

# Different perspectives

Students will research games which focus on sustainability to find a game platform of interest. Students will then integrate the story of Salam living in Ethiopia into their chosen game.

**Subject area:**

English

**Year level:**

Year 7

**Learning objectives:**

- Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating ideas.
- Explore events, issues and characters represented in texts which draw from different historical, social and cultural contexts.
- Plan, draft and publish imaginative, informative and persuasive texts. Select aspects of subject matter and particular language, visual, and audio features to convey ideas.
- Use a range of software including word processing programs, to confidently create, edit and publish written and multimodal texts.
- Use comprehension strategies to interpret, analyse and synthesise ideas and information, from a variety of textual sources.

Curriculum links

<i>Language variation and change</i>	ACELA1528
<i>Literature and context</i>	ACELT1619
<i>Language for interaction</i>	ACELA1529
<i>Text structure and organisation</i>	ACELA1531
<i>Texts in context</i>	ACELY1765
<i>Interacting with others</i>	ACELY1720

Cross-curriculum priorities - Sustainability

OI.1	The biosphere is a dynamic system providing conditions that sustain life on Earth.
OI.3	Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.
OI.4	World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.
OI.7	Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

General capabilities



Literacy



Critical and creative thinking



Personal and social capability



Information and communication technology (ICT) capability



Ethical understanding

## Activity 1

# Game on

Students will investigate games and platforms which are used to inspire and educate sustainability awareness to create a greener future. Students will identify elements of interest in these games to consider for their own.

### Time required:

1 hour

### Resources required:

- Ipad or computer for students
- Students workbook

### Preparation:

1. Ensure access to [Games4sustainability](#)

### Steps:

1. Discuss various games students enjoy playing, whether they are physical or digital. Highlight the features of these games that make them attractive to the students.
2. Discuss how some games can educate as they engage the players. In pairs, students will investigate the many [Games4sustainability](#).
3. Ask students to choose their top six games. For each game they need to:
  - a. List the purpose of each game and the sustainable topics they cover. Identify the engaging features in each game.
  - b. Explore the language used depending on the target age group.
  - c. Highlight appealing features students want to include in their own game design.



## ➤ Extension Activity 1

# Safe water

How can clean and safe water change a community's life? Students will be immersed in Salam's world in Ethiopia as she experiences a transformation with access to clean water. Students will retell this story, creating a picture book to share with primary aged students.

### Time required:

2 hours

### Resources required:

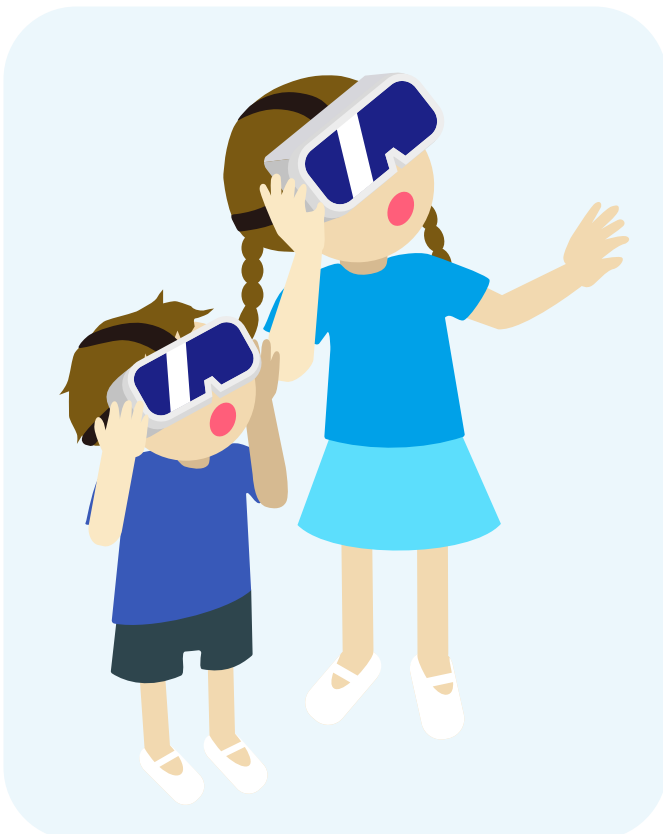
- iPad or computer for students
- Virtual reality goggles for each student (optional)

### Preparation:

1. Ensure student access to:
  - a. [The source](#)
  - b. [Book creator](#)

### Steps:

1. As a class discuss the format of a children's picture book. Outline the layout of a children's picture book for students, including:
  - a. Developing a character.
  - b. Developing a story.
  - c. Design and illustrations.
2. Highlight the importance of targeting their language for their audience.
3. Immerse students in the virtual reality video called [The source](#). Virtual reality goggles are preferred for the experience, but not necessary.
3. Students spend time writing and developing their version of the story for primary aged students. They may prefer to create their book in hard copy or using [Book Creator](#).
4. If possible, provide the opportunity for students to share their published books with a primary school aged audience.



## ➤ Extension Activity 2

# Sustainable games for the future

Students will design a sustainable game which links to the challenges of life without clean water.

**Time required:**

2 hours

**Resources required:**

- Ipad or computer for students

**Preparation:**

1. Ensure students have access to:
  - a. [The source](#)
  - b. [Games4sustainability](#)
  - c. [Game star mechanic](#)

**Steps:**

1. Watch and review [The source](#) by asking students what resonated with them the most about the story. Facilitate discussion around:
  - a. How different life would be without fresh, clean water.
  - b. The impact on families having to constantly search for drinking water sources.
  - c. The community impacts once a water source is tapped and becomes available.
2. Next, reflect on the elements that stood out to students when researching [Games4sustainability](#). Students are to spend time choosing their top elements for their own game design.
3. In pairs, students brainstorm different topics and storylines linking to [The source](#) to use in their own game design.
4. Allow time for students to design an outline for their own game with a clear storyline and aim for the players.
5. Students may spend time investigating [Game star mechanic](#), which is an electronic game creating platform.
6. Student may choose to create their games as a gameboard with recyclable materials to share with others.

