



Pedagogical sequence/Introductory sheet

The Bardic Tale

Language level	B1
Skills	Reading comprehension, writing
By the end of the sequence, students will be able to...	Better understand simple fiction and sentences. Use the vocabulary of emotions and idiomatic expressions.
Inclusiveness	The game is inclusive and adapted for students with Specific Learning Disorders (SLDs) - see the accessibility section of this document
Operating system	Windows, Mac OS, Linux, web browser

Where to find the game

Best experience is ensured with the desktop versions of the game. However, for simplicity, "The Bardic Tale" is also available online: <https://d-esl.itch.io/a-bardic-tale>

Hosting the game sessions

Accessibility

English level

B1.

You can organize discussions about the characters and the hero's behaviour.

Accessibility features

The in-game font is adapted for learners with specific learning disorders (sans-serif, aligned left, large size, contrast).

- For technical reasons, the player cannot adapt the font settings in the game themselves, however.

The game is controlled by a keyboard and/or a mouse, but other game controllers cannot be configured in the game settings.

Advice for specific student profiles

Auditory disability or deafness

There is background music along with sound effects within the game, but they are not necessary to accomplish the steps, nor are they relevant additions to the required information. The game can thus be played on mute, and students with auditory issues or deafness will be able to accomplish all the tasks without issue.

Classroom organisation

Duration

The game should take between **15-20 minutes to complete**.

The game progression can be saved in the menu.

If your time is limited, be careful that your students are not stuck on a step of the game for too long, and give them hints if they need it. You can also ask your students to **turn on the “always dash”** option in the “Options” menu, so that players will move faster.

The player’s guide will also help students find their way in the game and will be particularly adapted for less proficient students.

Single-player mode

Solo

There is only one game character to control; therefore this game may be best suited to be played in solo mode (one student per computer).

To launch the game, first download and extract the file “Bardic Tale.zip” (depending on the operating system the game will be run on). In the extracted folder, double-click on “Game”.

locales	09/09/2022 21:22	File folder
swiftshader	09/09/2022 21:22	File folder
www	09/09/2022 21:22	File folder
credits	14/04/2022 16:15	Firefox HTML Docu...
d3dcompiler_47.dll	14/04/2022 16:15	Application extension
ffmpeg.dll	14/04/2022 16:15	Application extension
Game	14/04/2022 16:15	Application
icudtl	14/04/2022 16:15	DAT File
libEGL.dll	14/04/2022 16:15	Application extension

It should launch the game and bring you to the title screen

In Group

There is no multiplayer mode for this game.

However, students can play in groups of 2 (or 3) on the same computer. Students could then have different roles: one would remember what to do and the other would be in charge of the action. Then, they should regularly switch roles, for instance at every new step in the game story, or every 5 minutes, for instance. There is an enigma in the game so students can think together too.

Play as homework

You could also ask them to play this game at home and, if the level of your students is adapted, to make a small report on the story. There are different endings depending on the player choices so student should be invited to explain their choices.

Make sure that students are aware of the expected duration of the game, so that they can manage their time accordingly. For the homework activity, it is also advisable to give them the player's guide, so that they can find help if they are stuck at a step of the game.

Briefing

Pedagogical requirements

The game is tailored for **B1 learners**. However, in the game dialogues, they may be exposed to more complicated vocabulary, less important for the resolution of the game.

To help them, students can be allowed to use the player's guide and the included vocabulary list.

In terms of grammar, in order to understand the story in details, students should have basic grammar knowledge:

- Some modal verbs (can, must)
- Simple present
- Simple past
- Simple future
- Present continuous
- Possessive 's
- Positional prepositions

Explanations to give before playing

Explain to your students that:

- they are going to play a game that will make them practice their English;
- The language should be in keeping with their level but they can use a vocabulary list if they don't understand some words;
- They should pay attention to the story and dialogues as they are key to the progression.

Emotional security and other warnings

The game should not have strong emotional triggers.

Depending on their individual life stories, be aware that the game covers the following:

- Having eco-anxiety,
- Having issues dealing with emotions:

Follow-up and Post-play activities

Evaluation: score analysis or resolving difficulties encountered

There is no final score of how the players performed at the end of the game, but they have to understand the story and what is asked of them in order to win the game.

You can ask your students what steps felt the most difficult for them and why. It may help them identify their own language difficulties and make them aware of what they should focus on.

Lesson plan using the in-game content learned

Prepare your students **before the game session**, to make sure that they have the basic skills to understand the basics of the story. Training them already on some of the vocabulary and grammar that they will encounter in-game will help them memorise more efficiently.

For the game activity, a **player's guide** is available in several languages. The guide comes with tips to advance in the game, in case students don't understand well what is expected. It also comes with a **vocabulary list**, that students can look at

when encountering new words. Distributing the player's guide to your students, in English or in your student's native language, with or without the vocabulary list, will depend on how you plan to use the game and the level of your student.

In order to really fix the vocabulary and grammar that will have been encountered in the game, also reuse the learned material in another activity of your choice.

Debrief or production based on the game session

Have a debriefing after the game session(s) to evaluate what students understood of the story, and what end of the game they were faced with (depending on their choices during the game).

If you choose to give this game as a homework, you could also ask them to write a short essay about the story of the game and what they understood of it.

Did their character change throughout the story?

It's important to have your students' feedback on the activity in order to see if it was enjoyable for them and if it fulfilled the goal of making them practice English in a safe environment.

As a follow-up activity, you can ask students to write a small essay about the past events written in the runes (steles enigma).

The game

Context and story

Plot




A barde who has buried her feelings for a long time tries to warn people about the great danger of the end of the world through her songs. As nobody wants to take action because they don't think they can change anything and it is too late, she puts the blame on their emotions that are paralysing them. She will meet a great help, or maybe it was just bad luck...

Lore – game world


Fantasy kingdom with little houses outside, a bar, a coffee shop, and a castle.
Middle Ages atmosphere and magic.

Characters

Protagonist(s)


	<p>Natalie - The Barde</p> <p>Natalie is the main character.</p> <ul style="list-style-type: none">• Game objectives: convince the population to take action to save the world• Goals: Restore the population's emotions, convince the King and his people to take action, foil the Dark Lord's plans
	<p>Firefly - Natalie's Companion</p> <p>The Firefly is a helper who will provide advice and hints to Natalie when she's lost.</p>
	<p>The barman</p> <p>The barman is the first person you will interact with. He is rejecting you from the bar because your songs bore all his clients.</p>

Antagonist(s)

	<p>The Dark Lord</p> <p>He also wants to save the world but is an extreme of what Natalie the Barde is thinking and wants to remove everyone's feelings to create a new utopia, with no wars, no jealousy, and no envy.</p>
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Other characters(s)








	Scratched child He's a source of inspiration.
	Man who lost his dog Help him be sad about losing his dog so he goes search for it.
	Child with broken toy The king's son 's toy is broken, and the guard won't open the way until he feels better.
	The guard He won't let you pass until you helped enough people.
	The king's daughter Help her enjoy her birthday.

	<p>The King</p> <p>Help him rule wisely.</p>
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Gameplay

Gameplay 1: Exploration and interactions

The game gives a top-down view that the player navigates using the following controls:

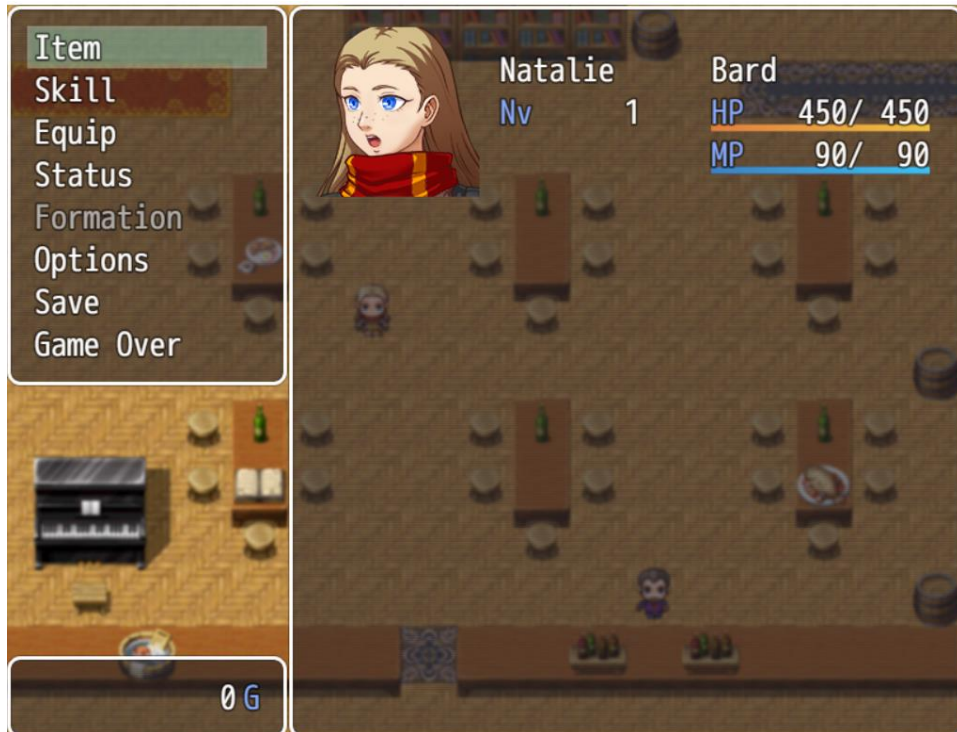
			
Move	Left click	← ↑ ↓ →	 tap where you want to go
Interaction	Left click	Spacebar	 tap
Menu	Right click	Esc	 or 

The player can interact with objects and with PNJ in the game. For most of interactions, the player needs to click on the object or use the spacebar to start any interaction.

Dialogues are a big part of the game as they allow the player to understand the situation. They also serve as tutorials and give hints on what to do next and how to find the solution.

The player can talk again to characters of the game to know what they should do.

When clicking esc, the player has access to a menu.



Gameplay 2: Combat



Fights with monsters are part of the game. They are not real monsters as they represent emotions. But they require English tests or preparation on vocabulary.

Pedagogical impact

Interacting with objects and characters will have the player read English texts that explain what happens in the game.

Combats, as well as other steps in the game, make sure that the players have collected the correct items.

Roadmap and solutions

Phase A – Player's exposition of the story and controls

Initial situation

The game starts with a cutscene and a dialogue introducing the character and the plot. The barde asks to sing in a bar, but the barman rejects her.

Objective

The player has to understand the situation by talking to different people and finding their companion in the game (Firefly).

Conclusion

When phase A ends, the player knows their role in the story and what the goal of the game is.

The introduction scene



Natalie, the barde, speaks to the barman and is ejected from the bar where she wants to sing. Outside, she can talk to people. Everyone will reject her, except one

curious man with a sorcerer hat. He agrees with her vision of life and wants to help her with his magic.

There, the player understands why nobody likes her: she is very rational and cuts her emotions. She wants to motivate people to take action to save the world from its end, but without emotion, she cannot communicate her ideas to others. People are either not believing it is the end of the world, or don't want to take action because it is too late. She wishes that emotions could be removed so they can understand her.



The man she meets who agrees with her is, in fact, the Dark Lord, he wishes the same, but is extreme: he casts a spell to remove everyone's emotions. To facilitate the understanding of the game, there is a little animation explaining what happened. The player can both listen or/and read the explanations.

The problem is that with no emotions at all, people don't know what to do, as they usually rely on their emotions to make decisions.

After talking with the Dark Lord, Natalie meets the Firefly (in the bottom left of the map, appearing after talking with the Dark Lord). She helps Natalie understand the situation and guides her to find a solution to reconnect to her emotions and share them with others.



- **Goal 1:** Understand the situation by talking to people

The player is exposed to the following aspects:

Grammar:

- Simple present
- Past tense
- Present continuous
- Future
- Modal verbs
- Imperative ("Go away!")

Vocabulary:

- Verbs: To prevent, to warn, to bore, to feel, to sing, to change, to blind, to think, to react, to hear, to remove, to try, to appreciate, to find, to have trouble, to take action, to delete, to fight against, to cast, to convince, to be aware, to be affected.
- Adjectives: honest, optimistic, intelligent, weak, rational, interesting, simply
- Nouns: a bard, a lie, emotions, an audience, lyrics, a wish, a better place, lifestyle, a spell, a speech, a danger, a threat,
- Expressions: Lack of reaction, cast a spell, the end of the world, in your misery, there is one hope

Phase B – The Barde learns to share emotions**B.1 – The emotion of sadness**

After talking to the Firefly, she will bring you to another map where she will explain to the player what to do. The player will need to learn an emotion to continue the game: a man is blocking the path. He lost his dog and doesn't know what to feel. The player needs to help him feel the right emotion to make him take action and go find his dog.



- **Goal 2:** find the correct emotion to share with the man blocking the road and help him know how to react.

The player must explore the map and find 5 elements that will provide them with specific words, all related to one lexical field: the emotion of sadness. The five elements to find are:

- A dehydrated plant which gives the word “morose”
- An empty swing which gives the word “down”
- A grave which gives the word “sorrow”
- A scratched child, which gives the word “pain”
- A bucket of water which gives the word “tears”

After the player finds these 5 words, the Firefly asks what idiomatic expression the words make the player think of. The player must choose between three idiomatic expressions representing emotions to deblock the poem to share sadness:

- Tears of joy,
- Crocodile tears,

- Burst into tears

The correct one is “Burst into tears” as it is related to the emotion of sadness.

After correctly answering, the player gains a new competence: sadness.

The player is exposed to the following aspects, through the dialogue:

Grammar

- Simple present
- Past tense
- Present continuous
- Modal verbs

Vocabulary

- A scratched child, a dehydrated plant, an empty swing, a bucket of water, a grave
- Verbs: To lost, to describe, to teach, to feel.
- Sadness, morose, down, tears, pain, sorrow
- Tears of joy, crocodile tears, burst into tears

B.2 – Learning anger

Natalie must find inspiration by exploring the street to learn the emotion of anger.

A kid doesn't know how to feel after his brother breaks his toy. The player needs to share an emotion with him. Sharing anger with him will make him very angry. As he is, in fact, the son of the king, the guard refuses to let the barde pass until she finds a way to calm down the kid. The player needs to deblock the emotion of happiness to share it with him.



The player must explore the map and find 5 elements that will provide them with specific words, all related to one lexical field: the emotion of anger. The five elements to find are:

- A sword which gives the word “violence”
- A cracked wall which gives the word “fury”
- A spicy dish gives the word “irritate”
- Torn clothes which give the word “rage”
- A torn paper which gives the word “mad”

After the player finds these 5 words, the Firefly asks to what idiomatic expression the words make the player think of. The player must choose between three idiomatic expressions representing emotions to deblock the poem to share anger:

- To see red,
- To catch someone red-handed,
- As red as a beetroot

The correct one is “To see red”, as it is related to the emotion of anger.

After correctly answering, the player gains a new competence: anger.

Grammar

- Simple present
- Past tense
- Present continuous
- Modal verbs

Vocabulary

- Anger, mad, fury, irritate, rage, violence
- To see red, as red as a beetroot, to catch someone red-handed
- Torn clothes, spicy dish, torn paper, sword, cracked wall

B.3 – The emotion of happiness

The player will need to learn an emotion to continue the game: the daughter of the king is having a birthday party but cannot continue as she doesn't feel anything.

The player needs to help her and the people around her feel the right emotion to make him take action and continue their party. Helping the daughter allows the player to go to see the king, as the birthday girl will tell the guards of the king to let the barde go to the castle.



- **Goal 2:** find the correct emotion to share with the people at the birthday party so that the King's daughter asks the guards to let you go to the castle.

The player must explore the map and find 5 elements that will provide them with specific words, all related to one lexical field: the emotion of happiness. The five elements to find are:

- A birthday cake which gives the word "glad"
- A fruit basket which gives the word "cheerful"
- A pile of gifts which gives the word "content"
- A cuddly toy, which gives the word "delight"
- A colourful plant which gives the word "joyful"

After the player finds these 5 words, the Firefly asks what idiomatic expression the words make the player think of. The player must choose between three idiomatic expressions representing emotions to unblock the poem to share happiness:

- To be on cloud nine,
- To have one's head in the clouds,
- A cloud on the horizon.

The correct one is "To be on cloud nine" as it is related to the emotion of happiness.

After correctly answering, the player gains a new competence: happiness.

The player needs to share the emotion of happiness with the son of the king outside to be able to go to see the king.

The player is exposed to the following aspects, through the dialogue:

Grammar

- Simple present
- Past tense
- Present continuous
- Modal verbs

Vocabulary

- Happiness, content, delight, cheerful, joyful, appropriate
- To be on cloud nine, to have one's head in the clouds, a cloud on the horizon.
- A birthday cake, fruits basket, pile of gifts, cuddly toy, colourful

Phase C – Asking for help from the King

Natalie is now able to learn and share emotions by herself. She can go to the castle, as the daughter of the king told the guards to let her pass.



C.1 – Meeting the King

Natalie finally meets the King and asks for his help after sharing with him emotions so he can think correctly.



Unfortunately, the Dark Lord dressed in Joker. He is unhappy with Natalie's behaviour, giving back emotions, and he amplifies them to show how bad they are. As a consequence, everyone is overwhelmed and panicking, but Natalie is the only one who can save this situation.

The player is exposed to the following aspects:

Grammar

- Simple present
- Past tense
- Present continuous
- Modal verbs

Vocabulary

C.2 – Learning to manage emotions

After speaking to the King a second time, he confesses that emotions normally help him to make great decisions. But being overwhelmed, he cannot think straight. Usually, to make his decisions, he uses his special book. He gives it to Natalie and advises her to use it.

When reading the book, Natalie is diving into it and must fight two different monsters representing emotions.



For each fight, the player can choose between four spells. The only ones that work for each fight are “acceptance” for the first one and “assent” for the second one. Otherwise, the other spells cause the player to lose some life points. Once the player wins the fight, they gain one precious stone that they have to use to balance everyone’s emotions.



When reading the book, Natalie is diving into it and must fight two different monsters representing emotions. For each fight, the player can choose between four spells. The only ones that work for each fight are “acceptance” for the first one and “assent” for the second one. Otherwise, the other spells cause the player to lose some life points. Once the player wins the fight, they gain one precious stone that they have to use to balance everyone’s emotions. To use it, the player needs to go into their inventory (esc) and in the objects section. Here, they will have to select the philosopher’s stone.



Grammar

- Simple present
- Past tense
- Present continuous
- Modal verbs

Vocabulary

- Poison, thunder, assent, acceptation, arrows, fireballs, tornado, sword.
- To dive into, an immaterial world, to be overwhelmed,

C.3 - Helping the King to save the world

Natalie is able to feel, share and manage her emotions. Thanks to all these new skills she acquires during her adventure, she will be able, if she wants to, to motivate the entire population to take action and fight the threat of the end of the world by sharing hope through her songs.

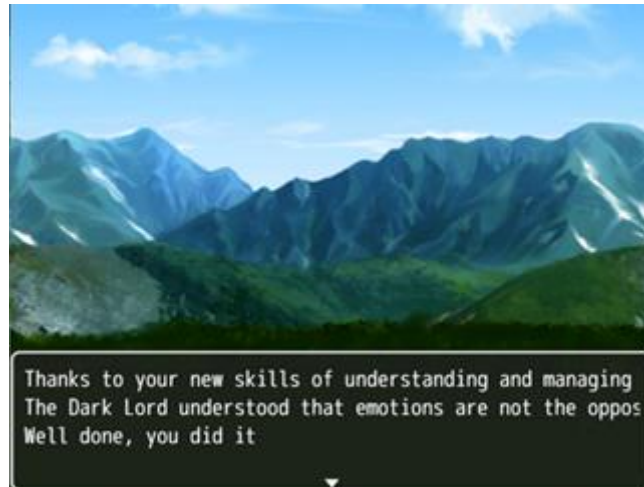
The King makes a speech to his kingdom to motivate them to cooperate and fight the threat. Unfortunately, it has no effect, and people are still sceptical. The King seems lost, and the player asks for help.

They have three possibilities of action (before the possibilities, there is a backup checkpoint, so that if they choose the wrong one, they can start again):

- Make a speech
- Go away and don't help
- Sing to the kingdom



To motivate and give hope to the kingdom, the player needs to choose to sing.



There is one alternative end: if the player chooses to go away, the game warns them that it will be the end of the world as no one would have tried anything, and it will end the game here. It will ask the player if they want to come back and choose another proposal. If the player agrees to stop here, it is the end of the world, and the game is ended.



Grammar

- Simple present
- Past tense
- Present continuous
- Modal verbs

Vocabulary

- Skills, to manage, to leave someone, to make a speech, to go away.

References

The game has been realised with [RPG studio MV](#), with the assets of the program.

Additional assets

Music

Medieval Fantasy by [Aleksey Chistilin](#) from [Pixabay](#)

Visual assets

Displayed images and transition landscape images were generated using DALL-E2 from OpenAi, which is available for free on the Bing search engine inside the Edge web browser.



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