



Pedagogical sequence/Introductory sheet

# What's in a Name!

## Where to find the game

<https://gd.games/instant-builds/44a27389-7879-4870-8ec4-5aaf18c86eef>

## Hosting the game sessions

### Accessibility

#### English level

Students should have skills at A2/B1 level.

#### Accessibility features

Accessibility to the game is very easy: it can be played using the arrows on the keyboard and left-clicks.

### Advice for specific student profiles

Students of all ages can easily play the game, including dys-students; however it is maybe mostly suitable for students up to the first two years of secondary school; after that it can be used by students who may have happened to fall behind and need to catch up with their classmates. Students with dyslexia 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 about 10/15 minutes, according to the player's ability to follow the instructions given and remember the information learned.

### **Single-player mode**

#### **Solo**

One student can play the game, but he/she can play it with other students to make it faster.

#### **In Group**

A challenge can be organised for students playing the game at the same time at different stations to see who can finish it the fastest.

### **Multiplayer mode**

Not Available

## Remote Play

### Play as homework

Before asking students to play the game as homework, teachers should ensure that they are quite familiar with understanding directions, which are necessary in Phase A. Then, in order to fully understand the situation in Phase B of the game (the dialogue between Romeo and Juliet), a historical and/or cultural introduction to the play/situation would be advisable, together with the vocabulary needed in the dialogue. The last phase is simply a review of the content learned, which is intended as a way to help students assimilate the content.

### 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 the content is being proposed. Moreover, the teacher should check that students are familiar with the necessary vocabulary needed to accomplish the steps and find the way to Juliet.

## Briefing

### Pedagogical requirements

To accomplish the first part of the game, students should be familiar with “giving and understanding directions”, that is A2 level; but to fully understand the following dialogue, a B1 level would be more suitable, so the game can become more challenging after the first part.

## **Explanations to give before playing**

Before playing the game students should be able to understand simple vocabulary connected to “giving and understanding directions”, so eliciting it would be advisable depending on the class. As for the story, it shouldn’t be told before, as getting to know it is one of the game’s main aims; however, a brief introduction to explain the importance it has in English literature and how widely known it is would be useful to draw the students’ attention on it.

## **Emotional security and other warnings**

The first part of the videogame is basically interactive and enables students to impact the game without any anxiety. In the second part they should feel more emotionally engaged and identify with the protagonist, which should help them plunge into the situation and remember its characteristic features more easily, so that they are able to accomplish the third and last part quite easily.

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

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

There is no final score on how the player perform, but they can end the game only if they understand all its points.

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

Different lesson plans can be developed from playing the game.

Language lesson plans:

- Reviewing asking for and giving directions;
- Asking questions in the different verb tenses;
- Using “questions words” correctly.

Literature lesson plans:

- Analysing the two main characters;
- Dealing with the main themes of the play: love, the relation between the individual and society, the characters' personal growth;
- "Romeo and Juliet" as both a tragedy and a comedy" in the Shakespearian production.

And much more...

**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 a specific topic regarding either the game experience or the story/Shakespearian work itself;
- A summary of the story;
- A character's review;
- Etc... according to the situation or the topic the teacher needs to get covered.

# The game

## Context and story

### Plot

Romeo and Juliet are the children of two very important families in the city of Verona, Northern Italy. The two families have been in a feud for years when Romeo and Juliet meet at a masked ball and desperately fall in love with each other, without knowing they come from the enemy families. After the ball Romeo wants to meet Juliet again, so he needs instructions to get to her. After finding out where she lives, he goes to her home, where the famous "Balcony Scene" takes place.

### Lore – game world

The game world of the first and third scenes is not realistic, it is game-like. The second part, when the dialogue between the two lovers takes place, the game becomes more static but the player is plunged into it thanks to a setting that tries to recreate the actual location of the scene, that is Juliet's famous balcony in her home.

## Characters

### Protagonist(s)

- **Romeo:**

The player plays Romeo's part, so he/she identifies with him in the first 2 parts of the game: first he is a videogame character, then he takes on a more historic

connotation which helps the player imagine how the actual situation could have been like, even if the interaction becomes more static.

- **Juliet:**

Juliet appears in the second part of the story through the words she utters and interacts with Romeo, that is the player; anyway, nothing she says can be changed nor influenced by the player/Romeo; her role is active in the game's dialogue, but not interactive.

### **Antagonist(s)**

There is no antagonist in the game.

### **Companion(s)**

- **Various unmaned characters**

In the first part the protagonist meets various characters who help him/her find Juliet giving instructions and asking questions. They have no mane, but are identified according to some characteristic, i.e. green hair, red clothes, etc.

# Gameplay

## Gameplay 1: Looking for Juliet

### Description

The game opens with a question: “What do you know about “Romeo and Juliet?”, which plunges the player into both the story and the game. With a simple left-click on the message box, a second one appears with the first piece of information. Here, left-clicking again, the player can go on in the game and his/her quest begins. First he/she is given some information about the play, which the player goes through with left-clicks at his/her own pace. After the masked ball is mentioned, the player finds himself/herself at the ball; there he/she has to find Juliet. In order to do that, he/she will have to speak to the characters typing the corresponding capital letters on the keyboard; to go on in the brief conversations, the player will have to left-click on the message boxes. Following the instructions given, the player will find Juliet and get to her home garden, where the next scene takes place.

### Pedagogical impact

While playing, students have to **identify the characters** by the few characteristics described and **follow the directions** they are given in order to find Juliet and get to the next scene.



## Gameplay 2: The Balcony Scene

### Description

The new scene opens with Juliet speaking to nobody through the night; she is unaware that Romeo is there, listening to her! But then he reveals himself and they speak. The player will have to choose some of Romeo's answers (left click) to get to the end of the dialogue.

### Pedagogical impact

While playing, students have to **read the dialogue** and try to follow what the characters say in order to **choose the right answer** and go on in the dialogue.

## Gameplay 3: The story so far

### Description

The last scene is planned to make the player review through quizzes what he/she has learnt. He/She has to choose among 4 possible answers and can make all the attempts he/she needs, no matter how long it takes. The game finishes when the player answers correctly to all the quizzes.

### Pedagogical impact

This final part is particularly important for Dys student, as repetition is an essential part of their personal learning process. As they are not hurried at all, they should

go through this last phase without any anxiety, which seems to be the best learning situation for them. Moreover, associating characters to their words should help them remember the essential content of the story.

## **Roadmap and solutions**

### **Level A: Looking for Juliet**

No particular clue is needed to complete the level, only a little attention to turn at the exact point, where the described side characters are (for example, the man with green hair, the black/white cat, etc.)

### **Level B: The Balcony Scene**

Here the player needs to guess the exact dialogue entry, simply following the dialogue, so again no secret clue.

### **Level C: The Story so Far**

This last part covers the points dealt with in the two previous ones, so what the player has to do is trying to his /her best in remembering the information learnt.



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