

## Content research and content definition 1

Previous compulsory steps / Prior students' knowledge	Definition of genre of the game, Definition of the game atmosphere
Learning objectives	Deciding on the main topic of the video game and writing a story which will be a base for the next steps
Subjects	English as a foreign language, Literature/Reading
Recommended Age (10 – 14) or (15 - 18)	10 - 14
Material needed	Technological equipment to allow students to research the chosen topic
Sequence duration	45 – 60 minutes
Individual or group activity	Group activity
Expected production	Written assignment on the chosen book
Skills developed (after learning objectives)	Writing, research, collaboration & teamwork
Extension / differentiation activities (at the end of the sequence)	Creation of the story board, creation of characters, creation of dialogues, “Bringing the World to the Classroom” pedagogical sequence

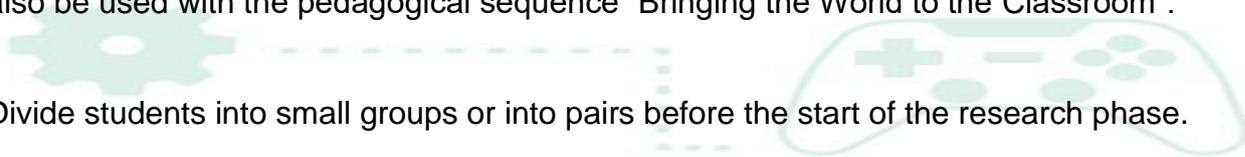
## Step by step: how to implement the sequence

- **Step 1 – Introduction of the topic and dividing students into small groups (5 minutes)**

In these pedagogical sequences, we will focus on the content research for creating a video game based on Jules Verne's *Around the World in Eighty Days*.

Before using this pedagogical sequence, our students should be familiar with the main plot of the novel. However, the sequence can be adapted to any other book or topic you want to teach about.

This sequence can be used before the sequence on storyboard creation, and it can also be used with the pedagogical sequence "Bringing the World to the Classroom".

A decorative background element consisting of a dashed line forming a square, with several gears of different sizes scattered around it, including a large game controller icon on the right.

Divide students into small groups or into pairs before the start of the research phase.

- **Step 2 – Research phase (20 minutes)**

Instruct students to decide on what they want to focus on in their video game. They can choose which event, conflicts or characters form the story they want to show – it can be based on what happened before leaving for the trip around the world (the bet) and the start of the trip (travelling from London to Paris), arrival in New York, meeting Aouda, or any other event from the book that students choose.

Once the students decide on their main topic, they can start researching about the broader context of the story. Since the novel is set in 19<sup>th</sup> century, students could search photos or short articles about how people's clothing looked like, how London or any other location looked like in that historical period, what kind of transport Phileas and Passepartout used, etc.

- **Step 3 – Written assignment (25 minutes)**

Following the research phase, students should write a short essay based on the topic they chose to base their research on. They can also include the images and other references they found to give a broader perspective to the game story.

Written assignment can be fully based on the book, or they can use the book as an inspiration to develop other possibilities in the game, for example, students can decide that certain conflict goes in the other direction, that Phileas doesn't marry an Indian princess, or that Passepartout decides to stay in one of the countries they visit along the way to finally have a peaceful and calm life.

- **Step 4 – Short presentation and preparation of the next steps (10 minutes)**

Ask the students to shortly present their group work and main topic of their written assignment. Written assignment, images, and other sources students found during the research phase will be used in the next step of creating video game: the creation of the storyboard.