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Game lesson title	Videogame narratives 1: dystopian characteristics and <i>Papers, Please</i> introduction (there is an option to extend with Videogame Narratives 2)		
Brief intro	<p><i>Papers Please</i> is a game set in a fictional dystopian state. You play a character who has been lotto drafted into becoming a border security officer. You must check the passports and entrance permits of those aiming to visit and use your discretion on who you decide to let into the state.</p> <p>In this lesson students will examine traits of the dystopian genre. Comparing <i>Papers, Please</i> to dystopian film stills to examine how the element of interactivity and player choice effects the narrative and experience of the game.</p>		
Lesson hook	Boring paperwork has never been more fun...		
Suggested year level	Year 11 (though can be adapted to a year 10 game studies unit)	Suggested age level	16/17
Duration	2 x 57 minute classes	Costs involved? (detail below)	Yes
Author	<p>You are free to copy, communicate and adapt this lesson plan which was created by Dean Ashton, Alora Young, Emma McManus and ACMI and licensed under a Creative Commons Attribution 2.0 http://creativecommons.org/licenses/by/2.0</p>		
Subject/s			
<input checked="" type="checkbox"/> Multimedia	<input checked="" type="checkbox"/> Visual Arts	<input checked="" type="checkbox"/> Digital Technologies	
Curriculum/Capabilities Alignment (VIC/AC) and Skills			
Unit 2 O1 knowledge	Media pre-production, production and post-production techniques to represent ideas and achieve particular effects.		
	Media codes and conventions used to construct meaning in media products.		

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	Media technologies used to produce representations in a range of media forms.
	The characteristics of a range of media representations in media forms.
	Media production language appropriate to the design, production and evaluation of media representations in a range of media forms
Unit 2 O1 skills	Apply media codes and conventions to construct meaning in media products.
	Evaluate the characteristics of a range of media representations in media forms.
	Use media language appropriate to the design, production and evaluation of media representations in a range of media forms.

Game Used	<i>Papers, Please</i>		
Game play required?	Yes		
Classification	CONSOLE	INTERNET REQUIRED?	COST (RRP)
PG	Mac, IOS or PC	For initial download	\$14.50 for drm free version on GOG.Com
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?			

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- Watchers** – observing, analysing and evaluating. Learning about the world and ourselves through understanding the impact of games culture and industry.
- Players** - learning by playing video games - learning things applicable to life outside of (and in) the game e.g. flight simulators, esports, etc.
- Makers** - learning through making games (coding, creative production, teamwork, leadership, e-sport roles etc).
- Explorers** (Minecraft) – imaginative, self-directed, exploratory/sandbox learning.
Shining through play.

Technical Notes

Note: *Papers, Please* is 32-bit only and will not work on macOS 10.15 and up at time of writing.

Prior knowledge/skills (Required/Recommended/References)

A good building or pairing for this unit is a post-apocalyptic film text (e.g *Mad Max: Fury Road*) as the first media form studied prior to this unit.

Student Outcomes

Learning Goals	KNOW: Dystopian genre characteristics
	BE ABLE TO: Identify, compare and contrast videogame vs film genre characteristics.
	IMPROVE: Build their understanding on how player choice affects narrative.

LESSON SEQUENCE: Introduction to videogame narratives

2-3 x 1 hour lessons

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Prep & introduction activities	<p>Will need to pre-purchase and ideally install <i>Papers, Please</i> before lesson.</p> <p>Intro activity: Brainstorm Post-apocalypse vs dystopia. What are the characteristics of each?</p>
Main lesson activities	<p><i>Papers, Please</i> Critical Play:</p> <p>Unpack the way <i>Papers, Please</i> has been constructed via a critical playthrough:</p> <p>Students organise themselves into groups of 4. They decide which person will take which role (as listed below).</p> <p>The Roles:</p> <p>The Player: This is the person who is going to play the game. The other three group members will watch and take notes.</p> <p>Style: This person is a note taker. They will look at the art design of <i>Papers, Please</i> and note down the 'look'. Take note of the dystopian features, the props, characters, mise-en-scene, and sound design.</p> <p>Story Elements: This person is a note taker. This observer is focusing on how the story is told and how that affects the way you play the game. Focus on items such as cut scenes, newspapers, and the discussions with characters.</p> <p>Game Mechanics: This person is a note taker. They look at the way the game is forcing you to make decisions and play the game. Consider: pace/timing, screen clutter, changing/evolving rules, your family, citations.</p> <p>In groups, brainstorm how the media code you've been assigned affects the player and the narrative in <i>Papers, Please</i> - camera, acting, mise-en-scene, Editing, Lighting, Sound.</p> <p>In groups, discuss how you and the people around you played <i>Papers, Please</i> in different ways. Try to come up with a list of the different types of <i>Papers, Please</i> players.</p> <p>After the playthrough discuss the following referring to your notes and experience:</p> <p><u>Screenshot analysis.</u></p> <p>Analyse the visual features of screenshots from dystopian and post-apocalyptic films. Discuss the similarities and differences whilst practicing the use of media language.</p> <p>Possible films: <i>Mad Max (any)</i>, <i>The Road</i>, <i>A Quiet Place</i>, <i>Bird Box</i>, <i>Day of the Dead</i>, <i>Tank Girl</i>, <i>Robocop</i>, <i>Gattaca</i>, <i>Bladerunner</i>.</p> <p><i>Papers, Please</i> freeplay.</p> <p>First impressions play through of <i>Papers, Please</i>. Stop at end of third day and reflect on what has happened thus far.</p>

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Reflection activity	Exit ticket or discussion: what did you notice from the first three days play? What type of 'player' are you? How does player interactivity change your experience of the narrative or the world?
Differentiation: modification, extension and inclusion notes	Could use a Powerpoint to help visual learners. Consider grouping students together rather than playing individually to help support.
Student Homework/Further Work	
Play game as homework.	
Assessment	
Formative assessment around the discussions within and the notes taken via critical play activity.	

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