



Game lesson title	Multimodal literacy in <i>Short Trip</i>
Brief introduction	<p>The browser game <i>Short Trip</i> (Alexander Perrin) is an atmospheric multimodal text based on an everyday experience.</p> <p>It has simple navigation, beautiful hand-drawn illustrations and a rich soundscape.</p> <p>With no written or verbal language, <i>Short Trip</i> offers students an opportunity to develop their multimodal literacy by exploring different elements that communicate meaning in games.</p> <p>This can be a starting point for students to develop their own game or soundscape ideas based on the world around them.</p> <p><i>Short Trip</i> has very simple game mechanics with limited choices for players to make, offering a contained opportunity for students to explore how their choices make meaning within game play.</p>
Lesson hook	Experience a beautiful and thoughtful interactive work and use this as a springboard for our own ideas.
Suggested year level	Years 3-4 (adaptable for other levels)
Duration	1 x 80 min main session (flexible – contains shorter activities) Flexible options for further sessions
Author	You are free to copy, communicate and adapt this lesson plan which was created by Kate Matthews and ACMI and ACMI licensed under a Creative Commons Attribution 2.0
Subject/s	
<input checked="" type="checkbox"/> English	<input checked="" type="checkbox"/> Multimedia



Curriculum/Capabilities Alignment (VIC/AC) and Skills	
<u>(VCELA277)</u>	Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience
<u>(VCELA279)</u>	Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts
<u>(VCELT251)</u>	Draw connections between personal experiences and the worlds of texts, and share responses with others
<u>(VCELY266)</u>	Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose
<u>(VCAMAE025)</u>	Investigate and devise representations of people in their community, through settings, ideas and story structure in images, sounds and text
<u>(VCAMAM026)</u>	Use media technologies to create time and space through the manipulation of images, sounds and text when telling stories
<u>(VCAMAR028)</u>	Identify intended purposes and meanings of media artworks considering who makes media artworks and the characteristics of audiences who view them in different social, historical and cultural contexts, including media artworks of Aboriginal and Torres Strait Islander Peoples
AC Literacy	Level 3 – Comprehending texts through listening, reading and viewing. Navigate read and view different types of texts with illustrations and more detailed graphics.
AC Literacy	Level 3 – Composing texts through speaking, writing and creating. Compose spoken, written, visual and multimodal learning area texts. Use language to interact with others.
AC Literacy	Level 3 – Understand how visual elements create meaning. Identify the effects of choices in the construction of images, including framing and composition



Game Used	Short Trip by Alexander Perrin		
Game play required?	Yes. Play during class – approx. 10 mins.		
Classification	CONSOLE	INTERNET REQUIRED?	COST (RRP)
Not classified. Suitable for G rating.	Web browser	Yes	\$0
How are games used by students in the lesson?			
<input checked="" type="checkbox"/> Watchers – observing, analysing and evaluating. Learning about the world and ourselves through understanding the impact of games culture and industry. <input checked="" type="checkbox"/> Players - learning by playing videogames - learning things applicable to life outside of (and in) the game e.g. flight simulators, esports, etc. <input checked="" type="checkbox"/> Makers - learning through making games (coding, creative production, teamwork, leadership). <input type="checkbox"/> Explorers (Minecraft) – imaginative, self-directed, exploratory/sandbox learning.			
eSafety Considerations			
This is a browser-based game. Make sure SafeSearch is switched on in browser/ monitor students' activity in browser.			
Technical Notes			
https://alexanderperrin.com.au/paper/shorttrip/ Check that game loads and runs in browser and that sound works. Headphones recommended.			

Prior knowledge/skills (Required/Recommended/References)	
Prior knowledge is not required.	
Student Outcomes	
Examples of student work	<ul style="list-style-type: none"> • Class discussion and group word list describing game elements • Game analysis as discussion and list in template • Written game ideas

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	<ul style="list-style-type: none">• Written plans for soundscapes or recorded sounds/ soundscapes• Visual designs for characters and game worlds
Learning goals	KNOW: <ul style="list-style-type: none">• Identify the different elements in a game and how they communicate meaning and narrative. These may include images, soundscape, characters, gestures, motion, layout of the screen and movement of the frame and mechanics/ interaction.• Think about experiences you expect to have in game-play. What is game play?
	BE ABLE TO: <ul style="list-style-type: none">• analyse a video game• brainstorm/ plan a game on paper• plan or create a soundscape (extension activity)• visually design a world and characters (extension activity)
	IMPROVE: <ul style="list-style-type: none">• critically analyse multimodal texts by looking at their different parts and thinking about how each part communicates• plan multimodal texts drawing on own experiences and places and people that they know• build vocabulary• build understanding of audio-visual communication methods• brainstorming and planning



LESSON SEQUENCE	
Prep & introduction activities	Play the browser game A Short Trip for around 10 minutes. This is a single-player experience, but students can take turns operating the game if group work is preferred.
Main lesson activities	<ol style="list-style-type: none"> 1. Play the browser game Short Trip 2. Discuss the game as a group, thinking about the different elements that make up a game and how they communicate meaning. Create a list of words from this discussion and add to the board, a word wall or similar. <i>(See example discussion questions below).</i> 3. In ACMI Game Builder listen to Bajo and Hex talk about what makes a good game. Discuss: are the parts of a good game that they describe present in this game? Can we add anything to our list of parts that make a game? 4. Think about game play in <i>Short Trip</i>. In small groups, use ACMI's Game builder: breaking down game play worksheet to break down the game play and mechanics of the game. Students may also wish to think of another game they like and use the sheet to compare the two. In <i>Short Trip</i>, there are limited choices and the main purpose seems to be experiencing the sights and sounds of the world the tram driver journeys through. Question for students: Do you think this is game play? What else can be part of playing a game? <i>(E.g. scoring points, competition, winning, levels, obstacles, levels, progression)</i> 5. Student can now brainstorm a game based on a journey of their own. Think of a journey you often go on – e.g. your trip to school, a daily walk, a walk around your school or your home – and plan a game on paper inspired by this trip. Think about the different parts of a game we have listed and how you will use them in your game. <p>Example discussion questions for Step (2) above:</p> <ul style="list-style-type: none"> • Did you enjoy the game? What did you like/ not like about it? What was interesting, unique or original about it? Is it similar or different to other games you have played? • When you are playing this game, where are you? • How do you know this? <i>E.g. through images and sound</i> • What words do we use for this part of a story or game? <i>E.g. Place, world, location, setting, environment</i> • When you are playing this game, who are you? • How do you know this? <i>E.g. when I move the arrow keys, the character moves</i>

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	<ul style="list-style-type: none"> • What words do we use for these parts of a story or game? <i>E.g. character, point of view, movement, motion</i> • In game design the word mechanics describes how we make things move and how the player can interact with the game world/ character. How do you control/ move the character? (mechanics) • How did you find this out? Did you try out the controls first, or did you read the instructions? • What do you expect when you interact with a game? <i>e.g. to be able to interact with/ control the environment or character in some way, e.g. to use the arrows and mouse</i> • <i>Some games teach us how to do things as we go along, some give us instructions, some give us a combination</i> • What choices do you have as the character/ what can you do? <i>E.g. move left and right on screen, drive the tram, go backwards and forwards, speed up and slow down, stop for passengers or leave them at the station</i> • What choices did you make? e.g. Did you speed up or slow down during the journey? When and why? <i>Explore this: one possible observation is that if you go slower you get to notice more things about the game world and listen to the different sounds in different places</i> • Do you/the character have a purpose in this game? What is it? How do you know this? • <i>Students may connect what they already know about trams, trains or buses with their understanding of this game</i> • Does this game tell a story? What parts of a story can you see in this game <i>E.g. characters, world, a journey with a beginning, middle, end</i>
<p>Reflection activity</p>	<p>What have we learnt about the parts of a game today? Ask students to suggest something they used to think about playing or making games and how it is different after this session. Which part of game design looks like the most fun?</p> <p>If time, students can present or display their game ideas.</p>
<p>Differentiation: modification, extension and inclusion notes</p>	<p>This session is scalable – teachers may decide to skip or extend steps based on the level of the group.</p> <p>Keep key words from the first discussion visible on the board/ a word wall to support students in their own game planning and build vocabulary. Connect words with prior learning – for instance, what is another character we have looked at?</p> <p>For a lesson with less writing, focus on speaking/ listening, drawing, sound creation, or a walk around the school, paying attention to the sounds in the school environment. (see ‘Further Work’ below).</p> <p>For visual game design with less drawing, provide images for collage.</p>

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	<p>To support differentiation within group work, designate group roles (e.g. note-taking, character drawing, background drawings, time-keeper etc.)</p> <p>For a more complex / extended first session, develop game plans more fully using ACMI Game Guilder for assistance, or build in the additional session activities below.</p>
Student Homework/Further Work	
<p>Option 1: Focus on sound and soundscape</p> <p>Sound is a very important element in <i>Short Trip</i>. Revisit the game. Working in pairs or small groups, take it in turns trying to play the game with your eyes shut – can you still guess where you are? Individually, or in groups, plan your own soundscape based on a walk you go on at home or at school. What sounds would you record to take a listener on this journey? This can be a plan on paper – or for an advanced activity, if students have access to sound recording equipment and software, they can create their own soundscapes. Students can share their soundscapes in a group listening activity. For an alternative to recording sounds, take your own ‘short trip’ around the school as a class and stop to listen along the way. Talk about the different sounds you encounter.</p> <p>Option 2: Focus on visual design</p> <p>Character artwork and location design are important parts of <i>Short Trip</i>. Create visual designs for the world and location in your game idea from Session 1. Explore ACMI Game Builder’s Creating Artwork for a 2D Game for tips.</p>	
Assessment	
Student work from these sessions can be used as samples for literacy assessment	

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