

Name: Wargaming 101 Course

Session Plan: Aim & Purpose

Course/Programme: Wargaming 101

Topic: Aim & Purpose

Level: Postgraduate

Date: 02 Sep 14

Time: 1300hrs

Location: KCL

Number of learners: 40-60

Age range: 25-60

**Session aim:** To identify the design elements for wargaming events in order that they can plan efficiently and best meet the needs of their Sponsor.

**Objectives:** By the end of this session all students will:

1. Be able to identify the Aim and Purpose of a wargaming event.
2. Be able to identify the key design criteria in order to achieve the Aim and Purpose.
3. Be able to identify the key resource limitations affecting a wargame.
4. Be able to explain the design cycle for a wargaming event.

**1. How will *this* lesson advance equality/inclusivity/celebrate diversity?**

Students will be male and female and come from a wide range of backgrounds and experiences in research, academia, business and military as well as wargaming hobbyists.

**2. What prior knowledge and skills are the students bringing to this lesson?**

The course is specifically targeted at beginner wargamers, however there will be a few very experienced people who wish to attend from a desire for lifelong learning and personal development. The students will each receive by email a pre-reading pack dealing with definitions and assumptions.

**3. What resources (including ILT) need to be prepared in advance for this session?**

Lecture theatre, projector system, PowerPoint slide pack (140723-Wargaming 101 Aim.pdf), feedback forms.

**4. Layout of teaching environment:**

Tiered lecture hall.

**Justification:**

Dictated by the numbers attending and the available venue.

**5. Other Issues** (Risk Assessment if appropriate)

Normal classroom activity is expected. Wheelchair access is available but no notification of special needs has been received.

**6. Specific student issues for this lesson** (Ongoing student issues should be recorded on the group profile which must be available to your observer)

There is a possibility that very experienced wargamers will be present and may wish to make detailed technical points that could delay the session with unnecessary detail. Both instructors are aware of this and will seek to address this at an early stage.

Functional Skills Coverage (reference and description):	Where / How are those Functional Skills/Skills for Life to be developed and assessed in this session?
Mathematics	N/A
English	N/A
ICT	N/A

Structure <i>(Timings, introduction, review, theme, development and recap)</i>	Learner and Teacher activity <i>(inc. promotion of Equality/inclusivity/diversity)</i>	Objectives	Assessment
<b>Intro (5 min)</b>	Introduce Instructors, introduce students, explain session aims, and safety brief.	1	Number attending
<b>Recap (5 min)</b>	Recap the main take-away points about the pre-reading. Ask about the wargame definition and the difference between training / educational games and analytical wargames.	1	Feedback and questions received.

<b>Main Presentation (25 Min)</b>	Deliver main presentation. Instructors rehearsed so as to not need to speak from notes and will switch back and forth to maintain variety. Points will be illustrated by fictional scenario.	1, 2, 3, 4	Observation, verbal confirmation
<b>Reflection (5 min)</b>	Recap objectives, ask students to reflect on session and ask questions. Pass out feedback cards. Link to next session. 5 minute break.	1, 2, 3, 4	Number returning feedback.

**Work set:** (including research, use of resources, websites)

None – link to website: <http://www.professionalwargaming.co.uk/Index.php>

<b>Learner Evaluation</b>	<b>Student Responses:</b> verbal comments <input checked="" type="checkbox"/> written feedback <input checked="" type="checkbox"/> questionnaires <input type="checkbox"/> ILPs <input type="checkbox"/> interview <input type="checkbox"/> other <input type="checkbox"/>
<b>What went well?</b>	Students arrived on time, facilities excellent and all material accessible. There were 50 students and this exactly matched the numbers of handouts. Average feedback = 4.3/5
<b>What could be better?</b>	We were nervous presenting the first session due to the presence of several very senior and experienced participants from the USA and Europe
<b>Suggestions for future sessions</b>	Spent a little more time confirming the pre-reading and less on anecdotes to do with game design which should feature in later sessions

### Teacher Evaluation

Focus on two or three main points. Refer to the assessment criteria for the module to help inform your plans. Consider what you are going to improve, why, when and how. You may also consider how your improvement can be evaluated.

Supervisor:

Signature:

Name: Wargaming 101 Course

Session Plan: TTPs

Course/Programme: Wargaming 101

Topic: TTPs

Level: Postgraduate

Date: 02 Sep 14

Time: 1345hrs

Location: KCL

Number of learners: 40-60

Age range: 25-60

**Session aim:** To explain the advantages and disadvantages of a wide range of tools, techniques and procedures for running a wargame event.

**Objectives:** By the end of this session all students will:

1. Be able to identify the principal wargame design types.
2. Be able to explain which the design types might be more appropriate than others.
3. Be able to explain a scheme for testing design types in order to refine a given wargame design.
4. Be able to explain the importance of probability and sensitivity analysis in design testing.

**1. How will *this* lesson advance equality/inclusivity/celebrate diversity?**

Students will be male and female and come from a wide range of backgrounds and experiences in research, academia, business and military as well as wargaming hobbyists.

**2. What prior knowledge and skills are the students bringing to this lesson?**

The course is specifically targeted at beginner wargamers, however there will be a few very experienced people who wish to attend from a desire for lifelong learning and personal development. The students will have completed the Aim session immediately prior to this session.

**3. What resources (including ILT) need to be prepared in advance for this session?**

Lecture theatre, projector system, PowerPoint slide pack (140723-Wargaming 101 TTPs.pdf), feedback forms.

**4. Layout of teaching environment:**

Tiered lecture hall.

**Justification:**

Dictated by the numbers attending and the available venue.

**5. Other Issues** (Risk Assessment if appropriate)

Normal classroom activity is expected. Wheelchair access is available but no notification of special needs has been received.

**6. Specific student issues for this lesson** (Ongoing student issues should be recorded on the group profile which must be available to your observer)

There is a possibility that very experienced wargamers will be present and may wish to make detailed technical points that could delay the session with unnecessary detail. Both instructors are aware of this and will seek to address this at an early stage.

Functional Skills Coverage (reference and description):	Where / How are those Functional Skills/Skills for Life to be developed and assessed in this session?
Mathematics	N/A
English	N/A
ICT	N/A

Structure <i>(Timings, introduction, review, theme, development and recap)</i>	Learner and Teacher activity <i>(inc. promotion of Equality/inclusivity/diversity)</i>	Objectives	Assessment
<b>Intro (5 min)</b>	Welcome students back. Ask for any additional questions relating to the previous session.	1	Number attending
<b>Recap (5 min)</b>	Recap the main points from the previous session. Ask specific questions about the design cycle and considerations relating to time (preparation, available for game, scale, turn length).	1	Feedback and questions received.

<b>Main Presentation (25 Min)</b>	Deliver main presentation. Instructors rehearsed so as to not need to speak from notes and will switch back and forth to maintain variety. Points will be illustrated by photographs of real events.	1, 2, 3, 4	Observation, verbal confirmation
<b>Reflection (5 min)</b>	Recap objectives, ask students to reflect on session and ask questions. Pass out feedback cards. Link to next session. 15 minute break.	1, 2, 3, 4	Number returning feedback.

**Work set:** (including research, use of resources, websites)

None – link to website: <http://www.professionalwargaming.co.uk/Index.php>

<b>Learner Evaluation</b>	<b>Student Responses:</b> verbal comments <input checked="" type="checkbox"/> written feedback <input checked="" type="checkbox"/> questionnaires <input type="checkbox"/> ILPs <input type="checkbox"/> interview <input type="checkbox"/> other <input type="checkbox"/>
<b>What went well?</b>	Session was a little more tightly focused and finished on time. Average feedback: 4.1/5
<b>What could be better?</b>	The example techniques tended to emphasise the negative elements of each technique – a more balanced approach would have been better.
<b>Suggestions for future sessions</b>	Review the game design type slides to especially bring out the circumstances that are most suited to that game design type.

### Teacher Evaluation

Focus on two or three main points. Refer to the assessment criteria for the module to help inform your plans. Consider what you are going to improve, why, when and how. You may also consider how your improvement can be evaluated.

**Supervisor:**

**Signature:**

Name: **Wargaming 101 Course**

Session Plan: **Practical**

Course/Programme: **Wargaming 101**

Topic: **Practical**

Level: **Postgraduate**

Date: **02 Sep 14**

Time: **1440hrs**

Location: **KCL**

Number of learners: **40-60**

Age range: **25-60**

**Session aim:** To demonstrate a practical example of a wargame using the design elements from the previous sessions.

**Objectives:** By the end of this session all students will:

1. Be able to demonstrate and understanding of a wargame scenario.
2. Be able to formulate a suitable plan for the learner's assigned role in the scenario.
3. Be able to communicate a plan to the other participants and the moderator in a wargame.
4. Be able to execute and amend the plan based on the actions and reactions of the other participants.

**1. How will *this* lesson advance equality/inclusivity/celebrate diversity?**

Students will be male and female and come from a wide range of backgrounds and experiences in research, academia, business and military as well as wargaming hobbyists.

**2. What prior knowledge and skills are the students bringing to this lesson?**

The course is specifically targeted at beginner wargamers, however there will be a few very experienced people who wish to attend from a desire for lifelong learning and personal development. The students will have completed the Aim and TTP session prior to this session.

**3. What resources (including ILT) need to be prepared in advance for this session?**

Lecture theatre, projector system, PowerPoint slide pack (140723-Wargaming 101 Practical.pdf), laminated flash cards, resource counters, asset cards, dry wipe markers, paper towels, feedback forms.

**4. Layout of teaching environment:**

Tiered lecture hall.

**Justification:**

Dictated by the numbers attending and the available venue.

**5. Other Issues** (Risk Assessment if appropriate)

Normal classroom activity is expected. Wheelchair access is available but no notification of special needs has been received.

**6. Specific student issues for this lesson** (Ongoing student issues should be recorded on the group profile which must be available to your observer)

There is a possibility that very experienced wargamers will be present and may dominate the decision making in the practical. Both instructors are aware of this and will seek to address this at an early stage by splitting up the experienced gamers.

**Functional Skills Coverage (reference and description):**

**Where / How are those Functional Skills/Skills for Life to be developed and assessed in this session?**

Mathematics

N/A

English

N/A

ICT

N/A

<b>Structure</b> <i>(Timings, introduction, review, theme, development and recap)</i>	<b>Learner and Teacher activity</b> <i>(inc. promotion of Equality/inclusivity/diversity)</i>	<b>Objectives</b>	<b>Assessment</b>
<b>Intro (5 min)</b>	Welcome students back. Ask for any additional questions relating to the previous session.		Number attending
<b>Recap (5 min)</b>	Recap the main points from the previous session. Ask specific questions about the use of dice in deciding combat outcomes and sensitivity analysis.		Feedback and questions received.

<b>Wargame Practical (50 Min)</b>	Split the class into teams in a hierarchy. Pass out flash cards, markers, towels, asset cards and resource counters. Explain rules. Demonstrate how the map works. Explain procedures. Conduct game. The aim is to conduct 4 turns of play to demonstrate the system.	1, 2, 3, 4	Observation, verbal confirmation
<b>Reflection (1 min)</b>	This will be covered specifically in the AAR session to follow. 5 minute break.		Number returning feedback.

**Work set:** (including research, use of resources, websites)

None – link to website: <http://www.professionalwargaming.co.uk/Index.php>

<b>Learner Evaluation</b>	<b>Student Responses:</b> verbal comments <input checked="" type="checkbox"/> written feedback <input checked="" type="checkbox"/> questionnaires <input type="checkbox"/> ILPs <input type="checkbox"/> interview <input type="checkbox"/> other <input type="checkbox"/>
<b>What went well?</b>	Huge level of engagement - appeared chaotic at first but adjusted very quickly. We ended the game early to a collective groan of disappointment indicating the high level of engagement.
<b>What could be better?</b>	Average Feedback: 4.5/5 We forgot a couple of rules that were quite important - however these made good examples for AAR.
<b>Suggestions for future sessions</b>	The allocation of forces to Armies wasn't as clear as it could have been - we should print out the start states for each player rather than display them on the screen.

**Teacher Evaluation**

Focus on two or three main points. Refer to the assessment criteria for the module to help inform your plans. Consider what you are going to improve, why, when and how. You may also consider how your improvement can be evaluated.

**Supervisor:**

**Signature:**

Name: Wargaming 101 Course

Session Plan: AAR

Course/Programme: Wargaming 101

Topic: AAR

Level: Postgraduate

Date: 02 Sep 14

Time: 1545hrs

Location: KCL

Number of learners: 40-60

Age range: 25-60

**Session aim:** To explain and demonstrate the need for subsequent assessment and analysis of the wargaming event..

**Objectives:** By the end of this session all students will:

1. Be able to identify the outcome of a wargaming event.
2. Be able to identify the key lessons identified from a wargaming event.
3. Be able to compare methods of feedback from participants in a wargaming event.
4. Be able to recommend improvements to a given design for future events.

**1. How will *this* lesson advance equality/inclusivity/celebrate diversity?**

Students will be male and female and come from a wide range of backgrounds and experiences in research, academia, business and military as well as wargaming hobbyists.

**2. What prior knowledge and skills are the students bringing to this lesson?**

The course is specifically targeted at beginner wargamers, however there will be a few very experienced people who wish to attend from a desire for lifelong learning and personal development. The students will have completed the Aim , TTP and Practical sessiona prior to this session.

**3. What resources (including ILT) need to be prepared in advance for this session?**

Lecture theatre, projector system, PowerPoint slide pack (140723-Wargaming 101 AAR.pdf), feedback forms.

**4. Layout of teaching environment:**

Tiered lecture hall.

**Justification:**

Dictated by the numbers attending and the available venue.

**5. Other Issues** (Risk Assessment if appropriate)

Normal classroom activity is expected. Wheelchair access is available but no notification of special needs has been received.

**6. Specific student issues for this lesson** (Ongoing student issues should be recorded on the group profile which must be available to your observer)

There is a possibility that very experienced wargamers will be present and may dominate the decision making in the practical. Both instructors are aware of this and will seek to address this at an early stage.

**Functional Skills Coverage (reference and description):**

**Where / How are those Functional Skills/Skills for Life to be developed and assessed in this session?**

Mathematics

N/A

English

N/A

ICT

N/A

Structure <i>(Timings, introduction, review, theme, development and recap)</i>	Learner and Teacher activity <i>(inc. promotion of Equality/inclusivity/diversity)</i>	Objectives	Assessment
<b>Intro (5 min)</b>	Welcome students back. Ask for any additional questions or observations relating to the previous session.		Number attending
<b>Recap (5 min)</b>	Recap the main points from the previous session. Ask "who won"? and lead a discussion as to the relevance of this question.	1	Feedback and questions received.

Monitor: Survey Monkey any ways of analysis (wordle).

<b>Main Presentation (15 Min)</b>	Deliver main presentation. Instructors rehearsed so as to not need to speak from notes and will switch back and forth to maintain variety. Points will be illustrated by examples of real events the instructors have participated in.	1, 2, 3, 4	Observation, verbal confirmation
<b>Reflection (5 min)</b>	Ask for questions about any part of the course. Ask participants to fill in feedback forms.	1, 2, 3, 4	Number returning feedback.

**Work set:** (including research, use of resources, websites)  
None – link to website: <http://www.professionalwargaming.co.uk/Index.php>

<b>Learner Evaluation</b>	<b>Student Responses:</b> verbal comments <input checked="" type="checkbox"/> written feedback <input checked="" type="checkbox"/> questionnaires <input type="checkbox"/> ILPs <input type="checkbox"/> interview <input type="checkbox"/> other <input type="checkbox"/>
<b>What went well?</b>	There were some very good practical examples that came out of the game that illustrated the AAR session. Average feedback: 4.0/5
<b>What could be better?</b>	The session overran slightly because players in the game session were talking excitedly over coffee and didn't return on time.
<b>Suggestions for future sessions</b>	The session was very worthwhile but felt a little disappointing after the excitement of the previous session. More time to explain is needed and may require the timetable to be reevaluated.

<b>Teacher Evaluation</b>	
Focus on two or three main points. Refer to the assessment criteria for the module to help inform your plans. Consider what you are going to improve, why, when and how. You may also consider how your improvement can be evaluated.	
<b>Supervisor:</b>	<b>Signature:</b>