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CW: Entertainment Communication
Faculty of Social and Behavioural Sciences
Course: Developing Media Entertainment
Winter semester 2022/2023

ComLab - SDA-Now

Logbook

submitted by

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Feedback presentation, Tuesday 13. December

Include player type determination test and explain further
More focus on literature
Shorten quiz

December 2

- Interview presentation
- Notes from the interviews with Shardae and Falco

Thursday 24. November - NEXT STEPS

Task	Person
Design for interviews	Tessa
Interviews	Tessa
Intro + RQ for report	Nick
Presentation	Helge

Thursday 24. November - Feedback with Annemarie

- predictors of behaviour can be measured, we can't tell for real but for right now we can use it as success criteria
- Not measuring behaviour, but the plan to see if the measure has come across
- When we conduct an interview, we run through it with the interviewee
  - We let them play it/run through it and get their opinion
- Storyboard the estimated results
- Limitation (for report): we don't have the time to make a proper prototype
- Take the features of the game (create own questions) and test this on persona's
- How can we present our ideas to the target audience? THAT IS OUR BIGGEST CHALLENGE
- Testing the effectiveness: Visualisation by Customer Journey and then try to ask by that
- We should pick one success criteria, Annemarie said we should focus on the motivation-intention part
- Our ideas increase motivation, what tessa explained to annemarie with more information, but go off from there and ask questions about the target group slide tessa made
- Leaderboard vs. no leaderboard, test this and when 2 vs 1 say they like it, we have a finding
- For interview: few standardised question, but first let them come up with their own ideas (what does make you motivated, if yes/no, why, etc.) (explain track performance)

Tuesday 21 November – Prototype Thinking

TARGET AUDIENCE

- Emerging adults
- Agri-Food Industry
- Player type → socialisers

WHAT WE ARE SOLVING
- Emerging adults don't feel their sustainable actions are connected to real-world impact

PERSONA
- Socialiser, Farmer in the AgriFood business

PROTOTYPE
- He needs points, badges, progress bars and meaningful story
  - Data visualisation of real-world impact → linked to actions the player takes in the game
  - Points and progress based on real-world impact
  - The ability to see others points and progress (community/socialiser aspect)
  - Ability to earn badges based on real-world impact
  - The meaningful story is the visualisation of the impact you and everyone playing the game can be making on the real world

5 MINUTE PRESENTATION
- **Infographic of final prototype**
  - Infographic plan [here](#) (from Tessa) → Tessa is designing in [Canva](#)
- **Action plan**
  - For whom is the prototype needed?
    - Target audience: Emerging adults, Agri-Food Industry, Player type → socialisers
  - What are their needs when it comes to the prototype?
    - They feel their actions aren't having real-world impact
    - They need rewards (points, badges, progress bars) and a meaningful story
    - They need to see their actions are being connected to the real-world
  - When is the prototype successful for each of them, when are their needs met (i.e., what are the criteria for success)?
    - √Indicate real world action on the environment
    - √Make players feel they are being rewarded for impact they're making in the real-world (through rewards-based mechanisms)
  - Limitation:
    - Timeframe for measuring behaviour
      - Looking at mechanisms that may lead to long-term retention→ data visualisation
    -
- **Tools for testing effectiveness of prototype**
  - Focus groups and run through of the current prototype

- ○ Request data on tests run by the company
- ○ Resort to literature that have a similar product and implement their insights
- ○ Digital Society School Toolkit - Behavioral lenses (https://toolkits.dss.cloud/design/method-card/behavioral-lenses/)
  - ■ 1. Decide what the targeted behavior you want to aim for is, make a clear description of it
    - ● Sustainable behavior of emerging adults (better explained)
  - ■ 2. Decide which lense is related to the targeted behavior you are researching. The lenses are:
    - ● Habits and impulses
    - ● Knowing and finding
    - ● Seeing and realising
    - ● To want and to be able
    - ● To do and to keep doing
  - ■ 3. Define the influence of time, context and impact of the described behavioural aspects on your users. Draw conclusions:
    - ● Time: 30 days of playing the game
    - ● Context: in work environment, individual and in a social context
    - ● Impact: awareness of current company practices and implications on sustainability
  - ■ 4. Read the lense you are using
  - ■ 5. List the elements that influence the current behavior and how it relates to the one described in the lens. Include triggers and effects of the behavior
  - ■ 6. Use the intervention strategies on the lense to ideate on ways that you can change current behavior into the targeted behavior you are aiming for
- ○ Digital Society School Toolkit - Persona (https://toolkits.dss.cloud/design/method-card/design-persona/)
  - ■ Organise a session for the complete team, nd a quiet room, take care of markers and paper, sticky notes, etc.
  - ■ In preparation, download the Design Persona template at the creator's website: http://aarronwalter.com/ and print a copy for each team member
  - ■ During the session, go through the template step by step, ll it in individually
  - ■ Discuss the different personalities in the group and try to nd common ground in how you think (as a team) what personality the design should have
  - ■ Work out the final design persona, give it a name, visualse it on a large piece of paper, hang it up on the wall as a reminder to take the personality into account when you make new design choices
- ○ Digital Society School Toolkit -

Thursday 17 November – Game Notes

The overall 10-step-challenge is a pre-test for a 30 day challenge
- First challenge is a quiz based on the video (e.g. how do you eat your 3D steak)
  - Shows what other participants put in
  - At the end you get a badge after completing 'phase 1' (it is just one question lol)
- Second challenge is a series of questions
  - Go with your colleague and ask the management these questions → trying to get rid of meat on menu and incorporate 3D printed food
    - Then you write down your answers
  - At the end you can choose a challenge that you want to work on → choose something that you're interested in (you can see what other people chose)
  - Gives you a chance to reflect on the answers you put
- Challenge 3 → how are you spending your money on meat? Getting the person to question their spending habits
- Challenge 4 → form a team
- Challenge 5 → trying to understand how the person thinks and therefore what actions they'll find hard/easy
- Challenge 6 → question: what are the factors that indicate you are on track with your challenge?
- Challenge 8 → make a challenge/schedule for coming 30 days and write each day down.
  - Why is the employee deciding this?
  - To support the challenge you can pick out of our network some contributions (examples of things to do)
  - You have to do the 30 day challenge between step 8 and step 9
- Challenge 9 → write down the most important thing you have learnt during the 30 days
- Challenge 10 → reflections → first time you see SDGs

Question
- 10 challenges but it's a 30 day challenge → do they do 1 per day?

Thursday 17 November Presentation

SLIDES
Nick → start with an explanation of the problem

Empathize
- Paulina: Actors Map
- Nick: recap of the research
  - Game design
- Tessa: Recap of the interviews
  -

Define:
- Felix: Say the problem statement and the HMW

Ideate:
- 5 possible solutions fix what above said

Phase, 'sell' your solution
- Data driven outcomes on the app
  - E.g.

New Ideas:
- Duration donation: the more the user is on the game/platform, more is money is donated to a specific charity
- Customise the game to specific clients (sorta mentioned in their description)

Tuesday 15 November Meeting

Top ideas
- **Leaderboard that ranks people in the community based on how much sustainable change they've made with clear data indications of their real-world impact**
  - Data with real world impact / impact they're making towards the progression of the SDGs
- **Challenges that involve sharing on TikTok or Instagram**
- **Reward: Free logins for family and friends when finish (+ family / friend group challenges)**
- **Linkedin certificates/CV certificate**
- Comparing self-to others
  - Competition with employees e.g. high-five function or leaderboard
  - Collaboration with employees e.g. absence of competition features and focus on self or team results
- Chat function
- **After the 30 days they have a reflection period → encouraged to come back to the app and talk about how they're continuing their sustainable behaviour**
  - Community board

Changing the problem statement
How might we ..... to solve .....?
- HMW encourage more emerging adults to play the game
- **HMW make emerging adults feel connected with others who are also trying to behave sustainably to solve the fact they feel their individual actions aren't having long-term impact**
- HMW make emerging adults feel more connected to the SDGs and like they're having impact

- HMW ensure that people take what they learn from the SDA-NOW game and implement it long-term
- HMW motivate more Dutch emerging adults who work for Agri & Food companies to solve the problems of tomorrow when it comes to sustainable behaviour and methods in their professional and private life's? (Felix)
- HMW give emerging adults who work for Agri & Food companies the feeling of making an bigger impact with their sustainable behaviour

To solve
- The fact that people feel their individual actions aren't having long-term impact
-

Updated Problem Statement from AnneMarie's edits

Emerging adults who work for Agri & Food companies
NEED
To feel connected with other people who are also behaving sustainably and have the motivation to change their long-term behaviour
BECAUSE
They feel their individual actions aren't having an impact

Feedback → insights about knowledge. Look in data to see more about why their needs for information are not being met. And how

Notes from Anne-Marie
- impact, community, tangible reward
- We can think about the long-term aspect → how to make sure people stay engaged in the game in the long-term
  - A reason for them to continue to engage beyond a leaderboard at work
- How to make it stay effective for a long period of time
- How can the game increase self-efficacy, how can the game increase attitudes, how can the game increase intentions to behave

What does the literature say about self-efficacy? Those are specific behaviours they

Gamification, does it help with motivation or with efficiency?
More about the mechanisms rather than the game itself.

OLD VERSION
Emerging adults who work for Agri & Food companies
NEED

Knowledge and motivation to behave sustainably both at work and in life and find easy
and implementable ways to do it
BECAUSE
They feel what they're currently doing doesn't make a big enough difference

Suggestions Sources

Coyne, S. M., Padilla-Walker, L. M., & Howard, E. (2013). Emerging in a Digital World: A

Decade Review of Media Use, Effects, and Gratifications in Emerging Adulthood.

Emerging Adulthood, *1*(2), 125–137. https://doi.org/10.1177/2167696813479782

Arnett, J. J. (2014). *Emerging Adulthood: The Winding Road from the Late Teens Through*

the Twenties. Oxford University Press.

Empirical articles about use of games

- Helge
  - Kapp, K. M., Valtchanov, D., & Pastore, R. (2020). Enhancing motivation in
    workplace training with casual games: A twelve month field study of retail
    employees. *Educational Technology Research and Development*, *68*(5),
    2263–2284. https://doi.org/10.1007/s11423-020-09769-2
    - The evidence supports the conclusion that adult learners are more
      motivated to come back and engage with the learning platform when they
      can play a casual game first.
    - In terms of learning, it was found learners in the game condition answered
      significantly more questions correctly and had significantly longer correct
      answer streaks than learners in the nongame condition.
    - One potential reason for improved learning is that playing the casual
      game placed the player in a state of physiological arousal and allowed
      them to concentrate more fully on the question when it appeared after
      they had played the game for a few moments.

-
  -
    - We believe that another of the reasons for improved learning is that the increase in participation, which appears to have been motivated by the chance to play a game, simply afforded participants more chances to interact with the learning material which, in turn, increased their knowledge through repeated practice.
  - Göschlberger, B., & Bruck, P. A. (2017). Gamification in mobile and workplace integrated microlearning. *Proceedings of the 19th International Conference on Information Integration and Web-Based Applications & Services*, 545–552. https://doi.org/10.1145/3151759.3151795
    - KnowledgePulse builds upon the concept of a Knowledge Card as a base unit for learning. As a first step, Knowledge Cards present a question or MicroLearning activity that requires user input as a response. Learners can optionally request a hint as a support in answering the question or solving the activity. In direct response to the user's answer or input the Knowledge Card provides direct and immediate feedback on the user's performance. Additionally, learners are provided with an in-depth explanation of the answer and content referred to in the Knowledge Card.
    - Another important indicator regarding the motivational assessment of MicroLearning is the number of daily learning sessions. To analyze learning sessions we extracted contiguous sessions from a stream of activity data.
    - In our case study, gamification led to more after work activity in the pre-challenge condition. We believe that this due to many participants perceiving KnowledgeMatch as fun rather than work. To conclusively validate this assumption future work on gamified MicroLearning should investigate and record employees' views and perceptions.

Meeting with team 10 November

- Interview Notes & Questions
- Paulina
  - Pick a sector that already has framework and goals in line with the SDGs
  - Reward-based games help with saving energy → study of renters (e.g. points, trophies and badges) → badges and trophies having the most significant influence
- Zilvinas
  - Needed rewards
  - Linking mechanics

- ○ Links →
  https://www.sciencedirect.com/science/article/pii/S0965856417300587?via%3Dihub
  - ○ https://www.sciencedirect.com/science/article/pii/S0195666317306025?via%3Dihub
- ● Sector → Agri & Food

Problem Statement

Drafting

User	[identified need(s)]	[insights from the EMPATHIZE phase]
Emerging adults who work in the Agri & Food industry	● Live sustainably and find easy and implementable ways to do it ● Motivation to live more sustainably	● They lack the tools and knowledge to have sustainable solutions in their everyday life ● They feel what they do doesn't make a big impact ● They want to be apart of a bigger movement

FINAL

Emerging adults who work for Agri & Food companies
NEED
To feel connected with other people who are also behaving sustainably and feel they're making long-term change

Knowledge and motivation to behave sustainably both at work and in life and find easy and implementable ways to do it
BECAUSE
They feel what they're currently doing doesn't make a big enough difference

Feedback → insights about knowledge. Look in data to see more about why their needs for information are not being met. And how

Notes from Anne-Marie
- ● impact, community, tangible reward
- ● We can think about the long-term aspect → how to make sure people stay engaged in the game in the long-term

- - ○ A reason for them to continue to engage beyond a leaderboard at work
  - How to make it stay effective for a long period of time
  - How can the game increase self-efficacy, how can the game increase attitudes, how can the game increase intentions to behave

What does the literature say about self-efficacy? Those are specific behaviours they

Gamification, does it help with motivation or with efficiency?
More about the mechanisms rather than the game itself.

<u>feedback from annemarie: Good in general, although the need and insight are still rather broad, could be made more specific, as this will help you in making the prototype. Let's discuss tomorrow!</u>

RATIONAL
Playing the SDA-NOW game will allow emerging adults to feel they are contributing to the larger goals of a more sustainable planet. SDA-NOW will allow them to connect with others and, in a fun way, learn more about sustainability and how to implement them in their lives.

*It's a complicated group with regard to views on sustainability, as many young adults experience a moral responsibility to act in a way that does not harm the planet, yet they also believe that their individual actions have no effect in a bigger context (*Ojala, 2022).

Questions for AnneMarie
- Agri & Food industry → is it good to be this specific?
  - Good to focus on this one from a political point of view → protests, social relevance (Dutch farmers protests and the need of the government to become more sustainable)
  - Why Dutch farmers are protesting over emissions cuts. (2022, July 29). *BBC News*. https://www.bbc.com/news/world-europe-62335287

- Do we need a paragraph explaining the problem statement?
- Is there anything else we need to do?

Meeting with SDA-NOW 9 November

- Once people have access to the game, they can log in online from wherever they are → they can play with each other and with their families
- The game is an attempt to get a bottom-up solution to implementing the SDGs
- how do we motivate emerging adults to use the hero center?
  - Rewards/pay
- Having a day streak

Meeting w/ Jain

- Think about the motivational aspects of storytelling/creating
- There's incremental difficulty in how there is to perform these actions → just like levels of difficulties in climate action (e.g. recycling vs. getting your company to rethink about their buying strategies) → this is part of the game design
- The game has different levels (e.g. beginner)
- You have different decks, each deck has quests → you can make these quests/cards linear/nonlinear to achieve a specific goal
- Once you play through all the decks, you collect them in your library and you can have group insights
- You don't just have to perform these tasks on the hero-centre → you can play them in the real world and the hero centre is a guide through that experience
- If you complete a deck, you gain indicators that indicate you have a status on a certain subject
- There are group challenges where you can see the performance of the group
  - Only admins can create the content/group challenges
- Adding a chat function could help

Data Collection

Literature on Serious games and Emerging adults:

Mulcahy, McAndrew, R., Russell-Bennett, R., & Iacobucci, D. (2021). "Game on!" Pushing consumer buttons to change sustainable behavior: a gamification field study. European Journal of Marketing, 55(10), 2593–2619. https://doi.org/10.1108/EJM-05-2020-0341

→ gamification significantly enhanced consumers' (18–35 years old, low-income, renters) knowledge, attitudes, behavioral intentions and habits (saving energy)

→ reward-based game, design elements including points, trophies & badges and other rewards contribute to enhancing sustainable behavior outcomes
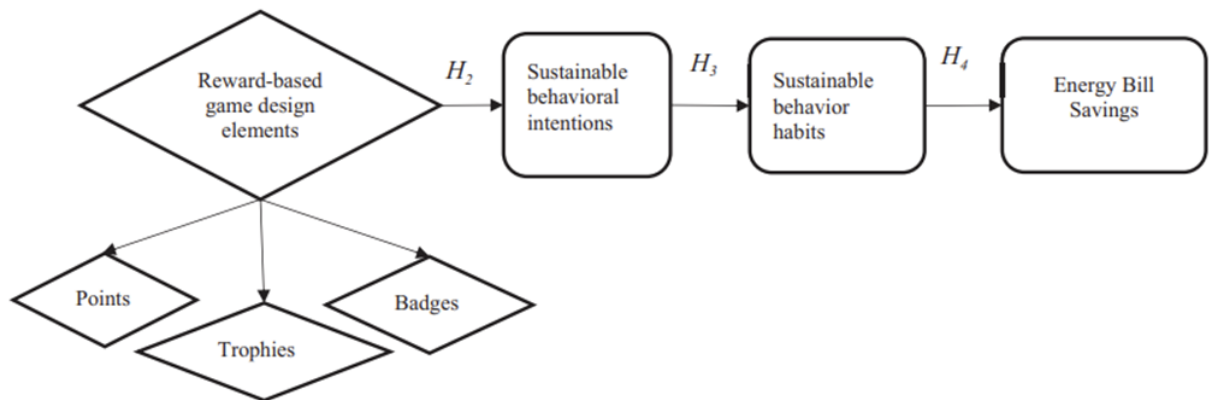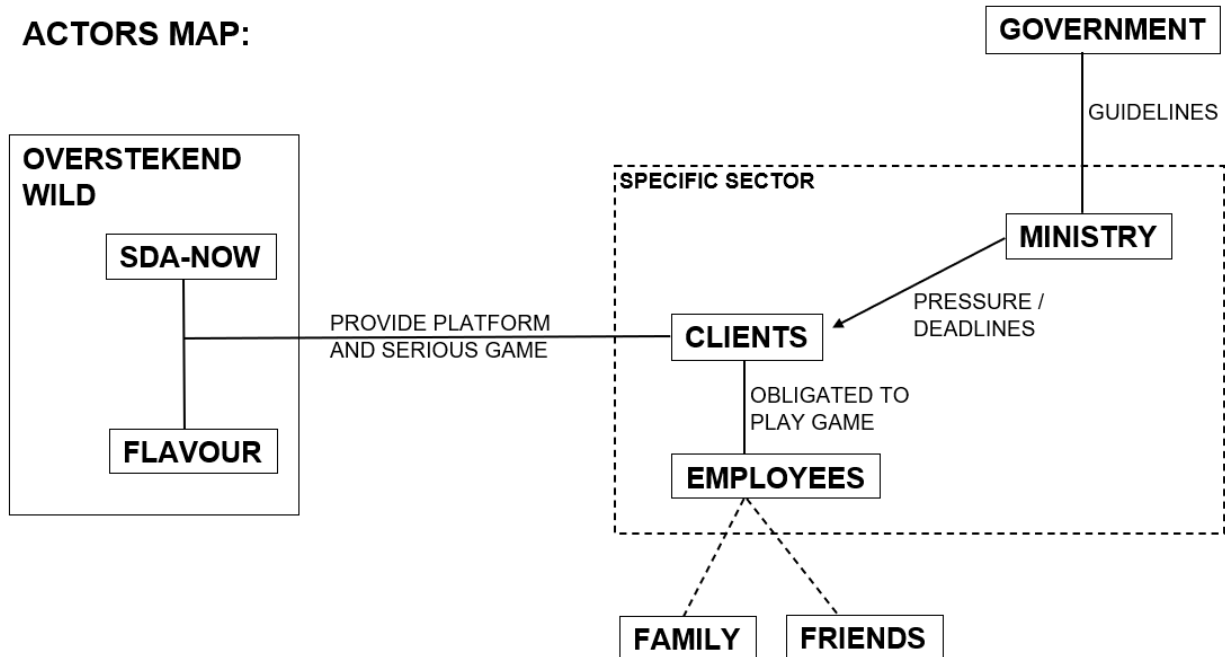
Whittaker, Russell‑Bennett, R., & Mulcahy, R. (2021). Reward‑based or meaningful gaming? A field study on game mechanics and serious games for sustainability. Psychology & Marketing, 38(6), 981–1000. https://doi.org/10.1002/mar.21476

→ serious game significantly increased sustainability knowledge, value‑in‑behavior, and sustainable behavioral intention (saving energy) of participants (predominately female, 21 ‑ 29 years old) after one week

→ Reward‑based game mechanics (badges and trophies) significantly influenced sustainability knowledge and indirectly influenced value‑in‑behavior via sustainability knowledge ≠ reward‑based (points) and meaningful (educational messages) game mechanics had little impact

→ suggests that higher‑tier rewards are more influential than lower‑tiered rewards to achieve sustainability marketing outcomes

ACTORS MAP:

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                                                              ┌──────────────┐
                                                              │  GOVERNMENT  │
                                                              └──────┬───────┘
                                                                     │ GUIDELINES
┌─────────────────────────┐      ┌ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─
│ OVERSTEKEND             │       SPECIFIC SECTOR                    │
│ WILD                    │                                   ┌──────┴───────┐
│   ┌───────────┐         │                                   │   MINISTRY   │
│   │  SDA-NOW  │         │                                   └──────┬───────┘
│   └─────┬─────┘         │    PROVIDE PLATFORM    ┌─────────┐   PRESSURE /
│         │───────────────│──── AND SERIOUS GAME───│ CLIENTS │◄──DEADLINES
│   ┌─────┴─────┐         │                        └────┬────┘
│   │  FLAVOUR  │         │                     OBLIGATED TO
│   └───────────┘         │                     PLAY GAME
└─────────────────────────┘                      ┌──────────┐
                                                  │ EMPLOYEES│
                                                  └───┬──┬───┘
                          ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─┘  └─ ─ ─
                              ┌────────┐      ┌─────────┐
                              │ FAMILY │      │ FRIENDS │
                              └────────┘      └─────────┘
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Next Tasks (3 November)

- Figure out who we interview
  - Miles
  - Shardae
  - Jasmin
- Figure out interview questions
  - What do you know about sustainability?
- Figure out other data-collection
  - Zilvinas: research articles + info on past games
  - Tessa:

Task	Who is taking it forward	When
Figure out interview questions	Felix Tessa	By Monday 10am
Interviews	Felix Tessa	By Wednesday
Analyse Interviews	Felix Tessa	By Wednesday
Data Collection Research articles + info on past games	Zilvinas Paulina	By Wednesday

Research on how to communicate sustainable goals		
Actors map	Paulina	By Wednesday
2 Problem statements	all	By Thursday
Email to SDA with intended target group (Emerging adults)	Helge	asap

3 Nov: 3-minute pitch

What we have:
- Had first meeting with Clients (CEOs of SDA Now), next meeting is planned with Game consultant next week (questions about game and individualisation of game, pitch target audience) → if they ever respond to us lol
- At the stage of defining our target audience. We have 2 potential (but we are heavily leaning towards emerging adults because most interested in serious games, future workforce, easier to find people to interview)
    - Emerging Adults
        - Aware of sustainability and align themselves with progressive goals
        - Think of themselves as sustainable and knowledgable
        - However might not know a lot about the individual SDGs and how to operationalize them in the workplace
    - The 'Average' Dutch person → 50 year old man in the workplace
        - No real knowledge of SDGs, limited knowledge of sustainability in general
- Going to pick one sector for companies (Agri & Food, Chemistry NL, Creatieve industrie, Energie, Health Holland (Life sciences & health), Logistiek, Holland High Tech, Tuinbouw & Uitgangsmaterialen, Water & Maritiem, Dutch digital delta)
- Empathising with our client's needs
    - They have a ready-made product, they are already in discussions with companies about getting a company to implement the SDA-NOW game
    - They have 2 main goals
        - GOAL 1: To improve SDA-NOW and the deployment of the Applied Game (Hero Center) of the platform, reach the right target groups and activate them to make a valuable contribution to the implementation of the SDGs? The goal is; structural change in behavior and mentality for sustainable and impactful change in the immediate living, working and residential environment and improving processes that contribute to sustainability.

- GOAL 2: To make their aims, brands and objectives well known to their target audience
- Data Collection Tools
    - Interview a few people in the target audience working in a sector/industry from above
    - Design personas
    - Empathy map
    - Literature review
        - Read academic articles that have collected qualitative data about the effects of gamification on our target audience
        - See any quantitative data about our audience and knowledge about SDGs
    - Product review with client
    - Actors map → to show the relationship between stakeholders
        - This way we can also include the company of the clients

Feedback from Anne-Marie
- What about the specific group of emerging adults that aren't that involved in sustainability, what makes this game different to other games?
- Interview Questions
    - Why would you start using this game? Why not?
- Focus more on the challenge of pitching the GAME as the solution
    - Potentially is a game the best way to go?
    - How can we make this game super popular? E.g. tiktok challenge, wearing the sustainability batch openly
- Formulate different problems for different target groups:
    - Emerging adults
    - Employee in a company
    - Emerging adult working in a company
- Recommendation: family & friends of employees can also play the game

3 NOV QUESTIONS FOR ANNE-MARIE
- Data Collection?
    - Interview a few people?
    - What other data do we need to collect other than interviewing a few people from the target audience?
    - Data about theoretical background
- Do we need to confirm our target audience with SDA-NOW? (And how do we get them to stick to meetings/Jour Fixe with them?)
-

3 November – Pre Q&A Meeting Notes

To do
- Finish persona
- 3-minute pitch
  - Emerging Adults within the target organisations that have been selected by SDA-NOW
    - Sector TBC → dependent on
- Questions:
  - Problem with what they want us to do – marketing vs. improving the product
  - Data collection?
-

Meeting 1 November

14.11.22, 9:00: problem statements (checked with clients)
Question we asked Anne-Marie → our company has a product ready, but they want to market it what should we do.
- Empathise with SDA-Now as a company → what are their needs
- Look at ways the client (SDA-NOW) can make their product more specific to THEIR clients (the clients client) needs
  - Requires talking to their clients
- <u>Figure out a way that these companies and the people who work within these cmopanies can become more aware of SDA-Now</u>

<u>Slide 7 → what should you accomplish during the Empathise phase</u>
Who could be our audience (Aim to conceptualize and understand the audience for your design)
- Companies that are working in line with the SDG goals
- Employees within the company that are playing the game
- Emerging adults within companies→ how can we optimise the game/SDA-NOW platform to serve these adults

What we know
- The SDA-NOW platform is pretty much finished
- SDA-NOW has yet to successfully pitch itself to a single client
- The companies that should use the SDA-NOW platform are unaware that SDA-NOW exists
- The Dutch Government have told SDA-NOW to reach out to government organisations to implement the game in the workplace
- People in the workplace don't know the game exists

What we need to know

- What would it take for SDA-NOW to successfully pitch itself to clients and get them playing the game
- What would it take for employees to enjoy the game and learn something
- Who are the kinds of employees that we want to be playing the game
- How does the game get adapted for different companies/target groups
- What are the biggest problems with the platform?
- What are the current marketing strategies?
- Could brand recognition of SDA-NOW help more people play the platform?

What kinds of data will help you answer your questions?
- Literature about emerging adults
- Interviews with emerging adults
- Talking to SDA-NOW

Begin to plan how you will gather this data.
-

Question for CmS Meeting 2 (01.11.22)
- Could brand recognition of SDA-NOW help more people use the platform?
- What's the process after a company has agreed to take on the game?
    - What do the employees have to do?
    - Do all employees play the game?
    - How often do they have to play?
    - How much of it is driven by the employees vs. they're told to do it by the company?
    - In which context do employees play the game? Is there a certain place and time set to play the game?

To Do till Thursday (03.11.22, 4:20 pm)
- Answer the Ws - done
- Small pitch (3 min) about empathy map & key personas - Thursday at 3 pm

To do for next week
- Data Collection
- Problem Statement (by Thursday Nov 10)

Email from SDA–NOW – 28 October

Hi Helge, Felix, Zilvinas, Paulina, Tessa,

As a result of our fun, effective and inspiring zoom call, we hereby provide additional information and a number of questions for you.

1] Assignment description
We have already described the assignment description {a] below and it is on the dashboard of the Master Challenge, but in response to comments we would like to add points b and c.

a. How can we improve SDA-NOW and the deployment of the Applied Game (Hero Center) of the platform, reach the right target groups and activate them to make a valuable contribution to the implementation of the SDGs? The goal is; structural change in behavior and mentality for sustainable and impactful change in the immediate living, working and residential environment and improving processes that contribute to sustainability.

b. Check from an open point of view whether our message is getting across - from a marketing point of view - and what we could improve in the short term.

c. Can you make a proposal to close the gap between the 'ordinary Dutch person' and the 'already aware and active'.

2] Info and links related to Applied Game
Below you will find additional information and links related to Applied Game.

SDA-NOW uses the technology, experience and proven applied game mechanics of Hero Center (Powered by Hero Centered Design) and the on-line activation program Hackshield, a platform that makes children aware of cyber security. It is the Winner of Best Applied Game Award during The Dutch Game Awards 2022. Both developed by one of our members; Flavour. HackShield has been adopted by dozens of municipalities such as Amsterdam, Rotterdam, national police, OM. It has now been played by more than 120,000 unique young participants (and their Soon, Hackshield will also be introduced internationally.

On the SDA-NOW website you can find this text about 'The Hero's Journey'. The '30 day's quest' that participants can play;

The Hero's Journey is a '30 day's quest' with challenging assignments made up of three fixed parts:
- Face the facts: Learn and test your knowledge about the SDGs
- Ditch the habits: Find out which ones are important to you and take action!
- Spread the word: Take action and share the results
The participants receive the information and assignments of the quests via digital cards. Your teams and employees work in the familiar design of your organization. We convert all communication, media and resources custom-made into your corporate identity and keep it up-to-date.

Here are the links:

Flavour
https://www.flavour.nl/

Hackshield
https://nl.joinhackshield.com/en

Hackshield Hero Center
https://hackshield.herocenter.com/

SDA Hero Center
https://sda.herocenter.com/app/login

3] Questions from your powerpoint presentation.
Your questions are in the powerpoint.
We answered these briefly during the Zoom call.
Is this sufficient or do you still want to receive our answers in writing? If you have any additional questions, please let us know by email.

4] Continued / Zoom Call
When do you want to plan your next Zoom call? Our preference is to do this on a Tuesday, preferably between 11:00 and 16:00.

5] At our next zoom call our Game our Applied Game expert Jaïn will also be present.
He is our member an employee at Flavor. He will give you a demonstration of our applied Game and show you a Quest online.
He can answer all your questions about this.

Have a great weekend!

Sincerely, Ben, Han en Paul

Notes CmS Meeting 1 – 25 October

-   Next meeting we look at the platform
-   Challenge: address employees of companies that are 18-72 years old online to change working, home & living environment
-   We focus on: government and businesses (so far sustainability is only financial based decision)
    Topsectoren (https://www.topsectoren.nl/)
    - Agri & Food
    - Chemistry NL (Chemie)
    - Creatieve industrie
    - Energie
    - Health Holland (Life sciences & health)

- Logistiek
- Holland High Tech (High Tech Systemen & Materialen)
- Tuinbouw & Uitgangsmaterialen
- Water & Maritiem
- Dutch digital delta (Team ICT)
- Companies mostly only invited by government to live up to SDGs, directives & distant deadlines from ministries

- SDG Now Platform is free (not personalised, although that is possible)
- Game is main part of the plattform, acquires a licence, consists of quests (bottom-up process)
- SDA Now is a fixed team of ca. 10 people, just started the marketing phase through LinkedIn (contact companies who address sustainability in their profil) / Networking, already one client → How do they get the rest of the companies?
- Problem: general public don't know what SDGs are (≠ know about climate change, CO2, plastic waste); they already talked to TV producer on how to change that & thinking about cross media platforms

Their Action packages:
Through our platform we offer action packages based on various SDG themes in which participants become active and start thinking and acting through gamification, storytelling and e-learning. A package consists of a 30-day challenge for real and immediately executable impact. This creates movement and the SDGs are implemented and propagated in your company.

To-Dos 24 October

Create Presentation for meeting #1 → LINK TO PRESENTATION HERE
- Quick presentation about who we are (1 slide - 5 mins)
- What we envision the project is from our end
- How we work,
    - Main goals of the project → Ideation process
    - Timeline (of our course and how we envision their goal)
    - Communication channels
- Formulate questions about their project
- Next meeting

Prepare the questions for meeting #1
- What has been done or tried before?
- Is there a specific part of the project we should be focussing on? E.g. workshops, the Applied Game

- What are the kind of organisations you usually work with?
- What is the target audience?
- What's the process after someone agrees to work with you?
  - Does the company sign up through your website or through an app? What kind of platform do you provide for them?
- How personalised is your product to the company you work with?
- Are you able to provide any past examples of where you've implemented a 30-day package?
- Is there any data on the target audience that we may use?

Before first CmS session

To warm you up for the challenge, try to think of the answers to the following questions and keep the literature in the back of your mind:

- **Who** is involved? **Who** can help in solving the problem?
- **What** is the problem? **What** is the situation? **What** has been done or tried before? **What** does the theory say about it?
- **When** does it take place (process and moment)? Since **when** has it been it a problem?
- **Where** does the problem arise/take place? **Where** is this problem also an issue (other situations)?
- **Why** does this problem need fixing (and according to who)? **Why** is the problem not (yet) solved? **Why** is it a problem?
- **How** do stakeholders look at this problem? **How** would we as students of Developing Media Entertainment look at this problem? **How** do people cope with this problem? (i.e., mentally, cognitive, practical, normative?)

SGD-Research ([Source](#)):

01 No Poverty ([Source](#)):
- Goal: End poverty in all its forms everywhere
- More than 4 years of progress against poverty have been erased by Covid-19
- Working Poverty rose for the first time in two decades
- Rising inflation and impacts of war in ukraine further derail the progress

04 Quality education ([Source](#)):
- Goal: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- Covid-19 enabled a gloabl learning crisis, 147 mio children missed half of in-person instruction
- 24 mio learnerns (pre-primary university level) will never return to school
- Many countries are improving school infrastructure as classrooms reopen

07 Affordable, clean energy ([Source](#)):
- Goal: Ensure access to affordable , reliable, sustainable and modern energy for all
- Impressive progress in electrification has slowed due to the challenge of reaching those hardest to reach
- Progress in energy efficiency needs to speed up to achieve global climate goals
- 2.4 billion people still use inefficient and polluting cooking systems
- International financial flows to developing countries for renewables declined for a second year in a row
- Total renewable energy consumption increased by a quarter between 2010 and 2019, but the share of renewables in total final energy consumption is only 17.7 %

10 Reduced inequalities ([Source](#)):
- Goal: Reduce inequality within and among countries
- Pandemic has caused the first rise in between-country income inequality in a generation
- Global refugee figure hits record high, war in ukraine pushes the world total even higher
- Number of refugees outside their country of origin increased by 44% between 2015 and 2021

13 Climate Action ([Source](#)):
- Goal: Take urgent action to combat climate change and its impacts
- Climate change is humanity's code red warning
- energy -related CO2-Emissions increased 6% in 2021, reaching highest level ever
- Rising global temperatures continue unabated, leading to more extreme weather
- Climate finance falls short of 100 bio dollars yearly commitment, developed countries 79.8 bio dollars in climate finance in 2019

16 Peace, justice and strong ([Source](#)):

- Goal: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
- Pleas for global peace grow louder, world is witnessing largest number of violent conflicts since 1946 and a quarter of the global population lives in conflict-affected countries (ends 2020)
- A record of 100 mio people had been forcibly displaced worldwide (may 2022)
- ⅓ of the worlds population - mostly women - fear walking alone in their neighbourhoods at night
- Corruption is found in every region almost 1 in 6 business have received bribe requests from public officials

TO DO:

- Decide on share of workload: equal share (20% each)
- **Set up first meeting with clients**
- **Prepare first meeting: Introduction, Questions (examples on slides, week 7b)**
- Start empathy phase: Interview, Research, …