# Puzzle and Mission Design Document (Chapter 4: The Holy People)

In which the players learn that goodness and balance are conferred by the Holy People.

## Theory (In Progress):

Sources

1. The Main Stalk, John Farella
2. Diné Bahane': The Navajo Creation Story , Zolbrod, Paul G.
3. Beauty and Balance: <http://johnnyhozho.blogspot.com/2012/07/hozho-dine-concept-of-balance-and.html>
4. From the student design by Alvin, Ray, Ian, and Madesyn (09-24-2020)
   1. Multicultural Anti-Racism. Copyright 2000. We are using the book ***Anti-racism*** by Alastair Bonnett as a defining theory for this game.
   2. <https://search.lib.asu.edu/permalink/01ASU_INST/pio0a/alma991048250116503841>
   3. Note: this is interesting because the assignment had originally assigned *How to be an Anti-Racist* by Ibram X Kendi <https://search.lib.asu.edu/permalink/01ASU_INST/pio0a/alma991048513898703841> )

### Theory Subset (In Progress):

1. TBD: Chapter or part of the theory you are using. You can refer to the chapters or flowcharts here.
2. From the student design by Alvin, Ray, Ian, and Madesyn (09-24-2020)
   1. Chapter 3, Practising Anti-Racism (sic). “The three key elements of multicultural practice common to both cases are as follows: 1) ‘Opening up’ the school to the outside world 2) Racism as cultural exclusion 3) Exercising the empathetic imagination” (Page 95)

### Level 18, Act 01 – Overview

From the student design by Alvin, Ray, Ian, and Madesyn (09-24-2020)

The player is tasked with collecting water from raindrops. The trickster rain god will try to halt your progress by sending down lightning. There are tumbleweeds.

New 2021: The player has transported into the level from the hub level. In this level knowledge is gained about the abandoned uranium mines and the effect that the slow cleanup has had on the people.

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| Idea:  Maybe use “Little Rain God” character (must change – too much like Little Black Sambo and able-ist; maybe make him self-aware of the history of such characters? How to use the ‘chibi’ image?)  ~~Dismantle the mining equipment and create a sculpture that becomes the new tool to move the sun.~~ |
| Images Uranium Mining Equipment  <https://www.google.com/search?q=uranium+mining+equipment&client=firefox-b-1-d&sxsrf=ALeKk01BoVKNPns2Cnz4Q2lNvxIzLneOqg:1617554637805&source=lnms&tbm=isch&sa=X&ved=2ahUKEwiv39zMhOXvAhVR6Z4KHWjpBJUQ_AUoAXoECAEQAw&biw=1920&bih=966>  Images Underground mining diagram  <https://www.google.com/search?q=underground+mining+diagram&tbm=isch&hl=en&client=firefox-b-1-d&sa=X&ved=2ahUKEwir75qIheXvAhWpIzQIHeFuBsAQrNwCKAF6BQgBEK0C&biw=1903&bih=966> |

Identify the classes (Objects for programming against)

* Player, level, knowledge, mines, effect, people, equipment, sculpture, tool, sun

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| (TO DO) Objective 01: put the name of the first objective or goal here.  Description of the objective in prose form (this is where you are using logic based abstraction)  From the student design by Alvin, Ray, Ian, and Madesyn (09-24-2020)  Run around the map to collect raindrops while avoiding obstacles (lightening [and tumbleweeds?])  Identify the mechanics*:* make a list of all the verbs in the prose you just wrote for this objective. Here is a reminder of using verbs to describe game mechanics. This is in the “Basic Game Mechanics” lecture from Introduction to Game Studies class. <https://www.criticalpathproject.com/video/using-verbs-to-describe-game-mechanics/>  Player progression:   * Bullet point list [algorithm] - Step by step * Remember to refer to the slides on algorithms in the lecture “Planning Games” and the slide that has to do with types of abstraction (e.g. Procedurally, Rule-based, and Constraints)   Progression flowchart:   * Make a flowchart of what the player does according to your bullet point list. * Remember to refer to the lecture on “Flowcharts” and the slide in “Planning Games” that has to do with types of abstraction (e.g. Procedurally, Logic, Rule-based, and Constraints … I left off Object oriented because we are only touching on it by making a list of the nouns in the “identify the classes” section of this template.)   Estimated time to complete: *(in minutes – how long is this particular mission?)*  Link to a rough cut or a paper prototype. For video games link to a gameplay video of a rough/viz cut or a paper prototype. For a table top game: link to a video of a playtest session using a paper prototype.  Difficulty: 0/10 *(on a scale of 0-10 how difficult is the objective?)* |

[Copy and paste objective table/section to expand the document to how many objectives you have in this mission]