

[Presented idea of each level being a food group]

JESSICA: What would a level look like?

The end result is based on the results of each level.

JESSICA: I think the levels should be self contained, it could be fine but not like a traditional level.

WALLACE: It wouldn't necessarily be more challenging but could be done.

[Describing the level]

WALLACE: What I'm thinking is that we could have different levels of the game and choose more challenging or surprising items, but it's up to the person setting up the supermarket (the teacher). For the first ones maybe it's a no brainer, for example for the first choice is a banana or an incredibly processed fruit. Then for harder levels we can select items with more subtle items.

[Editor is more of a stretch goal, but we can look more into making it fully level based.]

JESSICA: What if the goal of level 1 minimizes greenhouse gas, level 2 water, level 3 energy, and then a total result at the end? The same groceries could be the same for each level but the combination changes depending on the goal. The hardest level, level 4, could be to reduce all of the emissions at once.

[Should we show the stats or let players try to find out?]

JESSICA: Showing detail is nice for learning, but there could be a harder level that doesn't show the stats when the items are selected.

WALLACE: I think the most learning will come out of getting students to engage with what makes an item expensive in terms of greenhouse gas emissions, allowing us to describe what goes into each item. That may be more meaningful than showing a slider, but the sliders are good under the hood to show scores. But we'd want to have students wrestle with the idea of this is an item that has an aluminum can, which has costs associated with that. And the beans are prepared in various ways, I almost feel like as you're going through the shopping experience it'd be kinda cool if what they got was some points about the item [a can of beans] that contribute to the cost.

JESSICA: I think it could be cool and would beef up playing the game.

WALLACE: Imagine if you go through the aisles and see the costs up front in terms of items, then players can play in a way that's pretty detached from the realities. We don't necessarily want that, so maybe part of the challenge could be what they get at the shopping time is some facts about the can of beans. Then it's put in the cart, at some point (immediately or at checkout time) the player finds out how costly the item is due to being processed.

WALLACE: I do like the graphic though, it would be nice to reveal the bars showing consumption at some point. But it would be good for the students to work for it and think about it.

WALLACE: It does require more work for setup, each item also needs text about it.

[Suggest doing more modes]

WALLACE: Maybe the first time through you get the sliders, the second time you don't get the sliders but text. It could make it more difficult.

WALLACE: The second one (the level up) should require students to learn some things about the realities of the product and then extrapolate from that, for example if the text offers hints that the production of the item will require a lot of water.

JESSICA: My only input here is that I think these are a lot of cool ideas, multiple versions could be good.

[Ask which version to prioritize just in case we run out of time]

WALLACE: Think about it from your perspective, you will need the costs of the items anyways. So the slider graphic of the costs will be the easier of the two to implement. The difficult part of the other option is that it will require someone writing the text. So go ahead with the slider option for now, but add in a way to add the text later and have dummy text on.

[Ask what data should be sent to the teachers and how depth should it be]

WALLACE: Certainly the results in the checkout are good, but it might also be worthwhile to have a record of how long players took on the game. Although it could be skewed by students walking away from the game and coming back, it could be a meaningful result to view if students sped through the game or played it thoughtfully.

[It will be up to us to determine the prices]

[Describe the back button idea, do we want players to be able to remove items from the cart? Are we telling them immediately about the impact when they add the item?]

WALLACE: Yeah I think you'd want to give them the option to remove it so that players aren't frustrated.

[Should we tell them as they go what the stat is or at the end]

WALLACE: Tell them as they're doing it, otherwise it could be pretty confusing as it'd be a mystery until they get to the checkout. If they see it step by step it gives students a chance to see the impacts of the item.

[Should we send a summary for each level or a total summary?]

WALLACE: I would think that you'd want to have a summary for each level.

WALLACE: I think it's worth having a record of how much time it took players. [He seemed unsure about factoring the time into the score.]

[Asking about using Unity and exporting to HTML5 to host in the browser]

WALLACE: Yeah I think that sounds good.