

The logo for Purple Mash, featuring the word 'purple' in a purple sans-serif font and the word 'mash' in a white sans-serif font, both on a black rectangular background with a torn top-right corner.

**purple  
mash**

# **DigiTech Scheme of Work**

## **Unit 6.5 – Text Adventures**



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# Introduction

This unit follows on from the Year 6 Coding unit (6.1). 2Code is used within this unit, and it is assumed that children have completed the coding unit to understand the coding concepts referred to in this unit. The last lesson of the Year 6 Coding unit (6.1) introduces text-based adventures and children have the chance to edit an existing text adventure. Lesson 3 of this unit uses the same text adventure; if children have recently completed this unit, they will be able to spend less time on Lesson 3 and have more time to design their own adventures based upon it.

These lesson plans make use of the facility within Purple Mash to set activities for children which they can then complete and hand in online (2Dos). This enables you to assess their work easily as well as distribute resources to all children. If children have not opened 2Dos before, then they will need more detailed instructions about how to do this. If your children do not have individual logins for Purple Mash, we can help you with this. Contact your school Purple Mash administrator or email us at [support@2simple.com.au](mailto:support@2simple.com.au).

A teacher's guide to 2Dos can be found in the Teacher section: [2Dos Guide](#).

To force links within this document to open in a new tab, right-click on the link and then select 'Open link in new tab'.

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# Medium-Term Plan

Lesson	Title	Success Criteria
<u><a href="#">1</a></u>	What Is a Text Adventure? Planning a Story Adventure	<ul style="list-style-type: none"> <li>Children can describe what a text adventure is.</li> <li>Children can map out a story-based text adventure.</li> <li>Children can use 2Connect to record their ideas.</li> <li><b>Extension:</b> Children can turn a simple story with 2 or 3 levels of decision making into a logical design</li> </ul>
<u><a href="#">2</a></u>	Making a Story-based Adventure Game	<ul style="list-style-type: none"> <li>Children can use the full functionality of 2Create a Story Adventure mode to create, test and debug using their plan.</li> <li>Children can split their adventure-game design into appropriate sections to facilitate creating it.</li> </ul>
<u><a href="#">3</a></u>	Introducing Map-Based Text Adventures	<ul style="list-style-type: none"> <li>Children can map out an existing text adventure.</li> <li>Children can contrast a map-based game with a sequential story-based game.</li> <li><b>Extension:</b> Children can make a comprehensive design map with a sequence of rooms including rooms in which the player needs to make a choice and collect items in a certain order to complete the game.</li> </ul>
<u><a href="#">4</a></u>	Coding a Map-Based Text Adventure	<ul style="list-style-type: none"> <li>Children can create their own text-based adventure based upon a map.</li> <li>Children can use coding concepts of functions, two-way selection (if/else statements) and repetition in conjunction with one another to code their game.</li> <li>Children make logical attempts to debug their code when it does not work correctly.</li> </ul>

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# Lesson 1 – What Is a Text Adventure?

## Planning a Story Adventure

### Aim

- To find out what a text-based adventure game is and to explore an example made in 2Create a Story.
- To use 2Connect to plan a 'Choose your own Adventure' type story.

### Success Criteria

- Children can describe what a text adventure is.
- Children can map out a story-based text adventure.
- Children can use 2Connect to record their ideas.
- **Extension:** Children can turn a simple story with 2 or 3 levels of decision making into a logical design.

### Resources

Unless otherwise stated, all resources can be found on the [main unit 6.5 page](#). From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- Examples of the 'Choose your own Adventure' books would be useful but not essential. If children have any of these at home, they could bring them in to use for ideas and prompts for their own adventures.
- [Red Riding Hood Adventure Game](#). For use on the whiteboard.
- [Story Plan for Red Riding Hood](#).
- [2Connect Tool](#) this is found in the Tools section in Purple Mash.

### Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims. Display <b>slide 3</b> and outline the success criteria.
What are Text Adventures?	Use <b>slides 4-6</b> ; to introduce the genre of adventure games. Can children answer the question? Children were introduced to text adventures in coding unit 6.1. Clicking reveals the answer.
Activity 1: Playing a Simple Adventure	Use <b>slide 7</b> , clicking the icon will open the story in Purple Mash.
	Use <b>slide 8</b> , click the icon to open the example.

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Activity 2: Planning with 2Connect	<p>If children have followed the scheme of work, they will already be familiar with 2Connect. Clicking reveals the question answer.</p> <p><b>Slides 9-11</b> give an overview of the use of 2Connect, if children are familiar with the tool, this can be used to point out anything particularly relevant to the adventure planning rather than used in detail. Clicking the icon will open 2Connect to demonstrate. Children should then make and save their plans.</p>
Printing	<p><b>Slide 12</b> directs children to print their plans ready for the next lesson in which the children will be making their story using 2Create a Story and using the plans as a working document to structure the story. Edit this to include instructions specific to your school.</p>
Activity 3: Extension	<p>Use <b>slide 13</b> to extend those who would benefit from more complexity.</p>
Review Success Criteria	<p>Review the success criteria from <b>slide 3</b>. Children could rate how well they achieved this using a show of hands.</p>



# Lesson 2 – Making a Story-Based Adventure Game

## Aim

- To use 2Connect plans for a story adventure to make the adventure using 2Create a Story.

## Success Criteria

- Children can use the full functionality of 2Create a Story Adventure mode to create, test and debug using their plan.
- Children can split their adventure-game design into appropriate sections to facilitate creating it.
- Children can use 2Create a Story to make the component parts of the design.

## Resources

Unless otherwise stated, all resources can be found on the [main unit 6.5 page](#). From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- Children's completed and **printed** Red Riding Hood planning sheets from last lesson.
- [Red Riding Hood Adventure Game](#). You might wish to set this as a 2Do so that children can refer to it when making their stories.
- [2Create a Story Tool](#). This is found with the English tools in Purple Mash.
- Create a display board for children to share their completed games. Use the [Display board guide](#) if required.

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims. Display <b>slide 3</b> and outline the success criteria
2Create a Story	Use <b>slide 4</b> , if they have been following the scheme of work, children will have been introduced to 2Create a story in unit 1.6 and will have used it within other units (unit 2.8 and unit 3.7). Use children's knowledge to inform you as to the level of detail to then explain the use of the tool over the following slides.
2Create a Story: Use of the Tools	Use <b>slides 5-9</b> to explore the tools that children will need to use to make their adventure.

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Activity 1: Creating the Adventure	Use <b>slide 10</b> to explain what children should do. Clicking reveals each step.
Sharing	Edit <b>slide 11</b> to instruct children on which displayboard to share to. You will need to approve these as they are added so children can try each other's games.
Activity 2: Extension	<b>Slide 12</b> contains suggestions to extend some children's games.
Review Success Criteria	Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

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# Lesson 3 – Introducing Map-Based Text Adventures

## Aim

- To introduce an alternative model for a text adventure which has a less sequential narrative.

## Success Criteria

- Children can map out an existing text adventure.
- Children can contrast a map-based game with a sequential story-based game.
- Children can make a comprehensive design map with a sequence of rooms including rooms in which the player needs to make a choice and collect items in a certain order to complete the game.

## Resources

Unless otherwise stated, all resources can be found on the [main unit 6.5 page](#). From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- [Example Y6 Text Adventure](#). Set this as a 2Do for your class to open.
- [Text Adventure Planner](#); this should be set as a 2Do for children to record their game designs.
- Pencils and paper for children to sketch out plans and ideas.
- Extension – [2Chart tool](#) which is found in the Tools area of Purple Mash.

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aim. Display <b>slide 3</b> and outline the success criteria.
Example Text Adventure	<b>Slide 4</b> links to the text adventure that pupils began to explore at the end of unit 6.1
	<b>Slide 5</b> compares the two types of adventures. Clicking answers questions and reveals more information.
	<b>Slides 6-10</b> Recap the code behind the game and is a repeat of part of the last lesson in unit 6.1.
Activity 1: Planning Your Own Text Adventure	<b>Slide 11</b> gives guidance for the activity. For most children, a very simple game is a good starting place.

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	For some children, aiming to navigate through four rooms without collecting any items is enough. Some children will want to make a complex game straight away, but as the number of rooms increases, the game gets much harder to code as there is so much more to keep track of.
Activity 2: Extension	<b>Slide 12</b> contains suggestions to extend some children's games.
Review Success Criteria	Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.



# Lesson 4 – Coding a Map-Based Text Adventure

## Aim

- To use written plans to code a map-based adventure in 2Code.

## Success Criteria

- Children can create their own text-based adventure based upon a map.
- Children can use coding concepts of functions, if/else statements and repeats in conjunction with one another to code their game.
- Children make logical attempts to debug their code when it does not work correctly.

## Resources

Unless otherwise stated, all resources can be found on the [main unit 6.5 page](#). From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- [Example Y6 Text Adventure](#). This is the same as last lesson.
- [Text Adventure Planner](#); children should open the documents that they started last lesson.
- [2Code Freecode Gorilla](#); found on the main 2Code page.
- Create a **class blog** for pupils to share their finished games to. Make this viewable by children in other classes to try the games and leave comments. See the [2Blog user guide](#).

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims. Display <b>slide 3</b> and outline the success criteria
Activity 1: Coding the Game	Slides <b>4-10</b> should be used to assist children in creating their game in stages. You might wish to print these slides <b>after presenting them</b> , so that children can work at their own pace.
Activity 2: Sharing the Game	Use <b>slide 11</b> to guide children in sharing their games. Blog posts will need to be approved before they are visible to children.
Review Success Criteria	Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

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# Assessment Guidance

The unit overview for Year 6 contains details of national curricula mapped to the Purple Mash Units. The following information is an exemplar of what a child at an expected level would be able to demonstrate when completing this unit with additional exemplars to demonstrate how this would vary for a child with emerging or exceeding achievements.

Assessment Guidance	
Emerging	<p>Children can turn a simple story with at least one decision into a logical design using 2Connect (Unit 6.5 Lesson 1). They might need support when completing the decision tree.</p> <p>Children can create individual pages in 2Create a Story (Unit 6.5 Lesson 2) but will need support to link these parts in a logical way.</p> <p>In (Unit 6.5 Lesson 3), they can design a simple map with a sequence of rooms and one item to collect.</p> <p>In (Unit 6.5 Lesson 4), they will need support to turn their designs into code but can succeed in representing the player navigating to different rooms. They can debug a simple program with support.</p> <p>In (Unit 6.5 Lesson 4), they will need support to relate the examples to their own design, especially when using variables, but will be able to code some of the elements of their own design independently and can write code that take input from the user.</p> <p>Children can relate the example design to the example program and can predict what will happen in the program using the design document.</p> <p>In (Unit 6.5 Lesson 4), they can use their design to test whether their program has bugs but will need support to identify where these bugs are in their code and to fix them.</p>
Expected	<p>Children can turn a simple story with 2 or 3 levels of decision making into a logical design using 2Connect (Unit 6.5 Lesson 1). Having seen an example, they can use this to make the story their own.</p> <p>Children can create the pages for the component parts of the design in 2Create a Story (Unit 6.5 Lesson 2) and make good attempts to link these parts in a logical way. They might need support when debugging the linked pages if things do not proceed as expected.</p> <p>In (Unit 6.5 Lesson 3), they can make a design map with a sequence of rooms including rooms in which the player needs to make a choice to complete the game and collect items.</p> <p>In (Unit 6.5 Lesson 4), they can use the example code to turn their own designs into code. Children will debug as they code and might need some support in identifying the cause of some bugs.</p> <p>Children can relate the example design to the example program and can predict what will happen in the program using the design document. In their own program, they can use their design algorithm to debug their adventure story.</p>

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## Assessment Guidance

	<p>In (Unit 6.5 Lesson 4), they can use their design to test whether their program has bugs and identify where in their code, their bugs occur.</p> <p>Most children apply their knowledge of coding and the fundamental order of instructions through creating their own story-based adventure game. They can identify errors in their code and specifically errors that could impact on the order of events and specific actions when buttons are pressed (Unit 6.5 Lesson 2).</p> <p>Most children demonstrate how algorithms are useful for representing a solution to a problem e.g. During the creation of their own story-based adventure games within 2Code they can systematically test their code against its intended outcome (Unit 6.5 Lesson 2).</p> <p>Most children can carefully plan before constructing digital content such as a text adventure game. Using 2Connect, children can carefully identify the data and information they need to incorporate within their intended coded games. As they advance onto coding, the children can extract and manipulate bits of data and strings of text for the purpose of their game functionality (Unit 6.5 Lessons 1 &amp; 4).</p>
Exceeding	<p>Children can turn a simple story with 3 or more levels of decision making into a logical design using 2Connect (Unit 6.5 Lesson 1). They can ensure that the design is complete and logical.</p> <p>Children can use 2Create a Story to make the component parts of the design (Unit 6.5 Lesson 2) and link these parts in a logical way. They can then debug in a logical way using their design document if things do not proceed as expected.</p> <p>In (Unit 6.5 Lesson 3), they can make a comprehensive design map with a sequence of rooms including rooms in which the player needs to make a choice and collect items in a certain order to complete the game.</p> <p>In (Unit 6.5 Lesson 4), they can use the example code to turn their own designs into code. Children will debug as they code using their designs and notes as a guide.</p> <p>In (Unit 6.5 Lesson 4), they understand and can adapt the use of variables to their own design and can write code that takes input from the user and gives output to the user.</p> <p>Children can relate the example design to the example program and can predict what will happen in the program using the design document. In their own program, they can use their design algorithm to debug their adventure story and foresee elements that they need to code.</p> <p>In (Unit 6.5 Lesson 4), they can use their design to test whether their program has bugs and identify where in their code, their bugs occur. While coding, they refer to and annotate, their design with helpful notes and changes to enable them to debug and to enhance their program.</p>

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