



How can **playing games** transform our **community** for the **better**?

THINK LIKE A DESIGNER...

- **Play** games to discover the essential features of the most successful games
- **Empathise** with identified users and their needs
- **Ideate** a range of possible games-based solutions for your users' identified needs



CREATE WITH FRIENDS...

- **Prototype** your best game idea
- **Seek** feedback on your team's prototype from your critical friends
- **Refine** you prototype based on feedback
- **Design** a one-pager promoting your game

PITCH YOUR GAME...

- **Pitch** your final game design to a panel of gaming experts, and in front of an audience of parents and peers at the **Games 4 Good Arcade**



Project outline

1. Sit in the project team your teacher gives you.
2. Open your Praxis journal and re-read the *Games 4 Good* project outline, and what you put on your KWHL table.
3. Share your ideas with your team, and then as a group decide on THREE questions you would like to add to a class NEED TO KNOW list.
4. Write a shared team list of at least 8 questions you need to know the answer to.

Project calendar

How long will this project take?

The final event for this project will be in Week 9, Term 2.

What needs to be done (and when) to ensure your team completes this project successfully?

Glue the draft project calendar into your Praxis Project Journal. Read through it quietly.

Project concepts

The *Games 4 Good* project centres on two core concepts - *play* and *empathy*. These concepts will be explored through *games*.

Critical Thinking - Research

The next few lessons will be about researching what makes a game effective, focusing on the role of play.

What makes a good research question?

As we watch the video *Crash Course - Games*, take notes and try to identify any good questions the video generates about **play**, **empathy** and **games**:

<https://www.youtube.com/watch?v=QPqR2wOs8WI>

Dictionary definitions:

Play - activity engaged in for enjoyment and recreation, especially by children.

Empathy - the ability to understand and share the feelings of another

Game - an activity that one engages in for amusement or fun.

(Write the above in your Praxis journal.)

Question Formulation Technique

A strategy to help you
devise high quality
research questions!

1. ***PRODUCE QUESTIONS:***

Ask and write down as many questions as you can. Do not stop to discuss, judge, or answer any questions.

Write down every question exactly as it is asked.

Change any statement into a question.

2. IMPROVE THE QUESTIONS:

- a. Identify closed questions ('C') (can be answered with one word or yes/no) and open-ended questions ('O') (require explanation).
Write 'C' or 'O' next to each question.
- b. Think about and discuss the advantages and disadvantages of each type of question and what information you might find for each answer.
- c. Practise changing questions from one type or another, or use different question stems (e.g. what/if/so/why/when/where).

3. PRIORITISE THE QUESTIONS:

Discuss which are the most important questions to ask. Which would you address first and which would you take further?

Choose TWO questions that you think are the highest-quality and highest-priority. Add those questions to our class Google Document.

Generating research questions

1. Use the Question Formulation Technique to devise research questions on **games, play** and **empathy** (general questions, e.g. Why do people play? When do people stop playing? What makes a quality game? How do games help people? How do games change behaviour?).
2. Each team adds at least FOUR quality and priority questions to a class document in Google Drive. (So twenty questions all together).
3. Each student nominates ONE question that they would like to answer (that you did not devise yourself) to research.

End of lesson reflection

Write a lesson reflection considering:

- A brief summary of what you did this lesson
- The benefits of using the question formulation technique for research
- Something that puzzles or interests you about our concepts: games, play and empathy