

PLAY WITH PURPOSE — GRADE 6 · YOU CANNOT PROGRESS ALONE

It Takes Two

Developer: Hazelight Studios | 2021 | ESRB: Teen | PEGI: 12+

Steam \$39.99 · PS4/PS5 \$39.99 · Xbox \$39.99 · Nintendo Switch \$39.99 · Includes a free Friend's Pass for the second player (only one copy needed) · Game of the Year — The Game Awards 2021 · Co-op only: two players required at all times · 12–15 hours

Primary DGO: DGO 17 — Start to Contribute to Society in a Meaningful Way

Supporting DGOs: DGO 8 (Not Being Controlled By Others) · DGO 15 (Become More Accepting of Others)

Best For: Ages 11+ · Parent-child is the ideal pairing for this curriculum · Sibling pairs also excellent · Co-op only — no single-player mode exists · Only one copy of the game required (free Friend's Pass included)

Grade 6 Theme: You Cannot Progress Alone — and not as a metaphor. Literally. This is the only game in the Play With Purpose curriculum that cannot be played by one person. That structural fact is the entire lesson.

A Note Before You Begin

This is the only game in the Play With Purpose curriculum that cannot be played alone. There is no single-player mode, no AI companion, no workaround. You need two human beings — side by side or connected online — for every moment of this twelve-to-fifteen-hour experience. The game will not let you progress otherwise.

That structural fact — the complete impossibility of doing this alone — is not a design constraint. It is the curriculum's most direct possible statement of the Grade 6 theme. Every other game in this series can be played solo and chosen to be played together. It Takes Two makes that choice for you. And the experience of having no choice — of knowing that the only way forward is through the person beside you — is fundamentally different from choosing to cooperate when you could have done it alone.

Who to play with: Parent-child is the ideal pairing for this curriculum. Sibling pairs — particularly siblings navigating the shift from childhood play to more complex relational dynamics — also work beautifully. The game is designed so that two players of different skill levels can both contribute meaningfully. You do not need to be an experienced gamer to play alongside your child. In fact, being imperfect at it is part of the lesson.

How the Game Works

Your child plays as one half of Cody and May — a married couple whose relationship has fractured. They've stopped talking, stopped listening, stopped seeing each other. Their daughter Rose, heartbroken by her parents' fighting, cries over a handmade book about love — and through some unexplained magic, Cody and May are shrunk into tiny clay dolls and thrown into a world where the only way home is through each other. A talking self-help book called Dr. Hakim follows them around, insisting they repair their relationship through increasingly absurd challenges. Cody and May resist. They bicker. They blame. But the world won't let them avoid each other — and slowly, level by level, puzzle by puzzle, they remember what connection actually feels like.

Every single level gives each player completely different abilities that are useless alone but powerful together. In one level, one player has a hammer and the other has nails — literally. One creates the anchor points; the other drives them in. In another, one player controls time while the other moves through the environment that time is reshaping. The mechanics change every thirty minutes, but the principle never does: you have what I need, I have what you need, and neither of us gets anywhere without both.

The Friend's Pass: Only one copy of the game is needed. It includes a free Friend's Pass that allows a second player to download and play at no cost. If playing online, one person buys the game and the other downloads the free pass. If playing on the same screen, one copy runs in split-screen mode. This makes *It Takes Two* significantly better value than it first appears.

Why This Game for Starting to Contribute Meaningfully

Most games reward individual skill — faster reflexes, better aim, smarter strategy. *It Takes Two* rewards something entirely different: the ability to communicate clearly under pressure, to trust someone else's timing, to let your partner lead when they have the better angle, and to admit when you need help instead of pretending you don't. These aren't gaming skills. They're relationship skills — and the game practises them relentlessly across twelve hours of constantly shifting challenges that never once allow either player to coast, carry, or check out.

DGO 17 — Start to Contribute to Society in a Meaningful Way — is the Grade 6 progression of the contribution DGOs your child has been building since Grade 3. At 11, 'society' begins with the person beside you. Showing up reliably, making your contribution count, being the kind of partner that makes the whole greater than the sum of its parts — this is the early, immediate, relational form of meaningful contribution. Your child will spend twelve hours being repeatedly forced to answer a question that meaningful relationships always ask: am I actually contributing here, or am I relying on my partner to carry what I'm not providing?

DGO 8 — Not Being Controlled By Others — enters the game through the constant negotiation of leadership. Every new level introduces asymmetric abilities, and the question 'who leads here?' must be answered fresh every thirty minutes. A child who always defers — who follows without offering their perspective, who waits to be told what to do rather than reading the situation — is not cooperating. They're passively submitting. A child who always leads — who ignores their partner's input, who treats every disagreement as a challenge to their authority — is not cooperating either. They're controlling. The healthy pattern the game rewards is fluid: leadership passing back and forth based on who has the better angle, the more relevant ability,

the clearer line of sight. That fluidity requires exactly what DGO 8 builds: the ability to be in a relationship without being dominated by it, and to contribute your full self without imposing that self on others.

DGO 15 — Become More Accepting of Others — is what the cooperation mechanic forces throughout. Your partner has a different approach to the puzzle. Their timing is different from yours. The way they navigate a section might be slower, or messier, or less elegant — and it still works. Accepting that the way someone else solves a problem isn't wrong just because it isn't how you'd do it is one of the most practically valuable forms of acceptance a child can develop. The game teaches it not through instruction but through the immediate, practical necessity of getting to the other side together.

The relationship between Cody and May mirrors something every 11-year-old is beginning to understand: that the people closest to you can also be the hardest to connect with. Cody and May love each other somewhere underneath the resentment, but they've forgotten how to show it. They've built walls of blame and defensiveness. The game doesn't fix this with a heartfelt speech. It fixes it by forcing them to depend on each other — to call out directions, coordinate timing, share resources, and celebrate victories together. The emotional repair happens through action, not words. Your child will experience the same thing with their co-op partner: the frustration when communication breaks down, the satisfaction when a plan clicks into place, the trust that builds when you catch someone mid-fall or they open a door you couldn't reach.

Content Heads-Up — What to Know Before You Play

The game is rated Teen (ESRB) and 12+ (PEGI). The premise involves a married couple on the verge of divorce, and your child will hear Cody and May argue, deflect, and struggle to communicate throughout the first half of the game. This is handled with comedy and warmth — never with cruelty or genuine distress — and the trajectory is unmistakably hopeful. Think of it less as a depiction of family breakdown and more as a very funny, ultimately moving cartoon about two people who forgot how to talk to each other.

The elephant scene: There is one moment — you will know it when you reach it — where Cody and May make a choice that feels necessary in the moment and turns out to be heartbreaking. Both characters feel genuine guilt afterward. This scene is deliberately uncomfortable: the game makes the player participate in something that turns out to hurt, and then makes them sit with the consequences. It is the story's emotional turning point and one of the most discussed moments in modern gaming. Don't skip it. Don't warn your child about it in detail. A brief 'something sad happens at some point, but it leads somewhere important' is enough. The conversation it generates is one of the most valuable the game offers.

Language is mild. There is no blood, no gore, and no sexual content. Some sequences involve cartoon-style action (fighting wasps, riding mechanical bulls, piloting planes) that may be briefly intense for younger players but resolves without consequences. The overall tone is playful, inventive, and ultimately joyful.

Seven Moments to Watch For

Don't interrupt their play — just notice the dynamics between the two players and let the discussion questions do the work afterward.

Who leads and who follows.

In every new level, both players receive different abilities. Watch the natural negotiation: who takes charge? Who defers? Does leadership shift based on who has the more complex role, or does one player always dominate? The healthiest pattern is fluid — leadership passing back and forth based on the situation. If one player always leads or always follows, that's worth naming in the discussion questions.

How they communicate under pressure.

Boss fights and timed sequences force rapid communication — 'jump now,' 'pull that lever,' 'I'm coming to you.' Listen to the tone. Is it collaborative or commanding? Do they ask or tell? Do they blame each other when things go wrong or problem-solve together? The way two people talk when things get hard reveals the quality of their communication more honestly than any calm conversation ever will.

The moments of failure.

Both players will die. Repeatedly. The game is designed for it — checkpoints are forgiving precisely because failure is expected. What matters isn't the failure itself but what happens next. Does one player blame the other? Do they laugh it off? Do they discuss what went wrong or just retry in silence? Failure is where cooperation is truly tested, and your child's response to shared failure reveals a great deal about how they handle accountability in relationships.

The Cody and May arguments.

Throughout the game, Cody and May bicker, deflect, and avoid taking responsibility — especially early on. Watch whether your child notices these dynamics. Do they find it funny? Frustrating? Familiar? The characters' communication patterns are exaggerated for comedy, but they model real relationship breakdowns: the passive aggression, the scorekeeping, the 'I'm fine' that means the opposite. Your child is old enough to recognise these patterns — in the game and in life.

The elephant scene.

Watch your child's reaction to this scene carefully — and your own. This moment generates strong feelings in almost everyone who plays it, and those feelings are designed to. Both characters feel guilt, and the player feels it alongside them. It is one of the most discussed moments in modern gaming for good reason, and whatever your child says in the silence after is worth more than any discussion question you could ask.

The ability asymmetry.

In most levels, one player's ability is active or offensive while the other's is supportive. The player with the 'less exciting' role might feel undervalued — until they realise the active player literally cannot function without them. Watch for the moment of recognition when the support player understands that holding the platform is what makes the jump possible, and that nobody would know whose success it was if they weren't watching carefully. That moment is DGO 17 arriving in real time.

The joy.

This might be the most important thing to watch for. Are they having fun together? Are they laughing? Are they celebrating each other's contributions? The game is designed to create

shared joy — and shared joy is the foundation of every healthy relationship. If both players are genuinely enjoying themselves, the cooperation lesson is already landing, whether they know it or not.

How to Play With Purpose

One chapter per session: Each chapter is set in a different environment with entirely new mechanics, and each has natural stopping points. Roughly 30–60 minutes per chapter is the right rhythm. After each one, ask one question from the list — not a debrief, just a conversation. The most productive questions are the ones that connect what happened in the game to something real.

Don't teach during play: Resist the urge to coach, correct, or explain during sessions. The game does that work. Your job is to be a good partner: communicate clearly, celebrate their contributions, admit when you mess up, and model the kind of cooperation you want them to internalise. The irony of *It Takes Two* is that the adult playing it learns almost as much as the child — about patience, about letting go of control, about trusting someone else's timing. Let that happen.

Be genuinely imperfect: Parents who are experienced gamers sometimes overcorrect — carrying too much of the load to protect their child from frustration. Resist this. Let your child struggle with their section. Let yourself struggle with yours. Let the failure happen and figure it out together. A parent who admits 'I can't get the timing right on this — how are you doing it?' is modelling something more valuable than success: they're modelling the vulnerability of genuinely needing help.

Celebrate together, explicitly: After a hard puzzle clicks into place, name what happened: 'You held that platform perfectly and I couldn't have made that jump without it.' Explicit recognition of a partner's contribution is something many children — and adults — find difficult to offer. The game gives you dozens of natural opportunities to practise it.

Family Discussion Questions

These questions are designed for children aged 11 and up. Ideally, both players participate in the conversation — this is as much a debrief as a discussion. Pick the questions that connect to what actually happened during play.

1. You literally cannot play this game alone — every puzzle requires both players. How did that feel compared to games where you do everything yourself? Was it frustrating, freeing, or both?

BUILDS: DGO 17 — AWARENESS OF GENUINE INTERDEPENDENCE

Most games reward self-sufficiency. This one makes it impossible. Your child has spent hours unable to progress without another person, and that experience — the vulnerability of genuinely needing someone — is worth naming directly. The shift from 'I could do this alone if I wanted to' to 'I cannot do this alone' is the Grade 6 theme made physical.

"In real life, what are some things you genuinely can't do alone, no matter how capable you are? How does it feel to admit that — and is admitting it different from feeling it?"

2. Every level gave each player different abilities. Sometimes you had the exciting power and sometimes you had the support role. Which did you prefer — and did the 'support' role ever turn out to be more important than it looked?

BUILDS: DGO 17 — VALUING THE CONTRIBUTION THAT ISN'T VISIBLE

This question challenges the assumption that the flashy role is the important one. In almost every level, the support player — the one aiming the light, holding the platform, creating the anchor — is the one who makes everything possible. The game teaches, through direct experience, that behind every impressive action there is someone whose contribution made it possible. That lesson applies to every group, team, family, and workplace.

"In a group project or a team sport, is the person who presents or scores always the one who contributed most? Who are the people doing the work that makes the visible thing happen?"

3. When things went wrong — when you both died or a puzzle failed — what happened between you two? Did you blame each other, laugh it off, or talk about what went wrong? What worked best?

BUILDS: DGO 8 + DGO 17 — ACCOUNTABILITY AND CONFLICT RESPONSE IN SHARED FAILURE

Failure in co-op is shared failure, and how two people respond to shared failure defines the quality of their cooperation. This question asks your child to reflect honestly on their own patterns: did they blame, deflect, laugh, or problem-solve? None of these responses is surprising — but naming which one they defaulted to is the beginning of choosing differently next time.

"When something goes wrong in a friendship or at home, what's your first instinct — to figure out whose fault it was, or to figure out what to do next? Which one actually moves things forward?"

4. Cody and May spent most of the game arguing, blaming each other, and refusing to listen. Did that remind you of anything you've seen in real life — not necessarily between parents, but between any two people who care about each other?

BUILDS: DGO 15 — RECOGNISING RELATIONSHIP PATTERNS

Eleven-year-olds are surrounded by relationship dynamics — between parents, between friends, between themselves and siblings — and they're old enough to recognise patterns without requiring them to disclose anything personal. This question invites that recognition at a safe distance. The characters are fictional; the patterns are universal.

"Why do you think people who love each other sometimes treat each other worse than they'd treat a stranger? What changes when someone feels safe enough to stop being careful?"

5. There's a moment in the game where Cody and May do something they both regret — and it changes everything. Without spoiling it for others: how did that moment make you feel? Why do you think the game included it?

BUILDS: DGO 17 + DGO 15 — MORAL REASONING AND CONSEQUENCE AWARENESS

The elephant scene is deliberately uncomfortable — and the guilt both characters feel afterward is the story's pivot. The game makes the player participate in something that turns out to hurt, which is fundamentally different from being told that actions have consequences. Your child experienced that. This question asks them to process it.

"Have you ever done something in the moment that felt justified and then realised it hurt someone you didn't intend to hurt? What did you do with that feeling — and what did it change about how you acted afterward?"

6. How did you and your co-op partner communicate during the hardest parts? Did you develop any systems — calling things out, counting down together, assigning roles? Where did those systems come from?

BUILDS: DGO 8 + DGO 17 — COMMUNICATION SKILLS AND HOW THEY DEVELOP UNDER PRESSURE

Effective communication under pressure doesn't just happen — it evolves through trial and error. Your child likely developed shorthand, signals, and habits without fully realising it. Making that evolution conscious is the metacognitive move: they invented tools for working with another person, and those tools are transferable far beyond the game.

"Do you think you could use those same communication strategies in real life — during a group project, when planning something with a friend, in a difficult conversation at home? What would that look like?"

7. Dr. Hakim — the talking book — kept insisting Cody and May work on their relationship even when they didn't want to. Was he annoying, helpful, or both? Is there ever a time when someone pushing you to

connect with another person is the right thing, even if you don't feel like it?**BUILDS: DGO 15 — RECEPTIVITY TO GUIDANCE AND RELATIONSHIP INVESTMENT**

Dr. Hakim is deliberately irritating — and deliberately right. The game uses his character to explore the tension between wanting to be left alone and needing someone to insist you don't give up on a relationship. Your child has encountered this tension in real life, and naming it through the character makes it easier to discuss.

"Has anyone ever pushed you to fix a friendship or apologise when you didn't want to? Were they right? How did you feel about it at the time — and afterward?"

8. In most levels, one player had to trust the other to do their part — sometimes without being able to see what they were doing. When did you trust your partner the most? When was it hardest?**BUILDS: DGO 17 + DGO 8 — TRUST AND VULNERABILITY IN COOPERATION**

Trust in this game isn't abstract — it's mechanical and immediate. You jump because your partner said the platform is there. You wait because they said they're almost ready. You go first because they said they'll catch you. These moments of trust are the game's most direct equivalent to what trust feels like in real relationships — and they happen dozens of times across the playthrough.

"What does trust actually feel like in the moment? Not the word — the sensation. When you're trusting someone to do their part, what are you actually doing? And what would make you stop trusting them?"

9. By the end of the game, Cody and May's relationship had changed — not because someone gave a speech, but because they'd been through things together. Do you think doing hard things with someone brings you closer than just talking about your problems?**BUILDS: DGO 17 — UNDERSTANDING HOW RELATIONSHIPS ARE ACTUALLY BUILT**

This is the game's deepest insight: relationships aren't built through conversation alone. They're built through shared experience — especially shared difficulty. The twelve hours your child just spent with their co-op partner — failing, adjusting, figuring it out, celebrating — may have built more genuine connection than any deliberate 'bonding activity' could have produced. That's not an accident.

"Think about your closest friendships. Are the people you're tightest with the ones you've talked to the most, or the ones you've been through something with? What's the difference — and can you create it deliberately?"

10. This game required you to show up for another person for twelve straight hours — to communicate, cooperate, compromise, and celebrate together. What did you learn about yourself as a partner? What did you learn about the person you played with?

BUILDS: DGO 17 + DGO 8 — SELF-KNOWLEDGE AND RELATIONAL AWARENESS

Twelve hours of mandatory cooperation reveals things. Your child may have discovered they're a natural leader, or that they default to following. They may have found they get frustrated quickly, or that they're more patient than they thought. They may have learned something about the person they played with that they wouldn't have discovered any other way. This question asks them to look at both.

"If you could change one thing about how you showed up as a partner during this game, what would it be? And what's one thing you're proud of — something you contributed that you want your partner to know mattered?"

DGO 17, DGO 8, and DGO 15 in This Game

DGO	What the Game Practises	The Bigger Skill	What to Say
DGO 17 — Start to Contribute to Society in a Meaningful Way	Showing up as a reliable partner for twelve hours of mandatory cooperation. Making your contribution count — including in the 'support' role. Experiencing what it means when your contribution enables someone else's success, and what it costs when your absence would stop them entirely.	At Grade 6, meaningful contribution begins with the person beside you. The ability to ask 'am I actually contributing here, or am I relying on my partner?' — and to answer it honestly — is the foundation of every cooperative relationship that follows.	'You held that platform perfectly and I couldn't have made that jump without it.' Name what your partner contributed, specifically, after every hard sequence. This models the recognition that makes contribution feel meaningful.
DGO 8 — Not Being Controlled By Others	Navigating fluid leadership — knowing when to lead and when to follow based on the situation rather than habit or deference. Speaking up when communication is breaking down rather than silently accepting dysfunction. Contributing your full perspective without imposing it on your partner.	The capacity to be in a cooperative relationship without losing your own voice — and to maintain your contribution without dominating the person you're contributing alongside. The difference between cooperation and submission, and between leadership and control.	'Who's leading this section — and why?' Ask this before a new level starts, then again after: 'Was that the right call, or should it have been different?' The habit of conscious leadership negotiation transfers directly to group projects, team sports, and family decisions.
DGO 15 — Become More	Accepting a partner's different approach to a	The practical form of acceptance that	'You solved that differently from how I would have —

DGO	What the Game Practises	The Bigger Skill	What to Say
Accepting of Others	puzzle — slower timing, messier navigation, a solution that works differently from how you'd do it but still works. Allowing someone else's style to exist alongside yours without overriding it. Tolerating the friction of different problem-solving instincts without conflict.	cooperation demands: not requiring someone else to do things your way as the price of working with them. The recognition that 'different from me' and 'wrong' are not the same thing — and that the other person's approach may open possibilities yours closes.	and it worked. What were you thinking?' Ask this when your partner does something that surprises you. It models curiosity about different approaches rather than correction of them.

Parents' Note

It Takes Two won Game of the Year at The Game Awards 2021 — not for its graphics, its combat, or its open world, but for its creativity and its heart. It was made by Josef Fares and Hazelight Studios, a team that has built its entire identity around one conviction: games are better when played together. Their previous title, A Way Out, explored the same principle. It Takes Two perfected it.

Why Grade 6. At 11 years old, children are navigating increasingly complex relationships — friendships that require maintenance, family dynamics that are shifting, and the dawning awareness that connection requires effort, not just proximity. Traditional education teaches children to succeed individually. This game teaches them to succeed together — and makes the compelling case that 'together' is harder, messier, and ultimately more rewarding than 'alone.' The mechanical requirement of constant cooperation means your child can't fake it, can't coast, and can't carry the other person indefinitely. They have to actually show up. That's the skill this game builds, and it's the skill that matters most as they enter adolescence.

The only co-op game on the list. This is the only game in the Play With Purpose curriculum that cannot be played solo — and that's deliberate. Every other game can be played alone and chosen to be played together. It Takes Two makes that choice for you. The experience of having no choice — of knowing that the only way forward is through the person beside you — is fundamentally different from choosing to cooperate when you could have done it alone. Choice is comfortable. Necessity is transformative. Your child will experience moments of frustration, miscommunication, and genuine conflict with their co-op partner — and they'll have to work through all of it, because quitting means both players stop. That's not a bug. That's the lesson.

The parent as co-player. A parent playing alongside their child creates a rare dynamic: shared vulnerability, shared failure, shared celebration, and a communication channel that opens naturally through play in ways it sometimes can't across a dinner table. Be genuinely imperfect. Let yourself struggle with your section. Admit when you can't get the timing right and ask your child for help. Parents who carry too much of the load to protect their child from frustration rob them of the most valuable experience the game offers: the moment of genuine relief when someone shows up and does their part.

The deeper value. There is a moment — it will be different for every pair — where the game stops feeling like a game and starts feeling like something real. Maybe it's the first time your child calls out a direction and you follow it without hesitation. Maybe it's the moment you both fail a boss fight for the fifth time and instead of frustration you both start laughing. Maybe it's the quiet beat after the elephant scene where nobody says anything for a few seconds. Whatever it is, that's the moment the game has done its work. Your child has experienced — not been told about, not read about, but experienced — what it feels like to show up for someone, to be shown up for, and to build something together that neither person could have built alone. That's not a gaming achievement. That's the foundation of every meaningful relationship they'll ever have.