

LESSON PLAN

Artists Name	Trish Donald
Activity Name	Lesson 6 - Expanding Stories and Learning Through Games
Collaborating Teacher	Sangay Biddha Asst. Professor – Children’s Literature
Resources Required List all resources required to undertake this activity. Be mindful of the availability/accessibility of resources.	A4 Paper Cardboard Pens and or pencils including colouring in pencils or paint. Scissors
Timeframe Is this one activity or a sequence/multi-staged activity? Indicate the activities duration i.e. one hour, two hours, a day, across a week, months etc.	2 hours This lesson is the first in the following sequence: <ul style="list-style-type: none"> • Lesson 1 – Understanding the Role of Illustrators • Lesson 2 - Creating Characters • Lesson 3 - Exploring Genre and Story Development • Lesson 4 - Creating a Picture Book • Lesson 5 - Mask Making and Performance • Lesson 6 - Expanding Stories and Learning Through Games
Activity Outline/ Description Include a brief overview of the activity.	Students create a game based on their book.
Activity Instructions Provide details and step by step instructions which will enable other educators to follow this activity with their students.	<p>The wonderful thing about games is that students are learning without realising they are learning. They can have fun and are free to make mistakes without any academic pressure or expectations.</p> <p>Games develop problem solving skills, critical thinking, and improve memory. They also increase motivation and engagement along with oral communication. By working with others through game playing, this also helps students to build positive relationships.</p> <p>Step 1: Introduce the students to different games</p> <ul style="list-style-type: none"> • Bring as many games as you can to class and spend half a day or a day with the students playing them. Becoming familiar with games and how they are played will not only be fun, but it will help students in the next step of this lesson. • As a group, explore and define as many types of games as you can. Here are some suggestions to help you get started (these are western games and I apologise for this but I wanted to provide different examples to help you think about the many different types

of games that exist and how they develop different skills. Please explore games you are familiar with and are part of your own lives). Some fall into more than one category:

- Board games – Monopoly, Snakes and Ladders, Cluedo, Mouse Trap, Trivial Pursuit.
- Strategic games – Chess, Draughts (Checkers), Chinese Checkers, Battleship
- Card games – Memory, Matching (words, pictures), Snap, Happy Families, Magic.
- Word Guessing Games – Charades, Pictionary. Scrabble.
- Layout games – Dominoes, Tic-Tac-Toe.
- Drawing games – Mazes, Pictionary.
- Word games – Scrabble, Memory, Word Search, Crosswords, Anagrams.
- Math games – Bingo, Dominoes, Monopoly.
- Playground games – Hopscotch, Jump Rope, Marbles, I Spy, Jacks (Knucklebones)

Step 2: Align a game to their books

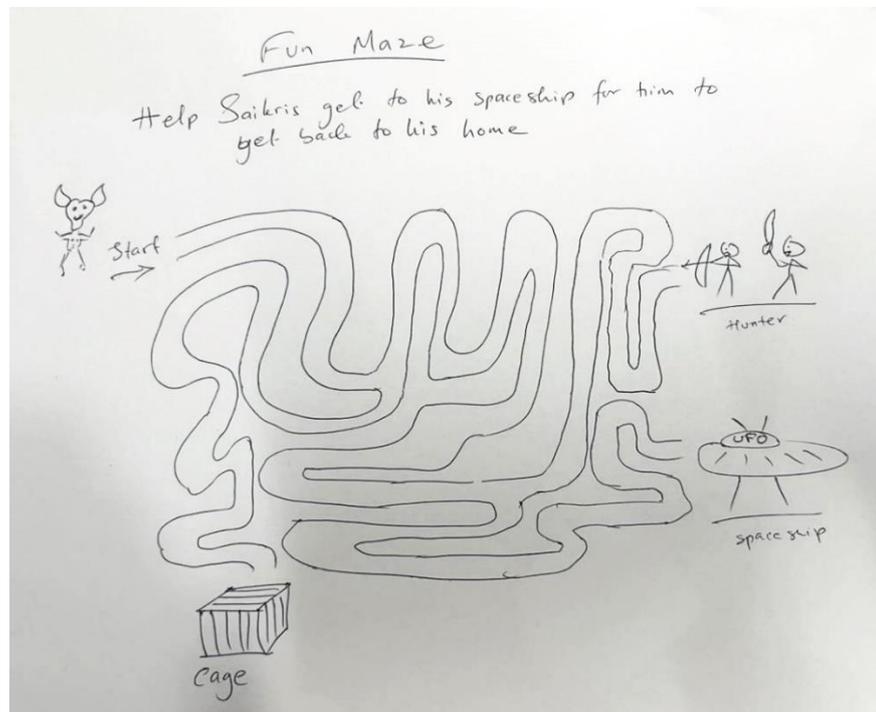
- Students choose a game that most aligns with their story to adapt. Here are a few ideas:
 - If the story is about a crime then in the game players focus on solving a mystery.
 - A story that has a map in it, might turn into a board game where contestants compete to get to the treasure first. Elements of the book can be used in the game to help or hinder progress.
 - Another suggestion could see a story turned into a game of snakes and ladders. For example, if the story is about a bully and how to deal with bullies, then squares in the game could include good and bad actions. If a player lands on a bad deed, they slide down the snake, if they land on a good deed, they climb up the ladder.
 - A Word Search game might include words from the book, or, the creator could choose a word from the book and use synonyms of that word to create the Word Search.
 - Another Word Game could be Bingo but instead of using numbers words are pulled out of the cradle (the basket that holds the numbers). The Player cards could have different words from the story on them, and then the Caller pulls out words from the cradle, players mark off the words on their card. The first player to mark off all of the words wins.
 - A story about a hero could be a board game where the hero travels through the land doing heroic acts. Along the way the players could land on chance cards and rewards cards. The cards could sit on the board and have lots of different instructions on them. For example, a chance card might include – you have reached a mountain two thousand feet high, roll a 6 to continue, or, you have found a cave, miss three turns while you explore it. Another example could be: you have found a basket full of kittens, you can't move forward until you roll a three, when a three is rolled, it means the kittens have found homes and you don't need to look after them anymore

A reward card example could be: you have been very brave jump ahead six moves, or, you have found a magic talisman that gives you super speed, move your token ten steps ahead.

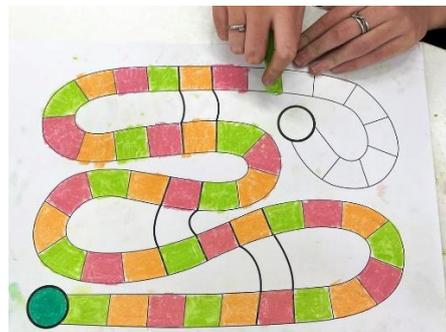
- Students plan and define the game, write out as much information about their game as possible. Identify the:
 - Games name.
 - Rules of the game.
 - Number of players needed to play it.
 - Resources needed to play the game such as tokens, dice, cards, boards etc.
 - Length of time it should take to play the game.

Step 2: Make the game

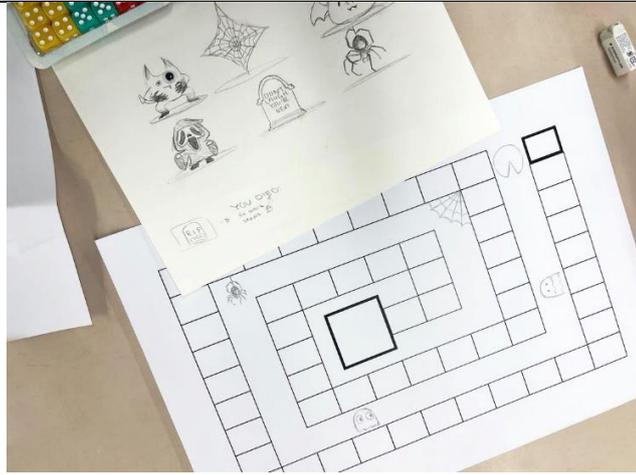
- Students create the game i.e.
 - If it needs cards, make the cards. If it needs a board, they create the board, if the game needs tokens, they make the tokens.



This is a sketch for a maze game created by one of the students at Paro College of Education. This is a good starting point as many other elements from the story they wrote can be added.



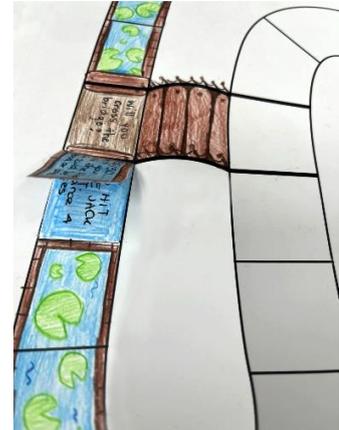
These are some examples of board games made by high school students. They are not quite finished.



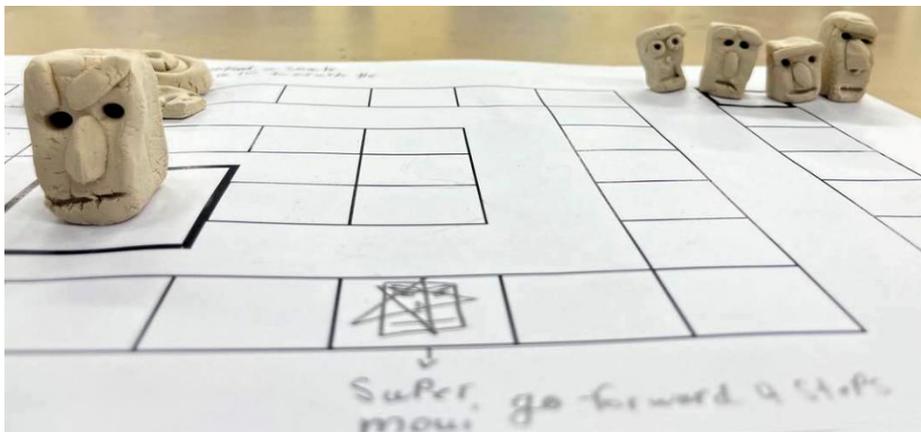
This student started to plan their game by creating drawings of the different characters from their story and then started planning where they would go on the board.

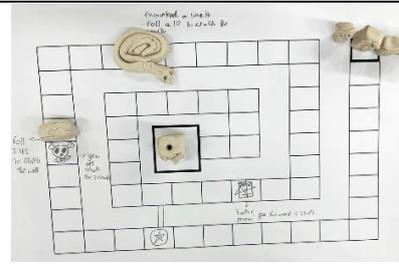


These player tokens are made from clay. The tokens on the left were made for story that is about food and have fruit drawn into them. The little batlike creature on the right is for a story that had spooky bats and other creatures in it.



This student created a lift up flap in their game with instructions for players that land on it.





These player tokens are created from clay.

Step 3: Play the game

- Allocate time for the students to test their games by playing them with one another. Once tested, adjust if necessary.

Extension Activity

- Make time regularly for students to play one another's games they made. Alternatively, bring out the games when students are tired and need a break from their regular school learning.