

Carrefour training Design Games with Pupils

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Gaming is fun



Why Games?

Introduction

Educational games stimulate:

Creativity

Collaboration

Problem-solving

Communication

Critical thinking

Students learn best when they are actively involved in creating solutions rather than simply receiving information.

Question for us:

What makes a game engaging?



The Student Design Process

Step 1. Imagine the World

Students explore the theme.

Questions:

What water challenges do we face?

What would a sustainable future look like?

How can people contribute?

Tools:

Brainstorming

Visual mapping

Future scenarios



Step 2. Create the Story

Students develop a context.

Examples:

- A city suffering from drought
- A polluted river
- A village dealing with flooding
- A future water crisis

Questions:

- Who are the players?
- What is their mission?
- What obstacles must they overcome?



Step 3. Design the Game

Students decide:

- Board game
- Card game
- Escape game
- Challenge game
- Hybrid format

Key elements:

- Goal
- Rules
- Resources
- Challenges
- Winning conditions



Step 4. Prototype and Test

Students create a simple version.

Materials:

- Paper
- Markers
- Sticky notes
- Cards

The focus is:

Build quickly. Test quickly. Improve quickly.



Step 5. Improve and Present

Students:

- Collect feedback
- Revise the game
- Present the final version

Questions:

- What works?
- What is confusing?
- What should be changed?



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Coaching Instead of Teaching

Teacher	Coach
Gives answers	Asks questions
Directs process	Facilitates process
Solves problems	Helps students solve problems
Focuses on content	Focuses on learning



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Teacher Activity

Challenge

Working in international groups, teachers design a mini-game about water awareness.

Requirements:

- Maximum 10-minute game
- Simple materials
- Clear learning objective
- At least one collaborative element



Deliverables

Each group creates:

- A game concept
- Basic rules
- Win condition
- Prototype sketch



Reflection

Groups present their game.

Reflection questions:

1. What was easy?
2. What was difficult?
3. How did collaboration influence the design?
4. What coaching strategies were most effective?
5. How can we use this process with students next year?



Key Message

Students learn most from designing a game.

By designing, testing, improving and presenting games, they develop creativity, teamwork, project management, intercultural communication and problem-solving skills while deepening their understanding of the WaterWise theme. This is exactly the role teachers should support: not as instructors giving answers, but as coaches guiding the learning process.