Tabletop Gaming
A Critical Hit in the Classroom

What is table top roleplaying?

- Start with players & characters
- Add a game master
- Find a story
- Have a mechanism for chance
- A dash of imagination

Cartoon Images by http://www.akashics.moe/
What is table top roleplaying?

https://www.youtube.com/watch?v=c3-8wlXxyyk&t=0s&index=112&list=PL1DhEr41twYnPMnLcVG4ZF7r0Appd1i

Reading and Writing

- Read about class, species, skills, and feats
- Write about their character
- Keep notes about quests

Is this character a hero? Why or why not?
Who are your parents?
Why are you an adventurer?
What are your immediate goals?
Are you religious?
Are you superstitious?
Is your character merciful?
What do you fear?
It’s just a story...

- Emotions felt experiencing a story are real
- Stories let us enter other people’s thoughts and feelings
  - Provides opportunities to build empathy
  - Develops theory of mind
- Now imagine if the narrative were interactive
Played In the Imagination

- Interactive narratives are procedurally generated
- Gives the power of story telling to the players
- Players control their own narrative
- They learn to share their stories

Why? Because practice makes BETTER

- Develop better social skills through social play
- Fewer consequences at the table
- Offers opportunities to practice
- Provide feedback
- Enables players to refine their actions
As if
The only normal people are the ones you don’t know very well.

-Alfred Adler

What to play

http://store.tsrgames.com/cosmology-of-rpgs-poster-on-sale/
What to play

There are online sites like [http://www.d20srd.org/](http://www.d20srd.org/) you can use for reference.

Rules for the game master

- GM hierarchy—players, characters, story, then RULES
- Build momentum by starting small
- Understand character's strengths and weaknesses
- Be prepared for solutions you hadn’t thought about
- There is no winning
- Keep the end in reach
Rules for your players

• Be supportive and make each other feel safe
• Focus on your character
• The game master’s job is the story and the rules
• Try to give equal time to talk
• Yes, and…

Roles for your players at the table

Use the strengths of your players
• Treasurer
• Cartographer
Roles for your players at the table

- Use the strengths of your players
  - NPC
  - Historian

- Graphic organizers (i.e., timeline)

Story maps

Roles for your players away

- Diary as character
- Creation of area/landmark
- Fiction set within game world
- Sketches of character(s)
- Design of building(s)
- Podcasts as a character
- Players identify their own goals to the GM
Helping students weave story threads

- Your family are the guardians for a rare magic item – what’s its name and where does it come from?
- What holidays does your character celebrate where they’re from?
- What would your character do if they found a cat stuck in a tree?
- What five lessons did your character learn growing up?

Tabletop RPGs make players competent
Tabletop RPGs make players competent

PROBLEM SOLVING
- identifying what is known and what is required to clarify a problem
- exploring problem-solving strategies using relevant information, resources, or criteria
- assessing options to generate courses of action
- approaching challenges with creativity, flexibility, and determination
- evaluating the impact of possible solutions to carry out the most viable option

MANAGING INFORMATION
- accessing information from a variety of digital or non-digital sources
- synthesizing or organizing multiple pieces of information to enhance or clarify understanding
- using, sharing, or storing information effectively and efficiently
- evaluating authenticity, reliability, or validity to appropriately interpret or use information

Tabletop RPG example:

**GOBLIN**
CR 1/2
 XP 135

Goblin warrior
HCB Small humanoid (goblinoid)
Init +6; Senses darkvision to 60 ft.; Perception +5

**ATTACKS**
- AC 16, touch 15, flat-footed 15 (+1 Dex, +5 size);
- hp 16 (2d8+4);
- Fort +4, Ref +6, Will +1

**DEFENSE**
- Speed 20 ft.
- Melee longsword +3 (2d8+1/19–20), shortsword +5 (1d8+1/19–20) or short sword +4 (1d8+1/19–20)
- Ranged shortbow +3 (1d6+1)

**STATISTICS**
- Str 11, Dex 12, Con 14, Int 12, Wis 8, Cha 6
- Base Atk +1; CMB +4; CMD 12
- Feats Toughness, Two-Weapon Fighting, Improved Initiative
- Skills Climb +3, Knowledge (dungeoneering) +4, Acrobatics +6, Perception +5
- Feats Dirty Fighter, IND, Multi-Attack
- Languages Common, Goblinking
- Gear acid, alchemist’s fire, Other Gear scale mail, longsword, short sword, short bow with 20 arrows, backpack, bedroll, canteen, grappling hook, hemp rope (50 ft.), tankard, torch (10), trail rations (2), waterskin, 6 gp
Tabletop RPGs make players competent

- Make sure your players’ characters get chances to use their skills
- Give them tools to solve problems
- Reward creative approaches
- Don’t be surprised when they surprise you
- The dice giveth…

Tabletop RPGs make players competent

- **Talking** is always better than fighting
- **Listening** is better than talking
- Singing is better than both
- Learn to **bluff** and **persuade**
- Players **describe** what they do
Tabletop RPGs make players competent

- Players must rely on each other
- Team diversity helps them endure
- Learn to **never split the party**
- Discover they are stronger together

Tabletop RPGs make players competent

- Players have a choice of background
- Encounter real issues in gaming contexts
- Know your audience
Tabletop RPGs make players competent

- Risk taking in a safe environment
- It is okay to fail
- The dice taketh away…
- Learn about right and wrong
- Shades of grey

Literacy and Numeracy progressions

- How old should players be?
- GMs can use the progressions to differentiate game complexity
- Use progressions to keep it accessible

Real connections to learning – grade 4 ELA

OMG!!!! ALL OF THE THINGS!

Check out teaching with dungeons and dragons [https://teachingwithdnd.com/](https://teachingwithdnd.com/)

Real connections to learning – grade 4 Drama

- Encourage students to be daring!
- Encourage students to be changeable!
- Encourage students to be obvious!
- Help carry the action forward!
Real connections to learning – grade 4 Art

Learning Outcome:
Students combine art skills and techniques to reflect artistic choice using art media, methods, and elements within art.

Learning Outcome:
Students analyze and apply artistic choice for the expression and communication of ideas and experiences.

Learning Outcome:
Students analyze relationships between communities and cultures as reflected through art experiences.

Encourage students to use their character’s background for inspiration:
- Culture
- Status
- Personality perks & quirks

Build a hero using Hero Forge

https://www.heroforge.com/
Real connections to learning – grade 4 Social Studies

Before

Learning Outcome
Students analyze how individuals and groups can contribute to the vitality of their diverse communities, past and present.

Learning Outcome
Students analyze how decision making can support equity within diverse communities.

Learning Outcome
Students analyze and explain how relationships with land and place can inform responsible decision making.

Learning Outcome
Students analyze how addressing needs, past and present, can influence quality of life.

Learning Outcome
Students explain how interactions within and among diverse communities shape identity.

Then

After

Real connections to learning – grade 4 Math

Learning Outcome
Students determine and express measures of length, area, and volume using standard and non-standard units.

Learning Outcome
Students solve problems using refined additive thinking strategies.

Male ysoki bounty hunter mechanic 4
CN Small humanoid (ysoki)
Init +2; Senses darkvision 60 ft.; Perception +8
DEFENSE
EAC 17; KAC 17
Fort +3; Ref +1; Will +3
Defensive Abilities energy shield
OFFENSE
Speed 30 ft.
Melee club +2 (1d6+3 B; analog, archaic)
Ranged tactical semi-auto pistol +4 (1d6+2 P; analog) or frag grenade I +2 (explode [15 ft., 1d6 P, DC 12])
Offensive Abilities overcharge, overload
STATISTICS
Str 8 (-1); Dex 14 (+2); Con 12 (+1); Int 16 (+0); Wis 12 (+1);
Cha 11 (+1)
Skills Acrobatics +6 (+10 to tumble through the space of a creature of Medium or larger size), Athletics +6, Computers +11 (4 ranks), Engineering +13 (4 ranks), Perception +8, Stealth +8, Survival +10
Real connections to learning – grade 4 Music

- How does music convey mood?
- How does the goblin culture use song?
- Create a song your goblin character would sing

Goblins chew and goblins bite. Goblins cut and goblins fight Stab the dog and cut the horse, Goblins eat and take by force!

Real connections to learning – grade 4 Science

- This sword is NOT a simple machine.
- Could someone really use it?
Real connections to learning – grade 4 Wellness

- Players learn to use and practice a variety of social skills taught in Wellness at the table!


Putting it all together using new LearnAlberta

- Using a concept can help tie learning outcomes together
- Tabletop gaming can make learning more durable for students

Build your own board by signing into [new.learnalberta.ca](http://new.learnalberta.ca)
To summarize – give it a try!

- Players confront scenarios without established decision procedures
- Minimal roles are assigned
- A simple set of rules is given for action resolution
- Players learn to cope with ongoing uncertainty
- Personal and collective goals are established
Works Cited


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Session stinger - Build your minions into game masters

Use Jigsaw to help your crew workshop sessions: [http://www.learnalberta.ca/content/ieplibrary/documents/en/is/jigsaw.pdf](http://www.learnalberta.ca/content/ieplibrary/documents/en/is/jigsaw.pdf)

Help budding GMs set the scene with visual imagery: [http://www.learnalberta.ca/content/ieplibrary/documents/en/is/visual_imagery.pdf](http://www.learnalberta.ca/content/ieplibrary/documents/en/is/visual_imagery.pdf)