

EduTrend Contents

G4C · EMPATHY AND PERSPECTIVE-TAKING GAMES · HIGH SCHOOL

Perspective Game Designers

Design a perspective-taking game for children aged 5 to 10 using invented characters and a kind-action ending

Ages 14–18	Level: Advanced	75 minutes	Teams of 3–4 · up to 24	Activity 05

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 05 · AT A GLANCE

Perspective Game Designers

Teams design a ten-minute game for children aged 5 to 10 that practises perspective-taking. It must use invented characters, puppets or pictures, prompt players to say what a character notices, wants and feels, include an easier and a harder version, and end with one kind action. Teams write a leader script, test the game on peers in role, and revise it.

Learning outcomes

By the end of the session students can:

- design a perspective-taking game;
- write age-appropriate prompts;
- plan levels;
- revise from testing.

KEY WORDS

design · perspective · prompt · level · kind action · test

CURRICULUM LINKS

PSHE: empathy. Child development. Design: user testing.

1	2	3	4	5	6
SETTLE	**EXPLAIN**	**PLAY**	**NOTICE**	**TALK**	**CLOSE**
Calm start	One game, clear rules	Invented characters	Clues and feelings	Different views are fine	Calm and positive

Materials (per team)

- Game design template
- Card, puppets or pictures
- Script template
- Worksheets 1, 2 and 3

Before the session

- Print templates.
- Gather puppets or pictures.
- Brief on safeguarding.
- Plan teams.

SAFETY

Use invented characters only. Any disclosure goes to a designated adult. Supervision required with younger children.

ACTIVITY 05 · SESSION PLAN

Step by step

Games should never turn into lessons about specific children's behaviour.

Time	What happens	Say or ask
0–10 min **Brief**	What makes a good perspective game?	*"Why invented characters?"*
10–40 min **Design**	Game, levels, script.	*"Right for a six-year-old?"*
40–60 min **Test**	Peers play in role.	*"Did players take a new view?"*
60–75 min **Revise**	Improve.	*"What will you change?"*

CHALLENGE CARD (print or copy onto the board)

Design a game that helps young children step into someone else's shoes and end with a kind idea.

ACTIVITY 05 · FACILITATOR NOTES

The empathy game know-how in brief

Asking what a character notices, wants and feels gives children a simple structure for perspective-taking.

Short, regular practice with stories and puppets can help children begin asking perspective questions on their own.

Common ideas to listen for

- "Young children can't take perspectives." They can with support.
- "Games should use real class problems." Use invented ones.
- "One level suits all." Plan levels.

Adapting the activity

Support

Provide a partly designed game.

Stretch

Add a family version using a favourite story.

WORKSHEET 1

Game plan

Name: _____ Class: _____ Date: _____

Complete each part.

Game plan

Part	Details
Aim	
Characters	
Prompts	
Easier version	
Harder version	
Kind-action ending	

WORKSHEET 2

Test feedback

From peers.

Test feedback

Question	Feedback
Did players take a new view?	
Was it fun?	
Right for the age?	
What would you change?	

WORKSHEET 3

Our revisions

After testing.

We changed... because...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Designs age-appropriately	Uses perspective prompts	Revises with evidence

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Perspective Game Designers is a sample activity from the EduTrend Contents G4C Empathy and Perspective-Taking Games programme (high school, level: advanced). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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