Task: Computer Games

Approach:	Group		Year:	4 & 8
Focus:	Evaluating consequences			
Resources:	Picture, *Working Together Team* card, team answer sheet			

NEMP Access Task

Questions / instructions:

Read and explain *Working Together Team* card with the students.
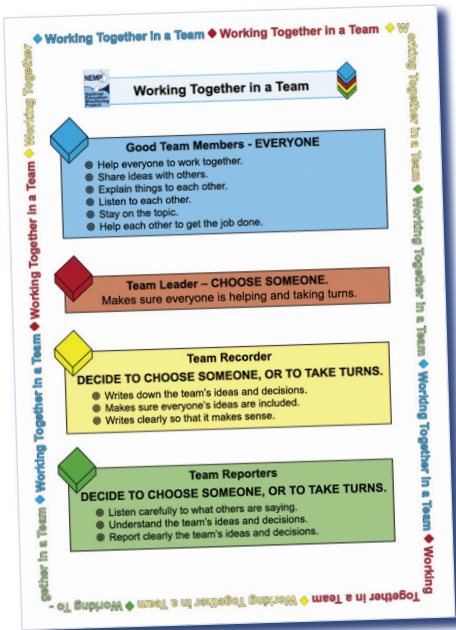
1. How many of you have played computer games?

	% responses	
	y4	y8
(Q1)	not marked •	•

Hand out picture.

Here is a picture of someone playing a computer game.

Some people think it is good for children to play computer games. Others think it is not good for children to play computer games.

In this activity, you will be discussing the good and not so good things about computer games. As you discuss your ideas, write them on this sheet so that we can talk about them later.

Hand out answer sheet. Allow time.

2. Tell me the good and not so good things about children playing computer games.

	% responses	
	y4	y8
Good things:		
develops useful skills *(problem solving, hand/eye coordination)*	8	28
gives useful knowledge	66	62
positive social reasons *(play with someone)*	6	18
motivating/entertaining/enjoyable	61	73
Not so good things:		
negative social reasons *(do by yourself)*	32	68
health issues *(eye strain, RSI, lack of exercise)*	81	75
learning undesirable skills/knowledge/ attitudes *(violence)*	39	55

Students respond.

3. Are there any ideas you want to change or more ideas that you want to add to your answer sheet?

Allow time for students to change or add ideas.

Computer games change as inventors think of new ideas. In your group discuss how you would like computer games to be improved in the future. Write down your answers on the back of the sheet of paper. It would be good if a different person was your writer this time.

Turn the answer sheet over and encourage a different student to scribe for this part of the task. Allow time.

4. Tell me the ideas that you had for improving computer games in the future.

	% responses	
	y4	y8
Improving games:		
greater impact, realism, use of 3D	33	66
better designed for social interaction	8	4
more interactive or able to be customised	20	22
more educational, knowledge focused	29	25
ideas for reducing health concerns	3	5

Students respond.

5. Are there any ideas you want to change or more ideas that you want to add?

Allow time for students to change or add ideas.

		% responses	
		y4	y8
Total score *(based on questions 2 and 3)*:	6–7	1	6
	5	5	21
	4	21	35
	3	40	22
	2	26	13
	0–1	7	3

Commentary:

Year 8 students generally identified more good and not so good aspects than year 4 students, with 35 percent more identifying four or more aspects.