THE PROTOTYPING GAME

In this collaborative project construction and evaluation game, participants begin by randomly selecting a designed societal actor card, a solution constraint card and a situation card. This step can also be skipped if a specific subject has already been decided and/or a societal actor is already implied. The group then engages in discussions to explore the problem, exchange ideas, and collectively think of a more global and comprehensive solution that takes into account their two specific limitations: a societal actor and a specific aspect of this solution, or already decided aspects of their project.

Once the group has a clear understanding of the global solution, including the involvement of other events and partners, they proceed to create a prototype using the available materials. This prototype can serve as a visual support during the subsequent presentation, but it can also be a short play of a specific situation present in the project's implementation or outcome.

Each group has 5 minutes to explain the project they have planned, utilising their prototype to enhance the presentation. Following each presentation, there is a dedicated 5-minute feedback session where other groups share their thoughts and impressions about the project. Importantly, the presenting group is encouraged not to react or engage in debate during this step. Instead, they are advised to welcome every remark without attempting to justify or explain their points further, fostering an open and fruitful feedback gathering.

This particular version of the game has been specifically designed for a use with teachers and students. However, it can be easily adapted to accommodate a wide range of participants, including local partners, various types of educational institutions, or even a combination of these groups. This game is very flexible thanks to its simple concept, which revolves around fixing one or two parameters of the project's solution through the use of constraint cards, while providing information on a specific context or issue through situation cards, letting the participants imagine their own project considering these parameters. This adaptability allows the game to be tailored to different settings, ensuring its applicability and relevance in diverse scenarios.

- **Material list**

Markers and pencils (various colours), scissors, crepe paper, ross threads, coloured regular threads, play dough, various pieces of wood, toothpicks, polystyrene bases in various shapes, scotch tapes, hot glue gun...

This list is an example but you can add anything or choose to use only paper and pencils. Resulting prototypes are better with a lot of material available. However, you can also use this game with very little material.

- **Limitation cards**

Societal actors (orange) and solution constraints (blue) are imposed parameters cards. Participants have to create a project implying at least the societal actor (among others of their choice) and the solution picked. Here are some examples, but again, you can create your own limitation cards.

SALL

A farmer	A canteen restaurant	A local artist
A grocery store	A company of computer scientists	A public health institute
An antique shop	A nutritionist	An ecologic packaging designer

SALL

The municipality	The student's family	Environmental association
Animal activists	A Zoo	Local newspaper
Space organisation	A senior's association	An historian

Psychologist	**NGO fighting social exclusion**	**A community house**
A conference	**A community meeting**	**A petition**
An outdoor group activity	**Ecological packages with illustrations and information**	**A survey**

SALL

A set of challenge ideas	A composter	A digital cook book
A poster campaigns	A website	An interview

Incorporating an additional parameter chosen by the participants themselves, along with the societal actor cards, serves to elevate the interactive and diverse nature of the game. It introduces an element of surprise, as each group brings in their unique parameter, adding diversity to the discussions and brainstorming sessions. This variety of perspectives encourages participants to consider different angles and possibilities when crafting their global solutions. By allowing the players to select another parameter, it also increases their level of involvement and transforms the activity from a mere exercise into an engaging and enjoyable game-like experience.

That is why it is important for participants that already defined a problematic and/or a societal actor, to keep a random parameter that will differentiate the approach of each group of participants.

- **Situations cards**

The situation cards are used to present a specific problem and a specific school context.
Of course, anyone can imagine other situations and create new cards, or just adapt it to parameters being part of the project a participant might already have in mind.

Here are some examples:

1

Problem:
Food waste

Lack of botanic knowledge and outdoor time for children

School context: rural area, large outdoor space

2

Problem:
Non-nutritious diet

Lack of knowledge about healthy and unhealthy food

School context: Small school in a village trying to promote a healthy lifestyle

3

Problem:
Lack of awareness about environmental issues

No collaborative work and local discussions about sustainability

School context: An international school promoting collaborative education with families

- **Game rules**

Participants have to pick a designed partner, a solution constraint and a situation card. If you already have constraints in mind for your project, these can be your imposed parameters.

The group discusses the problematic, exchange ideas, and think about a more global solution implying their 2 limitations (a societal actor and a part of the solution).

Once the global solution is clear (other events and partners involved) they can create a prototype using the material at their disposal.

At the end of the time limit each group has 5 minutes to explain the project they planned using their prototype as a visual support.

After each presentation the other groups have 5 minutes to share their thoughts about the project. The presenting group is not supposed to react during this step: welcome every remark without trying to justify or explain your point, it's not a debate.

Some advices to give the participants before playing:

- Warning: Be clear on the part of the project you want to prototype.
- Other possible partnerships: Grocery stores, Restaurants, local Artist, municipality, families, university, public health institute, ecologic packaging designers, farmer, canteen, informatician society, nutritionists...any other you think about!
- Questions to keep in mind:
- What is needed in the context?
- What can we learn from other users, products or services?
- What should your prototype solve?
- What makes our solution unique?
- How can we make sure our prototype lasts in the future?

You can print the following insert to clarify the activity for participants.

Real Case Study

Pick a situation card and 2 imposed parameters:

-> a partner and a type of action

Discuss about the problematic and exchange ideas

Think about other partners, different aspects of your solution

Create your prototype about a clear part of your project

How to answer these problematics in a concrete way

2 parameters will be imposed :
- One specific partnership
- One type of event/place/etc...

Warning: Be clear on the part of the project you want to prototype.

Other possible partnerships: Grocery stores, Restaurants, local Artist, municipality, families, university, public health institute, ecologic packaging designers, farmer, canteen, informatician society, nutritionists…any other you think about!

Questions to keep in mind

- What is needed in the context?
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Rules and advices to print for participants

This game was proposed to groups of teachers during Cyprus' workshop and at a training session for teachers held in April 2023 in NEMO museum. Some examples of projects and resulting prototypes are shown below.

In order to help participants to build their prototype, it is possible to ask for specific formats: scripted prototypes (role play, theatre, storyboard…) or symbolic prototypes (logo, communication item, slogan, mascot…) are the more common and easier to produce.

Examples of results from the prototyping game

<u>Situation 1:</u>

- <u>Solution constraint:</u> an interview
- <u>Societal actor implied:</u> student's family

<u>Project built by participants:</u> Make an interview of local producers and/or chefs about seasonal/healthy products. Create a school garden to produce vegetables. Organise a meal event, followed by a group visit (with student's family) near a lake or place with animals to feed them and compost the rest to produce fertiliser for the school garden.

<u>Prototype created:</u> this great virtuous cycle!

Example of resulting prototype for situation 1.

Situation 2:

- Solution constraint: a poster campaign
- Societal actor implied: an environmental association

Project built by participants: Work with the association about seasonal products and a nutritionist to plan healthy meals. The class will build a poster for each month containing vegetables available at this period and ideas of meals containing them. At the end of the year they plan an exhibition of all the poster in a local place

Prototype created: the nutritionist, an example of a month poster, the place of the exhibition

Example of the resulting prototype for situation 2.