Part 2: Games for Change (40 mins)

**Slide 2: Lesson objectives**

At the end of this lecture, you should be able to:

- Discuss the origins and structure of attitudes
- Discuss the meaning of games for change
- Explore some application of games for change

**Slides 3 - 9: Sample of Quotations’ from bumper stickers, tv adverts, magazines and posters.**

*Discussion question:*

What these quotations/posters/adverts trying to tell you? Indirectly, what are they asking you to do?

- To elicit some reaction/ action/change in attitude in the reader of those materials.
- To persuade to ‘do something’.

**Slide 10: Define Attitude**

An attitude is:

“*a relatively enduring organisation of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols*” (Hogg & Vaughan 2005, p150)

“..*a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor*” (Eagly & Chaiken, 1993, p. 1)

**Slide 11: The Structure of Attitudes (ABC of Attitude)**

- **Affective** – evaluations are based on positive and negative feelings/emotions associated about the attitude object.
  
  e.g. I am scared of snakes.

- **Behavioural** – a behavioural tendency to act in a certain manner towards the attitude object.
  
  e.g. I will avoid snakes and scream if I see one.

- **Cognitive** – evaluations based on beliefs and knowledge about an attitude object.
  
  e.g. I believe snakes are dangerous.

It is a result from either direct experience or observational learning from the environment.

*Examples:*

**Slide 12: Shopaholic**

**Slide 13: Homer Simpson**

**References:**


**Slide 14: Can game change behaviour?**

Based on our attitude structure - if we feel we like/positive feeling towards an object, we will set in our mind that the object is crucial and we change our behaviour accordingly and vice versa if we have a negative feeling towards an object.
**Slide 15: Part of serious game movement**

Serious Games definition:

"the label [serious games] refers to a broad swathe of video games produced, marketed, or used for purposes other than pure entertainment; these include, but are not limited to, educational computer games, edutainment and advertainment [...] and also health games and political games. [...] in theory, any video game can be perceived as a serious game depending on its actual use and the player’s perception of the game experience.” (Simon egenfeldt-Nielsen et al. 2008, p.205)

Serious Games are defined as digital games and equipment with an agenda of educational design and beyond entertainment (Sorensen & Meyer 2007, p.559).

“there is no one single definition of the term “serious games”, although it is widely accepted that they are games “with a purpose”. in other words, they move beyond entertainment per se to deliver engaging interactive media to support learning in its broadest sense.” (Stone 2008, p.9).

Serious games aim “to use new gaming technologies for educational or training purposes. it investigates the educational, therapeutic and social impact of digital games built with or without learning outcomes in mind.” (Felicia 2009, p.6).

**Slide 17:**

No agreement on how to define serious games. However, there is an agreement on:

- having a learning objective (whether explicit or not),
- being an engaging interactive media,
- and having some game element.

**References:**

Slide 18: Classification of Serious Games

Other labels/names they are often associated are:

- Educational games
- Simulations
- Virtual reality
- Social impact games
- Alternative purpose games
- Persuasive games
- Edutainment
- Games for change
- Digital game-based learning
- Games for good
- Immersive learning
- Synthetic learning environments
- Game – based ‘X’

Notes:

- Ben Sawyer, co-director of the Serious Games Initiative and co-founder of the Serious Games Conferences, and Peter Smith, University of Central Florida (2009) believed that all games are serious and suggest the following terms/names to use to describe serious games.
- There is no agreement on what kinds of games can be classified as serious games.
- Even though this type /category of games come in many guises the important thing is these games were developed to achieve something more than mere entertainment.
- It is a game with a (serious) purpose – producing a positive impact on our society.

Reference:

Slide 19: Recap on what’s known so far

- To look out for:
  - Have a purpose/ objective other than just ‘fun’
  - To change ‘something’ in this instance behaviour

Slide 20: Areas of application

Some of the main areas of applications include:

- Human Rights
- Economics
- Public Health
- Politics
- Public Policy
- Poverty
- Environment
- Global Conflict
- News
- Business

Slide 21 – 29: Show example of games

Notes:

Discussion questions for demo games:

- What do you learn from the game?
- How is it taught in the game?
- Do you think that the learning for attitude change is more effective in this context than if it were presented some other way (e.g. lecture, article, newspaper, radio)?

Highlight one of the features in games for change:

1. Many of the game are affiliated with organizations that directly involves with the cause. There is usually a ‘Take Action’, ‘Join the Cause’ and ‘Donate’ buttons or links that explains further about the issue in the game.
2. Relate to the objective of games for change – to ‘change’ attitude – to take ‘action’. By providing these buttons and links it facilitates a player to investigate or get involve with the issue being addressed by the game.
Examples:

- **Against All Odds** has a ‘Web Facts’ link that explains the effect of war and conflict, borderlands and the challenges faced by refugees in a new country.
- **Darfur Is Dying** has a ‘Take Action’ button on top of its webpage which links to a list of actions that a player can take including ‘educate yourself on the crisis in Darfur’, ‘send a message to US government’, ‘join the growing investment movement ‘ and ‘donate’.
- **Food Force** has links to ‘Donate online’, ‘Other ways to donate’ and ‘Freerice’ including on how your donation is tax deductible and ‘walk the world’ event.
- **3rd World Farmer** has a ‘Take Action’ link to a list of charities like Oxfam International, UNICEF and Action Against Hunger websites.

3. Even though all games for change portrays a serious issue based on real world events/crisis etc. But they do add some element of fun and unconventional way to teach a serious topic.

Examples:

- The **Fantastic Food Challenge** uses a gameshow setting.
- **Debt Ski** uses a water skiing setting.
- **Lego Powerminers Rock Rocket** uses a platformer style setting.
- **The Arcade Wire Airport Security** uses current issues to highlight some outlandish practices in airport security.

### Example of Games

| Human Rights | Against All Odds  
http://www.playagainstallodds.com/  
Objective:  
To educate about the basic human rights an individual has. About the global refugee experience from the time people are forced to leave their countries of origin to the beginning of their new life abroad. A series of short challenges illustrates the complexity and danger of the refugee experience |
|--------------|------------------------------------------------------|
| Politics     | Howard Dean for Iowa Game  
http://www.deanforamericagame.com/  
Objective:  
To help Howard Dean supporters understand grassroots outreach and to encourage them to participate in pre-caucus campaigning in Iowa or in their local area. |
| Poverty      | Ayiti: The Cost of Life  
http://www.unicef.org/voy/explore/rights/explore_3142.html  
Objective:  
Find out about poverty, how to live healthily, keep out of debt, and get educated. A role playing game in which you take responsibility for a family of five in rural Haiti. |
|             | Darfur is Dying  
http://www.darfurisdying.com/  
Objective:  
To understand the life threatening situation in Darfur’s refugee camps. |
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<td>Objective:</td>
<td>To educate the general public about how flu really mutates and spreads, and how challenging it can be for a deadly strain to affect a large population geographically. The player takes the role of the flu itself, trying to mutate and then spread it in a variety of conditions.</td>
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<tr>
<td></td>
<td>The Fantastic Food Challenge</td>
<td><a href="http://gel.msu.edu/fantasticfoodchallenge/">http://gel.msu.edu/fantasticfoodchallenge/</a></td>
</tr>
<tr>
<td></td>
<td>Objective:</td>
<td>To educate low income earners group acquire the knowledge, skills and confidence to feed their families nutritious, cost-conscious meals.</td>
</tr>
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<td>Food Force</td>
<td><a href="http://www.wfp.org/how-to-help/individuals/food-force">http://www.wfp.org/how-to-help/individuals/food-force</a></td>
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<td>Objective:</td>
<td>Highlights the logistical challenges of delivering food aid in a major humanitarian crisis caused by drought, tsunami and war. It has six virtual missions that reflect real-life obstacles faced by WFP in its emergency responses.</td>
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<td>3rd World farmer</td>
<td><a href="http://www.3rdworldfarmer.com/">http://www.3rdworldfarmer.com/</a></td>
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<td>Objective:</td>
<td>Simulate real world conditions/events affecting an African farm. To educate about the problems facing these group of people everyday.</td>
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<td>Public Policy</td>
<td>Floodsim</td>
<td><a href="http://www.floodsim.com/">http://www.floodsim.com/</a></td>
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<td></td>
<td>Objective:</td>
<td>Simulate the effects of policies on flood management in UK.</td>
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<td></td>
<td>Activism : The Public Policy Game</td>
<td><a href="http://www.activismgame.com/game/">http://www.activismgame.com/game/</a></td>
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<td>Objective:</td>
<td>To manage virtual &quot;Activists&quot; by allocating them to 6 policy issues. Need to simultaneously balance 6 mini-games representing some of the top policy issues faced by America in 2004. Learn the importance of balancing and setting up priorities.</td>
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<td>Objective:</td>
<td>To create and sell clean energy by building wind farms. Build smartly and avoid confrontations with the local.</td>
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<tr>
<td>Business</td>
<td>Vimto High Dive</td>
<td><a href="http://www.vimto.co.uk/games/highdive/">http://www.vimto.co.uk/games/highdive/</a></td>
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<td>Game to accompany products</td>
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Roziana Ibrahim, PhD
Teaching Guide to accompany Games for Change
<table>
<thead>
<tr>
<th>Game Title</th>
<th>URL</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Economics</td>
<td>Debt Ski</td>
<td><a href="http://www.indebted.com/the-game/debtski/">http://www.indebted.com/the-game/debtski/</a></td>
</tr>
<tr>
<td></td>
<td>The Arcade Wire: Oil God</td>
<td><a href="http://www.shockwave.com/gamelanding/oilgod.jsp">http://www.shockwave.com/gamelanding/oilgod.jsp</a></td>
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**Links**

- Epistemic Games [http://epistemicgames.org/eg/](http://epistemicgames.org/eg/)

**Recommended Readings**

- Williams, R H Attitude Change and Simulation Games: The Ability of a Simulation Game to Change Attitudes When Structured in Accordance With Either the Cognitive Dissonance or Incentive Models of Attitude Change. Simulation & Gaming, Vol. 11, no. 2, pp. 177-196. 1980