



Pedagogical sequence/Introductory sheet

# The Shipwreck

## Where to find the game

<https://gd.games/instant-builds/dd28621e-b9f9-4f46-b269-b9305c9bdb9d>

## 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-clicks.

### Advice for specific student profiles

SLD Students shouldn't feel the need to rush at any point in the game, they should take their time reading through the text and completing the tasks according to their needs.

## **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 about 15/20 minutes, according to their skills.

### **Single-player mode**

#### **Solo**

The player takes up the role of the shipwreck. In the first part, they interact with the environment to see where the story takes them; then they will struggle to survive on the island and finally, to get to the final rescue.

#### **In Group**

See who can finish the game the fastest and/or with the least lifepoint loss.

### **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 present tenses and the -ing form, which are necessary to solve the quizzes and go on through 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 present tenses that they will need to accomplish the steps and reach the final goal.

## **Briefing**

### **Pedagogical requirements**

The game requires an A2/B1 level of English and can be good to review how to use the present tenses and the -ing form, as well as to practise and assimilate these structures better. A2 learners should not have great problems going through the game, maybe learning from their mistakes, in which case the game can be played as many times as they need in order to become a useful means to enhance their skills too.

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

The goal of this game is to practice the present tenses and the -ing form, so a quick review of these could help.

### **Emotional security and other warnings**

The game may be emotionally involving but not frightening at all! It is basically interactive and students can play without any anxiety. Going on with the game, they should feel more emotionally engaged as they are identifying with the protagonist!

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**

The players will follow themselves their achievements with regard to the lifestore they get and the time they need to complete the game. There is no final score on how they perform, but they can end the game only if they solve alle the quizzes correctly.

### **Lesson plan using the in-game content learned**

Different lesson plans can be developed from playing the game.

Language lesson plans:

- Reviewing the present simple and present continuous;
- Reviewing the uses of the -ing form;
- Using the present verb tenses correctly.

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 fantasy world 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...)**

At a B1 level 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 is in a very unusual situation: they are stranded on a deserted island! So they must first learn to survive on it, then find a way out of it. Of course, at first they need to explore the world around them where they will look for food and/or objects and materials and gather them to build a shelter. They don't know the place, it could be inhabited by savages or wild creatures, so you they protection.

After having built the house, a new life on the island begins. But hope for rescue never abandons them, of course! This requires a clear mind, so they have an idea to keep it working: a diary!

Only after having completed it, a ship will come for their final rescue. But life is never easy, so they have to deserve their rescue ...

### Lore – game world

The game is set in an imaginary deserted island where the player is shipwrecked. All the action takes place there to get to the final rescue.

## Characters

### Protagonist

- The player, that is the shipwrecked person!




# Gameplay

## Gameplay 1: The Exploration

### Description



### Controls

		
Move		
Continue		E
Select answer	Left click	

## Roadmap and Solutions

### Phase A – The Exploration

**Objective:** The player is on a deserted island and becomes aware he needs to look for food and objects that are necessary for their survival. Therefore a search begins during which they move using the little arrows on the keyboard and collecting the items they find selecting “E”.

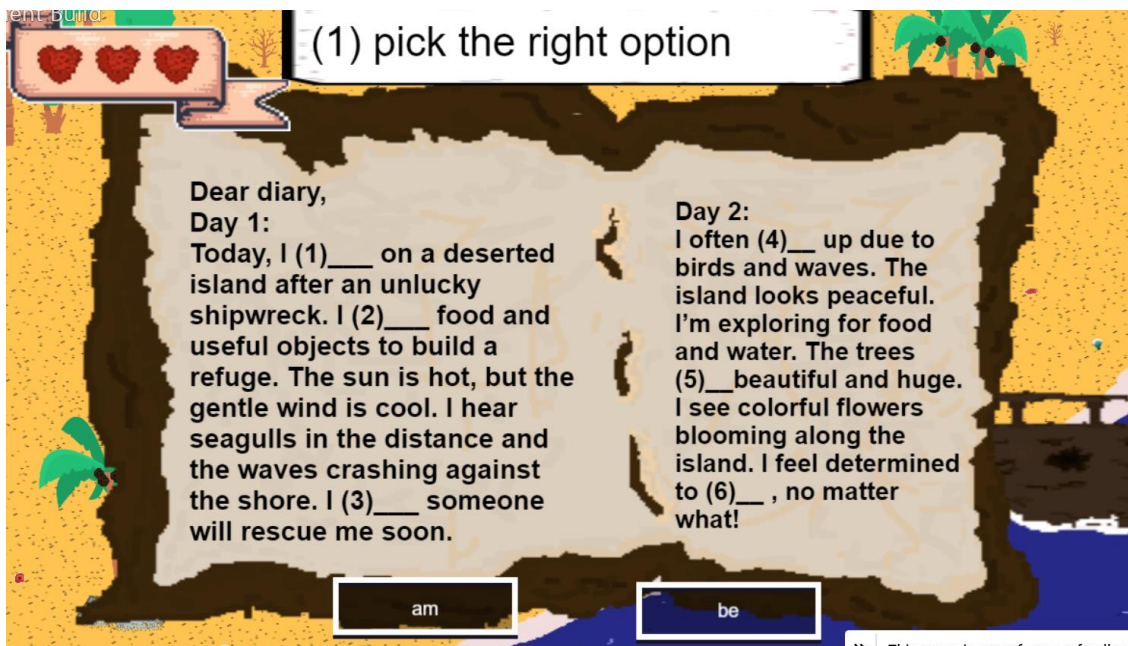
**Conclusion:** The player gets 10 items and passes on to Phase B.

### Phase B – Writing a Diary

#### Initial situation

Now the player has a house! But they need to spend their time and, above all, to keep their mind clear: if they don't want to give up hope for being rescueded, they must not lose contact with reality. So the player decides to keep a diary.

**Goal:** complete the diary.



The screenshot shows a game interface with a diary entry. At the top left, there are three red hearts in a pink box. A speech bubble contains the instruction "(1) pick the right option". The diary text is as follows:

Dear diary,  
Day 1:  
Today, I (1)\_\_\_ on a deserted island after an unlucky shipwreck. I (2)\_\_\_ food and useful objects to build a refuge. The sun is hot, but the gentle wind is cool. I hear seagulls in the distance and the waves crashing against the shore. I (3)\_\_\_ someone will rescue me soon.

Day 2:  
I often (4)\_\_\_ up due to birds and waves. The island looks peaceful. I'm exploring for food and water. The trees (5)\_\_\_ beautiful and huge. I see colorful flowers blooming along the island. I feel determined to (6)\_\_\_ , no matter what!

At the bottom of the diary, there are two boxes containing the words "am" and "be".



**Conclusion:** once the player has completed the diary, his dream of being rescued seems to come true: a ship arrives. But this will get them only to the final challenge.



## Phase C – The Final Rescue

**Objective:** The player must solve the captain's quizzes to prove they deserve being rescued.



- After solving all the quizzes, the player receives the final prize: their rescue!



## Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

**Project code:** 2021-1-BE01-KA220-SCH-000027783

This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License (<http://creativecommons.org/licenses/by-nc-sa/4.0/>).

**Learn more about D-ESL at:** <https://www.d-esl.eu>