

THE GAME STRUCTURE FOR THE NARRATIVE MATRIX

Activities	Dates of delivery:
1. Define the School Curricula that is part of the game	16/01/2007
2. Children cognitive profile (few lines about what your children are capable to do according their age we need to have a sort scientific explanation about it)	16/01/2007
3. The Game Story is written	16/01/2007
4. Plot Story cut and levels	13/02/2007
5. Upload game content to teachers platform	02/04/2007
6. Game Play (Puppet Master, Control Base, Player, Resources, Challenges)	20/04/2007
7. Play the game a local level	First week of May
8. Conclusions and problems report	End of May

Most of the activities described here are somehow already made and defined by the schools in their games we just want them to re-write with their words or better to reorganize them since they must have by this time more experience I know their games had made a substantial progress since we met last time.

This previous timing has the target of having this done before the next summer school. I am working in a game Matrix that can be used as model for all of us but focused on the conflicts between Narrative, the Interactive and the Game Play seems to be the more difficult part of the game.

In the next pages I list the activities please fill in and try to explain it with your words.

We need the final document done by the end of May but I request you to send me what you have done according the time table published here so we can make a follow up of your progress.

The time table is not asking new stuff somehow you have filled this information in the previous working sheets we gave you but since you have developed further your game by this time we could have more accurate data.

We are also interested in the relation between teacher's content-map-scenarios and game plays please try to address this issue in the questions.

If you experience problems in delivering please report to Romana and to me.

Please fill in the next pages.

1. Define the School Curricula that is part of the game

Most of the Schools already described with words such as mathematic, history, religion, architecture and many others words what part of the curricula is involved in the game. This time we would like you to make a description in the following topics:

1.Can you identify in which level of the game applies each subject (history, science, etc)

Basics in the game is biology but later in the game comes in Geography,Art,Handcrafts,English.

2.Can you explain why you have chosen that particular subject, for example is because you needed for the game purposes to include it, or is because you are including the subject for changing the way you teach that particular subject via games?

To teach Biology I like to use several methods because I want the children to get to know nature, not to be afraid of spiders or toad.

3.Have you built the game story around the school curricula or you just develop the story and make the schools curricula to fit in?

I make the game to get kids interested in Biology using the surroundings of school so varying the teaching methods. The school is near the woods and the river. There are a lot of animals and wild plants. So a lot of times we spend the classes outside

children cognitive profile (few lines about what your children are capable to do according their age we need to have a sort scientific explanation about it)

Tasks in the game are developed for this age/12-11/ and for they knowledge and skills in biology. I follow the game and change if necessary a part this tasks if I need more complicated or simpler.

3. The Game Story is written

Most of the school already has a story in place and that story is for both learning something connected the school curricula in a particular context and for creating the game content through challenges.

We would like to read here the complete story behind your game.

Please answer here this question and add any comment you like and many pages as needed.

Catch the fox

The story is about Fox witch one live in the school forest. Unfortunately people think that the foxes are dangerous and worse animal, people want to destroy her. But with this game I want to change thinking of the people .Children looking for the Fox tracks-it are different tasks, adventure an experience. Fox looking for the food in the game time, visit the forest, pond, and river and swamp .Of the end of the game children know about dangerous fox lives and should be understand that our treasure is biodiversity.

4. Plot Story cut and levels

Your story has to be cut in pieces and combined with the challenges (puzzles, activities, etc) that are planned for the game content creation. Could you please try to make a table filling these four columns. Please answer here this question and add any comment you like and many pages as needed.

Part of the story	Level (1,2,3,etc)	Challenges	Curricula targeted
forest	1.	Children visited different places- forests path, anthills, windfalls, hole take photos, give answers of the tasks find out plants or animals or they tracks ,check kinds and learning	Biology, arts, geography work
pond	2.	looking for different kinds of insects, water plants check water cleaning using different devices	Biology,
river	3	Learning water plants, animals, beavers live ,looking for beavers hole, catch insects and fishes	Biology, sport
swamp	4.	Cut through- moisture, old trees; looking for different kinds of animals and plants, check kinds of moss	Biology, sport

5. Upload game content to teachers' platform

Teachers must create in advance the whole game content that means to produce all the game documents such as texts, audios, videos, photos, and connect this to the map or maps and scenarios to be used to be used in the game. How ARG concept is used in your game.

This content has to be uploaded to the platform once uploaded has to be assigned to each game level. This information will be shown in the children game desk.

Please answer here this question and add any comment you like and many pages as needed.

Please describe here the objects you have created for the game.

Object description	Link to challenge	File format	What do you expect the children do or understand with this object
Level 1. At the pond			
Territory map			
1.task	Find the pond at the school ,locate the coordinates, made photos ,send to base, Information about different water cleanings classes, indikatorplants and animals, insects studies using cyclopedia	1.UZDEVUMS.txt	navigate with GPS device according given coordinates, they should take photos with phone and send to base ;thy must find answers to the given questions
Level2.in the forest			
2.task	Find the object using the coordinates, made photo, collect different animals in the old trees, systematize them	Bilde1.jpg Bild2.jpg	Navigate with GPS device according given coordinates, getting picture hint.
Information	About different warms kinds	2uzd.txt	Read the information and tries to recognize described object
3.task	Such places with 7 moos kinds together, what live in the moos,	3uzd.txt	Made photos, send to base, check kinds, study construction
4.uzd.	Such anthill, study smell at the anthill, such other different	4uzd.txt	Made photos, give coordinates, search for information in

	smells		cyclopedia
Level3.At the river			
5.task	Find river with deeper places ,how deep, who lives here	5uzd.txt	Find deeper places and animals who lives here. Read the given information about object. Answer the questions. Made photos
6.task	Find beaver houses, made photos, navigate and send information to base, Describe construction of the beaver house	6uzd.txt	Read text hint, find the object, look for information ,fulfill tasks
7.task	Find bushes with birds nest, made photos, navigate, send information to base, study trees arts at the river , in the water	7uzd.txt	Look for information in nature, internet, cyclopedia,

6. Game Play (Puppet Master, Control Base, Player, Resources, Challenges)

This is so far until today the most complicated part of the game how to visualize the game play and make the game play properly.

We would like to know if you have identified clearly the role of each player and how they will administrate the resources you have created (texts, videos, audios, photos, etc) Please describe how this equation works in your game.

What the Puppet Master does:

Puppet Master represented Fox

Puppet Master coordinate and lead the game, if need help children

What the Control Base does:

Control Base receives tasks from Puppet Master; send the tasks children in the territories, organized materials from out, finding information, help with information children in territory.

What the players do:

Go out and search objects, fill in tasks, they made photos and collect them, known nature.

How the resources, challenges and game interaction plays together via SMS, Chat, and adding new object to the desk.

Different resources, challenges very god add each other

What are the ARG components of your game?

All time of the game Fox is with us –in the territory and in Control Base with us is Fox, tracks of the fox-of the food, sleeping places etc. Same times Fox give unexpected asks.

7. Play the game a local level and tell me what has changed in the practice.

I believe after you play your game you will understand more things about the game play and you probably will introduce changes in the previous points.

Please describe what changes you had to introduce in order to make your game fit in your original game play.

Please write a comment here.

Games situation bring corrections, I must transform tasks to fit platform. In the pond we can not find plants, because was early spring, in the forest was too wet, because raining. But we can find very interesting objects, animals, because wild nature is very changeable.

8. Conclusions and problems report

We would like to have here a general overview of the problems found in your game. Please describe them and tell me your conclusions.

GPS device working bad in small territories.

It's necessary to make some extra tasks for Control Base, because students have much free time.

In some tasks we need some extra time to complete or make tasks shorter.