**Laysan Island**

**Play Tests**

August 7, 2018

Cody

* Graduates May 19, 2019
* Needs defined project scope
* Needs projected budget for printing, art, and travel (presentations)
* Goal to get grant
* Willing to create PDF to make it easier for others to remix games

Curricula

* Curricula lenses *(for in depth)*
	+ Science
	+ Activist
	+ History
	+ Government documents
	+ Communication
	+ Preservation
* Specific curricula *(for general, link every number result to curricular content)*
	+ Social History: Fashion, Activism, WWI
	+ Technology History: Fertilizer, Photography, Plastics
	+ Colonial History: Japanese, American
	+ Political History: Japan/US and UN
	+ Conservation History: Non-Native Species, National Park Movement, Whaling, Deforestation/Habitat Degradation, US Biological/US Geographical Survey, Hawaiian/Pacific History, International Union for Conservation of Nature
	+ Individuals
* Other specific curricula
	+ Get Japanese side of things
	+ Link to current issues and actions students can immediately take
* Partners
	+ Office of Sustainability
	+ Education
	+ Environmental Sciences
	+ Biology
* Types of curricular content:
	+ Books
	+ Articles
	+ Videos
	+ Finding aids
	+ Digital Archives
	+ Published Expedition Reports
	+ Speeches

Content cards

* Change 2018, Humanities Games to Humanities Games 2018
* What do the CC symbols mean?
* Know why we need them.
* Add Hawaiian (Native) name to game title
* Number the background information cards
* Should say Scenario not Narrator on “Cards” card
* Switch to Common/Scientific name on “Cards” card
* How do you choose which bird?
* Max players 25 (24 birds, one narrator), place on game title card
* Need time of play established
* Ask Audubon later if we can fall under CC?
* Better phrasing than “discard the card”? Sounds repetitive

Bird cards

* Cut non-functional metadata after testing game impacts, for ex: social
* Cutting non-functional metadata should create more room on card backs
* Question regarding how to manage scientific terminology
* Create a glossary for game
* Sometimes switch out/expand words (for example, “colonial nester” rather than “colonial”)
* What’s the distinction between native vs. endemic?
* “Leave” is confusing: either out for food or would move, more latter rather than former, because none of these birds is likely to move home
* All scientific names need to be uppercase genus and lowercase species
* Non-Audubon images: Laysan Finch, White Tern, Laysan Millerbird
* Pixelated images: Frigate bird, Red Tail, Tropic Bird, Laysan Albatross, Bronin Petrel, Bulwer’s Petrel
* Change “population” to “starting population”

Scenario cards

* General: Expand margins to gain space for all, change language on scenario cards to reflect bird card metadata, what to do if the scenario doesn’t apply? Roll die to get another result
* 1A: “to decisions” and “each player” fix, “provides” not “generates,” USS Nantucket not US whaling ship, Kingdom of Hawaii not Hawaii, colonial nesters are okay with density
* 2A: put guano on vocab sheet, represents human and animal costs, is it any albatross as there are two types in the game, ammonia poisons laborers and birds
* 3A: 1 is not directly tied to birds, add one thing that happened later because it goes to 1920
* 4A: no changes?
* 5A: feathers posed a more direct threat, who were the Japanese actors, demands consumer responsibility; 5B: 1910 required guns to stop poaching/enforce law, Dill/Roosevelt only protagonists, political efficacy because feathers based on social activism, eggs based on technological change
* 6A: most of plant loss due to rabbits, maybe move rabbits from position 6 to 5 as the two are interconnected, humans use X to build fires
* 7A: plastic, not plants for title, cut “it,” change to “when the war concluded, manufacturers decided to make consumer grade products,” cut double use of word consumer, 7B: 2 birds accidentally ingest

August 8, 2018

Population Distribution

* 1 Population: 4 birds: Masked Booby, Laysan Duck, White Tern, Wandering Tattler
* 2 Population: 6 birds: BP, BTC, LHC, LMB, RFB, RTT
* 3 Population: 6 birds: LYR, LF, PGP, BN, RT, BN
* 4 Population: 5 birds: BFA, GBT, CS, WTS, GF
* 5 Population: 2 birds: LA, BP
* 6 Population: 1 bird: ST

Game Introduction

* Picked based on looks and, because presorted into population, by population diversity
* Maybe ask players to lay birds out by population before choosing
* Need to show UIMNH logo somewhere
* Minimum players 5 (4 birds plus narrator)
* Do players play multiple birds?

Ongoing Game Notes

* Introduce Antagonist/Victim interaction between each round
* Consider using tokens or notes to track for activities that carry over
* Make sure all numbered actions stand on their own
* Should we prompt them to turn over bird cards to see metadata? (probably not)
* Who should be the narrator?
* Too positive, make only very positive actions have good results
* Let everything else be negative
* 4B, 1: “any bird” let it be the widest possible interpretation
* Birds are not permanently lost or extinct until the end of the game
* Write the name of the bird on the metadata side
* 7B, 5: “plunging and piracy” not currently represented in metadata, shift to current language

Play Test #1: Major Issues

* Chance, not choice
* Not enough player interaction
* Too many positive results
* Game play goes too fast

Time

* Rather than having 8 rounds, break into historical periods
	+ Early History: pre-1856
	+ Exploitation: 1856-1908
	+ Sanctuary: 1909-1944
	+ Contemporary: 1945-present
* Then create overviews for eras rather than problems
* Shows the difference between direct and indirect environmental impacts
* Each round/historical era could be color coded
* Break dice results into individual cards (more options, larger font!), shuffle

Too Many Positive Results

* Need to base game on learning objectives and then desired feeling, then generate mechanics that create those learning opportunities and emotions
* Learning Objective: habitat disruption is negative, activist to create solutions to problems
* Accept preselected narrative will create a negative result: queer gaming
* Mechanics vs. Story
* Allow player frustration: difficult to survive, one bad decision leads to worse consequences later, can’t go back and fix errors
* Goal is that you lose but you feel like you almost won

New Concept

* Interface shows scenario prompt (pick which birds have the best feathers) and then player chooses set number of birds, not knowing the population
* What if players played workers?
	+ Japanese/American
	+ Makes students complicit
	+ Their identities would shift over time
	+ Choose birds with best guano, eggs, feathers, affected by rabbits
	+ This could also start involving money
	+ Like how Codex Conquest turned out to be a game about capitalism
* Maybe the population size needs to be blind to the player (stack decks of birds so that you don’t know how many there are and thus choices affect birds in unexpected ways)
* Birds could be laid out on a board that replicates the look of the island
	+ Important for guano farming as you don’t pick by bird, but by geographic region (board quadrant)
* Then break between each action for class discussion
* Goal then to highlight each species’ vulnerability

August 22, 2018

Cody Updates

* 13 October UINHM co-sponsoring event with Iowa Parrot Rescue, will present game to them, mainly family audience, put this on the Humanities Games news
* 22 October UILibraries Scholarly Publishing team sponsors OER Game workshop, will present with Margaret Sheppard (Mark), also put this on Humanities Games news
* Will manage project with Iowa State re: art focusing on Egghead; birds (have most but not all), nests (will need to use pictures), eggs (they need to visit)
* OK with focusing on Laysan just on the side; saving for 2019, possibly with someone else

Guess Who concept

* Curricula heavy game
* Light game development
* Similar to mark
* Just images of birds
* Employ metadata for questions somehow
* Show vulnerability of different populations

Don’t Break the Ice/Jenga concept

* Again, vulnerability of populations
* Interdependence network
* Shows maximum extraction possible for environmental preservation
* Oddly capitalist focused

History focus (need game inspiration)

* Break all history facts in current version of game into individual cards (=42 cards)
* Get more history facts? Maybe to round up to 50?
* If your bird is X then Y
* But makes players too passive
* Learning objective: invasive species bad

FYI

* Key harvested birds: Laysan albatross, Bronin petrel, Christmas shearwater, Wedge tailed shearwater, Bulwer’s petrel, Black footed albatross
* Banal vs. exotic: people attracted either to what they do know or what they really don’t
* Three learning objectives: biology, history, activism; settled that environmental stewardship is the key so really focused on history/activism side of the triangle
* Game types: other invasive species games; Jenga/Ice instability games; history scenario games; micro games; conservation/limited resource games

Decision

* Think about Laysan while listening to game podcasts, playing other games
* Write down mechanics you like
* Play both learning and popular games
* Amy will consolidate notes
* Check back in January and see if better ideas emerge
* May need to loop in others to brainstorm with them
* No need to hyper focus on higher-tier learners; could be ok with early/middle education