

# Module

## 6

## Playing your game

Face-to-face game play sessions run by the hosting and/or participating organizations generate enthusiasm in the community. These sessions include in-class time at schools for game play, regardless of whether the school is the hosting organization or is simply participating. Key strategy to motivate player participation are (1) fostering competition between affiliation groups, i.e., between classrooms, schools, different community organizations, and (2) emphasizing the real-world impact of game data and funded causes.

1. Playing the game
2. Game play enrichment activities



# 1

## Playing the Game

### A. Comments

**Get ready for gameplay by exploring comments, causes, and strategies for winning.**

#### Discussion questions

Consider the game topic and the outreach you've done. Who might play? When making comments, how might you speak differently to different demographics or players? In contrast, what kinds of common messages appeal across different demographics or stakeholder groups?



### Youth Activity

Pick a couple of questions from the game you created in module 3, and answer them as you think you would while playing.

Consider the ways that players from different stakeholder groups might respond.

### B. Causes

**Make sure all participating organizations take advantage of the opportunity to have a cause funded through game play.**

Explore the "Bank" tab:

MISSION

PUBLIC SQUARE

BANK

How do you advocate for a cause on CPI? How do you propose a new cause?





## Youth Activity

What makes an argument for a cause successful?

Provide at least two pieces of evidence. Then, create sample arguments for one or more of the causes from module 3. Peers review it and suggest edits.

### C. Winning

**The chance to win the most points and fund causes feeds the competitive motivation, which complements the game's cooperative goals of learning about local issues and building relationships.**

#### Discussion questions:

How would you respond if you found that some players were trying to rack up points by making lots of comments without any thoughtful content, such as "No, because I say so" or "It's like whatever"?

What are the comparative advantages of aiming for quality versus quantity when making comments? How do the badges help us answer this question?

Click on the badges tab in a previous game:  920 |  30th |  2

How do the different badges help us answer this question?

### D. Legality

**Community PlanIt is targeted to players ages 13 and up, but younger students can join with parental permission. The Children's Online Privacy Protection Act states that youth under 13 need parental permission to share personally identifying information online.**

# 2

## Game play enrichment activities



### Youth Activity 1: Dig Deeper

Teacher/students consider particular game questions or comments in greater depth.

Structure class discussion with, for example, a think-pair-share, gallery walk, or jigsaw activity. Create do-nows that feature particular player comments and ask students to reflect and respond.



### Youth Activity 2: Follow-up

Students create follow-up questions based on player answers, as in the module 1 “Survey and more” activity, and do further research on the topics of their choice.

## Module 6 Recap



**In this module, you’ve explored safe and meaningful game play, and you’ve learned what it means to win the game.**

You’ve also used the game as a jumping off point for further learning about your community. Now, you’re ready to bring the players back together for the Finale.