

Integration of curricular elements in the game 2

Previous compulsory steps / Prior students' knowledge	Content research / No prior knowledge
Learning objectives	Learning how to integrate curricular elements in the game, Develop knowledge and awareness on discrimination and related topics
Subjects	Social sciences, Citizenship
Recommended Age (10 – 14) or (15 - 18)	10 – 14 / 15 – 18
Material needed	Flipchart sheets, markers or access to laptops/PCs
Sequence duration	90 minutes
Individual or group activity	Group activity
Expected production	Integration of curricular elements in the video game related to discrimination
Skills developed (after learning objectives)	Critical thinking, collaboration & teamwork
Extension / differentiation activities (at the end of the sequence)	Creating the story, characters, creating the dialogues; creating the graphic design, creating the animation

Step by step: how to implement the sequence

This sequence can be used as a tool in civic education classes to introduce your students to different types of discrimination so to help them see outside their world. This activity will offer guidance in the process of illustrating different types of discrimination using the game created.

- **Step 1 – Introduction to discrimination and integration of curricular elements into the video game (30 minutes)**

Explain to the students that they will learn about discrimination and ask them to give their own definition of the term. Continue the activity by forming small groups, asking each group to list as many acts of discrimination as they know. Students may either use flipcharts and markers or <https://wordart.com/> for their group work. Have each team present the results of the activity and discuss in short, each act of discrimination identified by the students.

- **Step 2 – Group work (40 minutes)**

Based on the previous step, discuss in class the main types of discrimination (i.e., age discrimination, cultural discrimination, disability discrimination) and key challenges of persons confronted with the identified types of discrimination. Have your students form teams and assign them the task to create their own strategy to integrate the concepts discussed in the video game. To avoid repetition, each group should choose a different type of discrimination. The created strategies should include: the goals of the video game, the topics selected by the students, the means to represent the topics into the video game and the expected results of the video game in relation to the topics.

- **Step 3 – Presentation of results (20 minutes)**

Each team will present their strategies and discuss them in class, allowing other participants to offer their suggestions. At the end of the activity, you may introduce the students in the next step of the video game – creating the story, by asking them how they think they can transpose their integration strategies to create the video game story.

