

# GLOBAL CONFLICTS



## GAME MANUAL

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# INTRODUCTION

This guide is based on tests and courses spanning 1-5 days using Global Conflicts in elementary schools, secondary schools and high schools.

In Global Conflicts, the students take on the role of a reporter doing innovative journalism to explore the problems facing society today. When the students begin, there are typically many loose ends and rumors that they need to handle as reporters. The students will use approximately 80% of the time doing interviews with various sources, and gather evidence and information. Apply the knowledge retrieved in the final interview, which defines whether the paper will get a decent story. The success of the final interview will depend on two things: How skilled the students are in obtaining arguments from their sources, and how proficient the students are in using these arguments at the right moments in the final interview. In both cases, the success of the students relies on their understanding of the issues discussed in the game.

The game universe explored by the student is a dense 3D-landscape portraying a contemporary setting from the missions, based on real events and sources. The stories either are the true accounts of victims or witnesses of the events, or based on reports made by human rights organizations, news agencies or various historical sources.

Global Conflicts can be used as an introduction to the challenges in the missions, a way of gaining a more comprehensive view of the issues in the region, or simply as revision of previous material. This guide works as a guideline to how to run a course, but every teacher may use this game in his or her own way.

## Content of the educational material:

**Game Manual:** Contains information on how the game is installed, used and played. You can find a crash course in playing the game in the teacher's guide, but information that is more extensive are found in the game manual.

**Teacher's Guide:** This guide has instructions as to how the game utilizes to create various experiences in correlation with a specific class. It builds around the missions; each contains different problems and themes.

**Topics overview:** A small booklet introducing the issues, as well as the history of the region, significant themes, and countries. The booklet provides teachers (and students) with a good starting point for class and any further research for relevant material.

**Student assignments:** A series of assignments are made for the student to solve after each mission. These assignments encourage reflection and discussion about the issues of the particular region as well as the society inhabited by the students.

## Target audience

The game has been tested and designed for students in elementary school (upper grades) as well as high school. The game operates on more than one level, and the complexity of the mission's increases as the students work their way through them. The teacher is then able to use the game depending on the proficiency of the students.

## Help to the material

When using Global Conflicts in your class, you might meet some unexpected challenges. If this occurs, refer to the game manual. If the game manual is unable to address the challenge, please do not hesitate to us at [support@seriousgames.net](mailto:support@seriousgames.net) where we will do our utmost to assist you.

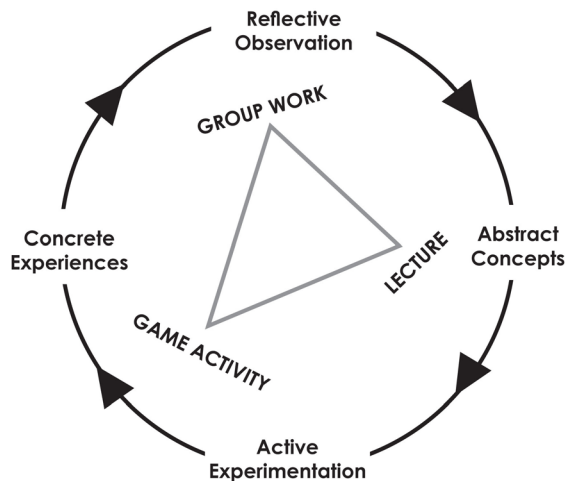
As a teacher, you will obtain a special code that will allow you access all the sources of the game in the game's logbook. You simply type, "unlockallinfo" in the journal, and then you will be able to find all the information in your journal under logbook. Then you can also jump directly to the final interview and test the arguments. This might be advantageous if the students ask about a specific source, or if you need a general view on the content of the game.

You might also want to read the section "Walkthrough" where we outline the course of the various missions, what sources to talk to in order to complete the game, as well as when to use the arguments in the final interview.



## BASIC EDUCATIONAL PRINCIPLES BEHIND GLOBAL CONFLICTS

The optimal educational program using the Global Conflicts series is an experience-based approach that is based on research done at the IT University of Copenhagen.



Inspired by **David A. Kolb's theory** of learning, this approach to learning is based on switching between different types of teaching, a method that emphasises different learning styles and forms of knowledge.

There is a progression between various forms of learning. Pupils may have different strengths and weaknesses in relation to these different forms of learning, but ideally all pupils in a class will work with various tasks across the learning spectrum.

You might consider using the didactic approach listed below in order to get the best possible result in your class when using the Global Conflict series.

*The experience-based approach involves changing between various teaching methods, emphasizing various styles and subjects. This means there will be a progression through the different methods of instruction.*

*The general didactic qualities of doing a course with Global Conflicts are significant, but to us, the noteworthy thing about this courseware is that the students get to be active participants in a conflict and issues that are usually difficult to relate too. Through the stories, problems and audiovisual setting of the game, the students will be forced to interact with the educational content of the game, and experience something beyond regular rote learning, giving the students personal experiences they have helped shape!*

These experiences are vital in the subsequent lesson, as they give the students the chance to reflect on issues they now have personal experience with. Through the games, immersive qualities students are involve personally in the issues and in the process build knowledge.

The students train their skills. During the interviews – a central part of the gameplay – in their hunt for important statements and arguments, the students have to reflect on, judge and choose what topics they deem vital enough to inquire about.

***"Give an example of the living conditions and working conditions associated with this mission – how do these conditions differ from those found in your country?"***

- Example from student assignments.

The game contains information on various subjects found in the curriculum, which the students have to understand and utilize in order to complete the game. This is not random nor irrelevant facts – but information, which the students must consider and reflect carefully on. By doing this, the game links the students' acquisition of knowledge and their skill development. The knowledge is relevant to the subject. In addition the students' ability to be critical, analytical and act upon their convictions is developed. This happens while the students are playing the game. Subsequently, when the students are required to complete the enclosed exercises, their experiences from the game will generate general perspectives not only associated with their experiences from the game.

The questions formulated to make the students reflect on their experiences from the game while thinking about them in the abstract, making the information viable in real world. Many of the questions encourage the students to draw parallels between their knowledge and society. This increases the educational value since not only do they get new information, they are also deepening and testing their existing knowledge.

## **Course progression**

- It is important that the teacher provide an indication of which assignments the student needs to solve, and what desired result from the course should be. We suggest the teacher follows the main steps described below.
- The teacher provides a summary of the conflict to provide the students an initial understanding of the issues at hand. If so inclined, the teacher can make use of the crash course enclosed in this product (see the booklet titled 'Topics Overview').
- The students (divided into pairs) play a mission from the Global Conflicts. The students can play several missions in a row, but focusing on a single mission at a time is recommendable.
- When a mission is completed, the students should team up in groups of four, discussing the questions relating to the specific mission (see the booklet titled 'Student assignments').
- Concluding the student assignments, the students can turn in their own article, group summary, or similar paper based on the student assignments.
- A discussion in class should be encouraged in the end, where assorted issues and themes viewed in a cross-disciplinary perspective (historically, politically and socially) as well as evaluating the entire course.

## Making preparations for the course

Choose the mission(s) the students should play. Feel free to play the part of the game you wish to use in order to get a clear understanding of the mission. You can simply read the specific summary in this guide (see the Walkthrough section). Try to time yourself playing in order to get a sense of the amount of time needed in class.

Book a game room, pass out student assignments, and plan class discussions. Class discussions should take place in a classroom without computers, or after removing any laptops, in order to avoid distractions.

Install the game on all student computers. The students can save their game at any time during the mission except when in the final interview. If they wish to switch computer and/or play at home, their save game can be stored online (see page 8 for more information). However, the game must have been installed in order to load their previous game.

- Divide the students into pairs. Have in mind, which students work well together.
- Prepare the presentation of the game (e.g. by showing a game trailer) and its concept, as well as a brief introduction of the region.
- Think about working in groups after playing as well as possible themes for discussions in class.
- Plan an evaluation of the entire process.

## Information for the students prior to the game

If you experience problems with students just hurrying through the game without giving it an extra thought, you can activate a special timer that prevents the students from skipping the dialogue. The timer stops the students from clicking the next icon before some seconds have passed. The seconds are a function of the length of the text.

You activate the timer by accessing 'Options – Setup – Interview' on the student's computer.

It is important you emphasize what assignments you expect the students to solve after they have played the game – e.g. write an article, answer a series of questions or have a class discussion about their experiences.

Make it clear for the students that this is not a regular game intended for entertainment purposes. The main part of the game revolves around interviewing people, and it is important they focus on these interviews.

Stress the fact that simply clicking your way through interviews and conversations will only complicate the final interview, where you confront the chief antagonist of the story.

Tell the students that they will be evaluated on how they spend their time asking the proper questions, and how proficient they are in using their arguments in the game.

Immersing the students further into the role of a reporter, you can equip them with a small notepad, in order for them to take notes as they go along.

# PLAYING GLOBAL CONFLICTS

This is a brief introduction to the game functions. You can also read the Teacher's Guide to get a more thorough understanding of the dynamics of the game.

## 1. Choose language:

You begin by choosing the appropriate language.

*Note that once the game has begun, the language cannot be changed.*

## 2. Login & Save:

Choose to save your game locally or online. When saving the game locally, the game will be saved on the computer being used. We recommend saving the game online, although this approach is a bit more complex. Saving online requires a user name and password, but yields some advantages: The students can change computers and continue their game at home. This does not require administrator level.

## 3. Start game:

The students simply choose by selecting a pin on the map, which triggers a description. If the student wants to start a given mission, they simply press 'play'.

## 4. Choose character:

The students can choose between a female and male reporter. The gameplay will remain the same whether they choose one gender over the other.

## 5. Navigate:

Navigate by clicking on the map. You run by double-clicking. You can speak with people that have a name directly above them by clicking on them.

## 6. Interview:

When interviewing people you can choose from a list of questions. All questions take up some time, and you must decide which questions are most important as your time before the final interview is limited. A question might have numerous levels signified by the number present in the icon. Sometimes an icon will have levels only accessible if you have already spoken with a different source.

## 7. Journal:

Your journal contains the information necessary to help you as you progress in the game – e.g. a map, a logbook and hints for finding the arguments needed in the final interview.

## 8. Final interview:

The final interview works just like a regular interview, but at certain moments, you might cause stress in the person interviewed by using the right arguments. When the opportunity is there, you hear the sound of a beating heart, and you must choose from a list of arguments on the right side of the screen. When you choose the correct argument you stress the person interviewed and are awarded with vital information for your story.

**9. Game ending:** The game ends with a notebook passage and the statistics for key variables, depending on the progress made by the student.

## HOW CAN I MAKE THE GAME MORE REWARDING FOR MY STUDENTS?

As a teacher, you have to anticipate the aspect that the students think of the game as entertainment and might end up playing the game as they would play any regular game – as entertainment. However, the game should be presented for educational purposes and should be played accordingly; the game play can be entertaining while the learning curve is still kept high.

### Groups

Let your students play in pairs. This way the students have a way of discussing their options throughout the game, which is beneficial for the learning process. Studies indicate that boy-girl groups work better than boy-boy groups or girl-girl groups since boys and girls have different approaches to games, which might complement each other. However, boys can tend to become too dominant in boy-girl groups.

### Competition

Our studies show that students more often than not compete with their classmates when playing the game. The competition is a vital element for the students and is in no way a negative thing, when it comes to the learning process, as long as it is in moderation. The most beneficial competition focuses on who gets the most statements and arguments in the shortest amount of in-game time. Not to be confused with real time! In-game time progresses every time the reporter says or does something in the game. If you initiate this competition prior to playing, it might motivate your students to be extra attentive while playing since bad choices will result in wasted time.

### Asking questions

In our studies, we have established that most of the questions asked about the game by the students are in fact related to real life. As a teacher, you should keep this in mind and help students compare any questions about the game with the facts of reality.

## HOW CAN GLOBAL CONFLICTS CONTRIBUTE TO YOUR SUBJECT?

This game can be used as a supplement in several subjects by focusing on specific content related to the subject taught. The game is used at different stages of education and offers the students various approaches to the topic at hand. You as a teacher have to decide what the students need to focus on in order to get a basic understanding of the features listed below:

- **Facts/content:** The challenges from an everyday perspective.
- **Themes:** The challenges of globalization, new democracies, and human rights violations.
- **Skills/methods:** Criticism of the sources and writing articles.
- **Qualifications:** Put things in perspective and use critical thinking.

***"You get the feeling, that remembering what they say in the interviews makes a difference, because you have to use it later in the mission."***

- Student

Global Conflicts has a cross-disciplinary appeal. The game and the student assignments designed so that they can easily be used in classes such as Social Studies, Geography, Communication, Media, History and General study skills. As the time available for some subjects might be too sparse to use it on this courseware, we encourage teachers across subjects to work together and use 2-5 classes on this. This will reduce the time spent for the less frequent subjects and invoke a more coherent understanding in the students, since they touch upon the issues related to the various subjects.

Several of the assignments contain questions that require the students to view the subject from different points of view. It can be advantageous for the students to have access to a computer and internet in this regard.

The questions have been designed in collaboration with teachers based on the curricula to make sure they live up to your expectations as a teacher. Below is a guideline to how they are used in conjunction with the various subjects.

## Social studies

Global Conflicts supports Social Studies by challenging the students grasp on social science and history – and encourages them to analyze and make up their minds on international affairs, globalization, corruption, democracy, social inequity and human rights. They are driven to recognize how the everyday life in developing countries is influenced by globalization, and how globalization works in general.

The students will encounter non-government organizations and grassroots movements, and will experience their specific areas of expertise. They will experience various cultures and get an insight into how belonging to a group can influence an individual's values and morals. The students will get a practical understanding of the conditions that arise when two cultures meet – collective aggression, stereotypes, prejudice, social discrimination, racism and violence.

Global Conflicts also lets the students make up their mind about democracy and various issues associated with the democratic process in developing countries. The subsequent assignments should enable them to reflect on their experiences, but more importantly, they should also feel supported in the reflections they make.

## General study skills, Communication & Media

Primarily Global Conflicts gives the students an insight into the life and work of a reporter – and the tools at his disposal. In Global Conflicts the students assume the role of the protagonist, a journalist sent out to research stories, including interviewing people with very different takes on things, different values, and hidden agendas.

The students will meet people that are trying either conceal information or render it meaningless through rhetorical prowess. So students are forced to reflect critically on everything that is being said, and realize how communications can be used to influence attitudes, values, ideas and political issues. It is their duty to remain critical and navigate all these different outlooks – or see through the rhetoric used by the people interviewed! This will give the students a starting point when it comes to the reporter's second task: writing.

In every assignment, there are two proposals for doing a written piece. The assignments are primarily non-literary prose, i.e. essay, feature, article, commentary, and political speeches – but there is also the option of letting the students write a piece of fiction, or narrative history (further information in the History section below). In the written assignments the students will be forced to consider the linguistic style, the Hey-you-see-so model, sender-recipient conditions, argumentation – logos, ethos, pathos, etc. They become challenged to write either narrating, descriptive, annotating or argumentative.

These assignments are supposed to train the students in their diction and strengthen their awareness of linguistic prowess, while encouraging them to retrieve information and use it in a way that corresponds with what they want as well as the assignment at hand. It is recommended that the students, next to the computer during play, have a notebook or similar to jot down notes on,

When doing the written assignments, the experiences obtained from the game will help the students focus on the linguistic part, since they no longer need to worry about interviews or doing research, although writing notes during the game is obviously a prerequisite. Sometimes it is a good idea to let the students know why they are asked to take notes.

## Geography

Global Conflicts lets the students travel and experience the demography of various developing countries. In their encounters with the people in the game, they get an insight into their living and work conditions, and their values. In the student assignments, their game experiences matched up against their own living conditions, values and morals. This process strengthens the students' understanding of themselves as well as the world they are living in.

In several of the missions, the students get to compare the development of trade and industry with the living conditions of the developing countries, just as they are forced to recognize issues such as immigration, globalization and its consequences, and social inequity on a global scale.

***"No one should be kept in slavery or bondage; slavery and slave trade in all its shapes should be against the law. This includes debt slavery. Yet we still have it, and the police do nothing about it. Why is that?"***

- Example of a student assignment

Similarly, the students will see examples of how some production companies in developing countries treat the environment, which will enable them to reflect – in the student assignments – on the environmental consequences of our consumer culture and the exploitation of our natural resources.

## History

Global Conflicts provides the students the opportunity of studying attitudes towards various issues, as well as seeing them in a historical context. All the missions in the game have a historical explanation for the issues portrayed in the mission, and as a result, the students are challenged to utilize history as a tool for explaining the present. By forcing the students to reflect on the relation between past and present, Global Conflicts strengthens the students' understanding of cause and effect, develops their knowledge of history, and trains them in applying this knowledge.

In the game missions, the students will witness the reasons for immigration – and consequences both positive and negative, e.g. the European immigration from third world countries. Confronted with social inequalities on a global scale and variations of this theme – social discrimination and debt slavery for starters. They will also become aware how these issues influence society – on a local as well as a national scale. The issues at hand will also be measured against the basic human rights formulated by the UN.

In general, the historical content coupled with that of Social Studies and Geography, and it is important to include the subject in order to force the students into using the way of thinking quintessential to the subject. By doing this, the story can be used to explain the issues of today and form expectations of the future.

Following up on this, the student assignment of the missions, and encourages the students to write using narrative history. This promotes the historical awareness of the students and makes them reflect on the relationship of past-present-future.

Narrative history as a genre is of course fiction, but it relies on real and historical facts. The narrative history is actually a didactic way of strengthening the historical awareness and cohesive reasoning of the students. In working with this story-based form, the students will get a nuanced understanding of man's role in shaping history, shaped by history.

### Themes for larger assignments

Students may continue to work with the themes in Global Conflicts by choosing one of the below areas:

- The advantages and disadvantages of globalization.
- The nature of corruption.
- Human rights.
- The frailty of democracy.

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