

Pedagogical sequence/Introductory sheet

# Erasmus Integration

## Where to find the game

<https://view.genial.ly/62f60ec00397200019f1f416>

## Hosting the game sessions

### Accessibility

#### English level

**B1**: mostly present tense, with some past tense and several forms.

It is mostly about presentation, with some argumentation and a somewhat limited vocabulary.

Basically, it all depends on what the teacher does with it: you can almost do **A2** with the part with Ulf (presentation, habits) or **B2** with Lamine's speeches to push for argumentation and debate (on the importance of family, social pressure, etc).

The game tries to emulate close-to-reality situations and talks. As a consequence, it features a degree of colloquialism (characters do not speak like books and street English is fairly different from classroom English). Make sure to point out these slang/colloquial elements to your students.

## Accessibility features

The game relies mainly on reading text and could be strenuous for students with dyslexia. We used a DYS-friendly font (open-sans) and a 1.5 line spacing to make it easier. Reading the dialogue aloud in pairs could alleviate the focus on reading.

We also tried to break down long texts into several smaller pieces when possible.

## Advice for specific student profiles

Spoiler: The main character, Alex, has dyslexia. Alex being a gender-neutral name, we will refer to this character using the pronoun 'they', so all students can identify more easily to the protagonist. Alex's study partner, Ulf, is a perfectionist and wants the best marks. He decides not to partner with Alex because he is afraid that Alex's disability will endanger his mark.

Players with dyslexia shouldn't feel offended, we show a particular situation where the "antagonist" is too extreme.

We also tried to portray the protagonist in a positive light, and to center the plot around Ulf's bad reaction rather than on Alex being dyslexic.

## Classroom organisation

### Duration

The game can take from 15 to 30 minutes to play depending on the learners' level.

## Single-player mode

### Solo

The game can be accessed using the internet from a computer or smartphone through a web browser

The game is thought to be played solo: the player goes through the story and makes dialogue choices.

You can put one student per device and have each student make their own choices.

Give students the opportunity to report when they don't understand a sentence: you can put vocabulary on the board for all the class to check it when they reach that sentence themselves.

Also, record those sentences or grammar points that students had trouble understanding.

### In Group

It is also possible to have several students per device. They can debate which answer to give when a choice appears. They can also help each other understand dialogues.

You can also use only one device to show to the entire class. You play the game yourself but ask input from your students.

When a dialogue choice appears; you can ask students to enact it to make them practice oral expression.

You can also make sure that all students understand each dialogue and answer. Then ask the class what they want to answer.

## **Multiplayer mode**

None

## **Remote Play**

### **Play as homework**

The teacher can ask their students to play the game at home before the next English class.

All they need is an internet connection.

The class can then discuss the game events and characters with the whole class.

You can also ask them for a written assignment before the next class (see Follow-up and Post-play activities).

### **Distance learning activity**

You can play the game and share your screen with your students remotely. It is a remote version of the “play in front of your class” setup.

## **Briefing**

### **Explanations to give before playing**

You can warn your students about the colloquialism of the game.

## **Emotional security and other warnings**

The main theme of the game is: “Is it ok to go out and party during your studies?”. It presents several characters with their take on this question.

Alcohol consumption is mentioned and slightly debated but not encouraged.

Should the mention of alcohol be an issue because of local rules, we could replace the mention of alcohol with that of energy drinks.

## **Follow-up and Post-play activities**

### **Evaluation: score analysis or resolving difficulties encountered**

Once you have collected the difficulties reported by students while playing the game and some unknown vocabulary. You can use this as a basis for a lesson.

### **Debrief or production based on the game session (essays, list of words to review...)**

To prove they played the game seriously, students could make a written assignment on what they understood of the game events.

They could also explain what they easily mastered and what they struggled with while playing the game.

This could also be the basis for a group discussion, and students could compare the different reactions they saw among the characters.

For example, they could answer the following questions:

Can you summarize the events of the game?

About the characters:

- How could we characterize or describe each character?
- How would you describe the emotional states and beliefs of the characters?
- Explain Ulf's motivations and actions.
- What is the relationship of the characters with Alex? With the other characters?

## The game

### Context and story

#### Plot

The theme of the story is: is it ok to go out and party during your studies?

Alex finds someone a bit like them in Ulf at first. Ulf is a shy student that is a bit anxious and wants to study and avoids parties. But when Alex reveals they have dyslexia, Ulf refuses to be their study partner, as he is afraid it will impact his marks.

Alex then decides to go to a student party to relax, clear their mind and also to find a new study partner. However, they will soon realize that it is too late and that they will be forced to work with Ulf. Therefore, They should try to make things work with Ulf.

With the correct dialogue choices, the player can make Ulf come to parties and turn him into a friend again.

To do so they need to understand him, what drives him and break a few of his false beliefs.

The help of others characters will be useful, and trusting the right pieces of advice will be necessary.

## **Lore – game world**

The game is set in our contemporary world. We follow a cast of Erasmus students. We are several weeks into the study year. People are starting to know each other whether because they worked together or thanks to integration parties. There is one planned tonight, but before that, Alex (the protagonist) has a meeting with their English partner Ulf to start working on an assignment.

## **Characters**

### **Protagonist(s)**

- **Alex:**

Alex is the main character, played by the player. Alex isn't represented and their gender is undefined. Characters look at the "camera" when talking to them. It puts the player in their shoes.

Alex having dyslexia has been a bit of a social handicap for him. They are already of introverted nature but it made it even harder for them at times.

Their mother made them read a lot when they were a kid, trying to help with Dyslexia.

Although this is not mentioned in the game, the backstory is that:

This forced reading regimen had a bit of a contrary effect on them.

One day, to the surprise and disapprobation of their mother, a doctor prescribed them videogame time, as it can help with dyslexia. They grew quite fond of it.

They weren't very outgoing as a kid, their family used to move a lot and they never thought they could stick to friends for long. So they made friends over MMORPGs and online games.

### **Antagonist(s)**

- **Ulf**

Ulf is very hard working at school. He is anxious about marks and scholarly profile. He has a lot of pressure from his parents.

He will avoid anything that can put his success in danger.

Ulf lacks empathy and tries not to understand others. He relies a lot on stereotypes or false beliefs without questioning them too much.

Ulf is very concerned with what his family thinks of him.

He believes that his worth lies only in the excellent marks he can get.

Since he was little he has suffered the comparison with his brothers and sisters. In family meetings, it's all about them. His family created an ambience of competition and an unhealthy obsession for merit where he feels that he's loved only when he brings back good marks or trophies at home.



## Companion(s)

- **Lamine**

Lamine is an extravert. He loves to think about the world and people and is very curious about anything.

He is from a Muslim family that he loves. He follows the tradition and rites but slacks off a little. His curiosity and openness sometimes make him question some of it. He also suffers a bit of pressure from his very religious parents.

He loves to go to parties, even though he does not drink, because it is an opportunity for him to speak to people disinhibited and have philosophical, deep or just hilarious conversations.

This tension inside him spurred reflections and research about why people think or act as they do and the relation with their social background.

- **Marta**

She is bright, smiley and hard-working. She has to work on the side to pay for her studies which makes her work for long hours. So from time to time, she just needs to let go of the steam and have fun at parties. Even though it's hard, she likes to make her own money because that makes her responsible and autonomous.

- **Vicente**

Vicente is the party guy. He is famous, everyone loves him for his sense of humour, light craziness and his cool and confident detachment. He's friendly with everyone but doesn't really care about them.

He should beware because he could be starting to have a drinking problem. His

tendency to party hard and do crazy things is a bit of a social pressure that he follows. He also thinks this fame is what made his girlfriend, Laura, go out with him in the first place.

He sees himself continuing like this for a long time and aims at making money and keep going to parties long after his studies.

He's quite clever so he can manage good enough grades without doing much.

- **Laura**

She tries to be perfect and always takes time to make herself pretty before going out. She is charming and tries to befriend and please everyone. But that's a kind of dominance, social safety or control. She doesn't like people to have "better friends" than her. She wants to be the favourite, the most famous one to a point that is not healthy.

She follows feminine social norms like a religion and is desperate for love and attention.

# Gameplay

## Gameplay 1: visual novel

### Description

The gameplay is fairly simple, it consists in clicking on interactable objects/characters or choosing dialogues.





The beginning of the game is fairly linear but as the story progresses some dialogues may displease some characters and cause the conversation to finish abruptly or even to cause a game over.

## Pedagogical impact

To make the right dialogue choices, the player needs to understand what they are told and what they can answer. This requires reading comprehension (grammar and vocabulary).

## Roadmap and solutions

[See the conversation flowchart](#)

## Level 1: Meeting with Ulf

The best dialogue choices are:

A: "You're going straight to the point, aren't you?"

A: "Well, I see you are in a hurry. Maybe we can talk tonight at the welcome party?  
I'm not sure I'm going, because I'm shy. But it can be a good moment to talk more!

A: "There won't only be shallow people."

## Level 2: The party

Your goal is to talk to Vicente about his partying habit in a subtle way: tell him to discuss it with his girlfriend instead of moralizing him or being judgmental.

You can freely talk to people. Only avoid the conversation-stopping answers and the game over answer.

### Conversation stopers:

#### **Laura**

"It's great, but I need to find a partner for the English essay . Can you help me?."

"Yeah, you're right. Let's have fun!"

"Yeah, probably."

"Is it about your English level?"

**Marta**

"Well, I'm trying to find a new partner for English."

"Is it really that hard?"

"Apparently you said something about him to Laura and it upset her."

**Vicente**

"That's stupid indeed."

"Well, I think that's quite the opposite. I think she would like you to slow down."

**Game over Answers:**

Saying "Well, I think you drink too much Vicente." to **Vicente**.

**Sources:**

Characters were created using [Epic Games' Metahuman creator](#).

Decors were created using [Midjourney](#).



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