

Library Activities - Dungeons & Dragons – Key CfE Outcomes

LITERACY—LISTENING & TALKING

Tools for listening and talking

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.

I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.

LIT 3-02a

Collaborative storytelling—The DM will describe what players are facing. It is up to the players to take the story forward, describing their actions, emotions, etc.

Roleplaying

Communicating their character's actions. In 1st or 3rd person.

A DM describing a scenario will use a variety of techniques based on their confidence and ability: tone; movement; accents, etc..

Benchmarks

- *Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge or opinions with supporting evidence.*
- *Responds appropriately to the views of others developing or adapting own thinking.*
- *Builds on the contributions of others, for example, by asking or answering questions, clarifying or summarising points, supporting or challenging opinions or ideas.*
- *Applies verbal and non-verbal techniques appropriately to enhance communication, for example, eye contact, body language, emphasis, pace, tone, and/or some rhetorical devices.*
- *Uses appropriate register for purpose and audience, for the most part.*

PC: With a wave of my hand and a stern look I dismiss the servant who just dropped a bowl of soup over me.

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LITERACY—LISTENING & TALKING

Finding and using information

As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.

LIT 3-05a / LIT 4-05

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.

LIT 3-06a / LIT 4-06a

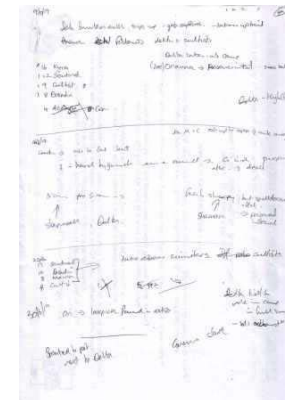
Both DMs and PCs are encouraged to take notes. Based on what they hear from each other.

Benchmarks

- *Uses own words to make and organise notes, selecting key information.*
- *Uses notes to create new texts that show understanding of the issue/subject.*

Tracking what happens in an adventure. Key event or actions players take, any significant conversations with NPCs that might have influence on later sessions of the adventure.

See also: Reading: LIT3-14a / 4-14a ; LIT 3-15a / 4-15a; Writing: LIT 3-25a



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LITERACY—LISTENING & TALKING

Creating Texts

When listening and talking with others for different purposes, I can:

- communicate information, ideas or opinions;
- explain processes, concepts or ideas; and
- identify issues raised, summarise findings or draw conclusions.

LIT 3-09a

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.

LIT 2-10a / LIT 3-10a

Describes in detail what their characters are doing.

A DM will either read aloud from published adventure text, text they have created, or make it up on the fly.

May bring props in the enhance the game:

- ◊ Miniatures
- ◊ Maps
- ◊ Notes; parchments

Last two are often made by the players

Benchmarks

- *Communicates in a clear expressive way in a variety of contexts.*
- *Presents ideas, information or points of view including appropriate detail or evidence.*
- *Organises thinking and structures talks to present ideas in a logical order.*
- *Introduces and concludes talks with some attempt to engage the audience.*
- *Uses signposts throughout talks to provide a basic structure or argument, for example, topic sentences and/or linking phrases.*
- *Uses appropriate tone and vocabulary for purpose and audience.*
- *Applies verbal and non-verbal techniques in an attempt to enhance communication and engagement with audience, for example, eye contact, body language, emphasis, pace, tone and/or some rhetorical devices.*
- *elects and uses resources to enhance communication and engagement with audience.*

[Describing a scenario]

DM:

As the ship turns north the sails fill and the ship leaps forward being chased by a strong southerly wind. Brandis has timed his journey perfectly, for the weather is fair and the light of a full moon will aid navigation. The ship rises and falls in the gentle undulating waves. As darkness falls large lanterns are lit fore and aft. An eerie glow is cast from the red aft lanterns making the water glow blood red in the wake.

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LITERACY –READING

Finding and using information

Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. LIT 3-14a / LIT 4-14a

I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. LIT 3-15a / LIT 4-15a

Using information on their character sheets, from help sheets and in the *Players Handbook*

Both DMs and PCs are encouraged to take notes. Based on what they hear from each other or from any handouts provided.

Benchmarks

- *Finds, selects and sorts relevant information from a variety of sources for a range of purposes.*
- *Summarises key information using own words.*
- *Uses own words to make and organise notes, selecting key information and linking ideas from more than one source.*
- *Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source.*

Noting ideas for future reference on paper or electronically.

Research in D&D books or further afield eg. using myths and legends as a basis for adventures.

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LITERACY –WRITING

Enjoyment and Choice

I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.

LIT 3-20a / LIT 4-20a

Writing their own Dungeons & Dragons adventures

Benchmarks

- *Writes for a range of purposes and audiences selecting appropriate genre, form, structure and style to enhance communication and meet the needs of audience.*

Designing and creating adventures which may include research in D&D books or further afield eg. using myths and legends as a basis for adventures.

Organising and Using Information

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions or create original text.

I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately.

LIT 3-25a

Writing character backstories—often detailed in scope, from birth to adulthood.

Benchmarks

- *Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.*
- *Uses and acknowledges sources appropriately.*
- *Selects relevant ideas and information including supporting detail or evidence.*
- *Organises ideas and information in a logical order.*
- *Uses varied and appropriate vocabulary to make meaning clear and/or to attempt to enhance writing.*

Tracking what happens in an adventure.

Writing recaps to remind players what has happened in a previous session