

# A Collaborative Adaptation Game for Promoting Climate Action: Minions of Disruptions™

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**Abstract.** With the onset of climate change, adaptive action must occur at all scales, including locally, placing increasing responsibility on the public. Effective communication strategies are essential, and adaptation games have shown potential in fostering social learning and bridging the knowledge-action gap. However, few research efforts so far give voice to participants engaging with collaborative games in organisational and community settings. This paper presents a novel approach to studying designer-participant interactions in adaptation games, diverging from traditional learning-focused frameworks. Specifically, it examines Minions of Disruptions™, a collaborative tabletop board game, through the lens of how participant perception aligns with the game's design intentions as described by the game designers and facilitators. Through focus group interviews with designers and facilitators, ten core design intentions were identified and compared with responses from post-game surveys of participants from 2019-2022. Key insights reveal that collaboration and team-building are highly effective frames for climate adaptation. However, some design elements, such as time pressure, can hinder discussion, suggesting a need to balance objectives. The method adopted manages to avoid traditional expert-to-public analysis structures, and places emphasis on the importance of iterative design based on participant insights. This approach provides valuable guidance for future adaptation game designs, demonstrating that games can effectively engage diverse groups and support local adaptation efforts by creating a sense of belonging and collective purpose.

## 1 Introduction

The impacts of climate change are intensifying, manifesting in extreme weather events that are becoming a norm rather than an anomaly (Seneviratne et al., 2021). The increasingly detrimental impacts on people's lives and livelihoods transform climate adaptation from a worst-case scenario to a reality that requires significant investments of resources at all levels: from government-led to individual household-level action (Noll et al., 2022). While adaptation has regionally and sectorally specific hard limits beyond which any adaptive action becomes impossible, concerted action can influence its soft limits, such as through lowering human system-related barriers, including limited financial resources. Today most reported adaptation actions are happening on the individual and household levels (Berrang-Ford et al., 2021) and many adaptation solutions and trade-offs

31 are best discovered and implemented locally (Moser and Pike, 2015). Therefore, successful society-wide adaptation is currently  
32 dependent on increasing local climate awareness (Illingworth and Wake, 2019) and capacity to make informed choices among  
33 those who are neither scientists nor policymakers (Whitmarsh et al., 2013).

34 Prior instances of communicating adaptation to heterogeneous audiences has not resulted in the desired levels of public  
35 engagement and commitment (Whitmarsh et al., 2013; Ouariachi et al., 2017). Communication strategies tend to build around  
36 an information-deficit model, namely, the assumption that attitude and behaviour change is positively related to an increase in  
37 information about a topic; even if the effectiveness of this approach is increasingly questioned in engaging non-scientist  
38 audiences (Illingworth and Wake, 2019; Andersson et al., 2019; Badullovich et al., 2020). A so-called knowledge-action gap  
39 is used to describe a situation where the audience has the appropriate level of information, yet no adaptive behaviour emerges  
40 (Flood et al., 2018). Previous studies have found that a focus on the quantity of information may omit important considerations  
41 if unidirectionality renders the audience passive (Illingworth and Wake, 2019; Ouariachi et al., 2017; Parker et al., 2016;  
42 Illingworth and Jack, 2018); if jargon forms a barrier to comprehension (Illingworth and Wake, 2019); and if negative frames  
43 lead the audience to apathy by triggering feelings of overwhelm and hopelessness (Ouariachi et al., 2017; Moser, 2016). Hence,  
44 to bridge the gap, there is a call for more dialogical approaches to address the needs of diverse audiences (Illingworth and  
45 Wake, 2019; Illingworth, 2020; Kumpu, 2022).

46 The attention toward climate adaptation games has increased substantially in the last decade (Flood et al., 2018). There is  
47 increasing evidence pointing at the ability of games to address a wider range of audiences (Illingworth and Wake, 2019;  
48 Ouariachi et al., 2017; Parker et al., 2016), and enable social learning (Ouariachi et al., 2017; Flood et al., 2018; Den Haan and  
49 Van der Voort, 2018; Rumore et al., 2016). The field is still emerging, with several questions remaining unanswered, including  
50 how to make the game messages fit for audiences with non-science and non-policy backgrounds (Parker et al., 2016; Galeote  
51 et al., 2021; Naset et al., 2020).

52 This paper brings new insights into this topic by introducing a case study: an analogue and collaborative tabletop game,  
53 Minions of Disruptions™ (MoD). The game, developed by a Dutch non-profit organisation Day of Adaptation in 2019, has an  
54 explicit objective to engage diverse organisations and communities in collective climate adaptation, regardless of their prior  
55 affiliation with climate change. Researchers conducted a focus group exercise with game designers and facilitators to determine  
56 the intentions behind the design of MoD and contrasted this information with participants' post-game survey responses, in a  
57 new method to study the designer-participant interaction in adaptation games. This method sought to avoid replicating expert-  
58 to-public communication structures by including the whole experience, not just participants as objects of study, as a part of the  
59 analysis (Illingworth, 2020).

60 This article addresses the overarching question of what guidelines should be taken into consideration when designing analogue  
61 climate adaptation games for the public. It is further explored in three specific sub-questions regarding the intentions behind  
62 the game design of MoD according to the designers and game facilitators, the extent to which the design intentions behind  
63 MoD are perceived by the game participants, and how the reception of the design intentions by the game participants align  
64 with the original objectives of the game.

65 This article is structured as follows:

- 66 - Sect. 2 discusses existing knowledge about adaptation games, and highlights gaps in relation to designing for the  
67 general public.
- 68 - Sect. 3 outlines the MoD case study and discusses the chosen research approach, data collection, and analysis.
- 69 - Sect. 4 introduces the results in two parts: design intentions and their alignment with the participant experience.
- 70 - Sect. 5 relates the findings to previous research efforts, suggests a guideline for adaptation communicators, proposes  
71 future research directions, and outlines strengths and limitations of the study.
- 72 - Sect. 6 offers conclusions and key insights of this method.
- 73 - Sect. 7 provides supplemental information.

## 74 **2 Background: climate adaptation games**

75 Generally, climate games can be thought to have three kinds of objectives: (1) increasing awareness of climate challenges; (2)  
76 increasing general knowledge, familiarity, and understanding; and (3) encouraging solution-finding and action-taking (Reckien  
77 and Eisenack, 2013). Additionally, adaptation games have a broad topical range including resource and environmental  
78 management, farming, coastal development, supply chain logistics and transport, disaster preparedness and response, food  
79 security, global impacts and change, policy, and climate services (Flood et al., 2018).

80 Flood et al. (2018) argue that even though the field is emerging, games are proving to be powerful communication tools,  
81 helping to realise climate change adaptation faster than with other existing means. They are additionally proposed as a way to  
82 address the aforementioned knowledge-action gap (Flood et al., 2018; Ouariachi et al., 2020). Adaptation and climate games  
83 succeed in not only creating cognitive, but also normative and relational learning (Flood et al., 2018; Den Haan and Van der  
84 Voort, 2018; Rooney-Varga et al., 2020). The reason for their effectiveness is understood to be a consequence of the way  
85 games package and deliver information: they are often narrative-based (Flood et al., 2018), more memorable (Parker et al.,  
86 2016; Ouariachi et al., 2017), able to capture and explain complexity (Parker et al., 2016; Flood et al., 2018; Den Haan and  
87 Van der Voort, 2018), and relatable, as they make use of familiar and locally relevant themes (Parker et al., 2016; Rumore et  
88 al., 2016; Galeote et al., 2021; Mitgutsch and Alvarado, 2012; Rodela et al., 2019; Nussbaum et al., 2015). The style of  
89 participation is also different because it invites the participants to assume roles and makes information reception more active  
90 (Parker et al., 2016; Flood et al., 2018; Galeote et al., 2021; Fjællingsdal and Klöckner, 2020). The participants get the  
91 opportunity to explore real-time hypothetical scenarios, which can help make connections between action and impact (Flood  
92 et al., 2018; Fjællingsdal and Klöckner, 2020).

93 From the perspective of local level adaptation, multiplayer collaborative games are a particularly interesting avenue because  
94 they provide the possibility for relational learning, which includes gaining a better understanding of others' mindsets and  
95 increasing trust and the ability to cooperate (Den Haan and Van der Voort, 2018). Moreover, social simulations can enhance  
96 affective learning paths, namely, associating emotions such as concern, importance, and outrage with climate change (Rooney-

97 Varga et al., 2020). If designed as a dialogical tool, games can help share and co-produce local knowledge (Flood et al., 2018;  
98 Den Haan and Van der Voort, 2018) and create an out-of-the-ordinary space for conversation (Flood et al., 2018; Rumore et  
99 al., 2016; Fjællingsdal and Klöckner, 2020) with fewer knowledge hierarchies (Illingworth and Wake, 2019; Illingworth, 2020;  
100 Rodela et al., 2019). Enabling such conversations is key in increasing normative reflexivity at the group level, which could  
101 change or facilitate internal decision-making (Flood et al., 2018; Rumore et al., 2016; Rodela et al., 2019). Games have also  
102 been seen to increase the perceived importance of cooperation, empathy, and respect toward other perspectives (Rumore et al.,  
103 2016; Galeote et al., 2021; Rodela et al., 2019; Abspoel et al., 2021), augment feelings of trust and ownership (Flood et al.,  
104 2018; Ouariachi et al., 2020), and even solve conflicts (Medema et al., 2016). Additionally, they may increase optimism about  
105 the effectiveness of local cooperation (Rumore et al., 2016; Galeote et al., 2021; Ouariachi et al., 2020).

106 While there is much traction around games, research gaps remain. Few climate games known to research propose collective-  
107 level solutions, create dialogue, focus on affective learning, or aim at achieving direct impact (Gerber et al., 2021). On the  
108 other hand, games enhancing cognitive learning are the highest represented in research, whereas normative and relational  
109 learning are rarely addressed (Den Haan and Van der Voort, 2018). Furthermore, games can fail to reach the objectives set for  
110 them: they sometimes narrate roles that the participants do not identify with (Galeote et al., 2021), fail to form linkages with  
111 real-life (Fjællingsdal and Klöckner, 2020), are not relevant (Lankford and Craven, 2020), or overwhelm participants with  
112 information, curtailing dialogue (Illingworth, 2020). There is an additional degree of ambiguity about the optimal medium:  
113 some studies question the effectiveness of digital games (Boomsma et al., 2018), whereas others find that, for example, video  
114 games deliver best results (Olivares-Rodríguez et al., 2022).

115 There are different climate game designs to address diverse target audiences, such as students, policymakers, professionals, or  
116 the general public (Gerber et al., 2021). The “general public” in particular is often loosely defined, but here it is understood as  
117 a group that engages little with climate change in their day-to-day; they do not have a science background, nor do they work  
118 with the topic professionally. This group tends to be the least represented in climate game reviews (Parker et al., 2016; Galeote  
119 et al., 2021; Neset et al., 2020), and generally in science engagement strategies (Illingworth and Jack, 2018). Gaining a better  
120 understanding of this interaction can help explain why the participants cannot always relate to the game content, or what kind  
121 of information might overwhelm them. The public may have an attitude, cognitive style, or mode of learning that diverges  
122 significantly from that of the communicators and of each other, and therefore presents a particularly important dimension of  
123 study. Exploring this topic might, therefore, give answers as to what contributes to gaps between knowledge and action, and  
124 how they could be bridged.

125 Effective climate communication requires that the audience(s) is determined and well-known in advance (Illingworth and  
126 Wake, 2019) and that their needs are understood (Ouariachi et al., 2017; Flood et al., 2018; Monroe et al., 2019). Therefore, it  
127 is proposed that this study enhances the game field through deepening the understanding about the needs of the audience and  
128 capturing their interaction with the game and the communicators. Designers play a key role in the outcome of the game, as  
129 they ultimately decide what information gets communicated via the game and in what way, thereby dictating what success  
130 looks like (Fjællingsdal and Klöckner, 2020). Scientific articles on climate games tend to focus on measuring the participant

131 experience pre-, post-, and post-post game events (Flood et al., 2018; Den Haan and Van der Voort, 2018) and by doing so  
132 somewhat omit this relationship. In the interest of understanding how games could help realise rapid local-level adaptation,  
133 design and engagement guidelines are needed to inform future designs and game iterations.



134 **Figure 1. Game participants playing Minions of Disruptions™.**

### 135 **3 Method**

#### 136 **3.1 Minions of Disruptions™**

137 This research paper studies a collaborative and analogue tabletop game, Minions of Disruptions™ (MoD), created in 2019 by  
138 a Dutch non-profit organisation, Day of Adaptation (<https://dayad.org/>). The organisation explores and innovates on climate  
139 communication, targeting specifically groups that tend to be left out of the conversation. “Game Day,” a facilitated gameplay  
140 experience, is one of its communication tools. The game can be played by anyone, as there is no strictly defined target audience.  
141 However, there is a general player typology: players are predominantly adults of various ages or university students,  
142 representatives of the same or somehow affiliated communities and organisations, and most of the participants are not climate  
143 professionals nor students of climate sciences. All groups enjoy the privilege of time to dedicate for such an activity, the costs  
144 of which are covered by their employer or administration.

145 The data used in this study were collected by Day of Adaptation for monitoring and evaluation purposes (see Table 1 for an  
146 overview). There are both online and in-person versions of the same game activity with an even split between events organised  
147 in the Netherlands versus other countries. The range of organisation type is broad, and while the survey did not systematically  
148 measure the general level of climate knowledge or the level of gaming experience of the participants, anecdotally it can be  
149 said that it varies both between events and within groups. For instance, sometimes a Game Day might be organised by an  
150 employee who is part of a sustainability committee at the workplace. This individual is bound to have a different level of

151 background knowledge in comparison with their colleagues. An average player is aware of the basics of climate change,  
 152 however, not necessarily familiar with its causes and consequences. Some groups or individuals might be taking some  
 153 collective climate action already, whilst others are only getting started, and hope to use the event to kickstart and get their team  
 154 or organisation engaged and involved.

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156 **Table 1. The dataset used in this study, comprising 18 Game Days that took place between 2019 and 2022.**

ID	Date (y-m-d)	Organisation type	Country	Game Version	Participants	Surveyed Participants	Survey Participation (% of Participants)	Sample Distribution (% of total surveyed)
1	2019-12-02	University	Netherlands	In-person	25	19	76	13.57
2	2020-04-16	Activist Group	Netherlands	Online	3	2	66.7	1.43
3	2020-06-28	Association	Netherlands	In-person	5	4	80	2.86
4	2020-08-19	Bank	Netherlands	In-person	12	2	16.7	1.43
5	2021-01-24	Community of Climate Professionals	Netherlands	Online	60	14	23.3	10.00
6	2021-04-05	Activist Group	Chile	Online	4	3	75	2.14
7	2021-04-23	Non-profit Organisation	Germany	Online	9	6	66.7	4.29
8	2021-04-26	University	Philippines	Online	20	20	100	14.29
9	2021-04-28	Social Movement	UK	Online	8	5	62.5	3.57
10	2021-05-06	Non-governmental Organisation	Netherlands	Online	7	1	14.3	0.71
11	2021-05-12	University	Mexico	Online	13	10	76.9	7.14
12	2021-09-03	University	Netherlands	In-person	33	1	3.0	0.71
13	2021-09-03	Cross-regional government mandated body	Netherlands	In-person	19	16	84.2	11.43
14	2021-10-01	University	Netherlands	Online	35	1	2.9	0.71
15	2021-10-30	Development Institution	Saint Vincent	Online	9	6	66.7	4.29
16	2021-12-08	University	Sweden	In-person	25	10	40.0	7.14
17	2022-05-24	Private Company	Australia	Online	10	5	50.0	3.57
18	2022-05-25	Private Company	Australia	Online	24	15	62.5	10.71
	<b>Total</b>				<b>321</b>	<b>140</b>		<b>≅100</b>

157

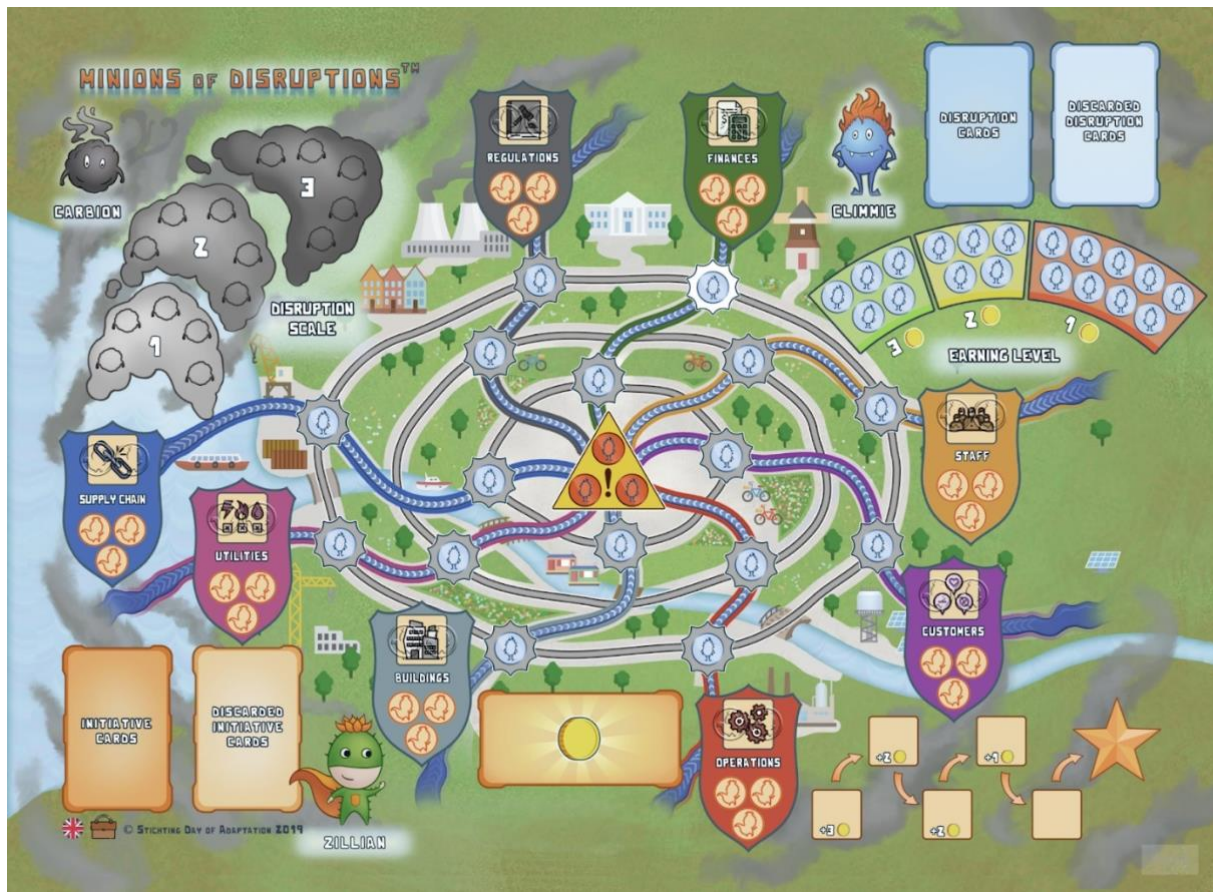
### 158 3.1.1 The gameplay

159 The standard format for a session is a three-hour game activity, which can take place either in person or online. In-person  
160 events use physical versions of the game, while online events utilise an online conferencing software and Tabletopia.  
161 Tabletopia is a digital sandbox system for playing board games with no AI to enforce the rules, which allows for the game  
162 pieces to be manipulated by the players as they please, creating a life-like board game situation. Because the online version  
163 provides no feedback or automation, the in-person and online experiences are comparable for the purposes of this study.  
164 Groups opt to play either a community or organisation version of MoD (see Fig. 1 for an example board). While the basic rules  
165 of the game are the same regardless of the version, the content is somewhat adjusted: the community version focuses on  
166 services such as housing, and the organisation version on operational functions. Sometimes the game content is even further  
167 adjusted, if requested by the community/organisation during the planning phase.

168 All events begin with splitting the group into teams of 3-4 people, each with their own board. The teams are given the basic  
169 rules of the game after which they learn the game experientially. All teams have the same goal: to implement climate actions  
170 strategically and collaboratively in a game world where increasing carbon levels in the atmosphere increasingly slow them  
171 down and inflict continuous disruptions. Players move around the board pathways trying to remove tokens that represent  
172 vulnerability to the different sectors, while trying to protect and increase the resilience of these critical services to future climate  
173 disruption. The tokens signifying disruptions are removed by using the team's mutual funds for climate action (both mitigation  
174 and adaptation related), however the team needs to act fast because the disruptions increase exponentially. Different cards  
175 drawn by each player during their turn and sound effects played by the facilitator can alter the gameplay in either helpful or  
176 hindering ways. The team also needs to balance financial costs and can negotiate with other teams to move forward faster.  
177 Occasionally they are invited to share real-life knowledge and experiences, which have an impact on their gameplay. A team  
178 wins the game by protecting five of their organisation/community's essential sectors against disruptions, indicating climate  
179 resilience.

180 Gameplay takes 60-90 minutes, with the remaining time used for a brief warm-up and facilitated debrief. Depending on the  
181 participants' wishes the facilitators may include supporting team-building activities, and introduction of basic terminology  
182 (e.g., mitigation, adaptation). The debrief is structured into three parts. The first part focuses on a review of the game  
183 experience, including discussions of how realistic the game felt and how the teams interacted. The second part connects the  
184 game play to reality, including what climate change looks like for the organisation/community in question. The third part  
185 brings the discussion home to climate action and allows participants to discuss how they will take the Game Day experience  
186 back into their lives, including the barriers to action they may encounter and how to mitigate these real-life disruptions. This  
187 structure aligns more closely with the view of generating knowledge through action rather than trying to impart knowledge  
188 first and then expecting participants to transform this into action via the game (Crookall and Thorngate, 2009). The goal being  
189 that action in the game translates to knowledge and learning, and then into real-life action.





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**Figure 2. The visual layout of the Minions of Disruptions™ game board, which models climate disruptions in an organisation. The operational functions, or “shields”, include operations, customers, staff, finances, regulations, supply chain, utilities, and buildings.**

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### 3.2 Methods and datasets

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This paper adopts a novel approach that combines data from game designers and facilitators with data collected from game participants. Unlike some participant experience focused methods, which commonly evaluate games by observing gameplay or analysing participant surveys only (Flood et al., 2018; Den Haan and Van der Voort, 2018), the purpose of this method is to assess games as transitional objects, which may or may not succeed in conveying what the designers and facilitators of the game intended. In other words, this method forms a connection between design intent and how the gaming experience is perceived by participants by not only asking how the participants behaved, and what they perceived, but also what the original intention of the designers and facilitators was.

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The reason for adopting such an approach over the more common participant observation is to address what has been found by others previously, namely, that intention-based designs should be analysed and understood in relation to their purpose (Neset et al., 2020). While this remains true, there are important factors that get omitted if it is taken for granted that the

203



204 designed purpose is fixed and unaffected by those who play the game. As previously found, there are confounding factors that  
205 mislead findings when measuring for social learning from games, for example, preheld notions of the game or gaming in  
206 general, the agency of the facilitators, and prior in-group relations (Den Haan and Van der Voort, 2018). In actuality, the  
207 participants construct their own experience, which may or may not stand in congruence with the intentions of the designers.  
208 Therefore, a game design may lead to emergent qualities. This method aims to capture such qualities, which may be  
209 unknowingly omitted when focusing on participant experience only. By first addressing a designer perspective followed by a  
210 participant perspective, a journey from a design intention to a lived participant experience is constructed, which allows one to  
211 study the contrasts between the two. For the purposes of this study, this approach remains qualitative due to the subjective and  
212 narrative nature of the data and the lack of strict uniformity of the game events. The conclusions drawn through this approach  
213 contribute to a validated foundation off which future quantitative studies could be built.

### 214 **3.2.1 The designer perspective**

215 A 1.5-hour online focus group interview was organised in April 2022 with three game designers/facilitators and two facilitators  
216 from Day of Adaptation. Eight participants in total were invited to take part, but three were unable to attend. This sample  
217 represents the majority of the designers, and at the time of the study, approximately a third of the active facilitators. The  
218 researchers set up the focus group with the objective of capturing design intentions, meaning, what kind of messages the  
219 designers and facilitators wanted to convey to the audience and what kind of elements they designed to fulfil this objective  
220 (e.g., tangible game pieces, rules, etc.). The participants were informed about the purpose of the focus group prior to and during  
221 the data collection, and they all consented to being featured in this research.

222 The session was managed with Zoom and Miroboard-platforms. As a warm-up, the participants took turns listing what different  
223 game elements they could remember, adding to each other's knowledge. In the second part, these game elements were  
224 momentarily set aside, and the participants were asked to reflect on high-level design intentions of the game and what core  
225 ideas it aims to address. In the third part, the game elements were reintroduced and the participants were asked to connect and  
226 cluster them with the design intentions.

227 Focus group as a method of data collection is often used when interviewees have a history of working together, when it is  
228 assumed that benefits can arise from immediate cross-checking of statements on a group-level, and when researchers wish to  
229 generate representative data whilst being mindful of participants' and their own time constraints (Creswell, 2013). In this case,  
230 most focus group participants and all designers had worked together previously. Given that three years had passed since the  
231 creation of the game, and two of the participants have not been involved with Day of Adaptation since, the focus group was  
232 intended to serve as a way to have an agreeable re-encounter, to help refresh memories, and bring about consensus-based  
233 answers to the interview questions.

234 This method has its pros and its cons. For the pros, it poses less pressure on a single participant and, therefore, given  
235 participants' busy schedules, it was considered the best option. Additionally, the organisers aimed to make the experience as  
236 stress-free as possible so, in addition to the researcher in charge of leading and directing discussion, two co-organisers joined

237 the session to manage the technical side and to note observations. No technical difficulties emerged, however, in the case they  
238 would have, the session would have been temporarily paused or postponed to ensure good quality discussion. The participants  
239 could, thus, simply focus on thinking, commenting, and answering questions, which helped to make the best use of their time  
240 and generate a great quantity of data in a short amount of time. Another benefit of the method was that there was no need to  
241 cross-check answers as that could be done in real time during the focus group.

242 For the cons, a focus group, as any group situation, is bound to follow pre-established group logics and power dynamics, which  
243 may influence which data are generated or excluded by the group. Moreover, such a form of interaction may not suit all  
244 personality types and can favour individuals who are more inclined to speak in a group setting. Further, with small group sizes  
245 and self-reporting, there is the potential for biases such as social desirability bias, in addition to memory recall errors and  
246 reliance on subjective interpretations of individual experiences. In order to mitigate issues related to memory, the participants  
247 first got time to inspect the game board to trigger their visual recollection. The researchers aimed to enable such a space through  
248 specific design choices: in most cases participants were asked to answer in randomised turns, instead of giving an open floor,  
249 and they were also directly asked to comment on each other's contributions. Furthermore, both the designers and game  
250 facilitators were included in the same session. This allowed the game facilitators to pose questions to the designers, which  
251 could help challenge the internal dynamic of the designer group.

### 252 **3.2.2 The participant perspective**

253 The audience perspective is taken from a standardised post-game survey that all game participants were asked to fill out at the  
254 end of their group's Game Day (see Appendix A for a list of the survey questions). This survey is designed to collect monitoring  
255 and evaluation data for Day of Adaptation and was not originally intended to be used for research as such. The organisation  
256 gave consent to analysing these data, and the researchers received it anonymised so that only the organisation names and some  
257 basic demographic data were retrievable. The survey participants have not given their explicit consent for this research, but  
258 their participation in the original post-game survey was voluntary and they could opt-out from any question. To protect the  
259 integrity of the participants, demographic data are only treated on a general level so that it cannot be connected to any  
260 organisation or individuals. The age of participants spans from 18 to 65+, with an average age of 32 years. More than 60  
261 percent of the participants identify as female, 36 percent as male, and 2 percent as non-binary. The participants represent a  
262 wide variety of organisations (see Table 1 for the breakdown of organisations included in the analysis). Anecdotally it can be  
263 said that apart from the student groups, the groups are teams that work together directly or under the same organisation,  
264 representative of a variety of job levels.

265 Previous survey research on games has found that not only is it a quick and inexpensive method to measure immediate impact,  
266 but it can also be considered robust insofar as the data are representative of a great number of game events (Flood et al., 2018).  
267 In total there are 140 survey answers from 18 game activities, played between 2019-2022, including both the online and in-  
268 person versions of the game. The survey consists of multiple choice and open field questions, but only the latter was included  
269 in this study, as it was considered better suited to answer the research questions of this paper. This means that no connection

270 is drawn between sample demographics and the answers, but the focus is on the general participant level. Comparing and  
271 contrasting between types of groups and institutions would add depth to our understanding of tailored climate communication.  
272 This is excluded from the scope of this research, however, given that the researchers deal with third-party data in the selection  
273 of which they had no part to play, nor did they receive sufficient background information on the profiles of the participants. It  
274 was, therefore, deemed that generalisations on groups would be untenable.  
275



276  
277 **Figure 3. Game participants playing Minions of Disruptions™. Imaged illustrate both within team decision-making as well as**  
278 **negotiations between the different teams.**  
279

### 280 3.3 The analysis

281 The analysis consisted of two steps. In the first step, the data collected during the focus group inquiry were processed; the  
282 recording was transcribed, and participants were anonymised. During the focus group, the participants agreed in consensus  
283 upon ten design objectives and related them to game design elements. While engaging in dialogue, their answers were  
284 simultaneously modelled on a Miroboard by the organisers. The participants could immediately react to the accuracy of the  
285 visual representation via screen-sharing. To ensure that all of the expressed ideas were correctly interpreted after the focus

286 group, the transcription and the language used by the participants was contrasted with the visual representation. The  
287 transcription was prioritised in order to capture ideas that might have been omitted during the interpretation process.  
288 The second step of the analysis mapped out how game participants perceived the game as a transitional object conveying the  
289 ten design intentions. Once the ten design intentions were established, two researchers conducted independent Excel analyses  
290 that coded the open-field questions of the post-game survey for all participants, both into the design intention categories and  
291 then for positive (1), negative (-1), or neutral (0) alignment with the design intentions. These scores were then averaged to  
292 determine an “alignment score” for each design intention. Statements were permitted to have no more than two design intention  
293 categorisations as an analytical boundary imposed by the researchers. It is recognised that this may lead to a simplified version  
294 of reality.

295 The aim was to connect entries with evidence for and against the fulfilment of a design objective. The two independent analyses  
296 were compared and negotiated between the researchers to arrive at a mutually agreed upon categorisation. This information is  
297 discussed both for the whole sample as well as divided based on how the game was presented, either online or in-person, to  
298 demonstrate the general reception of the game as well as to observe any potential variance based on experience. Individual  
299 groups were not analysed on their own due to wide variation in the number of respondents per session. While this approach  
300 could potentially lead to one group’s poor experience skewing the analysis, it was determined to be acceptable because of the  
301 consistency observed in the data between groups.

## 302 **4 Results**

### 303 **4.1 The design intent**

304 The focus group participants elaborated on ten design intentions that they aimed to achieve with the game, as well as various  
305 design elements included to achieve the intentions. The design elements have been categorised in line with an applied  
306 framework combining typologies from Gerber et al. (Gerber et al., 2021), Lankford and Craven (Lankford and Craven, 2020)  
307 and Razali et al. (Razali et al., 2022) and are elaborated upon in Appendix B. The following ten design intentions, in  
308 alphabetical order, were agreed upon by the focus group participants:

- 309 1. **Adaptive Action:** Addressing climate action both from mitigative and adaptive perspectives.
- 310 2. **Climate Science:** Increasing awareness of basic climate change elements in daily lives, as well as the anthropogenic  
311 cause-and-effect of climate change.
- 312 3. **Collaboration:** Addressing both individual and collective action but taking the organisation/community as the  
313 starting point.
- 314 4. **Language:** Communicating with simple language so that the game is accessible for a wider audience with varying  
315 education levels and interest.
- 316 5. **Moderation:** Autonomous gameplay with minimal moderation to emphasise the agency of the team.

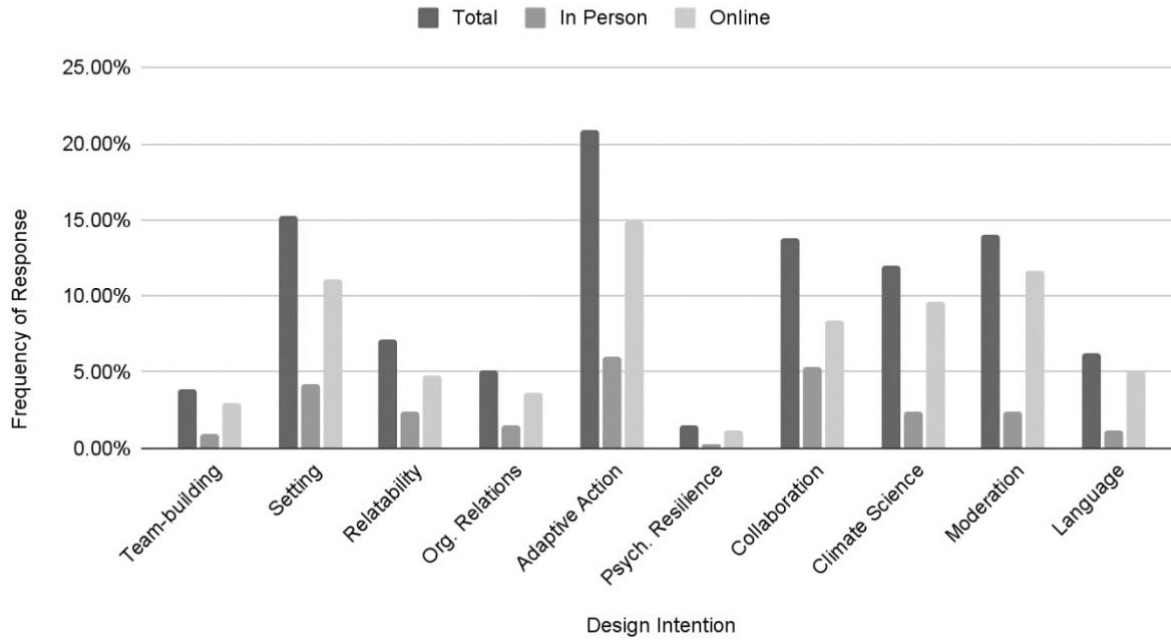
- 317 6. **Organisational Relations:** Increasing understanding of the complexity of connectivity and interaction of essential  
318 services and functions of organisations and communities in an era of climate change.
- 319 7. **Psychological Resilience:** Triggering reflections within participants on adjusting to a new climate and its  
320 consequences.
- 321 8. **Relatability:** Being relatable through incorporating relevant current events, research, and unique examples from  
322 participants' lives.
- 323 9. **Setting:** Creating a fun and welcoming space to inspire and increase motivation to act through a positive solution-  
324 frame.
- 325 10. **Team-building:** Increasing intra-organisational conversations despite existing hierarchies; learning to collaborate  
326 and enhancing team-building to build bridges and synergies that can help with action-taking.
- 327

#### 328 **4.2 The participant experience**

329 The ten game design intentions identified by the focus group participants created a framework through which to measure the  
330 impact of the game. All open-field responses of the post-game survey were coded into these intention categories. One hundred  
331 and forty participants responded to the survey, with 52 respondents from in-person Game Day events and 88 from online  
332 events. Not all participants answered every question, and 115 statements were omitted from the analysis due to ambiguity.  
333 Sixty-nine statements fell into two different design intention categories and were therefore counted twice. In total, 265 unique  
334 responses were included in this analysis, combined with the 69 responses falling into two categories for a total of 334  
335 statements to be categorised (89 in-person and 244 online). Raw participant and statement numbers can be found in Appendix  
336 C.

337 All design intentions were represented in the survey responses, though with varying frequency. *Adaptive Action* was the most  
338 represented design intention (20.96% of total), while *Psychological Resilience* was the least represented as a percentage of the  
339 total responses (1.5%) (Fig. 2). Following *Adaptive Action* were *Setting* (15.27%), *Moderation* (14.07%), *Collaboration*  
340 (13.77%), *Climate Science* (11.98%), *Relatability* (7.19%), *Language* (6.29%), *Organisational Relations* (5.09%), and *Team-*  
341 *building* (3.89%).

## Total Response Distribution



342

343 **Figure 4. Percentage of responses (% of total) categorised by design intention for in-person and online events and the total for each**  
344 **design intention.**

345

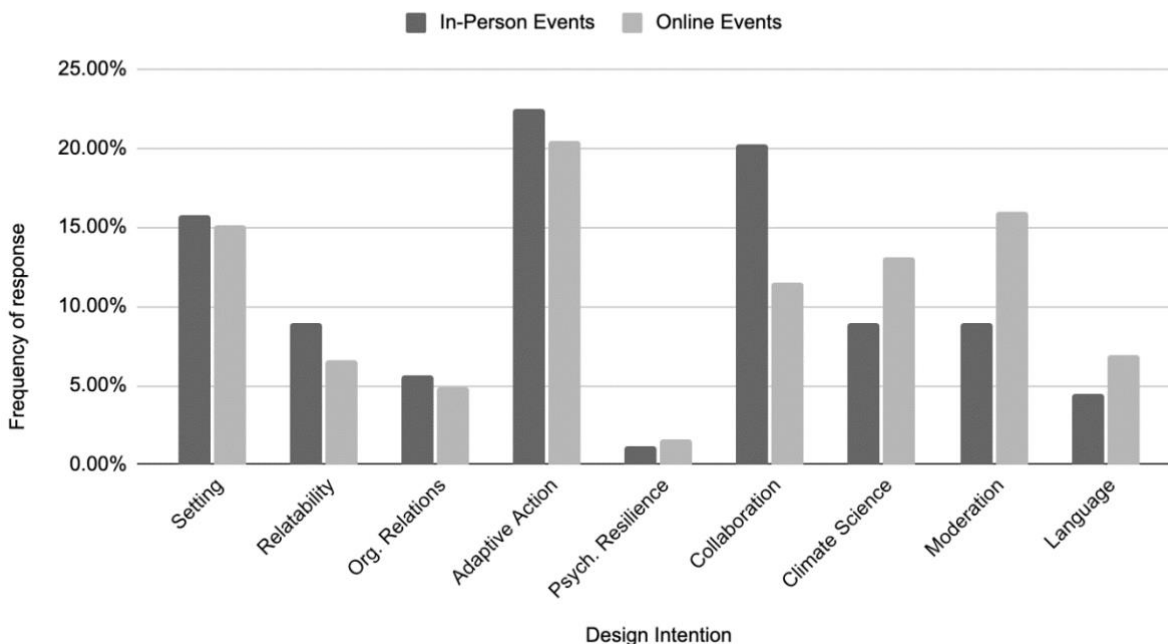
### 4.2.1 In-person versus online events

346

In-person participants accounted for 37% of survey respondents and approximately 26% of statements analysed. All design  
347 intentions were represented in responses as shown in Figure 4.



## Event Statement Breakdown (% in each event type)



348

349 **Figure 5. Distribution of design intention occurrence between in-person events and online events (percents from within each event**  
 350 **type).**

351 Though all intentions were mentioned, 42.7% of all statements fell into just two categories: *Adaptive Action* (22.5%) and  
 352 *Collaboration* (20.2%). *Setting* (15.7%), *Climate Science* (9.0%), *Relatability* (9.0%), and *Moderation* (9.0%) also had a  
 353 combined total of 42.7%, with these six design intentions dominating 85.4% of the statements included. The remaining four  
 354 intentions, *Organisational Relations*, *Language*, *Team-building*, and *Psychological Resilience*, were the least represented.

355 Participants in online events accounted for approximately 63% of survey respondents and 73% of statements analysed. All  
 356 design intentions were represented in responses as shown in Fig. 3, with a slightly more balanced distribution than noted in  
 357 the in-person survey responses.

358 For online events, *Adaptive Action* was the most referenced intention at 20.4%, which is similar to the frequency found in in-  
 359 person events (22.5%). *Moderation* and *Setting* were nearly tied for the second-most referenced design intention (15.9% and  
 360 15.1%, respectively), followed by *Climate Science* (13.1%), and *Collaboration* (11.4%), for a combined total of 75.9% of  
 361 statements analysed. The remaining five design intentions, *Accessible Language*, *Relatability*, *Organisational Relations*,  
 362 *Team-building*, and *Psychological Resilience* accounted for the final 24%. Except for *Relatability*, the least represented design  
 363 intentions are consistent between in-person and online respondents.

364 **4.2.1 Design intention and response alignment**

365 While the initial part of this analysis demonstrates the frequency of the design intentions in survey responses, additional  
 366 analysis was required to determine whether the statements align with or contradict the game designers’ original intentions. Of  
 367 the ten design intentions, all except *Language* and *Moderation* had overall positive averages in the survey responses (-0.33  
 368 and -0.38, respectively). *Team-building* and *Collaboration* had the highest overall averages at 1.00, followed closely by  
 369 *Organisational Relations* (0.94) and *Climate Science* (0.90). *Adaptive Action* (0.80), *Relatability* (0.75), *Psychological*  
 370 *Resilience* (0.50), and *Setting* (0.35) complete the list of positively aligned survey responses (See Table 2).

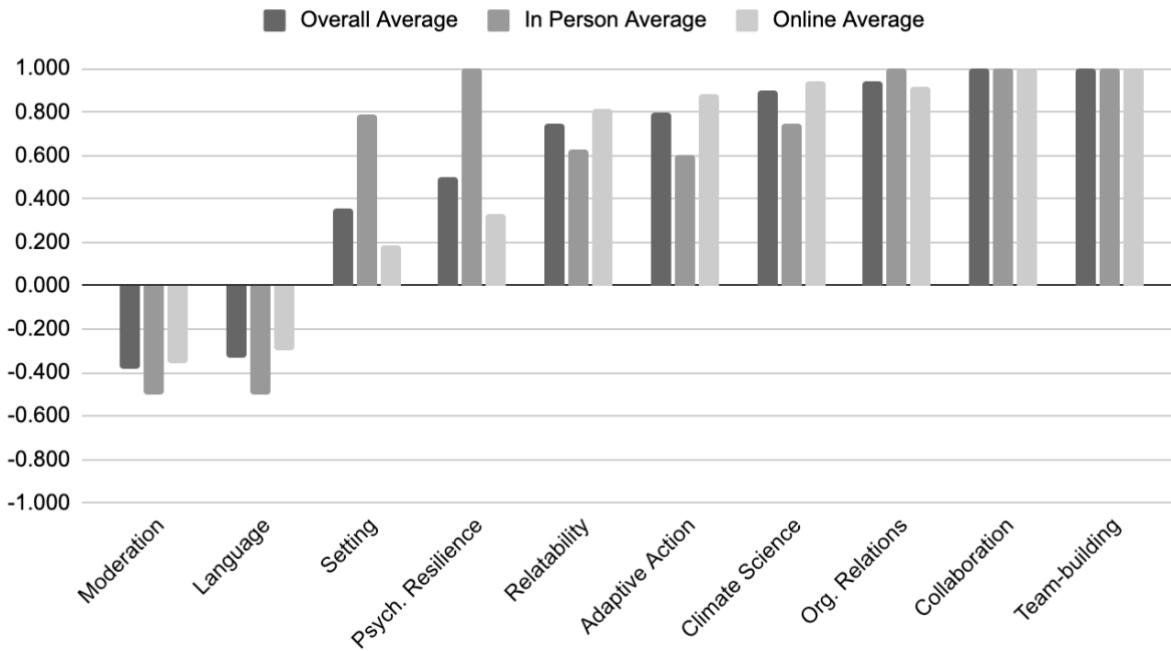
371 **Table 2. Alignment score for each design intention, including overall average and adjustments for in person and online events.**  
 372 **Higher averages indicate closer alignment.**

Design Intention	Overall Average	In Person Average	Online Average
Adaptive Action	0.80	0.60	0.88
Climate Science	0.90	0.75	0.94
Collaboration	1.00	1.00	1.00
Language	-0.33	-0.50	-0.29
Moderation	-0.38	-0.50	-0.36
Organisational Relations	0.94	1.00	0.92
Psychological Resilience	0.50	1.00	0.33
Relatability	0.75	0.63	0.81
Setting	0.35	0.79	0.19
Team-building	1.00	1.00	1.00

373 The alignment changes when adjusting for in-person versus online Game Days. For in-person events, *Team-building* and  
 374 *Collaboration* were joined by *Psychological Resilience*, and *Organisational Relations* at the 1.00 average, while *Moderation*  
 375 and *Language* remained negatively ranked. The online Game Days maintained the same rankings as the overall average for all  
 376 intentions except *Organisational Relations* and *Climate Science*.

377 When comparing the reception between in-person and online events, in-person events had five design intentions scoring lower  
 378 than the online average (*Moderation*, *Language*, *Relatability*, *Adaptive Action*, *Climate Science*), while *Setting*, *Psychological*  
 379 *Resilience*, and *Organisational Relations* scored lower for online Game Days. *Collaboration* and *Team-building* maintained a

## Design Intention Statement Alignment



381  
382 **Figure 6. Alignment scores for all statements to each design intention for overall, in-person, and online Game Day events.**

## 383 5 Discussion

### 384 5.1 Understanding the results

#### 385 5.1.1 Designer perspective

386 The inquiry yielded 10 distinct design intentions and 15 design elements, the latter of which includes aspects of medium,  
 387 challenge, reward, level of abstraction, and player interaction, which the interviewees said were incorporated to realise the  
 388 design intentions. For conceptual clarity the 10 design intentions are separated here into two categories. The first category is  
 389 Primary Objectives, which describes the substantial content of the game. It was found deductively by contrasting the design  
 390 intentions with Reckien and Eisenack’s (Reckien and Eisenack, 2013) three-fold objectives, and seeing that some design  
 391 intentions aim to raise awareness (*Climate Science* and *Psychological Resilience*), increase knowledge, understanding and  
 392 familiarity (*Organisational Relations*); and promote action-taking or solution-finding (*Adaptive Action* and *Collaboration*).

393 The corresponding design elements are shown in Table 3, and a detailed explanation of the connections can be found in  
 394 Appendix B.

395 **Table 3. Presentation of the design intentions and elements of MoD in connection with game objectives as theorised by Reckien and**  
 396 **Eisenack.**

Primary Objective	Design Intention	Design Elements
Raise Awareness	<ol style="list-style-type: none"> <li>1. Climate Science</li> <li>2. Psychological Resilience</li> </ol>	Aesthetic Experience Audiovisual Cues Challenge: Time Constraints Challenge: Uncontrollable Events Discussion Medium: Board Medium: Cards for Action Player Interaction: Collaboration/Competition between Teams
Increase Knowledge, Understanding, Familiarity	<ol style="list-style-type: none"> <li>1. Organisational Relations</li> </ol>	Abstraction Level: Qualitative Description Audiovisual Cues Challenge: Limited Funds Challenge: Time Constraints Challenge: Uncontrollable Events Discussion Medium: Board Player Interaction: Collaboration/Competition between Teams Reward Role Play: Explicit Role Assignment with Optional Roleplay Tactical Decision Simulation
Promote Action-taking and Solution-finding	<ol style="list-style-type: none"> <li>1. Adaptive Action</li> <li>2. Collaboration</li> </ol>	Challenge: Uncontrollable Events Discussion Medium: Cards for Action Player Interaction: Collaboration/Competition between Teams Player Interaction: Team Collaboration Reward Tactical Decision Simulation

397 The remaining five design intentions, *Language, Moderation, Relatability, Setting* and *Team-building*, relate less to the game’s  
 398 content, but rather prescribe how the substance is to be conveyed. It was found that they closely correspond to the general  
 399 climate change engagement framework by Ouariachi et al. (Ouariachi et al., 2020), as illustrated in Table 5. Here they are  
 400 referred to as Secondary Objectives, as they are not lone standing, but support reaching the Primary Objectives. For instance,  
 401 what the engagement framework defines as ‘Concrete’ is well-aligned with what the designers call *Language*: both aim to

402 package information in a way that is accessible and relevant to the audience in question who is expected to respond better to  
 403 less abstract information.

404

405 **Table 4. MoD’s design intentions and elements connected with Ouariachi et al. climate engagement framework. The design intentions**  
 406 **were connected to an objective in the framework with most resemblance in terms of purpose.**

Secondary Objective	Design Intention	Design Elements
Achievable, Credible and Identity-driven	Relatability	Abstraction Level: Qualitative Description Audiovisual Cues Challenge: Uncontrollable Events Discussion Medium: Board
Concrete	Language	Aesthetic Experience Kinaesthetic Experience Character Design Discussion
Social and Reward-driven	Team-building	Discussion Moderation Type: Instructionist with constructionist elements Player Interaction: Collaboration/Competition between Teams Player Interaction: Team Collaboration Reward Role Play: Explicit Role Assignment without role play Tactical Decision Simulation
Fun, Meaningful and Reward-driven	Setting	Audiovisual Cues Challenge: Time Constraints Discussion Moderation Type: Instructionist with constructionist elements Player Interaction: Collaboration/Competition between Teams Player Interaction: Team Collaboration Reward
Experiential Learning	Moderation	Discussion Moderation Type: Instructionist with constructionist elements Player Interaction: Team Collaboration

407

408 Unpacking the game design of MoD confirms the preconceived notion that adaptation games offer the possibility for  
 409 complex communication. The messages that the designers want to convey are nuanced and specific, but they can be seen

410 connected to Reckien and Eisenack's higher resolution three-fold division. On the other hand, connecting the specific design  
411 intentions with the design elements in Table 3 gives an idea of how the messages are constructed with the help of different  
412 game mechanics.

413 Table 4 shows a blueprint of the engagement strategy that was designed with the intention that it would fit the needs of the  
414 general public. By separating design intentions into objectives and engagement strategy, the topic could be separated from the  
415 means. The characteristics and needs of an audience need to be understood if they are to be successfully engaged (Flood et al.,  
416 2018; Ouariachi et al., 2017, 2020). For future game iterations and without compromising the action messages that the game  
417 is aiming to convey, the information gained about the audience through this study can be used to enhance the engagement  
418 strategy, specifically focusing on the Secondary Objectives.

### 419 **5.1.2 Participant perspective**

420 Games aiming to achieve social learning can be conceptualised as transitional objects (Den Haan and Van der Voort, 2018).  
421 This implies that they are intended as communication vessels that transmit messages and achieve objectives predetermined by  
422 designers and facilitators. However, as with any communication, messages about climate change are transformed by the  
423 receiver; they do not simply flow unchanged from a designer to the audience (Illingworth, 2020). It, therefore, helps if the  
424 audience(s) is determined and well-known in advance (Illingworth and Wake, 2019). This study explored a new way of  
425 understanding the participant perspective by contrasting the designers' intentions with a post-game monitoring and evaluation  
426 dataset. As the questionnaire was not designed to capture alignment with the design intentions, it can be said with somewhat  
427 high confidence that the results organically represent the strongest and weakest communication aspects of the game across the  
428 data sample.

429 Surprisingly, even when controlling for online/in-person interactions, all of the design intentions were referred to by the survey  
430 participants. This is interpreted as validating the focus group method used to retrieve the design intentions. Furthermore, it  
431 shows that despite the degree of design complexity, the game succeeds in transmitting all of its communication components.  
432 Thus, the interesting question becomes where it was least and most successful. Considering first the Primary Objectives, a  
433 great deal of variability could be detected in the distribution of answers: nearly two out of three of the participants referring to  
434 Primary Objectives mentioned the action-taking/solution-finding dimension. The second biggest category was awareness-  
435 raising. This paints a picture that the participants mostly perceive messages about *Adaptive Action* and *Collaboration*, while  
436 few expressed comments about *Psychological Resilience* and *Organisational Relations*.

437 All Primary Objectives were found to be positively aligned with the original design intention, indicating success in conveying  
438 the original message to the audience. *Collaboration*, *Organisational Relations* and *Climate Science* were particularly  
439 successful in this regard. *Adaptive Action* largely aligns, yet a small number of participants expressed diverging experiences:  
440 some perceived that climate action was poorly elaborated, it was shallow, overly complex, not realistic, or easy to fail at. In



441 terms of *Psychological Resilience*, there was only one participant who perceived that the game added to their despair. However,  
 442 given the infrequent mention of the category it ranks lowest in the alignment.

443 **Table 5. The ranking of design intentions within the Primary Objectives by frequency (% of both Primary and Secondary responses)**  
 444 **and alignment with the original intent (-1 - +1 scale).**

Ranking by frequency	Ranking by alignment
1. Adaptive Action (21%)	1. Collaboration (1)
2. Collaboration (14%)	2. Organisational Relations (0.94)
3. Climate Science (12%)	3. Climate Science (0.9)
4. Organisational Relations (5%)	4. Adaptive Action (0.8)
5. Psychological Resilience (1.5%)	5. Psychological Resilience (0.5)

445 Of the Secondary Objectives, *Setting*, *Moderation* and *Relatability* were the most referenced, with *Setting* and *Relatability*  
 446 positively aligning with the design intention. It should be noted that when controlling for an online versus in-person game  
 447 experience, *Setting* shows the starkest contrast: the perception of the in-person experience is very positive, whereas the online  
 448 one is noticeably lower, albeit still positively aligned. This contrast can be explained by the frequently cited technical  
 449 difficulties reported by the online participants. *Team-building* ranked the highest in alignment with an overwhelmingly positive  
 450 reception, but it was also one of the least mentioned design intentions.

451 *Moderation* and *Language* were the only two intentions that were negatively aligned with the original intention, with  
 452 *Moderation* being the least aligned. While some participants reported enjoying the degree of facilitation, a large number of  
 453 participants would have either liked to receive more, or conversely, less instructed gameplay. The *Language* intention was also  
 454 negatively aligned and is closely related to *Moderation*. Participants experienced confusion in terms of game components and  
 455 the instructions they were given, and some felt that trying to understand the game detracted from their capacity to reflect on  
 456 the topic. However, other participants reported that the game was simple to understand.

457 **Table 6. The ranking of design intentions within the Secondary Objectives by frequency (% of both Primary and Secondary**  
 458 **responses) and alignment with the original intent (-1 - +1 scale).**

Ranking by frequency	Ranking by alignment
1. Setting (15%)	1. Team-building (1)
2. Moderation (14%)	2. Relatability (0.8)
3. Relatability (7%)	3. Setting (0.4)
4. Language (6%)	4. Language (-0.33)
5. Team-building (4%)	5. Moderation (-0.38)

## 459 **5.2 Lessons learnt**

460 The purpose here was to advance the climate games and policy field by drafting guidelines for communicating adaptation to  
461 the public. Adaptation at a local level, among groups of non-professionals who are reliant on local trade-offs and knowledge  
462 exchange (Moser and Pike, 2015), can be facilitated via games, which create space for unordinary, and potentially  
463 transformative, conversations. MoD makes an interesting case study because of its focus on collective action and direct impact,  
464 as well as affective and relational learning, which are features seldom represented in climate game research . Many games  
465 tend to focus on cognitive learning (Gerber et al., 2021) and take the underlying assumption that increasing knowledge on  
466 adaptation will lead to more adaptation. However, research demonstrates that it is not solely the lack of information forming a  
467 barrier to action (Fox et al., 2020; Panenko et al., 2021). Therefore, only focusing on measuring the degree of learning from a  
468 baseline to post-game may mislead one to think that barriers to action are being brought down.

469 This study diverges from such approaches by looking at the challenge from a different angle: how the intended messages are  
470 being perceived, and if the participants are being engaged in a way that appeals to them. Given that such a focus has not, to  
471 the knowledge of the authors, been tested previously, this paper adopted a qualitative approach to gain insights on what can  
472 be learnt by asking such questions. This section of the paper discusses the key findings and insights from the analysis.

473

### 474 **5.2.1 Inclusion of the participant perspective**

475 There is a tendency in communication research to treat participants as recipients of information instead of persons actively  
476 engaging in a dialogue with the communicators, giving meaning to climate change and action (Illingworth and Jack, 2018;  
477 Kumpu, 2022). There is a risk that in such cases only aspects that the communicator deems important are measured, which  
478 may result in omitting important participant perspectives. Given the concern that misunderstanding central game assumptions  
479 leads to iterations that do not bring about learning (de Kraker et al., 2021), deepening the understanding of the interaction  
480 between designers and participants is important. Intuitively, the importance grows when communication is targeted at  
481 audiences whose world view and learning methods significantly differ from that of the game designers: as is allegedly the case  
482 when climate professionals communicate adaptation to the public via games (Illingworth, 2020).

483 By focusing on this interaction, instead of learning, the method applied here helped discern both strong and weak aspects of  
484 the communication and served as the beginning of a conversation between designers, facilitators, and the target audience of  
485 the game. This, in turn, feeds into the monitoring and evaluation of the Game Day experience. Overall, the perception of the  
486 game is positive and aligns with the design intentions, which is an encouraging signal to develop similar designs or iterations  
487 of this game approach for similar non-professional audiences. As one participant summarised “This is definitely a very easy  
488 but effective way to engage my colleagues and friends about a serious subject of climate action”, meaning that the game can  
489 help develop context and common language around the difficult topic.

490 Similar to other studies, the method used confirms that not only do individual game sessions lead to dissimilar results  
491 (Illingworth and Wake, 2021), but also that each audience member has unique perceptions of the messages conveyed.

492 Aggregating these results helps construct a picture of aspects that were most favourably regarded (approaching adaptive action  
493 from collective and community/organisation level) and where the most distortion in communication emerged (engagement  
494 strategy built around limited moderation and language used in the game).

495

### 496 **5.2.2 Collective action – communities and organisations at the system level**

497 Few adaptation measures are taken by single individuals, instead requiring collaboration on shared problems and negotiating  
498 differences in opinions (Rumore et al., 2016). Nevertheless, the community or organisation-centred system level remains  
499 mostly unexplored by climate games (Gerber et al., 2021). Much like other adaptation games, MoD conveys messages with  
500 individualistic frames, breaking down complex scientific information to participants and pursuing cognitive learning, but it  
501 also aims to achieve relational learning by addressing the collective (Flood et al., 2018). From a theory perspective, this could  
502 create an out-of-the-ordinary scenario for the participants, which invites them to collectively explore alternative models for  
503 action (Illingworth, 2020). Here, *Collaboration* and *Team-building* turned out to be most well-received by the participants,  
504 signalling that this approach is welcomed as a way of communicating adaptive action to the general public. Participants shared  
505 their key learning insights such as, "Collaboration must be done not only in the game but also in real life, because it would  
506 help battle climate change and mitigate the pollutants and environmental pressures" and "Many people have interesting ideas  
507 on what we can do. We should use more [of] the knowledge of the people around us and make it actionable"; and "Our actions  
508 generate externalities and affect the most vulnerable groups. To achieve climate justice it is necessary to work as a team." This  
509 shows clear support for the model adopted by the designers: a tactical decision simulation which requires collaborative  
510 adaptation, and a narrative built around climate disruptions and team resilience.

511 Research has found that climate games sometimes struggle being relatable and relevant (Fjællingsdal and Klöckner, 2020),  
512 however MoD succeeds in its intention of *Relatability*. This is encouraging given that if the audience perceives information as  
513 relevant and engages with it in a dialogue, further action becomes more likely (Galeote et al., 2021). The reason for its  
514 effectiveness here might have to do with the system level introduced: connecting knowledge, represented by *Organisational*  
515 *Relations*, through the workplace guarantees a degree of familiarity and affection. Moreover, a good narrative is key for  
516 decreasing abstraction for the public (Ouariachi et al., 2017) and relating the game to participants' experiences (Illingworth,  
517 2020). The narrative of MoD presents a three-fold challenge common to most organisations: lack of time, resources, and  
518 control. By playing together not all challenges are solved, but general resilience is gained, which appears to be a good pathway  
519 on making climate change relatable for the general public.

520 Roleplay is frequently cited as an important factor contributing to learning through games (Parker et al., 2016; Flood et al.,  
521 2018; Galeote et al., 2021; Fjællingsdal and Klöckner, 2020; Gerber et al., 2021). This case study confirms this in the sense  
522 that immersing oneself into a game as a community member or a member of an organisation appears to be an effective way of  
523 accessing the narrative. Additionally, this shows potential in triggering spill-over behaviour models from games to real life, as  
524 the imagined threshold for action lowers (Ouariachi et al., 2017; Parker et al., 2016; Illingworth, 2020; Flood et al., 2018; Den  
525 Haan and Van der Voort, 2018; Fjællingsdal and Klöckner, 2020). However, MoD also gives the option to roleplay different

526 characters - for instance, people in more vulnerable or powerful positions - which could contribute to relational learning as  
527 described by den Haan et al. (Den Haan and Van der Voort, 2018). This message was not referenced by any participant,  
528 however, showing preference for playing as oneself. This is not surprising given that the experience for participants unfamiliar  
529 with games or climate change can already be overwhelming by itself. It is suggested that this type of roleplay is possible and  
530 could lead to interesting reflections relevant for relational learning, though it is more likely achieved if the game experience  
531 was repeated a second time with the same group.

### 532 **5.2.3 Online or in-person engagement?**

533 Many climate games have the tendency to focus on digital rather than analogue experiences (Illingworth and Wake, 2019) and  
534 computers are often used to interact with the general public. While MoD should not be compared to virtual games as such, the  
535 case study did bring about interesting results when the answers were controlled for different game environments. The general  
536 experience was somewhat different as *Setting* and *Psychological Resilience* came out as much more prominent in the in-person  
537 setting compared with the online environment. This suggests that creating a fun and welcoming space, and addressing topics  
538 that require significant self-reflection might be more easily done in-person. At the same time, however, no evidence was found  
539 that communication was hindered in the digitised version, as found by other studies (Boomsma et al., 2018; Ho et al., 2022).  
540 For instance, the perception of *Collaboration* and *Team-building* did not suffer, though they were much less frequently  
541 mentioned. Nevertheless, the results suggest that the communicators should expect the experience to be somewhat different  
542 depending on the platform that is used and that if certain topics, in this case *Psychological Resilience*, are to be introduced, an  
543 analogue rather than digital space would be preferable.

### 544 **5.2.4 Moderation**

545 The designers and facilitators of MoD viewed having limited facilitation as a way to encourage participants to have a positive  
546 experience with experiential learning. In game research there are cases being made for those with high levels of moderation  
547 (Neset et al., 2020; Marome et al., 2021), autonomous gameplay with a non-obtrusive moderator (Ho et al., 2022; Tsai et al.,  
548 2021) as well as games where participants construct either the entire game, or parts of it, themselves (Lankford and Craven,  
549 2020). MoD adopts a largely hands-off approach during the actual gameplay, focusing the facilitation on initial framing and  
550 debriefing the experience post-game, and prioritising autonomous gameplay during the session. This proved to be a  
551 controversial technique, with some participants praising it and others feeling frustrated and confused.

552 The participants would have liked to have seen both more and less moderation. For instance, one participant explains: “I liked  
553 the energy of the person introducing the game. Then when playing the game leaders did not really explain or introduce the  
554 game. They played along and answered questions. After a short while I felt a bit silly saying ‘I don’t understand’”. Those who  
555 wanted more moderation implied that they were confused by the task at hand, which confirms that experiential learning of

556 games does not work in all contexts and can be itself a form of jargon (Illingworth, 2020). This highlights the need to strike a  
557 balance, especially with individuals with little experience with games, and explaining the purpose of experiential learning to  
558 them prior to the gameplay to reduce the confusion emerging around misaligned expectations.

559 At the same time, some participants experienced moderation very differently, for instance, according to one participant "It is  
560 great that the participants are trusted with the process, and that there is not too much intervention." Those who wanted less  
561 moderation, however, felt that the game rules, and especially the externally asserted time pressure, detracted from the quality  
562 of their discussions and degree to which they related to the game. This shows an interesting conflict between design intentions,  
563 as the time pressure is an important component of creating the game challenge, and generally appreciated by the participants.  
564 While discussion is an element mentioned by the designers (both in-game discussion and debrief) its importance in contrast  
565 with other design elements may have been underestimated. This is a quality uncovered by this study, which ought to be  
566 explored and tested in the next iteration of this game. As discussion is found to be the key to most of the learning in game  
567 communication (Neset et al., 2020), it seems that simply more time should be allocated; which is in line with the argument  
568 that the simpler and more familiar the game, the better participants are able to have simultaneous discussions and gameplay  
569 (Illingworth and Wake, 2021).

### 570 **5.2.5 General public as the target audience**

571 This study refers to the general public as an assortment of highly diverse groups. Their need for information, its reception, and  
572 trust toward it is bound to differ (Illingworth and Jack, 2018), and their experiences are difficult to homogenise. The *Climate*  
573 *Science* design intention, which was meant to capture the complexity of climate change, awareness, and urgency aligned  
574 strongly in both the online and in-person events. Theoretically, this intention would be closely tied to the *Language* design  
575 intention, as accessible language is a key component in expressing the complexity of the topic, yet this design intention was  
576 negatively aligned. This might indicate that those who did understand the decomplexified message reported it in the survey  
577 and, thus were categorised under *Climate Science* whereas those who struggled to follow referred to *Language*. As one  
578 participant reports: "It felt like I was the only outsider and all the others already knew some aspects of the game. There was a  
579 lot of jargon."

580 Games arguably have the potential to translate scientific knowledge making it accessible for the public (Gerber et al., 2021).  
581 However, designing the right amount of complexity into a game and finding optimal language is challenging as participants  
582 should not lose interest, but also not feel overwhelmed (Parker et al., 2016; Flood et al., 2018; Neset et al., 2020). This seems  
583 to be amplified when designing for the public whose experience with games and levels of knowledge are bound to vary. The  
584 role of facilitators is important with this audience type; moderation, and particularly its role during debrief, can unpack and  
585 explain jargon and tease out connections to real life (Neset et al., 2020). However, even if the discussion design element was  
586 connected to almost all design intentions of MoD, challenges emerged. This could suggest either that moderation/discussion  
587 is not performed in a way which would address everyone's needs, or, as previously found (Flood et al., 2018), that addressing

588 all needs within a short time window might simply be impossible and a series of engagements are needed. To resolve this  
589 issue, Neset et al. (Neset et al., 2020) propose that the same game could incorporate different levels of complexity which could  
590 be adjusted when needed.

591 Regardless, given that the overall reception was positive, this study reinforces the idea that games have a unique ability to cater  
592 to different needs, and this opens the conversation up to how games such as MoD can have increased relevance in the decision-  
593 making sphere. Games' ability to engage with diversity, be it in regard to attitudes, perception, behaviour, or cultural values,  
594 is what seems to make them so effective (Flood et al., 2018), and this presents a promising connection to using games as a way  
595 to help communities in, for example, local adaptation planning. Immersive experiences are needed to change the way that  
596 people relate to climate change (Bekoum Essokolo and Robinot, 2022), and it is encouraging to see that the general public  
597 shows eagerness to engage. The method applied here showcases clearly that when a game makes up such a complex package  
598 of information and is created to address different cognitive styles by including both textual, audiovisual and kinaesthetic  
599 aspects (Flood et al., 2018; Illingworth and Wake, 2021), the audience picks up on different features more strongly. The fact  
600 that collaboration was so positively reflected is an encouraging sign and demonstrates that games are effective when they  
601 create a sense of belonging and purpose for the participants (Illingworth, 2020) facing a shared problem they need to jointly  
602 tackle (Den Haan and Van der Voort, 2018). This can be designed to mimic the real-life circumstances of a community, as  
603 evident by a MoD iteration: a local advocacy tool co-created with a rural community in Kenya (Day of Adaptation, 2022). As  
604 positive local narratives correlate with the likelihood of action (Den Haan and Van der Voort, 2018), adaptation games such  
605 as this could ultimately serve as important tools to aid decision-making when adapted for specific local circumstances.

## 606 **6 Conclusions**

607 This paper presented a new method to study the designer-participant interaction in adaptation games, which takes a divergent  
608 approach to papers that focus on learning, or other analytical frameworks such as psychological distancing theory. Climate  
609 change and adaptation are experienced unequally around the world and this paper focuses specifically on communication  
610 within communities and organisations where the soft limits to adaptation can be influenced, by reprioritising resources to  
611 climate action (O'Neill et al., 2022). From this standpoint, the following key insights were uncovered:

- 613 1. Collaboration and team-building can be strongly recommended as frames for climate adaptation for the general public,  
614 as across the dataset they were found to align very well with the way the designers of Day of Adaptation intended.  
615 The results show that for the audience in question the actual knowledge shared in the game was less commonly  
616 reported as the key aspect, in comparison with the feeling of belonging and experience of solving challenges  
617 collectively.
- 618 2. Sometimes a game design may incorporate elements, which stand in conflict with each other, meaning that not all the  
619 objectives it sets out to achieve are synchronous. In the case of MoD, time pressure is designed within the game to



620 create a metaphor for the climate emergency, yet several participants found that the sense of emergency distorted  
621 their ability to discuss and brainstorm with their colleagues. While both objectives are important, the facilitator may  
622 have to make compromises to achieve one or the other.

- 623 3. Measuring both the number of design objectives as well as their relative distribution is important, as it can help the  
624 designers identify the stronger and weaker elements of their communication approach. For instance, while MoD  
625 effectively communicates aspects such as complexity of the human-environment system, few participants related the  
626 game to an increase in their psychological resilience. If the designers were to incorporate this objective as well, they  
627 might have to revisit some of the fundamental design assumptions they drafted, including considering how the varied  
628 past experiences that participants bring into the game may lead to emergent or unanticipated outcomes.

629  
630 The reason for implementing a new method comes from the attempt to avoid replicating expert-to-public communication  
631 structures, which only focus on the participants as an object of study instead of looking at the whole game experience as a  
632 dialogical event (Illingworth, 2020). Knowing if a knowledge-action gap has been bridged is difficult to measure because of  
633 the complexity of predicting behaviour, however, participants aligning positively on climate action and reporting feelings of  
634 empowerment is a good indication of receptiveness to the messages being conveyed. Developing iterations based on such  
635 feedback could further enhance the effect, as could further exploring action-knowledge game structure over knowledge-action  
636 layouts (Crookall and Thorngate, 2009).

637 This approach is recommended to game designers and evaluators who are interested in discovering which of the messages they  
638 aim to communicate are perceived as intended and where distortion takes place, and to simply expand upon the understanding  
639 of the needs of those with whom they communicate. While ideally the dialogue with participants is more immediate, this  
640 approach was found to be less resource-intensive, and still enabled co-creation, given that the inputs are used to inform future  
641 iterations. For instance, here *Collaboration* outshone *Psychological Resilience*, and while both are important messages to  
642 convey about adaptation, they might be difficult to fit within one single activity. Insights such as this can help with modifying  
643 future iterations of the adopted approach and afford an identity and voice to the recipients of the communication.

644 The method can be improved in some parts, which could inspire some further research activities. First, if more information  
645 were obtained from individual participants, it would be possible to test not only the strongest categories on an aggregate level,  
646 but also if a single participant perceives all the design intentions. As it stands, the design intentions were sometimes artificially  
647 split, and for instance, the difference between the *Team-building* and *Collaboration* design intentions may have been too  
648 nuanced for the realities of a complex three-hour activity. Having higher resolution data would provide deeper understanding  
649 of the relationships between the categories, the degree to which the communication experience is different between  
650 participants, and what its determinants are. Additionally, having more representative group level data from each event would  
651 allow comparison between game events, which could lead to studying, for instance, the influence of group size and composition  
652 to the reactions. While there are reasons to assume that the participating groups have diverse backgrounds, the fact that the  
653 sample is neither randomised nor representative leaves some questions unanswered. A future research direction that would

654 move forward with a post-game survey designed to draw group-level conclusions without obscuring the diverse backgrounds  
655 of participants could help answer questions such as how to design for diverse audiences, and which factors best predict positive  
656 alignment.

657 Moreover, while the focus group gave an idea about which design elements related to the intentions, very few participants  
658 referred to specific elements, which makes it difficult to say with certainty which specific aspects might have been hindering  
659 or facilitating success. This presents a limitation of the design of the survey, but also a further inquiry; a potential comparison  
660 of different elements aiming to achieve a similar intention would still be needed to understand strengths and weaknesses of  
661 specific elements. Finally, the method used to measure participant experience was easily skewed by negative experiences,  
662 which was most evident by the frustration with technical difficulties. This is a common issue known to survey research as well,  
663 as there is a tendency to report frustration over a session where no challenges emerge. Given the small size of the dataset this  
664 could still be considered within the results, as the researchers could look at each entry individually to see what fell under each  
665 design intention. If the study were to be scaled-up, a more sophisticated survey could be implemented, which would ask for  
666 feedback for all design intentions and elements. Ideally the participant experience would be captured during the game events  
667 as well, as this would provide a more complete snapshot of the game experience, off of which future tools could be based.  
668 based.

## 669 **7 Appendices**

### 670 **Appendix A: Post-game survey questions**

671 The following questions were presented in the post-game survey offered to all participants and used by the researchers to form  
672 the basis of the participant perspective for this study. Only open-field questions were included in this study, which are included  
673 in bold below.

- 674 **1. Please write down the first three (3) words that come to mind when describing your Game Day Experience.**
- 675 **2. How would you rate your Game Day experience? (scale: 0-5)**
  - 676 **a. Please clarify if “unsatisfactory” or “improvement needed was selected**
- 677 **3. What are the new perspectives or deeper understanding on climate action that you have gained on this topic, if**  
678 **applicable?**
- 679 **4. What is your key take-home message from the Game Day?**
- 680 **5. How would you rate the organisation of the event? E.g., orderliness, easy to follow, engaging, etc. (scale: 0-5)**
  - 681 **a. Additional thoughts on the event organisation?**
- 682 **6. How would you rate the facilitator’s performance? E.g., they explained things clearly, listened well, were engaging,**  
683 **etc. (scale: 0-5)**
  - 684 **a. Additional thoughts to share with the facilitators?**
- 685 **7. I would recommend this event to friends and colleagues. (scale: 0-5)**

686 8. Any other comments or suggestions?

687 9. Age of participant

688 10. Gender of participant

689

690 **Appendix B: Connections between design intentions and elements**

691

692 **Table B 1. A list of Design Elements Incorporated into the collaborative adaptation board game Minions of Disruptions. The**  
693 **categorisation applies frameworks created by Gerber et al. [29], Lankford and Craven [30] and Razali et al. [35] to break down and**  
694 **understand different game types and elements. Note that several design elements are connected to more than one design intention**  
695 **and appear, therefore, several times in the table.**

Design Intention	Design Element	Description
<b>Raising awareness:</b> <i>Climate Science</i>	<b>Aesthetic Experience</b>	Implicit messages are communicated via e.g. colours. For instance, the game board has carbon clouds which grow incrementally darker as emission levels increase and the climate impacts worsen. The purpose of this augmented sensory experience is to explain scientific concepts with the help of visuals and make memorization easier.
	<b>Audiovisual cues</b>	When the players hear the sound of a car engine they have to increase the difficulty level in the game. The purpose of this is to communicate urgency and draw a connection between the cause of climate change (emissions from driving) and the climate impacts.
	<b>Challenge: Time Constraints</b>	There is limited time to gain resilience; the feeling that time is running out creates a temporarily stressful ambiance and a sense of urgency. The purpose is to communicate the reality of the climate emergency.
	<b>Challenge: Uncontrollable Events</b>	There are aspects that players can control (i.e. actions), and that are out of their control (i.e. disruptions). This is a metaphor for climate change in the sense that some aspects of climate change can be locally influenced (i.e. adaptation), while addressing climate change as one organisation/community is impossible.
	<b>Discussion</b>	Players reflect on their experience and share local experiences and knowledge during and post-gameplay. The discussion is intended to empower questions and curiosity among players, but also to engage in the game by sharing their local knowledge about climate change. At the post-game discussion, the purpose is to create a space where the participants can pose open questions, and the game facilitators can further explain the mechanics of climate change.
	<b>Medium: Board</b>	The board models the structure of a community/organisation, mounting greenhouse gas emissions, and the climate impacts. The board limits the experience to a single shared reality, where climate change happens in real time (instead of in the distant future).
	<b>Medium: Cards for Action</b>	Action Cards inject information about possible mitigation and adaptation perspectives. From the point of view of climate science, the aim is to convey that climate change is anthropogenic, and thus, it is also possible to take action to prevent the worst impacts, if the action is timely.
	<b>Player Interaction: Collaboration / Competition between Teams</b>	The game is not limited to a single game board but there is a possibility to collaborate or compete between teams to share or mitigate emissions. The purpose of this element is to show the players the complexity of climate change, and the way that decisions taken locally have global spill-over effects.

<b>Raising awareness:</b> <i>Psychological Resilience</i>	<b>Challenge: Time Constraints</b>	<p>There is limited time to gain resilience; the feeling that time is running out creates a temporarily stressful ambiance and a sense of urgency. The players are to perceive first-hand how decision-making may feel like when they have to respond to climate impacts/disasters on multiple fronts.</p>
	<b>Challenge: Uncontrollable Events</b>	<p>There are aspects that players can control (i.e. actions), and that are out of their control (i.e. disruptions). As the sense of limited power to influence can be taxing on individuals and communities, the game is intended to provide a safe space where this emotion can be explored.</p>
	<b>Discussion</b>	<p>Players reflect on their experience and share local experiences and knowledge during and post-gameplay. The possibility to share frustrations, joy and reflections with one's community is believed to be key in building trust and resilience.</p>
<b>Increase Knowledge, Understanding, Familiarity:</b> <i>Organisational Relations</i>	<b>Abstraction Level: Qualitative Description</b>	<p>A simplified model of the operations of a community/organisation and reality-check cards which connect local knowledge with abstract concepts (e.g. "what measures are in place in your community/organisation in case of a heatwave"). This element aims to increase knowledge about the players' organisations and the organisational readiness for climate change.</p>
	<b>Audiovisual Clues</b>	<p>When the players hear the sound of a car engine they have to increase the difficulty level in the game. This demonstrates a connection between organisational activity (e.g. company cars) and the causes of climate change.</p>
	<b>Challenge: Limited Funds</b>	<p>The amount of climate actions that a team can take is dependent on the funds they are in possession of; All teams start with the same amount of funding in the game, but their ability to gather funds depends on their strategic choices. This element conveys a common reality of most organisations, namely, that limited resources pushes the organisation to choose and prioritize between different actions.</p>
	<b>Challenge: Time Constraints</b>	<p>There is limited time to gain resilience; the feeling that time is running out creates a temporarily stressful ambiance and a sense of urgency. By introducing a stressful scenario in a game setting, the purpose is to foster connections between the individuals playing the game and train their ability to make decisions under pressure.</p>
	<b>Discussion</b>	<p>Players reflect on their experience and share local experiences and knowledge during and post-gameplay. The purpose of this element is to gather and share reflections about the current impact and perceived readiness of the organisation.</p>
	<b>Medium: Board</b>	<p>The board models the structure of a community/organisation, mounting greenhouse gas emissions, and the climate impacts. By showcasing the most essential functions of an organisation, the purpose of this element is to draw connections between functions and vulnerability.</p>
	<b>Player Interaction: Collaboration / Competition between Teams</b>	<p>The game is not limited to a single game board but there is a possibility to collaborate or compete between teams to share or mitigate emissions. This element is intended as a metaphor to explain how team collaboration can lead to more effective climate action, whereas dysfunctional team dynamics can hinder everyone's progress.</p>

	<b>Reward</b>	There are no lose-scenarios, and therefore all participants experience successful building of joint community/organisational resilience.
	<b>Role Play: Explicit Role Assignment with Optional Roleplay</b>	The participants play as equal members of a community or organisation, most commonly the one they take part in real life. If they so wish, they can also roleplay as a community/organisation that they do not belong in and/or assume characters and character powers which are inscribed by the game. Depending on which choice the team makes, the intention is to either deepen knowledge about one's own community/organisation, or a community/organisation of relevance.
	<b>Tactical Decision Simulation</b>	The players create a unique group strategy to inform their decision-making. Time, disruptions, limited funds and carbon accumulation are elements that make collaboration feel advantageous but also stressful. The players can experiment in a safe game setting how successful the team's collaboration is despite the stress it experiences.
<b>Promote Action-taking and Solution-finding:</b> <i>Adaptive Action</i>	<b>Challenge: Uncontrollable Events</b>	There are aspects that players can control (i.e. actions), and that are out of their control (i.e. disruptions). This is a metaphor for climate change in the sense that some aspects of climate change can be locally influenced (i.e. adaptation), even if addressing climate change as one organisation/community is impossible, and moreover, that the least beneficial thing is to do nothing.
	<b>Discussion</b>	Players reflect on their experience and share local experiences and knowledge during and post-gameplay. The discussion is intended to act as a catalyst for action and create a space for starting the discussion of how the given community/organisation could begin to take climate action.
	<b>Medium: Cards for Action</b>	Action Cards inject information about possible mitigation and adaptation perspectives. The purpose of these cards is to give real world examples of the array of possible actions, and also to convey that there are different scales at which action can be taken.
<b>Promote Action-taking and Solution-finding:</b> <i>Collaboration</i>	<b>Player Interaction: Collaboration/Competition between Teams</b>	The game is not limited to a single game board but there is a possibility to collaborate or compete between teams to share or mitigate emissions. If the teams collaborate, they are quicker to win the game, which is intended to signal that this is the case also in real life.
	<b>Player Interaction: Collaboration</b>	Although there are individual player turns, the player's team may help in decision-making. The aim here is to foster an experience that an individual does not need to face decision-making on their own, but that consultation and guidance from their community/organisation is beneficial and helpful.
	<b>Reward</b>	There are no lose-scenarios, and therefore all participants experience successful building of joint community/organisational resilience.

	<b>Tactical Decision Simulation</b>	The players create a unique group strategy to inform their decision-making. Time, disruptions, limited funds and carbon accumulation are elements that make collaboration feel advantageous but also stressful. The players are guided to make collective decisions and create their very own team strategy out of several options.
<b>Achievable, Credible and Identity-driven: Relatability</b>	<b>Abstraction Level: Qualitative Description</b>	A simplified model of the operations of a community/organisation and reality-check cards which connect local knowledge with abstract concepts (e.g. “what measures are in place in your community/organisation in case of a heatwave”). The fact that local knowledge can be introduced to the game makes the game and climate change more relatable as the players can draw upon real life examples.
	<b>Audiovisual Cues</b>	When the players hear the sound of a car engine they have to increase the difficulty level in the game. Whilst there are many different causes to climate change, by choosing one that is close to the participants, and the emitting capacity of which is known by most, the mechanics of climate change become more evident.
	<b>Challenge: Uncontrollable Events</b>	There are aspects that players can control (i.e. actions), and that are out of their control (i.e. disruptions). Whilst playing as an omnipotent decision-maker might give a greater sense of influence, it is believed that the participants can better relate to a scenario where they are not able to prevent climate change from happening in the short time frame.
	<b>Discussion</b>	Players reflect on their experience and share local experiences and knowledge during and post-gameplay. In the discussion, the lived experience and the game experience can be connected. Moreover, an added purpose of the discussion is to create room for sharing experiences, feelings and self-reflections on climate change and action, which can enhance relatability.
	<b>Medium: Board</b>	The board models the structure of a community/organisation, mounting greenhouse gas emissions, and the climate impacts. On the game board, the players recognise familiar concepts and structures from their everyday life, which should help them form a connection between the game scenario and the player’s actual life.
<b>Concrete: Language</b>	<b>Aesthetic Experience</b>	Implicit messages are communicated via e.g. colours. Using non-verbal language can be more memorable and easier to decode for some cognitive styles.
	<b>Kinaesthetic Experience</b>	The players move around cards, coins and pawns. The physical touch and concrete movements can be more memorable and easier to decode for some cognitive styles.
	<b>Character Design</b>	The basic climate action elements are presented as personified characters (Carbions, Climbies and Zillians, or carbon, climate disruptions, and climate action respectively). This adds an element of a story to the game, and aims to create more memorable images of concepts, which may be hard to memorize or understand.
	<b>Discussion</b>	Players reflect on their experience and share local experiences and knowledge during and post-gameplay. In the discussion any matters related to concepts that are unclear can be verbally elaborated.

<b>Social and Reward-driven: <i>Team-Building</i></b>	<b>Discussion</b>	Players reflect on their experience and share local experiences and knowledge during and post-gameplay. Sharing challenges, ideas and reflections can enhance team-building.
	<b>Moderation Type: Instructionist with constructionist elements</b>	The game rules are set and explained by facilitators, but the players are to learn the game experientially: no one controls for rule breaks. Players are given the possibility to inject their own knowledge into the game. Game organisers lead the post-discussion. The team will have to act autonomously during the game, fostering team-building.
	<b>Player Interaction: Collaboration/Competition between Teams</b>	The game is not limited to a single game board but there is a possibility to collaborate or compete between teams to share or mitigate emissions. This can foster team-building beyond the immediate team (game table) and more widely on the group level.
	<b>Player Interaction: Team Collaboration</b>	Although there are individual player turns, the player's team may help in decision-making. This cultivates a culture of supporting team members.
	<b>Reward</b>	There are no lose-scenarios, and therefore all participants experience successful building of joint community/organisational resilience.
	<b>Role Play: Explicit Role Assignment with optional role play</b>	The participants play as equal members of a community or organisation, most commonly the one they take part in real life. If they so wish, they can also roleplay as a community/organisation that they do not belong in and/or assume characters and character powers which are inscribed by the game. In either scenario (and especially in the role playing one) the team has to take into consideration different kinds of backgrounds, vulnerabilities and personalities.
	<b>Tactical Decision Simulation</b>	The players create a unique group strategy to inform their decision-making. Time, disruptions, limited funds and carbon accumulation are elements that make collaboration feel advantageous but also stressful. Collective strategy making can foster team-building.
<b>Fun, Meaningful and Reward-driven: <i>Setting</i></b>	<b>Audiovisual Cues</b>	When the players hear the sound of a car engine they have to increase the difficulty level in the game. This sound may also add a layer of sensory experience and excitement.
	<b>Challenge: Time Constraints</b>	There is limited time to gain resilience; the feeling that time is running out creates a temporarily stressful ambiance and a sense of urgency. This also contributes to the game-like atmosphere, where players get engaged and motivated about the gameplay.
	<b>Discussion</b>	Players reflect on their experience and share local experiences and knowledge during and post-gameplay. This also creates the opportunity to create a safe space for learning and interaction.



	<b>Moderation Type: Instructionist with constructionist elements</b>	The game rules are set and explained by facilitators, but the players are to learn the game experientially: no one controls for rule breaks. Players are given the possibility to inject their own knowledge into the game. Game organisers lead the post-discussion. Experiential learning is intended to give the players more room to engage.
	<b>Player Interaction: Collaboration/Competition between Teams</b>	The game is not limited to a single game board but there is a possibility to collaborate or compete between teams to share or mitigate emissions. This increases the dynamism of the game and creates the possibility for competitive interaction between teams.
	<b>Player Interaction: Team Collaboration</b>	Although there are individual player turns, the player's team may help in decision-making. This is intended to make the game more interactive.
	<b>Reward</b>	There are no lose-scenarios, and therefore all participants experience successful building of joint community/organisational resilience.
<b>Experiential learning: Moderation</b>	<b>Discussion</b>	Players reflect on their experience and share local experiences and knowledge during and post-gameplay. Discussion within the team is a key part in understanding the game rules and figuring out how the team will construct their game experience. In the meantime, the game organisers do help the players whenever they request for help or find themselves confused or lost.
	<b>Moderation Type: Instructionist with constructionist elements</b>	The game rules are set and explained by facilitators, but the players are to learn the game experientially: no one controls for rule breaks. Players are given the possibility to inject their own knowledge into the game. Game organisers lead the post-discussion. The constructionist elements are included to the game design to make sure that the players understand the game rules, and that they are correctly interpreting some themes, e.g. the mechanics of climate change.
	<b>Player Interaction: Team Collaboration</b>	Although there are individual player turns, the player's team may help in decision-making. The purpose of playing in a team is that no one is left behind and those that are slower to understand the game are able to follow thanks to the shared knowledge in the team.

700 **Appendix C: The raw participant and statement numbers**

705 **Table C1. Total number of participants and statements included in the analysis with breakdown between in-person and online events. Single Design Intention is the number of statements representing only one design intention. Two Design Intentions are the number of statements that were coded as having addressed multiple design intentions. Total Unique Statements represents the number of responses included for analysis; if a statement fit into two design intention categories, it was counted twice (Total Statements Analysed). Total Statements Omitted are those that would have required too much interpretation by the researchers.**

	Total Participants	Single Design Intention	Two Design Intentions	Total Unique Statements	Total Statements Analysed	Total Statements Omitted
Question 2: How would you rate your Game Day experience?						
Total	140	20	4	24	28	7
In person	52	1	0	1	1	1
Online	88	19	4	23	27	6
Question 3: What are the new perspectives or deeper understanding on climate action that you have gained on the topic, if applicable?						
Total	140	59	24	82	106	21
In person	52	15	8	23	31	8
Online	88	44	15	59	74	13
Question 4: What is your key take-home message from the Game Day?						
Total	140	57	27	84	111	32
In person	52	18	7	25	32	12
Online	88	39	20	59	79	20
Question 5: How would you rate the organisation of the event? E.g. orderliness, easy to follow, engaging, etc.						
Total	140	35	3	38	41	9
In person	52	11	0	11	11	4
Online	88	24	3	27	30	5
Question 6: How would you rate the facilitator's performance? E.g. they explained things clearly, listened well, were engaging, etc.						
Total	140	15	6	21	27	25

In person	52	4	1	5	6	4
Online	88	11	5	16	21	21
Question 8: Any other comments or suggestions?						
Total	140	11	5	16	21	21
In person	52	2	3	5	8	3
Online	88	9	2	11	13	18

**Data Availability.** This paper makes use of third-party data collected by Day of Adaptation for monitoring and evaluation purposes. Restrictions apply to the availability of these data. Data was obtained from Day of Adaptation and are available from the authors with the permission of Day of Adaptation.

**Author Contributions.** Conceptualisation, M.Ha., M.H., S.I., and M.S.; methodology, A.M., and M.S.; validation, M.Ha., and S.I.; formal analysis, M.S., and A.M.; investigation, M.H., A.M., and M.S.; data curation M.S.; writing— original draft preparation, M.H, and M.S.; writing—review and editing, M.Ha., M.H., S.I., A.M., and M.S. All authors have read and agreed to the published version of the manuscript.

**Conflicts of Interest.** Authors M.H, A.M. and M.S. have been involved as consultants at the non-profit Day of Adaptation. The sponsors had no role in the design, execution, interpretation, or writing of the study. S.I. is a member of the executive committee of journal Geoscience Communication. The peer-review process was guided by an independent editor.

**Ethical Statement.** This study was carried out according to the British Educational Research Association’s (BERA) ethical guidelines for educational research, with all of the data in this study fully anonymised.

**Disclaimer.** All participant featured in the pictures in this paper have given explicit consent for distribution in media. This consent has been collected and is managed by Day of Adaptation.

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