




## Laika – On the Trail of the Golden Bone

A mystery adventure for learning about feelings, relations, desires, and different personalities

Summary	<ul style="list-style-type: none"> <li>• The single-player game is about a mystery case set in the Laika dog park. As the dog detective Arthur the player has to find out what happened to the Golden Bone gone missing by interviewing the dogs with different personalities, understanding their feelings, relations, and motives and approaching them accordingly. By doing so the player will gain their trust to receive valuable clues for solving the case.</li> <li>• The game is divided into 4 successional episodes, each one focusing on one of the four game characters and her troubles. The episodes are meant to be played in the intended order completely.</li> <li>• The game is currently available in English, German, Greek, Spanish, and Italian.</li> </ul>
Age range / Grade range	<ul style="list-style-type: none"> <li>• 7-10 years, grades 2-4 – good reading skills required</li> <li>• If a person can read to the player, the game suits even younger ages.</li> </ul>
Learning objectives	<ul style="list-style-type: none"> <li>• Students will learn to listen to and to pay attention on what is said and in which way it is being said.</li> <li>• Students will understand the value of empathizing with others and of approaching them appropriately.</li> <li>• Playing the game and discussing about it will raise awareness about people differing in character, personal needs, and desires, and expressing them in different ways.</li> <li>• Students will learn that different persons can experience and construe one and the same situation in different ways.</li> <li>• Students will learn that people may misbehave due to their personal desires – sometimes even in good faith.</li> </ul>
Topics of the episodes	<ul style="list-style-type: none"> <li>• Episode 1 (Carrie): Recognition, Attention, Success, Expectations</li> <li>• Episode 2 (Lilo): Bullying, Shyness, Assertiveness, Adventure / Doing something forbidden</li> <li>• Episode 3 (Sue): Communication, Control, Responsibility</li> <li>• Episode 4 (Bruno): Desire, Integration, Individuality</li> <li>• Disclosure: Responsibility, Protecting others, Admitting guilt, Motivations</li> </ul>
Curriculum connections	Language, Civics

Time allocation	<ul style="list-style-type: none"> <li>• Intended for 4 lessons: 1 episode per lesson</li> <li>• For every episode: <ul style="list-style-type: none"> <li>• 5-10' for introduction / summing up last session(s)</li> <li>• 15-20' playing the game</li> <li>• 15-20' for writing tasks and whole class discussion: reflection / generalization</li> <li>• optionally more reflection / generalization as homework</li> </ul> </li> </ul>
Classroom, technical setup, tools	<ul style="list-style-type: none"> <li>• For each student a computer with internet connection and preferably headphones</li> <li>• A wall or board – “evidence board” – in the classroom for gathering information and whole class discussion</li> <li>• Printed material provided with this document to be used with the evidence board</li> <li>• Pens, yarn, pins, magnets, adhesive tape – depending on the kind of board used</li> </ul>
Prosocial skills	<ul style="list-style-type: none"> <li>• <b>Identifying feelings and emotions</b> – skill for feelings: Players have to observe the game characters’ facial and body expression to understand how they feel about the topic of conversation in order to assign the preferences and aversions of those characters later on correctly.</li> <li>• <b>Learning about others</b> – skill for friendship: Players have to choose the appropriate statement for approaching the game characters in a nice way based on the information they gathered before.</li> <li>• <b>Paying attention to what others are saying</b> – skill for cooperation: Players have to pay attention on what the game characters tell them in order to assign the preferences and aversions of those characters later on correctly and to be able to choose the appropriate statement for approaching them in a nice way.</li> </ul>
Gameplay	<ul style="list-style-type: none"> <li>• The player must explore the environment of the dog park to find clues by clicking on objects.</li> </ul>  <p>The screenshot shows a colorful, cartoonish dog park environment. In the foreground, there are two dogs: a grey one and a white one with a brown patch. The park is filled with various obstacles like a blue and yellow striped tunnel, a wooden ramp, and a seesaw. A mouse cursor is pointing at the tunnel. At the top, there's a UI with a left arrow, 'Obstacle Course' text, a score '1/5', and a 'Trust Paws' button with a paw print icon. At the bottom, there are 'Notes' and 'Knowledge Cards' sections.</p>

Gameplay (cont.)

- The clues are collected as notes cards the player can drag onto the game characters to trigger dialogs for finding out more about them and the about mystery case. By talking to the dogs the player will collect more clue cards and knowledge cards as well.



- The knowledge cards will be used during assignment tests where the player has to correctly assign preferences and aversions of the characters they learned about before.



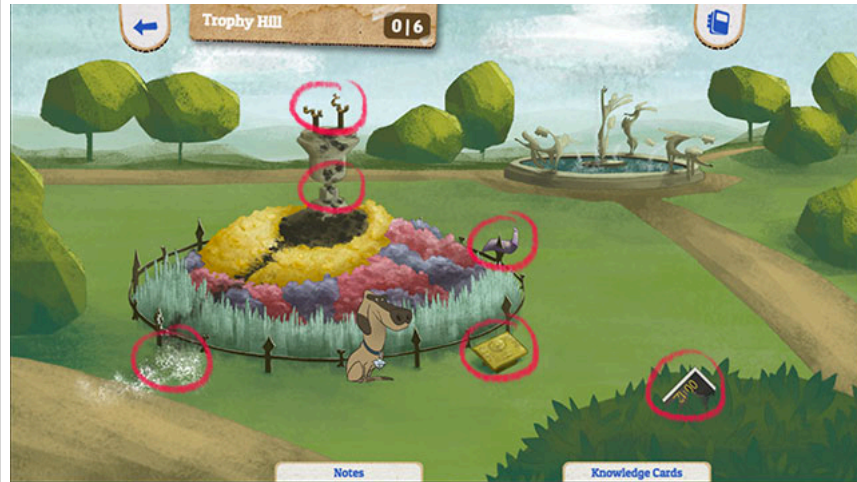
- At certain points throughout the game the player has to choose one out of three statements to approach the character appropriately based on what they learned before to progress in the game.



Introducing the game in class	<ul style="list-style-type: none"> <li>• Initial information on learning objectives</li> <li>• Introduce the topic of the upcoming episode</li> <li>• Explain the game setting</li> <li>• If applicable recap what happened in the former episodes – or let the students recap using the evidence board</li> </ul>
Game activities	<ul style="list-style-type: none"> <li>• Explore the environment and collect information</li> <li>• Talk to characters using the collected information</li> <li>• Listen to what the characters say and pay attention to their emotional expression: their facial expression, body language, sounds</li> <li>• Identify preferences and aversions of a character</li> <li>• Learn about characters and approach them accordingly</li> <li>• Find hidden objects during mini games</li> <li>• Review the gathered information in the file</li> </ul>
Classroom activities / Reflection questions	<ul style="list-style-type: none"> <li>• Whole class gathering information collected inside the game and visualizing them at the evidence board: <ul style="list-style-type: none"> <li>• facts, found objects, observations, assumptions</li> <li>• connections, relations</li> <li>• character descriptions</li> </ul> </li> <li>• Discussing the board: <ul style="list-style-type: none"> <li>• What did you find out? What did you observe? Who did what?</li> <li>• What have you learned about the characters you talked to or you heard about?</li> <li>• What did you find out about the relationships between the characters?</li> <li>• Why do you think the characters talked about others in a certain way?</li> <li>• Do you think a certain character has something to do with the case? If so, in what way?</li> <li>• Talk about motives, troubles, desires of the characters.</li> <li>• Can you relate to them / to one certain character and why?</li> <li>• Did you experience similar situations / feelings / troubles in your life?</li> <li>• What are your troubles?</li> <li>• How do you handle such situations?</li> <li>• Do others in the class struggle with similar things? Do they handle them in a different way?</li> <li>• Do you talk about your troubles / desires to others?</li> <li>• Do you always understand the behavior of friends / peers / relatives? If not, why may that be?</li> <li>• Do you always feel understood by your friends / peers / relatives? If not, why may that be?</li> </ul> </li> <li>• Writing assignments (prior to discussing, especially for students who finished the episode earlier than the others): <ul style="list-style-type: none"> <li>• Write down what you found out during this episode.</li> <li>• Describe the character you got to know in today's game episode.</li> <li>• ... other tasks similar to the suggestions for discussion above</li> </ul> </li> </ul>
Walkthrough / game solution	<ul style="list-style-type: none"> <li>• In general in case you are stuck: <ul style="list-style-type: none"> <li>• Take a look into Arthur's file</li> <li>• Follow the squirrel's hints</li> <li>• Try to drag cards onto the dog of the current episode</li> <li>• Try to find more clues in the environment of the current dog</li> </ul> </li> </ul>

Walkthrough / game solution (cont.)

- Episode 1 – inspect the crime scene and interview Carrie:
  1. Visit **Trophy Hill** and collect **6 clues**: Missing Golden Bone, Dog Tracks, Award, Fun fur dryer flyer, Chalk, Photo snippet
  2. Visit **Obstacle Course**, use the collected cards with **Carrie**, and collect **5 clues**: Sports equipment, Leader board, Award ceremony picture, Blackboard, Broken see-saw
  3. As soon as the squirrel tells you so visit **Fetch Field** and find the mini game in the rubbish



Walkthrough / game solution (cont.)

• Episode 2 – interview Lilo:

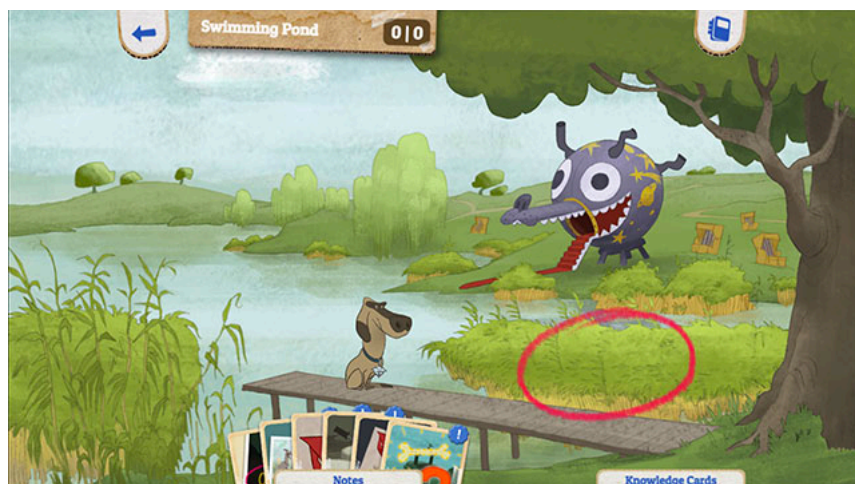
1. Visit **Fetch Field**, collect **5 clues** and use the collected cards with **Lilo**: Lawnmower, Mounds and holes, Sputnik monument, Rubbish bin, Trophies
2. As soon as the squirrel tells you so visit **Obstacle Course** and find the mini game at the fence, look up the solution in Arthur's file if you forgot what Lilo had revealed just before



Walkthrough / game solution (cont.)

• Episode 3 – interview Sue:

1. Visit **Mud Patch**, collect **5 clues** and use the collected cards with **Sue: Symbol** at the trunk, Metal detector, Warning sign, Telescope, Drain pipe
2. As soon as the squirrel tells you so visit **Bone Copse** and find the mini game in the fallen leaves
3. As soon as the squirrel tells you so visit **Swimming Pond** and find the mini game in the reeds
4. As soon as the squirrel tells you so find the mini game in the box under the telescope, look up the solution in Arthur's file if you forgot what Sue had revealed just before



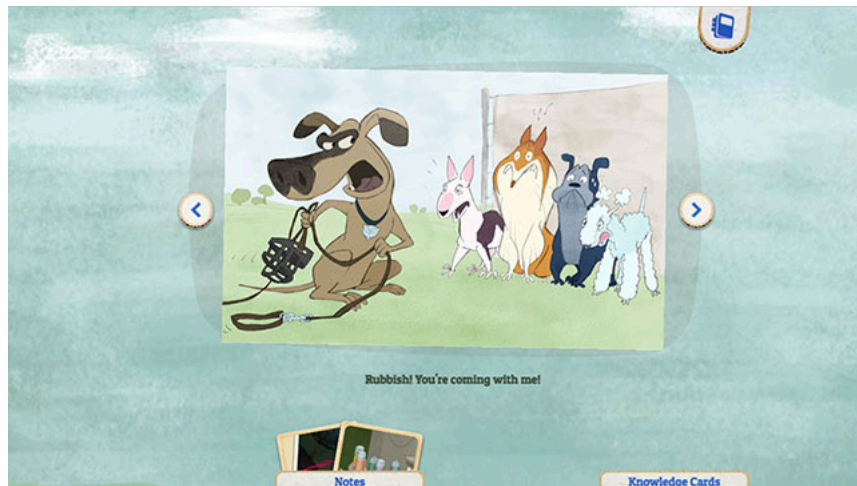
Walkthrough / game solution (cont.)



- Episode 4 – interview Bruno and conviction:
  1. Visit **Bone Copse**, collect **5 clues** and use the collected cards with **Bruno**: Bone collection, Postage stamps, Supplies, Spray paints, Bone books
  2. As soon as the squirrel tells you so find the mini game in the Bruno's bone collection at the bottom
  3. Guess who did it then read the final slideshow



Walkthrough / game solution (cont.)



Troubleshooting

In case the game freezes refreshing the web browser will help.

Find material to be printed for using with the evidence board on the following pages.

