

# TRAINER PREPARATION GUIDE 1.2: DIFFERENTIATE AMONG GAME GENRES

## Lesson Objective 1.2:

Differentiate among game genres. Topics: fantasy, sports, role playing, card, board, First Person Shooter.

## Required materials to teach this lesson:

1. 98-374-ENU-1.2-LP
2. 98-374-ENU-1.2-IC
3. 98-374-ENU-1.2-IC\_Key
4. 98-374-ENU-1.2-PC

## Preparation tasks

### Technical preparation activities:

#### 1. Vocabulary:

**board game:** a game in which pieces are moved on a board with delineated sections

**card game:** a game played with playing cards that are general or specific to the game rules

**fantasy game:** a game that takes place in a magical or supernatural world

**fighting game:** a game in which players combat one another, with an emphasis on one-on-one or multiplayer combat

**First Person Shooter:** a game in which each player shoots or fights from a character's perspective

**gameplay:** the way a player interacts with a game and encompasses the game's rules, goals, and controls

**role-playing game:** a game in which a player takes the role of one or many characters with specific skill sets and progresses through an adventure

**simulation game:** a game designed to mimic reality

**sports game:** a game that simulates a sport

#### 2. Additional readings and resources:

##### Other resources (books, e-reference):

Rogers, Scott. *Level Up: The Guide to Great Video Game Design* (West Sussex, UK: John Wiley & Sons, 2010)

Schell, Jesse. *The Art of Game Design: A Book of Lenses* (Burlington: Morgan Kauffman, 2008)

### Instructor computer setup:

1. None

### **Instructional preparation activities:**

1. Prior to or after this lesson, host a Game Day, during which students bring examples of all the game genres studied in this lesson.
2. Gather examples or images of games from each genre studied in this lesson to use for illustration if desired.
3. Review the instructor notes in the notes panes of the Microsoft PowerPoint® presentation slide deck.
4. Make student documents available as needed.

### **Lesson sequence (50 minutes)**

#### **Activating prior knowledge/lesson staging (10 minutes):**

Begin the PowerPoint presentation. Show the list of console games on slide 4 in the presentation. Have students add to the list. Pair students up and have them create a categorization system for determining the genre of these console games. When finished, they should explain their categories to the class. This is different from categorizing game types; all the games are the console type, but they fall into different genres.

#### **Guiding questions:**

1. **List various game genres.** Fantasy, sports, role playing, card, board, First Person Shooter, simulation, fighting.
2. **What makes them different from each other?** Answers may vary, but may include the following: gameplay, rules, goals, controls, and plot.
3. **What are other characteristics of each genre?** A board game is played by moving around pieces on a board with marked spaces, usually against other players. A card game is played with playing cards that have specific meanings within the rules of the game. A fantasy game takes place in a magical or supernatural world. A fighting game involves two or more characters in combat with one another. A First Person Shooter (FPS) puts each player in the perspective of a character, using weapons to battle against other players or enemies. In a role-playing game, a player takes the role of one or many characters with specific skill sets and progresses through an adventure. A simulation game mimics reality. A sports game is a type of simulation game that mimics the rules and actions of a specific sport.

#### **Lesson activity (35 minutes):**

1. Teacher instruction (15 minutes)
  - a. Use the included PowerPoint presentation to review different game genres.
  - b. Refer to examples throughout the lesson and elicit examples from the students.
  - c. Instructions for the in-class activity are found in the presentation. Students should use the In-class Activity document provided.
2. In-class Activity (15 minutes)
  - a. Students are to complete 98-374-ENU-1.2-IC.
3. Post-class Activity (5 minutes)
  - a. Provide instruction for the post-class activity as needed. Establish a completion date.

**Lesson review (5 minutes):**

1. Discuss the guiding questions.
2. Discuss the results of the in-class activity.
3. Instruct students to write and submit any questions they have or any topics about which they would like more assistance.
4. After class, look through the student responses and follow up with any student requiring additional help.