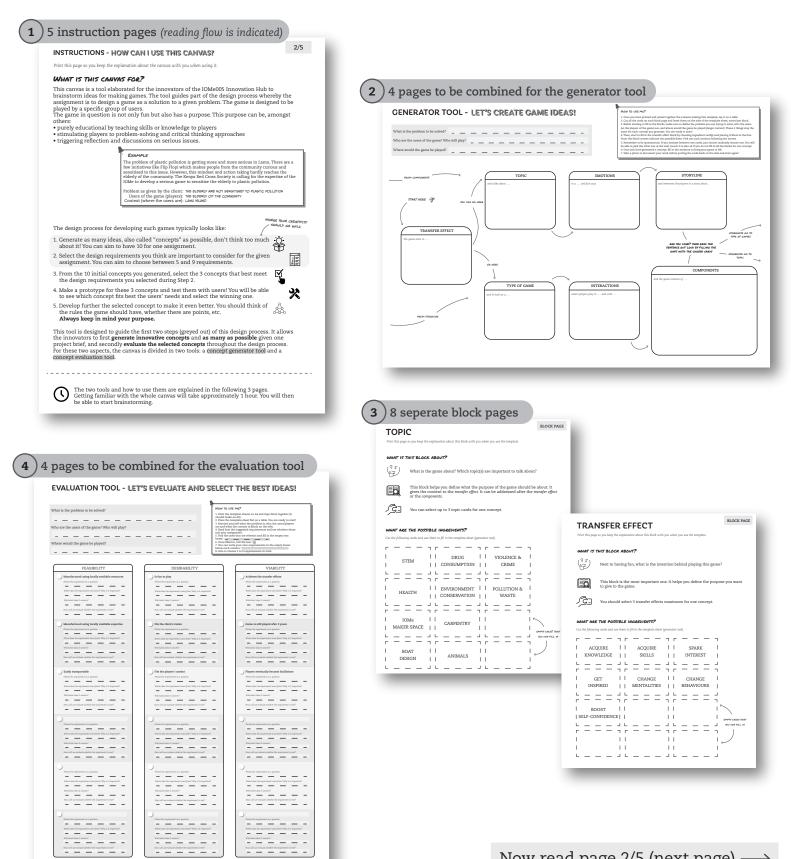# INSTRUCTIONS - HOW CAN I USE THIS CANVAS?

Print this page so you keep the explanation about the canvas with you when using it.

How and where to start?

This is the first page of the instructions to using this canvas, and the first page you should read. These instructions belong to a toolkit which you should download and print. If you have not done it yet, go ahead and print everything! But what is everything?

Everything is:

1 **5 instruction pages** *(reading flow is indicated)*

2 **4 pages to be combined for the generator tool**

GENERATOR TOOL - LET'S CREATE GAME IDEAS!

What is the problem to be solved?
Who are the users of the game? Who will play?
Where would the game be played?

HOW TO USE ME?
1. Once you have printed and joined together the 4 sheets making this template, lay it on a table.
2. Cut all the cards on each block page and leave them on the side of the template sheet, sorted per block.
3. Before starting to fill in the blocks, make sure to define the problem you are trying to solve, who the users (so the players of the game) are, and where would the game be played (larger context). These 3 things stay the same for each concept you generate. You are ready to start!
4. Then, start to fill in the transfer effect block by choosing ingredient card(s) and placing it/them in the box. From this block arrows indicate two possible flows. Pick one and continue following the arrows.
5. Remember to be spontaneous. If you hesitate between two cards, just choose randomly choose one. You will be able to pick the other one at the next round. It is also ok if you do not fill in all the blocks for one concept.
6. Once you have generated a concept, fill in the sentence to bring your game to life.
7. Take a photo to document your work, before putting the cards back on the side and start again!

FROM COMPONENTS

START HERE

YOU CAN GO HERE

TRANSFER EFFECT
The game aims to...

TOPIC
and talks about ...

EMOTIONS
in a ... and fun way

STORYLINE
and immerses the players in a story about...

ARE YOU DONE? THEN READ THE SENTENCE OUT LOUD BY FILLING THE GAPS WITH THE CHOSEN CARDS

OTHERWISE GO TO TYPE OF GAMES

OTHERWISE GO TO TOPIC

OR HERE

TYPE OF GAME
and is built as a ...

INTERACTIONS
where players play in ... and with ...

COMPONENTS
and the game consists of ...

FROM STORYLINE

3 **8 seperate block pages**

TOPIC

BLOCK PAGE

Print this page so you keep the explanation about this block with you when you use the template.

WHAT IS THIS BLOCK ABOUT?

What is the game about? Which topic(s) are important to talk about?

This block helps you define what the purpose of the game should be about. It gives the content to the *transfer effect*. It can be addressed after the *transfer effect* or the *components*.

You can select up to 3 topic cards for one concept.

WHAT ARE THE POSSIBLE INGREDIENTS?
Cut the following cards and use them to fill in the template sheet (generator tool).

STEM	DRUG CONSUMPTION	VIOLENCE & CRIME
HEALTH	ENVIRONMENT CONSERVATION	POLLUTION & WASTE
IOMe MAKER SPACE	CARPENTRY	
BOAT DESIGN	ANIMALS	

EMPTY CARDS THAT YOU CAN FILL IN

TRANSFER EFFECT

BLOCK PAGE

Print this page so you keep the explanation about this block with you when you use the template.

WHAT IS THIS BLOCK ABOUT?

Next to having fun, what is the intention behind playing this game?

This block is the most important one. It helps you define the purpose you want to give to the game.

You should select 3 transfer effects maximum for one concept.

WHAT ARE THE POSSIBLE INGREDIENTS?
Cut the following cards and use them to fill in the template sheet (generator tool).

ACQUIRE KNOWLEDGE	ACQUIRE SKILLS	SPARK INTEREST
GET INSPIRED	CHANGE MENTALITIES	CHANGE BEHAVIOURS
BOOST SELF-CONFIDENCE		

EMPTY CARDS THAT YOU CAN FILL IN

4 **4 pages to be combined for the evaluation tool**

EVALUATION TOOL - LET'S EVELUATE AND SELECT THE BEST IDEAS!

What is the problem to be solved?

Who are the users of the game? Who will play?

Where would the game be played?

HOW TO USE ME?
1. Print the template sheets on A4 and tape them together (it should make an A3).
2. Place the template sheet flat on a table. You are ready to start!
3. Remind yourself what the problem is, who the users/players are and what the context is (block on the left).
4. Read first the suggested requirements and see whether these suit your assignment.
5. Pick the ones that are relevant and fill in the empty text boxes
6. Once filled in, tick the box:
7. You can write your own requirements in the empty boxes below each subsection.
8. Aim to choose 5 to 9 requirements in total.

FEASIBILITY	DESIRABILITY	VIABILITY
Manufactured using locally available resources	Is fun to play	Achieves the transfer effects
Manufactured using locally available expertise	Fits the client's vision	Game is still played after 3 years
Easily transportable	Fits the players' content	Players eventually become facilitators

INSTRUCTIONS - HOW CAN I USE THIS CANVAS?

Print this page so you keep the explanation about the canvas with you when using it.

WHAT IS THIS CANVAS FOR?

This canvas is a tool elaborated for the innovators of the IOMe005 Innovation Hub to brainstorm ideas for making games. The tool guides part of the design process whereby the assignment is to design a game as a solution to a given problem. The game is designed to be played by a specific group of users (see example below).
The game in question is not only fun but also has a purpose. This purpose can be:
• purely educational by teaching skills or knowledge to players
• stimulating players to problem-solving and critical thinking approaches
• triggering reflection and discussions on serious issues.

Example of an assignment

The problem of plastic pollution is getting more and more serious in Lamu. There are a few initiatives like Flip Flopi which makes people from the community curious and sensitised to this issue. However, this mindset and action taking hardly reaches the elderly of the community. The Kenya Red Cross Society is calling for the expertise of the IOMe to develop a serious game to sensitise the elderly to plastic pollution.
So let's list the 3 things to know about this assignment:

Problem as given by the client: THE ELDERLY ARE NOT SENSITISED TO PLASTIC POLLUTION
Users of the game (players): THE ELDERLY OF THE COMMUNITY
Context (where the users are): LAMU ISLAND

STEP 1 IS WHERE YOUR CREATIVITY SHOULD GO WILD

The design process for developing such games typically looks like:

1. Generate as many ideas, also called "concepts" as possible, don't think too much about it! You can aim to have 10 for one assignment.

2. Select the design requirements you think are important to consider for the given assignment. You can aim to choose between 5 and 9 requirements.

3. From the 10 initial concepts you generated, select the 3 concepts that best meet the design requirements you selected during Step 2.

4. Make a prototype for these 3 concepts and test them with users! You will be able to see which concept fits best the users' needs and select the winning one.

5. Develop further the selected concept to make it even better. You should think of the rules the game should have, whether there are points, etc.
   Always keep in mind your purpose.

This tool is designed to guide the first two steps (greyed out) of this design process. It allows the innovators to first **generate innovative concepts** and **as many as possible** given one project brief, and secondly **evaluate the selected concepts** throughout the design process. For these two aspects, the canvas is divided in two tools: a concept generator tool and a concept evaluation tool.

Getting familiar with the whole canvas will take approximately 1 hour. You will then be able to start brainstorming.

INSTRUCTIONS - HOW CAN I USE THIS CANVAS?

Print this page so you keep the explanation about the canvas with you when using it.

Have the GENERATOR TOOL pages close to you so you can better understand how to use it.

How can i use the genetaor tool template

The generator tool consists of blocks corresponding to the key "pillars" which are important for creating a concept/idea for a game. These blocks have to be filled in by choosing "ingredients". For each block, there is a page explaining what the block means and how it should be filled in. There is also a list of possible ingredients that you can choose which are written on cards that should be cut. You can also create your own ingredients.

Example of a block

On the block page indicated in the right corner by BLOCK PAGE , you will find the following information:

TOPIC   the name of the block

LIKE ON THE GENERATOR
TOOL TEMPLATE

TOPIC

the question you should ask yourself when filling in the block

what this block means and when it should be filled in

how many ingredient cards to pick for this block

STEM   ingredient cards that you can choose when filling in the template

empty cards on which you can write your own ingredients

The goal of this tool is for you to imagine an idea for a game to serve the purpose and solve the problem of the users. You start by defining what this purpose is in terms of transfer effect(s) and of the topic(s) you want to talk about. You imagine a game world to better guide the players in the game, and for them to have fun. You also think of the physical look of the game and what kind of interactions the players have.
More explanation is given for each block on the corresponding block pages.

NB: *the canvas does not include decisions on the facilitation but games should be facilitated by a game master to ensure that the purpose of the game is achieved and that the rules are respected.*

INSTRUCTIONS - HOW CAN I USE THIS CANVAS?

Print this page so you keep the explanation about the canvas with you when using it.

GOLDEN RULES BEFORE STARTING!

Order for using the tools
It is best to generate concepts without thinking too much about the constraints. This allows to let your imagination and creativity be free, and potentially come up with great, innovative and out-of-the-box ideas.

➡ After reading this page, you will start by using the generator tool and follow the "*How to use me?*" guidelines written on the template. Only after you used it, you will look at the the evaluation tool (by following the "*How to use me?*" guidelines).

Using the generator tool
The generator tool is a low-key, quick-to-use tool. The main goal is to generate as many concepts as possible within a short time.

➡ Follow the golden rules for using the generator tool:
   1. **allow yourself to combine elements that you think are hardly combinable**
   2. **do not think at how you will actually make the game and if it's even possible**
   3. **postpone judgement** (if you are working in a team)

Offline setting
This toolkit is best used as paper format instead of digitally. It allows to have a dynamic brainstorm.

➡ If you have not done so yet, download and print the canvas templates as well as the ingredient cards. Cut the cards and tape together the 2 template sheets.

Teamwork vs individual
The intention of using this canvas is to have a fast brainstorm session. This is best done when working individually or in small teams to avoid long discussions that should not happen when using the generator tool.

➡ If working in teams, limit yourself to maximum 3 people. In that case, you can even assign roles where one facilitates (does not take part in the decisions) and the other two make decisions.

➡ Don't worry, you will have plenty of time to be critical and think of how you can actually design and make the ideas you come up with. This happens later on, from Step 3 of the design process (page 1).

Timing
Timing is key to have a successful session.

➡ Take your time to get familiar with the canvas first.

➡ Once you are familiar, put a timer for 5 minutes to create one game idea (with the generator tool).

➡ If you are stuck on a block, just move on to another block. It is ok to leave blocks empty, it is even recommended!

BUT MOST IMPORTANTLY, HAVE FUN!

Only read the next page when you have created 7 to 10 game concepts.

INSTRUCTIONS - HOW CAN I USE THIS CANVAS?

Print this page so you keep the explanation about the canvas with you when using it.

Have the EVALUATION TOOL pages close to you so you can better understand how to use it.

How can i use the evaluation tool template?

This second tool guides the innovators to decide which are the relevant design requirements, so the important things the game should have or be in order to be suitable for the users and their context. These requirements are categorised under 3 general evaluation criteria:
• feasibility - *is the game easy to make?*
• desirability - *do the users want to play? does the client approve the game?*
• viability - *is the game played on the long-term? does it give long-term effects on users?*

The evaluation tool is used after the generator tool to avoid having all the design constraints in mind when being creative in the ideation phase (Step 1 of the design process). So these requirements stay the same for any of the concepts you previously generated. They will help you choose the best 3 out of the many you created.

Example

Take the example of the project given to the IOMe to design a serious game for the elderly (page 1 of the instructions). The requirements for such a game could be:

FEASIBILITY	DESIRABILITY	VIABILITY
THE GAME SHOULD BE MADE AT THE IOME, THEREFORE USING THE LOCAL EXPERTISE AND AVAILABLE MATERIALS.	THE DESIGN OF THE GAME SHOULD INCLUDE TYPICAL THINGS OLD PEOPLE FROM LAMU DO IN THEIR EVERYDAY LIFE	THE GAME SHOULD MAKE THE ELDERLY UNDERSTAND THE PROBLEM OF PLASTIC IN THE OCEAN SO THAT THEY CHANGE THEIR BEHAVIOUR

The goal of this tool is for you to decide the important things the game should have or be, to prepare for Step 3 of the design process. In each of the columns, you pick requirements and address the four guiding questions:

1. Phrase requirement as a question - *this helps to put in words what the game should achieve*

2. Where does it come from? - *this allows you to keep track of the decisions you make*

3. Who/what does it concern? - *this makes you think who is affected by this requirement (target users? client? the game itself?)*

4. How to evaluate the requirement? - *this allows you to already think of the evaluation procedure and imagine the desired outcome*

Once these questions have been addressed, you can tick the box of the requirement.
You are also free to formulate your own requirement to be more specific to the assignment you work on.
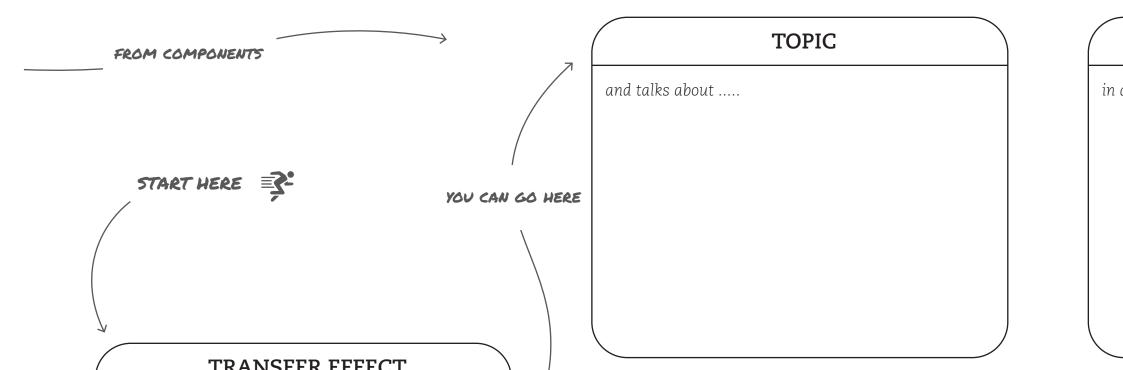
NB: it is important to allow yourself to change or even remove the initial requirements later on in the design process. Some might appear not that relevant anymore as you further develop one concept (Step 5 of the design process).

GENERATOR TOOL - LET'S CREATE GAME IDEAS!

What is the problem to be solved? -

Who are the users of the game? Who will play? -

Where would the game be played? -

FROM COMPONENTS

START HERE

YOU CAN GO HERE

TOPIC

and talks about .....

in

TRANSFER EFFECT

1. Once you have printed and joined together the 4 sheets making this template, lay it on a table.
2. Cut all the cards on each block page and leave them on the side of the template sheet, sorted per block.
3. If you have not done so yet, read pages 1 to 4 of the instructions.
4. Before starting to fill in the blocks, make sure to define the problem you are trying to solve, who the users (so the players of the game) are, and where would the game be played (larger context). These 3 things stay the same for each concept you generate. You are ready to start!
5. Then, start to fill in the transfer effect block by choosing ingredient card(s) and placing it/them in the box. From this block arrows indicate two possible flows. Pick one and continue following the arrows.
6. **Remember to be spontaneous**. If you hesitate between two cards, just choose one randomly. You will be able to pick the other one at the next round. It is also ok if you do not fill in all the blocks for one concept. **Nothing is wrong, all ideas are good. Just have fun!**
7. Once you have generated a concept, read out loud the sentence starting in the transfer effect block by filling in the gaps with the ingredients you picked. So, do you like your game idea?
8. Take a photo to document your work, before putting the cards back on the side and start again!

EMOTIONS

a ..... and fun way

STORYLINE

and immerses the players in a story about...

TRANSFER EFFECT

The game aims to .....

OR HERE

FROM STORYLINE

TYPE OF GAME

and is built as a .....

wh

ARE YOU DONE? THEN READ THE
SENTENCE OUT LOUD BY FILLING THE
GAPS WITH THE CHOSEN CARDS

COMPONENTS

and the game consists of .....

INTERACTIONS

ere players play in ..... and with .....

TRANSFER EFFECT

Print this page so you keep the explanation about this block with you when you use the template.

WHAT IS THIS BLOCK ABOUT?

Next to having fun, what is the intention behind playing this game?

This block is the most important one. It helps you define the purpose you want to give to the game.

You should select 3 transfer effects maximum for one concept.

WHAT ARE THE POSSIBLE INGREDIENTS?

Cut the following cards and use them to fill in the template sheet (generator tool).

ACQUIRE KNOWLEDGE	ACQUIRE SKILLS	SPARK INTEREST
GET INSPIRED	CHANGE MENTALITIES	CHANGE BEHAVIOURS
BOOST SELF-CONFIDENCE		

EMPTY CARDS THAT YOU CAN FILL IN

TOPIC

Print this page so you keep the explanation about this block with you when you use the template.

WHAT IS THIS BLOCK ABOUT?

What is the game about? Which topic(s) are important to talk about?

This block helps you define what the purpose of the game should be about. It gives the content to the *transfer effect*. It can be addressed after the *transfer effect* or the *components*.

You can select up to 3 topic cards for one concept.

WHAT ARE THE POSSIBLE INGREDIENTS?

Cut the following cards and use them to fill in the template sheet (generator tool).

STEM	DRUG CONSUMPTION	VIOLENCE & CRIME
HEALTH	ENVIRONMENT CONSERVATION	POLLUTION & WASTE
IOMe MAKER SPACE	CARPENTRY	
BOAT DESIGN	ANIMALS	

EMPTY CARDS THAT YOU CAN FILL IN

EMOTIONS

Print this page so you keep the explanation about this block with you when you use the template.

WHAT IS THIS BLOCK ABOUT?

How can I make the game fun? Which emotions and feelings should the players have?

This block guides you in choosing what kind of emotions you want the players to feel and how the fun should take place.It complements the purpose so it should be addressed after the *topic*.

You can select 3 emotion cards maximum for one concept.

WHAT ARE THE POSSIBLE INGREDIENTS?

Fellowship: the players feel emotions for the other players as the game and the fun is all about encouragement, solidarity and help

Narrative: the players get immersed in a game which has a strong narrated story (to choose after this block) which triggers related emotions

Discovery: the players have fun by exploring a new world presented by the game which can trigger emotions like suspense and excitement

Challenge: the players feel emotions like excitement and stress because they have to complete challenges and master some skills and knowledge

Expression: the players have fun by expressing their personality, creativity, imagination, etc which can trigger emotions towards themselves

Cut the following cards and use them to fill in the template sheet (generator tool).

FELLOWSHIP	NARRATIVE	CHALLENGE

DISCOVERY	EXPRESSION

STORYLINE

Print this page so you keep the explanation about this block with you when you use the template.

WHAT IS THIS BLOCK ABOUT?

How does the game world look like? What is the story of the game?

This block helps you imagine the game world in which players are immersed. The relevance of the storyline directly affects how good the *transfer effect(s)* are achieved. The story can be more or less strong based on the chosen *emotions* (narrative will have a strong story compared to fellowship).

Several ingredients can be combined to create one story.

WHAT ARE THE POSSIBLE INGREDIENTS?

Cut the following cards and use them to fill in the template sheet (generator tool).

AFRICA	LAMU	CHINA
CULTURAL FESTIVAL	OCEAN	BEACH
DONKEYS	DHOWS	HENNA
FARM	RELIGIOUS INSTITUTION	
FOOTBALL	SCHOOL	

EMPTY CARDS THAT YOU CAN FILL IN

TYPE OF GAME

Print this page so you keep the explanation about this block with you when you use the template.

WHAT IS THIS BLOCK ABOUT?

What kind of game fits for achieving the purpose?

With this block you select the type of game that helps you achieve the *transfer effect(s)* you picked. It can be addressed after *transfer effect* or *storyline.*

Select only 1 type of game.

WHAT ARE THE POSSIBLE INGREDIENTS?

Deck-builder: players start the game with an identical set of cards and change their own card set to keep the best ones only (which ones are the best cards is for you to decide but later in the process!)

Dexterity: players make use of their physical abilities (with that type of game you can make players practice manual skills for instance. Google Twister if you are not sure what "dexterity" means)

Role-playing: players use their imagination and storytelling to role-play a certain character (maybe this character has certain powers which are skills or knowledge the players can acquire?)

Engine-builder: players win by increasing and enlarging their resources (maybe these resources represent knowledge and skills for the players to acquire in order to win?)

Role-and-move: often played on a board, the players roll a die and move accordingly. This triggers actions players have to do in order to continue playing. (Ludo is a simplified version of role-and-move. You can also look at the UDADISI board game designed for girls!)

Cut the following cards and use them to fill in the template sheet (generator tool).

DECK-BUILDER	DEXTERITY	ROLE-PLAYING
ENGINE-BUILDER	ROLE-AND-MOVE	

INTERACTIONS

Print this page so you keep the explanation about this block with you when you use the template.

WHAT IS THIS BLOCK ABOUT?

Who are the players playing with? Is there competition?
Are the players playing in teams?

This block helps you define the interactions with the players. You choose whether the users are in teams, if there is competition and with whom are the users playing? It comes after *type of game*.

One of the two cards about teams and competition should be selected.
From the other cards, you can select a maximum number of 3.

WHAT ARE THE POSSIBLE INGREDIENTS?

Cut the following cards and use them to fill in the template sheet (generator tool).

teams? PLAYED INDIVIDUALLY	*teams?* PLAYED IN TEAMS	WITH OTHER TARGET USERS
competition? WITH COMPETITION	*competition?* WITHOUT COMPETITION	WITH PLAYERS WHO ARE NOT TARGET USERS
WITH KRCS VOLUNTEERS	WITH IOMe INNOVATORS	
WITH FAMILY	WITH GAME MASTER	

EMPTY CARDS THAT YOU CAN FILL IN

COMPONENTS

Print this page so you keep the explanation about this block with you when you use the template.

WHAT IS THIS BLOCK ABOUT?

What components other than the main one (chosen with format) should the game have? Are the look and feel important?

By filling in this block, you embody the game. You can choose game components and add a characteristic (indicated with a ●) but this is **optional**. This block should be addressed once the *type of game* and *interactions* are defined.

An infinite number of components can be combined. Be careful that the more you choose, the more complex your concept will be.

WHAT ARE THE POSSIBLE INGREDIENTS?

Cut the following cards and use them to fill in the template sheet (generator tool).

CARDS	DICE	BOARD
PAWNS	COINS	BEADS
BELL	PUZZLE PIECES	TOTEM
HOURGLASS (or other type of timing system)	ROPE	BALL

MONEY (or other type of trading system)	SIGNS OR BODY LANGUAGE	
● IMAGE	● TEXT	● SYMBOLS
● NUMBERS	● PLASTIC	● WOOD
● TEXTILE	● ANY SURROUNDING MATERIAL	● SQUARE
● CIRCLE	● TRIANGLE	● ODD SHAPE
●	●	●

EMPTY CARDS THAT YOU CAN FILL IN

EVALUATION TOOL - LET'S EVELUAT

What is the problem to be solved?

- -

Who are the users of the game? Who will play?

- -

Where would the game be played?

- -

FEASIBILITY

☐ **Manufactured using locally available resources**

Phrase the requirement as a question:

- -

Where does the requirement come from? Why is it important?

- -

Who/what does it concern?

- -

How will we evaluate whether the requirement is met?

- -

☐ **Manufactured using locally available expertise**

Phrase the requirement as a question:

- -

Where does the requirement come from? Why is it important?

- -

Who/what does it concern?

- -

How will we evaluate whether the requirement is met?

- -

☐ **Easily transportable**

DESIRA

☐ **Is fun to play**

Phrase the requirement as a que

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Who/what does it concern?

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How will we evaluate whether t

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☐ **Fits the client's vision**

Phrase the requirement as a que

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Who/what does it concern?

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How will we evaluate whether t

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☐ **Fits the players' contex**

...E AND SELECT THE BEST IDEAS!

How to use me?

1. Print the template sheets on A4 and tape them together (it should make an A2).
2. Place the template sheet flat on a table. You are ready to start!
3. Remind yourself what the problem is, who the users/players are and what the context is (block on the left).
4. Read first the suggested requirements and see whether these suit your assignment.
5. Pick the ones that are relevant and fill in the empty text boxes: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
6. Once filled in, tick the box: ▢
7. You can write your own requirements in the empty boxes below each column:
8. Aim to choose 5 to 9 requirements in total.

...ABILITY

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VIABILITY

▢ **Achieves the transfer effects**

Phrase the requirement as a question:

_ _

Where does the requirement come from? Why is it important?

_ _

Who/what does it concern?

_ _

How will we evaluate whether the requirement is met?

_ _

▢ **Game is still played after 3 years**

Phrase the requirement as a question:

_ _

Where does the requirement come from? Why is it important?

_ _

Who/what does it concern?

_ _

How will we evaluate whether the requirement is met?

_ _

▢ **Players eventually become facilitators**

Easily transportable

Phrase the requirement as a question:

- -

Where does the requirement come from? Why is it important?

- -

Who/what does it concern?

- -

How will we evaluate whether the requirement is met?

- -

Phrase the requirement as a question:

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Where does the requirement come from? Why is it important?

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Who/what does it concern?

- -

How will we evaluate whether the requirement is met?

- -

Phrase the requirement as a question:

- -

Where does the requirement come from? Why is it important?

- -

Who/what does it concern?

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How will we evaluate whether the requirement is met?

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Phrase the requirement as a question:

- -

Where does the requirement come from? Why is it important?

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Who/what does it concern?

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How will we evaluate whether the requirement is met?

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Fits the players' context

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How will we evaluate whether t

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Players eventually become facilitators

Left column (partially cut off)	Right column

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...he requirement is met?

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Phrase the requirement as a question:

‾ ‾

Where does the requirement come from? Why is it important?

‾ ‾

Who/what does it concern?

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How will we evaluate whether the requirement is met?

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...me from? Why is it important?

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