

Florence

RATIONALE FOR THIS LESSON: Why are you teaching this lesson?

Everyone (well almost everyone) will experience a story like Florence in their life at one point, or another. Breaking up with someone is never easy, especially if it was someone you believed you would spend the rest of your life with. Many people, students included, often let instances like these affect their work, or education. Florence shows us that these circumstances can be used as opportunities of learning. This can be used as either an English, or advisory lesson. The story of Florence utilizes very little written text. Instead, it relies on the player to solve small puzzles in order to push the narrative along. It is accessible to everyone, and provides a unique, underutilized, form of storytelling.

CONTENT AIM (content)	<ul style="list-style-type: none"> • How can we learn from failed relationships?
WHAT QUESTIONS will SUPPORT THE AIM and DEEP, COMPLEX THINKING	<ul style="list-style-type: none"> • What is a video game? • What can video games teach us?
LESSON OBJECTIVES <i>What should students know or be able to do at the end of the lesson that they couldn't do before that will help them answer the aim.</i> *Note: Learning objectives should be about student performance.)	<i>Students will:</i> <ul style="list-style-type: none"> • Discuss different types of heartbreak (relationships, friends, family. . .). • Offer advice to other students in the room about how to overcome these feelings. • Determine how students can use instances of heartbreak as a teachable moment instead of just something to dwell on. • Play through all 20 Chapters of Florence. (May need 2 days depending on the length of your class).
LANGUAGE AIM (reading, writing, speaking and writing)	<ul style="list-style-type: none"> • Listen to other students in a conversation. • Speak to other students in a conversation. • Read the dialogue in Florence.

STUDENT WORK as EVIDENCE OF LEARNING and TOOL for Future Learning and Project Completion

- Students will complete attached Graphic Organizer.

TEXTS TO BE USED	<ul style="list-style-type: none"> • Florence <ul style="list-style-type: none"> ◦ Available on (iOS and Android)
MATERIALS NEEDED	<ul style="list-style-type: none"> • TV or anything else that can project a video game. I used an HDMI to Lightning adapter to connect my phone to the Promethean screen.



	<ul style="list-style-type: none"> ● Graphic Organizer. ● Accompanying presentation
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LESSON PLAN	
<p>DO NOW: (5 min) The HOOK!</p>	<ul style="list-style-type: none"> ● What does it mean to love? <ul style="list-style-type: none"> ○ What does it mean to be heartbroken? ● Have a short 2-3 min conversation about the student responses.
<p>MODEL/SET THE CONTEXT/ACTIVATE AND ASSESS PRIOR KNOWLEDGE (5 min)</p>	<ul style="list-style-type: none"> ● Use the accompanying presentation to transition to talking about video games. Talk about how it is common in video games to have a love story just like in books, TV, movies, or any other type of media. Maybe specifically mention any works of literature you have used in your curriculum. ● Unlike other types of media, we can actually be a part of this story as we help Florence work her way through the ups and downs of this story. ● Give a very basic summary of the game, but try not to spoil much. You control Florence, a 25 year old woman who meets and falls in love with Krish, a musician. Also worth mentioning that it is an interracial relationship. Florence is Japanese while Krish is Indian. ● Provide some screenshots on the board to show what kind of puzzles will be in the game. While most students will have no problem figuring them out, it is always useful to frontload information as to make sure everyone will have a general understanding of how the game will play out.
<p>CHECK FOR UNDERSTANDING #1 How will you assess or gauge if students are making progress towards the lesson objectives?</p>	<ul style="list-style-type: none"> ● Check that everyone in class understands the basic concept of the puzzles in this game. Ask individually, or as a class, or in whichever way your class typically responds to you.
<p>PRACTICE TASK (30 min) (Independent, Pair and/or small group task) <i>What activities are planned that align to the lesson objectives?</i></p>	<ul style="list-style-type: none"> ● Time to play the game. Florence is separated into 6 Acts totaling in 20 chapters. Have student volunteers come up to play the game and 1 student can play 1 Act. You will be handing your phone to the student so remember to turn on Do Not Disturb so that no notifications come through while you are playing. ● Also note that this game can take anywhere from 30-50 minutes depending on how fast you progress. So it is very possible that this will become a 2 day lesson. ● Pass out the accompanying handout before starting the game, as students will be answering questions as we play through the story. ● You will need to connect your phone to whatever projection device you have. I used an HDMI to lightning adaptor for my iphone. ● Have the students play through the game, guiding them through the puzzles when necessary. ● Have students answer the questions on the accompanying handout while we are playing, and give a minute in between Acts for students to catch up.



	<ul style="list-style-type: none"> ○ Act I: Adult Life, Memories, Music ○ Act II: Crash, First Dates <ul style="list-style-type: none"> ■ It's worth noting that this is an interracial relationship (Japanese woman with an Indian man). While this is not as uncommon as it once was, it is still fairly rare to see interracial relationships in media. This game portrays this type of relationship without pandering to any stereotypes. ○ Act III: Dreams, Inspiration, Exploration ○ Act IV: Groceries, Moving In, Happy Together ○ Act V: Routine, Erosion, Fight, Drifting, Moving Out ○ Act VI: Fragments, Let Go, Waking Up, Moving On <ul style="list-style-type: none"> ■ Answer the questions to Act IV together as a class for the wrap-up. <ul style="list-style-type: none"> ● Have fun
<p>CHECK FOR UNDERSTANDING #2 <i>How will you assess or gauge if students are making progress towards the lesson objectives?</i></p>	<ul style="list-style-type: none"> ● Circulate as students watch and make sure that they understand what is going on in the game. ● Ask the class if they have any clarifying questions in between each chapter. ● Help guide the student playing, if necessary.
<p>WRAP-UP AND FINAL ASSESSMENT #3 (5-10 min) <i>How are students returning to the lesson objective? How are students self-assessing or engaging in peer assessment of each other's progress towards outcome mastery?</i></p>	<ul style="list-style-type: none"> ● Answer the final questions together as a class. These are the questions for Act IV in the game. <ul style="list-style-type: none"> ○ How can we learn from failed relationships? ○ What is the game trying to teach us? ○ Do you agree? Why? ● This is my opinion. Feel free to add your own interpretations of the game. <ul style="list-style-type: none"> ○ The game is teaching us that even failed relationships are not failures. We still learn from them and they usually make us a better person in the end. Florence helped Krish pursue his dreams of being a musician and even after they broke up, Krish's present (The paints) helped Florence pursue her dream. Without that relationship, Florence would still be stuck in a boring office job grinding away at the same daily routine.
<p>DIFFERENTIATION/MULTIPLE POINTS OF ENTRY <i>What are the learning styles of your students? How can you support and extend learning for students? (see resources below)</i></p>	<ul style="list-style-type: none"> ● Student volunteers will be the ones to play through for this lesson so as not to intimidate students not familiar with playing video games.
<p>HOMEWORK (if applicable)</p>	<ul style="list-style-type: none"> ● Buy and play the game in full if you can!
<p>Common Core Standards</p>	<p><u>CCSS.ELA-LITERACY.CCRA.SL.2</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>



[CCSS.ELA-LITERACY.CCRA.SL.1](#)

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.



Name: _____

Aim: How can we learn from failed relationships?

Directions: Watch, or contribute to, your classmates play through Florence and answer the following questions.

Act I

Chapter 1: Adult Life

Chapter 2: Memories

Chapter 3: Music

1) What do you think is the purpose of these three chapters?



Act II

Chapter 4: Crash

Chapter 5: First Dates

2) What do the puzzles in chapter 5 represent? What do you notice happening to the puzzles as their conversation continued?

Act III

Chapter 6: Dreams

Chapter 7: Inspiration

Chapter 8: Exploration

3) How do Florence and Krish better each other's lives? _____



Act IV

- Chapter 9: Groceries
- Chapter 10: Moving In
- Chapter 11: Happy Together

4) What sacrifices had to be made when Florence and Krish moved in together? _____

5) What did you notice the game do for you during the chapter “Happy Together?” Why do you think this happened?

Act V

- Chapter 12: Routine
- Chapter 13: Erosion
- Chapter 14: Fight
- Chapter 15: Drifting
- Chapter 16: Moving Out

6) What did the puzzles represent in this act? What were they showing us as the chapters progresses? Why do you think the creators of this game had Florence and Krish break up? _____

Act VI - Together as a class

- Chapter 17: Fragments
- Chapter 18: Let Go
- Chapter 19: Waking Up
- Chapter 20: Moving On

7) How can we learn from failed relationships? _____



