ALL of the games are based on kinetic vr -> no need any control all controls are controlled by their body movement

-> game 1 and 2 will be played on **Mon, tues and thurs** and how they play will affect their world which will be shown to them at the end of the game

\* but they cannot do anything about it only until **wed and Friday**  
  
  
**Game 1**

based on subways surfers

TERM 1: Recycling materials

| **Mechanic** | **Description** | **Remarks** |
| --- | --- | --- |
| **Swipe Left/Right** | Dodge trash piles and pollution clouds | Avoid littering and poor habits |
| **Jump / Duck (physical motion in VR)** | Leap over waste bins or under power cables | Stay alert to environmental hazards |
| **Collect Recyclables** | Grab plastic bottles, cans, paper and cardboards as you run | Teaches recycling identification |
| **Avoid Non-Recyclables** | Collecting these slows you down or loses points | Reinforces sorting awareness |
| **Separation of recyclables** | After the running section, there will be a section for students to separate the items into the correct recycling bins |  |
| Scores shown after everything | Based on the accuracy of the recycling, collection and time taken (collection max time is one minute, separation time is 1 min) | Animation shown while recycling behind is like their face drowning in the pile of rubbish |

TERM 2: E-waste

| **Mechanic** | **Description** | **Remarks** |
| --- | --- | --- |
| **Swipe Left/Right** | Dodge piles of tangled wires, old TVs, and fallen gadgets | Keeps the reflex-based Subway Surfers feel |
| **Jump / Duck (VR motion)** | Jump over broken circuit boards or duck under low-hanging cables | Encourages spatial awareness and movement |
| **Collect E-Waste Items** | Pick up **phones, laptops, batteries, keyboards, tablets** | Teaches kids to recognise what counts as e-waste |
| **Avoid Toxic Waste / Wrong Items** | Skip **leaking batteries, wet appliances, or household trash**— these slow you down or lose points | Builds understanding that e-waste must be handled carefully |
| **End Section: Sorting Game** | Sort collected items into the right bins: **Batteries**, **Electronics**, **Non-E-waste** | Reinforces proper e-waste recycling habits |

TERM 3: Food waste

| **Mechanic** | **Description** | **Remarks** |
| --- | --- | --- |
| **Swipe Left/Right** | Dodge **spoiled food**, trash bins, and greasy spills on the floor | Encourages alertness and hygiene awareness |
| **Jump / Duck (VR motion)** | Jump over **fallen trays** or duck under **hanging canteen banners** | Keeps the classic Subway Surfers movement |
| **Collect Edible Food** | Pick up **leftover rice, bread, fruits** still good for donation or compost | Teaches kids what “still edible” means |
| **Avoid Rotten Food** | Skip over **moldy fruits or spoiled leftovers** — they reduce points or slow you down | Reinforces understanding of food spoilage |
| **End Section: Sorting Game** | Sort collected food into three bins: **Edible → Donate**, **Spoiled → Compost**, **Non-Food → Trash** | Strengthens 3R learning: Reduce, Reuse, Recycle (food edition) |

TERM 4: Energy conservation

| **Mechanic** | **Description** | **Remarks** |
| --- | --- | --- |
| **Swipe Left/Right** | Dodge “energy vampires” — e.g. TVs left on standby, air-cons blasting, open fridges | Teaches awareness of household energy wastage |
| **Jump / Duck (VR motion)** | Leap over power cables or duck under hanging wires | Keeps gameplay exciting and movement-based |
| **Collect Energy-Savers** | Grab LED bulbs, solar panels, fans, power strips | Reinforces what good energy-saving tools look like |
| **Avoid Energy Wasters** | Skip over running taps, plugged chargers, and unnecessary devices | Instills energy-saving habits through repetition |
| **End Section: Match Appliances** | After the run, players pair appliances to the correct energy-saving habits (e.g. Aircon → 25°C, Lights → Switch off) | Adds interactive learning beyond reflex gameplay |

1. entry level -> lesser obstacles, more time (1 min and 1 min) , lesser rubbish to collect.
2. advance level -> more obstacles, lesser time (45s, 45s), more rubbish to collect
3. Highest level -> a lot of obstacles, 35s, 35s, a lot more rubbish

-> when their high score reach a certain level they will be level up with

-> Scores renew every term

Term 1: Recycling

Term 2: E-waste

Term 3: Food Waste

Term 4: Energy conservation

Left and rights -> by running and moving left and right

**Game 2**

**EcoEater: The Compost Quest**

**Inspired by:** *minecraft and adopt me*

| **Start Round** | Students enter **blocky garden/island**. Compi appears as their companion. |
| --- | --- |
| **Collect Organic Scraps** | Quickly explore the mini-garden to **grab as many scraps as possible** (fruit peels, leaves, veggie trimmings). -> 2-min countdown visible. |
| **Feed Compi** | Drag-and-drop scraps into Compi’s compost bin. Compi reacts immediately:  **Healthy:** “Yum! Plants will grow!”  **Unbalanced:** “Hmm… not enough variety.” |
| **Immediate Feedback** | Points or garden growth indicators appear instantly. Visual: soil color darkens, plants sprout, Compi jumps happily |

**Garden evolves over time** (even when the student isn’t playing)

* Plants grow slowly, animals appear, compost matures.
* When they return, they **see their progress accumulated**, like Minecraft crops growing overnight.-> Makes students **feel responsible** for long-term success.

Plants grow **gradually, block by block**:

1. seedling block
2. small plant block.
3. full flower/fruit tree.

Animals appear as the ecosystem stabilizes: bees, butterflies, worms.

\*Students can **see cause-effect visually** without reading too much.

**Daily missions (items will be hiding)**E.g.

Feed Compi specific scraps: e.g., “Feed 1 apple peel and 1 carrot leaf.”

Discover rare mini-animal: e.g., “Find the hidden earthworm block in your garden.”

Plant or grow a block: e.g., “Grow 1 flower or 1 vegetable block.”

Experiment challenge: e.g., “Combine 2 scraps to see which grows the plant fastest.”

Teaching or educating them afterwards (just a quick summary)

**Factors Affecting Compi Score (scoreboard)**

| **Factor** | **How It’s Measured** | **Points / Weight** |
| --- | --- | --- |
| **Scraps Collected** | Number of organic scraps collected during 2-min round | 20% |
| **Scrap Variety / Balanced Diet** | Feeding different types of scraps (fruit, veggies, leaves) | 20% |
| **Garden Growth** | Number of plants grown, blocks completed, mini-animals unlocked | 25% |
| **Daily Mission Completion** | Missions like “feed 1 apple peel & 1 carrot leaf” or “find hidden earthworm block” | 20% |
| **Efficiency** | Completing 2-min round without wasting time; finishing before timer | 15% |

Total Compi Score = 100 points per round (or converted to %).

**Game 3** (wed and fri)

Based on minecraft, adopt me, pokemon go

Student scans **NFC card** → loads their **city district and avatar**.

1. Shared classroom world already has:
   * Roads, parks, housing, schools, small businesses.
   * Compi-like eco-creature representing city health.
   * Citizens moving around, smog visible if carbon is high.
   * Countdown timer: **2:00 minutes**.

**0:00–0:15 – Quick Overview**

* Pop-up tip: “Welcome! Your city’s air quality is low. Collect scraps, add green spaces, and feed energy to buildings.”
* Visual:
  + Smog in certain areas
  + Park blocks are empty
  + Citizen mood meters low in some zones

**0:15–1:15 – Exploration & Action**

* Student walks avatar around **their district** in like Roblox (bloxburg) world.

| **Actions available:** | Place solar panels on empty building blocks. |
| --- | --- |
|  | Add green space: plant flowers, trees, or community gardens. |
|  | Upgrade roads: convert car lane → bike lane or pedestrian path. |

**Instant visual feedback:**

* + Smog disappears around upgraded areas
  + Citizens smile when green spaces or renewable energy added
  + Compi jumps happily when fed correctly

**Mini Challenge**

* + Example: “Reduce carbon in your district by 10% in this round.”
  + Or: “Add 2 green blocks without increasing smog.”
* If by the end of the term they succeeded then they earn extra points
* Student strategises in real-time: chooses which buildings or roads to upgrade first.

| **Visual cues:** | Color-coded carbon meter (green → healthy, red → unhealthy) |
| --- | --- |
|  | Citizens react to changes (smile/frown) |
|  | Compi’s animation shows immediate effect of actions |
|  | Air more foggy or clear, lifeline |

**1:50–2:00 – End-of-Round Feedback**

* Timer hits 0 → city pauses
* **Teaching Feedback Screen appears:**
  + City before vs after round (smog reduction, green space added)
  + Text:“You reduced carbon by 12%! Citizens are happier and parks thrive.”, “Adding green space helped absorb carbon. Well done!”

**Class leaderboard: Based on World Health**

**“World Health”**

The **shared EcoDistrict city/world** has a **composite score** reflecting cumulative actions from all students:

| **Factor** | **How It’s Measured** | **Example Visual / Feedback** |
| --- | --- | --- |
| **Carbon / Pollution Level** | Reduction in smog, emissions, or energy waste | Smog blocks fade → city looks cleaner |
| **Green Spaces** | Number of trees, gardens, parks added by students | More trees, flowers, butterflies appear |
| **Citizen Happiness** | Mood meters across the city | Citizens smile/frown depending on overall city health |
| **Renewable Energy Usage** | Solar panels, wind turbines installed | City energy indicators turn green |
| **Mini-Creature & Eco-Element Growth** | Compi-like creatures, animals, bees, worms | Ecosystem appears lively → shows thriving environment |

2️⃣ **Weighting for Class Ranking**

* Each factor contributes to **total world health score**. Example weighting:

| **Factor** | **Weight** |
| --- | --- |
| Carbon / Pollution Reduction | 30% |
| Green Spaces & Trees | 25% |
| Citizen Happiness | 20% |
| Renewable Energy / Eco Upgrades | 15% |
| Mini-creatures / Ecosystem Diversity | 10% |

The sum gives **total class world health** (0–100%).

* Classes can be ranked **termly**

**How Class Ranking Works**

* **Total world health = class score**.
* Classes ranked against other classes or schools:
  + Highest total world health → “Green Champion Class”
  + Next → Silver / Bronze.

**Integration With Daily & Weekly Cycle**

* **Mon/Tue/Thu:** Students play VR games → actions affects world health
* **Wed/Fri:** Shared world revealed; class sees current health.
  + Students discuss or implement “Fix It” ideas collectively.
  + **End-of-Term:** Total world health determines **class ranking/award**

**Individual Contribution to the Shared World**

**What “Contribution” Means**

**Consistency of Recycling**

* **Measured by:**
  + How often a student recycles items in the smart bin each week.
  + Rewards daily habit formation and responsible behaviour.
* **Scoring Example:**
  + Recycled every day of the week → 100%
  + Recycled 3/5 days → 60%
* Weight: **30% of total ranking**

**Performance in VR Games**

* **Subway VR / EcoEater:**
  + Accuracy in collecting correct items
  + Avoiding obstacles (Subway VR)
  + Efficiency (time taken)
  + CompiCraft: diversity of scraps, garden growth, daily mission completion
* **Scoring Example:**
  + Points converted into % relative to highest score in class
* Weight: **40% of total ranking**

3️⃣ **Contribution to Class World**

* **Measured by:**
  + Impact of student’s actions on the shared EcoDistrict world.
  + Includes planting green spaces, adding renewable energy, reducing carbon, unlocking mini-creatures.
* **Scoring Example:**
  + Student A contributed 15% of the total weekly improvement → 15% score
* Weight: **30% of total ranking**

**Overall Ranking Calculation**

Individual Score (%) =

(Consistency of Recycling × 0.3) +

(Compi Score + Subway VR Performance × 0.4) +

(Class World Contribution × 0.3)

* Students ranked from highest total score to lowest.