

Lesson 2

Create a Game



Target Audience

Y3-6

Lesson Aims

Pupils will develop, as a group, an 'online game' environment with a setting, characters, and sounds. Pupils will work cooperatively to create the setting, character costumes, and sounds.

Learning Objectives

- Pupils will list possible environments for an online game.
- Pupils will discuss ideas for characters' costumes, sounds, and other elements for the game.
- Pupils will design their own environment including the setting and characters for the game.

National Curriculum Links

Curriculum Area	Strands: Pupils should be taught...
Art & Design	1b: to question and make thoughtful observations about starting points and select ideas to use in their work
	5b: the Knowledge, skills and understanding though working on their own, and collaborating with others, on projects in two and three dimensions and on different scales
English	3f: to talk effectively as members of a group, pupils should be taught to use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences.

Timing 35 minutes	Key Vocabulary environment, online games, villains, character, costume, non-violent
Preparation gather supplies, duplicate A3 sheets	Organisation whole group discussion, group work, individual work
Resources A3 table sheets, A4 paper for pupils, marker pens or coloured pencils	

Lesson Outline

45 Minutes

Starter	Discuss online games and favourite elements	2 minutes
Activity 1	Create a list of possible game environments	5 minutes
Activity 2	List environment elements	10 minutes
Plenary	Pupils design their own version of the non-violent game environment	15 minutes
Extension	Use computer program to 'draw' a game environment and record sounds to be played during the game portion of the drama	10 minutes

Lesson

<p>Starter</p> <p>As a whole class, discuss online games and some elements that all games include (characters, setting, villains, sounds, actions.) Introduce to pupils that as a class you will be designing your own non-violent online game environment to use in the drama presentation.</p>	<p>Activity 1</p> <p>In partners or small groups have pupils list possible environments in which the online game could be played (jungle, ocean, outer space, desert, city, forest, mountains, farm, future, castle.) As a class compile a list of possible environments and then choose one to use for the game.</p> <p>*You could link your game environment choice with a current study of a specific ecosystem or geographical area.</p>
<p>Activity 2</p> <p>Instruct students to complete the A4 table sheet listing elements for each heading. From these lists the online game environment will be created. Appoint a scribe, timekeeper, runner, and reporter for each group to organize responsibilities. When each group is finished allow reporters to present</p>	<p>Plenary</p> <p>Hand out A4 paper to pupils and have them fold it in half. On the top half of the sheet pupils will design and illustrate their version of the game environment. On the bottom portion pupils should describe what it would be like to walk into this environment including what they would see, hear,</p>

ideas for each portion of the game to the class.
*Refer to 'soundscape activity' if pupils are having trouble coming up with ideas.

and feel around them.

*Student designs can be scanned and copied into the *Only a Game* PowerPoint to be used during the play.

*Teacher may also decide to combine this lesson with an ICT skills lesson. For example having pupils create their environment design using a paint program on the computer.

Follow-Up Discussion Questions

1. What makes online games so much fun?
2. Why do you think it is important for kids to play non-violent games?
3. What can you learn from playing online games?
4. If you were a game designer what kind of game would you create for kids to play?
5. What will online games be like in the future?

Soundscape Activity

Setting up a vocal and physical 'soundscape' is a helpful exercise to stimulate sound and movement ideas for your game. As leader, you must talk your students through the entire exercise.

- To begin, sit your students in a large circle on the floor and have them count off by threes.
- Explain that the circle is going to be brought to life, by them, using movement and sounds. They are to be transported into another world by creating a soundscape. Those asked to stand must work individually, and focus only on their own journey.
- Ask number 1's stand and face an imaginary entrance (such as, a wardrobe, submarine portal or a regular door.) They pass through their gateway into a new, imaginary world on the other side. They pass through their gateway to enter an imaginary, unknown world on the other side.
 - For example: They climb out of a crashed plane and find they are in a tropical jungle. Hot and scared, they clear away the vines, cautious of what lurks under their feet. Raindrops start to fall (lead sitting students to gently tap their fingers on the floor to create the sound of rain). The rain gets heavier, they must search for shelter. The sound of jungle creatures surrounds them (invite students to create the sounds of monkey's, snakes and parrots). Gradually the rain begins to stop, and the sun appears through a clearing. They cautiously walk towards this and hear a plane overhead (sound of plane) and try to wave it down. A ladder is lowered and they climb to safety.
- Whilst number 1's are in the middle acting out your narration, all other pupils are sitting in a circle around them adding sounds (e.g. patting hands on the floor for rain, clapping for thunder, whooshing sounds for wind)
- Repeat with Number 2's and 3's, changing the location/environment each time.