



Intergenerational Design Toolkit for Digital Games

A Strategic Foresight Approach to Bridging Digital Divides

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Introduction

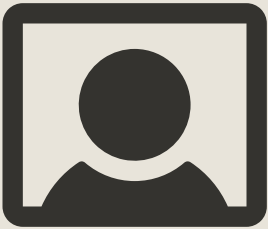
This is a design toolkit that builds on extensive research about intergenerational game play. **Each module anticipates a designer's question with a usable tool:** a card, a matrix, a template, a checklist, or a decision tree.

How to Use This Toolkit

This toolkit is organized around the questions a designer asks when creating an intergenerational (IG) digital game for Chinese communities.

This toolkit is written for game designers, facilitators, and community program coordinators.

You do not need a game design background to use it, or have to read them in order. Jump to whatever question you're facing right now.



Who am I designing for?

Go to: Module 1: Player Profile Kit

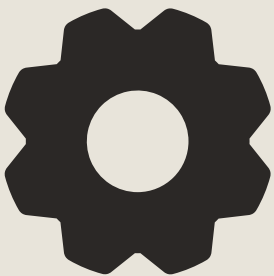
You'll get: Persona cards + digital literacy assessment



How do I pair players across generations?

Go to: Module 2: Pairing and Power Dynamics

You'll get: Pairing decision tree + power balance checklist



What game actions("mechanics") work for IG play?

Go to: Module 3: IG Mechanic Pattern Cards

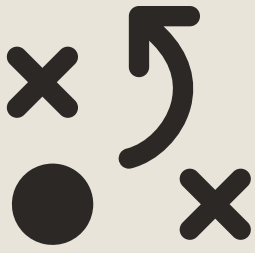
You'll get: Modular mechanic cards with use cases and risks



How do I handle the skill gap?

Go to: Module 4: Skill Gap Design Toolkit

You'll get: Role assignment template + difficulty adjustment guidelines + environmental compensation checklist



What are the UI/UX non-negotiable requirements?

Go to: Module 5: Accessibility and Onboarding Specs

You'll get: Platform decision tree + dev-ready spec sheet + onboarding flow blueprint



How do I make it culturally appropriate?

Go to: Module 6: Cultural Sensitivity Layer

You'll get: Culture checklist + icebreaker prompt cards + taboos + recruitment script and naming guide



How do I test if my design works?

Go to: Module 7: Playtesting and Evaluation Kit

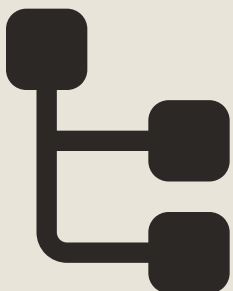
You'll get: Observation sheet + interview script + feedback survey + session-tracking template



How do I work with community partners?

Go to: Module 8: Community Partnership Guide

You'll get: Site authorization checklist + ethics coordination templates



How do I design for multi-session programs?

Go to: Tools 2.3 + Pattern F + Tool 7.5 (crosscutting)

You'll get: Stable pairing protocol + continuity arc game action + session-opening memory prompts

Module 1:

Player Profile Kit

“Who am I designing for?”

Sources: MRP Chapter 2 (digital divide, literacy tiers); Expert interviews (Psychology, Gerontology)

Tool 1.1:

Persona Cards

Here are two template cards to fill out for your specific context. **Fill them out based on your actual participants.** Use these to document each participant's actual constraints before you start designing the game or planning sessions.

Card A: Senior Player Profile	
Primary language:	<input type="checkbox"/> Mandarin <input type="checkbox"/> Cantonese <input type="checkbox"/> dialect <input type="checkbox"/> English
Digital literacy tier:	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High (see Tool 1.2)
Device familiarity:	<input type="checkbox"/> WeChat-only <input type="checkbox"/> smartphone basics <input type="checkbox"/> tablet comfortable <input type="checkbox"/> PC user
Cultural expectations around play:	<input type="checkbox"/> "Play is for kids" <input type="checkbox"/> "I play mahjong/cards" <input type="checkbox"/> "I watch my grandkids play" <input type="checkbox"/> "I play mobile games"
Motivation to participate:	<input type="checkbox"/> Social connection <input type="checkbox"/> curiosity <input type="checkbox"/> family asked <input type="checkbox"/> community program
Face/dignity sensitivity:	<input type="checkbox"/> High <input type="checkbox"/> moderate <input type="checkbox"/> low

Card B: Youth Player Profile	
Gaming background:	<input type="checkbox"/> Non-gamer <input type="checkbox"/> casual mobile <input type="checkbox"/> core PC-console <input type="checkbox"/> competitive
Digital confidence and support style:	<input type="checkbox"/> Low <input type="checkbox"/> moderate <input type="checkbox"/> high confidence <input type="checkbox"/> patient explainer <input type="checkbox"/> tends to take over <input type="checkbox"/> waits for direction
Motivation to participate:	<input type="checkbox"/> Volunteer hours <input type="checkbox"/> course requirement <input type="checkbox"/> genuine interest <input type="checkbox"/> family connection
Shared spoken language with senior:	<input type="checkbox"/> Same dialect <input type="checkbox"/> same language, different dialect <input type="checkbox"/> partial overlap <input type="checkbox"/> little shared spoken language
Shared written language with senior:	<input type="checkbox"/> Both read Chinese <input type="checkbox"/> both read English <input type="checkbox"/> one reads Chinese only <input type="checkbox"/> one reads English only <input type="checkbox"/> limited shared reading
Facilitator support needed for communication:	<input type="checkbox"/> None <input type="checkbox"/> Occasional clarification <input type="checkbox"/> Regular mediation
Comfort with IG interaction:	<input type="checkbox"/> Talks to grandparents regularly <input type="checkbox"/> awkward but willing <input type="checkbox"/> little experience with older adults outside family

Card A: Senior

Player Profile

Primary language:	<input type="checkbox"/> Mandarin <input type="checkbox"/> Cantonese <input type="checkbox"/> dialect <input type="checkbox"/> English
Digital literacy tier:	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High (<i>see Tool 1.2</i>)
Device familiarity:	<input type="checkbox"/> WeChat-only <input type="checkbox"/> smartphone basics <input type="checkbox"/> tablet comfortable <input type="checkbox"/> PC user
Cultural expectations around play:	<input type="checkbox"/> "Play is for kids" <input type="checkbox"/> "I play mahjong/cards" <input type="checkbox"/> "I watch my grandkids play" <input type="checkbox"/> "I play mobile games"
Motivation to participate:	<input type="checkbox"/> Social connection <input type="checkbox"/> curiosity <input type="checkbox"/> family asked <input type="checkbox"/> community program
Face/dignity sensitivity:	<input type="checkbox"/> High <input type="checkbox"/> moderate <input type="checkbox"/> low

Card B: Youth

Player Profile

Gaming background:	<input type="checkbox"/> Non-gamer <input type="checkbox"/> casual mobile <input type="checkbox"/> core PC-console <input type="checkbox"/> competitive
Digital confidence and support style:	<input type="checkbox"/> Low <input type="checkbox"/> moderate <input type="checkbox"/> high confidence <input type="checkbox"/> patient explainer <input type="checkbox"/> tends to take over <input type="checkbox"/> waits for direction
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Facilitator support needed for communication*:	<input type="checkbox"/> None <input type="checkbox"/> Occasional clarification <input type="checkbox"/> Regular mediation
Comfort with IG interaction:	<input type="checkbox"/> Talks to grandparents regularly <input type="checkbox"/> awkward but willing <input type="checkbox"/> little experience with older adults outside family

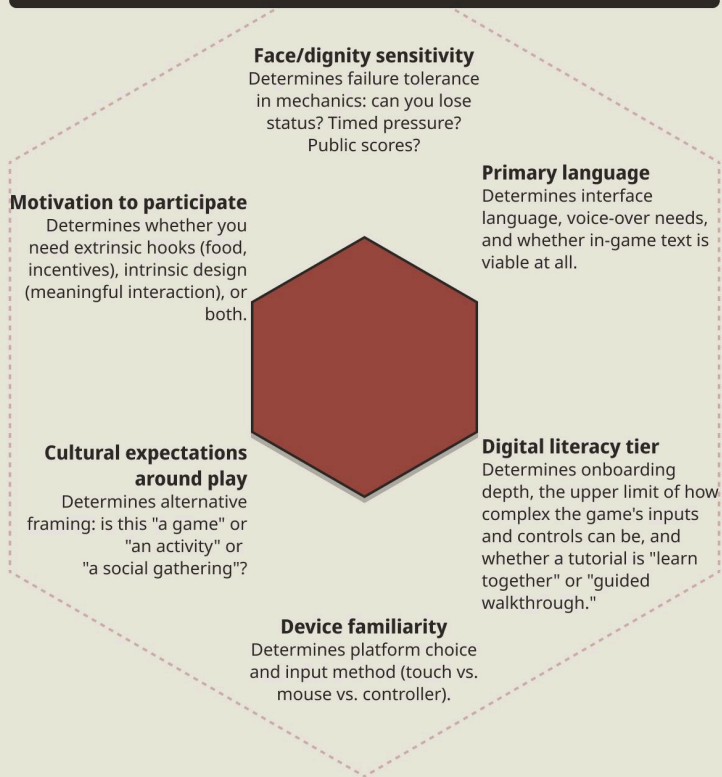
Tool 1.1:

How to Read Your Player Profiles

Each dimension on the persona cards connects to a specific design decision. After filling out Cards A and B, use this guide to interpret what each entry means for your game.

Card A dimensions (Senior)

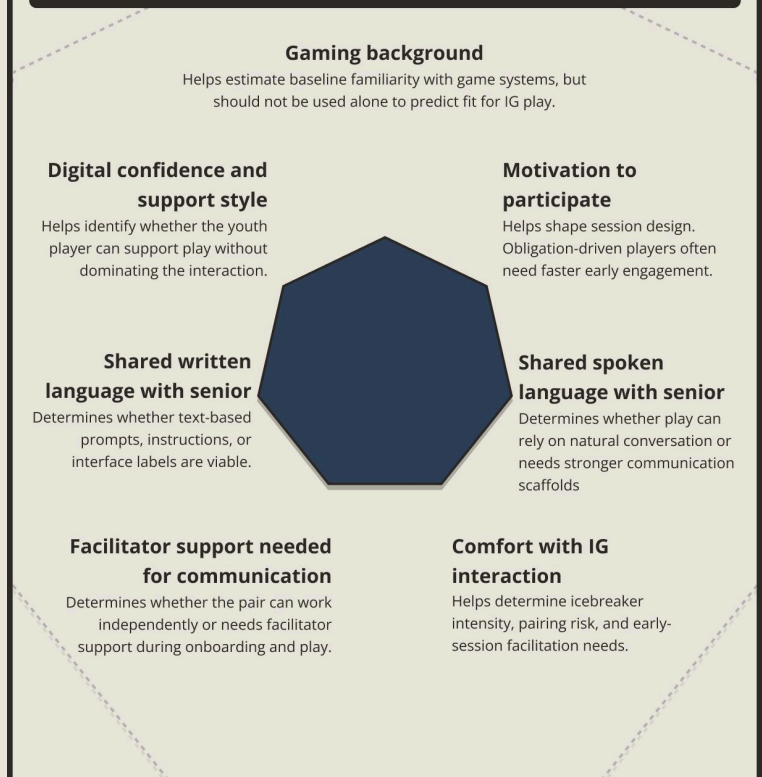
What the senior player is comfortable with, what they expect, and where they will hit friction.



9

Card B dimensions (Youth)

The youth player's readiness for IG play. Some dimensions overlap with Card A, but the design implications differ.



12

Card A dimensions (Senior)

What the senior player is comfortable with, what they expect, and where they will hit friction.

Face/dignity sensitivity

Determines failure tolerance in mechanics: can you lose status? Timed pressure? Public scores?

Primary language

Determines interface language, voice-over needs, and whether in-game text is viable at all.

Motivation to participate

Determines whether you need extrinsic hooks (food, incentives), intrinsic design (meaningful interaction), or both.

Cultural expectations around play

Determines alternative framing: is this "a game" or "an activity" or "a social gathering"?

Digital literacy tier

Determines onboarding depth, the upper limit of how complex the game's inputs and controls can be, and whether a tutorial is "learn together" or "guided walkthrough."

Device familiarity

Determines platform choice and input method (touch vs. mouse vs. controller).

Card B dimensions (Youth)

The youth player's readiness for IG play. Some dimensions overlap with Card A, but the design implications differ.

Gaming background

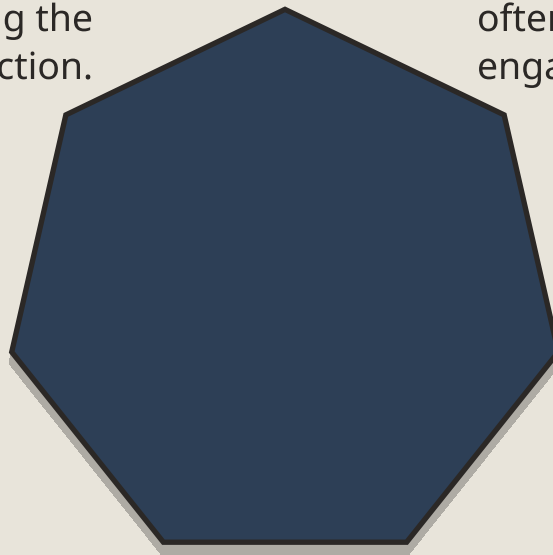
Helps estimate baseline familiarity with game systems, but should not be used alone to predict fit for IG play.

Digital confidence and support style

Helps identify whether the youth player can support play without dominating the interaction.

Motivation to participate

Helps shape session design. Obligation-driven players often need faster early engagement.



Shared written language with senior

Determines whether text-based prompts, instructions, or interface labels are viable.

Shared spoken language with senior

Determines whether play can rely on natural conversation or needs stronger communication scaffolds

Facilitator support needed for communication*

Determines whether the pair can work independently or needs facilitator support during onboarding and play.

Comfort with IG interaction

Helps determine icebreaker intensity, pairing risk, and early-session facilitation needs.

*Facilitator support needed for communication: see next page for option definitions.

Notes for Tool 1.1

Facilitator support needed for communication*

- **None:** pair shares a language and communicates without external help.
- **Occasional clarification:** pair communicates in a shared language but sometimes needs a facilitator to rephrase game instructions or bridge dialect differences.
- **Regular mediation:** pair lacks a fully shared spoken language and needs a bilingual facilitator present throughout play.

Tool 1.2:

Quick Tablet Interaction Screen for Seniors

This is a short performance screen for tablet-based interaction readiness, not a full digital literacy assessment. **Use it together with profile information from Tool 1.1.**

What to observe		
Action	Comfortable	Struggling
Drag and drop	Stable finger, accurate placement	Finger slips, needs multiple attempts
Pinch to zoom	Uses naturally without prompt	Doesn't attempt or needs demo
Response to on-screen feedback	Reads prompts, reacts to changes	Ignores or doesn't notice UI feedback
Asking for help	Asks specific questions ("How do I rotate this?")	Stops and waits silently / says "I can't do this"

Optional diagnostic only: Pinch or zoom behavior may indicate broader touch familiarity, but production interfaces should not depend on it.

Branching decision

Based on the screening results above, place the player into one of the following support tiers. This determines their initial onboarding path and the types of game mechanics suitable for their first sessions.



Low support needed

Player can likely join communication based cooperative play with simple inputs.

Moderate support needed

Player may benefit from scaffolded onboarding, lower input demand, and guided cooperative play before trying more communication heavy tasks.

High support needed

Start with very low input, low pressure, visually guided collaborative play, with stronger facilitator support and simplified interface.

Module 2:

Pairing and Power Dynamics

“How do I pair players across generations?”

Sources: MRP Section 4.4 (stable pairing, temporal commitments); Section 5.2.1, Cluster 13 (deliberate matching); Section 5.2.3, Grouping 3 (power dynamics)

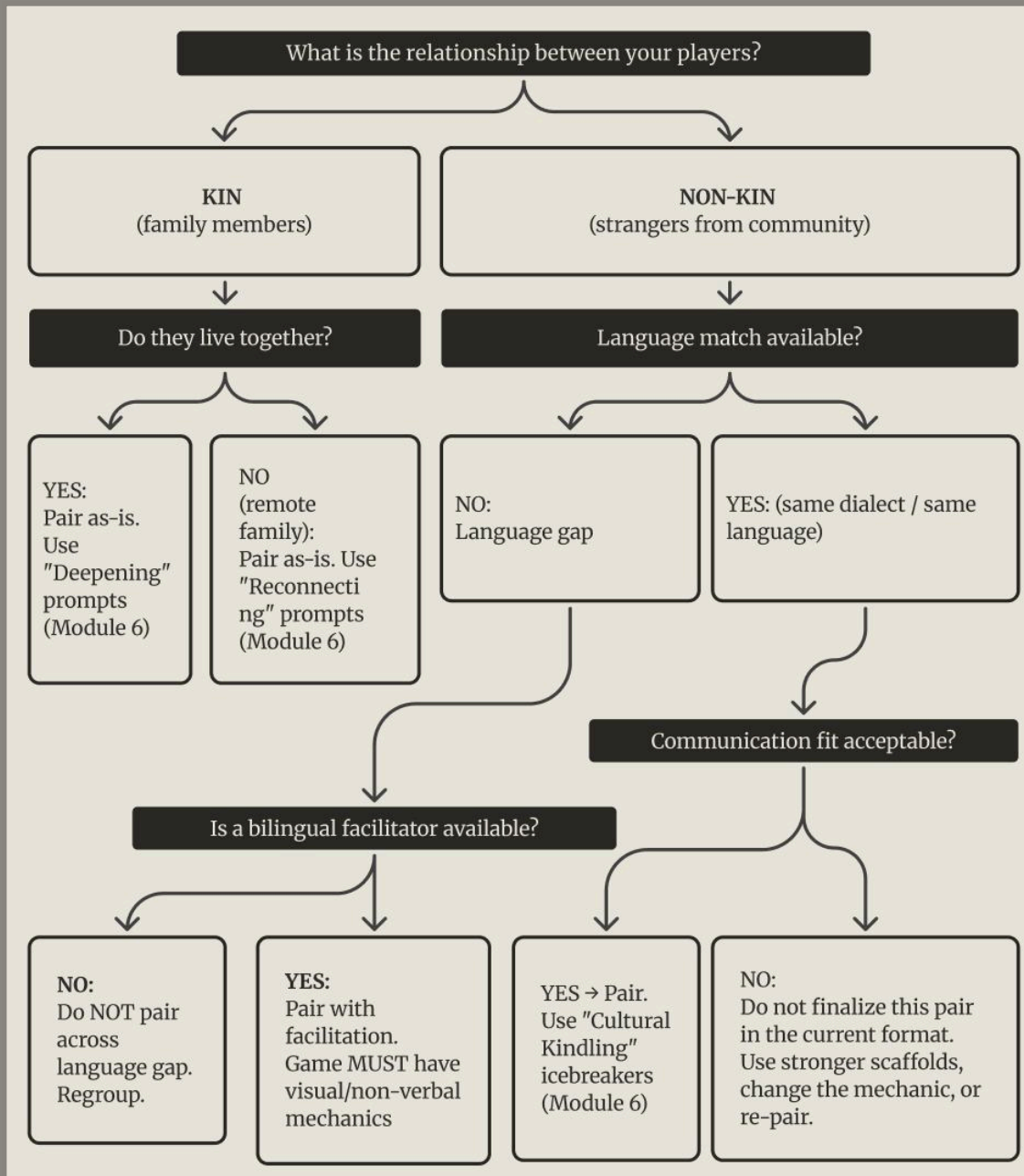
Tool 2.1:

Pairing Decision Tree

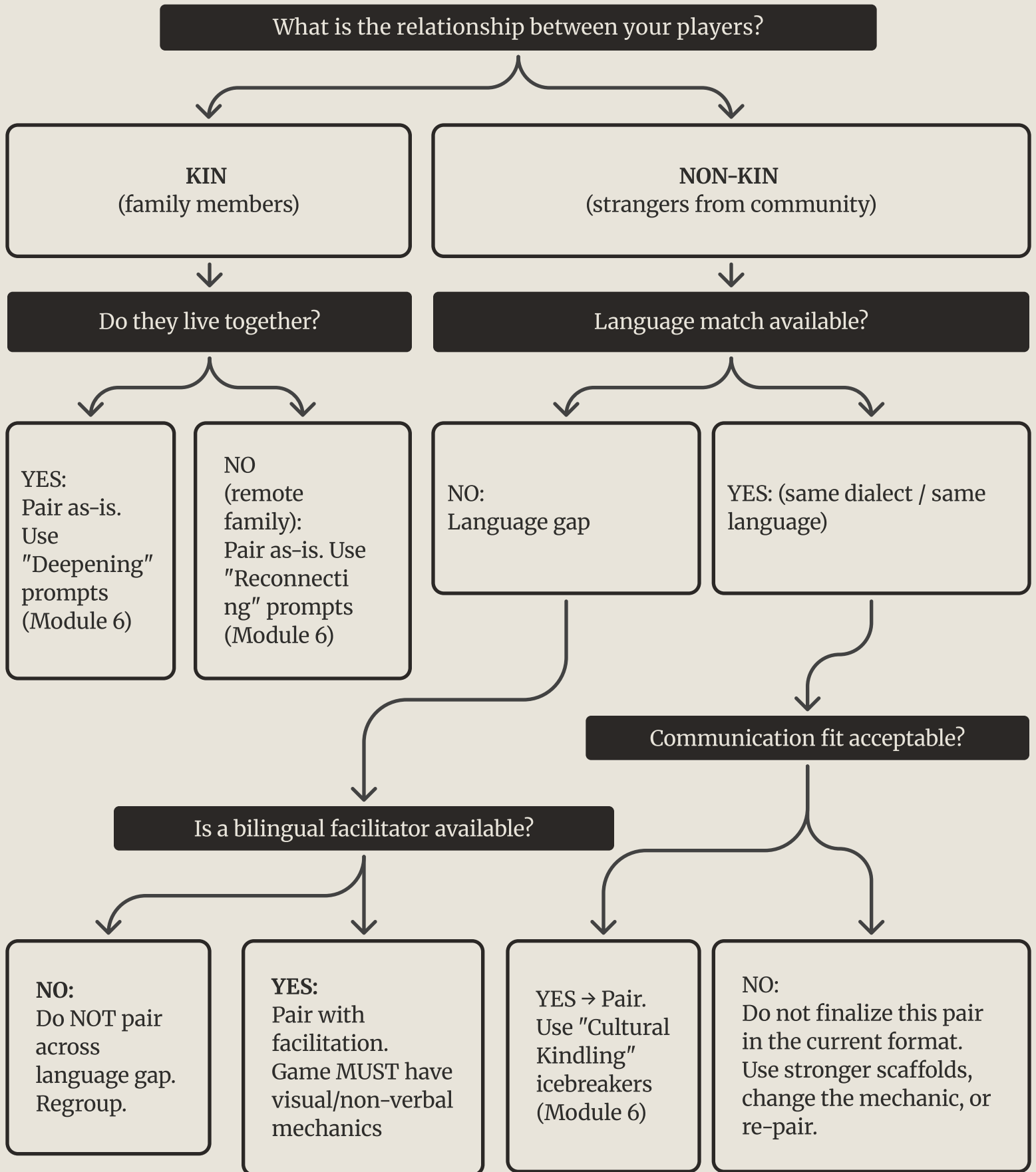
Use this tree to determine how to pair your players.

This tree covers two paths: family pairs (kin) and community stranger pairs (non-kin).

Follow the full tree, the non-kin path includes a language-match check and a facilitator availability step.



Pairing Decision Tree



Tool 2.2:

Power Balance Checklist

Once the player profiles (Tool 1.1) and tablet screening (Tool 1.2) have established each participant's capabilities, use this checklist to evaluate whether a proposed pairing can support balanced interaction.

Before finalizing a pair, run through this checklist.

Neither player is positioned as "teacher" by default.

Both players have a visible, essential contribution to the shared goal.

The senior's role draws on life experience or judgment, not just "following instructions".

The youth's role does not require explaining every step to the senior.

Failure is shared (both fail together), not attributable to one player

There is no public scoreboard or ranking that could cause "loss of face"

The activity framing avoids words like "help," "teach," "learn" in describing the senior's role

Notes

Each item describes a desirable condition.

Mark ✓ if the pair meets the condition, or ✗ if it does not.

Then count the number of ✗ marks:

- **If 1 to 2 items are [✗]:**
 - Keep the pair but adjust game roles or facilitation.
- **If 3 to 4 items are [✗]:**
 - Redesign roles first. If the imbalance remains after redesign, change the mechanic or re-pair.
- **If 5 to 6 items are [✗]:**
 - Do not finalize this pair in the current format. The power imbalance is too severe.

Tool 2.3:

Cross-Session Pairing Protocol

Trust is not built in a single session. Design for multiple sessions from the start.

Stable pairing rules

- Each senior is paired with one consistent youth partner **across all sessions.**
- If one partner is absent, **a temporary substitute may be used** for that session.
 - When the primary pair returns, continuity is restored through a short facilitator recap, a visible artifact or progress marker from the missed session, a brief re-entry prompt before play resumes
- From Session 1, **facilitators introduce each pair as partners for the entire program** (e.g., "You two will be working together every week"), so participants understand the pairing is ongoing rather than session-by-session.
- Facilitator tracks pair stability using the **Session-Tracking Template.** (Module 7, Tool 7.4)

Session re-entry:

At the start of each session (after Session 1), use a brief memory prompt to reconnect the pair before play begins.

See Tool 7.5: Session Start Memory Prompt Template for prompt structures and examples.

Cross-Session Pairing Protocol

Why stable pairing matters:

- Creates "specific absence" (牵挂): when one partner doesn't show, their absence is noticed by a particular person, not just by a program.
- Enables narrative continuity: each session builds on shared references from previous sessions
- Supports the 客人(guest) → 自己人(one of our own) threshold: repeated co-presence with the same person is the mechanism by which guest status dissolves

When to break a pair:

- One partner expresses discomfort or requests a change
- Persistent power imbalance across 2+ sessions despite role adjustments (check Tool 2.2)
- Language gap proves unworkable despite facilitation support

Module 3:

IG Mechanics Pattern Cards

“What game mechanics actually work for intergenerational play?”

Sources: MRP Section 5.3, Principles 2 and 4; Section 4.4 (cross-session continuity); Expert interviews (Game Design); Workshop #1 observation

Tool 3.1:

IG Mechanics Pattern Cards

Note: Each card = one reusable mechanic pattern. Mix and match them.

<p>Pattern A: Asymmetric Knowledge "One Sees, One Knows"</p> <p>HOW IT WORKS</p> <ul style="list-style-type: none"> Player A sees the game screen Player B has the solution reference (manual, map, recipe) Neither can succeed alone. They have to talk. <p>WATCH OUT</p> <ul style="list-style-type: none"> Manual MUST be large print (A3 minimum) Swap roles in round 2 Time pressure is OPTIONAL <ul style="list-style-type: none"> Add only if pair is comfortable <p>WHY IT WORKS</p> <ul style="list-style-type: none"> The non-digital player holds the answers. <ul style="list-style-type: none"> Tech skill stops mattering. Conversation is structured around the task, so neither player can just sit back. <p>KTANE "Easy Talker Set"</p> <ul style="list-style-type: none"> Blind Blind + Augment 2 min No ready modules <p>IG Mechanics Pattern Cards</p> <p><small>Data Source: Game Expert Interview, Workshop #1 at Unity Group & Observations</small></p>	<p>Pattern B: Shared Construction "Build Something Together"</p> <p>HOW IT WORKS</p> <ul style="list-style-type: none"> Both players build one shared thing: a garden, a house, a meal. No penalties for mistakes. Must include joint decisions: <ul style="list-style-type: none"> e.g. "what to place, where, what it means" Real collaboration means shaping it together, not just adding side by side. <p>WATCH OUT</p> <ul style="list-style-type: none"> At least 15 min. 10 is too short for anything meaningful. Pre-set the environment. Don't make players start from scratch. End with a small ritual: name it, screenshot it. If players can build without making decisions together, it's co-presence, not collaboration. Fix this. <p>WHY IT WORKS</p> <ul style="list-style-type: none"> You end up with something visible that you made together. That matters. Decisions are about taste, not skill. No one is "worse" at placing a tree. Cultural meaning attaches naturally: a New Year feast, a childhood neighborhood. <p>Minecraft "Panda Park"</p> <ul style="list-style-type: none"> Pre-built garden Player 2: blind Plant bamboo Spawn pandas Decorate <p>IG Mechanics Pattern Cards</p> <p><small>Data Source: Workshop #1, Activity Design Game Experts on "Building Building Game"</small></p>	<p>Pattern C: Guided Narrative Exchange "The Game Asks You to Share"</p> <p>HOW IT WORKS</p> <ul style="list-style-type: none"> The game prompts players to share stories, memories, or opinions as part of gameplay. <ul style="list-style-type: none"> Example: "Tell your partner about food from your childhood" to unlock the next level <p>WATCH OUT</p> <ul style="list-style-type: none"> Prompts must be opt-in. <ul style="list-style-type: none"> "Share if you'd like," not "you must answer." Avoid topics about loss, health, or loneliness. <ul style="list-style-type: none"> Stick to food, festivals, places, childhood games. Some seniors prefer listening over sharing, which is fine. <p>WHY IT WORKS</p> <ul style="list-style-type: none"> The game does the asking, so nobody feels intrusive. Especially useful for strangers with no shared history yet. Elders contribute real content: stories, memories, opinions. <p>IG Mechanics Pattern Cards</p> <p><small>Data Source: Game Experts on "Narrating Mechanics": Playtesting Experts on meaningful conversation design. Game Experts et al. 2021 on narrative in participatory design</small></p>
<p>Pattern D: Cooperative Pressure "We Fall Together or Win Together"</p> <p>HOW IT WORKS</p> <ul style="list-style-type: none"> A shared external challenge: timer, rising difficulty, or environmental threat. Both players respond together The pressure targets the situation, not either player <p>WATCH OUT</p> <ul style="list-style-type: none"> Never competitive (player vs. player) Timer should be generous <ul style="list-style-type: none"> e.g. 5 min for what takes 2 min Failure must feel funny, not punishing. "The bomb exploded," not "you lost." Don't assume seniors want easy mode. <p>WHY IT WORKS</p> <ul style="list-style-type: none"> Shared intensity bonds people faster than calm activities do. Falling together is usually hilarious. That memory sticks. Sessions feel less like a "program" and more like actual play <p>KTANE "Easy Talker Set"</p> <ul style="list-style-type: none"> Blind Blind + Augment 2 min No ready modules <p>IG Mechanics Pattern Cards</p> <p><small>Data Source: Workshop #1 observation sessions wanted to keep the pressure. Game Experts on "Co-Op vs. Competition"</small></p>	<p>Pattern E: Cultural Brokering "Explaining Is Your Superpower"</p> <p>HOW IT WORKS</p> <ul style="list-style-type: none"> Translating, explaining, or navigating is a designated in-game role, not a personal favour One player interprets clues, decodes instructions, or bridges language gaps This is built into the gameplay loop <p>WATCH OUT</p> <ul style="list-style-type: none"> Rotate who brokers. <ul style="list-style-type: none"> If the youth always explains, it turns into a helper dynamic. Seniors broker cultural knowledge (food, dialect, festivals). Youth broker the interface. Brokering must be necessary to succeed, not just flavor. <p>WHY IT WORKS</p> <ul style="list-style-type: none"> Turns a real barrier (language gap, cultural gap) into a gameplay resource What would normally exclude someone becomes their designated contribution Not standalone. Layer it on top of Pattern A, B, or C. <p>IG Mechanics Pattern Cards</p> <p><small>Data Source: 10 member Clubhouse et al. 2022; Li et al. 2024 on brokering; Labov 2003; Principle 2, Game Experts on risk legitimacy</small></p>	<p>Pattern F: Cross-Session Continuity "Our Story Grows Each Week"</p> <p>HOW IT WORKS</p> <ul style="list-style-type: none"> A cumulative artifact (memory map, recipe collection, journal) grows across sessions. Each round unlocks a new piece, filled with content from the pair's own exchanges. Progress is visible. Incomplete artifacts feel unfinished. <p>WATCH OUT</p> <ul style="list-style-type: none"> Requires backend infrastructure for cross-session persistence (flag this in dev handoff) If a partner misses a session, the artifact should acknowledge the gap gracefully Content must come from the pair's own exchanges, not pre-written material <p>WHY IT WORKS</p> <ul style="list-style-type: none"> The only pattern that tackles between-session relationship decay Makes the 客人-自己人 transition visible: the artifact is the proof. <ul style="list-style-type: none"> For seniors, it's evidence they're remembered. For youth, it's a record their peers can't give them. <p>IG Mechanics Pattern Cards</p> <p><small>Data Source: CLA myth level (Section 4.3.4, 4.6) - BIRL Section 4.4 (cumulative cross-session quest Path). Expert on meeting vs engagement presentation</small></p>



Pattern A: Asymmetric Knowledge

"One Sees, One Knows"



HOW IT WORKS

- Player A sees the game screen
- Player B has the solution reference (manual, map, recipe)
- Neither can succeed alone. They have to talk.



WATCH OUT

- Manual **MUST** be large print (A3 minimum)
- Swap roles in round 2
- Time pressure is **OPTIONAL**
 - Add only if pair is comfortable



WHY IT WORKS

- The non-digital player holds the answers.
 - Tech skill stops mattering.
- Conversation is structured around the task, so neither player can just sit back.

TESTED EXAMPLE

KTANE "Easy Talker Set"

- Wires + Button + Keypad
- 5 min
- no *needy modules**

***Needy modules:** Recurring tasks that demand constant attention, they are removed within this context to reduce pressure



Pattern B: Shared Construction

"Build Something Together"



HOW IT WORKS

- Both players build one shared thing: a garden, a house, a meal.
- No penalties for mistakes.
- Must include joint decisions:
 - e.g. "what to place, where, what it means"
- Real collaboration means shaping it together, not just adding side by side.



WHY IT WORKS

- You end up with something visible that you made together. That matters.
- Decisions are about taste, not skill. No one is "worse" at placing a tree.
- Cultural meaning attaches naturally: a New Year feast, a childhood neighborhood.



WATCH OUT

- At least 15 min. 10 is too short for anything meaningful.
- Pre-set the environment. Don't make players start from scratch.
- End with a small ritual: name it, screenshot it.
- If players can build without making decisions together, it's co-presence, not collaboration. Fix this.

TESTED EXAMPLE

Minecraft "Panda Park"

- Pre-built garden
- Players' action:
 - Plant bamboo
 - Spawn pandas
 - Decorate



Pattern C: Guided Narrative Exchange

"The Game Asks You to Share"



HOW IT WORKS

- The game prompts players to share stories, memories, or opinions as part of gameplay.
 - *Example: "Tell your partner about food from your childhood" to unlock the next level*



WATCH OUT

- Prompts must be opt-in.
 - *"Share if you'd like," not "you must answer."*
- Avoid topics about loss, health, or loneliness.
 - Stick to food, festivals, places, childhood games.
- Some seniors prefer listening over sharing, which is fine.



WHY IT WORKS

- The game does the asking, so nobody feels intrusive.
- Especially useful for strangers with no shared history yet.
- Elders contribute real content: stories, memories, opinions.



Pattern D: Cooperative Pressure

"We Fail Together or Win Together"



HOW IT WORKS

- A shared external challenge: timer, rising difficulty, or environmental threat.
- Both players respond together
- The pressure targets the situation, not either player



WATCH OUT

- Never competitive (player vs. player)
- Timer should be generous
 - e.g. 5 min for what takes 2 min
- Failure must feel funny, not punishing. "The bomb exploded," not "you lost."
- Don't assume seniors want easy mode.



WHY IT WORKS

- Shared intensity bonds people faster than calm activities do.
- Failing together is usually hilarious. That memory sticks.
- Sessions feel less like a "program" and more like actual play

TESTED EXAMPLE

KTANE "Easy Talker Set"

- Wires + Button + Keypad
- 5 min
- no *needy modules**

***Needy modules:** Recurring tasks that demand constant attention, they are removed within this context to reduce pressure



Pattern E: Cultural Brokering

"Explaining Is Your Superpower"



HOW IT WORKS

- Translating, explaining, or navigating is a designated in-game role, not a personal favour
- One player interprets clues, decodes instructions, or bridges language gaps
- This is built into the gameplay loop



WATCH OUT

- Rotate who brokers.
 - If the youth always explains, it turns into a helper dynamic.
- Seniors broker cultural knowledge (food, dialect, festivals). Youth broker the interface.
- Brokering must be necessary to succeed, not just flavor.



WHY IT WORKS

- Turns a real barrier (language gap, cultural gap) into a gameplay resource
- What would normally exclude someone becomes their designated contribution
- Not standalone. Layer it on top of Pattern A, B, or C.



Pattern F: Cross-Session Continuity

"Our Story Grows Each Week"



HOW IT WORKS

- A cumulative artifact (memory map, recipe collection, journal) grows across sessions.
- Each round unlocks a new piece, filled with content from the pair's own exchanges.
- Progress is visible. Incomplete artifacts feel unfinished.



WHY IT WORKS

- The only pattern that tackles between-session relationship decay
- Makes the 客人 → 自己人 transition visible: the artifact is the proof.
 - For seniors, it's evidence they're remembered.
 - For youth, it's a record their peers can't give them.



WATCH OUT

- Requires backend infrastructure for cross-session persistence (flag this in *dev handoff**)
- If a partner misses a session, the artifact should acknowledge the gap gracefully
- Content must come from the pair's own exchanges, not pre-written material

* If you are working with a software developer, flag this requirement early! The game needs to save each pair's progress between sessions.

Module 4:

Skill Gap Design Toolkit

“How do I handle the skill gap between players?”

Players might have very different skill levels, you could give them different but equally important roles, and this is called "asymmetric design."

This module helps you assign roles, adjust difficulty, and support players without singling anyone out.

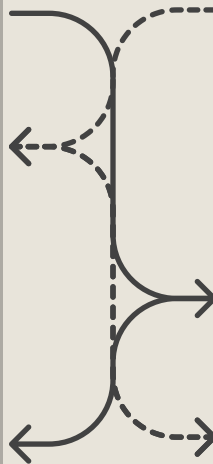
Sources: MRP Section 5.3, Principle 3 ("Shifting Support from Interpersonal to Environmental"); Section 5.2.3, Grouping 3; Expert interviews (Game Design, Gerontology)

Tool 4.1:

Role Assignment Template

Note: Each card = one reusable mechanic pattern. Mix and match them.

Player A	
Primary Actions: (e.g. navigate character, execute timed inputs)	_____
Required digital skill: (e.g. touchscreen drag, fast reaction)	_____
Required nondigital skill: (e.g. listening, patience)	_____
How they contribute to the team: (e.g. "I carry out the action we choose")	_____
Can roles swap?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In round 2 only



Player B	
Primary Actions: (e.g. read manual, make strategic decisions, choose story path)	_____
Required digital skill: (tap only, voice input, simple selection)	_____
Required nondigital skill: (e.g. reading, judgment, cultural knowledge, storytelling)	_____
How they contribute to the team: (e.g. "I help decide what we do next")	_____
Can roles swap?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In round 2 only

INTERDEPENDENCE TEST:



- Remove Player A - does the game still work?
- Remove Player B - does the game still work?
 - If YES to either > redesign roles.

Player A

Role Assignment Template

Primary Actions:
(e.g. navigate character,
execute timed inputs)

Required digital skill:
(e.g. touchscreen drag, fast
reaction)

Required nondigital skill:
(e.g. listening, patience)

**How they contribute to
the team:**
(e.g. "I carry out the action
we choose")

Can roles swap?

- Yes
- No
- In round 2 only

Player B

Role Assignment Template

<p>Primary Actions: (e.g. read manual, make strategic decisions, choose story path)</p>	<hr/>
<p>Required digital skill: (tap only, voice input, simple selection)</p>	<hr/>
<p>Required nondigital skill: (e.g. reading, judgment, cultural knowledge, storytelling)</p>	<hr/>
<p>How they contribute to the team: (e.g. "I help decide what we do next")</p>	<hr/>
<p>Can roles swap?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In round 2 only</p>

Tool 4.2:

Difficulty Guidelines

Adjust difficulty in ways players can understand and accept. Preserve agency and dignity.

Adjustable rules

FACE RISK* **LOW**

How it works

Openly change one rule between rounds. Consensual, visible.

Best: Facilitator present; pair still calibrating.

Avoid: Self-serve play, no facilitator.

Golf-Par System

FACE RISK* **LOW**

How it works

Choose from difficulty tiers. Any tier = success.
Choice is private.

Best: Repeat rounds; private selection possible.

Avoid: Single round; must commit before understanding task.

Hidden auto-adjust

FACE RISK* **HIGH**

How it works

System quietly changes timing/complexity.
Partner cannot see it.

Best: Narrow solo sub-tasks only. Invisible to partner.

Avoid: Shared tasks; situations where player might feel "demoted."

Competitive balancing

FACE RISK* **VERY HIGH** 

How it works

Handicap / rubber-banding from competitive design.

Not recommended for IG play.

Definition of "Face Risk":

- The likelihood that a difficulty adjustment makes one player visibly less capable than the other.
- The higher the face risk, the more likely the senior feels singled out or "helped."

Tool 4.3:

Support Ladder for Skill Gaps

Redesign roles first. Adjust environment second. Direct help is last resort.

LAST
RESORT

**Person → Person
(Direct Help)**

FACE RISK: **VERY HIGH** 

What it looks like
Partner or facilitator
briefly intervenes.

IF FRICTION
REMAINS

**System → Person
(Environmental)**

FACE RISK: **MEDIUM**

What it looks like
Text scaling, bilingual toggle,
simplified input, longer timer,
audio + visual instructions.

START
HERE

**Person ↔ Person
(Reciprocal)**

FACE RISK: **LOW**

What it looks like
Asymmetric roles; both
contribute unique value.
Role-swap in round 2.

Notes for Tool 4.3

Rule for direct help

- Use only when frustration is clearly visible: extended silence, repeated failed attempts, visible withdrawal, or checking for facilitator rescue.
- After helping, return to reciprocal play - never leave one player in a permanent helper role.

Session-level Support Check

Run before each session. (See also: Tool 5.1 Accessibility Spec Sheet.)

- **Roles:** Both players still have an essential contribution.
- **Interface:** Text size, language, input mode match participant profile (Tool 5.1).
- **Framing:** Session begins as "learn together," not "teach the senior."
- **Pacing:** Timing appropriate for this pair today.
- **Failure:** Feedback stays at team level, not individual blame.
- **Direct help ready:** If frustration appears, brief help → return to reciprocal play.

Module 5:

Accessibility and Onboarding Specs

"What are the UI/UX non-negotiable?"

*Sources: MRP Section 4.4 (multi-channel deployment, platform resilience);
Section 5.3, Principle 2 (platform bypass); Section 5.2.2, Grouping 2
(exclusion spiral)*

Tool 5.1:

Accessibility Spec Sheet

This sheet is intended for developers. Use it as a build baseline, not as an aspirational checklist.

Category	Requirement	Minimum Standard
Text size	All gameplay text must be readable without zooming and must remain accessible when users increase text size.	Support scalable text* and reflow*. For older adult tablet sessions, start with a large default setting, around 24 pt for body text and 32 pt for headings, then refine through testing.
Language	Let players choose the interface language at entry. Do not assume it for them.	Show a language choice screen at first launch or session entry. Put the main audience language identified in Module 1 first. Keep a visible language switch on screen during play.
Audio	Pair written instructions with audio wherever possible.	Audio should match the selected instruction language when available. If full voice support is not available in every language, keep the written instructions and add visual cues. Prioritize the main audience language identified in Module 1.
Input method	Keep controls simple and touch based.	Use tap and drag only. Do not rely on pinch, chained swipes, or multi finger gestures.

Tool 5.1: Accessibility Spec Sheet (continued)

Category	Requirement	Minimum Standard
Login	Players should be able to enter with almost no setup.	No account creation. Launch directly from a link, or from one QR code that opens inside WeChat.
Error Recovery	Early mistakes should be easy to undo.	Avoid irreversible actions in the first five minutes. Keep an Undo button visible. Add a confirmation step before destructive actions*.
Progress Feedback	Players should never be left guessing what they are doing or what comes next.	At any point, the interface should show where the player is, what the current task is, and what the next step is.
Colour and Contrast	Information should remain clear for players with different visual abilities.	Offer a high contrast mode. Meet WCAG AA* at minimum. Do not use colour alone to communicate meaning.
Goal Visibility	Players should always be able to tell what the current goal is.	At every point, the interface should show the current task, what counts as completion, and whether progress has been made.

Glossary

**Scalable text: text that can grow or shrink with accessibility settings.*

**Reflow: when text size changes, the layout rearranges instead of overlapping or cutting content off.*

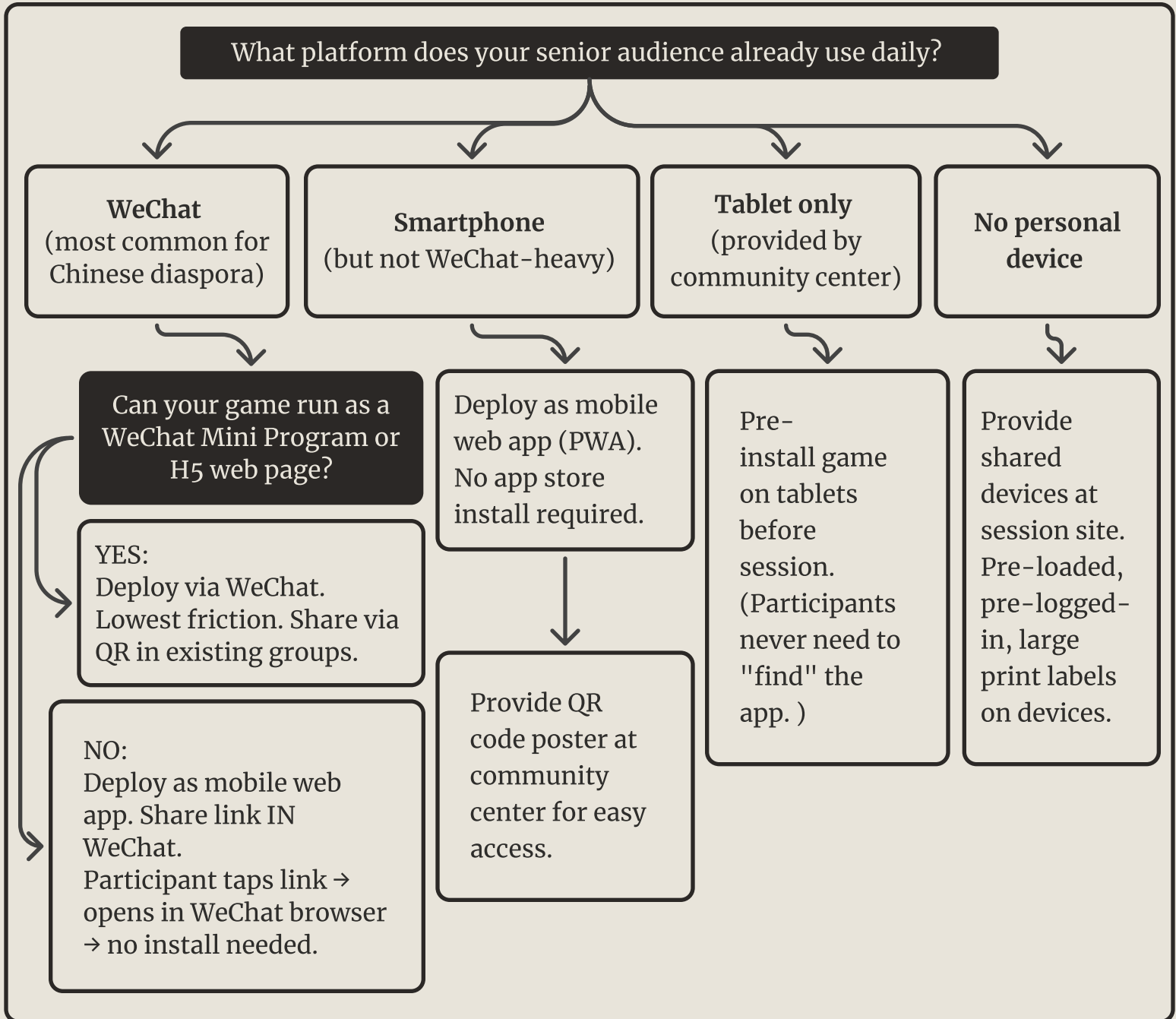
**Destructive actions: actions that delete, reset, or remove progress.*

**WCAG AA: a widely used accessibility standard for contrast, readability, and interface clarity.*

Tool 5.2:

Platform Selection Guide

Use this guide to choose a platform based on your audience's existing habits, not on what looks best technically. Start with the tools they already use. Keep a browser based backup.



Multi-channel resilience rule: Never bind your entire program to a single platform. If your primary channel is WeChat, maintain a backup web URL that works in any mobile browser. If WeChat access is disrupted (geopolitical risk — see Section 4.2.2, Tension 2), participants can switch to the backup URL without losing progress.

Tool 5.3:

Onboarding Flow Blueprint

This flow is intended for facilitators. Use it to structure the first minutes of play so onboarding feels collaborative rather than instructional. The goal is to help both players enter the activity with shared confidence before the game begins in full.

Before the game begins, facilitators must tell the pair:

- What is today's task?
- What constitutes completion?
- What are the individual tasks for each person?

Key principle:

Onboarding IS the first social moment.

Connection starts at the tutorial, not after it.

First round = practice round

- No timer
- No score comparison
- Focus on understanding the sequence of actions
- Move to real play only after both players understand the basic flow

Step 1

Both players sit together
"We're going to learn this together."
NOT "Let me show you how to play."

Step 2

Guided practice round
Walk through the game slowly.
"Let's play a practice round."
Facilitator narrates each action.

Step 3

Interface interaction check
Can both players:
 Tap a target?
 Drag an object?
 Find the "next" button?
If NO → pause, demonstrate, retry.

Step 4

Real play begins
Facilitator steps back.
Only re-engage if asked or if frustration is visible (silent staring > 30 sec).

Module 6:

Cultural Sensitivity Layer

"How do I make it culturally appropriate?"

Sources: MRP Section 5.3, Principle 1 ("Entry Without Admitting Need"); Section 4.3 (CLA worldview + myth layers); Section 5.2.1, Grouping 1

Tool 6.1:

Cultural Design Checklist

Use this checklist before testing or deployment. It helps you catch cultural friction in framing, language, hierarchy, and session setup before it shows up in the room.

Run your game design through these checks before testing:

Framing: Is the activity framed as "gathering" or "playing together" rather than "intervention" or "program"?

Labeling: Does the marketing/invitation avoid the words "elderly," "old," or "senior" as identity labels? (Use "participants" or first names)

Hierarchy awareness: Does the senior make at least one decision that changes the pair's outcome?

Face protection: Is there any moment where a player's incompetence is visible to others outside the pair? If yes, remove it.

Festival hooks: Can the activity be tied to cultural calendar (CNY, Mid-Autumn, Qingming) for natural relevance?

Food integration: Is there a food/drink element in the session? (Even tea + snacks lower barriers significantly)

Dialect flexibility: If your audience has dialect diversity, does the game work with minimal text?

Tool 6.2:

Icebreaker Prompt Cards

These cards are intended for facilitators. Use them to open conversation at the right level of familiarity, based on whether the pair are kin or non kin. The prompts are designed to reduce awkwardness at the start and make early interaction feel more natural.

For kin pairs

"你家过年的年夜饭有什么菜是每年都一定要有的？" (What dish must be at your New Year's dinner every year?)

For kin pairs

"你小时候最喜欢玩的游戏是什么？" (What was your favorite game as a kid?)

For kin pairs

你愿意分享一张你手机里最近拍的照片吗？(would you be open to sharing a recent photo from your phone?)

For kin pairs

"你们以前有没有一起去过一个很常去的地方"
(Was there a place you used to go together often)

For kin pairs

"小时候家里谁最会做饭？"
(Who was the best cook in your family when you were younger?)

For kin pairs

"家里以前谁最爱讲话？"
(Who used to talk the most in your family?)

Tool 6.2: Icebreaker Prompt Cards (continued)

Warm factual prompts

For non-kin pairs

"你是哪里人?" (Where are you originally from?)

For non-kin pairs

"你平时在手机上最常用的是什么?" (What do you use most on your phone?)

Light shared-present prompts

For non-kin pairs

"你平时喝茶的时候最喜欢配什么小吃?" (What snack do you like to have with tea?)

For non-kin pairs

"你平时比较喜欢早上出门, 还是傍晚出门?" (Do you usually prefer going out in the morning or in the evening?)

For non-kin pairs

"你觉得最近的天气如何? 你喜欢夏天还是冬天?" (How have you been finding the weather lately? Do you prefer summer or winter?)

For non-kin pairs

"你平时会看比赛吗? 有没有喜欢的运动或球队?" (Do you watch sports? Is there a sport you like?)

For non-kin pairs

"你在附近有没有平时喜欢去的市场、公园, 或者店?" (Is there a local market, park, or shop you like going to?)

Avoid:

- "How old are you?" (triggers age-consciousness)
- "Do you live alone?" (triggers loneliness)
- "Do you know how to use [technology]?" (triggers incompetence framing)

Tool 6.3:

Cultural Taboo Quick Reference

Use this reference before testing, facilitation, or outreach. It highlights common framing mistakes that can create discomfort or distance. Review it before naming the activity or setting interaction rules.

Don't	Why	Do Instead
Frame it as "helping seniors"	Positions elders as recipients of care → loss of face	Frame as "playing together" or "sharing expertise"
Use public leaderboards	Visible ranking = visible failure for slower players	Team-based progress or private feedback only
Assume all Chinese elders are the same	Huge regional, generational (every 5–10 years), and class variation	Use Module 1 persona cards to document actual differences
Expect elders to be passive	"Baby boomers think they are cool!" Grandmas can be fiercely competitive	Design for range - some want challenge, some want calm
Skip food/tea	Shared food is the most universal Chinese social lubricant	Budget for snacks. Always.

Tool 6.4:

Recruitment Script and Event Naming Guide

This guide is intended for recruiters, facilitators, and community partners. Use it to frame the activity in a way that invites participation without implying deficit. The invitation is part of the design.

Core principle: The activity must be framed so that no participant needs to admit "I am lonely" or "I need social connection" to show up. The game itself is the reason. (See Section 5.3, Principle 1: "Entry Without Admitting Need.")

Be careful with the recruitment pitch to avoid placing either party in a "teacher-learner" relationship.

Event naming — Do / Don't:

Don't name it	Name it	Why
"Intergenerational Connection Program"	"Game Afternoon 游戏下午茶"	Frames activity as fun, not therapy
"Reducing Senior Loneliness Through Play"	"周六拼图会 Saturday Puzzle Club"	Positions participants as club members, not beneficiaries
"Digital Literacy for Elders"	"一起来玩! Come Play Together"	Avoids implying deficit; emphasizes shared activity

Tool 6.4: Recruitment Script and Event Naming Guide (continued)

Recruitment script template (bilingual):

我们在 [地点] 办一个游戏活动，每周六下午来玩桌游和电子游戏，有茶点。不需要会玩游戏。到时大家一起玩，很快就能上手。想来吗？

We run a game session at [location] every Saturday afternoon — board games and digital games, with tea and snacks. No experience is needed. We will get started together. Want to join?

Recruitment channel priorities:

1. **WeChat group of partner organization** - lowest friction, trusted source
2. **Physical flyer at community center** - bilingual, large print, QR code to WeChat group
3. **Word of mouth through existing participants** - most effective after Session 2+
4. **University volunteer/course boards** - for youth recruitment; frame as "cultural exchange activity," not "help elders"

Language note: All recruitment materials should lead with Chinese (Simplified), with English as secondary. If your audience includes Cantonese speakers, add traditional Chinese or Cantonese phrasing where possible.

Module 7:

Playtesting and Evaluation Kit

"How do I test if my design works?"

Sources: Section 5.3, Principle 4 ("The Game Must Stand on Its Own"); Section 4.3.4 (热闹 indicators); Section 4.4 (session boundary prompts)

Tool 7.1:

Observation and Response Sheet

This sheet is intended for observers and facilitators. Use it during gameplay to track interaction signals and likely next actions. Focus on repeated patterns, not one isolated moment.

During gameplay, the observer tracks both interaction signals and likely next actions.

What to watch	Positive signal	Warning signal	Suggested design response
Communication	Both players talk, ask questions, and respond to each other	Extended silence, one-word replies, or one player doing nearly all the talking	If silence is paired with confusion, simplify onboarding. If silence is paired with dominance, adjust roles or pairing.
Turn-taking	Natural alternation; both players initiate actions	One player controls all inputs while the other watches passively	Reassign roles so both players remain necessary.
Emotional tone	Smiling, leaning in, laughter, spontaneous reactions	Visible withdrawal, sighing, checking phone, leaning back	Reduce pressure, simplify the task, or switch to a lower-friction mechanic.

Tool 7.1: Observation and Response Sheet (continued)

What to watch	Positive signal	Warning signal	Suggested design response
Help-seeking	Players ask each other for help in a reciprocal way	Repeated facilitator rescue after onboarding, or no help-seeking at all	If players rely on the facilitator instead of each other, revise onboarding, role design, or interface clarity.
Role balance	Both players have visible moments of contribution	One player controls all inputs while the other watches passively	Review pairing and asymmetry design before the next session.
Technical friction	Quickly resolved; does not break flow	Stops gameplay, causes visible frustration, or repeatedly disrupts rhythm	Simplify the interface, reduce input demand, or adjust the platform setup.

Observer rule: Look for repeated patterns, not one isolated moment. One warning signal alone does not require redesign. Repeated or clustered warning signals do.

Tool 7.2:

Participant Baseline Questionnaire

This questionnaire is intended for facilitators and researchers to use before the first session. It captures participant background, digital readiness, activity preferences, and interaction preferences for intergenerational play. Use it to support pairing, session planning, and later data interpretation.

Before Session 1, collect the following:

Participant profile

- Age group
- GTA residence
- First language
- Other languages used
- Main language used in daily communication
- Frequency of Mandarin, Cantonese, English, or other language use

Digital readiness

- Main devices used
- Internet use frequency
- Self rated digital skill
- Apps used frequently, such as WeChat, WhatsApp, Zoom, or YouTube

Activity fit

- Preferred activity type, digital or offline
- Preferred game or activity types
- Interest in digital game categories
- Willingness to try cooperative digital games
- Acceptable difficulty level

Interaction preferences

- Preferred role in a pair
- Preferred interaction mode
- Preferred pace of learning and interaction
- Most valued outcome in intergenerational interaction

Appendix note: See Appendix A for the full questionnaire template.

Tool 7.2: Participant Baseline Questionnaire (continued)

Use responses to decide:

- Language matching
- Onboarding intensity
- Activity choice
- Pace and difficulty
- Role balance within the pair

Facilitator note: This is a baseline tool, not a post session feedback form. Use it before Session 1, then revisit the responses when interpreting observation notes, interview data, and return patterns.

Tool 7.3:

Post-Session Interview Script

This script is intended for facilitators or interviewers. Use it after the session to learn what should change in the game, the pairing, or the facilitation. Keep the tone light so participants can answer honestly.

Gameplay Experience



1. How did today's activity feel for you?
2. Was there a moment that felt especially fun, awkward, or difficult?
3. How did the difficulty feel for you today?
4. At any point, were you unsure what the goal of the activity was?
5. Did the first round feel different from the second round? If yes, what changed for you?

Partner Experience



1. How did it feel working with your partner today?
2. Was there a moment today that made you feel more connected to your partner or more engaged in the activity?
3. Would you come again? Why or why not?
4. Did it ever feel like one person had too much to do, explain, or decide during the activity?

Design Feedback



1. If you could change one thing about the game, what would it be?
2. Was there any part where you were not sure what to do?
3. Was there any part where one person had too much to do?
4. Was there anything in the activity that felt especially familiar, natural, or easy to relate to?

Tool 7.3: Post-Session Interview Script (continued)

Interviewer note: Do not ask questions that “other” the partner by age group. Ask about moments, interaction quality, difficulty, and participation instead.

How to use answers:

- Confusion points to onboarding or interface revision.
- Imbalance points to role or pairing revision.
- Boredom, stress, or pacing issues point to mechanic tuning.
- Low willingness to return points to overall session fit, including framing, partner comfort, or activity choice.
- Unclear goals point to rule framing or progress visibility.
- If round two feels much easier than round one, strengthen onboarding.
- If one person does too much, revise role balance or interface support.
- Familiar or natural elements point to useful cultural anchors.

Session-Tracking Template

Track behavioral signals across multiple sessions to help facilitators recognize whether a space is shifting from 冷清/lěngqīng/ toward 热闹/rènao/ (see Section 4.3.4). This is not a per-game observation sheet (that is Tool 7.1) - it is a longitudinal record that accumulates over the entire program.

How to use: After each session, the facilitator spends 5 minutes filling in one row. Review the sheet after Sessions 3 and 6 to assess trajectory.

Session #	#1	#2	#3
Pair ID			
Arrival Behaviour	On time / Early / Late		
Pre-game Interaction	Silent / Polite small talk / Initiated convo		
Naming Pattern	"My partner" / First name / Kinship term		

Tool 7.4: Session-Tracking Template (continued)

Session #	#1	#2	#3
Post-game Linger	Left immediately / Stayed to chat / Exchanged contact		
Voluntary Return Signal	Asked about the next session? Y/N		
Facilitator Notes			

Possible warmth and continuity signals

Use these as interpretive cues, not universal thresholds. No single signal should be treated as proof of connection. Look for repeated patterns across sessions.

Broader signals

- Participants arrive early without being asked
- Conversation starts before the game begins
- Laughter or spontaneous reactions occur during play without facilitator prompting
- At least one participant asks about the next session
- A participant who missed a session asks what happened last time

Tool 7.4: Session-Tracking Template (continued)

Context-specific signals

- Partners refer to each other by name or by a more familiar form of address, rather than only by role
- Participants bring food or tea to share without being asked
- A participant suggests contact or meeting outside the program

Regression warning signs

- Attendance drops after Session 2
- Pairs revert to silence after initial politeness fades
- One player repeatedly dominates while the other withdraws across sessions

Facilitator note: Treat these as patterns to interpret, not as fixed proof of success or failure. If broader warmth signals repeat across sessions, continue the current structure. If warning signs repeat, review pairing, role balance, or task friction before the next session.

Tool 7.5:

Session Start Memory Prompt Template

Reduce re-initiation cost at the start of each session by referring to previous shared experiences. CLA in Section 4.3.4 showed that face redirection resets between sessions, and outside the game's bounded context, participants tend to withdraw. These prompts help re-establish the play context before awkwardness sets in. See Section 4.4, Shared Memory Prompts at Session Boundaries.

How to use: Before each session (after Session 1), the facilitator prepares 1–2 prompts per pair based on the previous session's observation notes (Tool 7.1) and the Session-Tracking Template (Tool 7.4). Deliver verbally during the first 2–3 minutes.

Prompt template		
Session	Prompt Structure	Example
Session 2	"Last time, you two [specific shared moment]. Today's game builds on that through [connection to today]."	"Last time, you discovered that you are both from Guangzhou. Today's puzzle uses an old map of Guangzhou."
Session 3+	"Your [cumulative artifact] already includes [progress]. Today, you can [next step]."	"Your memory map already has three places on it. Today, you can add one more place you often went to as a child."
After Absence	"Last time, [partner name] was away, so [what happened]. Today, [catch-up]."	"Last time, Chen was away, so you completed one recipe with a temporary partner. Today, Chen can look first, and then you can continue together."

Tool 7.5: Session Start Memory Prompt Template

After each session, record at least one specific shared moment, one difficulty point, and one next session hook for each pair.

Key rules

- Never use prompts that highlight absence negatively ("We missed you last week" → implies obligation)
- Always reference specific shared content from previous sessions, not generic ("Remember last time?" is too vague)
- Keep prompts under 30 seconds — just enough to collapse the re-initiation gap, not a full recap
- Prompts should feel like "picking up where we left off," not "let me remind you what happened"

Module 8:

Community Partnership Guide

"How do I work with community?"

*Sources: Section 5.2, Cluster 16 (institutional alignment); Expert interviews
(Gerontology)*

Tool 8.1:

Site Authorization Checklist

Use it before the first session to confirm what the site has approved, what conditions apply, and who holds decision making authority. Clarifying these points early helps prevent delays, last minute changes, or avoidable ethics issues.

Before your first session at any community partner site:

Item	Answer	Notes
Site name and program context		
Named decision owner		
Date request sent		
Expected response date		
Space approved	Yes / No / Pending	
Shared device use approved	Yes / No / Pending	
Wi-Fi access available	Yes / No / Pending	

Tool 8.1: Site Authorization Checklist (continued)

Item	Answer	Notes
Food or tea allowed	Yes / No / Pending	
Audio recording allowed at site level	Yes / No / Pending	
Screen recording allowed at site level	Yes / No / Pending	
Flyer distribution approved	Yes / No / Pending	
Language requirements for public materials		
Storage or privacy conditions required by site		
Fallback if denied		

Tool 8.2:

Recording Permission Matrix

Use it to distinguish what requires participant consent, what also requires site authorization, and how each recording type should be handled. It helps prevent confusion between consent, permission, and data handling responsibilities.

Capture type	Participant Consent	Site Authorization	Data Handling Note
Audio recording of discussion or gameplay	Required	Confirm site policy	State where files are stored, who accesses them, and when they are deleted
Screen recording on researcher-owned device	Required if identifiable interaction is captured	Often not separately required, but confirm if the site manages devices, networks, or storage	Store outside partner systems unless otherwise agreed
Photo or video of participants	Required	Usually requires explicit site approval	Clarify whether images may be shared, archived, or only used internally
Written observation notes only	Not usually formal consent beyond study participation, depending on protocol	Usually not site-restricted	Keep notes de-identified where possible

Tool 8.3:

Compensation Tracking Template

This template is intended for researchers or coordinators managing participant compensation. Use it to track session based compensation, confirmation details, and exceptions in one place. Keep this record separate from observation notes, interview records, and survey responses.

Participant ID	Session Attended	Type	Amount or equivalent	Confirmed by (initials + date)	Note
		Gift card / cash / transit / snack / other			

Rule: Compensation is issued per completed session, regardless of whether the participant continues. Do not withhold payment for early withdrawal. Store this record separately from gameplay observations, interview notes, and survey responses.