

Perseverance

Where to find the game

[D-ESL web site]

Hosting the game sessions

Accessibility

English level

The game is mainly designed for **B2** level.

Accessibility features

Controls: mouse, keyboard arrows, ESC, touch input.

Advice for specific student profiles

The game can be recommended to **dys**-students. Teachers who need more information referring to learning activities tailored for students with specific needs can access the Practice Sheets for inclusive education in "Resources".

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 can be played in 15-30 minutes.

Single-player mode

Solo

"Perseverance" offers one protagonist and is designed for single-player mode.

In Group

As the game contains an evaluation test based on prepositions, the creator suggests playing it by one student only. Otherwise, students can optimally form **groups** of even number of participants, so that each member may have the chance to answer an equal number of questions.

Multiplayer mode

Not available, but students can benefit from the game experience in groups.

Remote Play

Play as homework

The teacher can assign the test referring to **prepositions of place** as home task and then discuss the students' answers in the classroom. It will be an enjoyable activity which fosters learning in their familiar environment.

Distance learning activity

The whole game can be played as a distance learning activity as well. The **Player guide** represents an important tool which students can rely on in terms of vocabulary, grammar and roadmap.

Informative note: If the students are not allowed to play the game at home, a worksheet can be transferred to them with only **the print screen** and the **tests** in pdf format.

Briefing

Pedagogical requirements

At B2 level, the students are considered independent users of English, having attained the language skills to communicate confidently. They are familiarised from previous language levels with prepositions, consequently they should be able to cope with this grammar topic easily while assimilating the vocabulary in the game.

Explanations to give before playing

The students are told they have to impersonate a young man (who is nameless in the game) and solve the game challenges: idioms, multiple-choice tests about prepositions and household chores with four objectives.

Emotional security and other warnings

The game does not contain sensitive topics.

Follow-up and Post-play activities

Evaluation: score analysis or resolving difficulties encountered

There is no in-game scoring for the multiple-choice tests; instead, the teacher can offer the answers to the questions after the game, revising the grammar topic if too many errors occur.

Lesson plan using the in-game content learned

An effective technique is to practise using prepositions in context or with visual support. At B2 level, lesson plans can be designed on prepositions departing from literary texts with **descriptive narrative** (e.g. "The Hunger Games", "Harry Potter", "Anne of Green Gables", "A Game of Thrones"), with focus on prepositions of place.

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

- As the first object found in the game is a letter, the students can indulge in **informal letter** writing using the prepositions encountered.



Informal letter writing

Continue the letter using prepositions of place from the game 'Perseverance'.

Dear John,

Thanks for your letter which I received a couple of days ago. Hardly had I entered the house, when I saw a piece of paper **on** the floor. I didn't want to read it right away, so I put it **in** my pocket. The owner's portrait hanging **above** the crates in the kitchen grabbed my attention...



- Another task refers to **crime vocabulary**; students at B2 level are generally 16 to 18 years old and they ought to know the societal norms and

legislations. In the worksheet below, the students provide definitions for the vocabulary items below or use them in sentences of their own.

CRIME VOCABULARY

SHOPLIFTING

BURGLARY

ROBBERY

ARSON

BLACKMAIL

MUGGING

DRUG-DEALING

MURDER

SMUGGLING

CYBERBULLYING

PICKPOCKETING

VANDALISM

Provide definitions for the words above.



- At the same time, they can also work on **idioms for crime**. The examples below belong to the same semantic field:

“a rotten apple” (something or someone that is a bad influence on others);

“to cover someone’s tracks” (to hide or get rid of incriminating evidence);

“to get caught red-handed” (to be caught in the act of committing a crime or breaking a rule)

“to keep one’s nose clean” (to stay out of trouble)

“to do something by the book” (to strictly follow the established rules or laws) etc.

The game

Context and story

Plot

A young man breaks into a house to rob it, not knowing that the owner has already planned something for this situation. The challenge is set from the first steps: finding the greatest treasure which is “hidden in plain sight”. There are knowledge challenges to be overcome, but the greatest of all is accepting that the treasure he will receive has no material value.

Lore – game world

The game’s story unfolds inside a manor, whose interior looks spacious and respectable. There are no spacio-temporal coordinates, nor names, consequently the player concentrates solely on the game’s narrative.

Characters

Protagonist(s)

- **Burglar**



The main character has no name in the game, but the photo shows a cool young man. He is very determined to achieve his goal, regardless of the challenges he is about to experience. As soon as he steps inside, the protagonist encounters the owner's indirect message on a piece of paper, which tickles his ego. Hearing that he will NEVER find the treasure hidden actually in full, unrestricted view, represents an insult to his skills. He successfully indulges in all the challenges that had been meticulously planned by the house owner(s). Eventually, he realises that "the great treasure" means satisfaction found after being involved in a job well done.

Antagonist(s)

- **None**

Companion(s)

- **None**

Gameplay

Gameplay 1: Familiarising with the place

Description

The first object he encounters (a letter on the floor) informs him on the **main objective** of the game (a great treasure) and the owner's wish to help him find it.

The player impersonates a trendy young man who breaks into a rustic manor with the obvious intention of robbing the place. At this level, the player is interested in familiarising with the interior of the house using the **vocabulary** given (prepositions of place, lexical items, idiomatic expressions, cultural hints) and solve the **multiple-choice tests**.

Pedagogical impact

The students are introduced to the vocabulary of the game (words, phrases and idiomatic expressions) which they receive a priori in the form of fiches. At B2 level, they are able to infer meaning from definitions in the target language. There are also several cultural hints which the teacher may need to explain before playing, so as to help students grasp interculturality and enlarge their general knowledge.

Vocabulary

Lexical items

To scrunch - to crumple; to cause (something, such as one's features) to draw together

To bend - to curve out of a straight line or position

Protest - A formal declaration of disapproval or objection issued by a concerned person, group, or organization.

To spare - to keep oneself from using; to choose not to use

To bestow - to present as a gift

Surroundings - everything that is around or near something or someone.

To depict - to represent or show something in a picture or story

Angle - (here) the direction from which someone or something is approached

To state - (here) to express in words

Obvious - easily discovered, seen, or understood

Scattered - separated, distributed irregularly

Housekeeper - a person who takes care of the domestic duties in a household

To intervene - to occur, fall, or come between points of time or events

Randomly - lacking a definite plan, purpose, or pattern

Countertop - the flat working surface on top of waist-level kitchen cabinets

Idioms

To nose around - to search for something (such as private or hidden information) in usually a quiet or secret way.

In due time - "eventually" or "at the right time"

Turn on one's heel - to turn away from someone in a very quick or sudden way

To laugh your head off - to laugh a lot, loudly

Informative note on cultural hints:

To bend the knee = To admit or demonstrate one's submission or subservience to someone in a position of power. Example: "Bend the knee, peasant! I'm the king!"

Even a broken clock is right twice a day means that occasionally, even a person who's considered unreliable can be right about something or provide a solid point

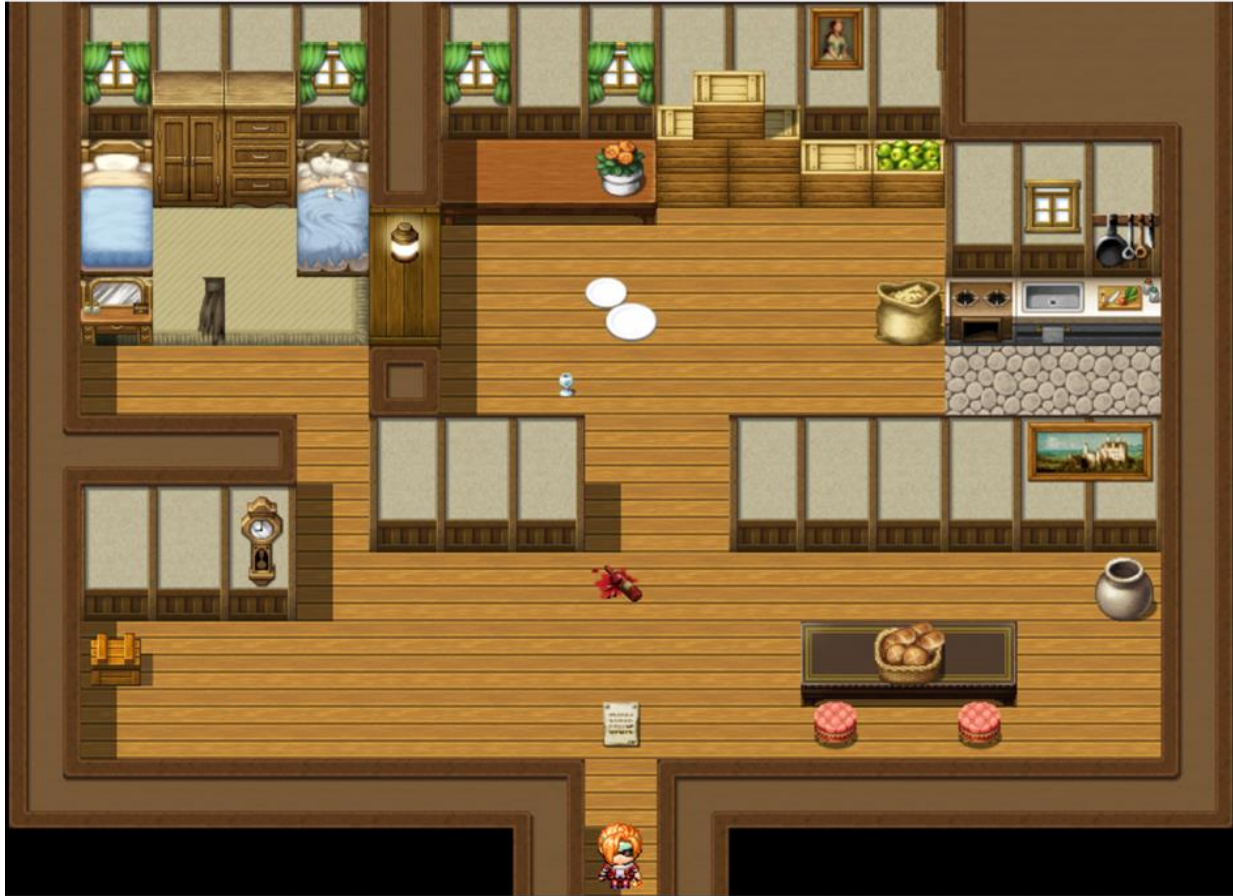
during a discussion. comes from the 1700s. It first appeared in a magazine, "The Spectator," published by Richard Steele and Joseph Addison in 1711.

As you make your bed, so you lie in it says that you must suffer the consequences of what you do. This proverb is based on a 15th-century French proverb with a slightly similar meaning.

🍪 **Fortune cookies** are crisp and sugary cookies made of flour, sugar, vanilla, and a message inside of good fortune written on a piece of paper. The exact origin of these cookies is not clear, but they are likely to originate from Japan.

Test – prepositions of place

Dys-players can also use the **worksheet on prepositions** below to have a separate test if the PC screen does not have a good resolution.



MULTIPLE - CHOICE TEST

(Prepositions of place)

A. In the living-room

1. As you enter the house, you notice a piece of paper ...
 - a. beneath the floor.
 - b. on the floor.
2. There is a broken wine bottle ...
 - a. in front of you.
 - b. right above you.
 - c. What a waste!
3. ... there is a table.

a. To your right

b. On the right

c. Right

4. There are two stools ...

a. under the table.

b. in front of the table.

c. behind the table.

5. The fortune cookies are ... a basket, on the table.

a. inside

b. in

c. into

6. A painting can be seen ... the wall.

a. up

b. against

c. on

7. There is a clay pot ... the painting.

a. under

b. beside

c. above

8. To your left, you can see ...

a. a clock, a chest, and a bottle of wine.

b. a chest, a piece of paper, and a clock.

c. a chest and a clock.

B. In the kitchen

1. There are two windows ... the table.

a. beside

b. above

c. near

2. On the left side of the room, there is a sack of grains ...

a. next to a stove.

b. next to the sink.

c. in front of a stove.

3. The sink is ... the stove and a countertop and under a third window.

a. among

b. beside

c. between

4. Breathing as low as you can, you throw the apples ... the clay pot.

a. down

b. inside

c. into

Gameplay 2: Doing the house chores

Description

Robbing the house is not that simple, as the owner thought of teaching the young burglar a lesson. Successfully passing the living-room test, the player goes to the table to eat a fortune cookie; he is challenged to do the household chores and **achieve the 4 objectives**. He finds a message in a fortune cookie, which says: "Right all wrongs, and you shall be rewarded."

Game objectives: visit each object or thing which is not in order and fix it. At the same time, keep in mind the prepositions inside the sentences.

- **O1:** Make the bed and notice an embroidered message.
- **O2:** Pick up the plates and put them on the table.
- **O3:** Glass on the table.
- **O4:** The rotten apples give off a bad smell.

Having achieved the objectives there is still no trace of the great treasure, and the player must feel confused. After another fortune cookie, he finds inside a new message which says that the greatest treasure relies on the pleasure of a job well-done. Reflective moment, then another cookie: "Now be a treasure and take out the trash". "WHY NOT" is the last line in the game, confirming that the protagonist's attitude has changed.

Pedagogical impact

The students have revised the vocabulary and grammar topic by this game phase, which is mainly based on idioms.

Roadmap and solutions

Level 1: Familiarising with the place

- SOLUTIONS FOR MULTIPLE-CHOICE TESTS

A. IN THE LIVING-ROOM

Answers: 1 b, 2 a, 3 a, 4 b, 5 b, 6 c, 7 a, 8 c.

B. IN THE KITCHEN

Answers: 1 b, 2 a, 3 c, 4 b.

Level 2: Doing the household chores

- SOLUTIONS FOR ACHIEVING THE OBJECTIVES

O1: no solution needed

O2: no solution needed

O3: Glass on the table: 1. Visit the flowerpot. 2. Pick up the glass on the floor. 3. Go to the sink and fill the glass. 4. Water the flowers. 5. Put the glass on the table.

O4: The rotten apples give off a bad smell: 1. Bring the clay pot in front of the crates. 2. Move the apples in the pot. 3. Place the empty crate near the kitchen entrance.

- Wipe the wine and throw the bottle in the crate used for trash now.

- Seal the pot with the rag and the rope (rope – in the crate on the left; rag – in front of the bedroom).

- Move the pot in the position of the crate with the rotten apples.

- You place objects on their right place having **double-click** on the mouse.
- The **game objective section** comes after the living-room test. The kitchen test is taken at the same time.

Informative note: technically speaking, the main events in the game are as follows:

- ❖ Multiple-choice test in the living-room
- ❖ Household chores with 4 objectives
- ❖ Multiple-choice test in the kitchen
- ❖ Denouement or resolution

For an effective approach in the classroom, these events are grouped according to the order of the learning steps.

Sources:

RPG Maker assets; www.canva.com for visual materials



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

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