

Co-operation

Teacher Lesson Plan 006



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. Assessment Objectives are provided as a means of justifying the lesson in a school environment. All lesson timings are approximate. *Checkpoint KIDS* welcomes students' work for submission, but only if the relevant permission slips are completed.

Issue: **9**

Theme: **Co-operation**

Game: **Animal Crossing** (Teachers' Context Resource: Animal Crossing Teacher Info - Age Range and this article: <https://checkpointmagazine.com/how-nintendo-conjured-success-from-a-pandemic/>)

Focus: **Creating a SURVIVAL Boardgame**

Lesson Objective:

By the end of this learning episode you will:

- understand how to create a boardgame that is comparable to the gameplay in open world/simulation videogames
- understand how sanctions and rewards alter the game dynamic
- appreciate how videogaming can identify and develop intrapersonal skills and how those skills are transferrable
- understand the dynamics of co-operation/collaboration with a focus on interpersonal skills:
 - listening skills
 - presenting an argument
 - personal v group goals

Assessment Objectives:

English	A04	evaluate texts/ideas critically and support this with appropriate textual references/evidence	evaluating the advantages/ disadvantages of specific transferrable skills development through gaming
	A05	adapting for purpose/audience and organising ideas	self-evaluation of the interpersonal skills utilised in group work
	A06	sentence structures adapted to purpose with accurate spelling and punctuation	writing imperatives including conditionals used in gaming
PSHE			writing self-evaluations
			discussion, negotiation and collaborative working

Literacy Objectives:

- SPAG, labelling, symbols, key vocabulary

Duration: 2 x 45 minutes

Starter

- introduce the theme of boardgames – TLP003WS1
 - students are going to create a boardgame that emulates the gameplay of open world/simulation games
 - *do the students understand these terms?* Use the Family Video Game Database (<https://www.taminggaming.com>) or the internet to define terms
 - *can the students supply examples of these type of games?*
 - a brief game could be played where teams of students suggest games which are then checked in the Family Video Game Data Base to develop engagement. Some students could be selected to describe the games
 - *what kind of activities take place in these games?*
 - exploration, picking up/dropping items, building inventories, interacting with other characters, interacting with the landscape, crafting...
 - explain that the survival board game will be used as a tool to explore activities in this type of videogame

- *do all those who play games have a natural aptitude for the skills involved, or can they be developed by playing? Are these skills transferrable?*
 - problem solving, perseverance, resilience, determination, logical reasoning, willingness to repeat, patience, stoicism, risk-taking
 - if desired, the cross-over between gaming skills and intrapersonal skills can be explored. For a more specific and more demanding focus on intrapersonal skills refer to:
<https://www.healthline.com/health/mental-health/intrapersonal-skills>
- make sure the students understand the above skills involved in gaming
- introduce Animal Crossing from Nintendo
 - *who has played it?*
 - *what are the key features?*
- go to <https://www.taminggaming.com/game/Animal+Crossing> and play the 4.5 mins VC
 - if a more in-depth orientation is required, play 11 mins of Animal Crossing: New Horizons Direct 2.20.2020:
<https://www.youtube.com/watch?v=le4WZCLbtVs>
 - alternative introductory VCs
 - trailer 1.5 mins - this outlines the game and has some useful content for discussion:
https://www.youtube.com/watch?v=_3YNL00Wio0
 - Nintendo introduction 4.5 mins - this outlines the game but is focussed on promotion:
<https://www.youtube.com/watch?v=8AkeFot5UF0>
- after viewing the game, discuss which activities are prevalent in the game and which of the intrapersonal skills might be required. Insist on detailed examples from the game, or from similar games they are familiar with
- if desired, run the VC and pause for students to discuss the intrapersonal skills as they complete the table

Intrapersonal Skill	An example from the game
problem solving	
perseverance	
resilience	
determination	
logical reasoning	
willingness to repeat	
patience	

Lesson 1

Activity 1

- once the students are comfortable with the idea of discussing activities and intrapersonal skills, ask which aspects of the game could be focused on if surviving on a desert island:
 - what immediate and basic needs have to be met? Suggestions must include:
 - fresh water
 - shelter
 - food
- how could each of these be realised in game play and which intrapersonal skills might be utilised? Suggestions must include:
 - exploration - problem solving, resilience, logical reasoning, determination, patience, risk-taking
 - gathering resources - repetition, patience, logical reasoning, stoicism
 - crafting - problem solving, logical reasoning, repetition
- encourage students to explain how crafting an item – say a rudimentary axe for chopping wood and making a shelter – involves problem solving or logical reasoning
- encourage them to give examples from other games they have played
students could complete a self-assessment at this point

Statement	✓ or ✗	Focus
I understand what an open world/simulation video game is.		
I understand what intrapersonal skills are.		
I can explain how intrapersonal skills relate to video gaming and include some examples.		
I understand this work so far.	😊 😐 😞	
I would like help with _____ _____ _____		

Activity 2

- introduce the Gameboard TLP006WS2
- point out the main features and explain how this game might be played
 - game play:
 - each player begins with 20 points
 - players take it in turns to throw the dice and move their tokens along the spaces
 - the circular areas represent opportunities for collecting points and are focused on things essential for survival: water, food and shelter
 - the orange spaces indicate the shortest route to the finish – but it is high risk and there is no opportunity to accrue points. Players who take this course are relying on chance to survive the level
 - the game favours those who take the time to collect points from all of the areas
 - the 'homerun' contains a considerable number of negative spaces which will seriously deplete a player's points score if landed on
 - on reaching the finish, players check their points score against a pre-determined scale and see if they have levelled up enough or need to repeat the level
 - **Note:** the game can be made more complex and the element of chance increased if spaces give access to a deck of cards with rewards and sanctions
- possible ways of organising the lesson:
 - groups of up to six students take responsibility for a whole game - this is quite demanding
 - two groups of up to six students create one game. Each group has responsibility for either Gameboard A or Gameboard B: TLP006WS3. Large classes could be organised so that two or three whole games are being created
 - **Note:** although TLP006WS3 can be used to plan the gameboard, it should be enlarged to A3 to enable the students to write in the spaces
- the focus is co-operation – appoint a leader for each group
- leaders are responsible for:
 - organising the group
 - agreeing a course of action with the group
 - negotiating with the teacher
 - keeping the group on task
 - time management
- time will have to be allowed for discussion/mediation
 - if required, more time could be spent on facilitating group work with a focus on interpersonal skills:
<https://nobelcoaching.com/emotional-skills/>,
<https://www.bbc.co.uk/bitesize/guides/zvb9scw/revision/1>

Activity 3

- each game consists of two game board sheets TLP006WS3 and two support sheets TLP006WS4. Issue these to the groups
- group tasks:
 - leaders should encourage discussion in their group about:
 - which positive statements to use, and where they are placed
 - which negative spaces should be used on the black spaces - if any
 - which negative statements to use on the shortcut spaces and where they are placed
 - which negative statements to use on the 'homerun' and where they are placed
 - **Note:** students should remember, as designers, that the object of the game is to encourage the collection of points and discourage use of the shortcut. They should consider:
 - where are the most likely opportunities for players to land on points spaces
 - that if their negative spaces on the homerun are too extreme, they will harm all the players not just those using the shortcuts
 - students should be aware that the 60 points they start the game with are not enough to complete the level - TLP006WS5 shows this
- students could complete a self-assessment at this point

Statement	✓ or ✗	Focus
I understand how the gameboard is created.		
I understand how intrapersonal skills relate to the gameboard.		
I can explain what I have contributed to the task.		
I understand this work so far.	  	
I would like help with _____		

Lesson 2

Activity 1

- students should have completed A3 gameboard sheets based on previous discussion and planning. Any extra design work or detailing should have been completed by this point:
 - illustrating the specific areas
 - highlighting negative and positive spaces
 - labelling and naming the island
- consider creating rules for the game:
 - can players change direction on their next turn? This would enable players using a shortcut to change their mind, or allow players who have collected points to find the fastest route to the next area
 - does throwing a 'six' generate another turn?
 - can two players occupy the same space?
 - what happens if a player has negative points during gameplay?
 - **consider referring to HLP002 Creating Rules**
- groups swap the games they have created. One group member could accompany their game to answer any questions that may arise
- on receipt of the game, leaders should ensure that everyone in the group is aware of the number of points which are available, where they are, and the seriousness of the negatives – particularly on the home run
- the group should then come up with a strategy for playing the game
- the group send one player through the level and must agree a course of action with each throw of the dice:
 - this is a democracy. Groups vote to decide the course of action. In the event of a tie, the leader has the casting vote
- record all points won or lost on the score cards: TLP006WS5. Players all begin the game with 20 points for each area (60 in total)
- on the 'homerun' players must mark their scorecards when they land on a negative space
- on reaching the finish, the teacher reveals the level checklist and informs the group if they have achieved the level
 - the dynamic of the game can be changed dramatically if the points scores needed to complete the level are known before play commences
- students reflect on the game:
 - *how does the game relate to video games? (Animal Crossing can be used as a frame of reference)*
 - *which intrapersonal skills did it focus on and/or develop?*
 - *what were the frustrations?*
 - these can be with group working as well as with the game
 - *how would you improve the game?*
 - this can include changes to the way the group worked/were led
- students complete the final assessment and a written evaluation: TLP006WS6

Extension activities

- the game can be created using a variety of themes
- the game can be used in other areas of the curriculum, in particular Geography and PSHE

Final self-assessment for TLP006

Creating a Boardgame			
Name:	Date:	Class:	
Statement		✓ or X	Focus
I have a reasonable understanding of how boardgames and video games work.			
I have a reasonable understanding of intrapersonal skills and how they can be developed through video games.			
I have a reasonable understanding of interpersonal skills and can evaluate group work.			
I am happy with what I have achieved in these lessons.		  	
One aspect of this work I have enjoyed is _____			

In future I would like help with _____			

Word Bank

collaboration, community, contribution, co-operation, determination, empathy, harmony, kindness, negotiate, organisation, patience, perseverance, reflection, resilience, selfish, selfless, stoicism, teamwork, unity, volunteer

Starter

Intrapersonal Skill	An example from the game
problem solving	
perseverance	
resilience	
determination	
logical reasoning	
willingness to repeat	
patience	
stoicism	
risk-taking	

Lesson 1

Activity 1

Statement	✓ or X	Focus
I understand what an open world/simulation video game is.		
I understand what intrapersonal skills are.		
I can explain how intrapersonal skills relate to video gaming and include some examples.		
I understand this work so far.		
I would like help with _____ _____ _____		

Lesson 1

Activity 3

Statement	✓ or X	Focus
I understand how the gameboard is created.		
I understand how intrapersonal skills relate to the gameboard.		
I can explain what I have contributed to the task.		
I understand this work so far.		
I would like help with _____ _____ _____		