

Goodwill Grind: A Career Simulation Game for Civic and Professional Education

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Abstract: Young people in urban India tend to imagine professional life through markers like salary, job title, and social prestige. What gets left out of this picture is the texture of everyday working life: the morning routines, the commute, the fatigue, the small ethical decisions made under time pressure, and the constant negotiation between ambition and personal wellbeing. Career guidance programmes address some of this, but they typically operate at the level of aspiration and information rather than lived experience. This paper presents Goodwill Grind, a career simulation game designed to address that gap by turning the daily routine of a working professional into a playable learning system. The game targets players aged 12 to 25 and is built in Unity for Windows desktop. Players begin with a job acceptance letter and navigate a repeated daily loop of waking, preparing for work, commuting through an urban environment, completing workplace tasks, and making evening choices about rest, study, exercise, and social life. Progression moves through five career levels, from Intern to Head of Department, and is governed by four interdependent resource systems: money, energy, Grind Points, and a career Level bar. Civic and moral choices, such as waiting at a pedestrian signal or offering a bus seat to a vulnerable commuter, are embedded directly into gameplay rather than delivered as instructional content. The game compresses real time so that consequences of daily decisions become visible within a single play session, allowing players to observe patterns that would take weeks or months to surface in actual life. The paper draws on Kolb's experiential learning cycle to explain how the repeated daily loop produces learning, Bogost's procedural rhetoric to analyse how game mechanics encode an argument about professional life and civic responsibility, and Gee's learning principles to ground specific design choices around identity, failure, and situated meaning. Level 1 has been prototyped and evaluated through a first cycle of design-based research with ten testers. The paper describes the educational rationale, game design, implementation in Unity, and a proposed evaluation plan. It also reflects on what the design team learned through the process of building the game, connecting the project to constructionist approaches in game-based learning. Goodwill Grind contributes a practical model for embedding civic awareness, work-life balance, and professional readiness within an accessible career simulation. While the game is set in an Indian urban context, the pressures it simulates, balancing productivity with rest, navigating ethical choices under time constraints, and managing the monotony of routine, are common to early professional life across cultures.

Keywords: Game-based learning, Career simulation, Civic education, Procedural rhetoric, Serious games, Experiential learning

1. Introduction

Most career guidance aimed at young people operates on a fairly simple model: tell them what jobs exist, what qualifications they need, and maybe throw in something motivational about following their passion. In India, this picture is further shaped by parental expectations, entrance exam culture, and a narrow set of socially prestigious professions (Pandey et al., 2024). The result is that adolescents and young adults often form detailed aspirations about what they want to become without any practical sense of what that life actually feels like on a Tuesday morning when the alarm goes off and the bus is late.

This is not a trivial gap. Professional life is structured by routine, repetition, fatigue, budget constraints, and a steady stream of small decisions that individually seem insignificant but cumulatively determine whether someone thrives or burns out. Punctuality involves waking up on time, resisting the urge to snooze, and reaching the bus stop before the bus leaves. Morality shows up as the decision to wait for the pedestrian signal when you are already running late, or to give up your seat on a crowded bus to someone who needs it more. These are the real textures of working life, and they are almost entirely absent from how career education is currently delivered.

Game-based learning offers a way to make this kind of knowledge experiential. Games are particularly effective when the subject involves complex, interconnected systems where consequences unfold over time (Gee, 2003; Prensky, 2001). You cannot teach someone the cumulative cost of skipping breakfast every morning through a lecture. But you can build a simulation where that choice depletes an energy bar, which reduces afternoon performance, which triggers a warning from a manager. The feedback loop becomes personally experienced rather than abstractly described.

Goodwill Grind was designed with this logic. It is a career simulation game built in Unity for Windows desktop, targeting players aged 12 to 25. The player receives a job acceptance letter and enters a repeating daily loop: wake up, prepare, commute, work, return home, make evening choices, sleep. Each stage involves decisions that affect four interdependent resources: money, energy, Grind Points, and career Level. The game encodes values like civic responsibility and work-life balance into its rules, making the argument procedural rather than verbal.

This paper presents the design, implementation, and proposed evaluation of Goodwill Grind. It draws on Kolb (1984) for its pedagogical framework, Bogost (2007) for procedural rhetoric, Gee (2003) for design principles around identity and safe failure, and connects to the constructionist tradition in game-based learning (Kafai, 2006; Kafai and Burke, 2015). Level 1 has been prototyped and playtested.

2. Related Work

The idea that games can serve serious educational purposes is not new. Abt (1970) made the case over five decades ago that games function as effective teaching and training tools because they motivate learners and communicate complex concepts through active participation rather than passive reception. What has changed since then is the scale and sophistication of digital games, and consequently, the depth of scholarly attention to how they produce learning. Prensky (2001) argued that digital games create conditions for engagement that traditional instruction struggles to match: challenge, feedback, immersion, and a sense of agency over outcomes. His work helped establish game-based learning as a field worth taking seriously, even if some of his claims about generational learning differences have since been contested.

The more rigorous theoretical grounding came from Gee (2003), who identified thirty-six learning principles embedded in the design of good video games. Three are particularly relevant here: the psychosocial moratorium principle (games create spaces where failure carries no real-world cost), the identity principle (players learn by taking on roles they do not yet hold), and the situated meaning principle (concepts become meaningful when encountered in context rather than as isolated definitions). All three bear directly on Goodwill Grind.

Bogost (2007) extended the conversation by arguing that games persuade not through their narratives or visuals but through their rules and procedures. He called this procedural rhetoric: the capacity of a game's mechanical systems to encode and communicate an argument about how the world works. This concept is central to understanding how Goodwill Grind operates pedagogically. Squire (2011) brought the field closer to practical implementation by documenting how game-based learning works in actual educational settings, emphasising participatory culture and the role of the learner as an active agent within game systems rather than a passive consumer of content.

A separate strand of this literature concerns learning through game making. Kafai (2006) drew a distinction between instructionist and constructionist approaches. Kafai and Burke (2015) reviewed fifty-five studies on game making and found that the process develops technical skills, academic content knowledge, systems thinking, and collaborative competence. This is relevant because Goodwill Grind's design team consists of students who learned about professional ethics and resource modelling precisely by having to build them into a functioning game.

On the substantive side, career education for young people in India remains focused on occupational aspiration rather than professional experience. The Bharat Career Aspirations Report (UNICEF and iDreamCareer, 2024) documented widespread gaps in career awareness and counselling access. Pandey et al. (2024) similarly found that parental education and socio-demographic factors shape career aspirations among adolescents in Delhi NCR, but neither study addresses whether young people understand what their desired careers actually entail on a daily basis. This is the specific gap that Goodwill Grind targets.

The game design framework used for structuring the relationship between mechanics, player behaviour, and experience is the MDA model proposed by Hunicke, LeBlanc and Zubek (2004). MDA distinguishes between mechanics (the rules built by the designer), dynamics (the behaviour that emerges when players interact with those rules), and aesthetics (the emotional experience produced for the player). In Goodwill Grind, the mechanics include the energy system, the Grind Points, the money counter, the career Level bar, and the time-compressed daily cycle. The intended dynamic is that players strategize about trade-offs between work, rest, and civic conduct.

2.1 Positioning Against Existing Games

Several existing games share individual features with Goodwill Grind but none combine them in the same configuration. The Sims (Maxis, 2000) is the most widely known life simulation, with resource bars governing hunger, energy, hygiene, and social needs alongside a career progression track. The structural resemblance is real. However, The Sims is a sandbox designed for open-ended entertainment. It does not embed civic choices into its resource systems, does not make a procedural argument about professional ethics, and does not target a specific learning outcome. A Sim who never cleans the kitchen faces inconvenience, not a moral reckoning.

Papers, Please (Pope, 2013) demonstrates that routine, monotony, and moral pressure can function as game mechanics rather than design flaws. The player processes immigration documents under time and financial pressure while facing ethical dilemmas about whom to admit. It shares with Goodwill Grind the use of resource scarcity to make moral choices genuinely costly. But Papers, Please is a political game about state power and bureaucratic complicity, not a career preparation tool for young people. Cart Life (Hofmeier, 2011) comes closest in spirit, simulating the working life of street vendors balancing health, family, and income through a daily routine loop. But it was designed as an indie art game for adult audiences, intended to produce empathy rather than to teach professional readiness.

In the academic literature, the Youth@Work game (Hummel et al., 2018) targets 13-to-19-year-olds for career planning using mini-games based on Holland's vocational interest model. A randomised controlled trial with 93 students showed short-term improvements in career adaptability. But Youth@Work helps students identify what career they want. It does not simulate what any career actually feels like on a daily basis. Goodwill Grind addresses a different and arguably prior question: before you choose a profession, do you understand what sustaining one requires?

3. Theoretical Framework

Goodwill Grind draws on three intersecting theoretical perspectives. The primary pedagogical framework is Kolb's (1984) experiential learning theory. The game-rhetorical analysis relies on Bogost's (2007) concept of procedural rhetoric. Specific design decisions are grounded in Gee's (2003) learning principles.

Kolb (1984) proposed that learning occurs through a four-stage cycle: concrete experience, reflective observation, abstract conceptualisation, and active experimentation. In Goodwill Grind, the daily loop is structurally an experiential learning cycle. The player wakes up, makes decisions about morning routine, commute, work, and evening activities (concrete experience), observes consequences through changes in money, energy, Grind Points, and career Level (reflective observation), forms strategies about which trade-offs are sustainable (abstract conceptualisation), and tests those strategies the next in-game day (active experimentation). Because the game compresses time, with a full working day playing out in minutes rather than hours, this cycle repeats far more rapidly than it would in actual professional life. A pattern that might take a young professional months to recognise becomes visible within a few play sessions.

There is, however, a tension worth noting. Kolb's model assumes the learner has genuine agency to reflect and adjust. In Goodwill Grind, the system pushes back. Energy depletes even when decisions are optimal. The daily grind is monotonous by design. This is pedagogically deliberate. The game's argument is that professional life involves sustained negotiation under constraint, not unlimited optimisation. Kolb's cycle still operates, but within a system that resists easy mastery.

Bogost (2007) provides the language for understanding what the game argues and how. Procedural rhetoric refers to the capacity of computational systems to make claims through their rules rather than through text or narrative. In Goodwill Grind, no character tells the player that work-life balance matters. The interdependent resource systems encode that claim mechanically. A player who focuses exclusively on accumulating Grind Points finds that energy depletes, performance drops, and failure becomes increasingly likely. The argument is embedded in how the numbers interact.

Gee's (2003) learning principles operate at the level of individual design decisions. The psychosocial moratorium principle is realised through the failure system: when the player's egg-headed character cracks and gets fried, the player fails without real-world cost, creating space for experimentation. The identity principle is realised through the avatar and opening scene, where the player names and enters professional life as an egg-headed figure abstract enough to allow projection across gender, class, and regional backgrounds. The situated meaning principle operates through the commute segment, where concepts like pedestrian safety and civic conduct are encountered as decisions embedded in time pressure rather than defined in isolation.

Finally, Galloway's (2004) concept of social realism positions the game's genre. Galloway argued that realism in games should be understood not as visual fidelity but as a meaningful relationship between gameplay and the social realities of everyday life. *Goodwill Grind* is not visually realistic. Its protagonist is an egg. But it is socially realistic in that it simulates the structural pressures of urban professional existence.

4. Game Design and Pedagogical Rationale

4.1 Structure and Setting

Goodwill Grind is set in a semi-realistic, colourful urban city. The opening scene presents the player with a job acceptance letter, establishing from the outset that professional life is not a distant aspiration but an immediate condition. There is no tutorial, no backstory sequence, no fantasy premise. The player is employed, and now must figure out how to survive.

The game is structured around a repeating daily loop. Each in-game day moves through a fixed sequence of phases: morning routine at home, commute to work, workplace tasks, return commute, evening activities, and sleep. This loop repeats across weekdays and weekends, with the rhythm intentionally mimicking the monotony of actual professional routine. The repetition is not a design shortcoming. It is the point. The game asks whether the player can sustain discipline, civic behaviour, and personal care across days that feel structurally similar but vary in the decisions they demand. Time in the game does not map onto real time. A full working day compresses into minutes of play, so that consequences of daily decisions become apparent within a few cycles rather than weeks, making the feedback tight enough for players to observe patterns and adjust.



Figure 1: Urban environment concept for the *Goodwill Grind* city setting

4.2 Resource Systems

Four interdependent resources govern the player's progress and survival. Money (denominated in a fictional currency called Indian Rupee) represents financial stability, earned hourly during office time and spent on food, transport, and necessities.

Energy represents physical and mental capacity, fluctuating throughout the day in a pattern loosely modelled on real physiological rhythms. It depletes through work, commuting, chores, and poor rest decisions, and recovers through sleep, exercise, and balanced evening activity. Grind Points are accumulated through punctuality, professional conduct, and moral choices. The fourth resource is the career Level bar, which fills based on successful task completion at the workplace. When it reaches capacity, the player is promoted to the next career level. Crucially, incomplete or failed tasks do not advance the Level bar, so neglecting work responsibilities stalls career progression regardless of how well other resources are managed.

These four systems are deliberately designed to be in tension with one another. A player who works long hours accumulates Grind Points and money but depletes energy, reducing performance the following day. A player who prioritises rest conserves energy but falls behind on career progress. A player who makes ethically sound choices during the commute loses time but gains Grind Points. There is no single strategy that maximises all four simultaneously. This is the core procedural argument of the game (Bogost, 2007): sustainable professional life

requires ongoing negotiation between competing demands, and any approach that optimises for only one dimension eventually collapses.

Player Action	GP	Progression	Money	Energy	Learning Domain
Wakes up on time	+1	+1	—	+1(Wakes up Energised)	Self-management
Oversleeps / wakes late	—	-1	-1 (Half-Day pay)	-1(feeling Lethargic)	Consequences of poor discipline
Cleans apartment	+1	+1	—	-0.5	Routine and responsibility
Skips cleaning apartment	—	—	—	-1(later on when reached home)	Cumulative cost of negligence
Takes out trash	+1	+1	—	—	Civic hygiene, domestic order
Skips taking out trash	—	—	—	-1(later on when reached home)	Cost of public negligence
Gets dressed and ready	+1	+1	—	+0.5	Professional readiness
Skips getting properly dressed	—	-1	-0.5(1hr wage debited)	-0.5	Professional identity
Eats Breakfast	+1	+1	—	+3	Self Health Care
Skips Breakfast	—	-1	—	-1	Food is the Fuel to Grind
Arrives at work on time (bus)	+1	+1	+2	+0.5	Punctuality and reliability
Arrives late (oversleeps or delays)	—	-1	-1 (salary deduction)	-0.5	Consequences of lateness
Takes the bus to work	+2	—	—0.5 (saves money)	—	Fiscal responsibility, sustainability
Takes a cab to work (when late)	—	—	-2(expensive commute)	+1(Comfort ride)	Cost of poor time management
Waits at zebra crossing / green signal	+1	—	—	—	Traffic safety, rule compliance
Offers seat to elderly / pregnant passenger (bonus)	+2	+1	—	-0.5 (standing in bus)	Empathy and civic responsibility

Figure 2: Scoring consequences for morning routine and commute decisions

4.3 Daily Phases and Civic Integration

Each phase of the daily loop carries both resource consequences and pedagogical content. The morning begins with an alarm and a choice: wake up or snooze. Waking on time preserves the full energy bar and leaves room for cleaning, preparing, and breakfast. Snoozing compresses the morning, forces the player to skip tasks, and increases the chance of being late. The decision seems trivial but compounds across days, teaching that punctuality is a chain of preparatory habits rather than a single choice.

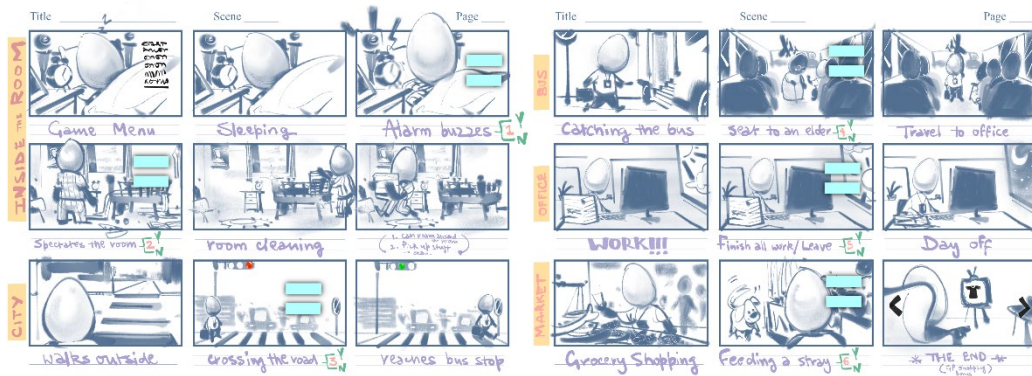


Figure 3: Storyboard showing the morning and commute sequence, including waking, room cleaning, crossing, and bus decisions

The commute introduces civic responsibility as a lived concern rather than an abstract one. Players running late can choose between the bus (cheaper, slower) or a cab (faster, expensive), a trade-off that mirrors the daily financial calculations of working professionals. At the zebra crossing, collision mechanics physically prevent the player from crossing outside the designated area. On the bus, offering a seat to a vulnerable passenger costs time and energy but earns Grind Points. The game withholds numerical consequences until after each decision, keeping moral choices genuinely ethical rather than calculative.

The workplace varies by career path, with the first release focusing on a single profession. Evening activities present a final round of trade-offs between studying, exercising, cooking, socialising, and sleeping, each affecting different resources. Players cannot do everything in one evening, forcing prioritisation across multiple cycles.

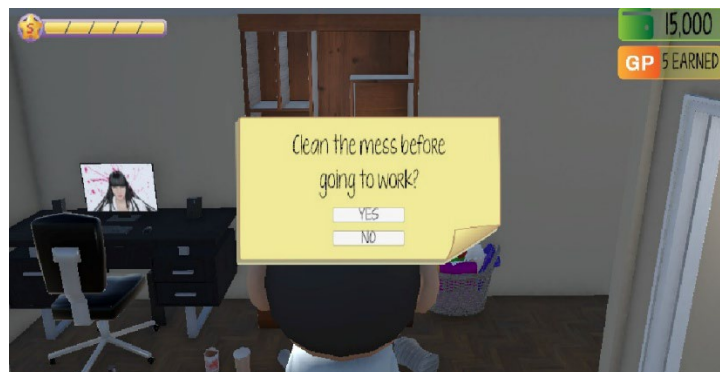


Figure 4: Morning routine decision point showing the binary choice prompt, energy bar (top left), Money balance (top right), and Grind Points display

4.4 Progression and Failure

Career progression moves through five levels: Intern, Junior, Associate, Senior, and Head of Department. A career progress bar fills through accumulated performance, and at higher levels fills more slowly, reflecting the diminishing returns and increasing difficulty of career advancement. This models something real: early promotion comes through basic competence, while senior advancement requires sustained excellence under greater pressure.

Failure is designed to be vivid and thematic. The player character is an egg-headed figure carrying a visual metaphor central to the failure system. As energy drops below critical thresholds, cracks appear on the character's head. Screen colours desaturate. The borders of the screen glow, shifting from yellow to red. If energy is fully depleted, the egg cracks open, the yolk drops onto a frying pan with crossed-out eyes, and the game ends. The metaphor is deliberate: professional life under sustained imbalance does not end with a dramatic catastrophe. It cracks incrementally, then breaks.

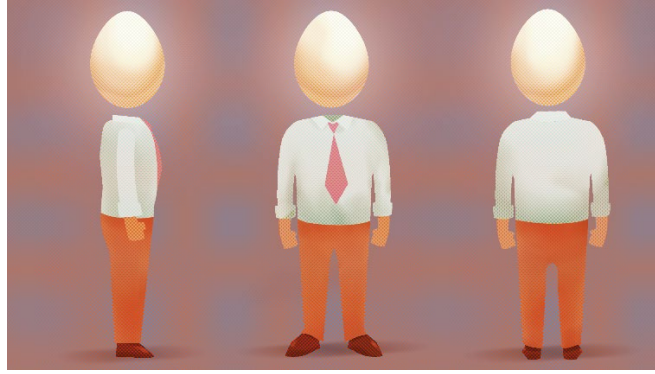


Figure 5: Character concept designed as an abstract and broadly identifiable avatar

Table 1: Core game systems and intended learning functions

Game phase	Key decisions	Resources affected	Learning function
Morning routine	Wake, clean, prepare	Time, energy, punctuality	Connects self-management to professional readiness
Commute	Bus or cab, wait for signal, offer seat	Time, money, moral standing	Frames civic responsibility as part of adult life
Work tasks	Career-specific decisions	Income, Grind Points, Level	Links progress to reliable performance
Evening activity	Study, exercise, cook, sleep	Money, energy, preparation	Teaches trade-offs and work-life balance
Failure states	Lateness, burnout, debt	Job loss, GP loss	Shows cumulative consequences of Imbalance
Side quests	Learn some new morals, work harder if the player is losing	Time, energy, Grind Points	Refreshes the mind from repetitive tasks

5. Implementation and Prototype

Goodwill Grind is built in Unity (version 6000.3.9f1) for Windows desktop. Unity was chosen for its component-based architecture, its reliable pipeline for 2D/3D hybrid assets, and its accessibility for a student development team. The target hardware specification is deliberately modest: 8GB RAM, Intel i5 processor, and integrated graphics, with a performance target of 60 frames per second. These specifications reflect a design decision, not a technical limitation. The intended audience includes students and young players who access games through mid-range laptops rather than dedicated gaming hardware.

5.1 Graphics and Scene Management

The visual pipeline uses Unity's Universal Render Pipeline (URP) with basic settings, enabling real-time effects like energy-dependent colour desaturation and the border glow warning system on modest hardware. The environment is split into decoupled scenes via Unity's SceneManagement API, with a persistent manager scene handling global UI and resource calculations while environmental scenes load additively, avoiding loading screens that would disrupt the daily loop's rhythm.



Figure 6: Goodwill Grind UI

5.2 Core Architecture

The underlying codebase follows an event-driven, modular layout in C#. Resource data is stored separately from visual UI panels and physical interaction zones, meaning additional career paths can be built without restructuring the core resource systems. Player movement uses standard WASD controls with sprint, jump, and interaction mapped to familiar keys. Physical boundaries, including the zebra crossing constraint described in Section 4.3, are enforced through Unity's built-in Collider and Rigid body systems. Wherever possible, the game teaches through its physics and systems rather than through text.

5.3 Prototype Status and Scope

At the time of writing, Level 1 has been built and playtested, covering the full daily loop: waking, morning choices, commute with zebra crossing and bus sequence, workplace entry, and evening activities. All four resource systems are functional and the visual feedback system, including colour desaturation and the egg-crack failure sequence, is operational.

The remaining four career levels are in active development. Level 1 was released first to validate whether the resource systems produce the intended learning dynamics before scaling up. The save system is integrated thematically: the player saves progress by entering a meditation room, connecting a mechanical function to the game's broader theme of balance and reflection.

5.4 Reflections on the Design Process

Building Goodwill Grind required the design team to think about professional life in ways that formal education had not demanded. Translating an abstract concept like civic responsibility into a numerical system forces precise questions. How much energy should it cost to wait for a traffic signal? How many Grind Points should offering a bus seat be worth relative to completing a work task? The act of wrestling with these questions produced a deeper engagement with the underlying concepts than any reading or lecture could have. In this sense, the project aligns with the constructionist tradition described by Kafai (2006) and Kafai and Burke (2015).

Balancing the resource systems proved particularly instructive. Early iterations made ethical choices too costly in energy terms, meaning rational players would always skip them. Later iterations made them too rewarding, turning moral decisions into obvious optimisation moves. Finding the middle ground, where ethical conduct is sustainable but not trivially optimal, required the team to decide what the game believes about professional life and encode that belief into numbers. That process of calibration is itself procedural rhetoric in action.

6. Evaluation

6.1 Methodology

The evaluation follows a design-based research (DBR) approach, in which a designed intervention is developed and refined through iterative cycles of testing in its intended context. This paper reports the first cycle: an informal qualitative evaluation of the Level 1 prototype intended to surface usability problems and check whether the core game loop produces the intended dynamics before formal testing is pursued in later development stages. Because the game is still in active development, this cycle was conducted with a small group rather than a full study sample.

6.2 Prototype Testing and Findings

The Level 1 prototype was tested with ten participants from the target age range, who played through the daily loop and gave open verbal feedback afterwards. The feedback was qualitative and informal. No structured instruments or controlled conditions were used, and the comments below are representative of recurring themes rather than verbatim transcripts. The purpose was to observe whether the core game loop functioned as intended and to identify usability issues before further development.

The most encouraging finding was that the procedural argument of the game appears to function. Without being told that the game was about balance, testers described feeling pressure to manage Grind Points, energy, money, and career Level at the same time, and recognised that favouring one at the expense of the others produced visible consequences. The intended dynamic emerged through play rather than instruction.

Several recurring themes emerged from the critical feedback. The first concerned navigation: testers found the environment confusing to move through, reporting that they could not find the right path. The second concerned avatar representation, with testers noting that the protagonist is male and asking for a female character option so players could see themselves in the role. The third concerned the clarity of in-game mechanics: some testers did not initially understand that they were required to use the zebra crossing, which indicates that teaching through constraint, while effective at enforcing behaviour, may need a supporting cue so players grasp the underlying rule. The fourth concerned the choice architecture and activity variety. Testers found the decision points monotonous because of their binary structure, where most choices present a simple yes or no, which reduces the sense of agency and makes repeated cycles feel flat rather than strategically varied. This is a design problem rather than a thematic one: the monotony of professional routine is intentional, but the flatness of the choice architecture is not. Testers also wanted a wider range of interactions, such as smaller everyday actions like making a coffee, rather than the limited set currently available.

6.3 Implications for the Next Cycle

Consistent with the DBR approach, these findings feed directly into the next development cycle. Planned revisions include clearer wayfinding cues and an improved map, the addition of a selectable female avatar alongside the existing character, an onboarding prompt that explains civic mechanics such as the pedestrian crossing without removing the underlying constraint, and a richer set of daily activities supported by more layered decision formats, with three or four options carrying different trade-off profiles rather than simple binary choices. A more formal evaluation, addressing usability, engagement, perceived learning, and reflective transfer, is planned once these revisions are implemented and testing approval for a larger participant group has been obtained.

7. Conclusion

This paper presented Goodwill Grind, a career simulation game that teaches civic awareness, professional readiness, and work-life balance through playable systems rather than instruction. Its core contribution is embedding moral and civic choices into the resource mechanics of a daily routine loop, so players learn about professional life by navigating it.

The framework combining Kolb's experiential learning cycle, Bogost's procedural rhetoric, and Gee's learning principles explains why the design works pedagogically. The compressed daily loop accelerates experiential learning, while the interdependent resources encode an argument about balance without stating it. The first evaluation cycle supports this: testers felt the resource pressure and adjusted their strategies without prompting, though they also identified clear problems with navigation, avatar representation, mechanic clarity, and choice depth.

The project remains limited to a single career level with no formal evaluation of learning outcomes yet conducted. These findings now drive the next development cycle. For the design team, building the game has itself been a learning process: translating values like civic responsibility into numerical systems required precise, systemic thinking that no textbook demanded. In that sense, the project validates the constructionist claim that making games teaches as effectively as playing them.

Ethics Declaration: Ethical clearance was not required for this research. The playtesting involved informal observation of peers interacting with a game prototype, with no personal data collected or stored. Participants were asked only about their experience with the game itself.

AI Declaration: Claude AI was used during the preparation of this paper for conformity with the theoretical framework and to align the paper's style and syntax with conference guidelines. All substantive content, game design, research analysis, and intellectual arguments are the original work of the authors.

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