Community characteristics & orientation

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Community & UN SDG(s):	Life on Land (SDG 15)
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Instructions

Research the community you are most interested in exploring using links from the UN Sustainable Goals website (https://www.un.org/sustainabledevelopment/) and others. In your exhaustive research, answer the following.

Community characteristics

Community life-cycle (current state)

Where is your community in its life-cycle?	What you need to focus on:	Special needs
☐ **Just forming** Need basic tools to connect, but not sure from there	Research and/or discuss the potential of some basic tools with members, explore what ideas it might give them, and see what they might bring in with them.	
☐ **Self-designing** Information stage, but with a strong sense of what it wants to accomplish	Contribute ideas to the design. Analyze systematically the implications of their community design for technology, infrastructure, and technology skills.	
☐ **Growing & restless** Ready to add new functionality to its tool configuration	Try to make this a community reflection and self-design event. Does their restlessness suggest a major change, such as a transition to a new platform?	
☒ **Stable and adapting** Just needing some new tools	How much disruption will the community tolerate? How will the new tools be integrated into or affect existing practices?	The community is well developed, they just need more reach and exposure to the issues, to further the cause

Constitution

Diversity: How diverse is the community?

Topic	Your notes
What are the different types of members and what are their levels of participation?	There are a few levels to the community, firstly we start with the people that share the information on social media and increase exposure to the cause. Next, we have financial aid, companies will often time donate to plant trees, fruit, etc. to help promote biodiversity and sustainable use of ecosystems.

	Then we have the people who are working for the charity, who help physically plant the trees, or plants, in order to physically make a change on the earth, because there is no change without actually putting it into action.
How spread apart is it in terms of location and time zones?	Worldwide, as we have life everywhere on earth, therefor meaning we are not limited to any area, as nearly any area on earth
What language(s) do members speak?	All languages ranging from English, French, Urdu, Russian, German, etc.
What other cultural or other diversity aspects may affect your technology choices?	There are little to no differences, as the purpose life on land serves, is the betterment of the restoration and protection of terrestrial ecosystems, sustainability management of forests, combating desertification, etc.

Openness: How connected to the outside world is your community?

Topic		Your notes
How much do you want to control the boundaries of your community? Does your community need	☐ To be private/secure ☒ Open boundaries ☐ Both private & public spaces	I personally do not want to limit the cause, as it would be more harmful than beneficial, due to the simplicity of how easy it is to contribute, things as simple as spreading the information, or picking up the litter that you see on the floor, would help towards bettering life on land
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		Currently there is no requirement for tools used for sharing, but the goal is to increase exposure

Technology aspirations

Technology savvy, tolerance, & constraints: What are your community's technology interests and skills and patience thereof? What are the constraints imposed by technology factors?

Topic	Your notes
How interested is your community in technology?	Fairly interested, there are a few tools out there to help with waste management, and the planting of trees, and plants to increase air quality, and reduce pollution
What is their capacity for learning new tools?	New tools are always more helpful, which helps aid the people working actively in the field, allowing to plant trees and plants quicker will only hasten the cause and help make life on land better causing for better air quality, better quality fruits and vegetables, and possible even less pollution
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	Skills range from a kid with grade 2 capabilities, to a full adult, as there are no restrictions with who can play the game. Allowing for it to be fully flexible to anyone
How tolerant are members of the adoption of a wide variety of tools?	It is rare for schools to adopt more software onto their computers, especially when it is not a needed software for completing school work
How many technological boundaries are they willing to cross, e.g. sign in to more than	Kids nowadays have access to a wide variety of technology, such as laptops, desktops, phones, tablets, etc. The majority of kids these days are also playing video games, a game such as this would be more played in school, or sometimes at home. Speaking

one web-based tool, learn to use new tools, or give up old favorites? This helps you understand what level of integration you need.	from my own experience, when I was growing up I would play many web games on websites such as coolmathgames, or any free games I saw online as at the time we did not have much money, etc. A simple integration of a 2d game will suffice, allowing kids all over the world with access to laptops or computers to play the game
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	Due to the game being a platformer, and 2d, it will be light and optimized enough to run on almost any machine that is operating on windows 10 or later, the game will also be relatively small in size, therefor not giving many constraints technology wise
How much time are members able to be online and from where (office, home, field)? Some people have limited online time, or are able to be online only in specific locations. Others are always on. Very diverse situations can affect participation	All members are able to be online, at any point that they have free time. This allows them to entertain themselves, whilst also learning about a cause which can aid not only the current day environments, but also their future environments

Community orientation

Relevance to community: Use the range from 0 (no relevance) to 5 (high relevance) to determine what matters most to the community. Look at these from the perspectives of the different types of members (under "constitution"). Also discuss the "value-added" to each member group

0	1	2	3	4	5	Orientations	Variants	Key activities/your notes
☒	☐	☐	☐	☐	☐	**Meetings** Many communities place a great emphasis on regular meetings where members engage in shared activities for a specific time. Meetings, and the visible participation of members, assert the community's existence	☐ Face-to-face/blended ☐ Online synchronous ☐ Online asynchronous	This platform will only be used in larger gatherings, such as the classroom, or if a kid wants to play it on their personal computer at home
☐	☐	☒	☐	☐	☐	**Open-ended conversation** Some communities maintain ongoing conversations as their primary vehicles for learning. Open-ended conversations are common when a community is co-located and people keep the conversation going as they "bump" into each other.	☐ Single-stream discussions ☐ Multi-topic conversations ☐ Distributed conversations	Single player game, therefor not applicable
☐	☐	☐	☒	☐	☐	**Projects** In some communities' members want to focus on particular topics, go deep, and collaborate on projects to solve problems or produce useful artifacts. Learning	☐ Practice groups ☐ Project teams ☐ Instruction	This game is meant to primarily educate, and direct people to converse outside of time playing the game, allowing for productive talks.

☐	☐	☐	☐	☐	☐	is not just a matter of sharing knowledge or discussing issues. Members need to do things together in order to develop their practice. Projects usually involve a subgroup within the community		In the future possibly redirecting to another platform such as forums may be something of interest
☐	☐	☒	☐	☐	☐	**Content** Some communities are primarily interested in creating, sharing, and providing access to documents, tools, and other content. Valuable and well-organized content is a useful resource for members	☐ Library ☐ Structured self-publish ☐ Open self-publish ☐ Content integration	This game is not meant to add new education, instead it is supposed to direct the attention at already existing education, where we spread more exposure to the already existing resources
☐	☐	☒	☐	☐	☐	**Access to expertise** Some communities create value by providing focused and timely access to expertise in the community's domain, whether internally or externally. Communities with this orientation focus on answering questions, fulfilling requests for advice, or engaging in collaborative, just-in-time problem solving	☐ Questions & requests ☐ Access to experts ☐ Shared problem solving ☐ Knowledge validation ☐ Apprenticeship & mentoring	Taking in questions on a forum would be of use, allowing for any confusions to be solved in a timely manner, instead of having confusion, and nowhere to go.
☐	☐	☐	☒	☐	☐	**Relationships** Some communities focus on relationship building among members as the basis for both ongoing learning and being available to each other. This orientation emphasizes the interpersonal aspect of learning together. Communities with this orientation place a high value on knowing each other personally, emphasizing networking, trust building, and mutual discovery	☒ Connecting ☐ Knowing about people ☐ Interacting informally	In community driven goals such as this, it is important for educators to reach their audience effectively, the game will allow for the message to get to them effectively
☐	☐	☐	☐	☐	☒	**Individual participation** Learning together happens in the context of a group, but it is realized in the experience of individuals. People bring different backgrounds, communication styles, and aspirations to their participation in a community. People have different levels of commitment, they take on different roles, and they use tools differently	☐ Levels of participation ☐ Personalization ☒ Individual development ☐ Multi-membership	It is important for individual participation, as this is a single player game, allowing for only 1 person to play on their own respected device, allowing for self-development to occur

☐	☐	☒	☐	☐	☐	**Community cultivation** Some communities are happy with loose self-organization and unplanned evolution, while others thrive on attention to community cultivation. They have a need to reflect on the effectiveness and health of the community to make things better, joined with a willingness to work on it	☐ Democratic governance ☐ Strong core group ☐ Internal coordination ☐ External facilitation	Generally speaking, the majority of the educators in the space vary in terms of their level of exposure and how much they plan on sharing to the variety of their audience.
☐	☐	☒	☐	☐	☐	**Service context** In some cases, serving a specific context becomes central to the community's identity and the ways it operates. They may live inside an organization, whose charter their practice needs to serve. They may have a mission to provide learning resources to the world or to recruit members widely. Or they may seek interactions with other communities whose domain complements their own	☐ Organization as context ☐ Cross-organizational ☐ Other related communities ☒ Public mission	This platform serves all audiences that are interested, and those willing to learn

Scratchpad (other interesting insights, questions/answers, etc.)