The Player – Quick Review

Instructions for Faculty

While this is a companion piece to the In-Depth Version, it can also be used on its own and without knowledge of the In-Depth Version. Its aim is to quickly test factual knowledge on a subject matter studied in class.

Background for the video production version: Hollywood is a machine that produces film after film. Depending on the box office result of these films, studio moguls aka ‘Players’ become rich or go bankrupt. This game is inspired by the contemporary Hollywood film industry in the land where, supposedly, everything is possible. It tests student knowledge of basic video production concepts, such as three-point lighting, white balance, and framing guidelines.

Background for the film adaptation version: Hollywood is a machine that produces film after film. Depending on the box office result of these films, studio moguls aka ‘Players’ become rich or go bankrupt. This game is inspired by the contemporary Hollywood film industry in the land where, supposedly, everything is possible. However, in reality, those who make the choices that result in box office hits, emerge as the winners. Film adaptation theory includes specific rules and guidelines to create a successful film adaptation. These specific principles are tested in this review. This version is based on Linda Seger’s book The Art of Adaptation: Turning Fact and Fiction into Film. In order to play this version, students must have read the chapters they are being tested on.

OBJECT: In teams, players try to connect five fields (vertically, horizontally or diagonally).

EQUIPMENT:
For the video production version: the equipment consists of a projected game board and a DVD (or alternately 20 Trivia Cards selected from the In-Depth Version). Bring your own marker(s) for the board.

For the film adaptation version: the equipment consists of a projected game board and 20 Trivia Cards, selected from the pool of 50 questions, covering 5 chapters of Seger’s book. 10 questions are allocated for each of the 5 chapters; a faculty member can select which chapters need reviewing and select questions accordingly before the review session. Bring your own marker(s) for the board.
PREPARATION: Project the game board onto the classroom board. Load the DVD so it is ready to play or have the cards ready. Create teams (depending on class size, create 2 or 3 teams); each team has to select a symbol that will represent 'their' fields on the board (as seen in picture 2 above).

THE PLAY: Each team in turn chooses a # field. The faculty member plays the corresponding video clip or chooses a previously selected trivia card.
Two types of video clips exist:
1) team play: a video is shown followed by a question about the video. The team has up to 5 seconds to answer the question correctly. Once time is up, another team (whichever responds first) can answer the question to 'steal' the field. Whichever team answered correctly (if any) gets their symbol marked in the field. If no one answered correctly, the field is blacked out, not belonging to any team.
2) ALL play: a video is shown that begins with a text graphic, instructing ALL teams that this question is open for anybody to answer. (5 such videos exist among the 20.) As the clip continues to play, whichever team answers first and correctly wins the field. Each team, however, only gets one guess. If no team guesses correctly within the allotted time, the field is blacked out, not belonging to any team.

For question cards:
The team that chose the field gets the first opportunity to answer the question. Upon completion of reading the question to the respective team, the faculty member provides the team with 5 seconds during which to answer the question correctly. Should the team be unable to answer correctly, another team gets the chance (whichever team answers first and correctly when the faculty member provides the signal to the other teams that they are permitted to answer). If no one answered correctly, the field is blacked out, not belonging to any team.

A comment for the film adaptation version: as the concepts being tested are complex and require very specific answers, time may be extended according to faculty member discretion. Students who are new to the text will most likely benefit from an open-notes review with the added element of a competitive quiz environment. After the faculty member reads the question, a team gets 30 seconds to find the answer in their textbooks (as they most likely know in which chapter the information is located but have not memorized it yet). Simultaneously, the other teams also peruse their chapter notes in case they get the opportunity to 'steal' the field. This permits all students to be involved in reviewing previously covered concepts and also fosters a teamwork environment as successful teams usually split up the allocated chapters amongst them to find a correct answer in the allotted time.

END OF GAME:
Game ends when one team connects five fields or all fields have been played. If no team reached five connecting fields, the team with the longest row of connecting fields with the game. (If two teams have the same and most amounts of fields, they are both winners.)