

Crazy Fruit Market

Paper Prototype

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Purpose of the game

Help students to understand the meaning of vocabularies by using a funny game. In this prototype, the glossary is limited in 4 adjective: nonchalant, restive, mendacious, pugnacious.

Roles in the game

1 teacher as the host of the game and a few students (say 1-15) as the players.

Game items

Fruit cards: On each front side of the cards, there is a face of a fruit with rich expression. On each back side of the cards, there are the characteristic of the fruit and the replies to each question listed in the question list.

Question list: A list from which the players choose a sentence to have a conversation with a chosen fruit.

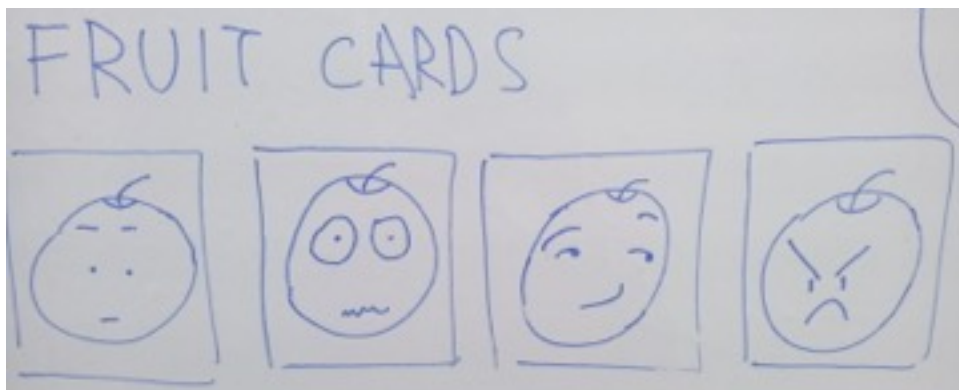
Gameflow

1. The teacher picks a vocabulary from the word list (say restive). The teacher now give to the students a task created from the chosen vocabulary.

For example: the teacher says, "please buy 'restive' apples from supermarket".

2. There are cards on the table. Each card has a fruit printed with rich expression. The students now choose one of them.

For example: there are 4 cards on the table and the students choose the 2nd one from the left.



3. The students start to have a conversation with the chosen fruit. They can choose a sentence to start a conversation from a list.

For example: in this prototype the list contains 3 sentences:

1. How do you do?
2. Are you healthy?

3. Do you want to become our dinner tonight?

And the student choose “3. Do you want to become our dinner tonight?”

4. On the back of each card there are replies to each kinds of questions. The teacher can look at the back of the card to react to the students.

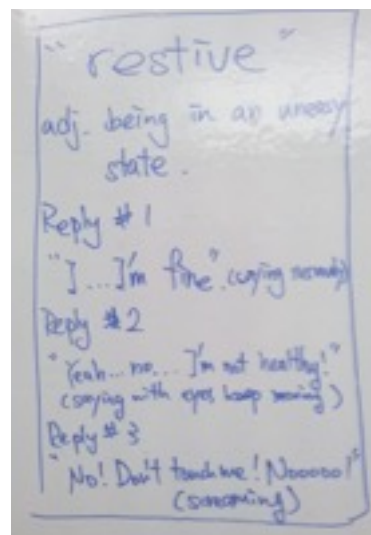
For example: the teacher look at the back of the card, there are 3 replies written there:

1. I ... I'm fine. (saying nervously)
2. Yeah... no... no, I'm not healthy. (saying nervously with eyes keep moving left and right)
3. No! Don't touch me! Noooooooooo! (screaming)

According to the 3rd reply, the teacher react to the students with screaming “No! Don't touch me! Noooooooooo!”.

5. After the teacher's reaction, the students can choose whether to pick this fruit, or raise another question from the list.

1. If the students choose ask another question, they repeat steps 3-5.
2. If the students choose not to pick the fruit, they can go on the other fruits and repeat the steps 2-5.
3. If the student choose to pick the fruit, the teacher will say whether they choose the right fruit or not. If the students fail, they go back to steps 2 and pick another fruit to continue the game.



For example: the students choose to buy the current one back home. The teacher say that they pick the correct one and give the students rewards. (Because “restive” has a meaning “being in a uneasy state”)

Constraints

These constraints could ensure the students really understand each meaning of the words:

1. Limitation of the conversation: the students have to make decision within limited conversation
1. Limitation of the question list: the students cannot raise the same question all the time (to ensure the students can recognize the fruit from new question and new reaction)
2. Hide the face of fruits: the teacher can raise the difficulty with hiding the faces of fruits once the students perform well.

Ensure Learning

To ensure the students are able to learn new vocabularies from the game, the following mechanics need to be put into the game:

1. Once the students fail, the teacher has to show the definition of the vocabulary and let the students to have a conversation with the correct fruit within limited times of questions.
2. The word list has to be large and confusing enough in order to avoid the students only partially memorize the word partially. For example, if the word list only contains 1 vocabulary with an initial “r”, the students could recognize the word “rat” solely from its initial in the game but could fail to tell the difference between “rat” and “rot” once they both appear.