

VIDEO GAMES


THEMED PROGRAMME



AIM

Video games have been popular for decades, and that trend only looks to continue. With this themed programme, young people will have the opportunity to celebrate their favourite game consoles and games, including FIFA, Tetris and more.

ACTIVITIES

-  **Controller Biscuits**
-  **Is It OK? Video Games**
-  **Real Life FIFA**
-  **Controller Sequence Challenge**
-  **Tetris**
-  **Fitting In Or Standing Out?**

VIDEO GAMES

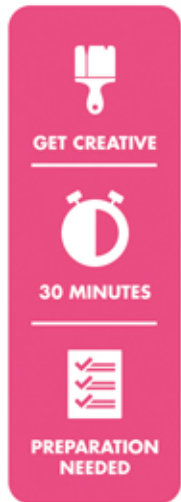
» INTRODUCTION

Video games have been around since the late 1950s and their popularity has grown and grown over the following decades. From basic games such as Pong and Tetris, to modern best sellers such as FIFA and Minecraft.

We've provided some activities to help your young people celebrate their favourite video games, but this programme could be complemented by holding some tournaments using video games such as Mario Kart or FIFA.

? DID YOU KNOW?

- It is thought that Physicist William Higinbotham created the first video game in 1958. This was a very basic tennis themed game, similar to 'Pong'.
- The best selling video game of all time is Minecraft, which has sold over 238 million copies.
- Tetris, played on a Game Boy, was the first video game to be played in space. It was taken up to space in 1993 by a Russian astronaut.




GET CREATIVE: IN THE KITCHEN CONTROLLER BISCUITS

Create controller shaped biscuits and then design them to resemble your favourite games controller.

- 1 Use your favourite biscuit recipe to create a batch of biscuits / shortbread dough.
- 2 You'll need a controller shaped biscuit cutter. These can be bought online, such as on Amazon. Use the cutter to cut controller shaped pieces of dough. Bake these biscuits in the oven until golden brown. Leave them time to cool.
- 3 Once cooled, young people can start to ice the biscuits to create their favourite controller. For an Xbox controller you can add white icing to the biscuit and then use icing tubes to add detail. Black icing could be used to make circles for the joysticks. Smarties / M&Ms could be used for the four coloured buttons. Who can design the most realistic edible controller?



GET INVOLVED: SHAPING OUR WORLD IS IT OK? VIDEO GAMES

- 1  Download a copy of the Is It OK? Video Games Discussion Questions.
- 2 Use these questions to have a debate as a group. We've provided some questions to get you started. Leaders are welcome to use all the questions on the sheet, or pick and mix the ones best suited for your young people. You could even add some of your own.
- 3 The aim of the activity is to explore why video games have age ratings on them and the impact that some games may have on young people. This activity has no right or wrong answers and should be used as a way of helping young people to appreciate the different sides of the argument and the potential risks involved with playing games that may not be age appropriate. It is important that we don't pass judgement on young people / their parents/carers if they play video games beyond their age, but instead allow them to explore the pros and cons of doing so.




GET ACTIVE: WORKING AS A TEAM REAL LIFE FIFA

The FIFA football games are some of the best-selling games in the UK. Recreate the experience of playing FIFA in your meeting space, with some young people becoming the players and others taking the controls.

- 1 Set up a football pitch in your meeting space.
- 2 Split into two teams. Within the teams, young people should pair up. One person from each pair should enter the football pitch whilst the other person remains on the side.
- 3 Explain to the group that those on the edge of the pitch are the gamers and are therefore in control of their player. The players on the pitch can only move, tackle, pass, shoot etc on the command of their partner.
- 4 The gamers must give commands verbally by shouting at their player. This will get a little challenging as most of the gamers will be shouting commands at the same time. Gamers can move around the outside of the pitch, so they are as close to their player as possible.
- 5 Commands given may include 'move forward 5 steps', 'tackle', 'shoot', 'pass to x' and so on.
- 6 Those playing can only carry out moves that they have been given. Should a player do an action that they have not been told to do, this should be classed as a foul and a freekick awarded. Should this continue multiple times, then timeouts could be given too.
- 7 Play 10 minutes a half. At half time, the gamers and the players should swap roles, ensuring everyone has a chance to do both roles.



GET LEARNING: PROBLEM SOLVING CONTROLLER SEQUENCE CHALLENGE

- 1  Download the Controller Sequence Challenge PowerPoint and display this in your meeting space using a projector or large TV.
- 2 Find four cones coloured green, red, yellow and blue. Place these on the floor in a diamond shape, as seen on the controller in the PowerPoint.
- 3 For this activity you could split into smaller groups, with each competing against the other to stay in the game. If doing this, you'll need a set of cones for each group.
- 4 Show the first slide of the PowerPoint. When progressing the PowerPoint, the buttons should start to glow. Show the first sequence on slide 1. Once it has finished, groups need to recreate the same sequence on the floor with their cones. They can do this by walking from one cone to the other.
- 5 A leader should be on hand with each group to see if their sequence matches the one in the PowerPoint. We've provided an answer sheet to help leaders to do this.
- 6 If incorrect, groups lose a life. The sequence can then be shown again and groups get another chance.
- 7 Continue playing, working your way through all 8 sequences, until you make it to the end.
- 8 If a team loses 5 lives, then it is 'Game Over' for them. The team that loses the least lives during the challenge wins.



GET ACTIVE: PLAYING GAMES TETRIS

- 1 For this activity you'll need to access the online game of Tetris at <https://tetris.com/play-tetris>. This can be played via a computer, or by using phones.
- 2 Young people should be challenged to play a game of Tetris, aiming to score the highest score possible. To ensure a level playing field, all young people should start the game on level 1.
- 3 Give young people a set period of time (i.e. 10 minutes) to try and set the highest score possible. To help generate competition, leaders should keep a track of who is currently in the lead and regularly shout out updates on who is leading and what the current score to beat is.
- 4 After the time is up, find out who has managed to achieve the highest score. They are your Company's Tetris champion. Consider having a prize to award.
- 5 During the Autumn 2022 Term, BBUK & ROI will be running a nationwide Tetris competition, to find the highest scoring player. Find out more and enter your highest score at <https://boys-brigade.org.uk/programme-competitions>



GET INTO THE BIBLE: UNDERSTANDING CHRISTIAN VALUES FITTING IN OR STANDING OUT?

- 1 Ask someone in the group to describe the aim of Tetris. Tetris is all about trying to make shapes fit alongside each other, to ensure that no shapes are allowed to stand out and take up valuable space. The more you can make the shapes fit in with each other, the more successful you are at the game. Simply put, in Tetris it is good to 'fit in' rather than to stand out.
- 2 What about in our lives? Is it better to 'fit in' or to 'stand out'? In what way do we like to try and make sure we closely fit in with others? Answers may include taking on new hobbies, wearing certain clothes, talking in different ways around friends, changing our behaviour to please others, turning a blind eye to immoral behaviour, lying about our beliefs and so on.
- 3 Trying to fit in can occasionally see us change the person we are (whether slightly or by a lot) in order to try and please others. This can end up with us doing things we shouldn't and letting ourselves down. Has anyone witnessed that with one of their friends before? Should we change our personalities to fit in with others, or should we be proud of the qualities that God gave us?
- 4 Being a Christian sometimes requires us to have the courage to not try and 'fit in' when we shouldn't, but instead take a stand. Christians are called to have the courage to say 'no' when things go against their beliefs. To have the courage to put God first above other things, even if it means standing out. To have the courage to lead the way with kindness, even if it's not the 'cool' thing to do or won't help us fit in with a group of people. This way of life might not help us win a game of Tetris, but it will most certainly help us win a far greater prize – eternal life in heaven.
- 5 What kind of Christian are you prepared to be in the game of life? Are you determined to fit in, regardless of the cost or the consequences? Or are you prepared to have the courage to stand out and let your values, faith and beliefs shine through?



"Don't become so well-adjusted to your culture that you fit into it without even thinking. Instead, fix your attention on God. You'll be changed from the inside out." Romans 12:1-2

IS IT OK? VIDEO GAMES DISCUSSION QUESTIONS

Below are some discussion questions centred around age ratings on video games. These questions are designed to generate discussion and debate.

Where possible, encourage young people to debate with each other as a large group and explore some of the different arguments. Where discussions are lacking, leaders should try to add in some discussion points to help generate debate.

You can choose to use all the questions, or pick and mix the ones best suited to your group.

- As a group, list games that you know have an age rating on them. Why do they think each game has the age rating it has been given?
- Honestly, how many people in the group have played games that they technically shouldn't be playing because of their age? What games are they?
- Is it right that some video games should have age ratings on them? If so, why?
- Should age ratings be advisory or compulsory (i.e. suggested that people under 18 don't play this game, so people can make up their own minds, or just compulsory for all?)
- If the group say advisory, then ask them if they think age limits on smoking, gun ownership, buying fireworks, gambling, driving a lorry etc should also be advisory? Or are these things different?
- If and when you have children, would you let your 11 year old child play a game that exposes them to violence, criminal behaviour, prostitution, drug use, swearing and more? (This is a similar experience to Grand Theft Auto, which many young people play.) For those that said yes, what about an 8 year old? What should the age limit be?
- Do you think violent video games encourage more violent / anti-social behaviour, or do you think gamers know the difference between a game and real life?
- If you was the Prime Minister and you could change the laws around age ratings on video games, what change(s) would you make? Would you make things tougher or would you loosen some of the rules?

CONTROLLER SEQUENCE CHALLENGE ANSWERS

