



Game lesson title	Exploring character with <i>Untitled Goose Game</i>		
Brief intro	<p>In the indie-comedy hit <i>Untitled Goose Game</i>, players step into the role of a “horrible goose” wreaking havoc on the human inhabitants of a small village. Developed by small Melbourne-based studio House House, the game was a global hit but originated from a simple picture of a goose the developers thought was funny.</p> <p>In this lesson, students explore characters as a central part of a storytelling and think about why audiences have so much fun playing from the point of view of a mischievous goose.</p> <p>Students explore descriptive language for characters and develop their own plan for a character based on an animal.</p>		
Lesson hook	Meet a mischievous goose, discover that characters and stories can come from anywhere, and be inspired to create a character of your own.		
Suggested year level	3 – 4 (or higher)	Suggested age level	8 – 10 (or higher)
Suggested duration	1 x 50 minute session Longer with extension tasks and/ or if sharing student work	Costs involved? (detail below)	No
Author	You are free to copy, communicate and adapt this lesson plan which was created by Kate Matthews and licensed under a Creative Commons Attribution 2.0 http://creativecommons.org/licenses/by/2.0		
Subject/s			
<input checked="" type="checkbox"/> English <input checked="" type="checkbox"/> Media Arts			
Curriculum/Capabilities Alignment (VIC/AC) and Skills			
<u>VCELY255</u>	Identify the point of view in a text and suggest alternative points of view		



<u>VCELT265</u>	Create texts that adapt language features and patterns encountered in literary texts
<u>VCELT253</u>	Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative.
<u>VCAMAE025</u>	Investigate and devise representations of people in their community through settings, ideas, story structure in images, sounds and texts.

Game Used	<i>Untitled Goose Game</i>		
Game play required?	Gameplay not required – Youtube clip provided		
Classification	CONSOLE	INTERNET REQUIRED?	COST (RRP)
G – General	Mac or Windows desktop, Switch, PS4	Yes – to view trailer	Purchase not required (game is \$29)
Important note about Game Classification			
As classifications can change, teachers are responsible for checking the latest videogame classification and suitability for their class age group. Please visit https://www.classification.gov.au/ and https://www.common sense.org/education/ to guide you.			
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 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 etc). <input type="checkbox"/> Explorers (eg Minecraft) – imaginative, self-directed, exploratory/sandbox learning.			
Technical Notes			
Web access required for teacher to screen trailers Students may need web access to find images to design their own character descriptions and designs for Part 2, or the teacher can compile images in advance			



Prior knowledge/skills (Required/Recommended/References)	
None required.	
Student outcomes	
Examples of student work	<ul style="list-style-type: none"> - Group conversation about character, point of view and descriptive words - Original character – written description or list of attributes - Original character drawing or plasticine model - Extension activity – story or game idea featuring original character
Learning goals	KNOW: <ul style="list-style-type: none"> - about how an interesting character can be the starting point of a story - that videogames teams work together on ideas - that point of view is important in stories, including videogame stories, and can change the way we think about what happens in a story
	BE ABLE TO: <ul style="list-style-type: none"> - develop an original character using a simple image as a starting point
	IMPROVE: <ul style="list-style-type: none"> - use adjectives to describe the different qualities of characters
LESSON SEQUENCE	
Prep & introduction activities	<p>Preparation:</p> <p>For Part 2 – the teacher may wish to collect a set of animal images – or students can search online for their own. Optional for character creation step: blank paper/pencils and markers and/or plasticine</p> <p>Introduce goals to the group e.g.</p> <ul style="list-style-type: none"> - in this lesson are going to look at an important part of storytelling – characters - we are going to look at how a well-known character from a videogame came into being - we are going create characters of our own <p>Watch the teaser trailer for <i>Untitled Goose Game</i></p>



	<p>https://www.youtube.com/watch?v=GrVNwqbH0kA</p> <p>Discuss: Has anybody played this game before? What do we think of the main character?</p>
Main lesson activities	<p>Part 1 - Analysis</p> <p>This game is created by a small team who work at a video game design studio called House House, based in Melbourne. Show the group House House’s record of how this game idea began: https://twitter.com/mjcmaster/status/763596145452912640</p> <p>Read together and discuss. What was it about the picture of the goose that captured the team’s imagination? What are some of the different qualities of the goose that they are describing (e.g. how it looks, how it moves, the sound it makes).</p> <p>After this, the team researched geese and found out that people are often afraid of them.</p> <p>Watch the Launch trailer https://www.youtube.com/watch?v=9LL2AtHo1gk for some more of the goose’s antics. While we watch it, let’s think about how the story would be different if we saw it through one of the other characters’ eyes. Would it be different? This is an example of point of view – a story can look different through different characters’ eyes.</p> <p>The House House team thought it would be interesting to play a game from the point of view of a “horrible goose.” Discuss: What do you think makes it fun to play as such a mischievous character?</p> <p>Part 2 – Creating</p> <p>We’ve seen that a simple image of an animal inspired a character, which became the starting point for a videogame. Inspired by this, we’re going to make our own character designs.</p> <p>Like the <i>Untitled Goose Game</i> creators, find a picture of an animal as a starting point for your character. Start by creating a list of things about it. Some things you will get from the image – some things you can make up. List words to describe your characters’:</p> <ul style="list-style-type: none">- physical appearance- personality- what sounds does it make? Can it talk?- how does it walk/ move?- where does it live?



	<ul style="list-style-type: none"> - does it have friends, family, enemies? - how do characters it meets react to it? - how does it interact with other characters and with the world around it? - does it have any special abilities or magical powers? - does it have any secrets? - what does it want in life – does it have a goal? <p>Draw a sketch of your character or model it with plasticine.</p> <p>Part 3 (extension)</p> <p>Now that you know your character so well, you can build a story around it.</p> <p>Brainstorm a story for your character built around a quest the character goes on or a problem it faces and has to solve. List the story events in dot points. You can think of this as a videogame story or a story in a book or short film. To support planning a videogame idea, you might like to use the Game builder: story and character brainstorm sheet, which you can find in ACMI Game Builder Level 1, Part 3: Game Stories - https://www.acmi.net.au/education/school-program-and-resources/game-builder-level-1/</p>
<p>Reflection activity</p>	<p>As a group, share some of our characters (if time).</p> <p>As a group, briefly revisit the lesson learning focuses to recap what we've learnt.</p> <p>We've seen in <i>Untitled Goose Game</i> that the team found something that they thought was funny and interesting and asked themselves 'why?' From that they developed a character – and from there a videogame. Characters and stories can come from everywhere!</p> <p>Think about – something you didn't know before the lesson, something you already knew and something you were surprised by. (This can be run as a 'think/ pair/ share' or a group discussion.)</p>
<p>Differentiation: modification, extension and inclusion notes</p>	<p>Extension activities can include 'publishing' character plans through laying out images with text in a more formal presentation. Models or drawings of characters can be photographed to incorporate in a digital presentation. Further extension may include developing a written story idea featuring the character into a full story text or game plan (see ACMI Game Builder for more resources to support game development).</p> <p>For a more collaborative, discussion driven character development session, students can work in small groups and collect a number of images to support their character plan. Students can list words together, allocating a group</p>

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	<p>members as 'scribe' or note-taker and taking turns. Students can also nominate a group member to describe their character for the group.</p> <p>Character creation can be run as a shared writing session by selecting an image together from a selection and then listing descriptive words as a group.</p>
Assessment	
<p>This lesson is achieved if students have discussed the features of character, responded to the trailer and accompanying text and developed their own character plan. Character plans and any additional tasks can be used as writing samples if needed.</p>	

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