



Modding a Game - Sample

Game 1: Simon Says (original game)
<p>Goal To listen to the teacher cues in [language] correctly.</p>
<p>Challenge To correctly act out/move the vocabulary or sentence read out by the teacher and be the last player standing.</p>
<p>Core Mechanics The players <i>listen</i> to the vocabulary read out by the teacher and <i>act out</i>.</p>
<p>Components Players use <i>bodies</i> to act out.</p>
<p>Rules</p> <ol style="list-style-type: none"> 1. All students are to be standing. 2. Teacher reads out a word in [language] preceded by "Simon". 3. If players performs the word without being preceded by the word "Simon", they sit down and are out of the game. 4. If the players performs the word <i>correctly</i> preceded with "Simon" read out, they stay standing and remain in the game. 5. If the players performs the word <i>incorrectly</i> with or without "Simon" read out, they sit down and are out of the game.
<p>Space The space is anywhere where the students/class can play the game.</p>

NAME OF YOUR GAME: <i>Simon Says "Hobbies" in [language]</i>
<p>Goal To listen to the teacher cues correctly.</p> <p>Language Goal To listen to the cues in [language].</p>
<p>Challenge To correctly act out/move the vocabulary or sentence read out by the teacher and be the last player standing.</p>
<p>Core Mechanics The players <i>listen</i> to the vocabulary read out by the teacher and <i>shows the picture card</i>.</p>
<p>Components 10 sets of "hobbies" picture cards.</p>
<p>Rules</p> <ol style="list-style-type: none"> 1. All students are to be standing. 2. Teacher reads out a word in [language] preceded by "Simon". 3. If players <i>shows</i> the picture card without being preceded by the word "Simon", they sit down and are out of the game. 4. If the players <i>shows</i> the <i>correct picture card</i> preceded with "Simon" read out, they stay standing and remain in the game. 5. If the players <i>shows</i> the <i>incorrect picture card</i> with or without "Simon" read out, they sit down and are out of the game. 6. For each new word, the <i>last player to show</i> their picture card, correctly or not, are out of the game.
<p>Language Focus Revision of [language] vocabulary items on hobbies. Skills: listening comprehension</p>
<p>Space The space is anywhere where the students/class can play the game. Eg classroom</p>

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The traditional Simon Says has been modified in three parts, **Core Mechanics, Components** and **Rules**.

Adapted from Institute of Play Design Pack <http://www.instituteofplay.org/>





Modding a game template – Your Turn (Highlight the parts you have modified)

Game Name:

Goal

Language learning goal:

Challenge

Core Mechanics

Components

Rules

Space

Language Focus

Please describe briefly your **mods** and what effects and changes it has to the original.

Adapted from Institute of Play Design Pack <http://www.instituteofplay.org/>





My Game : Parts of a Game Rubric

Teacher Name: _____

Game Name: _____

CATEGORY	5	4	3	2	Your Mark
Goals	Very clear and concise goals that illustrate the relationship between all parts and expectations of the game.	Mostly, the goals are clear and concise and illustrate the relationship between all parts and expectations of the game.	The goals are expressed satisfactorily and show some relationship between most parts and expectations of the game.	The goals only illustrate some relationship between several parts and expectations of the game.	
Challenges	The challenges of the game are practical, very clearly defined and with clear instruction.	Mostly, the challenges of the game are practical, clearly defined and with clear instruction.	The challenges of the game are mostly practical, but needs more clarity with the definitions and instruction.	The challenges of the game are only partially achievable and need to be more practical, with clearer definitions and instruction.	
Core Mechanics	Shows a very good understanding of core mechanics and the ones listed are appropriate.	Shows a good understanding of core mechanics and the ones listed are satisfactory.	Shows some understanding of core mechanics and the ones listed are satisfactory.	Shows a basic understanding of core mechanics and the ones listed are satisfactory.	
Components	Shows a very good understanding of the game components and the ones listed are appropriate.	Shows a good understanding of the game components and the ones listed are satisfactory.	Shows some understanding of the game components and the ones listed are appropriate.	Shows a basic understanding of the game components and the ones listed are appropriate.	
Rules	Rules are very clearly written and are easy to follow and understand.	Rules are clearly written and are easy to follow and understand.	The rules in most part are satisfactorily written but need to be clarified and made more easier to follow and understand.	The rules were at times difficult to follow and need to be re-written to make the game expectations clearer and more easily understood.	
Space	A very good understanding of the space needed to play this game.	A good understanding of the space needed to play this game.	A satisfactory understanding of the space needed to play this game.	A basic understanding of the space needed to play this game.	
TOTAL /30					





Parts of a game - sample

Game 1: Simon Says (original game)
Goal To listen to the teacher cues correctly.
Challenge To correctly act out/move to the vocabulary (action) or sentence read out by the teacher and be the last player standing.
Core Mechanics The players <i>listen</i> to the vocabulary read out by the teacher and <i>act out</i> .
Components Players use the <i>arms, legs</i> , and <i>body parts</i> to act out teacher instructions.
Rules <ol style="list-style-type: none">1. Teacher reads out a word or sentence preceded by “Simon”.2. If players performs the word without being preceded by the word “Simon”, they sit down and are out of the game.3. If the players performs the word <i>correctly</i> preceded with “Simon” read out, they stay standing and remain in the game.4. If the players performs the word <i>incorrectly</i> with or without “Simon” read out, they sit down and are out of the game.
Space The space is anywhere where the students/class can play the game.

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Board games take more time and effort to set up, but can cover a lot of content and skills and are enjoyable to play. You can even get your students to make a board game as an activity. The steps outlined here could also be incorporated into any game design, for example, playing cards and other paper games or digital games.

Sample of Game Design – Chinese Challenge Game – Family Topic

1. Brainstorm why you want to create a game. Doodle, sketch, draw and annotate your ideas.
2. Think about why you are making a game. Eg Revision, fun, language objectives etc What can a game do that cannot be achieved another way?
3. Create a paper copy, eg rough ideas in a flow chart. Discuss your ideas with a colleague or even a few trusted students.
4. Think about and create your rules and other game parts.
5. Write up and devise your questions, answers, challenges, etc. Divide your questions into different categories (colours).
6. Trial your game with colleagues or selected students.
7. Roll out your game.

Sample activities for language classes

- **Writing** eg write the Chinese character for “family”. You can differentiate by having Non- background and Heritage/Background complete similar yet differentiated tasks. Eg. Non-background – write the Chinese pinyin word for “family” Heritage/Background – write the Chinese character for “family”
- **Reading** eg Read the sentence and translate correctly. Differentiate by having same card colour but labelling one Non-Background, other Heritage/Background
- **Speaking** eg How do you say “I have 5 people in my family?”
- **Listening** eg. One student can read out the card and the student’s whose go it is translates.
- Make your questions fun.

In this game, students can participate when it is not their turn but collectively agreeing if the student (whose go it is) is correct or not with that question.

8. Once you have created your questions, design your game. Here’s an example game I created in Powerpoint, sample in Resources.
 - Give your game a title
 - Import your board game template
 - Colour your squares and circles
 - Set your square challenges and obstacles
 - Import a background eg image, colour or pattern
 - Print out your game





Extra Games Resource List					
No.	Title/Set up	Rules	Objectives	Stage	Notes
1	<p>What am I...? Who am I...? What am I doing? (Circumlocution is the ability to explain a concept or word that is in the mind) Small groups (4-6)</p>	<ol style="list-style-type: none"> 1. Students pre-learn set of vocabulary. 2. One student is speaker one is scorer. 3. Speaker is the only one to have the list of words during the game. 4. Scorer keeps score during the game. 5. In the target language, the speaker may use explanations, and examples or anything else but not the target word. 6. Other students, in the speakers' team or the opposition, try and guess the word. 7. Calling out is penalised. 8. 2-3 minutes per speaker, then swap speaker or activity. Or swap after each turn. 	Reinforce vocabulary Practice listening Practice speaking Practice circumlocution Reinforces appropriate behaviour	3 – 6	
3	<p>Card Games President No One Cloze Cards Go Fish</p>	<ol style="list-style-type: none"> 1. Number guessing 2. Create your own – cloze activity – Half deck of questions, other half pictures or vocabulary. Eg Player 1 (question cards): Do you have a...? Player 2 (picutres): I have a dog. 3. Yes/No questions, numbers. Make your own. Eg. P1 Do you have a dog? P2 No, go fish/Yes – gives card, winner has the most pairs at the end. 	Reinforce vocabulary Practice listening Practice speaking Practice circumlocution Reinforces appropriate behaviour	1 - 6	
2	Board Games	<ol style="list-style-type: none"> 1. Roll the dice to see the order of play. 2. Player 1 rolls the dice to see what square they move to. 3. Pick up the card and read out instructions. 4. First player to finish is the winner. 5. The game is to be played in [target language]. Game Language: Who is first/second etc, whose turn? [colour] card, go back/forward #squares, win/lose, oh no!/yes! 	To complete the game by successfully answering the coloured language cards.	3-6	

Please refer to the list below for more games sites for languages.





Board game templates can be downloaded for free from;

Google images search <http://bit.ly/1KIWAzx>

Tools for Educators <http://www.toolsforeducators.com/boardgames/>

Card Game Ideas

Busy Teacher

5 easy card games <http://busyteacher.org/17617-deck-of-cards-5-simple-language-activities.html>

Time and Preposition card games <http://busyteacher.org/21768-prepositions-of-time-6-simple-activities.html>

Say it to me <https://www.indiegogo.com/projects/learn-spanish-or-japanese-by-playing-a-game#/story>

Verb form Card Game <https://wlteacher.wordpress.com/2013/02/05/foreign-language-verb-form-card-game/>

Online Games

Digital Dialects <http://www.digitaldialects.com/>

MakeUseOf <http://www.makeuseof.com/tag/7-great-online-games-learn-spanish-french-languages/>

SoftSchools.com <http://www.softschools.com/languages/>

Other Game Resources

Teaching Ideas <http://www.teachingideas.co.uk/foreignlanguages/contents.htm>

Ken Wong's Pinterest board **Games To Play** https://www.pinterest.com/narralakes/games_to-play/

Verba Cards <http://practomime.com/index.php>



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Card Game Ideas

Card games are a quick way of way creating games. The resources below are how some teachers use them card games their classes.

Busy Teacher

5 easy card games <http://busyteacher.org/17617-deck-of-cards-5-simple-language-activities.html>

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