



SOCIAL PLAY TOOL KIT

This workshop was developed and trialed at Clifton Hill Primary School in May 2018

Chief Investigator

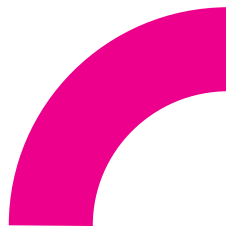
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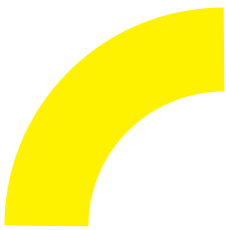
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PURPOSE

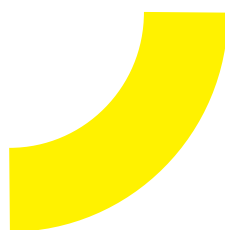


To introduce and encourage STEAM (Science, Technology, Engineering, Arts, Maths) skills and capabilities in the primary school classroom.



To encourage a shared understanding of games and play.

To develop a shared literacy of games and play across generations.



WHAT'S UNIQUE

1. Extended length of workshop – recommended between 2 and 3 hours.
2. Encourages theoretical, conceptual and practical skills.
3. Builds a shared understanding of games and play.

WHAT CAN ONE LEARN/ TAKE AWAY FROM THIS PLAY ACTIVITY

1. Students see the product of their own game design activities.
2. Develop a language of games and play between all participants.
3. Enables literacy of games and their production
4. Enables discussion of 'fair Play'.

BUILDING A DISCUSSION OF VIDEOGAMES:

TOTAL TIME: 5-10 MINUTES

What games do students like to play?

What things do they like about the games they play?

What different ways can games be described?

For example, by how they are designed:

- Platform
- Point and Click
- Role Playing Game
- Real-Time Strategy

By who made or distributed them:

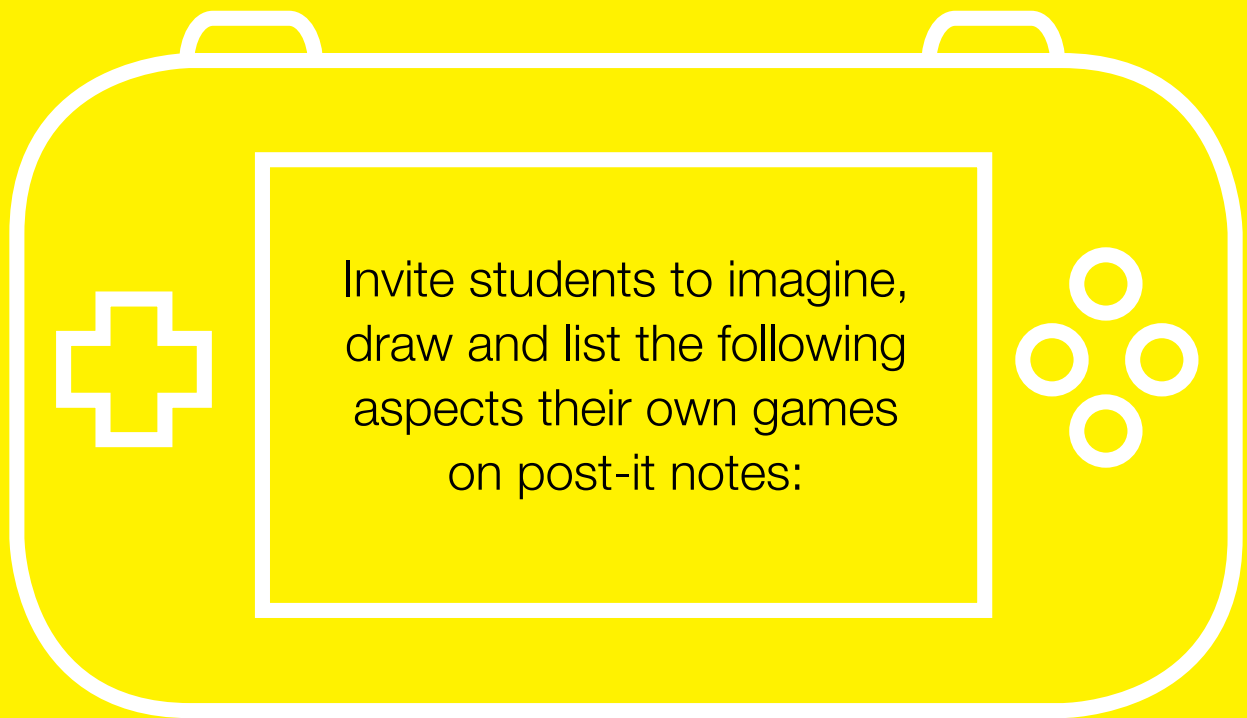
- Nintendo
- Xbox
- Playstation
- PC/Mac

Or by where they are played:

- Mobile
- Portable
- Console
- Arcade

IMAGINING A VIDEOGAME:

TOTAL TIME: 45 – 60 MINUTES



FEATURES

TIME: 5-10 MINUTES

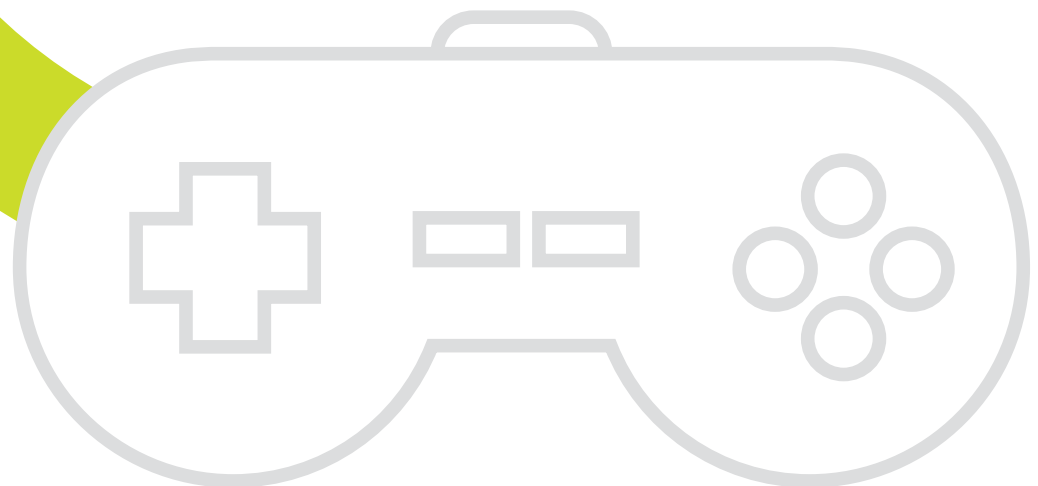
What is your game about?

What type of game is it?

What makes your game different?

Does it have an interesting story, funny sounds, lovable Characters or clever ideas?

Perhaps it has multiplayer options and you can change the characters to look how you want.



ACTIONS

TIME: 5-10 MINUTES

What are the verbs of your game? The doing words. Doing words often end with “ing”. Here are some words that might describe what a player can do in your game:

- Racing
- Catching
- Chasing
- Digging
- Escaping
- Throwing
- Eating
- Driving
- Jumping
- Building
- Dodging
- Diving
- Skipping
- Dancing
- Exploring
- Flying
- Fighting
- Walking
- Catching
- Making
- Skating



BOOM!

CHARACTERS

TIME: 5-10 MINUTES

What is your character like?

What does your character like?

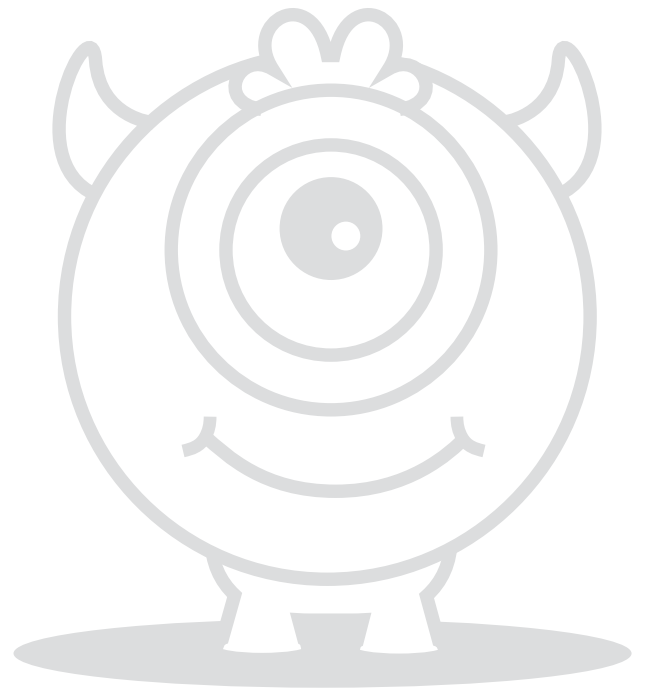
What does your character not like?

How to they act?

How do they look?

Why are they this way?

Now students should take a large piece of paper to work on. A3 or above.



WORLD BUILDING

TIME: 5-10 MINUTES

A key character in your game is the world in which it is set. On a large piece of paper, draw the world of your game. This should include the setting, the environment, the nature and the space of your game.



SOCIAL PLAY

TIME: 5-10 MINUTES

Now that you have completed your game worlds, look at the games worlds that other students have created. Consider how your characters and games might be similar and then try to connect your games together.

You will need to do some play testing to make sure that your combined rules, characters and games are fair for all players. You will need to each make some changes to keep your games fun for all.



ANALOGUE TO DIGITAL

Invite students to either re-draw or photograph and import their drawings into a programming app.

Within the app, their characters, game features and worlds can be animated and given simple controls.

The following apps are recommended for age groups listed.

- Scratch Jr (5 -11)
- Kodable (6 -11)
- Blockly (6 -11)
- Tynker (6 -11)
- Scratch (8 and up)
- Pyonkee (6-14)
- Hopscotch (8 and up)
- Tickle (9-14)

