

Findings for Developing an Animated Interactive Digital Game Using Computer Tools In Relevance To Intangible Cultural Heritage With Shona As A Vehicle

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Abstract: This chapter elaborates points that were drawn from the research done on cluster interviews and stakeholders. The stake holders are the main custodians of the tradition, they include the DC (District coordinator), District Art and Culture Officer, Chief and Headman. The findings that were found in the research will be documented and evaluated in order to examine how digital animated games can become the main medium to cater for children's interest. This is linked to cultural norms, values, ethics and ethos which are referred to as the intangible cultural heritage. Qualitative method was used to find the variables involved which were mainly based on identity which is affected by culture background. The animated interactive digital game will be responsible for transference of ICH to the younger generation. The game will combine the findings on traditional games that have disappeared including artifacts and instruments in the community of the Hurungwe district. These findings are of great importance as they give the foundation for which the game will be built on. The findings include the principles of animation, game censorship, best latest game video and lastly a conceptual game design.

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I. Introduction

Games are played in our everyday lives as they are part of the human experience. In the past games were played from all spheres of life and many people were entertained. In ancient Rome, a popular game was played by gladiators, in an arena known as the Colossal. It was a game that included fighting with weapons to the death and it was entertainment for the rich done by slaves who were bought by the most valued coins. The more the gladiator of a particular rich man won, the more that rich man moved up in rank in politics. This was their tradition and they carried it out for years. These games are not being done anymore but it is part of their history, which is why the Colossal is part of the man-made wonders of the world. Animated digital games have been created to resemble the Colossal and the gladiators, this aided in keeping their history afloat. Civallero stated that games can be very useful in transmitting cultural information. He indicated that:

A much known game is the "cat's cradle" or string figure, performed with a simple string bound by both ends and crossed among the fingers of both hands in order to create diverse shapes. Since each figure has a name and a meaning, the combination of several of them may be used to illustrate a story. This game was used in author's libraries as a means of captivating young patrons' attention, interconnecting different generations within community, recovering intangible heritage and creating one space more for the use of native language (Civallero, 2007).

This section outlines a summarized history of Zimbabwean games and their rules before expressing the reasons of choosing an animated interactive digital game as a tool to transmit the elements of the Hurungwe culture.

Games in Zimbabwean Hurungwe traditional culture

Music and melody can come in form of songs, games are even a better media to assist children in knowing who they are where they come from. There is oral transmission of indigenous knowledge from one generation to another. This results in education, social cohesion among children from all walks of life. These are games that have been selected that used to be popular but are not common anymore.

Below are the most popular traditional games which kept on being highlighted in the research as important but not popular anymore.

Mahumbwe, Chitsvambe, Du-du-muduri and Zamuraamai

Mahumbwe is a traditional game that is played by children portraying real life families that is from the head of the family to children. Each family had a story line of real life situations. So this game promoted learning about adult roles, economic and social skills like constructing a hut, cooking, raising children and many others. Those who imitated the father role, mother role or child role practiced what they saw their family members do. All the children were involved in the game, some even practiced the role of a dog or a cat. Today's children do not have time for games like Mahumbwe because they are very much consumed by the electronic gadgets like mobile phones, tablets, laptops and televisions and even when they get into groups, they still feel isolated because they are not used to group associations. Chitsvambe can be taken as a game that promotes socialization among the younger generation. A game called zamuraamai taught boys how to be brave and stand up for themselves in protection of the one they loved whenever they faced difficult situations. Du-du-muduri taught children how to name trees, animals and other useful things. This taught the children to have a sharp retentive memory and to know the most important things in life. They acquired knowledge in a fun and exciting manner.

Chihwandehwande and Sarurawako

This game promoted hide and seek, where one person counts up to a certain agreed number in an agreed sequence. After that person completes the counting, he or she goes in search of the others. The game increased alertness in children and taught them how to count in several sequences. Sarurawako was a game that promoted a thorough description of the chosen bride or groom and also promoted courtship. After the person gave a description, who ever had that description would be selected and joins the selector. Only unique features were named.

Nhodo, Pada, Tsoro and Hwishu

Nhodo, Pada, Tsoro promoted counting in difference sequences, mathematics, they improve cognitive and motor skills and the ability to win with certain skills like observation, imitation and practice which improves self-esteem. Most games are tagged with a song which supports it and makes it more interesting, children played these games guided by specific rules of a game and also guided by the norms and tradition of the land communities they come from.

Link between culture and traditional games

Older generations had an easy way of disseminating important traditional information through the use of games, as games were played by children, they gained knowledge of their tradition background. Many of these games are falling into oblivion because of natural changing environments, social and cultural changes. The government of Zimbabwe introduced heritage studies in its new curriculum which was launched in 2017. Events such as SASSAF (school level), CASSAF (cluster level), ZASSAF (zonal level), DASSAF (district level), PASSAF (provincial level) and NASSAF (national level) were introduced to keep the traditional games alive and the heritage itself alive. The 'ASSAF' part means Annual Sports Science and Arts Festival. The 'ASSAF' sports bring back traditional games in form of art and sport which the children enjoy competing against each other. Just like any game event, awards are given at the end of each game season. In this 2020 century, children have a lot of technology on their hands, they are no longer creative because of being indoors all the time. Traditional games taught children how to hunt, cook, fish and come up with architectural designs which gave way to the building of houses. Children are now occupied with formal learning and consumed with western games from a very tender age. If the intangible heritage is to be transferred between generations, it is a mandate for this to be done during a child's early years that is before they are adults so that they connect with appropriate norms, values and societal expectations. The traditional games carry valuable information with them that is why these games should keep on being played, promoted through writing books and developing digital animated interactive games that are based on specific Zimbabwean culture in their own indigenous language. Every high school and primary school has been mandated to have a culture huts that are complete replicas of the original huts we have in the villages that has got different type of pots, weapons, traditional clothing and other traditional stuff. Physical education has been made a compulsory subject by the curriculum. It includes games that require a lot of fitness including gymnastics which are not part of our culture. Traditional games should also be included in the PE subject in order for it to suit its people.

What traditional games represent in terms of culture

- Traditional games represent interaction and learning that is acquiring of knowledge and getting to know each other socially.
- Provides opportunities to practice different skills. A game can be played several times over, by repeating a game, one becomes an expert in that area. The way a game motivates several trials makes a child be able to master a certain set of skills.

- Some are linked to values, ethics and ethos. The games give knowledge on hunhu/Ubuntu which keeps an individual grounded to traditional norms. Playing by the rules helps children play within game boundary and know which limit to reach. The behavior and characteristics expressed by a person is within the boundary of community based cultural lines. Even when a person changes location, that person will have an identity.
- Folktales that give advice like wisdom, alertness and improvement of cognitive and motor skills. Some folktales have songs embedded in them which give warnings, some express celebrations, inspirations, security, self-praise and some grief.
- Succeeding through competition comes from traditional games, a child acquires great skills of game manipulation, winning skills, self-excellence and team work.
- Subordination and channels of communications, there are games that go through hierarchical stages which does not skip any chain of command. This aids a child to know all the proper channels of communication and respect.
- Leadership skills are also represented by traditional games as an individual takes up leadership roles in a game. This also includes team work and ability to conquer challenges.
- Physical fitness and endurance is represented were a child is required to physically play a role that requires strength and energy.
- Patience is represented by traditional games as the completion of a single stage of a game requires time.
- Target oriented games, a child is taught to reach a target sometimes in a specified time frame.
- Traditional games teaches empathy, sympathy and compromise.

Culture focusing on artifacts, instruments and representations

Zimbabwe has ten provinces namely Harare, Bulawayo, Masvingo, Mashonaland West, Mashonaland East, Mashonaland Central, Midlands, Matebeleland North, Matebeleland South and Manicaland. These different provinces have different culture elements and games that represent each province. In this research Mashonaland West, Hurungwe District is the main target. It has its own type of culture that is unique to its people. When culture is being talked about it among individuals, they connect art, music and literature to it. Art comes in form of the traditional art drawings and sculptures made, these are mainly artifacts designed from community heritage inspiration. Some sculptures are made from stone, some from mud and some from wood, depending on the meaning. In terms of representations, most chiefs and headman's homesteads are designed in a way that when one passes through that particular homestead they eventually know who it belongs to. They have rules that they keep like farmers should not go to their farms on Thursday because it is a sacred day. When a person dies, they keep the person's body for a maximum of three days and they perform the funeral ceremony. After three months they perform another ceremony which they believe brings back the soul of that person to their area of origin. When it does not rain, they also perform ritual that will cause the rain to come. When a new person enters the village and acquires a piece of land from the Chief, there is a certain ritual which is done on the land, the following morning they will know whether that person was accepted by the land or not according to the results of what they would have set. A new baby also has a ritual perform on its umbilical cord, they believe that if the right path has not been followed the baby will eventually die.

There are many representations on the acceptance of a new wife into the family, they are rituals to check whether she is a witch or not and whether she has got riches within herself or not. There are also rituals done for the protection of family members against goblins, witches, murderers and thieves. These rituals have specific songs which are sang until the completion of a ritual. There are also incantations spoken in order for the rituals to be completed. In terms of instruments, in the Hurungwe District, instruments are played during entertainment, during rituals, during ceremonies and during games. Most of the popular instruments in Hurungwe are drums, xylophone, trumpet, African harp, gourd flute and magagada. Artifacts comes in terms of African necklaces, bracelets, ankle bands, Chief's head wear, Chief's staff, some are stone paintings with calligraphy, pots and culinary wear made from different matter, sculptures and farming instruments. Their farming instruments are made from their own design. They also have trees that are not allowed to be cut down. They give meanings to specific communities, they are also not used for firewood. Some of these trees and herbs are used for medicinal purposes. Most individuals go to hospitals for medicine, but they have their own way of finding medicines and even have medicinal gurus in each village.

How traditional game rules impart guideline knowledge for existence

In playing a game like Nhodo which was highlighted in the research. Certain rules have to be followed up to the winning of the game. In the end the player gains great skills in counting number sets. The same applies to real life, life is filled with many traditional aspects that should be followed in order for one to grow up into what is depicted as a well-mannered individual. Some games like Mahumbwe teach gender life skills with what is expected and accepted from each gender, therefore they impart guideline knowledge for existence. Game rules instruct players to think and behave in a certain way. The similarities between cultural rules and game

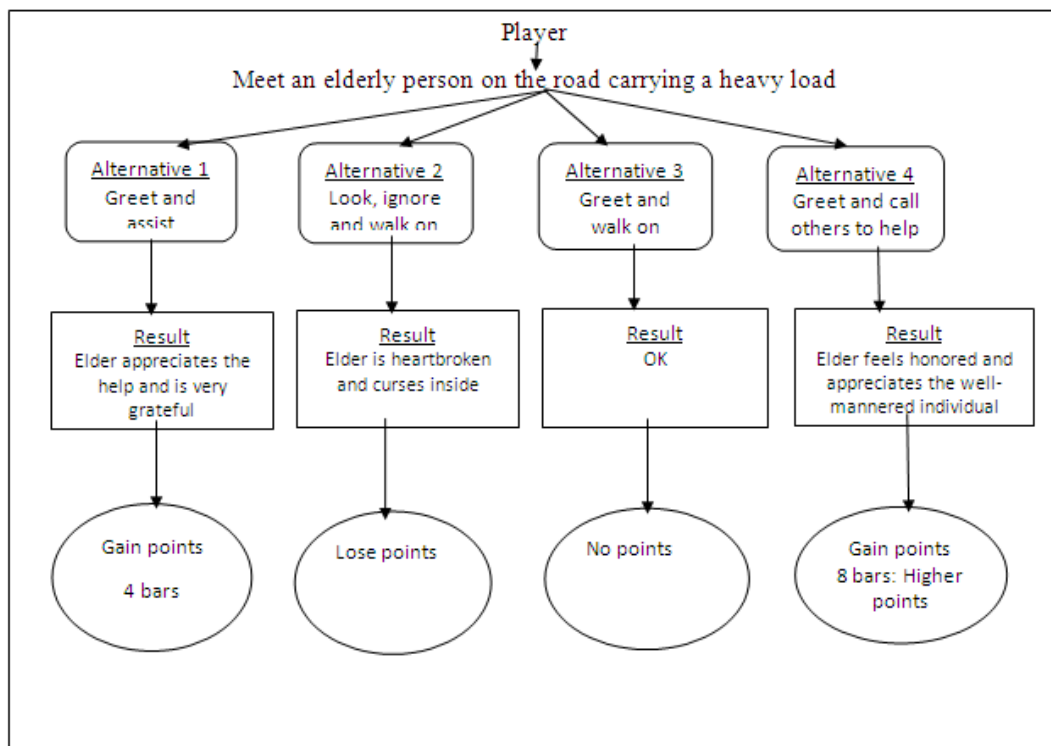
rules shed a light on the solution to revive and safeguard the intangible traditional culture. Game players have to make choices to learn the cultural rules or to fail the game.

In game playing different outcomes are assigned to different vales, which is the same with real life, the decisions that one makes gives a possible outcome. A player exerts effort in order to get to the next level, a person puts effort in order to achieve success in life. The consequences are optional and negotiable. Some games are complex to win players have to find out the rules, some games are logical and requires mathematics and follow a specific path. Game rules are important and regarded as a priority decision. Game playing is about learning and finding ways to manipulate the rules. Game playing can be described as follows:

Game \longrightarrow Study background, acquire skills and information \longrightarrow Master game rules, game level requirements, character strength and weaknesses \longrightarrow Apply actions

Fostering culture and game mastering have similarities. There are cultural rules that are not acceptable by other cultures. An example is the OK sign indicated by the thump, in a certain part of Brazil it means you are comparing someone to their filthiest part of their anatomy but in most countries it simply means ok. When a person goes to another country or region, they have to learn or experience different culture rules during their daily livelihoods activities. Once they know the cultural rules, they will not face any difficulties. New culture rules are created when thinking and different behaviors are repeated. In the game life, the player has to understand the games rules and background information of the game in order for that player to play and win the game. Not only the rules are studied but the character strength and weaknesses are taken into consideration. The exploration is done by new game players in order for them to grasp what is needed in order for them to achieve a game level. The only way a player wins a game is to master the games pattern and after several repetitions the game rules are reinforced in the gamer’s mind and they will end up knowing the game and all its rules.

The sameness between game rules and cultural rules gives a view on the alternative to revitalise and preserve the living heritage. The way a player grasps the patterns of a game to the extent that the rules of that game are known by heart, from the continuous repetitions done by the player. The same is done in real life situations in terms of cultural rules, when the rules and knowledge are repeated, the patterns of culture become reinforced in an individual’s heart.



To partially win the game a player must choose alternative 1, but once they have found the pattern and the rule, they will choose alternative 4, thus win the game. Culture and its elements can be easily implanted into a player’s mind whilst they are enjoying playing a game.

Selecting digital animated games as a tool for Intangible cultural transfer

Games run permutations and players can practice a pattern that only games can provide. Any other mass media does not provide what games provide which is more influential power in terms of combining cultural elements in one media. An electronic game has a benefit of being the most popular form of entertainment and can be played with any hand help device including the internet. Children spend most of their time on their mobile phones playing games, it is a great source of entertainment. Even when violent games are played by children there is no evidence that proves that aggression or violence has long time effects (Freedman, 1984). There are some researchers who have argued that video games increase aggression in females and males (Anderson & Bushman, 2001). The main drawback of video games are violence and sexual content, the main goal is to design a game that does not have violence and sexual content. There is need to analyse the specific effect of electronic games on players and how electronic games can serve as a tool to transmit culture information.

➤ **The effect on Cognitive Skills**

Cognitive skills has a lot to do with metal, perception, intellectual and rational thinking. Children cognitive skills that include symbol and graphic interpreting, observing and theory testing, multi-tasking is affected deeply by electronic games. These skills are important as they help children to comprehend and deal with loads of information in this modern life. As learners are involved in a lot of activities which involve problem solving, trial and error, they end up drawing their own conclusion pattern. As the researcher, an advantage is taken to put cultural aspects into game aspects so that learners can learn cultural rules and apply them during game playing.

➤ **Digital animation games in learning**

Learning can be defined as the act of acquiring knowledge or skill by study or trial and error (Oxford Dictionary, 2020). Digital electronic games help players get skills and knowledge (Hostetter, Video Games - The Necessity of Incorporating Video Games as part of Constructivist Learning, 2002). Hostetter further states that:

Video games require the player to learn the rules through trial and error, observation and hypothesis testing. These cognitive skills are essential skills in science called inductive discovery. Video games instruct children in decoding what symbols and graphics represent similar to learning what math or science symbol mean. (Hostetter, Video Games - The Necessity of Incorporating Video Games as part of Constructivist Learning, 2002).

There are different kinds of simulations that have been deployed around the world to assist children in learning. Simulations such as Hidden Agenda, SimEarth, SimCity and others. A simulator is an imagery representation of the world. These are now used in teaching in in order to help explain or demonstrate a point. Adventure games are also used in the process of learning that is where a child learns patterns of how to find keys to a puzzle, group puzzles and come up with a map or a solution to a game problem. Digital game offer many alternatives of entertainment whilst teaching as compared to television and radio. When a player is playing an electronic game, the first level always starts simple and as the levels go higher the difficult the game becomes. When a game starts in that manner it gives allowance for the player to study the game pattern and be able to win the game. Digital games can improve learning environments together with developing and enhancing disabled children's eye hand coordination skills (Gibson, Aldrich, & Prensky, 2007).

Animated digital game as the new media

In the Hurungwe, the aspect of digital game as a new media is a prenominal idea as it will keep the target group engaged. The main challenge was finding more about the new media whether it is proper for fulfilling the research objectives or not. Since the animation game is going to be based on a particular community and its games, the aspect of violent animations will not be noticed. Mostly the traditional aspects that have been recorded and deemed important do not include violence. The game will increase cognitive skills and knowledge as what the traditional games where it is derived from do, these skills are not obtained through school. An example is Tsoro, the player becomes very fast in thinking, skillful and very clever at overriding the opponent. Some community people were pointing at the television and how it is helping their young children in learning the English language and gaining some skills. Animated digital games serve as a tool to transmit culture information by increasing their cognitive skills through problem solving. Problem solving is done through hypothesis, observation, trial and error and figuring rules of the game in an inquisitive manner. These skills are important for children to comprehend and deal with mass information in fast changing modern ways. In the game we may take advantage of the cultural rules which are already present into game rules so that players can learn cultural rules and apply them during the game. Symbol and graphics decoding skills and multi-tasking skills enable players to work out cultural symbols and graphics.

Children and Game playing

Children between 13 years and 16 years are regarded in this research as the best group to transfer cultural heritage because of their great cognitive abilities. There is an element of taking advantage of animated digital games to exert a positive cultural impact on children's development while minimizing the negative influences.

➤ **The dominance of animated digital games among children**

In Zimbabwe when the play station came into existence, games like the Super Mario, Need for speed and Mortal combat were very popular. The children between 13 years and 16 years of age were mostly hooked or addicted to the game. When the mobile phones appeared in the early 90s, they were very expensive and most people could not afford. Acquiring computers was even challenging do most people especially those from the rural areas were not even bothered. Now in this 2020 era, most people own mobile phones were secondary school children are hooked to the fullest on animated digital games. The potential for more and more children and youth to engage in game playing is enormous.

Why children are more consumed with animated digital games

Games are generally fun and quite refreshing, animated games offer some form of incentive to keep them interested that is the challenges involved and the points to gain in the form of winning. Children think differently from us, their minds learn as they grow in a way that seems like their cognitive structures are in a form of network nodes and not sequential. Curiosity, interaction, challenge and fantasy are the main reasons why game players are crazy about games (Hostetter, Video Games - The Necessity of Incorporating Video Games as part of Constructivist Learning, 2002). So this outlines the psychological needs that should be catered for in the game concept.

➤ **Curiosity and fantasy**

Children live in a fantasy world were things that do not exist in the real world come into existence. The animated digital game can include people who fly, a hero who does not die or simply cows that jump over fences.

➤ **Interactive System**

Communication between the gamer and the game itself or communication among players on the same game. When a players is playing, the game can have sounds, text and instructions on how to manipulate the game. Among players, players can communicate through microphones and can get to know each other. All the reactions in a game playing environment are made through children's mental and physical manipulation. Mind and body are clumped up together when a player plays a game, as there is manipulation, exploration, modification and configuration (Jorgensen, 2005).

➤ **Challenge and Reward**

In every animated digital games there are rewards gained after different challenges are faced. Each player focuses on winning each presented challenge. A player generates patterns on how to manipulate and win the game. Games provide children with encouragement to achieve, through frequent feedback by conquering a level or capturing an item. As a result children's self-esteem rises and they are left with a feeling of satisfaction after conquering a level or solving a mission.

II. The effects of animated digital games on children

Negative potential

➤ **Violence**

Violence has become one of the biggest issues on digital animated games which affects children in real life. Games like Street Fighter and Mortal Kombat are violent games that have contributed a lot of violent behaviors. Violent games raises player's aggressive thoughts, emotions, behaviors, physical arousal and decreases positive prosocial actions.

➤ **Addiction**

When a player is addicted, there is nothing else the players does except playing that particular video game. Addiction causes social replacement, limits life academic process and can lead to lack of interest in other areas of children's life. Players can get addicted because the addicted players who have poor imaginations need electronic games to provide them with an imaginary or fantasy. The emotions of players are easily affected by animated digital games as gamers involved in the game take on the character of the game and lastly inner personality factor is another leading gamers to become addicted.

➤ **Health risks**

There are many health problems associated with intense game playing. These health problems, game players may have both psychological and physical problems such as fear, agitation, and nausea, numbness in their

hands, depression, nervousness, panic, shakes and sleep disorders. These problems can be acquired by playing games for a long time without stopping.

Positive potential

➤ Educational Potential

Animated digital games can improve children's cognitive skills such as observing and hypothesis testing, symbol and graphic decoding skills, multi-tasking and in educational fields to help in learning. Most of digital animation games can be used in artificial intelligence and teach skills like architectural designs or neurosurgeon operations, which is an easier way of learning. A project to teach certain skills maybe put in a game format to teach certain skills. Animated digital games have an excellent potential for education since they can provide students states of flow which occurs in game playing.

➤ Improved vision

Pattern formation, super eye of things that match that can be improved by game playing. There are some animated digital games that requires matching of items in terms of color schemes, image, size and type of architecture. All of this requires good eye coordination.

➤ Brain booster

The more a players thinks, the more the player is able to manipulate a game and find patterns in order for a win to take place. Some games require mathematical calculations so there will be need for the players to do calculations before that players makes a move. Some moves are calculated risks move which either makes a player win or fail. These video games results in boosting the brain, keeping it alert and aware each time a move is made in a game.

➤ Improved life skills

What is acquired in video games can be implemented in real life situations. There are some game simulations on how to operate a manual car, then that knowledge can be shifted and implemented on real life situations. The game will be a true representation of real life situations which is ideal. Most of the games made are designed from real life setups. Even skills like hunting, fishing, solving puzzles and other actions can be achieved from playing a game.

➤ Ease anxiety and depression

Video games can be used as a form of leisure that is easing anxiety and depression from a hard day's work. When some people suffer from depression, their doctors recommend them to play animated digital games in order for them to shift their mind to something else. When some people need to relax and enjoy themselves they use video games as a form to ease anxiety.

➤ Educational Potential

Children learn a lot from the skills that are required by game playing. When a game is played there is need to implement certain skills in order to win a game. It can be solving mathematical problems, completing a puzzle, building a fortress, organizing cards in a required manner, completing a level because of certain knowledge required, the knowledge can be geographical, scientific, and architectural and so on. Through playing a video game, a player learns very important life skills.

➤ Goal focus

In real life situations every person has goals to achieve in a specified amount of time. Some individuals never achieve their goals because they are too lazy or there are some aspects stopping them from achieving those goals. Some people achieve their goals later on because they procrastinate. When playing a game, certain goals have to be achieved in a specify amount of time. The more they reach their goals, the more they win and the more they complete certain levels. When a player puts a whole dedication on achieving goals then they can do the same in real life situations even when the going gets tough they will find different ways of manipulating through the obstacles.

➤ Enhance global interaction

Most games when they get updated to a more advanced level they become globally interactive. A player can play with several other players and compete with each other. The players will be on the internet and interact with each other through a game and communicate through a microphone. The players can be across continents and can still access the same game and compete. The more they play against each other, the more they know each other.

➤ Groom life skills

Life skills can become polished because of the skills acquired through playing a game. Different information about certain societies can be learned through playing a game even the language itself. A game is a powerful tool to groom life skills. Life skills can be fishing skills, hunting skills and many of great skills that allow a person to toughen up and live a good life by being able to handle life challenges.

III. Game Censorship

Digital game censorship in Zimbabwe

Censorship has always be an enemy to democracy. Like in many other countries, there exists in Zimbabwe the Censorship and Entertainment Control Act, which was last revised in 2019. Through the act, a Board of Censors is set up which reviews the suitability of recorded material for public consumption. In accordance to the Act, the Board shall, among other things:

- Shall not approve any film or film advertisement which, in its opinion:
 - a) Depicts any matter that is indecent or obscene or is offensive or harmful to public morals; or
 - b) Is likely to be contrary to the interests of defense, public safety, public order, the economic interests of the State or public health; or
 - c) Depicts any matter in a manner that is indecent or obscene or is offensive or harmful to public morals

Under the same Act, no person shall:

- Import, print, publish, manufacture, make or produce, distribute, display, exhibit or sell or offer or keep for sale any publication, picture, statue or record; or
- Publicly play any record which is undesirable or which has been declared by the Board as undesirable.

The Act also states that any publication, picture, statue or record imported after the Board has declared that in its opinion it is undesirable, shall be liable to forfeiture and shall be disposed of, shall be disposed as the Board may direct.

In its treatment of periodical literature, which are a major source of current information to the majority of the country's population, the Act states that where:

- Four or more consecutive editions of any publication which is published periodically have been declared by the Board to be undesirable; and every subsequent edition of that publication is, in the opinion of the Board, likely to be undesirable; the Board may declare all editions of that publication subsequent to the date of the declaration to be undesirable.

The animated digital game falls under the Constitution of Zimbabwe amendment (No.2) bill, hb 23, 2019 under section 2.4.

Digital game censorship in America

Interpretation of this fundamental freedom has varied since its enrichment (US Censorship, 2020). Nudity and violent games are a big no in the United States. Even though it is a battle to ban some of the games, Sony is also game censoring. Sony is doing this to protect children and in response to American societal developments (Sony, 2019). Sony's recent trend of arbitrary censoring video games released on their PlayStation 4 console.

Digital game censorship in China

Notably, China imposed a near complete ban on video games consoles in 2000, fearing the addiction-like impact of games on its youth, the ban was ultimately lifted in 2015 (Video Games in China, 2019). So banning these games was because the government was in fear of delinquency in children. The Chinese government is very much concerned about nudity, politics, violence. There is also a 90 minute restriction of gaming on weekdays and three hours on weekends and holidays. The Chinese government censors video games in order to limit access and weigh the nature of their content (Game Playing, 2020).

Digital game censorship in United Kingdom

The United Kingdom does not allow video games with violence. The video game Manhunt 2 was banned as it was very violent, it had unrelenting focus on stalking and brutal slaying (British Board of Film, 2007). In the UK, PEGI 12, 16 and 18 rated games are legally enforceable and cannot be sold to anyone under those respective ages (Video Standards Council Rating Board, 2012).

The best video game movies 2020

Video game movies depict the real digital game, the difference is there are actual people performing the characters. These game movies go beyond entertainment, they educate a lot, you cannot move on to the next level without the knowledge of what is needed. These movies inspire the design of super animated digital games. The highly ranked and most inspiring movies are:

1. Ratchet and Clank

The movie is not Pixar-level when it comes to animation but it has an amazing story line. It was designed to deliver energetic family and friendly unique pairing of Lombax and a robot. The game contributes a lot in their real life situations.

2. Jumanji

Jumanji introduces characters that have different abilities. These characters are given a cut scene which gives them an overview of the back story and what they should do to win the game. The players are given three lives each and they have to work as a team in order for them to achieve the final goal. The game has user levels and the story line is taken from ancient Greek tales. After the game completes, what happened in the game contributes a lot to their real life situations. They showed that the game had an impact on their lives.

3. Silent Hill

It brings chills as one watches that game movie, it is as if the one watching is playing the game. It has a horror element, for a video game effort. It is terrifying than its video game, makes the watcher hide behind the sofa.

4. Mortal Kombat

It brings out all forms of martial arts including Tai chi. Instead of some children going to a martial arts school, they can get the knowledge from just playing a game or watching the movie game. Most martial arts are used for self-discipline and gaining piece of mind.

5. Warcraft

It draws the watcher into the war zone, it makes the player know all about what was involved in the wars especially the free generation.

6. Sonic the hedgehog

Teaches about what a lonely animal can do to find company which is what happens in real life situations. There are some individuals who live in lonely lives but at the end of the day everyone needs someone to survive.

7. Resident Evil

It depicts different ways of fighting a raging pandemic which will have taken hold of all life from animals to humans. The strategies taken until a cure is found is simply out of the ordinary. There is team work as well, as the main character is replicated across the movie outlines.

8. Assassin's creed

It tells a story between the Creed and the Templar Order. Each side has rules to follow and decisions have to be made in order for the player to win depending on which character one has taken.

9. Tomb Raider

This movies involves a lot of logical thinking, the main character travels for adventure and soul searching missions in order to fulfill a certain goal. There is a lot of puzzle completion and a lot of research in order for the game to be completed.

10. Detective Pikachu

Here is more of a Nancy Drew type of a movie, where the player comes up with a lot of clues which match in order for them to solve a puzzle. Sometimes the clues are not visible, the game is very challenges but very educative and entertaining.

Principles of animation

Ollie Johnson and Frank Thomas invented the twelve basic principles of animation. The animated digital game will have these principles namely in order:

Squash and stretch – this principle was mainly created to satisfy fun and entertainment, all shapes are in an irregular shape mostly when an outside force acts upon it.

Anticipation – the preparation of the main action, anticipation about what's about to happen and springs into action

Staging – draws the attention of the audience to focus at the most immediate element.

Straight ahead action and pose to pose – transition of activities from one stage to the next, with correct timing. Once an animator masters the neatness and perfectness, the animator becomes the best.

Follow through and overlapping action – the movement of a character or element from the beginning to the end.

Ease In, Ease out – objects require specific speeds, the speeds have to be exact.

Arcs – arcs and curved are the main attributes

Secondary action – these are dimension that add more character to the animation

Timing – each object, element and character is timed

Exaggeration – extreme features and effects

Solid drawing – characters, elements and objects will be in 3D form

Appeal – good character size, great coded colour and a great combination of everything sends a better appeal to a game

IV. Conclusion

The animated digital game has to be developed with a foundation that is solid. The story line will be derived from the Chundu area where it has a lot of sacred areas. Traditional games that falling into oblivion will be part of the video game, there is always a link between culture and traditional games. The main purpose of traditional games is to impart knowledge in children so that they grow up with required morals. The intangible cultural heritage of the Hurungwe district is mainly focusing on artifacts, instruments and representations, so the animated digital game will be the main media to transfer that knowledge to the younger generation between 13 years and 16 years. Children gain a lot of skills through playing a game and these skills aid social life skills. The negative and positive potential effects were looked into and the positive effects outweighed the negative effects. There was a great need to look into the principles of animation, they should be included in the game design.

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