

# Looking for ways to incorporate technology and issues relating to ICT in the classroom? Try some of these suggestions.

## LESSON PLAN 6: FIRST PERSON SHOOTER

**Objective:** Analysing some of the social issues and impacts of playing computer games

**Age range:** 14-18



Papatoetoe High School's Gerard MacManus sent us exercises he uses in his Year 12 Computer Programming class that looks at computer games and the societal aspects of gaming addiction.

### YOU WILL NEED

- ▶ Survey questionnaire
- ▶ Computer and Internet connection
- ▶ Video – First Person Shooter (<http://video.google.com> – search for First Person Shooter or code 7530211269500857329)

### METHOD

1. Conduct an anonymous survey about computer games (see below). This can be done within the class – or students can survey people outside of the class, as part of their own, wider research. Results can then be assessed individually or pooled as a group.
2. Show the class the *First Person Shooter* video – this is a television documentary about a father's experience of his teenage son's gaming habits. Running time = 45 minutes approx.

*"I let the class experience First Person Shooter and take notes of their actions throughout. I have questions and a discussion at the end of the lesson, which gives interesting thoughts about how they perceive the gaming world and gaming addiction."*

3. Give the class some starting points for thinking about and discussing the video:

- What positive things does Counter-Strike give to Griffin and his friends?

- Does violence in video games like Counter-Strike make it more likely for those who play it to resolve problems violently?
  - If you were Griffin's parent how would you have handled his 'obsession' with Counter-Strike?
  - The father (who has written the script of *First Person Shooter*) feels at the end that he has fought a battle with his son and lost. Is that the way you see it? Are there other ways to look at it?
  - Is addiction always bad? Can it have a healthy side? Can you think of examples of bad addiction, good addiction and part good, part bad addiction?
  - The video suggests that the game rating system doesn't work? Do you agree? If so, how serious is this problem and do you have any suggestions as to how it could be overcome?
4. Discuss the video and survey with the class and the issues of violence and addiction in games.

### ASSESSMENT ACTIVITY

**"Computer games are addictive and violent. They should be banned"**

Get students to write a 250 word personal response to this statement, saying they may agree, disagree or partly agree/disagree. Ask them to state and explain where they stand, and say they are expected to refer to readings, their own experiences and beliefs about computer games or anything else that helps them argue their case.

### SURVEY QUESTIONNAIRE

1. **Gender:** Male / Female
2. **Age group (if applicable to your survey):**  1-10  11-20  21-30  31-40  41-50  51-60  61+
3. **Do you like computer games?**  strongly agree  yes  50/50  not strongly  disagree
4. **On average, how many hours a week do you spend playing computer games?** \_\_\_\_\_
5. **My parents think video games are bad for me:**  very true  true  don't know  partly true  not true
6. **Video games stop me from doing other important things:**  very true  true  don't know  partly true  not true
7. **Video games are addictive in a bad way:**  very true  true  don't know  partly true  not true

**NEXT ISSUE:** MAKE YOUR OWN COMPUTER GAME. FIND OUT HOW STUDENTS CAN CREATE AN EDUCATIONAL GAME USING GAMEMAKER ([WWW.GAMEMAKER.NL](http://WWW.GAMEMAKER.NL)).

[NOTE: THIS CAN BE USED AS PART OF ACHIEVEMENT STANDARD TECHNOLOGY 2.1, ACHIEVEMENT STANDARD TECHNOLOGY 2.2 AND ACHIEVEMENT STANDARD TECHNOLOGY 2.7.]