

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)

The game content is related to the school CV in history, arts, geography, computer education, Latvian language in all 10 game levels.

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?

I am a history teacher and because I chose this subject. The game is receipt to make teaching more interesting and multiform.

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?

Our game story are built around school CV and it include themes about ancient history of Talsi town.

Please answer here these questions and add any comment you like and many pages as needed.

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)

You have developed a story in your game, challenges and levels that children have to accomplish. Since the children age is varying from country to country we would like to know what kind of cognitive profile the children must have for being involved in the game. This is connected to the children age what he or she is capable to do at the particular age and knowledge him or her posses. So please describe that profile and how is connected within your game.

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

Our students (12, 13 years old) are able to work with WAP, GPRS and photo, because the greatest part of them have its and employ in the weekdays in domestic life. But handing with internet present difficulties to some students.

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.

Mission (save the monticule of Talsi)

It is the 24th century. There is still a country named Latvia on the planet Earth and the town Talsi. But a lot of things have changed.

So how does the town look now?

The relief of Talsi has changed. Krievragkalns (the monticule of Talsi) is partly made even and a recreation center has been built on the Territory of Vilkuizas Lake, with pools, gyms, relaxation rooms etc.

One of the hillocks of Talsi has already been destroyed and the Council of Wiseman is considering building skyscrapers on other hillocks of Talsi. Skyscrapers are the most usual form of buildings.

There is also a virtual museum in Talsi, which is one of the most modern museums in the country. The material about the history of Talsi has been gathered here for centuries.

Kanter, a talented young man, is working at the museum. He is 30 years old and his ancestry used to live in Talsi for centuries. Kanter has developed the ability of moving in virtual space and he can travel in time, but only in computer environment. He uses his skills to study the ancient history, which is not only his work, but also his hobby.

Kanter has begun to sort the information about the castle mounds of Talsi, but he discovered that a part of the historical information about the monticules is missing. His aim is to collect the missing material. It has to be done till May, because then the Council of Wiseman is going to decide the question about the monticules. Kanter wants to preserve the particularity (the monticules) of Talsi but he needs the pupils help to collect the materials.

His ideological opponent is Daikon – a 33 years old historian from the capital of Mars Tejasau. His ancestry arrived on Mars in the 22nd century; when the planet was cultivated. He works in the Collaboration Institute and his job is to organize cooperation projects with Earth.

The territory of Mars has been built-up with skyscrapers for long time. That's why Daikon wants to create a similar environment in Talsi. But the other reason is that Daikon wants to find the treasures of Romans, which lie on the bottom of the lake Talsi. He thinks that it will be easier to get them, when the castle mound of Talsi is made even.

Daikon tries to harm Kanter during the game.

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
Culture house Church	1	After the game starts children get first tasks with coordinates and questions. They must find a building according the given coordinates, take photo and send it to the Mission Control Centre (MCC). Together with team members in MCC they must find answers to the questions.	History, ITC, Arts
“Soda priede” (memorial) Pilskalns	2	Find object, solve word and number puzzles. find a building according the given coordinates and keywords. Find the highest point of the hill, take photo and send it to the MCC.	History
Water tower birch grove	3	Listen audio file, find object in territory. In the object find the next task. Find the birch grove, take photo and send it to the MCC. Team members in MCC must compare received picture with photo on platform.	History
	4.		History

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
Territory map			
1.task	Find the object using the coordinates	1.UZDEVUMS.txt	navigate with GPS device according given coordinates, solving word puzzle.
Information	text hint	nams.txt	Read the information and tries to recognize described object.
2.task	Find the object using the coordinates	2.UZDEVUMS.txt	navigate with GPS device according given coordinates, getting picture hint.
Information	text hint	Baznica.txt	Read the information and tries to recognize described object
Territory map			
3.task		3.UZDEVUMS.txt	navigate with GPS device according given coordinates, solving word puzzle.
Information		Pilskalns.txt	Read the given information about object. Answer the questions.
4.task		4.UZDEVUMS.txt	Read text hint, find the object, fulfill tasks

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:

Teacher and technical assistant act as Puppet Master , he leads and control the game, communicates via chat; helps and gives instructions. Puppet Master also managing the game levels.

What the Control Base does:

Control Base is Mission Control centre (MCC) - 2 or 3 students stay in classroom at the computer with territory map, receive audio, video, photo information from team in territory and communicate with them via chat, SMS and guiding them through the territory. Control Base also communicate with Puppet Master and receive instructions.

What the players do:

Player team (3 or 4 students) go in territory, finding the coordinates of given points, collecting photo, video, audio and other information. They must fulfill the tasks received from Control Base.

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

Puppet Master adds new objects to the computer desk which is visible by the children in Mission Control Centre. Children in the territory has a mobile phone, information about the tasks they getting by chat with Mission Control Centre

What are the ARG components of your game?

The interaction tools are game platform, mobile phones, video files, communication with the Mission Control Center, web.

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.

Too much free time for children in MCC (classroom), so we must give them some extra tasks.

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.

- In the classroom are so much children and it is difficult to organize game
- Sometimes problems with mobile technologies
- How to unite daily learning process with work in the game
- How to provide security of children in the outdoor of school