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# INTRODUCTION

The premises behind President for a Day (PFAD) gives the students a chance to assume the role of a ruling president, for better or worse. Through a bird's-eye view, the player oversees events while he/she is provided different strategies to overcome said events. The player is free to carry out these tasks as either a dictator or a more diplomatic national 'father'.

The PFAD game series allows the students to experience how difficult it is to govern a country in extreme situations – be it Africa or Asia, where both natural disasters and armed conflicts are prone to occur. Through strategic play, the students witness how one small series of problems may be bound together in a greater web occurrences. A problem remedied in one place, may very well spur an even greater one, elsewhere.

'Social studies' is the most suitable class for implementation of this game. The games challenge the students' perception of society as a whole while letting them discuss and analyze difficult and controversial subjects such as corruption, democratic evolution, development aid, conflict and cooperation.

President for a Day 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.

## WHAT WILL POWER DO TO YOUR STUDENTS?



## CONTENT OF THE EDUCATIONAL MATERIAL

**Game Manual:** Contains information on how the game is installed, used and played.

**Teacher's Manual:** 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.

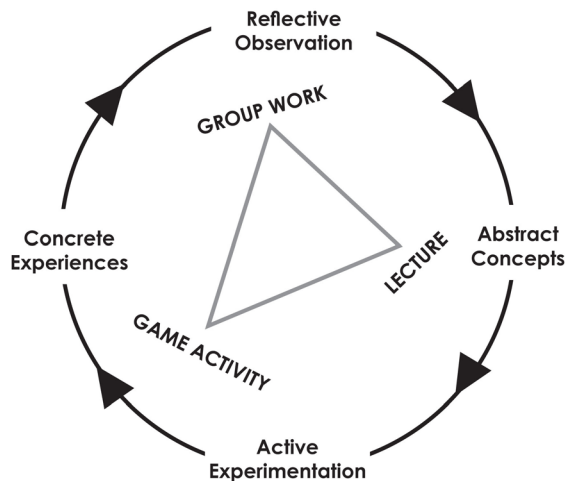
### Help to the material

When using President for a Day 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.



## Basic educational principles behind President for a Day

The suggested President for a Day lesson plan is based on an experience-oriented approach that has its background in research conducted 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 PFAD 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 President for a Day are significant, but to us, the noteworthy thing about this courseware is that the students get to be active participants in a historical scene 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!*

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.

## GETTING STARTED

### 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.

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The teacher provides a summary of the issues 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 PFAD. The students can play both 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 the students should play. 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.

- 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

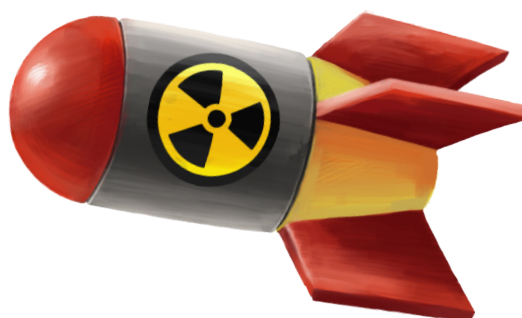
It is important you emphasize what assignments you expect the students to solve after they have played the game – e.g. write an article, answer a series of questions or have a class discussion about their experiences...

*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 making the right decisions, and it is important they focus on the impact that might occur.*

*Stress the fact that simply clicking your way through the game play and quick decision will only complicate the final impact, where you have to be reelected as the president.*

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



## Teknical help

### **Do the games work on both PC and MAC?**

*Yes, they work for both platforms*

### **What are the minimum hardware requirements?**

- PC: 1 GHz CPU, 512 MB RAM, Windows 2000/XP/Vista/Windows7+8
- Mac: G4, 512 MB RAM, Mac OS X 10,3 or newer
- Display resolution 1024x768 or above

### **Do I need to install anything to play?**

*The first time you intend to use our games, you must install Unity3D. You can download it for free at this link: <http://unity3d.com/webplayer/>*

### **What do I do if the games do not work?**

*The first thing you must do is to ensure that you have installed the Unity Web Player (mentioned above) – afterwards, restart your game. Furthermore, you must ensure that your graphical drivers are fully updated. If the issue persists, try downloading the game again. If issues have not yet been remedied by following the steps above.*

### **Can I get help for use of the games?**

*Yes, simply write a mail for [support@seriousgames.net](mailto:support@seriousgames.net) with your question.  
Or contact us call us, Monday to Friday 9.00 and 15.00 on +45 4844 5192*

**ENJOY!**





# PRESIDENT FOR A DAY

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