

Integration of curricular elements in the game 1

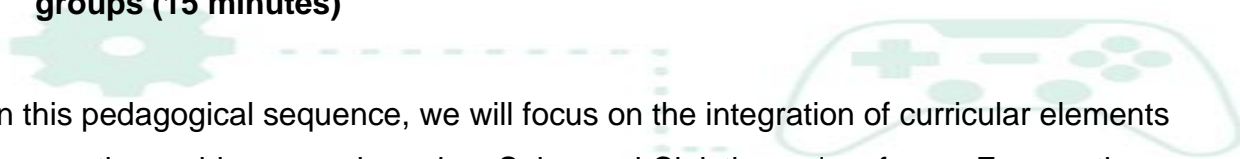
Previous compulsory steps / Prior students' knowledge	Ancient Greece, Content research and definition
Learning objectives	Learning how to integrate curricular elements in the game
Subjects	History
Recommended Age (10 – 14) or (15 - 18)	10 - 14
Material needed	Flipchart sheets, markers or laptops (upon availability) to note down their ideas
Sequence duration	50 - 60 minutes
Individual or group activity	Group activity
Expected production	Integration of curricular elements into the video game based on Ancient Greece democracy topics
Skills developed (after learning objectives)	Critical thinking, creativity, collaboration and teamwork, communication, problem solving
Extension / differentiation activities (at the end of the sequence)	Creating the story board, characters, creating the dialogues; creating the graphic design, creating the animation

Step by step: how to implement the sequence

The integration of curricular elements in the video game represents an essential step; either you decide to address a specific topic within the discipline, to exercise a skill/competence, or to assess students' progress.

This sequence can be used as a tool of formative assessment in order to verify your students' knowledge, allowing you to identify their strengths and weaknesses in order to adapt future lessons. We will exemplify on a learning unit for history classes, such as Ancient Greece - Formation of the polis and democracy.

- **Step 1 – Overview of the learning unit and dividing students into small groups (15 minutes)**

A decorative background element consisting of several light green gears of different sizes and a dashed line forming a square shape.

In this pedagogical sequence, we will focus on the integration of curricular elements for creating a video game based on Solon and Cleisthenes's reforms. Engage the students in a short review of the learning content previously thought in the classroom. Afterwards divide them into small groups for the group work phase.

- **Step 2 – Group work (20 minutes)**

Explain to the students that they need to brainstorm in teams to decide which learning content they want to focus on in their video game. The learning content must be linked to the main subject. Some examples can be: causes that generated the reforms of Solon and Cleisthenes, polis, democracy, citizen, barbarian, democratic-Athens, and aristocratic-Sparta.

They can choose one or more contents, being necessary to have a general overview of the video game. Once each team has chosen the exact topics, students can then work in their teams to develop their integration strategy and create a presentation of it.

- **Step 3 – Presentation of results (25 minutes)**

Each team will present the results of the group work and main learning contents to be integrated into the video game. These presentations will be helpful in the following steps of creating the video game like creating the storyboard, the characters, etc.

