Creating a Location-Based Game through informal learning: The experiences of the adult education in Győr (IO10)
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Suggested Citation

Terms of References
Pilot Report. Creating a Location-Based Game through informal learning: The experiences of the adult education in Győr (IO10) submitted in fulfilment of the requirements for the Erasmus+ Project Promoting education and jobs to enhance the use of urban blue and green infrastructure for health and fitness (PREHealth).

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Introduction

The following report presents the experiences of the pilot phase in Hungary, Győr. A pilot group of adults was created, and participants were taking part in an informal learning course. The final result of the learning course was the development of the location-based game (Health Itinerary of Győr – “Győri Egészség Útvonal”).

The report will present the objectives of the learning course, the planning and timeline, the detailed course description (what happened in each of the learning sessions), the stages of game-development. Then, the location-based game itself will also be presented, and finally the evaluation and feedbacks of the course will be analysed.

Specific target of the informal learning course in adult education is, to make it adaptable and replicable in other cities/countries/adult education groups. Therefore, an online self-learning package has also been created, which will guide future participants of the PREHealth process, in order to independently organise and implement the adult learning course.

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1) Objectives of the learning course in adult education

The game concept of PREHealth aims to motivate and mobilise citizens, in order to use the public open spaces for their health preservation. Through the game, players will be motivated to perform physical activities, while maintaining the mental health is also a priority. Not only the game development itself can be considered as a goal, but the education of the target groups as well. To make public space users understand the importance and possibilities of urban open spaces was also a highlighted goal. In order to achieve these goals, a location-based game was selected as a tool, which has to be motivating, stimulating, creative and enjoyable.

The general objectives of the course were:

- to adapt the devised tools under O5 and O6 for use in informal adult training and awareness raising, addressing both the adult users of open spaces and the wider public in general (including young people)
- to design a course and transform it to a user-friendly e-learning package, to guide the urban dwellers to find out the health and fitness benefits that can be expected from appropriate use of open spaces, and to design a location-based game
- to pilot test the informal adult course with a group of adults.

Within the informal course, several learning objectives and skills acquisition expectations were also considered during the planning. The objectives concerning adult learners can be classified in three groups, as follows:

Learning objectives concerning public open spaces and physical-mental health:

- To understand and acknowledge that the blue and green infrastructure is able to positively influence the urban environment.
- To understand and acknowledge that the active use of open spaces can positively influence the mental and physical health of city dwellers.
- To acknowledge the features, facilities and multifunctionality of open spaces.
- To understand and develop the relation between the urban open spaces and the health, well-being of city dwellers.
- To develop a critical and creative thinking about the use of urban open spaces, and the promotion of health and physical exercises in them.
- To understand and acknowledge the possibilities of certain open spaces regarding health-preservation.

Learning objectives concerning the game-development and digital competences:
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- To organise the material collected in field (photos, videos, etc.)
- To research, collect and analyze data, and carry out assessment and synthesis work through exploring the issue of physical exercise in the public spaces.
- To build a simple scenario and story of a location-based game.
- To design a digital game for mobile devices using ICT tools.
- To develop the digital competences in general.

Learning objectives concerning attitudes:

- To develop the attitude of team work and cooperation.
- To discuss, collaborate and participate in a creative process, and develop a respect for different views.
- To raise awareness on the issue of health and physical exercise in the city.
- To encourage others for the active use of open spaces.
- To propose solutions to improve the urban open spaces, by promoting opportunities for physical exercise and health-preservation.

In the followings, the report will present the learning course for adult education, the adaptation of the devised tools of O5 and O6, and the results of the pilot testing, also concerning the above mentioned learning objectives.
2) Planning an informal course – course description and timeline

In order to start the informal learning course, as a first step, adult participants were recruited. Széchenyi István University worked in close collaboration with the Task Force members while selecting potential learners. The main idea was to formulate a mixed group, including three generations: seniors (pensioners), active professionals and university students. It is important to emphasize that all of the participating pilot members took part in the process as volunteers, devoting their free time. The reason for selecting these age groups are the followings:

- **Seniors**: based on the findings of O1 literature review and national report, the health preservation of the seniors is a serious challenge in Hungary. Therefore, the partners considered their involvement crucial, as elders were the main target group of the developed game.

- **Active professionals**: based on the successful experience of the Task Force in O4, it was adviseable to also include professionals (either in the field of sport and physical activities or in the field of health preservation), since their experiences, ideas and expertise can serve as a basis for creating the appropriate game for enhancing physical activities.

- **University students**: the younger generation possess the necessary digital competences, and they are very familiar with using the ICT tools, and therefore can be considered as the leaders of the game-development process. However, it was also important to include such students, who are also competent with physical activities, therefore MSc students of the Faculty of Sport Sciences have been asked to participate.

After informing and recruiting possible adult learners, the project partners have organised an **introductionary pilot meeting**, which took place on the 15\(^\text{th}\) November 2018. The main goal of this meeting was to get familiarise with the project, the PREHealth methodology and the main objectives and goals of the learning course (see the list of participants as Annex 1.) The meeting lasted for about 2 hours, and concentrated on the followings:

- Presentation of the PREHealth project: the importance of urban green and blue infrastructure in the health preservation of city dwellers.

- How to create a game for health development? A presentation on game development.

- Presentation on location-based games: what are they and how can we use them?

- Presenting the health and fitness route created under IO4, as a possible location for the game-development.

After the presentations a discussion has started, in which the exact tasks of the future meetings have been talked over, and a draft timeline have been established. Maps of the
health and fitness itineraries have been also distributed. Pilot members agreed to start the actual learning course in January.

Altogether 16 persons have been involved in the learning process, however, there was a slight dropout during the course. **10 persons** can be considered as the core pilot members (Table 1), while others have joined a few meetings. Furthermore, 2 external experts have also been contacted and asked for contribution, one in filming and video making, while the other in issues of cultural heritage and historical facts.

Table 1: Composition of the adult learner group

<table>
<thead>
<tr>
<th>Name</th>
<th>Assignment</th>
<th>Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tóth Péter</td>
<td>active professional</td>
<td>university lecturer, president of NGO (cycling association)</td>
</tr>
<tr>
<td>Faragó Beatrix</td>
<td>active professional</td>
<td>university lecturer, world champion in boxing</td>
</tr>
<tr>
<td>Bázsika Erzsébet</td>
<td>senior</td>
<td>pensioner, expert in health development</td>
</tr>
<tr>
<td>Wimmer József</td>
<td>senior</td>
<td>pensioner, expert in public open spaces</td>
</tr>
<tr>
<td>Bartha Gusztáv</td>
<td>senior</td>
<td>pensioner, expert in public open spaces</td>
</tr>
<tr>
<td>Bánhidi Miklós</td>
<td>active professional</td>
<td>university lecturer, Faculty of Sports Sciences</td>
</tr>
<tr>
<td>Kós Katalin</td>
<td>university student</td>
<td>MSc student, Faculty of Sports Sciences</td>
</tr>
<tr>
<td>Molnár Zsófia</td>
<td>university student</td>
<td>MSc student, Faculty of Sports Sciences</td>
</tr>
<tr>
<td>Miklósyné Bertalanfy Mária</td>
<td>active professional</td>
<td>WHO coordinator, City of Győr</td>
</tr>
<tr>
<td>Halbritter András</td>
<td>active professional</td>
<td>university lecturer, Faculty of Natural Sciences Pedagogy</td>
</tr>
</tbody>
</table>

Besides the above members, 6 further participants took part at least in one pilot meeting (4 university students, 1 senior and 1 active professional).
Altogether 13 face-to-face meetings have been held with the pilot group. Apart from the above mentioned introductory seminar, all of the pilot meetings have been held in 2019, from the 16th January until the 5th June. Pilot meetings have been held on Wednesdays, facilitated by the project partners and each session took about 2-2.5 hours. However, during the single courses, pilot participants also worked individually and independently, these face-to-face meetings were generally the place to make decisions and report the progress and developments. Initially, 9 meetings have been proposed and planned from January until March. However, during the pilot phase, it turned out that more meetings are necessary, and the process also took 2 months longer as originally expected. The delay is mainly due to the development of the game-illustration, which took more time and effort from the pilot group (see detailed description of the pilot meetings in Chapter 3).

Generally, it can be stated that despite the delay, the pilot process in Győr was successful. Working in an informal adult learning environment itself can have several advantages and disadvantages (Table 2). Since there were no official and formal framework, and pilot participants took part as volunteers without any obligations, the success of the course depended mainly on the motivation of the participants, which could also mean a serious risk. However, the interest and excitement of the core pilot members could be maintained throughout the duration of the pilot process, which also confirms the viability of the PREHealth methodology. The project offered a topic (health preservation and enhancing the physical activities within urban open spaces), which was personally important to the pilot members. Furthermore, the creative task (the game-design) seemed to offer new possibilities to them – this way ensuring that the pilot group stayed together until the end of the course.

Table 2: Pros and contras of the informal adult education

<table>
<thead>
<tr>
<th>PRO</th>
<th>CONTRA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic of the project – motivation</td>
<td>No formal framework – volunteers</td>
</tr>
<tr>
<td>Clear ideas, visions and professional background – enhanced creativity</td>
<td>Participants had other commitments too</td>
</tr>
<tr>
<td>Collaboration, democratic decisions</td>
<td>Too much time taken on decisions</td>
</tr>
</tbody>
</table>

By selecting and inviting pilot participants, whose profile and background was already in connection with the task (either being devoted to health issues or physical activities), an enhanced creativity could be reached during the learning process. Pilot members had clear ideas, visions and concepts about the game they wanted to develop. However, adult learners also had other commitments. Either they were still active and employed, several times very busy with work, or in case of the university students they had lectures, exercises or exams. As a result, not everyone could take part in all of the meetings. Although, it is reasonable and
acceptable, still, it took a lot of effort from the project partners (as facilitators of the meetings) to update those members, who missed some of the face-to-face meetings. Regular e-mail updates and continuous communication was needed outside the meetings, in order to ensure that the drop-out level remains at the lowest possible level. And finally, the informal adult education was able to create a very collaborative environment, where everyone’s ideas have been heard and accepted. All of the decisions have been made in a very democratic manner, without any formal lead. However, this way, too much time was taken on decision-making, and this was also one of the reasons of the delay.
3) The pilot phase – stages of the game development learning course

As stated above, altogether 13 pilot meetings have been held with the adult learners. Basically, the group have followed the learning course, game template and game concept proposed in IO5, however, at several points the group decided to make alterations and adjust the game for the needs of the prior target group (seniors) and to make it more location-specific.

The learning course has followed 9 steps (Figure 1), not including the preparatory work and meeting, where participants had the chance to familiarise with the topic, the PREHealth methodology and the goals of the course (see description above of the meeting 15th November 2018). In the followings, a detailed description will be presented, by showing the content of the single game-development stages connecting it with pilot meetings, and referring to the alterations from the original game-concept.

Figure 1: Stages of game-development in the adult learners group
Stage 1: Write a backstory, collecting ideas and create a narrative

<table>
<thead>
<tr>
<th>Date of meeting</th>
<th>Venue/type</th>
<th>Covered topic(s)</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>16th January 2019</td>
<td>Seminar room</td>
<td>Backstory of the game</td>
<td>6</td>
</tr>
</tbody>
</table>

As stated in the PREHealth conceptual model (IO5), having an overall backstory will help the designers of the Location-Based Game to create a narrative, the characters and the scenario. Therefore, as a first step, the suggested game template of Neighbourhood Olympics was presented to the pilot group. Participants then formulated two groups, and collected concrete proposals on the backstory, while also having the map of the health itinerary in front of them – trying to attach single ideas with concrete physical spaces.

Participants agreed to change the Neighbourhood Olympics to a “Health Olympics”, since the main aim of the game is enhancing physical activities, thus health preservation. Agreement on the main target group was also made, by placing an emphasis on seniors and elderly people, and trying to develop a game that is suitable to them. Concerning the target group, the focus should not only be placed on physical condition, but on the mental health as well, by integrating different intellectual challenges within the game. Participants also agreed to connect history and Olympics, since Győr is not only an Olympic City (EYOF 2017), but the city is also rich in historical and cultural heritage.
Beside the above, the following topics have been covered and raised:

- **How is it possible to measure physical activity during the LBG?** Several suggestions were also made: walking distance between two locations (stops) of the game can be easily measured, using a pedometer, giving advice on heart rate monitor, or BMI. Measuring the mental activity is more easy.

- **Augmented reality vs. real interaction:** is it possible to place different signboards/information tables on different spots of the game route? In order to raise awareness and higher outreach to possible players.

- **Make a branched game:** there should be more options/levels according to the physical condition of the player.

### Stage 2: Finding the locations – field visit and collection of data

<table>
<thead>
<tr>
<th>Date of meeting</th>
<th>Venue/type</th>
<th>Covered topic(s)</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>23rd January 2019</td>
<td>health itinerary</td>
<td>Illustration, walk through the itinerary</td>
<td>7</td>
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</tbody>
</table>

Obviously, field visits are integrated parts of the location-based game development course, since these give the opportunity to link game ideas with concrete physical places. Although most of the pilot group participants were very familiar with the health itinerary, it was necessary to organize field visits as well.
The pilot group of adult learners held the field visit on 23 January 2019, with the main goal of identifying suitable stops and points of interests on the itinerary, and also to collect materials (photos/videos). Project partners enhanced the use of the Siftr application, and created a Siftr on the health itinerary of Győr. Since adult learners were not familiar with the use of this tool, a short guide on how to use the application was sent to them prior to the pilot meeting. Before the field visit, participants had the opportunity also to make the necessary download at the seminar room, and it was made clear, how to make photos and pins.

Siftr was also used at the later stages, and throughout the whole pilot phase, members had access to the Siftr map and uploaded photos and information from time to time. It needs to mentioned, that involving the seniors was not easy in this process - although they took part in the field visits, moreover also gave excellent ideas, they felt more comfortable when other pilot members integrated their views and ideas into the application.

As a result, the collected photos and ideas were placed on a Siftr map, and are still available (also for future expanding of the game or the health itinerary):

https://siftr.org/prehealthgyor/
The Siftr map contains photos of concrete physical locations/points of interests that can be integrated within the game, relying on the basic narrative discussed during the first meeting.

Stage 3: Overview of illustrations: brainstorm on game challenges

<table>
<thead>
<tr>
<th>Date of meeting</th>
<th>Venue/type</th>
<th>Covered topic(s)</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>30th January 2019</td>
<td>seminar room</td>
<td>Illustration and game challenges</td>
<td>5</td>
</tr>
</tbody>
</table>

During the next pilot phase the illustrations prepared on the field visit were reviewed, and game challenges were collected. It seemed as a good idea to put together all the materials/ideas and present them on the map, therefore Siftr was very useful at this stage.

The following categories of game challenges have been discussed (based on the Siftr map):

- Physical activities on open spaces and along the route (marked with red): several spots were named, where physical activities can be performed.
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- Intellectual challenges (marked with green): collection of sculptures, boards, signs etc. for intellectual challenges (quizzes, or information searches).

- Cultural heritage and history (marked with yellow and blue): points of interests, where information on cultural heritage or history can be shared.

- Health (marked with purple): points of interests, where information on health related issues can be shared.
At the end of the meeting pilot members agreed to focus on the above mentioned categories throughout the game: physical activities, intellectual challenges and info-sharing on cultural heritage/history as well as health issues. This way the four main elements of the location-based game were created, in many cases with concrete ideas.

**Stage 4: Brainstorm on characters and players**

<table>
<thead>
<tr>
<th>Date of meeting</th>
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<th>Covered topic(s)</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2\textsuperscript{nd} February 2019</td>
<td>seminar room</td>
<td>Characters</td>
<td>8</td>
</tr>
</tbody>
</table>

As a next step, the pilot group decided on the characters of the game. For this, a small brainstorming session was used, where participants formed small groups, and listed different types of characters, which they would like to see in the game. The following categories were used:

- historical figures,
- athletes/sportsmen,
- and fictional characters.

Every group listed 5 of the above categories, then the results were discussed within the group. Those characters that were mentioned several times, were listed.
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It became evident, that the pilot group especially would like to see such sportsmen in the game, who have a strong connection with Győr (either were born or trained here). Most of these people listed are still active, therefore the first idea was raised about their actual participation. Their exact role and part in the game however, only became evident during the next game-development stage, when the concrete scenario and concept was discussed.

**Stage 5: Creating the scenario and the game concept**

<table>
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<tr>
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<th>Covered topic(s)</th>
<th>Participants</th>
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<tbody>
<tr>
<td>13(^{\text{rd}}) February 2019</td>
<td>seminar room</td>
<td>game concept</td>
<td>11</td>
</tr>
<tr>
<td>20(^{\text{th}}) February 2019</td>
<td>seminar room</td>
<td>game concept</td>
<td>13</td>
</tr>
</tbody>
</table>

One of the most challenging part of the game design process was the formulation and discussion of the game concept and scenario. Bearing in mind, that all participants had good ideas and theories about the game, it was a serious task to bring all the views under one concept. Based on the previous sessions, the following materials were already available:

- Preliminary concept of “Health Olympics”, combining cultural/historical heritage and physical activities.
- Several spots and points of interests (physical spaces), also visualized on a map.
- Ideas on game challenges (physical activities, intellectual challenges, info-sharing).
- List of potential characters, with a strong emphasis on sportsmen and athletes of Győr.

Two sessions were used for the creation of the game concept and scenario, however, it is also true that the concept itself was also formulated during later sessions (fine-tuning). For these sessions, visualization of all the former materials proved to be very helpful (list of characters, Sifrtr map, health itinerary, etc). The form of the sessions were guided discussions – raising one question and have a small discussion/debate on it.

The main decision of the game concept session was the determination of the characters. The pilot group agreed to include the famous sportsmen and athletes of the city as “patrons” of certain open spaces. A table was created, listing all the possible patrons, the open space and the activity they will perform. Since the main target group of the game are the seniors, it was also advised, not only to include sportsmen who will guide the players on physical activities, but also “cultural” patrons (artists, well-known public figures), who will be in charge for intellectual challenges (thus contributing to the preservation of mental health, and keeping the game-play also interesting for elder people). The main concept was to make videos with the
involvement of these persons, that will be included in the game and player can watch it on site. Altogether 20 individuals were listed and connected with an open space. Furthermore, an agreement on a fictional character was also made: Hugoo, the little rooster (mascot of the 2017 EYOF in Győr) will also be included in the game, by giving necessary instructions and offering help.

The game-concept has been formulated, with the main points:

- The starting point of the game will be the City Hall, where signboards and/or leaflets will give information about the availability of the location-based game.
- More routes will be created, based on the physical condition and preferences of the player.
- On each of the routes, several patrons will appear in determined open spaces, where a small video will guide the player on physical activities that can be performed on site, or a small video can be watched regarding history or cultural heritage, and a question will be raised to the player.
- As the player walks along the itinerary, between the patrons, the route will be filled with other interesting elements: quizzes, information-sharing on history or information sharing on health.
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By using the Siftr map, several concrete stops of the game were decided, however, the patron-videos needed to be finished prior to the finalizing of the game routes.

**Stage 6: Selecting the location-based platform**

<table>
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<tr>
<th>Date of meeting</th>
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<th>Covered topic(s)</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th March 2019</td>
<td>seminar room</td>
<td>game-design, platforms</td>
<td>7</td>
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</tbody>
</table>

After having the game-concept and the scenario, it was necessary to make a decision on the location-based game platform, where the game can be edited. The following criteria was taken into consideration:

- The platform has to be open source and free of charge, in order to make sure the wide participation. Furthermore, it was also important that the end-result can be reached both via iOS and Android system.
- It also has to be easy to apply, in order to make the game-development as easy as possible, without the involvement of game design experts.
- It should be fit with the previously described game-concept, i.e. the integration of videos, intellectual challenges and storytelling/info-sharing should be technically feasible.

After reviewing the suggested platforms in IO6, the pilot group decided to use the TaleBlazer platform, as it was the easiest to handle and seemed to offer all the possibilities the game concept needed.

**Stage 7: Preparation of the game illustrations**

<table>
<thead>
<tr>
<th>Date of meeting</th>
<th>Venue/type</th>
<th>Covered topic(s)</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd April 2019</td>
<td>seminar room</td>
<td>Illustration, videos</td>
<td>9</td>
</tr>
<tr>
<td>24th April 2019</td>
<td>seminar room</td>
<td>Illustration, videos/challenges</td>
<td>6</td>
</tr>
</tbody>
</table>

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The next step was to finalize the game concept by preparing the necessary illustrations. The biggest challenge of this part was the preparation of the videos with the patrons. After finalizing the potential characters, official invitation letters were sent to them, requesting their agreement and participation in the PREHealth game. Altogether 20 patrons have been asked to take part, and although all of them expressed their will to participate, finally 15 patron videos have been created. The main reasons why several patrons could not participate at the end are illness/injury and a very busy time schedule.

After making the requests towards the patrons, a short video script has also been prepared by the pilot group, where the main aim of the video was made clear:

- For the sport-patron videos: the athlete is showing on the selected open space a physical activity (preferably only utilizing the equipment available). Aim and essentials of the activity is being explained, giving a few instructions and motivation. *(Physical exercise)*

- For the cultural-patron video: the patron presents the selected open space, why it is important/interesting, by telling a story or connecting experience. Then, the patron raises a question that needs to be answered by the player (for this, they have 15 seconds). *(Intellectual challenge)*

After having the video script and the official agreement of the patrons, it was also necessary to coordinate and manage the video recordings. For this, an external expert was also asked: the programming director of a local news agency (Meronka Péter – Oxygen Media). Since he is a big supporter of sport and physical activities, he not only shared his experience about film-making with the pilot group, but also offered help in the preparation and coordination of the recordings. The pilot group agreed that the videos can not be longer than 1 minute (since this is the longest time, people are willing to spend watching videos during an outside game-play). Furthermore, it was also important not to make the videos bigger than 40 MB, since this was the biggest size, TaleBlazer could handle. With the expertise and help of Oxygen Media, the patron videos could be prepared, also including the postproduction and trimming. However, it also needs to be mentioned, that even with the help of experts, the video-making took longer than originally expected, causing a delay in the game-development process.

Beside the patron-videos, several other elements also needed preparation. Senior members of the pilot group were in charge to collect quizzes, and information on several spots and points of interests. Their collection was summarized in a table, also including photos/pictures and the open space they refer to. As an agreement of the pilot group, the interesting facts/points of interest on cultural heritage/history and health issues were recorded, and therefore can be listened to on the smart phone. By this, the group mainly wanted to favor the
seniors, who might have difficulties with reading small letters on the screen of a mobile phone or a tablet.

Finally, another part of the pilot group (mainly university students) were in charge of creating instructions on physical activities. Although the patron-videos contain ideas, it was also important to make sure that during the game, players also get concrete directions on what to do. Therefore, as an addition to the videos, members of the pilot group collected descriptions on physical activities connected to specific open spaces.

It needs to be emphasized, that during this game-development stage, pilot members mainly worked in smaller groups and outside the pilot meetings. Therefore, these meetings were rather used for overviewing the progress, making decisions and concretizing the following steps.

Stage 8: Game-development, overview of the draft game

<table>
<thead>
<tr>
<th>Date of meeting</th>
<th>Venue/type</th>
<th>Covered topic(s)</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th May 2019</td>
<td>seminar room</td>
<td>game development</td>
<td>7</td>
</tr>
<tr>
<td>4th June 2019</td>
<td>seminar room</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

With the adult learners’ group, two meetings were held for the actual game-development. In these sessions the following decisions were made:

- The main goal of the game is to accomplish a route (out of the available options and according to the physical condition of the player). Each route contains several stops where players can get access to patron-videos, can play quizzes and can learn more information about the cultural heritage and history of Győr, as well as health issues.

- Rules of the game: players first need to chose from the available route-options, only one route can be played at one time. Then, based on the map and different signs, they will have to follow the route and perform the different activities/missions. Patron-videos are the crucial points of the game, since players can not move forward (do not see the next stop) until they did not watch it and performed the related activity.

- To make the game more entertaining (and create a contest), players can earn points by answering the quizzes correctly. On every route, 30 points can be gained in total.

- The game can be played individually, or also in small groups, where only one device is sufficient.

- Finally, players can get help by Hugoo, the little rooster (who also acts as the “instructor” of the game).
Several route-options have been discussed and finally, in agreement, altogether 4 routes have been created. Although the initial health itinerary (created under IO4) referred to a round trip, pilot participants decided to make the single routes end at different spots (and not turn back to the initial starting point). Each of the routes were designed taking into account the difficulty level (physical activities included and the walking distance). Because of creating several routes, and due to the game-play, minor alterations from the initial health itinerary have been made. However, the main features and points of interests remained (see Figure 3&4 below). The group agreed to finalize the title to “Győr Health Itinerary”, since it indeed offers different itineraries for the health-preservation of the player.

*Figure 3: Initial health itinerary based on the work of the Task Force in IO4*

*Figure 4: Modified health itinerary created by the pilot group, adjusted to the needs of the game (red: Route 1, green: Route 2, pink: Route 3, black: Route 4)*
During the second game development session, participant also reviewed the draft version of the game in TaleBlazer, giving feedbacks and making the necessary adjustments (fine tuning of single spots, intellectual challenges, quizzes and patron videos included in the single routes, signs of the different agents and characters, order and appearance of characters, etc.). Pilot members also could work and check the game outside the session, by using the “tap to visit” option.

**Stage 9: Testing and final adjustments**

<table>
<thead>
<tr>
<th>Date of meeting</th>
<th>Venue/type</th>
<th>Covered topic(s)</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th June 2019</td>
<td>health itinerary</td>
<td>Play-testing, fine tuning</td>
<td>8</td>
</tr>
</tbody>
</table>

As a final step of the game development process, the pilot group play-tested the game on site, with using their own mobile devices. During the test, participants also had a “list of errors” to fill in, to make the final adjustments more easy.

One of the most important feedback was, that the game is not completely stable on Android devices. Although the technical problem could easily be solved by restarting the game, also in
the future it can mean an obstacle. On the other hand, the game worked perfectly on iOS devices.

The pilot group after finishing the play-testing

Among the list of errors, the following remarks were made:

- In front of the City Hall free wi-fi is available, however, downloading the game there takes a lot of time. Therefore, it is advisable to download the game in advance.

- Along the route some of the characters/agents appeared earlier then it was desirable (before reaching the necessary point). By changing some simple settings on the TaleBlazer editor (taking out the auto-bump option, decreasing the distance of allowing tap to bump) the problem could be easily solved.

- In the case of Android devices, the group had some difficulties with loading the map.

- In one of the quizzes, when players choose the wrong answer, the text-description of the feedback had a mistake.

To sum up, all of the listed mistakes could be easily solved within the editor, only minor changes were needed.

At the end of the play-testing, participants were also asked to go back to a seminar room, where the group had a discussion on the whole pilot process, filling in an evaluation-questionnaire as well. The results and feedbacks of the evaluation are detailed in Chapter 5 of this report.
4) The final result: the Location-Based Game

The location-based game called "Győr Health Itinerary" is available on the TaleBlazer platform, with the game code "gyfipvo". In order to play outside the location, and to activate the tap to visit option, you will need to use the "prehealth" password.

The initial (starting) point of the game is the City Hall of Győr. Since there is free Wi-Fi connection available in front of the building, it is very convenient also for those players, who have not downloaded the game in advance, but want to try it out immediately. After downloading the TaleBlazer application and the game, no further internet-connection is needed throughout the game.

The main concept of the game is to promote physical and mental activities, while people walk through certain public spaces and parks within the city. Players will find short videos, where active sportsmen of Győr and other public figures show either physical activities or offer quizzes for preserving mental health.

After launching the game, Hugoo, the little rooster appears, and offers help to the players. People can either watch a short video about the gameplay, or they can read the most important instructions, or alternatively they can also skip the introductions, when they are already familiar with the application.

Table 3: Comparison of the 4 available routes of the game

<table>
<thead>
<tr>
<th>Route</th>
<th>Distance</th>
<th>Time</th>
<th>Number of stops (open spaces incl.)</th>
<th>Main profile</th>
<th>Target group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2,3 km</td>
<td>Cca. 1 hour</td>
<td>7</td>
<td>Mental health and easy physical activities</td>
<td>Elders</td>
</tr>
<tr>
<td>2</td>
<td>3,7 km</td>
<td>Cca. 1,5 hour</td>
<td>6</td>
<td>Mental health and easy physical activities</td>
<td>Elders</td>
</tr>
</tbody>
</table>
After the game instructions, players need to choose from the available itineraries. At the moment, there are 4 itineraries available, designed according to the needs of different target groups (Table 3). The first 2 are mainly created for the seniors, contain easier physical activities, and more quizzes, intellectual challenges and information about different cultural heritage of the city. The third one was mostly designed for families and youngsters; however it can also suit elders, with a little more intense physical activities, but also with quizzes. And finally, the fourth route is mainly directed to those, who are engaged with physical activities and looking for more intense activities. Along this route, there are no quizzes or other information on cultural heritage, only challenges for physical activities. The route between two spots (open spaces) can be performed either by walking, jogging/running or by bicycle.

Altogether, there are 5 different game-elements, these are what players can come across, when playing the game.

- Videos on promoting physical activities (on all of the routes): active or former sportmen and athletes of Győr are showing, how to perform physical activities on selected open spaces. These videos serve a double goal: on one hand, they give ideas and tips to do sport at the given open space, on the other hand they are also motivating and encouraging people. The list of sport-patrons can be seen in the following table.
Table 4: List of sport-patrons included in the game

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Game-route</th>
<th>Connected open space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faragó Beatrix</td>
<td>boxing world champion</td>
<td>Route 3 and 4</td>
<td>Riverside-stairs (near Bécsi kapu square)</td>
</tr>
<tr>
<td>Hajszán Gyula</td>
<td>football player (ETO champion)</td>
<td>Route 4</td>
<td>Riverside (Aranypart)</td>
</tr>
<tr>
<td>Csay Renáta</td>
<td>19-times marathon kayak world champion</td>
<td>Route 4</td>
<td>Riverside (Vizi telep)</td>
</tr>
<tr>
<td>Lakatos Mihály, Palecián Judit</td>
<td>bodybuilder champions</td>
<td>Route 4</td>
<td>Bercsényi grove</td>
</tr>
<tr>
<td>Gönczöl László</td>
<td>former trainer, supporter of handicapped people</td>
<td>Route 1 and 3</td>
<td>Batthyány square</td>
</tr>
<tr>
<td>Dészsi Csaba András</td>
<td>internist, cardiologist</td>
<td>Route 2</td>
<td>Bem square</td>
</tr>
<tr>
<td>Bombicz Barbara</td>
<td>ballet dancer</td>
<td>Route 2</td>
<td>Radó island</td>
</tr>
<tr>
<td>Földingné Nagy Judit</td>
<td>Olympian on marathon running</td>
<td>Route 4</td>
<td>Püspök Forest</td>
</tr>
<tr>
<td>Molnárné Fügi Edit</td>
<td>trainer of Nordic walking</td>
<td>Route 2</td>
<td>Riverside (Dózsa quay)</td>
</tr>
<tr>
<td>Röck Samu</td>
<td>trainer of gymnastics, former sport manager of Győr</td>
<td>Route 2</td>
<td>Eötvös park</td>
</tr>
<tr>
<td>Szalóki Richárd</td>
<td>trainer of long distance running</td>
<td>Route 3</td>
<td>Bisinger promenade</td>
</tr>
</tbody>
</table>

- Instruction on physical activities (on all routes): Beside the sport-patron videos, the pilot group also considered important to place concrete instructions on physical activities along the routes. These instructions have well supplemented the patron-videos. Some examples: physical activities on street furniture, use of outdoor gym equipment, balancing activities or stair-running.

- Videos on intellectual challenges (on Route 1, 2 and 3): famous public figures/artists present selected open spaces, share information on their culture/history and raise a question, that the player needs to answer in 15 seconds. At the end of the video,
players also get feedback, as the correct answer is shown. These elements were primarily included for elderly people, keeping in mind the preservation of their mental health. The list of cultural patrons can be seen in the following table.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Game-route</th>
<th>Connected open space/building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borkai Zsolt</td>
<td>mayor of Győr</td>
<td>Route 1, 2, 3</td>
<td>City Hall</td>
</tr>
<tr>
<td>Kocsis Rozsi</td>
<td>director of the Vaskakas puppet theatre</td>
<td>Route 1</td>
<td>Bécsi kapu square</td>
</tr>
<tr>
<td>Grászli Bernadett</td>
<td>art historian, director of Rómer Flóris Museum</td>
<td>Route 1 and 3</td>
<td>Esterházy mansion</td>
</tr>
<tr>
<td>Kiss János</td>
<td>ballet dancer, director of Győri Ballett</td>
<td>Route 1</td>
<td>National Theatre of Győr</td>
</tr>
</tbody>
</table>

- **Interesting facts/points of interests on cultural heritage and history (on Route 1, 2, 3):** At several spots, interesting facts and information is shared regarding the cultural heritage or history of the city, connecting to the given open space. Some examples: the legend of the iron rooster, memorial of the Polish-Hungarian friendship, formation of the Radó island. Specialty of these game-elements are, that the information were recorded, and integrated as audio-files into the game, therefore, players do not need to read, but can listen to the single spots (like an “audio-guide”). Players can also move to the next station of the game, while they are listening to the short audios.

- **Interesting facts/info-sharing on health issues (on Route 1, 2, 3):** At several spots, interesting facts and information is shared regarding health issues. Some examples: how to calculate BMI, how much weight can be lost by walking, the importance of water. Specialty of these game-elements are, that the information were recorded, and integrated as audio-files into the game, therefore, players do not need to read, but can listen to the single spots (like an “audio-guide”). Players can also move to the next station of the game, while they are listening to the short audios.

- **Quizzes (on Route 1, 2, 3):** The integration of quizzes within the game-play was important to make the game more interesting and enjoyable. This is the only game-element where players can earn scores (30 on all routes), and small groups can also turn the game into a competition. All of the quizzes are in connection with the given open space, furthermore, in many cases the answers can also be found, when players look around. Most of the quizzes have three answer-options, and the player
needs to select one. On the other hand, there are also some quizzes, where the player needs to type in the exact answer. Throughout a game, a single quiz can only be answered once (no retry-option). The player also gets feedback after answering the question.

A complete description of the whole game-play (with all the routes, stops, characters and activities) has also been created (43 pages), which will be sent to any interesting parties upon request (available in Hungarian). This document can also serve as a basis for future expansion of the game.

5) Results and feedback – evaluation of the pilot course

On the last pilot meeting (after finishing the play-testing), the pilot participants also gathered in order to evaluate the pilot process and the learning course. A discussion was held on the experiences, and a questionnaire was also filled in. (The evaluation questionnaire is available in Annex 2.)

- Consistent opinion of the adult learners’ group was that the pilot process was successful, and the set objectives could be reached. It was also emphasized that a strong emphasis should be put on the dissemination to reach more people.

- Pilot participants enjoyed the process and had positive experiences. They like working in the pilot environment and enjoyed the creative and mutual learning. They also emphasized that the compilation of the group was excellent, having also a chance to widen their networks. Further positive remarks were also made on the cooperative atmosphere, and that everyone’s ideas have been heard and respected.

- Naturally, some negative experiences and difficulties have also been mentioned. It was expressed as an obstacle, that not everyone could join all of the meetings. As a consequence, it was also mentioned that maintaining the interest and interactive participation took a lot of effort. Furthermore, participants also stated that in some cases the decision-making took a serious amount of time, especially in those cases where external participants were also involved (patrons, video-recording process). However, this was also due to the complexity of the task, and that participants had no previous experience in game-design.

- All of the participants stated that the pilot process of adult learning and the PREHealth methodology is adaptable, and can be repeated in different settings and organizations. Although it was also stated, that a bigger emphasis should be placed in the beginning
of the process on the cognition of the location as well as on the technical/technological features.

As for the learning objectives, the participants have evaluated the learning outcomes on a 1-4 scale, where 1 meant that “I do not feel any progress in this field” and 4 meant that “My knowledge has significantly improved in this field”. As also stated earlier (see Chapter 1), the learning objectives of the adult education course were classified in three main groups: (1) open spaces and physical-mental health, (2) game-development and digital competences and (3) attitudes. In the followings, the results of the learning outcomes will be presented.

- **Learning outcomes concerning public open spaces and physical-mental health.**

It can be stated, that the adult education was most successful in reaching the learning objectives concerning the public open spaces and the issue of mental-physical health. No wonder, since this was the main topic during most of the discussions and pilot group meetings, while trying to design a game that is playable on open spaces and that encourages health preservation. After taking part in the pilot program, participants are able to understand and acknowledge that the active use of open spaces can positively influence mental and physical health, and that the blue and green infrastructure is able to positively influence the urban environment. They have developed a critical and creative thinking about the use of the urban open spaces, by trying to determine activities playable on site.

![Figure 5: Reaching the learning outcomes (1) of adult learning (1-4 scale)](www.prehealth.eu)
As it is also visible on the Figure, the acknowledge of features, facilities and multifunctionality of open spaces is the last on the list, still with a good score (3.57). This is probably due to the limited number of field visits, which serve as a perfect opportunity to learn more about the functions of open spaces, especially in the case of the open spaces included in the game, offering a wide range of leisure time activities. In the future, it is advisable to include more of these trips, and also to put a higher emphasis on the questionnaire survey that was conducted in IO2.

* Learning outcomes concerning the game-development and digital competences:

The learning outcomes of the game-development and digital competences are lagging a bit behind, compared to the two other groups of learning achievements. However, even in this case the evaluation was good (3 or above). Pilot participants have used Siftr application, collected material in field, reviewed and analyzed them. They have also learned about location-based games, and LBG platforms, were able to select the most suitable one, learned how to place characters and agents, what features it has (what can player see during the game play, how they “bump” in each of the characters, etc.). Furthermore, they also developed illustrations of the game (video-scripts, audio files, fictional characters).

Figure 6: Reaching the learning outcomes (2) of adult learning (1-4 scale)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop digital competence</td>
<td>3.14</td>
</tr>
<tr>
<td>Build a scenario and story of LBG</td>
<td>3.14</td>
</tr>
<tr>
<td>Research and analyse data, carry out assessment and synthesis</td>
<td>3.14</td>
</tr>
<tr>
<td>Organise material collected in field</td>
<td>3.14</td>
</tr>
<tr>
<td>Design a digital game for mobile devices</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: pilot questionnaires

The reason why pilot participants gave a lower evaluation to this learning outcome is that despite all of the above actions, most of the group did not feel comfortable with using the ICT
tools (especially seniors). Therefore it is very much advisable for the future adult learners, to make several learning sessions on the use of these tools, trying to encourage even older members to familiarize with these. However, there is a risk, that with pushing the new digital technologies to members who are not comfortable with them, participants might give up the learning course, stating that their digital skills are not sufficient enough. Another solution is (this was also followed by the pilot group) to include those members in the digital game development in more detail, who are competent and confident enough.

- **Learning objectives concerning attitudes:**

![Figure 7: Reaching the learning outcomes (3) of adult learning (1-4 scale)](source)

Source: pilot questionnaires

Since the collaborative and friendly environment of the adult education group was also mentioned earlier as a positive experience, it is not a big surprise that adult learners evaluated the learning outcomes regarding attitudes very positively. Participants learned how to discuss and express their view, also taking into account the opinion of other members, developed their attitude of team-work and cooperation. Furthermore, a high emphasis was also put on attitudes regarding the topic of the project, and participants learned how to raise awareness on the issue of health and physical activities within the city, and to encourage others for the active use of open spaces.

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Pilot participants also evaluated the location-based game (again by using a 1-4 scale), stating that the developed game is suitable to encourage the health preservation of city dwellers (3,29), it is interesting and exciting to play (3,57), and it also motivates for enhanced physical activities (3,43). The overall evaluation of the game was very good (3,71), while a lot of future development ideas were also shared. Positive features of the game were mentioned:

- Encourages to physical and mental activities at the same time: harmony of physical and intellectual challenges.
- The game is suitable to get to know the local heritage, and encourage active recreation.
- Involvement of patrons, who motivate and inspire.
- Easy to use, easy to understand and mobile.
- Suitable for residents and tourists as well.
- The game is also able to teach and shape the society.

Pilot participants also agreed, that it would be a great idea to further develop the game in the future, including new itineraries, new patrons and new challenges. They also expressed their will to participate in this process. As a closing, some of the pilot members’ remarks and feedbacks can be read.
Promoting Education and Jobs to enhance the Use of Urban Blue and Green Infrastructure for Health and Fitness

„The project was very sympathetic to me. There is no need for huge investments in order to encourage and promote physical-mental health. It is a great opportunity for getting to know the city better, and to build the community. The team was very good!“

„It was very useful. I have learned a lot from the professionals and representatives of other fields, I could build my networks, and I could be part of a development that promotes those social values that I also appreciate.“

„Creative colleagues, good organisation!“

“I enjoyed the joint thinking, and how the game was created step by step. I had a different idea in mind about the end result when starting the process, but the end product is really enjoyable and playable.”

“As a university student it was very interesting to take part in the team-work, giving help and following through the process. It was very positive to me, that my ideas contributions and aspects were acknowledged and respected by the group, even if there were other members with much more expertise and professional background.”
### Annex 1.

List of participants on the introductory pilot meeting, (15th November 201

<table>
<thead>
<tr>
<th>Name</th>
<th>Email/Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holland</td>
<td>Barbara H.</td>
</tr>
<tr>
<td>Fajans</td>
<td>Péter F.</td>
</tr>
<tr>
<td>Tóth</td>
<td>Károly T.</td>
</tr>
<tr>
<td>Bánkffy</td>
<td>József B.</td>
</tr>
<tr>
<td>Vizeskó</td>
<td>Katalin V.</td>
</tr>
<tr>
<td>Wagner</td>
<td>Péter W.</td>
</tr>
<tr>
<td>Kiss</td>
<td>Miklós K.</td>
</tr>
<tr>
<td>Kiss</td>
<td>Judit K.</td>
</tr>
</tbody>
</table>

*Note:* The table contains information about the participants and their contact details.
### Promoting Education and Jobs to enhance the Use of Urban Blue and Green Infrastructure for Health and Fitness

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Website:** [www.prehealth.eu](http://www.prehealth.eu)
Annex 2.

Evaluation of the PreHealth Pilot Process

Creating a location based game in order to enhance health preservation at urban open spaces, in the frame of adult education (informal learning)

Questionnaire

1.) Evaluation of the pilot process concerning the set and reached objectives

Do you consider the PREHealth process in Győr as successful?
- Yes, absolutely.
- Yes, largely.
- Only partly.
- No.

Do you think that the set objectives were reached?
- Yes, absolutely.
- Yes, largely.
- Only partly.
- No.

If the set objectives could only be reached partly, what was the reason for that?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

What positive experiences did you have during the pilot process?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

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What negative experiences did you have during the pilot process? What could not be achieved?

Do you think that the PREHealth methodology (the pilot process) can be repeated? Is it adaptable?
- Yes
- Yes, but certain modifications are necessary
- No, this was a single occasion

If modifications/changes are needed during the implementation of the methodology and learning process, what would these be?
2.) Evaluation of the learning objectives

In the followings you will find different learning objectives, which development we wanted to achieve during the pilot process. Please evaluate on a 1-4 scale, how successful the achievement of the learning objectives were.
1 means that “I do not feel any progress in this field”, and 4 means “My knowledge has significantly improved in this field.”

**Generic objectives:**

I have understood and acknowledged that the blue and green infrastructure is able to positively influence the urban environment

1 2 3 4

I have understand and acknowledged that the active use of open spaces can positively influence the mental and physical health of city dwellers

1 2 3 4

I have acknowledged the features, facilities and multifunctionality of open spaces.

1 2 3 4

I have understood and developed the relation between the urban open spaces and the health, well-being of city dwellers.

1 2 3 4

I have developed a critical and creative thinking about the use of urban open spaces, and the promotion of health and physical exercises in them.

1 2 3 4

**Specific objectives:**

I have understood and acknowledged the possibilities of certain open spaces regarding health-preservation.

1 2 3 4

I have learned to organise the material collected in field (photos, videos, etc.)

1 2 3 4

I have learned to research, collect and analyze data, and carry out assessment and synthesis work through exploring the issue of physical exercise in the public spaces.

1 2 3 4

I have learned to build a simple scenario and story of a location-based game.

1 2 3 4

I have learned to design a digital game for mobile devices using ICT tools.
I have developed my digital competences.

Attitudes:

I have developed the attitude of team work and cooperation.

I have learned to discuss, collaborate and participate in a creative process, and develop a respect for different views.

I have learned to raise awareness on the issue of health and physical exercise in the city.

I have learned to encourage others for the active use of open spaces.

I have learned to propose solutions to improve the urban open spaces, by promoting opportunities for physical exercise and health-preservation.

Do you have any other comments regarding the pilot process and the experiences?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

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3.) The location based game ("Győr Health Itinerary")

Do you think that the designed game is able to stimulate the health preservation of city dwellers?
- Yes, absolutely.
- Yes, largely.
- Only partly.
- No.

Do you think that the designed game offers interesting and exciting content for the players?
- Yes, absolutely.
- Yes, largely.
- Only partly.
- No.

Do you think that the designed game is able to encourage physical activities?
- Yes, absolutely.
- Yes, largely.
- Only partly.
- No.

How would you overall evaluate the designed game? Please evaluate on a 1-4 scale, where 1 means “inappropriate” and 4 means “perfectly appropriate”.

1 2 3 4

What are the positive features of the game?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

What are the negative features of the game? Is there anything that would need further development?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

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