Name:

Wargaming 101 Course

Course/Programme: Wargaming 101

Date: 02 Sep 14

Number of learners: 40-60

Topic: Aim & Purpose Time: 1300hrs

Age range: 25-60

Level: Postgraduate

Location: KCL

Session Plan: Aim & Purpose

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.	Layou	t of	teaching	MILLS	
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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

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 (Timings, introduction, review, theme, development and recap)	Learner and Teacher activity (inc. promotion of Equality/inclusivity/diversity)	Objectives	Assessment
Intro (5 min)	Introduce Instructors, introduce students, explain session aims, and safety brief.	1	Number attending
Recap (5 min)	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.

Main Presentation (25 Min)	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
Reflection (5 min)	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.

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

Learner Evaluation	Student Responses: verbal comments written feedback questionnaires ILPs interview other
What went well?	Students arrived on time, facilities excellent and all material accessible. There were so students and this exactly matched the mumbers of transfects. Arrivage feedback = 4.3/5
What could be better?	We were veryous presenting the ferst service due . to the presence of several very selvier and expensional participants from the USA and Europela
Suggestions for future sessions	Spend a little more time confirming our fre-reading and less on anecdoles to godo with game clesign which should feature in later solsions

Teacher Evaluation	BASING THE SECOND SECON	
Focus on two or three main points. Refer to the assessm when and how. You may also consider how your improve	ent criteria for the module to help inform your plans. Consider what you are go vement can be evaluated.	ing to improve, why,
Supervisor:	Signature:	r je

Name:

Date:

Wargaming 101 Course

Session Plan: TTPs

Course/Programme: Wargaming 101

02 Sep 14

Topic: TTPs

Level: Postgraduate

Number of learners: 40-60

Time: 1345hrs

Location: KCL

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
er	vironm	en	t:

Justification:

Dictated by the numbers attending and the available venue.

Tiered lecture hall.

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

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 (Timings, introduction, review, theme, development and recap)	Learner and Teacher activity (inc. promotion of Equality/inclusivity/diversity)	Objectives	Assessment
Intro (5 min)	Welcome students back. Ask for any additional questions relating to the previous session.	1	Number attending
Recap (5 min)	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.

Main Presentation (25 Min)	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
Reflection (5 min)	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.

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

Learner Evaluation	Student Responses: verbal comments written feedback questionnaires ILPs interview other
What went well?	Session was a little more trainfur focussed and
	Session was a little more tightly focussed and finished on time.
	Averago bedback: 4.1/5
What could be better?	The example techniques tended to compliance the recording elements of each technique—a mont bollowed approach would have been beller.
Suggestions for future sessions	leview the same design type stides to expecially buriey out the commentances that are most souted to that game design type.

Focus on two or three main points. Refer to the assessment	t criteria for the module to help inform your plans. Consider what you are going to impr	
when and how. You may also consider how your improvem	nent 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 praticipants.

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	Justification:
environment:	Dictated by the numbers attending and the available venue.
Tiered lecture hall.	

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

Structure (Timings, introduction, review, theme, development and recap)	Learner and Teacher activity (inc. promotion of Equality/inclusivity/diversity)	Objectives	Assessment
Intro (5 min)	Welcome students back. Ask for any additional questions relating to the previous session.		Number attending
Recap (5 min)	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.

Wargame Practical (50 Min)	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	1, 2, 3, 4	Observation, verbal confirmation
	to conduct 4 turns of play to demonstrate the system.	66-07 te	
	eta digizan estemble di ujwatigi ene nump tino nestigi ete.		TA SMIN AGENCE
Reflection	This will be covered specifically in the AAR session to		Number
(1 min)	follow. 5 minute break.		returning feedback.

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

What went well? Fluck level of encoursement - appeared Chactic at first bet adjusted wave quickly. We ended the appear of could be better? What could be better? What could be better? We know to could d ville that whe quite high - however these wack good examples for AAR Suggestions for future sessions The allocation of fixes to Armines want on clear as it could have been - we should him out the Starts for each flagor vert than dis play them on the screen.	Learner	Student Responses:
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what could be better? Aurenz Feedleage: 4.5/5 We fresh a could of viller that were quite linger - however these wade good examples on AAR Suggestions for future sessions The allocation of fixes to Armines want on clear as it could have been - we should him out the Starts for each player vert than the play them on the screen.		1012(000 000 00000000000000000000000000
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The allocation of twees to Armines warmt con clear as it could have been - we should have very vert than been the states for each player vert than dis play them on the screen.		- University stand word expensed the AAP
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thou dis play them on the screen.		
than dis flat them on the Screen.		print-out the Start States for each player volume
Foodbar Evoluction	1481-14 Aug - 6 au	than display them on the Scien.
leacher Evaluation	Teacher Evaluation	1
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.	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,

Supervisor:

Signature:

Name:

Date:

Wargaming 101 Course

Session Plan: AAR

Course/Programme: Wargaming 101

02 Sep 14

Number of learners: 40-60

Topic: AAR

Time: 1545hrs

Age range: 25-60

Level: Postgraduate

Location: KCL

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
OF	vironm	OB	4.

Justification:

environment:

Tiered lecture hall.

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

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 (Timings, introduction, review, theme, development and recap)	Learner and Teacher activity (inc. promotion of Equality/inclusivity/diversity)	Objectives	Assessment
Intro (5 min)	Welcome students back. Ask for any additional questions or observations relating to the previous session.		Number attending
Recap (5 min)	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.

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Main Presentation	Deliver main presentation. Instructors rehearsed so as to not need to speak from notes and will switch back	1, 2, 3, 4	Observation, verbal
(15 Min)	and forth to maintain variety. Points will be illustrated by examples of real events the instructors have participated in.	(0-0), x	confirmation
	bus transcate in supplicity of been enterementation	to a place of	oT amia notom?
Reflection (5 min)	Ask for questions about any part of the course. Ask participants to fill in feedback forms.	1, 2, 3, 4	Number returning
	illus asasbura Ha novessa valla	ide to line or	feedback.

Supervisor:

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

Learner Evaluation	verbal comments written feedback guestionnaires ILPs interview other
What went well?	There were some very good practices examples that came out of the game that illustrated the AAR Session Average feedback: 4.0/5
What could be better?	The session overvour stightly because players in the game session were talking excitedly over coffee and didn't return on time.
Suggestions for future sessions	The session was very worthwhile but felt a little disrapounting after the excitement of the premous session. More time to explain is needed and man require the trictable to be revoluted
Teacher Evaluation	
Focus on two or three main p when and how. You may also	points. Refer to the assessment criteria for the module to help inform your plans. Consider what you are going to improve, why, o consider how your improvement can be evaluated.
	Structure Control of the service of

Signature: