

Online Resource 2

This document is the lesson plan that was used to deliver Workshop 2. It sets out key learning objectives and equipment required to run the lesson. It also breaks a 1 hour lesson down into small activities. Homework to support Workshop 3 is also suggested.

Workshop 2: Reading Digital Fiction (1 hour version)

<u>Class:</u> Year 9, 30 students	<u>Date and Time:</u> xxxxx	<u>Resources:</u> - Internet-enabled computers (at least 1 per 2 students) - Internet-enabled lecture computer w/projector	<u>Topics:</u> Digital fiction Carbon footprints Personal stories & habits
<u>Problems/Misconceptions</u> - Discussion based lessons -> have to be sure they get accurate facts - Unfamiliarity with digital fiction -> introduce as group, let them explore as pairs/individuals		<u>Aims and Objectives:</u> - Explain & demonstrate what digital fiction is - Discuss the themes of the given digital fiction - Relate themes to carbon footprints - Relate themes to personal stories & habits - Enable access to the following workshop	
Time	Leader Activity	Pupil Activity	Board/Projector
Outline of workshop and activities on Prezi: https://prezi.com/pppxblm6q28x/?token=33e7045b85b07f09d5f49ca6a6b60ead32b57d1b90c516424feafbc1f1a2a699&utm_campaign=share&utm_medium=copy&rc=ex0share			

5 minutes	What is Digital Fiction? • Inanimate Alice • Lysdexia • Dolores and the Cave • War of the Worlds 2017 Introduction: what is digital fiction? • Briefly review the sample DFs with the students (show on screen). <i>A brief blurb for each is ---></i> • After reviewing the samples, ask the students if they can offer a definition of DF. What do all these samples have in common? What is Digital Fiction? Fictional stories created ON and FOR digital devices, which would lose important elements if they were taken out of digital media. Show definition on 2nd prezi slide. <i>Basically, DF are stories that require digital media because they are multimedia and/or require reader-player input (games, choices, movement, decisions, etc.).</i>	Follow along and respond to questions	Show examples of digital fiction: https://inanimatealice.com/adventures/episode-1-china <i>Inanimate Alice</i> is an ongoing work about a young girl who grows up all over the world. It's told through Adobe Flash, and now Virtual Reality. It uses primarily image, sound, and text, though there is some gameplay. http://canttakemeanywhere.com/lysdexia <i>Lysdexia</i> is a very simple example of digital fiction: it is a web comic that you read by scrolling. It was written by a student about the experiences of having dyslexia. Another popular webcomic is <i>Homestuck</i>, where the readers get to vote on the story's direction at the end of each issue. http://wotw2017.com/archive <i>War of the Worlds 2017</i> is an adaptation of H.G. Wells' <i>War of the Worlds</i>, told through the characters' social media feeds (Twitter, Tumblr). https://www.mookychick.co.uk/dolores-and-the-cave.php <i>Dolores and the Cave</i> is an adventure game, where the user chooses the next stage throughout the story.
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15-20 minutes	Lead class through ONE joint reading of the project digital fiction • Show them how to log in (use codename “demoolchfa”) • Ask them to contribute names/pronouns of player-character (PC) and friends. • Ask class to choose which option on each screen. ○ Jennifer would like to try a democratic system on certain lexias: a <i>consensus</i> is needed, rather than simply a majority vote. One side needs to convince the other theirs is the best to take before moving forward. I’ve identified relevant choices to use this on ---> ○ Otherwise, go with majority.	Participate in choosing pathways through joint reading	Display the project digital fiction. http://youandco2.lyleskains.com/ Back-up version: http://wonderboxpublishing.com/youandco2/ Lexias (passages/screens of text) where the “debate/consensus” model of decision-making will be useful: “Your stomach gurgles” • trot off on foot “You make it to Delta Mess in time to wolf down a quick snack with everybody.” • "C'mon, lay off. Earth is still down there. Let's go back to school." “Before you know it, Metra is alive with protests.” • drifting to the back of the cafeteria to watch “Corm is quiet - seems most everyone went to that pointless meeting” • Your friends OR confront the Senate <i>Choose more if you like, but this will take up time!</i>
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10-20 minutes	Small Group Discussion On poster paper, note your group's responses to these questions: • How does this story relate to the topics covered in the first You & CO2 workshop? • How similar are the characters' experiences and choices to your own experiences and choices? • How can you relate this story to your own experiences and habits? Give them small groups (3-4) and butcher/poster paper to put their responses on. Walk around and keep them on topic. Get them to write down anything they tell you. Variations on questions: • What does this story make you think about? • Why did you opt for certain story pathways (drawing on specific choices the group makes)? • How would the story work out differently if you had opted another pathway? • How does this story relate to the topics covered in WS1? • How similar are the characters' experiences and choices to your own experiences and choices? • How can you relate this story to your own experiences and habits?	Class participation: work in small groups (3-4), putting responses down on butcher/poster paper.	Display discussion questions.
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Remainder of time	Playthroughs - On your own digital devices, go to: http://youandco2.lyleskains.com - Choose to play the game, and enter in your codename. - Play the game - how many different endings can you get?	Working individually or in pairs, read the game as many times as possible.	URL of game.
“Homework” for next workshop	Worldbuilding On a piece of paper, begin thinking about a hypertext (text+links) story YOU could write about climate change: - What kind of world would it be set in? - Is it about you, or is it about someone else? - Is it in the past? Present? Future? - What other characters are in it? - What happens? - What else could happen? - Anything else you can think of! Keep working on this for the next lesson - we'll use them to build our hypertexts! 15-20m	Brainstorm stories they might like to tell through this medium.	Show worldbuilding questions, notes for next workshop.

	If there is time in the session, you can ask them to make a start here. Otherwise, have it be assigned as “homework”. <i>Note: at Denbigh we let them do this in groups. In retrospect, I prefer that even if they come up with ideas in groups, that they construct the games as individuals.</i> • Have them think about what they would work into a game relating their lives to climate change. What kind of world would it be set in? • Would it be about them, or someone else? • Is it in the past? Present? Future? • What other characters are in it? • What happens? • What e/se could happen (digital fiction explores alternative plotlines!)? • Anything else! Let them know there are tutorials on the You & CO2 page, if they want to get started playing with writing their games early.		
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Note for teachers:

Ideally, the worldbuilding exercise could be worked into other elements of the curriculum. For instance, the students may imagine another planet, or their own community 10 years in the future. The exercise calls for some extrapolation based on climate, evolution of life, technology, culture, religion, politics. This way, the students engage more in the topic, and the exercise ideally does not take time away from regular curricula.