CHECKPOINT Kids

Designing a Gaming Character

Teacher Lesson Plan 001

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This lesson plan does not assume previous experience of the game. Teachers may show VC from *Checkpoint KIDS* of the game, use YouTube clips, or play the game.
The lesson is designed to engage children with a learning opportunity based on computer gaming and is not intended as a substitute for teaching the National Curriculum.
English Assessment Objectives are provided as a means of justifying the lesson in a school environment.
Checkpoint KIDS welcomes students' work for submission, but only if the relevant permission slips are completed.

Issue: **4 – August 2020**
Theme: **Platformers**
Game: **Sonic the Hedgehog**
Focus: **Designing and Developing a Character**

Lesson Objective:

By the end of this learning episode you will:

- understand how to use design elements in the creation of a unique character
- be able to explain your design in detail

Assessment Objectives:

AO5 - clear and effective explanation of design choices
AO6 - sentence structures adapted to purpose with accurate spelling and punctuation

Literacy Objectives:

- correct labelling of a diagram
- vocabulary focus

Duration: 2 x 45 minutes

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Lesson 1

Starter Activity:

- write 'sonic' on the board
- students think of prefixes for sonic: **ultra**sonic, **super**sonic, **sub**sonic
- discuss their meanings
- write '**S**onic' on the board
- discuss what has changed – confirm/introduce that this is a proper noun
- display the character Sonic – which of the words suits him – why (supersonic – he runs faster than the speed of sound)
- discuss students' knowledge/experience of the character/game
- optional: show clips of Sonic or play the game

Activity 1:

- introduce Naoto Ohshima (the original designer of Sonic) https://en.wikipedia.org/wiki/Naoto_Ohshima
- issue copies of worksheet 001 – discuss the two characters – name them: Mickey Mouse/Felix the Cat – What animal is Sonic?
- Ohshima's design was influenced by Mickey Mouse and Felix the Cat
- introduce the term anthropomorphism – students' share other examples – My Little Pony/Wind in the Willows/Alice in Wonderland etc
- identify the similarities between Mickwey and Felix, and Sonic
- students label Sonic with the similarities
  - Literacy Note – Labels: lower case lettering (unless proper nouns), horizontal, printed, not underlined
- introduce an image of a hedgehog
- which parts of the hedgehog were used for Sonic?
- label Sonic with the information

At this point the students can self or peer check their work for Literacy.

Name:	Date:	Class:	
Statement		✔or✘	Focus
I have used capital letters for characters' names.			
I have spelled the names correctly.			
My labels are in lower case letters.			
My labels are printed.			
My labels are horizontal.			
I understand this work so far.		☺ 😐 ☹	
I would like help with _____			

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Activity 2:

- re-cap the gameplay in Sonic. Show clips or play the game
- what does Sonic do that is like a hedgehog? (rolls into a ball - show image/clip)
- what other abilities would be useful in the game?
- what other animals have abilities that could be used?
- use the students' ideas at this point
- if more support is required, use worksheet TLP001WS2. This offers a range of animals for discussion:
    - students could discuss in pairs, or small groups, the attributes of each animal
    - they could put the animals and their attributes in rank order: most useful to least
    - they could rank their own independent choice of animal - this may be based on interest or pets they own
    - discussion will support the final writing task
- students design their character using worksheet 003 - artistic skill is not required as subsequent labelling will explain the intention; however, the character should stand on two legs like a human
- students may add detail to their drawing in the form of colour, clothing, fashion accessories, items etc - they should be able to explain and justify their choices
- **Do Not** label at this point
- students should name their new character

Activity 3:

- share designs and the students' explanations/justifications for choices
- encourage positive feedback
- model writing labels:
    - *silver claws*
    - *silver claws because they are metal*
    - *silver claws to show they are metal and can open things*
    - *silver claws to show they are hard metal like a sword and can cut through anything. When the character uses them in the game, they will spark and there will be a sound effect*
- longer labels may be difficult to fit on the diagram and so a numbering system can be used - encourage longer explanation/description

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At this point the students can self or peer check their work for Literacy. This second attempt at labelling should show progress.

Name:	Date:	Class:	
Statement		✔or✘	Focus
I have used capital letters for characters' names.			
I have spelled the names correctly.			
My labels are in lower case letters.			
My labels are printed.			
My labels are horizontal.			
I understand this work so far.			
I would like help with _____			

Activity 4:

- share designs and the students' explanations/justifications for choices
- encourage positive feedback
- model how an explanation of the task can be developed into a report – worksheet 004
  - I included silver claws in my design
  - I included silver claws in my design because I wanted the character to be able to slice through walls. They are silver because this shows
- if a more formal report is required, the passive voice should be encouraged
  - Silver claws were included in the design
  - Silver claws were included in the design to facilitate the character's progression through obstacles such as walls
  - passive voice support

  https://www.bbc.co.uk/bitesize/topics/z4hrt39/articles/zkttng8
- Students should share their writing and self/peer assess
- Submit students' work to Checkpoint KIDS together with the relevant permission slips

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Final self-assessment sheet for worksheet 004

Name:	Date:	Class:	
Statement		✔ or ✘	Focus
I have used capital letters for characters' names.			
I have spelled the names correctly.			
My sentences begin with capital letters and end with full stops.			
I have added explanation by using the conjunction 'because'.			
I have included detailed description using a range of adjectives.			
I have used the passive voice.			
I have understood the work we have been doing.			

I have really enjoyed this work because _____

_____

_____

_____

_____

_____

In future I would like help with _____

_____

_____

_____

_____

_____

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Word Bank

abilities, accessories, accessory, adjectives, animal, anthropomorphism, attributes, character, colour, create, creation, design, enable, explanation, facilitate, fashion, features, horizontal, include, justification, label, obstacle, passive voice, physical, platformer, progress, progression, shape, subsonic, supersonic, texture, ultrasonic, unique

Checklist for worksheet 001

Name:	Date:	Class:	
Statement		✔or✘	Focus
I have used capital letters for characters' names.			
I have spelled the names correctly.			
My labels are in lower case letters.			
My labels are printed.			
My labels are horizontal.			
I understand this work so far.			
I would like help with _____			

Checklist for worksheet 003

Name:	Date:	Class:	
Statement		✔or✘	Focus
I have used capital letters for characters' names.			
I have spelled the names correctly.			
My labels are in lower case letters.			
My labels are printed.			
My labels are horizontal.			
I understand this work so far.			
I would like help with _____			

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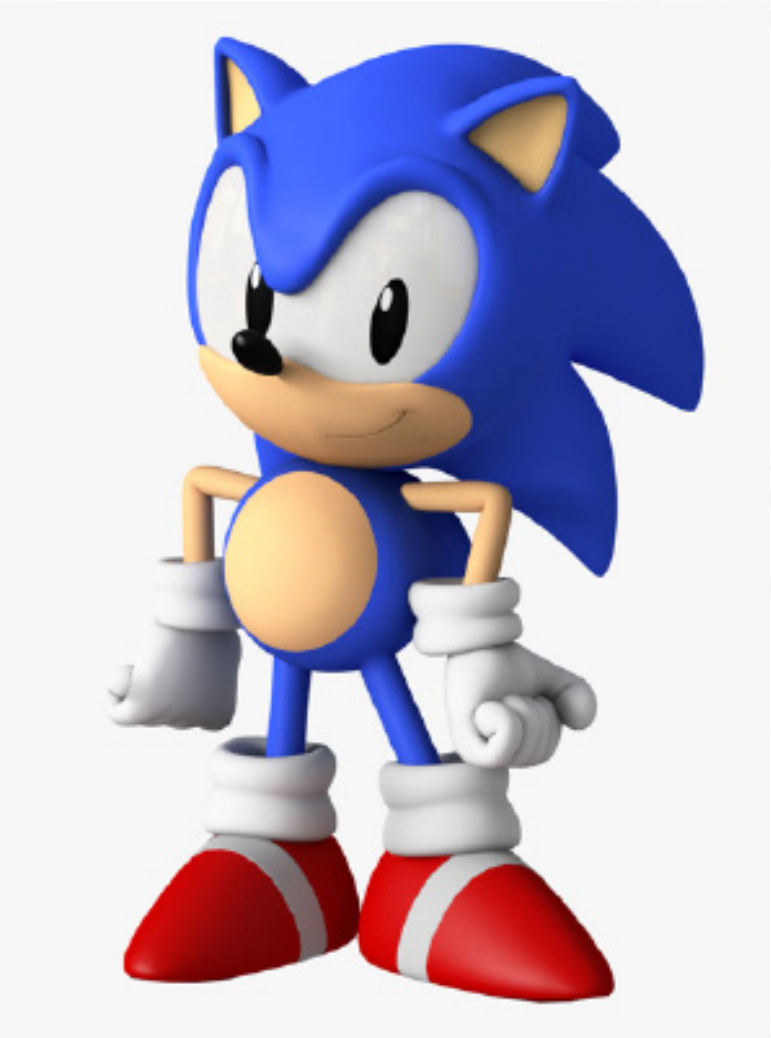

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Self-assessment statements.

Statement	✔or✘	Focus
I have used capital letters for characters' names.		
I have spelled the names correctly.		
My labels are in lower case letters.		
My labels are printed.		
My labels are horizontal.		
I understand this work so far.		
I would like help with _____		

Statement	✔or✘	Focus
I have used capital letters for characters' names.		
I have spelled the names correctly.		
My labels are in lower case letters.		
My labels are printed.		
My labels are horizontal.		
I understand this work so far.		
I would like help with _____		

Statement	✔or✘	Focus
I have used capital letters for characters' names.		
I have spelled the names correctly.		
My labels are in lower case letters.		
My labels are printed.		
My labels are horizontal.		
I understand this work so far.		
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