My contribution to this workshop stems from my experience as researcher in interaction design within a range of digital media including games, as a humor expert (with the failed covert ambition to be a humorist), an educator, player and would-be activism. Within the serious games field, I am mostly interested in social change games and games for learning in the affective domains. My experience and practice with design (e.g. player research, game evaluation and, proof of concepts) have some impact on my reading of the call for proposal. Thus, I would like to contribute to the conversation by proposing an extended framework of participation for the design of social change games.

Social Change Games (SCG) are designed to enhance awareness of social issues, to transform players’ views or attitudes, trigger real-world action and, stimulate societal change. Besides the game, to facilitate this process designers provide:

- One, an information space containing facts, personal narratives, etc. and
- Two, a larger affinity space created to engage players to reflect and act.

More so when games are used in classroom, the latter contains debriefing activities: players can discuss the game and its design through journals, logbooks, memorabilia and game artifacts. As in commercial games before them, SCG try to engage players (although not very successfully) through chat and forums, and stimulate user-generated content. Players should become proactive and participate in activism as informed citizens in debates, protests, and so on. Thus for players to truly engage, they must step beyond mere game-play. Our conceptualization of participatory design for social change games should extend beyond the game itself to include these components which frame and facilitate the desired social change.

Looking again at SCG and commercial games, similarly to Participatory Design (PD), we can see a plurality of ways in which users / players are involved and participate in the game design: from expert users and play testing, to co-creation through game map, level, mode, etc. Many commercial games provide tools to create and edit new levels and objects. Games such as *Big Planet* and *Spore* rely heavily on user-generated content. On the SCG front, some non-profit organizations (*Ayiti*, Global Kids) and computer clubs help in teaching teens to design SCG. Participative Media initiatives celebrate youth involvement in the blogosphere and student organizations, for example, by enabling citizen journalism.

Thus to look at participatory design for social change games, we should further reframe the participatory sphere (see basic vignettes in PowerPoint) to integrate the practices and culture of interaction and participation carried over from related fields like participatory culture, citizen participation and participatory education. This would enable us to refine and answer questions regarding the ethics of participatory design and social change games, participants roles and experiences, practices and issues of ownership, authenticity, and trust, etc. After all, while some conceptions of participatory design refer to the process, principle, tools and techniques used during design, others refer to PD as an embedded practice, and see design as a question of developing emergent practices. For SCG, those emergent practices are those that foster “social change”, community participation and citizen empowerment.