



Moss – VEGA Teaching Scenario

Topic: Fantasy writing

Subject(s): Primary: Swedish & literature

Secondary: English as a second language

Age / Grade: 12+ / grade 6+

Short description of the VR game in this scenario:



- Moss is a single-player action-adventure puzzle game. In Moss, players meet Quill, a young mouse with dreams of greatness. While exploring the woods, she finds a mysterious Glass Relic and an ancient magic is awakened. With her uncle now in grave danger, Quill must embark on an epic journey—and she needs you there by her side. Together, you'll travel to forgotten realms, solve challenging puzzles, and battle menacing enemies. Alone, no one can conquer what you're up against. But united, you just may defeat even the darkest of villains. Moss takes full advantage of today's virtual reality technology, letting you move objects, battle enemies, and manipulate the field of play as the key ally to our hero, Quill.

Introduction to the scenario

After playing a chapter of the game Moss (first 45 minutes of the lesson), students will write a part of their own fantasy novel, inspired by the adventures of the little mouse Quill. The student will get assignments to each chapter that will help them build their story, like describing the setting (map of Moss, the Clearing, uncle's house, the castle), presenting the main characters, etc. The gameplay is in English, but the students will write in their first language. Students will be divided into groups of three, where cooperation is key if they want to get to the next chapter. The problem solving puzzle excitement and the fantastic graphics of the game will inspire the students to become young fantasy writers!

Learning outcomes:

A student is able to

- cooperate with peers in problem solving by casting the game to <https://www.oculus.com/casting>
- form a structure for writing and
- write a fantasy novel
- give and receive feedback
- present their work for classmates



A selection of learning outcomes from the Finnish Curriculum

- **Swedish & literature**

- M8 support the student in increasing their literature knowledge and to develop their interest in children's and young people's literature and media texts, as well as provide opportunities for positive reading experiences that the student can share, among other things in multimedia environments.
- M9 encourage the student to express experiences, thoughts and opinions and strengthen the student's positive image of himself as a text producer
- M10 encourage and guide the student in reproducing and presenting their thoughts and in practicing producing narrative, descriptive, instructive and simple argumentative texts, even in multimedia learning environments
- M11 support students to further develop their ability to write fluently by hand and digitally and strengthen spelling skills and the basic structures of written language
- M12 encourage the student to learn text production processes and the ability to evaluate their own texts, offer opportunities to receive and give a constructive response and teach the student to take the text recipient into account and to apply ethical rules, confidentiality and standards for copyright on the internet

- **English:**

- M5 together go through the goals of the teaching and create a permissive study atmosphere, where the most important thing is that the message is communicated and to encourage each other to learn together
- M6 guide the student to take responsibility for their language studies, encourage them to bravely practice their knowledge of English, also with the help of digital tools, and to try out which ways to learn languages that suit them best

- M10 guide the student to become acquainted with spoken and written texts of various difficulty levels with the help of different reading and listening comprehension strategies

Formative assessment

Number of students: Duration (estimated time/number of lessons):

- 15-20 students (3 students in each group)
- 7 lessons a' 2 x 45 mins each (playing and writing)

Prerequisites (necessary materials and online resources):

- Computers with internet connection
- VR glasses with the game Moss installed ([Steam](#))
- Check that the internet is working
- Playing the game, getting into it and knowing the story and the functions is the best way to inspire the students.

If short on time: watch  [Moss Review for Oculus Quest](#) and check  [Moss - controls, chapter directory & glossary](#)

Before the program begins (preparatory work for teacher):


- Create a task in Google Classroom with project description and a template of the main assignment: The novel.
- Schedule the assignments for the session in Google Classroom and set a deadline for them
- Have Youtube videos (walkthroughs) ready for help with the levels

- Make sure all VR goggles have battery
- Divide students into groups of maximum three
- Make sure casting the VR Glasses to a computer (and projector) is possible.

The main part of the scenario (number of lessons): 7

Part one (two lessons 2 x 45 min)

1. Introduction - Moss

1. **Show the students the trailer**  **Moss Trailer | Oculus Quest**
2. Start playing. Rules for playing the game within the group: 15 minutes / group member, the others follow the cast and help solving the puzzles and clearing the levels. After reviewing the controls (remind them to take screenshots) and how to cast, the students are allowed to get started.

2. Chapter 1 - The Clearing

Assignment on Google Classroom - Describe the setting

- Students log in to Google Classroom, open the document template and start describing the setting in the game. They finish the assignment at home if not finished.
- The students can also start writing on their main document (The novel), which is also found in the project description as a template.

Part two (two lessons 2 x 45 min)

- After a quick briefing on the task for today's session, the students can start playing.

Chapter 2 - Leaving Home

Assignment - Describe the main characters

Debrief with students in the end of lesson two (15-20 mins)

- How is the game going? Any difficulties with completing the levels?
Sharing game hacks and hints.
- How is the writing going?
Discussing the assignments, students fill in the gaps.

Part three (two lessons 2 x 45 min)

- Same procedure as last session.

Chapter 3 - The Mire Temple

Assignment 1) Describe the temple and the battles

2) Proofread the group members novel so far, check spelling and grammar and give feedback.

Part four (two lessons 2 x 45 min)

Chapter 4 - Last Respite

Assignment - Describe the villains (the evil creatures)

Part five (two lessons 2 x 45 min)

Chapter 5: The Abandoned City

Assignment: Describe The Abandoned City and what you think happened there.

Part six (two lessons 2 x 45 min)

Chapter 6: Sarffog's Domain & The Castle

Assignment: 1) Describe the battle between Quill and Sarffog

2) Where do you think Quill finds the courage?

- **Set a deadline for the novel to be ready before part seven!**

Part seven (two lessons 2 x 45 min)

Discussion, proofreading, finishing the novel, presentation and evaluation

- Presentations in smaller groups (not the same as playing groups) and oral feedback from peers.
- Students evaluate the assignment, their novel, their work and cooperation in the group in the evaluation survey i Google Forms

Extra assignments for fast players and writers:

1. Arts: Take a screenshot from the game and try to recreate it using watercolors.
2. Music: Listen to the soundtrack on [Spotify](#). Choose your favorite song and write a review.

Summative Assessment: a) Gameplay

Grades 5-10	5	6	7	8	9	10
Information recall	The student can't recall any information covered in the game.	The student can recall some information covered in the game.	The student can recall the fundamentals of the game.	The student can recall the majority of information covered in the game.	The student can recall a comprehensive amount of information covered in the game.	The student can recall all the information and details covered in the game.
Transfer	The student can't connect the information in the game to own writing project.	The student can transfer some information from the game to own writing project.	The student can transfer some information and a few details from the game to own writing project.	The student can transfer and show good examples of how information in the game has been connected to their own writing project.	The student can transfer and use information from the game to their own writing project.	The student can transfer and use information from the game to their own writing project and show proof of understanding of the theme of the game, which is seen in the students writing.
Problem-solving	The student did not try to solve problems in the game / during activity.	The student showed little interest in solving problems in the game / during activity.	The student was somewhat active in solving problems in the game / during the activity.	The student was at times actively trying to solve problems in game / during the activity.	The student actively worked on solving problems in the game / during the activity.	The student was very engaged in solving problems in the game / during the activity.

Collaboration	The student was not able / willing to collaborate with others.	The student participated, but was not particularly active in collaboration.	The student participated and was occasionally active in collaboration.	The student was active most of the time and collaborated with others.	The student was actively collaborating while working in the group.	The student was very active while working in the group, showing great collaborative skills.
Creativity	The student did not actively consider / provide creative solutions to tasks or challenges.	The student considered / provided creative solutions to tasks or challenges only when asked to.	The student occasionally considered / provided creative solutions to tasks or challenges.	The student considered / provided some creative ideas and solutions during the activity.	The student actively considered / provided creative solutions to tasks or challenges.	The student very actively considered/provide d creative solutions to tasks or challenges.
Engagement	The student didn't participate in the activities and tasks in class.	The student was present, but not engaged in the activities in class.	The student was slightly engaged during the class.	The student was engaged during most of the class.	The student was engaged during all the activities in the class.	The student was very engaged during all the activities in the class at all times.
The VR part and the app use	The student presents obvious difficulties in understanding how the Moss game works, lacks interest and is careless in the use of equipment	The student presents some difficulties in understanding how the Moss game works. Trying to do according to the instructions, but	The student understands the main features of how the Moss game works. Mostly follows the instructions, but sometimes lacks perseverance. Is	The student shows a good understanding of how the Moss game works. The student always follows the teacher's instructions and	The student shows an excellent understanding of how the Moss game works. Always follows the teacher's instructions and	The student masters the Moss game. Always follow the teacher's instructions and help their classmates. Always careful with the equipment.

	needed.	can not keep the interest up all the time. The student is sometimes careless with the equipment.	usually careful with the equipment.	is careful with equipment.	is very careful with the equipment.	
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Assessment/Criteria: b) Swedish & literature

Grades 5-10	5	6	7	8	9	10
Activity and commitment to the task	The student has not been active and had challenges getting the job done. The student has not shown any commitment to the task.	The student has only occasionally been active and showed interest. The student had difficulties finding motivation.	The student has mostly been active and shown interest and commitment to the task.	The student has been active and shown interest and commitment to the task.	The student has been very active and shown great interest and commitment to the task.	The student has been very active, shown great interest, responsibility and commitment to the task.
Structure and planning	The student has not planned the writing at all and the fantasy novel lacks structure.	The student has planned the writing carelessly and does not follow the structure in the novel.	The student has a structure for the novel but does not stick to the plan when writing.	The student has planned the writing and has a structure for the novel.	The student has a clear structure for the writing and follows the plan accordingly.	The student has planned an efficient and clear structure and follows it when writing the novel. The student has shown great writing ambitions from beginning to end.

Fantasy novel	The student has written little or none.	The student has written some text but does not have all the parts of a fantasy novel (DNF).	The student has all the parts of a fantasy novel, but the language is simple and repetitive.	The student has written a short fantasy novel that has all the parts. Language and spelling is satisfactory.	The student has written a fantasy novel with clear structure, versatile language and has a consistent thought throughout the text.	The student has written a well-structured fantasy novel that is easy to read and has a consistent thought throughout the text. The novel has versatility, excitement and the characters are well described.
Peer response	The student did not give a peer response and did not take their peers' feedback into account.	The student gave peer feedback without following the instructions. The student did not take into account the response given by the evaluation couple.	The student received and gave feedback from his evaluation pair almost always according to the instructions. The response was mostly constructive.	The student received and gave feedback from his evaluation pair. The response was constructive.	The student gave a versatile response and took the response he received from his evaluation pair into account.	The student made an effort to express himself in a constructive and valuable way for the task in order to help his peers further in their work. The student received feedback from his / her evaluation pair and took this into account in his or her own work.

Assessment/Criteria: c) English

Grades 5-10	5	6	7	8	9	10
Language learning/English	The student has big difficulties in learning and understanding the English words in the game.	The student struggles with understanding the English words in the game.	The student knows the most important English words and concepts in the game.	The student shows evidence of understanding the English words and concepts in the game.	The student has a good understanding and has learned most of the concepts and words in English.	The student masters all concepts and words in English in the game.