

# EDUCATOR'S GUIDE

## What Remains of Edith Finch

### EDITH FINCH 101

#### AGES

13+ years

#### RECOMMENDED FORMAT

Use of a controller (vs. mouse and keyboard) is recommended

#### DEVICE / PLATFORM

PlayStation 4, Xbox One, Windows PC

#### DEVELOPER

Giant Sparrow

#### LINKS / RESOURCES

What Remains of Edith Finch Wiki:

[http://what-remains-of-edith-finch.wikia.com/wiki/What\\_Remains\\_of\\_Edith\\_Finch\\_Wiki](http://what-remains-of-edith-finch.wikia.com/wiki/What_Remains_of_Edith_Finch_Wiki)

### THEMES

#### SOLO PLAY



#### SOCIAL

#### LINEAR



#### OPEN

#### LIGHTHEARTED



#### HEAVY



#### LOSS

The tragic loss of loved ones is a repeating theme teens must confront as they play.



#### COMMEMORATION

How do we capture, share, recreate, and relive the past in our own lives?



#### TRAUMA & COPING

The Finch characters have varied responses to trauma, some healthier than others.



#### FAMILY HISTORY/LEGEND

Stories told across generations can become legends -- are they true or not?

### APPLICATIONS



Build literacy skills: genre, storytelling, narration, memoir



Reflect on self and family identity



Identify and analyze the usefulness of different coping strategies

### SAMPLE SCREEN



### GAME OVERVIEW



Play as Edith Finch, a teen revisiting her family home to relive and reflect on the strange and often tragic lives of her family members across the generations.



Average play time: 3 hours.



Alternative: Play a single vignette or pick and choose the 2-3 most relevant ones for a given class period.

#### PLAY DIFFICULTY

VERY EASY

#### TECH IMPLEMENTATION

DIGITAL GAME

Gameplay is mostly intuitive. The mechanics change for each vignette. An early vignette is the most difficult and requires some persistence. Console play recommended, but not required.

### USE CASE

Paul Darvasi uses What Remains of Edith Finch in his 12th grade ELA and Media Literacy courses, approaching teaching the game as you would teach and analyze a novel or film: experiencing the relevant portions separately or together through play or observation, then working through the emergent themes together as a class.