

Lesson Plan: Exploring Social Advocacy Through Interactive Gameplay and Technology Integration

Objective:

Students will use interactive gameplay and multimedia tools to engage in social advocacy, making informed decisions in the context of houselessness and mental health. Through in-game scenarios and real-world connections, students will develop skills in problem-solving, advocacy, and community-building.

Part 1: Introduction to Social Advocacy in the Context of Houselessness

Learning Goal:

- Understand the basics of houselessness and mental health advocacy.
- Learn how community resources and advocacy can improve the well-being of individuals in need.

Activities:

1. Introduction Video

- **Tools:** Camtasia, Adobe Spark
- **Activity:** Show a brief instructional video introducing the themes of houselessness, mental health, and community support. Use narrative storytelling from *Finding a Place in the Sun* to highlight key issues.

2. Pre-Game Quiz

- **Tools:** Google Forms, Kahoot, or Quizlet
 - **Activity:** Administer a pre-game quiz assessing students' initial understanding of advocacy, houselessness, and mental health.
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Part 2: Engaging in the Game: Decision-Making and Advocacy

Learning Goal:

- Analyze the consequences of decisions made within an interactive environment.
- Explore different approaches to advocacy and community building.

Activities:

1. Interactive Gameplay

- **Tools:** Godot Engine, LMS Integration (Canvas, Moodle, Google Classroom)
- **Activity:**
 - Students play through **Scene 1 and Scene 2** of *Finding a Place in the Sun*. They make decisions that affect David's health and the community.
 - Players are prompted to choose between advocating for David in real-time (e.g., stepping in to stop the bullying or helping him with shelter for the night).

2. Reflective Journal Entries

- **Tools:** Google Docs, Microsoft Teams
 - **Activity:**
 - After each scene, students write reflections on their decision-making process:
 - What decision did they make?
 - How did it impact David and the community?
 - What would they do differently?
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Part 3: Data Mining and Advocacy Campaigns

Learning Goal:

- Research and analyze data to inform advocacy decisions.
- Build evidence-based arguments for community-driven solutions.

Activities:

1. Research in the Library Scene (Data Mining Gameplay)

- **Tools:** Twine or Ink for narrative integration; Tableau for data visualization
- **Activity:**
 - Players engage with NPC Susan in the library, using data mining tools to gather real-world information on homelessness and mental health initiatives.

- They analyze datasets (such as the Censu.gov) to help formulate strategies for the Street Hero program.

2. Advocacy Campaign Design

- **Tools:** Canva, Adobe Spark
 - **Activity:**
 - Using research from the game, students design an advocacy campaign aimed at raising awareness about homelessness and the importance of the Street Hero program.
 - Campaign materials include posters, flyers, and social media posts.
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Part 4: Real-World Application and Reflection

Learning Goal:

- Apply in-game learning to real-world community issues.
- Reflect on the effectiveness of advocacy strategies.

Activities:

1. Mock Town Hall Meeting

- **Tools:** Zoom, Google Meet
- **Activity:**
 - Students participate in a virtual town hall, presenting their advocacy campaigns to classmates and discussing potential solutions for houselessness.
 - This role-playing exercise helps students practice public speaking and persuasion.

2. Post-Game Quiz and Reflection Survey

- **Tools:** Kahoot, Quizlet, Google Forms
- **Activity:**
 - A post-game quiz assesses knowledge retention and understanding of key concepts in advocacy, houselessness, and community-building.

- Students complete a reflection survey on their experiences during gameplay and what they learned.
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Assessment and Evaluation:

- **Quizzes and Knowledge Checks:** Pre- and post-game quizzes will measure students' understanding of houselessness, mental health, and advocacy strategies.
 - **Reflection Journals:** Students will be assessed on their ability to reflect critically on their in-game decisions and real-world applications.
 - **Advocacy Campaign:** Students will be evaluated on the creativity and effectiveness of their advocacy campaigns, using multimedia tools to demonstrate their learning.
 - **Participation in Mock Town Hall:** Students' ability to present arguments, collaborate, and engage in meaningful discussions will form part of the assessment.
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Technological Integration:

Learning Management System (LMS) Integration:

- Track player progress and deliver supplemental materials through Canvas or Google Classroom.

Game Development Tools:

- Godot Engine allows for interactive decision-making gameplay, connecting choices to real-world advocacy lessons.

Multimedia Tools:

- Adobe Spark and Canva enable students to create advocacy materials that can be shared in-game and as part of real-world advocacy exercises.

Data Visualization Tools:

- Tableau is used to visualize in-game outcomes and real-world data on homelessness, helping students connect their actions in the game to broader social issues.
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Final Project: Service Learning and Community Mapping

1. Service Learning Project:

- Students participate in local advocacy efforts such as volunteering at shelters, organizing community events, or supporting outreach programs.

2. Community Mapping Activity:

- Using Google Maps or a similar tool, students create a map of local resources, shelters, and mental health services, comparing these real-world assets to the in-game environment.

By integrating decision-making scenarios, role-playing, and advocacy campaigns, this lesson plan connects in-game experiences with real-world learning, empowering students to engage in meaningful advocacy and community support.