Games for Change Unit

Appendix A

ENG2D – Media Form Analysis

Media Form:_____

Group members:_____

Examples of Entertainment Programming	Examples of Informational/Educational Programming

Appendix B

ENG2D – Game Analysis Sheet

Presenter Names:_____

Name of Game:_____System:_____

Released:_____

PURPOSE AND AUDIENCE

Describe the purpose and/or objective of the game and who you think the intended audience is.

DESIGN AND GRAPHICS

Does this game employ two- or three-dimensional graphics? What is the colour scheme/palette? Do these choices complement the game? Explain.

CRITICAL ANALYSIS

Give your assessment of the game with regards to critical issues. Does it challenge or question stereotypes based on sex, class, or race? Does it promote individualism or collective contributions?

Appendix C

ENG2D – "Games for People who Want to Change the World" Question Sheet

1. According to the article, what is the size of the video game industry?

   _____

   _____

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2. According to the article, what are some examples of video games that are recognized by the Serious Game Movement?

   _____

   _____

   _____

3. Why might Lavender's game be "an oversimplification of homelessness"?

   _____

   _____

   _____

4. Write a paragraph response to one of the following issues raised in the article:
   A) Maturing gamers are looking for more serious things to do with games. Agree or disagree.
   B) Our reliance for information from more visual mediums, such as television, over print mediums will have a negative impact on society. Agree or disagree.
   C) Video games cannot create compassion. Agree or disagree.

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Appendix D

ENG2D – Games for Change Assignment

Description: Either individually or in pairs, students will design a video game based on a social issue and/or promoting some kind of social change in their community or the world at large. Students will research and engage in a pressing issue that concerns them and present that issue to the class as well as a prototype of their game.

Products:
1. Report: Students will write a report on their social issue and related game that should be targeted to a not-for-profit organization familiar with their social issue. It should include the following elements:

    A) *Overview of Social Issue*: This should be 1-2 pages and include an introduction on the social issue, relevant background information, as well as current updates on the issue.

    B) *Description and Rules of the Game*: This should be a 1-2 page overview of the game, defining the objectives, how to win, and other options. It should also identify the key elements and techniques used in creating the game (e.g. colours, symbols, and other design choices).

    C) *Appendices*: You are required to obtain at least 3 articles from various newspapers, magazines, or books that contributed to your overview and inspiration for the game.

Report Format: 1" Margins, 12pt Font, Double Spacing, Title Page, and Headings

2. *Prototype for Video Game*: Students are not required to create an active digital game. Rather, the idea is to design a prototype of their game that other students could engage with. Prototypes could be one of the following:

    A) A board game version
    B) A live role-playing re-enactment with props and other supplementary material
    C) A storyboard of different scenarios in the game
    D) Other (pending teacher approval)

3. Presentation: Students will provide a 5-7 minute introduction and description of their social issue and game. The presentation should consist of:

    A) Identify the social issue
    B) Briefly describe the game (how to play)
    C) Explain why your game effectively raises awareness about your social issue
    D) Describe your design choices – Why do you think they will appeal to your audience?

Evaluation:
Oral Communication: 20 Marks (Presentation)
Media Studies: 30 Marks (Prototype and Presentation), 10 Marks (Report)
Writing: 30 Marks (Report)

Games for Change Unit

Report Rubric

Criteria	Level 4 (80-100%)	Level 3 (70-79%)	Level 2 (60-69%)	Level 1 (50-59%)
Communication for different audiences and purposes (W)	Communicates with a strong sense of audience and purpose	Communicates with a clear sense of audience and purpose	Communicates with some sense of audience and purpose	Communicates with limited sense of audience and purpose
Use of report format for purposes of communication (W)	Demonstrates extensive command of report format	Demonstrates considerable command of report format	Demonstrates moderate command of report format	Demonstrates limited command of report format
Application of language conventions (grammar, usage, spelling, punctuation) (W)	Uses required language conventions with significant accuracy and effectiveness	Uses required language conventions with considerable accuracy and effectiveness	Uses required language conventions with some accuracy and effectiveness	Uses required language conventions with limited accuracy and effectiveness
Inquiry skills with regards to creating media types (MS)	Applies all or almost all of the skills required in the inquiry process	Applies most of the skills required in the inquiry process	Applies some of the skills required in the inquiry process	Applies few of the skills required in the inquiry process

Prototype and Presentation Rubric

Criteria	Level 4 (80-100%)	Level 3 (70-79%)	Level 2 (60-69%)	Level 1 (50-59%)
Understanding of information, ideas, and concepts in media pieces (MS)	Demonstrates thorough and insightful understanding of info and ideas	Demonstrates considerable understanding of info and ideas	Demonstrates some understanding of info and ideas	Demonstrates limited understanding of info and ideas
Evaluate how effective media choice was in relation to raising social awareness (MS)	Demonstrates thorough and insightful understanding of relationships	Demonstrates considerable understanding of relationships	Demonstrates some understanding of relationships	Demonstrates limited understanding of relationships
Application of media in prototype (MS)	Applies media technique with a high degree of effectiveness	Applies media technique with a considerable effectiveness	Applies media technique with some effectiveness	Applies media technique with limited effectiveness
Communication of information and ideas (OC)	Communicates with a high degree of clarity and confidence	Communicates with considerable clarity and confidence	Communicates with some clarity and confidence	Communicates with limited clarity and confidence
Speaking to communicate: Purpose (OC)	Speaks with a high degree of understanding for audience	Speaks with considerable understanding for audience	Speaks with some understanding for audience	Speaks with limited understanding for audience