

EDUCATIONAL INFORMATION SHEET

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Necessary Equipment and Material

Computers, tablets or smartphones
 Internet connection
 Recent web browser

Target audience

Starting from Cycle 1 (with some adjustments, including card printing)
 4 difficulty levels (Leagues)

Multilingual platform

Procedures

Cycle 1(4 - 8 years old): ~15 min. of game play time accompanied by the teacher

Cycle 2(8 - 12 years old): ~15 min. per group of (2-3) students supervised by the teacher

Cycle 3(12 - 16 years old): ~15 min. of individual game play time, followed by a comparison of strategies with the teacher

Main links with the Swiss Education Plan of Studies (PER)

Health and well-being
 General education
 Cross skills

Linked documents

[Printable playing cards](#)
[OFSP poster and video](#)

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CORONAQUEST THE GAME TO FOSTER HYGIENE AND PROTECTIVE MEASURES IN CLASSROOMS



Introduction

CoronaQuest is a project created between 29 April and 9 May 2020 by the DFJC [Department of Education and Training, Youth and Culture] of the Canton of Vaud (Switzerland), directed by the Councillor of State Cesla Amarelle.

Freely inspired by the famous game *Hearthstone*, **CoronaQuest** is an online card game featuring courage points. It was designed so that its rules can be learned playing the game. But a quick start guide is also provided.

Game objectives

During the Coronavirus pandemic, the aim of this game is to inform the players about the protective measures and actions that will make their return to school less stressful and safer and encourage a more caring attitude of people towards each other.

General ways to play the game

- Discover the game.
- List and repeat the hygiene and protective measures linked to the golden rules (OFSP documents) for students.
- Refine, share and test game strategies to ward off the virus.
- Extend the gaming experience with friends and family.

The cards can also be printed from [coronaquest.game/ecole/cardsEN.pdf](#) to play, to facilitate the learning of the rules, or to address some particular aspects of the game.

When using the **CoronaQuest** game with students, the teacher mainly addresses themes related to Media, Information Technology, Images and Communication (*MITIC*) and *Health and Well-being*, through their emotional and health security aspects, as well as concepts related to *Citizenship*.

General education

MITIC – Health and Well-being – Choice of personal projects – Living together and exercising democracy – Interdependencies (social, economic and environmental) – Identity:

- Use of the multimedia environment – Media education
- Link between behaviour and health, awareness of risks, identification of the resources that can be mobilised when needed
- Link with relationships with other people, our social and economic environment, and the role that each of us can play to fight the pandemic
- Individual responsibility towards the group

Cross skills

Collaboration, communication, learning strategies, creative thinking, reflective approach

Citizenship

Development of civic and cultural skills that enable the exercise of active and responsible citizenship (rights and duties, responsibilities...)

Depending on how CoronaQuest is used in the classroom, objectives related to specific disciplines can be worked on through specific activities. Following the ways to use suggested below, it is possible to work, for example, on the following PER objectives:

English

- Comprehension and production of oral texts (the text that governs behaviours: the rules of the game)
- Use of specific vocabulary
- Inter-linguistic approaches (multilingual platform): development of positive attitudes to languages and their learning

Foreign languages (German, French, Italian)

- Identifying single words or short phrases through their context
- Discovering and understanding new words through their context
- Identifying and linking explicit information

Mathematics

- Implementation of a resolution strategy
- Adjustment of successive tests
- Checking and communicating a process, results and interpretations (orally)
- Sorting and organising information
- Guessing, followed by validation or rejection
- Temporary reduction of the complexity of a problem
- Deducing one or more new items of information starting from what is already known

Visual arts

- Mobilisation of sensory perceptions
- Describing an image using normal vocabulary
- Sensory memorisation game with a focus on the visual aspect (detective game, puzzle, missing piece,...)
- Discovery and recognition of colours (and their variations), materials, and shapes

Information Science (for pilot educational facilities)

Everyday life algorithms: washing your hands¹

¹ Educational information sheet: Everyday life algorithms, *Se laver les mains (Washing your hands)*, EPFL, LEARN

Before playing **CoronaQuest** online with the students, a step-by-step presentation of the game is recommended, in order to familiarise them with its content².

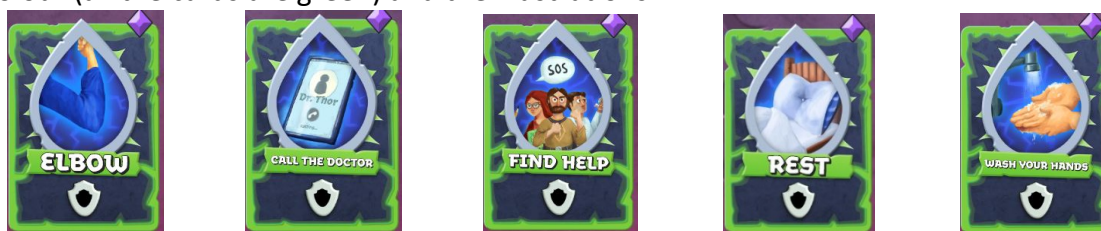
Step 1: Discovery of offensive and defensive cards

These cards allow the application of certain golden rules and protective measures in everyday life. Understanding these rules and actions will also be useful for making choices when the students are playing **CoronaQuest** with their teacher.

- Present, in their paper version, the offensive and defensive cards (yellow and pink cards).
- Display, for example on the teacher's board, the 5 offensive cards of the game (in the "Bronze" league). Point out their colour (all the cards are pink) and the illustrations.



- The students discover with the teacher how they can defend themselves against these attacks. Display the 5 defensive cards of the game (in the "Bronze" league). Point out their colour (all the cards are green) and the illustrations.



- Take each offensive card and ask which defensive card counters its attack (links with the protective measures).
- Place each defensive card under each offensive card.
- Training oneself. Various approaches:
 - o Draw offensive cards at random. The students name the corresponding defensive card.
 - o Deal out defensive cards to the students (depending on the number of students, the same card will be dealt out several times).
 - o The teacher draws and shows an offensive card. A student who has a suitable defensive card displays it on the board.

In the classroom, these cards can be displayed working in pairs.

² The illustrations presented in steps 1 and 2 are taken from the "Bronze" league (= the first level of **CoronaQuest**). Other cards are available. They can all be downloaded from the following address:

<https://coronaquest.game/ecole/cardsEN.pdf>

Step 2: Presentation of the cards with characters and bonuses

For the purpose of understanding the game, this presentation will identify the cards with characters and bonuses in order to distinguish them from the offensive and defensive cards.

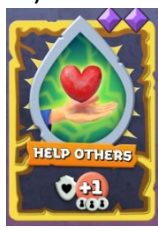
Present the various characters who are attacking us (enemy characters):



Present the characters who are defending us:



Present the 3 bonus cards that attack the virus directly or strengthen the characters. Point out their colour (the 3 cards are yellow) and the illustrations.



Suggest an activity to familiarise the students with these cards. For example: remove a card and find which one is missing; sort the cards by category and explain your choices; propose a Memory game (printing double cards); provide versions to be coloured following precise instructions; propose a “happy families” game with an enemy character card to be discarded (*Mistigri* game). The illustrations can be freely downloaded [from here](#).

Step 3: Online game presentation

Play the online version of **CoronaQuest** together. Organise the activity according to the equipment and material available and the composition of the class. Some suggestions:

- Projection on the beamer or the interactive whiteboard. The teacher runs the game and organises the activity, and the students choose the cards to play.
- With 4 to 6 year old students: workshop around a screen (iPad, computer). The teacher makes sure that each student can see the screen while maintaining the regulatory distance. He or she runs the game and organises the activity, and the students choose the cards to play.
- With 6 to 8 year old students: Depending on the students’ level of understanding, the teacher explains the game and how it works to two or three students, who will then explain it to the others (tutoring).

It is not expected that the game be explained in detail (consequences of attacks, assignment of points, detailed understanding of the use of gems...). Run the game as appropriate. The student must be able to start the game, navigate the menus, know how to choose cards (horizontal scrolling) and validate the round. Take care to limit screen time.

Documents linked to protective measures and golden rules:

- [OFSP poster and video](#)

N.B.:

All the cards of the **CoronaQuest** game can be downloaded [from here](#). Once the cards have been discovered, they can be displayed in appropriate places in the classroom (wash your hands + disinfection -> washbasin ...).

Working in groups, let the students discover **CoronaQuest** by trial and error (limit the time). It is also possible to explain the game and how it works to some students who will then explain it to the others (tutoring). If so desired, distribute the game rules that you have created or show the students where the online help function is located (-> start a game and then click on the “menu” button and choose “How to play? “).

After the discovery phase, start a collective discussion by asking the students to share their experience:

- What is the main theme of the game?
- What does it take to win this game?
- Do any parts of the game remind you of things you already know, or that you have heard others talking about? If yes, which?
- What can prevent you from achieving the goal?
- How to counter these attacks? For example, how to win a duel if the offensive card “cough” appears?
- ...

Emphasise the protective and hygiene measures and the golden rules (I use my elbow when I cough; if I am worried or scared, I talk about it with an adult; I wash my hands to fight the virus, etc.).

Offer other occasions (limited in time) so that the students can test the strategies proposed during discussions. Mix groups to encourage exchanges of viewpoints. Depending on the chosen league, schedule 20-30 minutes to allow 2-3 games to be played. Possibly, with 10-12 year old students, propose a replay of the game in another language (SPA or GER).

Other ways to use or extensions

- Write a description of each of the cards (offensive cards, defensive cards, character cards with, for example, their attack value [-> damage inflicted by a character after an attack] and their sustainability or protection value [-> points to be deducted when the character is attacked by an enemy], etc.).
- Create a deck of cards and its rules using the illustrations of the game.
- Create a new playing card and propose it to the game creators info@coronaquest.game.
- Choose 2 or 3 cards and write or tell an adventure story following the steps of the narrative outline and drawing inspiration from the chosen cards.
- Suggest to the students that they play the game in their own family and in their mother tongue.
- During other moments of teaching and when appropriate, refer to the discoveries made when playing the game.

Documents linked to protective measures and golden rules:

- [OFSP poster and video](#)

N.B.:

For 8-10 years old students, a Memory game can be proposed featuring the characters, the offensive and defensive cards (similar or dissimilar pairs: enemy/friend – fever/call the doctor – ...), or a “happy families” game can be proposed, with an enemy character card as the card to be discarded (*Mistigri* game). All the cards of the **CoronaQuest** game can be downloaded [from here](#).

Working individually, let the students discover **CoronaQuest** by trial and error. It is also possible to explain the game and how it works to some students who will then explain it to the others (tutoring). If so desired, distribute the rules of the game that you have created.

After the discovery phase, start a collective discussion by asking the students to share their experience:

- What is the main theme of the game?
- What does it take to win this game?
- What can prevent you from achieving the goal? How to counter them?
- Do any parts of the game remind you of things you already know, or that you have heard others talking about? If yes, which?
- What have you learned from this game?
- What are the main themes raised by the game?
- Are video games useful in classrooms?
- ...

Emphasise the protective and hygiene measures and the golden rules (I use my elbow when I cough; I wash my hands, etc.)

Schedule occasions for the students to develop their strategies in writing and compare them with others. Possibly, mix groups to encourage exchanges of viewpoints. Depending on the chosen league, schedule 20-30 minutes to allow 2-3 games to be played.

Build a game-specific vocabulary list (gem, counter, deck, league, PA ...).

Other ways to use or extensions

- Starting from the situation we are living through with the new coronavirus, start a debate with the students on the concept of rules. Why are rules set? For what purpose? What aspects of community life require rules? Distinguish those situations in which personal interest is subordinated to collective interest. Then open the debate on the values associated with solidarity and the situations in which solidarity is essential.
- Create a game appraisal questionnaire that the developers could provide in order to obtain feedback from players and improve the game (graphics, playability, playing time, average length of a game, individual proposals ...) info@coronaquest.game.
- Print the cards for the game, write the rules of the online game and then play it.
- Create a new playing card and propose it to the game creators info@coronaquest.game.
- Make an audio or video clip with live "match commentary" on scolcast.ch
- Discuss video game culture in relation to "pay to win" and how to get players to spend money on free basic games.
- In English, debate orally or in writing on a text defending the relevance of using game mediation in teaching (in particular, *serious games*).
- After playing the game in English, play it again in Spanish and then in French. You may even start in the students' foreign language if it applies. Build a game-specific vocabulary. Afterwards, try to play the game in a language you don't know.
- Compare abbreviations, onomatopoeic words, etc. between one language and another.
- During other moments of teaching and when appropriate, refer to the discoveries made when playing the game.

Documents linked to protective measures and golden rules:

- [OFSP poster and video](#)

