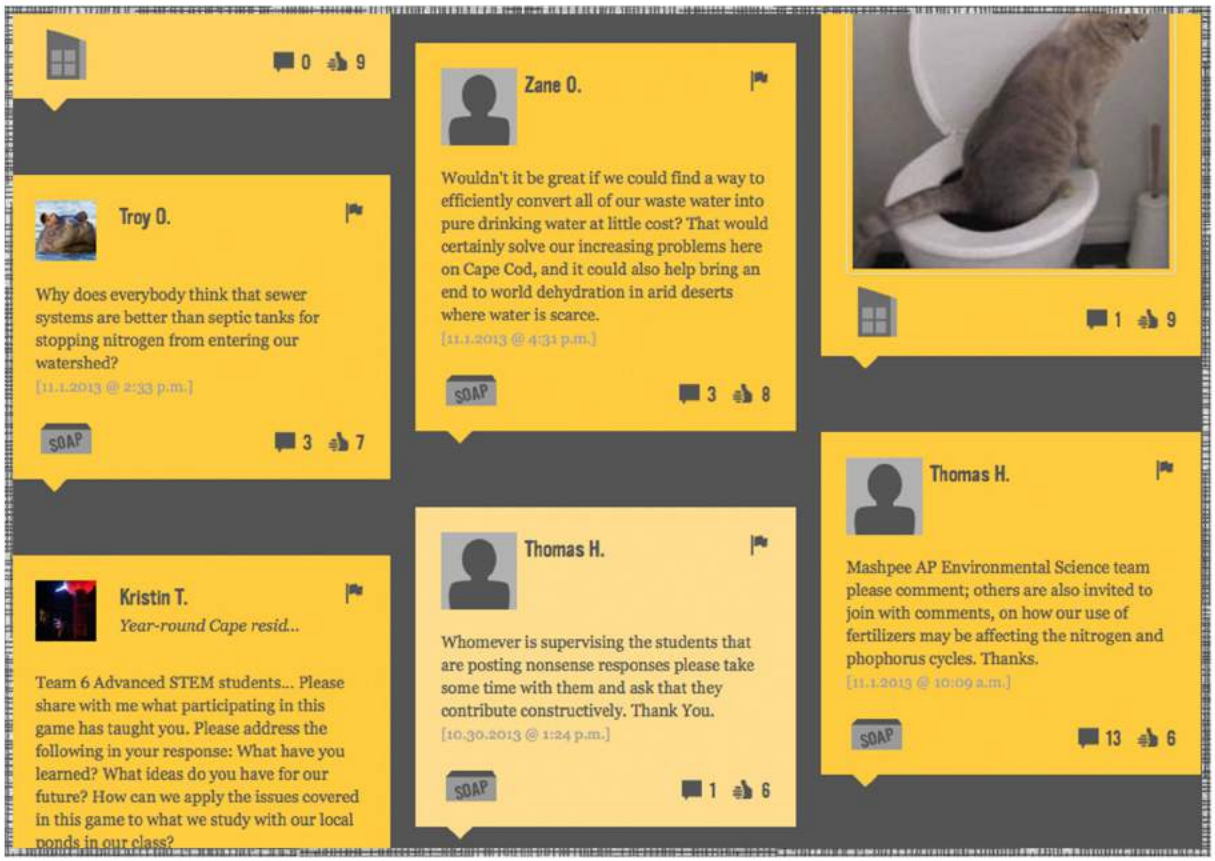


Figure 2:
http://www.scpr.org/blogs/education/2012/05/01/5880/nyc-public-school-teachers-get-robust-new-social-m/

New York City put out its first social media guidelines for public school teachers this week urging teachers to avoid communicating with students on sites such as Twitter and Facebook unless by a specifically designated professional account.

The robust nine-page new policy issued by the Education Department Monday is not an outright ban on social media contact with students, but instead instructs teachers to treat their professional social media space "like a classroom and/or professional workplace," according to The Wall Street Journal.