



## Pedagogical sequence/Introductory sheet

# Wired

Language level	B2
Skills	Reading
Time	45 -60 minutes
By the end of the sequence, students will be able to...	Understand and identify technological, company and politics vocabulary.
Inclusiveness	The layout is adapted for students with Specific Learning Disorders (SLDs): font, line spacing, contrast and text in chunks. However, it remains a text-based narrative game requiring a lot of reading, which will make it more challenging for learners with reading difficulties.
Operating system	Windows

## Where to find the game

You can download the game file and open it in any web browser, or play the game online at <https://d-esl.itch.io/wired>

To play, install the game and launch it like any windows program. “Wired Install > wired Setup 1.0.0”. Upon launch, an error can occur; click “ok”; it doesn’t prevent play.

## Hosting the game sessions

### Accessibility

#### English level

**B2:** The game contains basic English grammar and vocabulary coupled with more advanced features.

#### Accessibility features

The game is a narrative game played in a simulated messenger app with a contact list.

It does not require sharp and precise movements and is therefore suitable, for example, for learners with dyspraxia.

The game will make it more challenging for learners with reading difficulties and/or visual impairment.

It is possible to zoom in or out using the menu View > Zoom... options

### Advice for specific student profiles

15+: the cyberpunk, technological and political themes can make it hard for younger students to understand.

## Classroom organisation

### Duration

Going through the game should take **around 45-60 minutes**.

Students should be made aware of the expected duration of the activity. If the game is played in the classroom (or computer lab), make sure to keep track of time and help learners that are behind in the story.

It is possible to split the game in several sessions, player progression is saved in the "AppData>Roaming>wired" folder of the windows system. Upon reopening, the game state will be the same as when quit.

Delete this folder to restart a clean game.

### Single-player mode

#### Solo/ In Group

The game can be played in single-player mode, for example either with only one player behind the screen, or a small group of students, that read the story and make the decision together.

#### Play as homework

It can also be used as a homework activity. You could then provide a vocabulary list (have a look at the player guide), and authorise students to use an online dictionary (e.g. [deepl.com](https://www.deepl.com)).

## Briefing

### Pedagogical requirements

The game is tailored for B2 learners. The story and dialogues should be understandable for learners of this level, even though the narrative nature of the game allows to expose the learners to small doses of more complicated, literary vocabulary.

The game covers the following topics:

- Spying
- Politics
- Political treachery
- Social media, Web2.0

### Explanations to give before playing

Before the activity, prepare your students by telling them that they are going to play a game. It is important to **tell them that the game is not a graphically intensive video game, but simply a narrative game in fake messaging app form.**

Tell them that they are going to play an **interactive story** where they will have to send messages to members of a sci-fi spy team and other people.

Encourage your students to take note of the web of relationships, like a detective's red strings on a board.

### Emotional security and other warnings

The theme of this narrative story is political shenanigans, using social media, bribes and technological tools in a cyberpunk universe.

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

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

To verify the level of exploration and of understanding of the game, you can ask students to list their understanding of the story.

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

If you go for the option of a classroom activity in a computer lab, it is advised to take note of the vocabulary that your students need during the game, and design some exercises based on the vocabulary they should acquire.

### **Debrief or production based on the game session**

#### **Debriefing session**

A debriefing session after the game is always a good idea, in order to make sure that the story was understood and spot the most difficult aspects as felt by your students.

# The game

## Context and story

### Plot

Apollo, an entertainment company and a member of the Consortium, is starting a war on it because of the harsh laws and political attacks recently and suddenly put in place by the Consortium Leader. A spy agency, whose role is maintaining peace, tries to understand and disarm this situation.

The lead starts with social media harassment and censorship of the man investigating potential money embezzlement by the Consortium Leader.

### Lore – game world

In a distant future, in a Martian colony, in a dystopian political regime. There is a consortium of corporations, serving as a world government.

There are enclaves run by non-capitalist open-source governments: the autonomists.

One of the corporations, Apollo, was "contaminated" by autonomist hackers. It started implementing open-source policies and a less pyramidal structure in the territories it manages. The 'citizens' of Apollo-lead areas have begun to nurture a desire for alternative governance.

This is being forcibly suppressed by the Consortium. In retaliation, Apollo, which manages entertainment, cut it off: no more video games, films or music.

Anger spread everywhere, and people began to look to politics. The Consortium gave in, and a fragile peace was established.

Secret services are set up to maintain the peace.

## Characters

### Protagonist(s)

**You:** You are a recent recruit as analyst, coordinating a team of spies. You are actually living in a virtual simulation and the game's App is a window to the real world.



**Mirror** is the operation leader. He recruits and briefs you. He's actually behind a great plan to become the new Consortium leader. He is Pedro Velasquez alter-ego.



**Edge** is a hacker. She can hack into people's computers and advise you on social engineering.



**Spade** is the field agent. When physical interactions or actions are required, send him.



**Sword** is a knowledge and science expert. She can give you information on the world, or process data, run analysis on evidences.



**Spotlight** is a freelance journalist. The daughter of a renowned journalist, she keeps doing her job ethically.



## Antagonist(s)



**Pedro Velasquez** is the mastermind behind all this. He is also **Mirror**. He sends you on this mission to divert attention and help him make the Consortium Leader fall. He was recently elected mayor by helping the consortium leader get out of Adam Smith's investigation. He's using this new position to plot a coup.

## Other characters(s)



**PuppetMaster** is a genius hacker that controls an army of bots. He lends them to boost political elections or social media views.



**Ratking** is a so-called “news” influencer. He’s actually a massive fake news spreader and has no regard for ethics, only for views.



**Adam Smith** has released corruption revelations on the Consortium Leader, but it was totally silenced. He can help you kickstart your investigation and provide intel on political shenanigans.



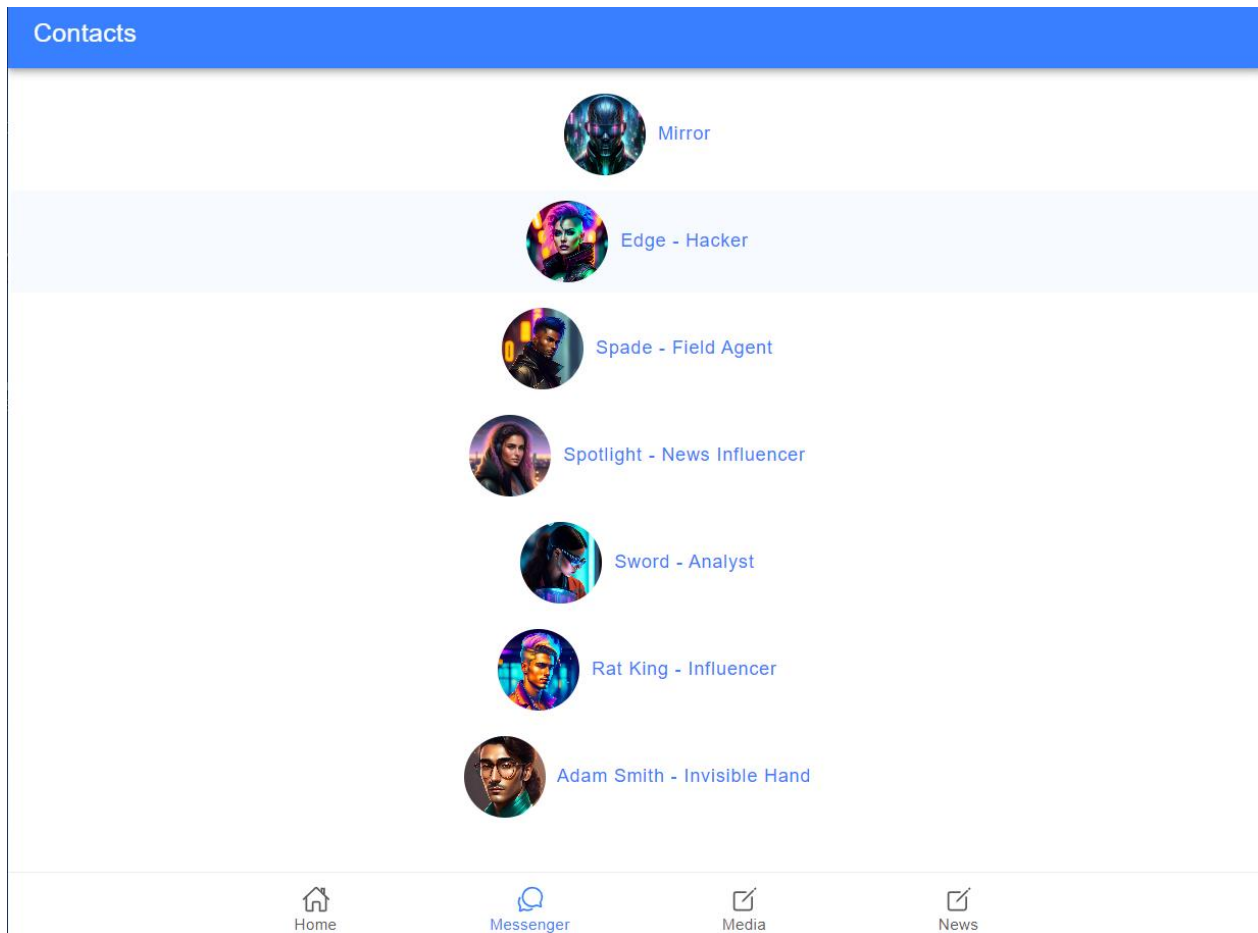
**Marc Montsucre** is the CEO of Experia. A company and social media that pervades every aspect of human life these days.

**Nolan Kusm** is the Consortium leader. The most important politician in the system. He is accused of corruption but the affair accusing him is mysteriously muted.

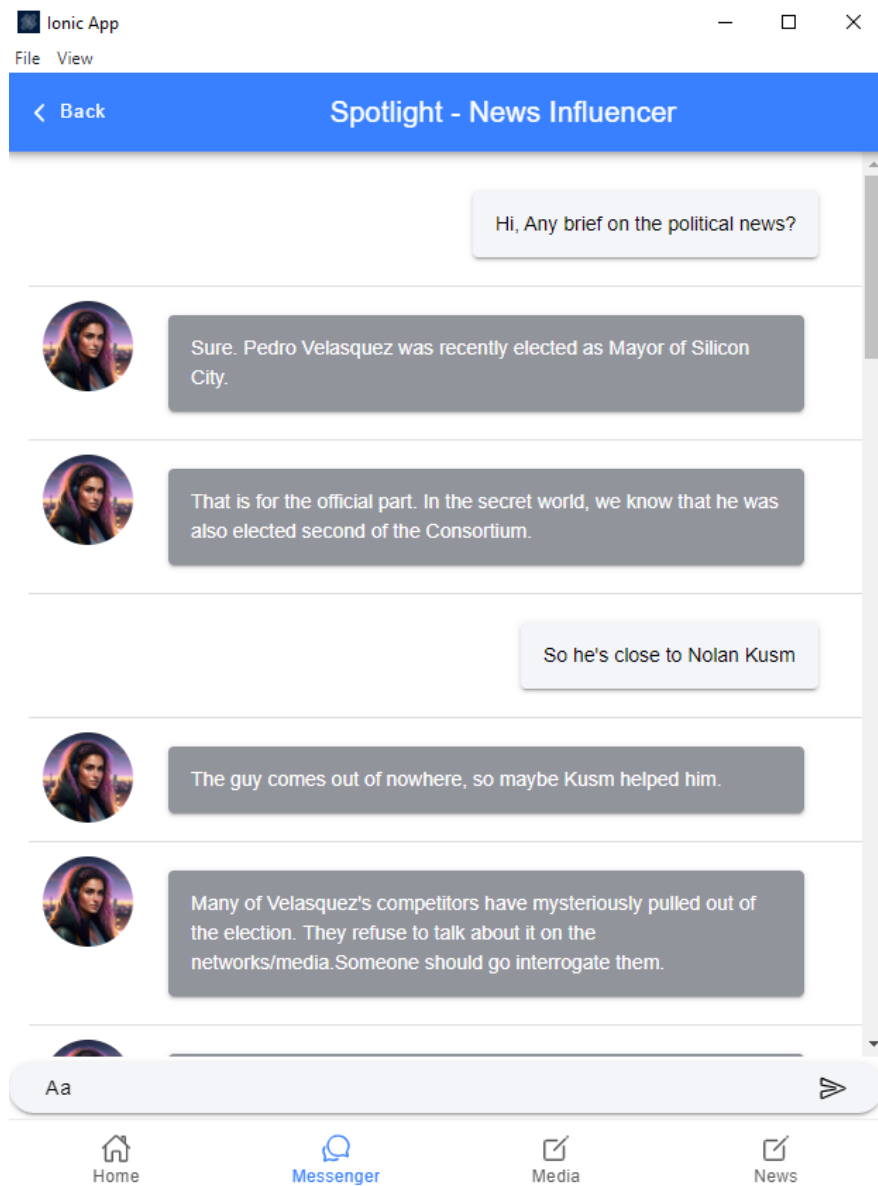
# Gameplay

## Gameplay 1: Interactive text

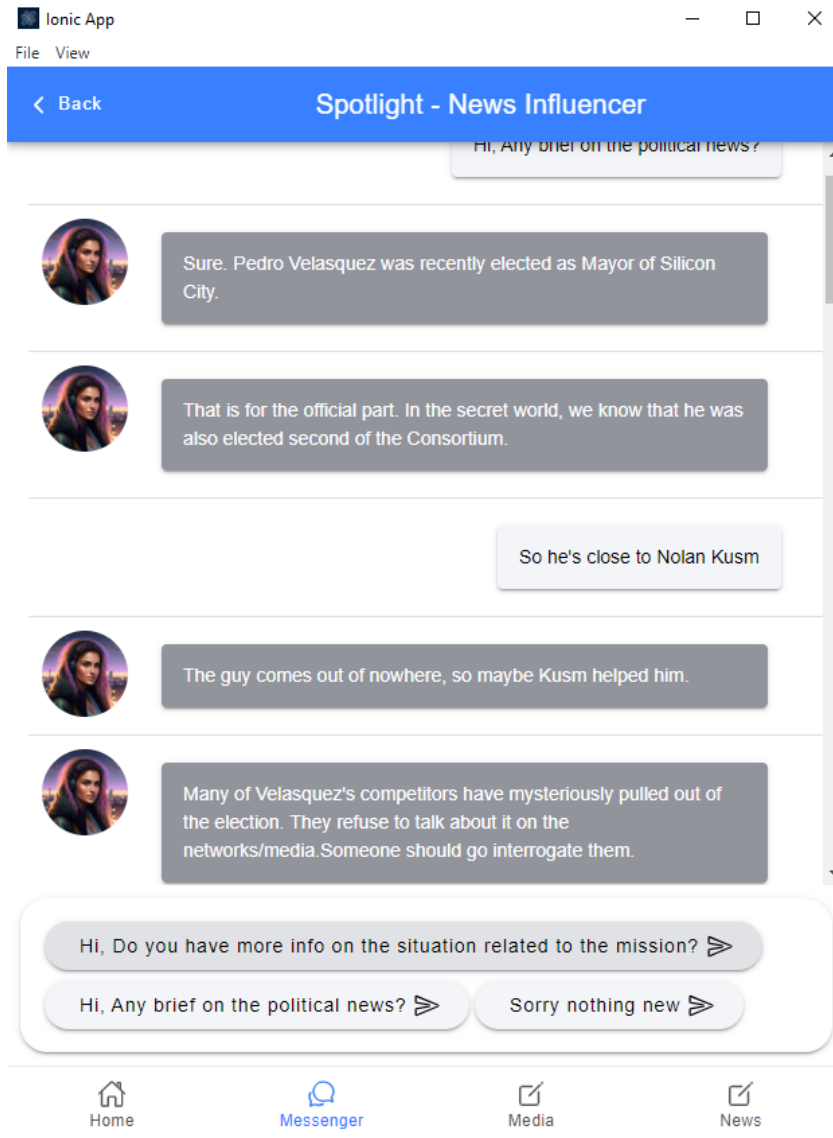
The game simulates a messenger app. You can access your contact list.



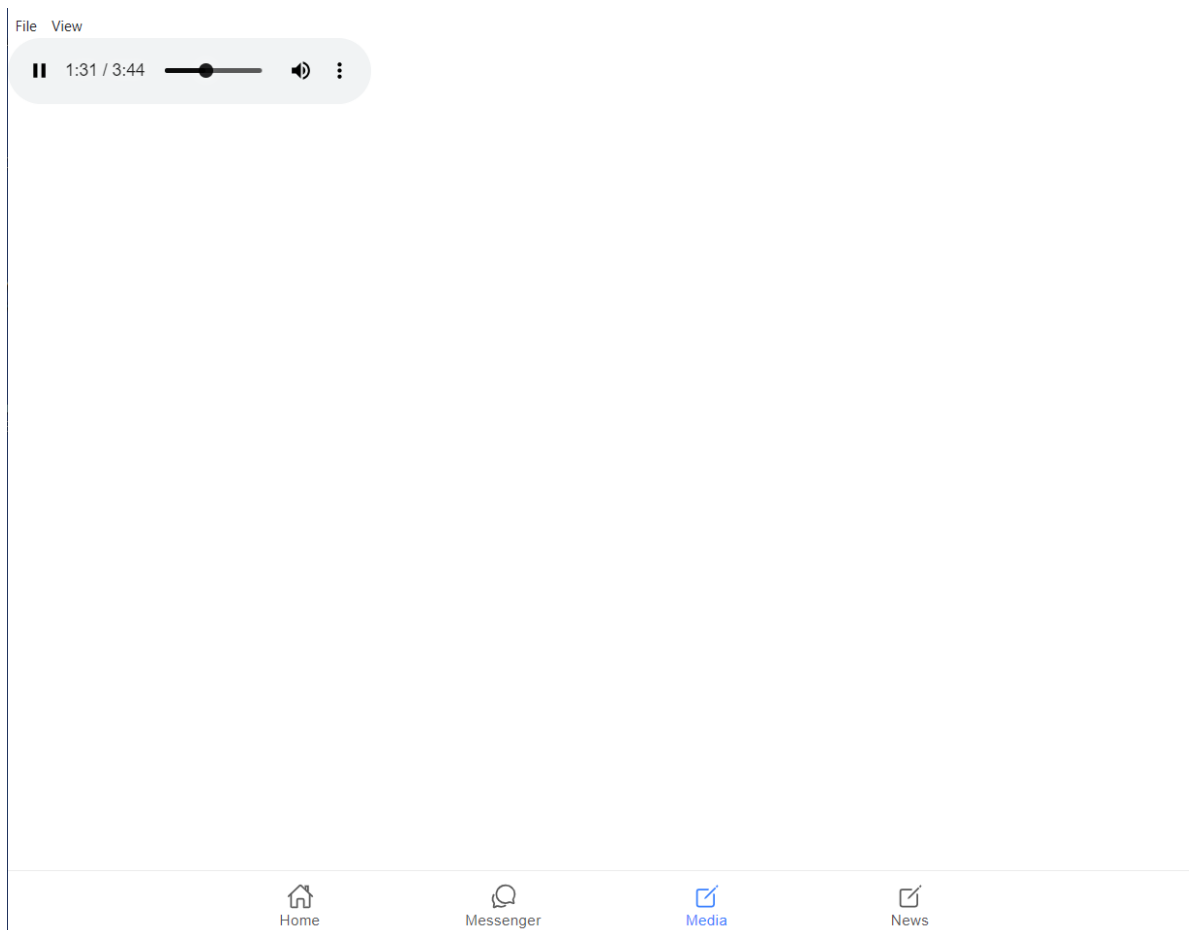
When clicking a contact, your conversation appears. You see the conversation history.



By clicking the text input at the bottom you can choose a dialogue line.



You can go to Media to control the game's music volume.



## Pedagogical impact of the gameplay

The advantage of a purely textual narrative story is that it offers the opportunity for the learners to read relatively **long texts that are by nature divided into small, manageable chunks.**

The simulated messenger app and conversations should make them more engaged in the activity.

The interactivity and the narrative nature of this type of game is a good opportunity to expose the learners to a somewhat more complex, literary vocabulary, as long as

that said more complex vocabulary is not an obstacle to the overall understanding of the storyline.

### **Grammar:**

1. Verb Tenses:
  - Present Simple Tense (e.g. "I'm adding," "They're your team")
  - Past Simple Tense (e.g. "The government was acting," "He recently created," "They refused to talk")
2. Vocabulary and Phrases:
  - Expressing Purpose (e.g. "I'm adding new contacts to your app.")
  - Describing People's Roles (e.g. "Spotlight is a freelance news influencer.")
  - Asking Questions (e.g. "Can you explain...?")
  - Expressing Concern (e.g. "Are you okay?")
3. Conditional Statements:
  - Hypothetical Situations (e.g. "If you tell me about it, I suppose it's suspicious?")
4. Reported Speech:
  - Quoting and Reporting (e.g. "He said that we didn't boost Rat King's video.")
5. Imperative Sentences:
  - Giving Instructions (e.g. "Send me your position, I'll send someone.")
6. Language for Negotiation:
  - Making Offers (e.g. "I'm a powerful hacker that can increase your views.")
  - Making Threats (e.g. "Now, imagine I do the same with the video that will accuse you...")
7. Polite Language:
  - Polite Requests (e.g. "Can we talk?")
  - Polite Responses (e.g. "My pleasure.")



## **Vocabulary:**

### Vocabulary Related to People and Roles:

- Contacts
- Influencer
- Hacker
- Field agent
- Scientist
- Knowledge expert

### Common Action Verbs:

- Adding
- Investigate
- Analyze
- Give information
- Cover
- Boost
- Release
- Spread
- Accuse
- Manipulate

### Other :

1. consortium
2. Autonomist
3. pyramidal structure
4. invasion (in a non-physical war context)
5. fragile peace
6. interrogate
7. law
8. menace
9. obedient workers
10. spy on
11. potential threats
12. direct attack
13. subscription services
14. intervene

- 15.simulation
- 16.data-centers
- 17.recruitment
- 18.intelligence agency
- 19.space colonies
- 20.fake democracy
- 21.Consortium Leader
- 22.campaign
- 23.influencers
- 24.manipulate
- 25.propaganda
- 26.analyst
- 27.mute news
- 28.manipulate social media visibility
- 29.armies of bot voting
- 30.buzz
- 31.boost views
- 32.manipulate online content
- 33.influencers
- 34.hacker
- 35.meditation cafe
- 36.ritual

## Roadmap and solutions

### Mirror: Follow The briefing

Mirror can answer your questions about the world and the mission. He presents the team.

## Spotlight

- Ask Spotlight about the situation
  - o Ask why it interests the agency: she adds Adam Smith to your contacts and advises you to ask Sword for a video analysis.
- She will also add Ratking to your contacts.
- Ask Spotlight about politics
  - o She advises interrogating Pedro Velasquez competitors

## Adam Smith

- Adam Smith will ask for help

## Spade

- Send Spade to help Adam Smith
  - o Valkyr menaced Adam Smith
- Ask Spade to interrogate Pedro Velasquez competitors
  - o Valkyr menaced Competitors
  - o There was some ballot stuffing during the election
- Valkyr menaced Adam Smith + Valkyr menaced Competitors
  - o Valkyr employed by Nolan Kusm

## Adam Smith

- Ask him if he's safe
  - o His investigation was a mute news

## Sword

- Ask her about mute news and who could do it
  - o Experia could do it
  - o You get Marc Montsucre contact
- Ask her to analyse the social network video released by ratking on Adam Smith
  - o It's a deep fake, She needs more to go back to the source

## Marc Montsucre

- Accuse him of spreading fake news by boosting a deep fake video
  - o He says it's a hacker's fault, an army of bot boosted the video views
  - o Gives useful data that 'Edge' can use

## Adam Smith

- Tell him about an army of bots boosting a video
  - o Rumors about a hacker: "Puppetmaster" sending armies of bots to ballot stuff

## Edge

- Ask her about PuppetMaster
- Give her the data about PuppetMaster
- Ask her to hack him and she has on him
  - o You can now impersonate PuppetMaster (you have control over his system)
  - o PuppetMaster received money to ballot stuff Pedro Velasquez's campaign.

- An anonymous contact asked the puppetmaster for some details about his attack to make his life easier. There was no tracing or firewall issues during the attack: this anonymous contact had a way into Experia to help the attack.

## RatKing

- (pretending to be PuppetMaster) Tell him you can boost his views in exchange of a little service.
  - He asks for a proof of what you can do

## Edge

- Ask her to boost RatKing's views using a bot army

## RatKing

- Tell him you did it
  - His impressed and talks
- Ask him about the Pedro Velasquez election
  - Many influencers were paid by Nolan Kusm to help Pedro Velasquez campaign
  - He met Nolan Kusm IRL
- Ask personal data about Kusm
  - He goes to the same coffee every day: that's an entry point for Spade

## Edge

- Ask her what she would need to hack Nolan Kusm

## Spade

- Ask him to go spy Nolan Kusm at the coffee shop and coordinate with Edge to hack him

## Edge

- Ask her to hack Nolan Kusm with Spade's help on the field
  - o He asked Pedro Velasquez to help him hush up the case about him, he promised him to become mayor in reward
  - o Pedro Velasquez convinced him to be more aggressive with Apollo

## RatKing

- Tell him you know the video is a deepfake + (pretending to be PuppetMaster) you can massively spread the word he spreads fake news, bad press for a "news" influencer.
  - o He gives the original video

## Sword

- Ask her to analyse the original video
  - o With enough IP and data on someone, she'll be able to say if they made the video

## Edge

- Ask her to use the video analysis on the Pedro Velasquez and Nolan Kusm data
  - o The video analysed by Sword was made by Pedro Velasquez. He's behind all this.
  - o You should talk to Spotlight, something is happening

## Spotlight

- Something's going on?
  - o Pedro Velasquez just took the place of Nolan Kusm
  - o He probably used us to divert from a bigger plan
  - o He used the proof we found against Nolan Kusm to make him fall

## References

The game has been realised with [ink](#) and the [ionic framework](#).

### Music

Abstract world Music by [Alexi Action](#) from [Pixabay](#)

Password infinity Music by [Evgeny Bardyuzha](#) from [Pixabay](#)

Stranger Things Music by [Music Unlimited](#) from [Pixabay](#)

Music by [Nver Avetyan](#) from [Pixabay](#)

Sun in Your Eyes by Alejandro Magaña (A. M.) from Mixkit

Silk by Alejandro Magaña (A. M.) from Mixkit

Sparta by Arulo from Mixkit

Electron by Alejandro Magaña from Mixkit

A Voice from The Past. by Eugenio Mininni from Mixkit

Slow Rain by Alejandro Magaña from Mixkit

Techno Fights. by Alejandro Magaña from Mixkit



## 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>