



<b>Game lesson title</b>	A Hero's Journey: Storytelling using <i>The Legend of Zelda</i>		
<b>Brief intro</b>	A differentiated lesson allowing students with different abilities to learn about storytelling and the 'Hero's Journey' genre through the original 1986 game.		
<b>Lesson hook</b>	<p>Watch <a href="#">Evolution of Legend of Zelda 1986-2020</a></p> <p>What did the Nintendo writers do to draw in their audience?</p> <p>Can you identify the changes in Zelda?</p> <p>Has the story structure remained the same or has it changed over the years?</p> <p>How does this relate to Legends in general?</p>		
<b>Suggested year level</b>	Years 2-6	<b>Suggested age level</b>	8 -12 years
<b>Number of lessons</b>	5 x 45 min sessions	<b>Costs involved?</b> (detail below)	No
<b>Author</b>	You are free to copy, communicate and adapt this lesson plan which was created by Clark Burt and ACMI and licensed under a <a href="#">Creative Commons Attribution 2.0</a>		
<b>Subject/s</b>			
<input checked="" type="checkbox"/> English			
<b>Victorian Curriculum/Capabilities Alignment and Skills Level 2 and 3</b>			
<b>VCAMAR028</b>	Create events and characters using different media that develop key events and characters from literary texts Identify intended purposes and meanings of media artworks considering who makes them 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		
<b>VCELT229</b>	Build on familiar texts by experimenting with character, setting or plot		
<b>VCELT240</b>	Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created		
<b>VCELT241</b>	Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences		

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<b>Game Used</b>	<i>The Legend of Zelda</i>		
<b>Game play required?</b>	Yes		
<b>CLASSIFICATION</b>	<b>CONSOLE</b>	<b>INTERNET REQUIRED?</b>	<b>COST (RRP)</b>
10+	Nintendo Switch, Wii, 3Ds, Wii U	Yes	Various
<b>Important note about Game Classification</b>			
As classifications can change, teachers are responsible for checking the latest videogame classification and suitability for their class age group. Please visit <a href="https://www.classification.gov.au/">https://www.classification.gov.au/</a> and <a href="https://www.common sense.org/education/">https://www.common sense.org/education/</a> to guide you.			
<b>How are games used by students in the lesson?</b>			
<input checked="" type="checkbox"/> <b>Watching</b> – observing, analysing and evaluating. Learning about the world and ourselves through understanding the impact of games culture and industry. <input checked="" type="checkbox"/> <b>Playing</b> - 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"/> <b>Making</b> - learning through making games. Coding, creative production, teamwork, leadership, e-sport roles etc.			
<b>Technical Notes</b>			
Minimum tech needed is projector and whiteboard and access to YouTube documentaries (links here: <a href="http://www.clarkburt.com/the-legend-of-zelda-project/">http://www.clarkburt.com/the-legend-of-zelda-project/</a> ) You may also want students to practice playing user-submitted versions of the game: This requires a download and installation (all three OS's are supported). Further, downloadable custom-made quests are available. Source: <a href="https://www.zeldaclassic.com/">https://www.zeldaclassic.com/</a> A3 paper and textas/crayons/coloured pencils for map-making Recommended: a storyboard template to scaffold students to create a "Hero's Journey" story.			

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## Prior knowledge/skills (Required/Recommended/References)

Number of lessons depends on how many documentary videos you watch and if the students practise playing the game. Aim for 5 lessons including sharing their work.

The history of *The Legend of Zelda* game is quite interesting for students as the creator used a lot of elements from his childhood in designing the game and characters.

## Student Outcomes

### Learning goals

#### KNOW:

- Recognise features that make an effective videogame
- Identify plot, characters and setting in video games
- Identify the plot, characters and setting in a written story

#### BE ABLE TO:

- With a game in mind, draw or write a story of their own conception or based on *The Legend of Zelda*
- Identify the 3 pillars of gaming as a structure for planning a game story

#### IMPROVE:

- Contrast and compare characteristics of a video game to a written story

### Guiding activities:

Choose two of their favourite legends and identify the characters, the plot including the problem and then how it is solved.

## LESSON SEQUENCE

### Prep & introduction activities

Watch together

[The making of Zelda 2017](#)

Discuss as a class and brainstorm ideas around the way the plot and characters have changed over time.

Focus questions:

- What is the same and what has changed in the game over the years?
- How do we keep the audience interested when writing a story or making a game?
- What are features common to both?

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<p><b>Main lesson activities</b></p> <p>Recommended to have 5 lessons allotted for this section</p>	<p>As a class research the design and story of <i>Zelda's Journey</i>, the video game.</p> <ul style="list-style-type: none"> <li>Identify what a legend is and what are the characteristics. Are they similar to a Narrative in a video game?</li> <li>Compare <i>The Legend of Zelda</i> with other hero legends and list examples and what makes them good bad or indifferent (games, movies, books, etc)</li> <li>Identify different elements in storytelling: characters, setting, plot that are shown throughout the game</li> <li>Use these examples when creating your own legend's journey</li> </ul> <p><b>In pairs or on their own</b></p> <ul style="list-style-type: none"> <li>Download and play <a href="#">Zelda's journey</a> and deconstruct the features that are interesting to you. Think about plot and story within the video game. How will you use these in your story?</li> </ul> <p>Using paper, pens and pencils map out a story map of their own ideas, involving a journey with milestones along the way.</p> <p>Transfer to a story board template if needed or just copy the example as you go.</p> <p>The website, <a href="http://zeldaclassic.com">zeldaclassic.com</a> allows users to submit their own maps and characters, then anyone can download and play.</p> <p>Share with the group your findings and story maps. Encourage constructive feedback</p>
<p><b>Reflection activity</b></p>	<p>Individual PMI's for their discoveries about the differences and similarities between a gaming story and a written story within their peers work.</p>
<p><b>Differentiation: modification, extension and inclusion notes</b></p>	<p>For students with extra time, find a different version of the game and then compare/contrast to the original. Could use a PMI for this also.</p> <p>Complete a character study of Zelda and friends through the ages</p> <p>Using Universal Design for Learning (UDL) practices, this lesson can be differentiated in the following ways:</p> <ul style="list-style-type: none"> <li>Multiple Means of Engagement by using a simple video game (the 1986 version of <i>The Legend of Zelda</i>) to illustrate a common story genre</li> <li>Multiple Means of Representation by using videos, a game, handouts, and examples</li> <li>Multiple Means of Action &amp; Representation by allowing students to write their own story, create their own simple game, or draw their own characters/map.</li> </ul>



	Support will be needed for those with limited or no vision for video and game/based activities. They can write or draw or make a shadow play.
<b>Student Homework/Further Work</b>	
Students make their own stories with their own elements and upload to the website.	
<b>Assessment</b>	
Competencies: Identify a hero's journey by drawing or writing the steps through the journey of the game. What makes a good plan involving plot, characters, settings, milestones for a game. Students practice storytelling by creating either their own Hero's Journey, or creatively modifying <i>The Legend of Zelda</i> story. Compile and use a rubric for guidance and assessment	

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