



Pedagogical sequence/Introductory sheet

Let's Make Pizza

Where to find the game

<https://d-esl.itch.io/lets-make-a-pizza>

Hosting the game sessions

Accessibility

English level

A2/B1

Accessibility features

Accessibility to the game is very easy: it can be played moving on the screen with the little arrows on the keyboard and left or right clicks and double clicks.

Advice for specific student profiles

DSA students shouldn't feel the need to rush at any point in the game, they should take their time reading through the text, there is no time limit.

Auditory disability or deafness

The background music that accompanies the player is not necessary to accomplish the steps and complete the game. Therefore it can be played also in silent mode.

Classroom organisation

Duration

The game should take from 15 to 30 minutes.

Single-player mode

Solo

The player takes up the role of John, one of the two students. They interact with the environment and the characters to fulfil the tasks needed to make pizza.

In Group

See who can finish the game with the fastest!

Multiplayer mode

Unavailable.

Remote Play

Play as homework

The game can be played as homework. Obviously, before asking students to play the game as homework, teachers should ensure that they are quite familiar with the vocabulary needed and that they can use the linguistic functions necessary to interact with the characters and advance in the game.

Distance learning activity

The game can be played as a distance learning activity after a basic introduction by the teacher, who should explain at least the reason why it is being proposed. Moreover, the teacher should check that students are familiar with using the linguistic functions essential for the game interaction and that they can understand the instructions given as well as the final goal.

Briefing

Pedagogical requirements

The game requires an A2 level of English and can be good to review the linguistic functions used for proposing something and how to accept or refuse what is being proposed; moreover, it can help practise the imperative and will be useful to learn new words so that, especially DSA students, can become more self-confident. A2 learners should not have great problems going through the game: the new words are repeated many times and there's an activity dedicated to their spelling too.

Explanations to give before playing

The goal of this game is to find the ingredients and to list the actions necessary to make pizza, that is learning new words and practising the imperative and the linguistic functions of proposing something.

Emotional security and other warnings

The game is emotionally involving indeed, and also amusing, so not frightening at all! It is basically interactive and students can play without any anxiety. Going on with the game, they should feel engaged as they are one of the the protagonists! This helps them dive into the situation and perform better, so that they are able to accomplish their tasks quite easily.

Follow-up and Post-play activities

Evaluation: score analysis or resolving difficulties encountered

There is no lifestore to monitor. Actually, the player can advance in the game only if they find everything they need. The part in which they will need to pay the greatest attention is when they are at the market buying the ingredients: the people they meet there try all the time to get closer to them and buy both the ingredients of their money. Later on the player will have to "let the dough rest": there some memory is needed too!

Lesson plan using the in-game content learned

Different lesson plans can be developed from playing the game.

Language lesson plans:

- Reviewing the linguistic functions for proposing something, accepting, refusing and/or proposing something else;
- Reviewing the imperatives;
- Learning how to interact with people politely when you are engaged in a specific task.

Reading and writing lesson plans:

- After finishing the game, the plot could be discussed in class and/or a summary could be written by the players;
- Playing the game could be the starting point to analyse how gaming engage young people, so a class discussion on the students' involvement in the story could follow, to finally end up with writing down one's own sensations and feelings while playing the game;
- Moreover, an interview could be organized in class on the same subject as stated above: students could play both the role of the interviewer and the interviewed.

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

Students should be able to write in many forms:

- An article for a school magazine to tell about their learning experience through a videogame;
- A review of the game;

- An email to a friend telling about the game experience;
- A summary of the story;
- An interview to the player;
- Etc... according to the situation or the topic the teacher needs to get covered.

The game

Context and story

Plot

The player finds his pet and aims to win the school tournament .

Lore – game world

Mario and John are two university students in Rome. They are living together while attending their academic courses, so they are sharing a lot in this period! The game brings the player into one of their days, they are John! It seems he is getting used to Italian cooking habits and he would like to try something typically Italian for dinner, so they two decide to make pizza! they go to the kitchen where a nice woman, a kitchen assistant, says they have no ingredients, so you they have to go shopping. Then an old, wise cook lists all the ingredients for the pizza; they take some money and go to the nearby market. But this is not the safe place it seems to be...so, to get all the ingredients needed, they'll have to avoid unpleasant meetings while moving from one stall to another...when they have all of them, they get back to the kitchen, where they find someone to help obtain the best dough ever!

Characters

Protagonist(s)

- **Mario, the Italian student**



- **Game objectives:** his goal is to interact with John, his flatmate (the player) and decide what to make for dinner

- **John, the British student, THE PLAYER**



- **Game objectives:** first you interact with Mario, then you play the game interacting with the characters and following the instructions given.

- **The old wise cook**



- She reminds the protagonist which ingredients are missing and gives advice to stick to the recipe.

- **The second kitchen assistant**



- After the player has bought all the ingredients, she gives instructions about how to do obtain the first dough.

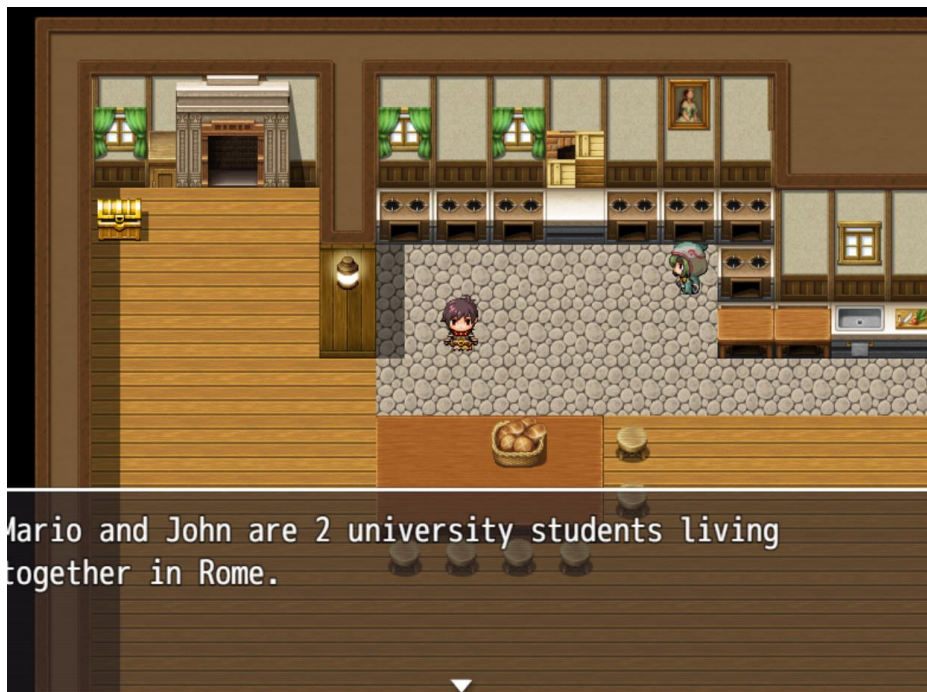
Antagonist(s)

The only antagonists are the men walking around in the market: they are always trying to get near the protagonist to steal ingredient and money form him.




Gameplay

Gameplay 1: the Kitchen

Description



- **Controls**

		
Move		
Continue	Left click	
Select answer	Left click	
Check your situation	Right click	
Make choices	Double left click	

Roadmap and Solutions

Phase A – The kitchen

Objective: interacting with the characters deciding what to eat for dinner; looking for the ingredients needed. The player needs to memorise the ingredients.

Conclusion: The player discovers they have no ingredients, gets some money and goes shopping.

Phase B – Buying the ingredients

Objective: going around the stalls in the market to get the ingredients necessary to make pizza.



Conclusion:The player gets all the ingredients and goes back to the kitchen.

Phase C – The Dough

Objective: interacting with the characters that give you instructions to get the two doughs

Conclusion:The player gets the dough and needs to let it rest.

Phase D – Making the pizza

Objective: making the pizza: to let the dough rest the player has to prove that they remember the ingredients used and that how to write them.



Conclusion: The player makes a wonderful pizza!



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