

PRAXIS

PUTTING THEORY INTO  
PRACTICE

# Learning goals

- Deepening your understanding of games and play
- Understanding game elements
- Understanding the design process
- Empathising with potential game users

WEEK	FOCUS
2 (1)	Hook - New teams/Self-assessment/Hook
4 (2)	Discover - Project outline/KWHL/QFT
6 (1)	Discover - Games and their social function
7 (2)	Discover - Intro to Design Thinking/Research play/games
8 (1)	Discover - Identifying game users
9 (2)	Discover - Pitching game ideas
10 (1)	Discover - Research users/game type (generating inquiry questions)
11 (2)	Discover - Research users/game type (answering inquiry questions)
1 (1)	Create - beginning to design their game
2 (2)	Create - designing their game
3 (1)	Create - the one-pager
4 (2)	Create - game, one-pager, pitch, display
5 (1)	Create - game, one-pager, pitch, display (co-create criteria)
6 (2)	Create - game, one-pager, pitch, display
7 (1)	Share - rehearsal/set-up display
8 (2)	Share - Games 4 Good Arcade (+VOR time)
9 (1)	Reflect - Games 4 Good project

# Let's talk about play!

## *CLASS DISCUSSION:*

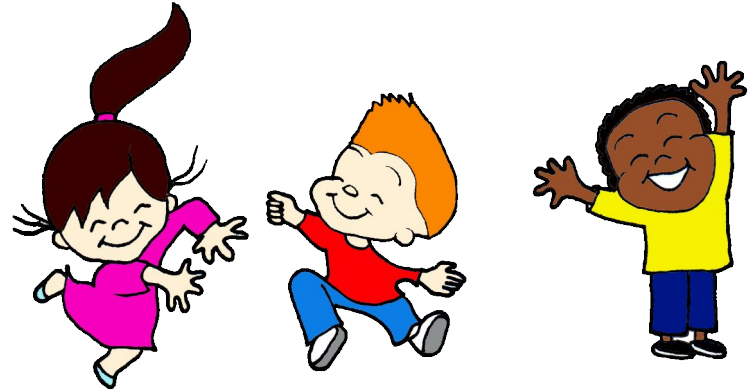
What does it mean to play?

Why do people play?

Is it only humans who play?

Why don't adults play as much as children?

What are the positive benefits of play for people?



# Let's talk about games!

## *TASK:*

In your team, list all of the different types of games that you can think of - think beyond just digital games!

Identify an example of each type of game and be ready to share them with the class.



# Game Elements - what are the essentials?

In your team, identify what you believe to be the main essential elements of any game. (e.g. rules, strategy, risk).





CONFLICT



COLLABORATION



COMPETITION



STRATEGY



CHANCE



AESTHETICS



THEME



STORY



RESOURCES



TIME



REWARDS/SCORING



LEVELS

***DISCUSS: DO THESE ELEMENTS APPLY TO ALL GAMES, OR JUST SOME? LOOK AT THE GAMES LIST YOU WROTE EARLIER.***

***\*\*Before you watch!\*\*  
Rule up your page to take notes using the Cornell notes system!***



<https://www.youtube.com/watch?v=dE1DuBesGYM>



**CLASS DISCUSSION:**

***What interesting FACTS about play, games, and empathy did you learn from this video?***

***What interesting QUESTIONS about play, games, and empathy did the video raise?***



# What is designing?

***FOR THIS PROJECT YOU ARE WORKING AS A DESIGN TEAM.***

Designing: A process that typically involves identifying and defining, researching and planning, producing and implementing, and testing and evaluating to create a designed solution that considers social, cultural and environmental factors.

***Write this definition in your Praxis journal...***



# What are we designing?

***A design solution:*** A product, service or environment that has been created for a specific purpose or intention as a result of design thinking, and design and production processes.

***Prototype:*** A trial product or model built to test an idea or process to inform further design development. Its purpose is to see if and how well the design works and is tested by users and systems analysts. A prototype can be both a physical object or exist in digital form

*How will we get there?*

***Project Management:*** The process of planning, organising, controlling resources, monitoring timelines and activities, and completing a project to achieve a goal that meets identified criteria.

***Write these definitions in your Praxis journal...***





What Is Design Thinking?

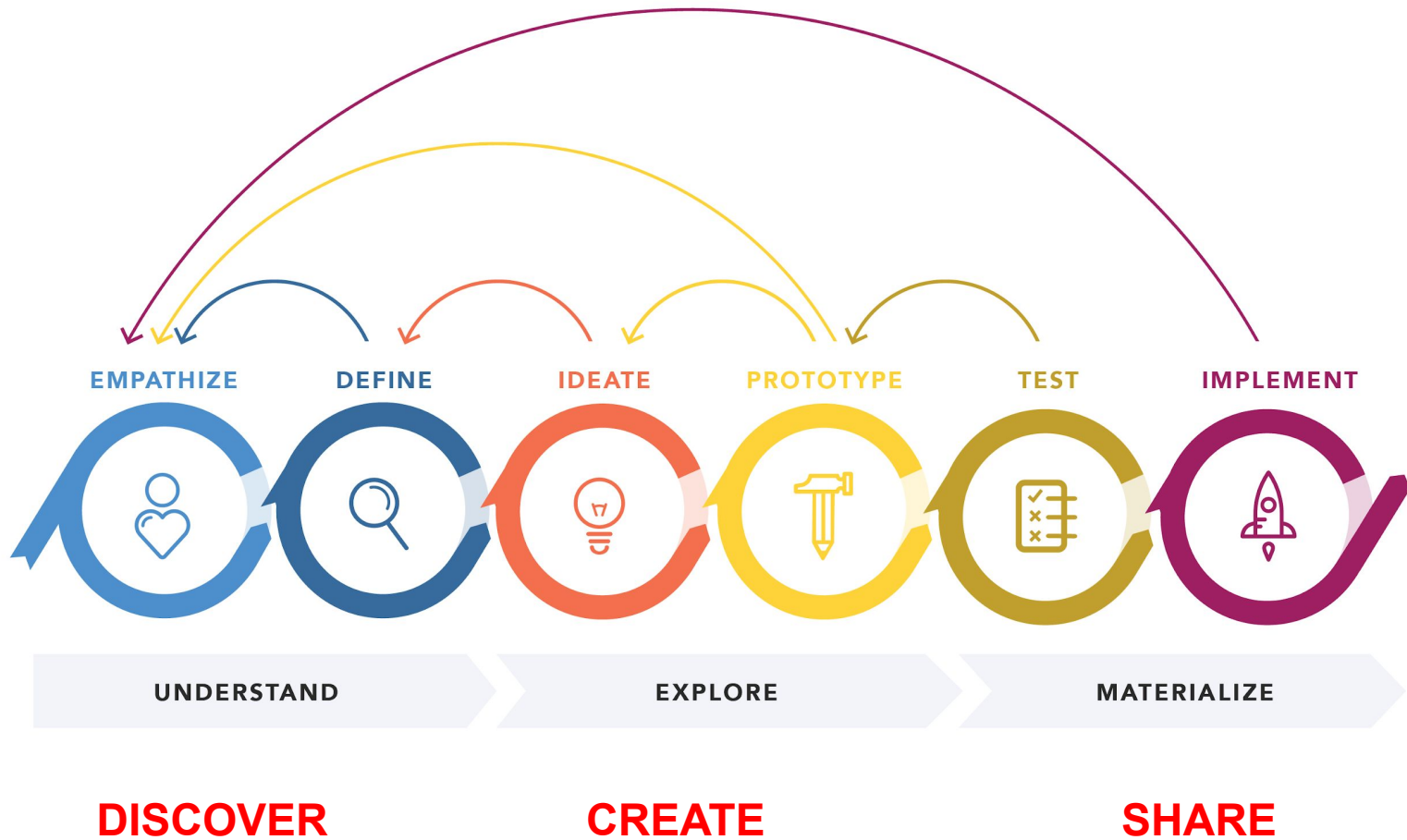
<https://www.youtube.com/watch?v=a7sEoEvT8l8>

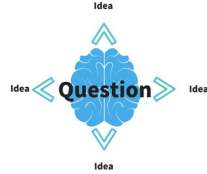
# What is design thinking?

**Design thinking** involves a process where a need or opportunity is identified and a design solution is developed. The consideration of economic, environmental and social impacts that result from designed solutions are core to design thinking. Design thinking methods can be used when trying to understand a problem, generate ideas and refine a design based on evaluation and testing.

*Who are we doing this for?*

**User experience (UX):** The usability, ease of use, and pleasure provided in the interaction between the customer and the product. (You'll get your user information soon!)

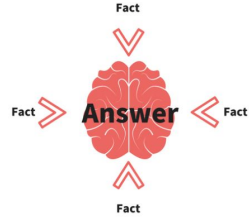




# USERS: DIVERGENT THINKING

1. Sit in your project teams.
2. One member from each team is to come to the front of the class and collect **ONE user card** from your teacher.
3. Take the card back to your team.
4. You have 5 minutes to read your user card and come up with **as many possible game ideas as you can that will meet the user's identified needs**. Record your ideas in your Praxis scrapbook. NOTE: There are many needs listed for each user, so you should think of games that can target one or more of these needs.
5. Consider **a range of game types** (digital games, role playing games, card games, board games, physical games, drama games etc). This is a divergent thinking activity, so you should generate as many game ideas as you can - doesn't matter how silly it might seem!
6. When the 5 minutes is up, collect a new user card and repeat the activity.
7. Repeat this process until all users have been considered.

# USERS: CONVERGENT THINKING



1. Read back over your list of game ideas and choose your favourite **THREE** possible ideas for a game. Make sure everyone in the team has a voice!  
NOTE: This could be three games based solutions for one user, or three solutions for three users. These three ideas will be pitched to the class next week, who will provide you with feedback to help select your best game idea.



# LESSON REFLECTION

In your Praxis notebook, write a 2-3 sentence reflection based on this question.

*How effective was this divergent and convergent thinking activity in helping you generate possible game ideas? Why?*

