

Exploring Sustainable Development Goals and indigenous culture: Never Alone

Previous compulsory steps / Prior students' knowledge	None
Learning objectives	Learning about sustainability and sustainable development goals
Subjects	Environment, Social sciences
Recommended Age	15 - 18
Material needed	Never Alone
Sequence duration	2 – 4 hours
Individual or group activity	Group activity
Expected production	Students' presentations
Skills developed	Collaboration & teamwork, Communication, Creativity, Critical thinking, Planning, Problem solving, intercultural skills
Price range of the game	<20€
Extension / differentiation activities	Lesson on the topic of indigenous communities
Similar games to use with the approach of the sequence	Minecraft, Sim City Series, eco (https://play.eco/)

Step by step: how to implement the sequence

- **Step 1: Introduction and homework assignment (10 minutes)**

In this sequence, we will use the game Never alone, also known as Kisima Ingitchuna. We suggest assigning playing the game as homework and then using the flipped-classroom approach to further explore the topic of the game and its connection to the United Nations' Sustainable Development Goals (SDGs). Share the table including all SDGs to the students and ask them to explore the goals and find out which goals are related to the game.

You can find out more about SDGs [here](#) and download the SDG poster [here](#).

Game description:

Never Alone (or Kisima Ingitchuna) is a puzzle-platformer adventure video game developed by Upper One Games and published by E-Line Media. The game is based on the traditional Iñupiaq tale, "Kunuksaayuka". In the game, Nuna, a little Iñupiaq girl and her Arctic fox go on a mission to save people from an eternal blizzard. The main plot of the game revolves around finding out the source of the blizzard and restoring balance to nature. Through the game, you explore the Arctic world and the life of its native people.

The game was developed in collaboration with the Inupiat, an Alaskan Native people, and the narrator speaks the Inupiaq language. The game also includes documentary footage – “Cultural Insights” – of Alaskan Natives and community members who share traditional stories, explain customs, and transfer cultural knowledge.

Check the trailer here: [Never Alone – Launch Trailer](#)



Source: <http://neveralonegame.com/game/>

- **Step 2: Gameplay (120 – 180 minutes)**

You can play the game as Nuna or as Fox and switch between the two characters at any time, or you can play side-by-side in co-op mode. The game takes on average 3 hours to complete. You can decide whether the students should play the whole game or just parts of it.



Source: <http://neveralonegame.com/game/>



Source: <http://neveralonegame.com/game/>



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- **Step 3: Students prepare presentations (15 minutes)**

Ask students to prepare short presentations to share in the classroom, focused on the following aspects:

- What is the game about? Shortly describe the game.
- Which SDG goals are connected to the game? Where do you see that connection?
- What have you learned about the culture of the Native Alaskan community?
 - Describe one new thing you learned during the game

The presentations can be accompanied by slides or students can write their thoughts on paper and then present them in the classroom.

- **Step 4: Students' presentations and discussion (20 minutes)**

Ask the students to share their experiences during the playing session: how did they like the game? What do they think of it? How was it to play in collaboration with other students? Give students enough time for their presentations.

Following their presentations, you can further discuss the relationship of the game to the Sustainable Development Goals, as it will be interesting to see the relationships the students found.

The game is clearly connected to SDG 11: Make cities inclusive, safe, resilient, and sustainable and its target 11.4: Strengthen efforts to protect and safeguard the world's cultural and natural heritage. It can also be connected to the SDG 13: Take urgent action to combat climate change and its target to improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

After this pedagogical sequence, you can follow up with the lesson on indigenous communities, importance of ethnicity and nature, as well as different cultures and customs.

References

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