3 GAMES FOR ELEMENTARY SOCIAL STUDIES

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THE SETTING

- Games built for local private school located in a downtown, historic district.
- This location provided many opportunities for taking social studies instruction outside!
- Enthusiastic faculty
- Worked with grades 2-4
- 2 of the games are portable
THE GAMES

Community Needs Game

Great Government Guru Game

Moravian History Mystery

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COMMUNITY NEEDS GAME

- Teaches concept of “community needs” such as food, water, safety, and education

- QR codes are placed around the school campus on people, places, and things that represent ways the school community meets its needs.

- Players are challenged to meet all of the community’s needs by hunting for and scanning QR codes that fulfill all the different types of needs.

- Game is embedded within a wrap-around lesson that begins with Google Earth and worksheet.

- After game, homework to reinforce lesson.
INTRO WITH IMAGINATION & GOOGLE EARTH
## LET'S THINK!

**What does a community need?**

<table>
<thead>
<tr>
<th>Community needs activity</th>
<th>Name: ____________________________</th>
<th>Date: ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>What about the community of your home?</td>
<td>Name: ____________________________</td>
<td>Date: ____________</td>
</tr>
</tbody>
</table>

Your home is a community on a very small scale. Because it is a community, it still will have things, people, and places that meet the community's needs.

Use what we learned to name some of the things, people, and places in your home that meet your needs! You don’t need to fill in every square, just use what you can think of.

<table>
<thead>
<tr>
<th>Needs</th>
<th>Things?</th>
<th>People?</th>
<th>Places?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hygiene</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Medical care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Governance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation / leisure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spirituality</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hammond J Ottose, Lehigh University, Spring 2015
LET'S GO PLAY!

- Needs
  - Water
  - Transportation
  - Safety
  - Hygiene
  - Governance
  - Spirituality
- Education
  - Find something that provides EDUCATION for the community.
  - Congratulations! You've found a teacher! This person meets the community's need for EDUCATION.
- Needs
  - Water
  - Recreation
  - Medical
  - Governance
  - Transportation
  - Food
  - Spirituality
  - Safety
  - Hygiene
- Education
  - Begin Quest
  - Continue

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Quests were "Needs"

Players had to collect a certain number of each need to complete quest

Game flaw: No accountability for not knowing what need is being met
GREAT GOVERNMENT GURU GAME

- Designed for elementary students learning about the role of local government and private offices that support government interactions.
- Game is played after class has had lesson on role of government.
- Small teams of visit various locations and must decide if that entity a) provides services, b) protects rights, or c) maintains order and then scan the corresponding QR code.
- If the team chooses correctly the first time, they earn more “Civic Credibility Coin”.
- As teams earn more coins, they level up, ultimately becoming a Government Guru!

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LET’S PLAY!

Go visit the Recycling Department on the 5th Floor of City Hall.
THE BUILD WITH ARIS

• 4 QR Codes for each location
  • 1 title & 1 for each answer

• Correct answer awarded 30 coins

• Incorrect answer took away 10 coins

• Levels determined by amount of coins earned
MORAVIAN HISTORY MYSTERY

- Embedded within a long-standing curriculum unit
- 2 iterations over 2+ years
- Most complex game we’ve built – basis for dissertation research
- Utilizes both GPS triggers
The Dye house only has 3 walls standing. The building was next to the Grist mill. The Dye house only has three walls standing because it was from the colonial Moravian times and that was a long time ago. The dyes came from natural materials.
THE GAME

• Introduction in classroom
• Game played mid-unit
• Students played in pairs or triads
QUESTS, LEVELS, & INVENTORY!

What Animal?
Help us remember what animal is on the Moravian Seal! Go to the front of the Central Moravian Church.

Grave Concerns
Go find the Mohican Indian named Tachop. He needs help!

Quest Completed
Missing Missionary
In fact, here is a story of some Indians about God.

Quests
Missing Missionary: Yes or No? Join A Choir

Missing Missionary
There are some Mohican Indians visiting who want to learn about God.

Level 2 - Apprentice
You've leveled up!
Level 2 - Apprentice

Inventory
Child's Red Ribbon x1
Hat x1
Spirit Health x4
A player must maintain their spirit health...
CUSTOMS OF SOCIETY ➔ ACTION OF GAME

Ah, to renew your spirit we must pray.

To pray and get more spirit health, type PRAY into your decoder.

Go in peace.
FEELING LIKE A GAME...

A strange thing has happened in Bethlehem. All of the adults have completely forgotten the history of the colonial Moravians! We need kids to help us restore our missing memories! Complete quests to earn the rank of Master Moravian Historian!

To blend in with the Moravians, you must join a CHOIR. Choose a secret code and enter it into the DECODER in your menu.

Here are the codes:
- Children's Choir code: child
- Married Choir code: many

You might want to remember 1741. You may need it later!

Oh no!
Someone left the gate open and the community's chickens have escaped!
Quick! Go catch the chickens! You need to get 5!
You have 3 minutes!
STEALTH ASSESSMENT

Pre and post gameplay

More on data collection in the next session!
THE BUILD

- Levels = scenes
- To allow multiple paths, multiple quests included in one scene/level
- Level up by completing certain quests
CONVERSATIONS & LOCATIONS
GAME DESIGN IMPLICATIONS

For **young** learners:

- Geospatial skills require significant scaffolding
- Reading requirements needed to be both grade level and not distracting to gameplay.
- Video content was not received well in initial testing.
- Certain types of gaming activities were popular and well received such as collecting items, typing codes, and figuring out the right order.
- Curriculum content needs to be an active part of the game experience and not provided as "additional info".
- Teachers provided valuable insights that guided the researcher's design process.
QUESTIONS?

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