

Class Mode Extension Activity 5: Class Mode Gaming – 3.42

From the teaching guide of <http://wikieducator.org/Tsunami>

<p>Builds on:</p> <ul style="list-style-type: none">• Everything! <p>Future connections:</p> <ul style="list-style-type: none">• Life!	<p>Connection to Learning Outcomes:</p> <ul style="list-style-type: none">• Define tsunami, describe how it occurs and identify the warning signs - both man-made and natural.• Describe the physical and social effects that a tsunami can have.• <u>Design and evaluate survival plans and precautions against the threat of tsunami for their local context and other contexts.</u>
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Core Activity:

The course culminates as students [play an online game](#) simulating the effects of a tsunami on a small coastal village. The players (students) have a time limit to implement a number of prevention and safety strategies to lessen the impact of the disaster. They should use their knowledge of tsunami and safety developed throughout the course to assist and base their decisions in the game on this expert knowledge. http://wikieducator.org/Tsunami/Phase_3/Lesson4_2

Play Variables:

There are a range of ways that the game can be played and a number of strategies that can adapt its use to a social, competitive or collaborative activity. Please consider the suggestions below or develop your own strategy for class gaming.

Tournament

The game is pre-loaded on a set of class computers and a tournament schedule is set out on the board. If you have not organised or taken part in a tournament before, the aim is to have games played competitively, one player against another, with the winner of each bout progressing toward a final match. Ensure the both students in each bout play the game at the same difficulty level.

Hi-Score Tally

The game is simply played by each student in the class with a leaderboard presented and the overall winner decided by the best score for a single game. Depending on the total number of class computers, there may be time in one lesson for students to have more than one try.

Collaborative Team Play

Students work in teams to plan a strategy for the game and implement it together.

Reverse Engineering

Students work in teams (number of groups possibly dependent on the number of class computers) to decipher the scoring system of the game and establish a class master strategy.

A basic method for establishing this strategy involves repeating the game with all variables the same, except one key variable being tested; the effect on scoring of this tested variable can then be observed.

This could be adapted as a whole-class activity with each group assigned to test a different set of variables to contribute to the class knowledge bank. For example, group 1 tests the affect on scoring of raising buildings or strengthening their foundations; group 2 tests the affect on scoring of providing training to staff in each building. The recommendation that each of these groups finds by researching these variables contributes to the class master-strategy.

Some Potential Reflection Tasks (next lesson):

- Class discussion on events in the game and consider the relationship of these to their expert knowledge of tsunami developed in the course.
- 'Reverse Engineering' master strategy is assessed compared with student's expert knowledge of tsunami. Based on this assessment students evaluate the appropriateness of the game for learning about tsunami and if necessary make recommendations for changes to the game and/or scoring system for better realism. If students find any major changes are needed, especially to the scoring system, they could be encouraged to present these recommendations to [the UN ISDR](#) and potentially contribute to the development of this educational game.