English Semester 1:

Une image contenant texte, lampe

Description générée automatiquementSerious Games Booklet

L1 Maths/Info-Electro



Name:

Student number:

Teacher:

Figure 1: Source https://e-orthophonie.fr/un-serious-game-pour-aider-les-enfants-dys/

Teams code:

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# What are we doing this semester?

In this unit you’ll be thinking seriously about games. Serious games. What they are. What and how we learn from them. You will look at different techniques to ‘gamify’ the less interesting aspects of life, as well as testing some games in class to learn English!

You will be evaluated by a logbook on your gamification experiences and research, an escape game made in groups, and a final written evaluation to summarise your experience this semester.

The purpose, as always, is for you to interact in English, broaden your interests, broaden your English vocabulary, improve your writing skills, read about the **subject,** and talk as much as possible in class. You’ll also be encouraged to have fun**!**

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class # | Pages/activities in class | Homework | ✓ |
|  | 1 | * Icebreaker |  |  |
|  | 2 |  |  |  |
|  | 3 |  |  |  |
|  | 4 |  |  |  |
|  | 5 |  |  |  |
|  | 6 |  |  |  |
|  | 7 |  |  |  |
|  | 8 | * Escape Games 1/2 |  |  |
|  | 9 | * Escape Games 2/2 |  |  |
|  | 10 | * Written Evaluation * Hand in Logbook |  |  |

# Activity & Homework Planner 🗓

# Icebreaker 💬

Tick off (✔️) the icebreakers that you complete in class:

* Classmate bingo
* Talking without notes
* Lost at sea
* Just a minute
* Find your roommate
* ...
* ...
* ...

## Vocabulary from the Icebreakers

# Project Management & Skills Analysis 🏆

### Project management

Match these communication idioms to their meanings by writing the associated number.

7

4

6

3

2

8

9

1

5

1. Immediately establish a bad relationship with someone when you first meet them or first start working with them
2. guess something that is not expressed directly
3. do or say something that makes people feel less shy or nervous in a social situation
4. To refuse to change your opinion
5. a situation that shows you something surprising that you did not know before
6. something that people can agree about, especially when they disagree about other things
7. consider an idea, problem, or situation and try to deal with it
8. deliberately become less active, and give up trying to control things
9. Make more of an effort than is expected

### My Skills – Rate Out Of 5

### Classmates With Skills That I Don’t Have!

# Class Games 🎲

|  |  |  |  |
| --- | --- | --- | --- |
| date | game played | vocabulary learned | personal score /10 & reason |
|  |  |  |  |
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# Class Activities 📚

## Class Survey

Does social connection help you learn?

Discover the lives of students from Cagliari, our partnership university. Each class will conduct a survey, using an online polling tool.

You’ll work in small groups, each of which will write a few questions on a specific lifestyle theme. You’ll find some suggested themes below, but feel free to change them if you can think of better ones.

Your first question should be “What university are you studying at?”

The second question should be “What subject are you studying?”

**Une image contenant texte, signe, extérieur, rouge

Description générée automatiquementReminder: to form questions in English, you need to follow the QASM rule (see ‘language help’ section)**

|  |  |
| --- | --- |
| **Themes** | **Your questions (both open and closed)** |
| **Group 1**  **Geography and climate** | **1.**  **2.**  **3.**  **4.**  **5.** |
| **Group 2**  **Food and drink** | **1.**  **2.**  **3.**  **4.**  **5.** |
| **Group 3**  **Daily routine**  **(lessons and free time)** | **1.**  **2.**  **3.**  **4.**  **5.** |
| **Group 4**  **Games!** | **1.**  **2.**  **3.**  **4.**  **5.** |

**Once you have written your questions and have them checked over by your teacher, create a whole class survey using a poll tool such** as Google Forms or Microsoft forms. The link to your survey should be posted on the Drive so that students from Cagliari can complete it.

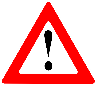
You must also complete, on an individual basis, at least two surveys from the partner university. This way, every group will have data to analyse.

Working in your groups, analyse the results of your surveys. Analyse your findings in order to present and explain them to the rest of the class**.** Remember to use graphics (pie charts-bar graphs, etc) from your Microsoft/Google Form questionnaire. **Be ready to present the results of your survey orally** (maybe with the help of a short slideshow –*diaporama*).

→ Start your talk with a **general introduction** on the topic you were assigned

→ Prepare some statistics: use quantifiers, numbers, and fractions to **describe** your results.

→ Prepare some comments & reactions: **interpret** your results and draw some conclusions from them.

**REMINDER:** **5** **out of 24** students play video games every day.

## Video: Ted Talk “Engaging Millennials With Gamification”

<https://www.youtube.com/watch?v=gZga0AmCGdE>

a)  Watch the first five minutes of this Ted Talk by Gabe Zichermann and fill in the following comprehension worksheet.

|  |  |
| --- | --- |
| **Keywords from the video (nouns AND verbs)**      1    ………………………………………………..    2. . ………………………………………………..    3. . ………………………………………………..    4. . ………………………………………………..    5. . ……………………………………………….. | **Synonyms in English for the keywords (if possible)**  **Translations into French (if needed)**  ………………………………………………..  ………………………………………………..  ………………………………………………..  ………………………………………………..  ……………………………………………….. |
| **WHAT?** (the main issue under discussion) | **WHEN?** (nowadays, past, future?) |
| **WHO?** (people or classes of people mentioned) | **WHERE?** (any particular place?) |
| **THE LIGHT BULB MOMENT**  Une image contenant clipart  Description générée automatiquement  Paraphrase, in just one sentence, one idea that really grabbed you from Zichermann’s talk  (Express the meaning in your own words.  Use synonyms.) | |
| **BEFORE**  Any ideas you had on gamification before watching the video | **AFTER**  Your new ideas on gamification after watching the video |

**b)  Write a short summary of the video** (50-75 words).  Your summary should include

**DONE!**

A sentence or two with the key “Wh…” information. o

Your chosen keywords and synonyms.  o

Your paraphrased “light bulb moment” o

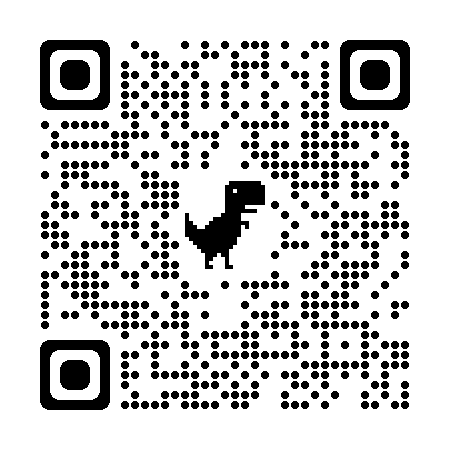
Your own opinion / reaction to the ideas expressed in the video o

## Brainstorming

Put your heads together and complete the grid below.

|  |  |
| --- | --- |
| Definition of a serious game  (15 words maximum) |  |
| Uses of serious games |  |
| Impact of serious games on the player |  |
| Examples of game dynamics / mechanics that can be used effectively for serious purposes |  |
| Skills / behaviours that can be learned from playing serious games |  |

## [Video:](https://www.youtube.com/watch?v=rWOK5NxmYUk) What Is Gamification?

1. Why did some designers in Sweden turn some stairs into a giant piano?
2. What is specific about ‘gamification’, compared to ‘serious games’?
3. True/False: Foursquare had 7 million users in 2009
4. How could people score points on the Foursquare app?
5. How do you become ‘Foursquare mayor?’
6. Define Gamification
7. Give one example of gamification existing **before the word was used.**

**Discussion Questions**

1. As a student, do you feel more like a player or part of an audience?
2. Both? When do you feel like a player and when do you feel as if you’re part of an audience?
3. For you, what is the purpose of games? What are your personal game-playing habits?
4. Do you think younger generations behave differently due to gaming influences?
5. Are you ever bored? Is boredom such a bad thing?
6. What was the last challenge (great or small) you set yourself? Did you succeed / achieve your goal? How did this make you feel?
7. Can you think of examples of gamification being used in people’s lives? What elements are used?
8. What games would be useful for learning English?
9. What other ‘serious’ elements of life could be gamified? How?

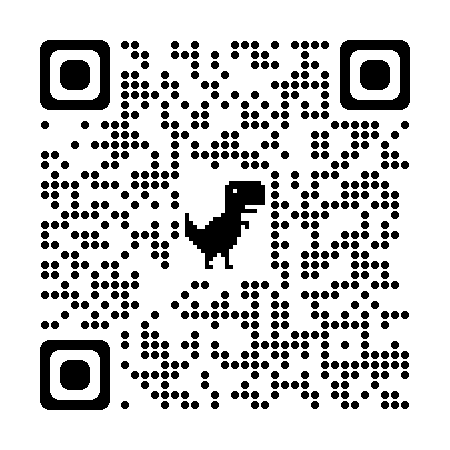
## Article: The Neuroscience of Learner Engagement

<https://www.growthengineering.co.uk/the-neuroscience-of-gamification-in-online-learning/>

|  |  |  |
| --- | --- | --- |
| **Definition / synonym** | **Corresponding word** | **Words in any old order** |
| to recompense / to pay back effort with a prize |  | brain |
| drug or treatment that relieves pain |  | to seek out |
| a story |  | to reward |
| that is |  | a reward |
| length of time someone can concentrate |  | to trigger |
| in good health |  | thrill |
| part of the central nervous system that controls and coordinates mental and physical activity |  | to forge |
| to deserve / to acquire though merit |  | a rush (of adrenaline, for instance) |
| concentrated |  | anxiety |
| excitement / delight |  | a narrative |
| to encourage |  | to earn |
| worry |  | to improve |
| to free / to let off |  | Fit (adjective) |
| to make better or to get better |  | focused |
| recollection / remembering |  | recall (n) |
| a surge / a sudden appearance |  | painkiller |
| to create / to generate |  | to release |
| to look for |  | attention span |
| a benefit or prize |  | i.e. |
| to spark off / to generate / to initiate |  | to prompt (someone to do something) |

## Article Analysis: Moving Debate & Taboo

### **Article 1: 12 Examples Of Gamification In The Classroom**

[**https://www.teachthought.com/THE-FUTURE-OF-LEARNING/12-EXAMPLES-OF-GAMIFICATION-IN-THE-CLASSROOM/**](https://www.teachthought.com/THE-FUTURE-OF-LEARNING/12-EXAMPLES-OF-GAMIFICATION-IN-THE-CLASSROOM/)

contributed by **Ryan Schaaf** & **Jack Quinn**

Everyone loves games.

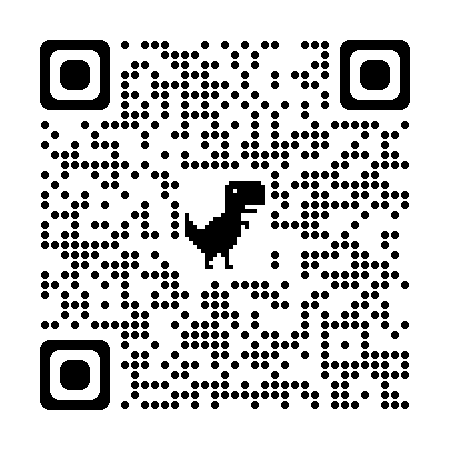
Albert Einstein himself indicated they are the most elevated form of investigation. He knew games are avenues for something deeper and more meaningful than a childish waste of time. Games promote situated learning, or in other words, learning that occurs in groups of practice during immersive experiences. Oftentimes, playing games are the first method children use to explore higher-order thinking skills associated with creating, evaluating, analyzing, and applying new knowledge.

This article is written in two parts. The first, written by Ryan Schaaf, Assistant Professor of Technology at Notre Dame of Maryland University, introduces gamification in an educational context, its many elements, and some products that emulate gamified practices. The second part, shared by classroom teacher and coach Jack Quinn, provides a firsthand account with perspective from a gamified learning practitioner. Below are our combined insights.

**Gamification In An Educational Context**

Games have many elements that make them powerful vehicles for human learning. They are commonly structured for players to solve a problem; an essential skill needed for today and tomorrow. Many games promote communication, cooperation, and even competition amongst players. Some of the most immersive games have a rich narrative that spawns creativity and imagination in its players. Finally, depending on how they are designed, games can both teach and test their players. They are incredible packages of teaching, learning, and assessment.

The structural elements of games are also especially suited to serve this current generation of learners. Commonly known as gamification (or gameful design according to Jane McGonigal), this approach of adding game elements such as storytelling, problem-solving, aesthetics, rules, collaboration, competition, reward systems, feedback, and learning through trial and error into non-game situations has already experienced widespread implementation in such fields as marketing, training, and consumerism with rampant success

(see <https://www.cio.com/article/246514/3-enterprise-gamification-success-stories.html> ) for more details.

In the education realm, gamification is starting to pick up steam. With success stories such as Classcraft, Class Dojo, and Rezzly leading the charge, the potential for gamification to spread to more and more classrooms is a forgone conclusion. There are also pockets of educators in the teaching landscape that are designing their own ‘gamefully-designed’ learning environments. The next section explores such an environment by sharing Jack’s experiences with his own class.

**Gamification: From Theory to Practice**

I have been involved with gamification for quite some time now.  In my 9 years of experience, I’ve found games are great at resolving several common classroom issues such as: student participation/talk time, student engagement, differentiation, data tracking, and increasing student achievement.

As an ancillary language teacher on Jeju Island in South Korea, gamification helped me increase student talk time by 300%. My 250 students completed over 27,000 ‘quests,’ a.k.a. additional homework assignments *they* chose to do. My top 10% of participants spent an hour outside of class speaking their target language daily. I was even startled on more than one occasion to arrive early to work and find my students had beaten me there and were eagerly awaiting my arrival so they could begin their daily quests.

As a classroom teacher in the Houston Independent School district serving schools with a 95% free and reduced lunch population, I have taught both 3rd-grade reading and 5th-grade science. Each of these is a state-tested subject (that I taught for two years).

On average in my first year of instruction, my students have performed 1.39 times the district norm and 1.82 times the district norm in my second year teaching the subject. Or put another way, traditional methods would take 14 to 18 months to achieve what I can do with games in 10.

I credit much of this success to following the advice of Gabe Zicherman from his Google Tech Talk, *Fun is the Future: Mastering Gamification*, where he advises game designers to “incentivize whatever you want people to do.” (Zicherman, n.d.)

As such I strive to identify the key actions my students need to practice then build games and reward systems around those actions.

**12 Examples Of Gamification In The Classroom**

**1. Giving points for meeting academic objectives**

Do students need to be citing details from the text and evidence for conclusions in class discussions? Answers without evidence are now worth 1 point, a correct answer with 1 piece of evidence is worth 2 points, a correct answer + 2 pieces of evidence = 3 points.

**2. Giving points for meeting procedural/non-academic objectives**

Need to solve a classroom issue such as shortening the time it takes to check homework? All students who have their homework out ready to be checked before being prompted by the teacher now receive 2 points.

**3. Creating playful barriers**

These sorts of barriers can be academic or behavioral, social or private, creative, or logistical. The point is, one of the primary tenets of gamification is the use of encouragement mechanics through the application of playful barriers–challenges, for example.

**4. Creating competition within the classroom**

Teacher vs. Class: Students must follow a rule that the teacher sets. Anytime a student follows the rule, the Class gets a point. Anytime a student does not follow a rule, the teacher gets a point. This is particularly great for introducing procedures and behavioral expectations. If the Class wins, use a sustainable reward, such as a 1-minute dance party, extended recess time, or fewer homework problems.

**5. Comparing and reflecting on performance in nuanced ways personalized for each student**

At the end of some video game levels, the player’s performance is broken down into countless details offering enormous data, achievements, and ways to reflect and document their performance and compare with others.

For example, one game might offer statistics of which objectives were met and how, assigned a ‘badge’ based on that particular performance ‘style,’ then track every minute detail around that performance you can imagine: total number of jumps, number of enemies alerted, number of different ways a specific problem was solved, etc.

**6. Creating a range of unique rewards desirable for a range of unique students**

In my class, students get sunglasses to wear until the period is over at 5 points, the privilege to take off their shoes at 10 points, a positive text to their parents at 15, and if the high score is over 15, whoever has it may ‘steal’ the teacher’s chair.

**7. Using levels, checkpoints, and other methods of ‘progression’**

Track points over multiple classes, when students reach an important milestone such as 100 points let them level up, as they progress further give out sustainable milestone rewards, such as eating lunch with the teacher or a free dress pass (if your school wears uniforms).

Competitive students will race to have the highest level in their class and grade which can be leveraged by creating quests that require them to recruit lower-level students in quests that require both to practice target skills.

**Other Examples Of Gamification In The Classroom**

8. [**Grading backward**](https://www.teachthought.com/pedagogy/student-engagement/increasing-student-engagement-via-additive-grading-systems/)**—**start grading at 0 instead of 100. Every assignment, demonstrated mastery of skill, or desired behavior earns points for them towards 100/letter grade/certificate, or whatever reward you’d like to provide.

9. **Creating challenges** with more than one way to be solved and emphasize the different approaches.

10. [**Giving learning badges**](https://www.teachthought.com/pedagogy/7-innovative-strategies-to-create-learning-badges/) instead of (or in addition to) points or grades.

11. **Letting students set their own goals**, then track their own progress in a fun/visual/social/personal way.

12. **Helping students assume specific perspectives in learning**–as a judge, designer, father, etc. This element of fantasy role-play is a big draw of video games.

13. **Incentivizing student** ‘exploration’ of content by offering bonuses, ‘easter eggs,’ and other benefits of achieving supplementary goals beyond the main lesson objective itself.

14. **Create problems or challenges with more than one way to solve**

Bonus: Using a scoreboard seating chart

Draw or project a seating chart onto a whiteboard/screen, and then award students points for all activities that you want to incentivize with sustainable rewards/recognitions at different point levels.

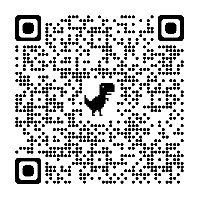
**Conclusion**

Make sure to be creative and respond to student interests. In my class, students don’t take practice tests; they battle the evil emperor, Kamico (the maker of popular test prep workbooks used at my school). We don’t just test objects for conductivity; we search out the secret object which will turn on the alien spaceship’s ‘prepared to launch’ light.

While students are collecting points, leveling up, and competing against each other, I am collecting data, tracking progress, and tailoring the rules, rewards, and quests to build positive class culture while pushing student achievement. Students become eager to participate in the activities that they need to do to improve, and when students buy-in, they make school a game worth playing.

### Article 2: The Unstoppable Growth of Gamification And Digital Learning Games In Education

<https://www.game-learn.com/growth-gamification-digital-learning-games-education/>

**Gamification in education** has always been present with the goal of boosting motivation and making learning a fun and effective process. In recent years, gamification has moved to **digital learning**: from 2010 to 2015, the development of a new way of learning has increased exponentially.

**Growing use of audiovisual content**

According to a [**study by Project Tomorrow for Speak Up**](http://www.tomorrow.org/speakup/pdfs/Speak%20Up%20May%202015_PR1.pdf), something has changed in education in recent years. For example, in 2010, 47% of teachers claimed to **use online videos in their lessons**, a figure that rises to 68% in 2015.

To Julie Evans, CEO of Project Tomorrow, this increase is largely due to the increased use of **audiovisual and interactive tools**. “The sudden rise of academic interest by teachers in the use of videogames and game-based learning could mean a new awakening in digital learning,” says Evans.

**Advantages of multi-device**

Among the many benefits of new learning methods, students stress one advantage: its **multi-device nature**. New technologies make it possible for learning to take place anytime and anywhere.

“Mobile devices with Internet connectivity create educational opportunities for students anytime and anywhere”, says Angela Baker, head of Qualcomm Wireless Reach, an initiative that brings wireless technology to communities around the world.

**The way towards the consolidation of gamification in education**

Despite the undeniable rise of gamification in education, many educators and experts emphasize the long way to go to get teachers **to change their teaching methods**. In fact, to implement game-based learning remains a challenge in many schools.

The good news is that studies like the one mentioned above tell of the increasing number of teachers who want the game to be a standard tool in their work. Experts agree that the key to finding the best games to learn is to consider those who teach students in **innovative ways**, rather than those which simply repeat traditional exercises in a digital environment. In fact, [serious games are more Effective than elearning](https://www.game-learn.com/why-serious-games-more-effective-elearning/).

The real challenge, in the light of the survey by Project Tomorrow, is to increase the number of teachers willing to **modify pedagogical practices**. And that is the challenge because 38% of workers in educational centers state they have no plans to implement gamification in education.

**The game: a powerful learning tool**

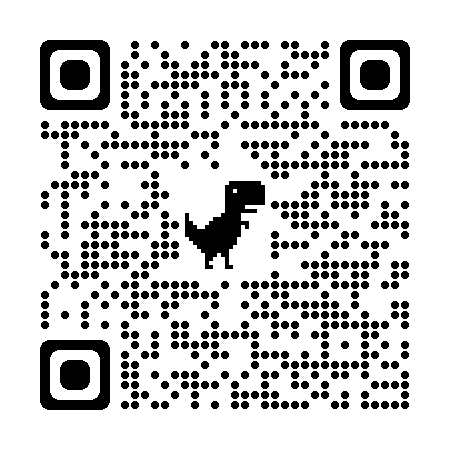
Games, however, are a great asset when it comes to **providing students with multiple ways of learning**. According to the study by Traci Sitzmann, the game becomes the most powerful teaching tool:

* **It engages**: it improves retention of learned content by a 90%, thanks to the adventure aspect, which turns learning into an entertaining and appealing activity for the student.
* **It generates trust:** because it is a videogame, the user can relax and their self-confidence improves by a 20% compared to other learning methods.
* **It improves performance**: game dynamics motivate the student, increasing their performance and improving skill development by a 20%.
* **It is based on practice**: the student learns thanks to experiential learning.

As a consequence of all this, students learn more and better, turning gamification in education into a rising trend.

### Article 3: Game On! The Psychological Benefits of Gamification

By: Greg Kozera

<https://elmlearning.com/psychological-benefits-gamification/>

Humans have been playing games for centuries. In fact, some of the earliest instances of gaming tools like dice have been in play since the Ancient Greeks invented them some 3,000 years ago. Today’s gaming might be more common on a screen, but the history of humans has always been intertwined with play as a pastime. That’s because psychologically, playing games pings a number of your brain’s processes, responsible for activating positive feelings and igniting motivation. Understanding why gamification works on a psychological level might shed some light on one of the oldest and most effective ways to get learners to engage.

When you play a game, you have the opportunity to win. And the human brain *loves* winning. Its reward center is housed in the cerebral cortex and when you win a game, a rush of dopamine is dispatched from the ventral tegmental area (VTA). It makes its way to the pleasure center in your brain, and just like that, you’re hooked. You want to play again and again to reconnect your brain to the reward you get. Whether it’s winning or leveling up, gamification has these four very tangible benefits for engaging learners and keeping them coming back for more:

**Rewards.** Gamification is a rewarding learning method. And, when something feels rewarding, you’re more likely to do it again. Gamification is most effective when learning is designed to be an ongoing process. Rather than a one-and-done approach, playing a game gives users an incentive to come back again and keep progressing. This makes it effective for both information delivery and recall.

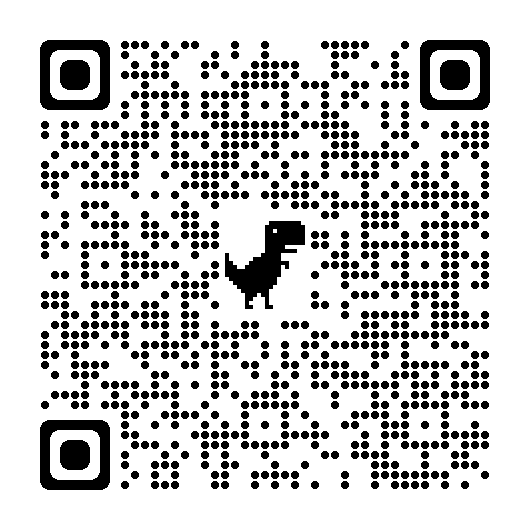
**Self-Expression.** No one likes to feel like just another cog in the wheel. Implementing games gives learners a chance to express themselves and their autonomy with mechanics like avatars and nicknames. This creates a true emotional connection between the user and the content, so they’re less likely to lose interest. Learners love being able to customize their experience, and gamification allows for plenty of choices, autonomy, and personalization.

**Status.** Seeing their names on a leaderboard can be a major motivator for learners. Competition activates the anterior cingulate cortex, which causes the learner to increase effort almost automatically. And, when their status is confirmed in relation to their peers, it creates those feel-good emotions as learners get another bump in dopamine levels. Scoreboards give learners a palpable way to see the fruits of their labor.

**Achievement.** If at first, you don’t succeed, keep trying until you beat the level. Any gamer can tell you about the thrill of succeeding after multiple attempts. It’s a culmination of effort and learning that shows users they’re on the right track. In gamification, achievement via increasing difficulty levels or utilizing new knowledge gives users a chance to put their training to work. Whether it’s beating a level or finishing a module, challenging learners is a great way to ramp up their engagement.

Gamification works, but it’s not just because games are fun. As a learner’s brain plays, it also processes, giving it positive feedback and better recall. Making game-based learning part of your strategy means putting its psychological benefits to the test. When game-based eLearning has measurable psychological effects on the user, it’s anything but child’s play.

### Article 4: Gamification in English Language Teaching: More Than Child's Play

****By Sharon Maloney

<https://www.hongkongtesol.com/blog/gamification-english-language-teaching-more-childs-play>

**Ever feel like your students are stultifying, bored and demotivated?** [**Maybe it’s not the subject, but your teaching.**](http://hongkongtesol.com/blog/2017/03/9-mistakes-you-need-stop-making-your-teaching)

[Competing for the splintered attentions of our learners has never been harder.](http://hongkongtesol.com/blog/2016/09/classroom-management-how-take-control-noisy-students) It has now become a chronic situation, familiar to all teachers when struggling to motivate learners. [There is now a generation of children who have never known a world without videogames, mobiles and the internet.](http://hongkongtesol.com/blog/2017/05/secret-student-learning-cognitive-engagement) The demographics of the workforce now mean that those retiring are being replaced with people who grew up with these things (age 18-40). **We now routinely divide our attention among many things simultaneously.**

Traditional methods of education no longer work because they are designed for students to be fundamentally passive. They focus on drilling learners on certain narrow processes, before testing them on what learners can remember of what they were told. Often tests don’t take into account the variable factors that can affect the outcome of the test; learning styles, ages and abilities, student performance on a particular day, if students got enough sleep the night before, or whether they ate before they took the test. And when teachers are standing up and teaching for 6-7 hours, all day, every day, **it becomes all too easy for them to fall back on teaching literally by the book**, in order to achieve goals set by schools.

Rigidly sticking to the textbook, [delivering teacher-centred lessons with little consideration of learning styles and student experiences, and testing learners only on what they can remember all result in education of the poorest kind](http://hongkongtesol.com/blog/2016/09/5-ways-motivate-your-students).

**The truth is simple.** Students don’t need more textbooks. No amount of textbooks or classroom time will help if students are not engaged or motivated. When education is boring, there is no engagement happening. Essentially, no learning happens.

[What learners need now are effective and interactive experiences that will stimulate their learning, and skills that help them deal with different kinds of real-world situations.](http://hongkongtesol.com/blog/2017/01/teaching-grammar-young-learners-children-learn-languages-differently-adults) They need to be actively engaged in the learning process. This is where game-based learning enters the picture.

**What is gamification, or game-based learning?**

**Gamification, game-based learning or play-based learning refers to a type of game play with clear and defined learning outcomes.** It means employing well-designed digital and non-digital games to stimulate learners’ language, critical-thinking and problem-solving abilities. It includes elements of games or play into the learning environment to boost engagement and participation.

**What it is not**

A bunch of kids sitting around while the teacher hands them a game to play. Not all games are created equal. Teachers should consider the structure of the gaming experience; Are the learning outcomes are clear? Could it leave learners frustrated or bored?

**Why is it beneficial?**

At its core, all learning environments should encourage active and critical learning, not passive learning. Game based learning provides this ideal environment. The best games are those that actively engage learners, so that they experience the pleasure of exploring and understanding a new system.

Well-designed games, played in a variety of ways, using different media and platforms, can pierce distractions and engage learners in a way that few other methods can. **Games can take the form of word play, language play, narrative and role play, as well as digital platforms.**

Gamification can be used at nearly all ages and language levels – from those acquiring literacy skills, practising listening and speaking skills, to enhancing critical thinking and problem-solving skills, as well as developing digital literacy skills (collectively known as 21st century skills).

The beauty of play in the learning environment is that learners develop autonomy quickly and can self-correct easily, with a minimum of emotional stress. There is a clear path of progression and learners can learn at their own pace.

**How do I incorporate play-based elements into my English language lessons?**

As with any new approach, there are certain factors to consider:

**1. Learner engagement**

Students’ motivation determines everything, meaning it directs how and what they do, as well as how long they can sustain their learning. The first thing to do is start a discussion about gamification, asking them their favourite games, what devices they use, how often they play, how they balance gaming with other activities out of school. Show an interest in what they say and utilise the information to help you plan your play-based lessons. Keep them involved in this process. Ask them to create a list of games they play or would like to play, before identifying which ones have learning potential, and would be suitable for the classroom (age appropriacy and devices used). Digital game tools are becoming increasingly accessible and many are free or very cost-effective, and there are many to choose from.

**2. Ask others**

Ask your colleagues. Those interested in game-based learning would probably love to share ideas and advice. Make sure you keep school administration and parents in the loop to **avoid any misunderstandings, particularly of the difference between ‘playing’ and ‘learning’.**

**3. Classroom management**

Don’t assume learners will know what to do, or take the work seriously. So explain and be clear about what the rules for usage are. Remind learners that they are still in class and they are there to learn. Playing games is strictly for home. Explain that tasks will be set, just as in any class, and completion of these tasks is expected.  There's not real need to use the word *game* at all, really.  Students will soon cotton on to what it happening.

**4. Structure your lesson accordingly**

When we plan a listening task, perhaps using a video or a listening clip, we structure our lessons to think about how the listening might link to the current topic, or wider curriculum goals. We might plan our lesson by setting context first, followed by pre-listening, during-listening and post-listening tasks to encourage maximum productive use of the target language from our learners. So too must we plan game-based lessons accordingly.  Make sure there is a clear context for using games in the lesson.

Remember, the game is not the teacher, it is just an activity to facilitate learning. As such game play should not be assessed, but how learning transfers from the game experience to the curriculum can be.

**5. Step back**

Don’t intervene when students are figuring something out unless they really need help. It’s all part of the gaming experience in understanding games as systems.

**Some more ways to use game-based learning in your lessons**

**Digital games can be excellent sources for authentic texts in your classroom.**Some depend on decisions of the player to tell the story, similar to the Choose Your Own Adventure series from the 1980s. Some use the hero’s journey (e.g. Harry Potter, Allegiant, The Hunger Games, How to Train Your Dragon) to explore themes and practise skills.

Try:

* [Never Alone](http://neveralonegame.com/game/) is based on an Alaskan Native folktale
* [Journey](http://thatgamecompany.com/games/journey/) is an interactive parable, an anonymous online adventure to experience a person’s life passage and their intersections with others.
* [Brothers: A Tale of Two Sons](http://store.steampowered.com/app/225080/), an award-winning adventure game that relies on cooperative play

**Digital games are also excellent catalysts for collaborative work and sharing experiences.**In 2015, on an iCivics panel at the International Society for Technology in Education conference, **Benjamin Stokes compared the experience of playing games to taking a class on a field trip**. With a field trip, expectations are given first so students are aware, before they are given freedom to explore. Back in the classroom, facilitate connections to the curriculum through discussion.

Minecraft is an excellent world-building game that gives further meaning to topics like habitat, environment, and history. [One teacher at Edutopia uses Minecraft as a way for students to explore the difficulties of setting a colony](https://www.edutopia.org/article/3-ways-use-game-based-learning-matthew-farber) (like Jamestown) in a hostile environment. Students understand the dangers of settling new worlds because they have experienced them.

**But game-based learning doesn't always have to be digital.**Non-digital Games can be an excellent way to practise skills.  Many games have no text and can be exploited in a variety of more ‘traditional’ ways, such as live listening tasks, running dictations, jumping off points for creative writing or story-telling. [Dave Gatrell’s lesson ideas for Samorost](https://bchongkong.wordpress.com/2012/12/03/samorost/) are a gentle start for those teachers who will recognise more conventional ESL tasks as a way of getting to grips with GBL.

### Skim Reading and A Moving Debate

Four articles for four groups. Skim read the article that has been assigned to your group, underlining any controversial points or questions that come up in the article.

Work in your group to write a closed, yes-no question that you will ask the other students. The questions you ask will form the basis of a series of moving debates.

**Instructions for the moving debate**

Move into the centre of the room.

Listen to each statement or question (ask if you don’t understand).

If you agree, move to the side of the classroom where there’s a “YES” sign.

If you disagree, move to the side where there’s a “NO” sign.

If you have no position on the matter, stay in the middle of the room.

Be prepared to give arguments to support your choices.

If an argument from the other side convinces you, **MOVE** across to that side.

**KEEP MOVING**! Don’t stay entrenched in your original position if the other side’s arguments are convincing!

**Moving debate statements:**

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Now, using the template from the teacher, make some taboo cards!

## Space to Take Notes for Other Activities

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# Language Help ⚠️

## Grammar: Asking Questions

**Closed questions – YES-NO questions.**

These never start with a WH- word or ‘HOW’.

They start with

* **the verb ‘to be’ or (less often) ‘to have’**
* **the auxiliary verb ‘do / does / did’**
* **an auxiliary modal verb (can, could, might, would, should etc.)**

...Followed by the *subject* of the question

**Are** *you* paying close attention?

**Have** *you* already studied this subject?

**Do** *you* not remember learning this before?

**Do** *you* play games often?

**Does** *your neighbour* play as often as you do?

**Did** *you* watch a lot of television when you were young?

**Should** *we* be worried about the amount of time people spend playing games?

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**Open questions – with WH- question words and HOW ….**

They follow the same basic word order as closed questions (auxiliary verb followed by the subject), with a question word at the beginning.

**WHAT (non-human subject) – the most commonly-used question word in the English language**

What is that noise?

What is your favourite game at the moment?

What does “gamification” mean?

What does neuroscience say about gaming? Note that the main verb does not agree (*s’accorder*)

What benefits do players get from playing? with the subject. This is the job of the auxiliary.

**WHICH (non-human or human subject) – choice**

Which of these do you like better – the blue one or the red one?

Which activity do you spend most of your time on – your coursework or computer games?

**WHO (human subject only)**

Who is David talking to?

Who recommended that game?

Who did you see last night?

**WHY (explanation)**

Why are you here?

Why did you not do your homework?

Why have you not finished your task?

**WHERE (location)**

Where is your brother?

Where do you go to school?

Where have you been all night?

**HOW (manner or way)**

How are you doing?

How do you get to the cinema?

How have you already finished your work?!

** Reminder: to form questions in English, you need to follow the QASM rule**

**Question Word** Where How How long

**Auxiliary** do did has Does

**Subject** you they the client she

**Main Verb** work? learn been waiting? play

English so fast? video games?

WHEN / WHOSE / HOW / HOW MUCH / HOW MANY / HOW OFTEN / HOW LONG etc.

**Exercise 1 – practice word order. Reshuffle these words to make them into questions.**

CLOSED QUESTIONS

1. believe James you does \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

2. you have about that heard \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

3. they recall can everything \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

OPEN QUESTIONS

1. I here am why

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

2. many have how you games played \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

3. David arrive did when

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**Exercise 2 – write questions which could give rise to these answers.**

Question 1:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Answer: It depends. Sometimes I play for just an hour, sometimes I can binge play for hours on end!

Question 2:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Answer: I started taking games really seriously about 10 years ago.

Question 3:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Answer: There will be three of us playing.

Question 4:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Answer: Prices vary. Some are quite cheap but some are outrageously expensive.

Question 5:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Answer: No, I wouldn’t call it an addiction!

Question 6:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Answer: I play that particular game about twice a month, with a bunch of friends.

Question 7:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Answer: It was John’s brother’s idea, I think.

Question 8:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Answer: They do it partly for pure escapism and partly just to be with other people.

Question 9:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Answer: My best friend introduced me to it.

Question 10:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Answer: I play at home. Cybercafés are a thing of the past.

## Quantifiers

**Quantifiers with countable and uncountable nouns**

We can use these quantifiers with **both**[**count**](https://learnenglish.britishcouncil.org/english-grammar-reference/count-nouns)**able and**[**uncount**](https://learnenglish.britishcouncil.org/english-grammar-reference/uncount-nouns)**able**nouns:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| all | some | more | a lot of | enough |
| no | any | most | lots of | less |

We have ***lots of time***.Joe has **a** ***lot of friends***.I can't go out. I've got ***no money***.There was a lot of food but ***not any drinks***.

**Quantifiers with countable nouns**

Some quantifiers can be used **only with countable nouns**:

|  |  |  |  |
| --- | --- | --- | --- |
| (not) many | each | either | (a) few |
| several | both | neither | fewer |

**Quantifiers with uncountable nouns**

Some quantifiers can be used**only with uncountable nouns**:

|  |  |  |
| --- | --- | --- |
| (not) much | a bit of | a little |

Would you like ***a little wine***?Could I have ***a bit of butter***, please?

These quantifiers are used particularly with **abstract nouns** such as time, money and trouble

Use of much / many

**In everyday English, we normally use much / many only in questions and negative clauses.**

Example: How much money have you got?

Carla does not have many friends.

**In positive clauses we prefer expressions like a lot of / lots of.**

*Example:* Carla has a lot of / lots of friends. Kevin has a lot of / lots of money.

**Members of groups**

We put a noun directly after a quantifier when we are talking about members of **a group in general**:

***Few snakes*** are dangerous.***Most children*** like chocolate.I never have ***enough money***.

**but if we are talking about members of a specific group, we use “of the” as well:**

***Few of the snakes in this zoo***are dangerous.***Most of the boys at my school*** play football.He’s spent ***all (of) the money that we gave him***.***Both (of) the chairs in my office*** are broken.

Note: with all and both, we don’t need to use of. We can say all the … and both the …

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ACTIVITY: complete the following sentences using the right quantifier from the list:**

A little little a few few much many most most of

1. There will be …………………..rain this week.

2. Have you got……………...friends?

3. How…………………………..oranges did you buy?

4. How………………………..orange juice did you buy?

5. .………………….people knew this was not true.

6. I speak ……………………...French.

7. There are ………………….birthdays to celebrate this month.

8. All we need is …………………….luck.

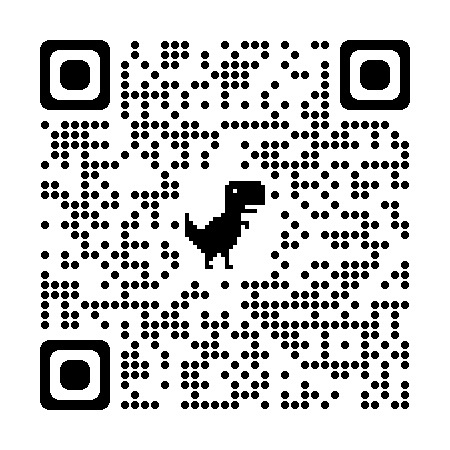
9. It was not cold enough, we had ………………….snow last winter.

10. How……………………...does it cost?

11. .……………… teenagers live on hamburgers and sodas.

12. .…………………my friends believed it.

## Vocabulary, Comparatives & Connecting Words

****This exercise is based on what many people consider to be the false opposition of serious and non-serious games. From the language point of view, it focuses on using comparatives and connecting words. It is adapted from a study by Matthew Hadson from the Toshiba Design Centre entitled “Non-serious serious games” (Glasgow University/ Press Start 2016 / Volume 3 / Issue 2) <https://files.eric.ed.gov/fulltext/ED571511.pdf>

Choose the appropriate term. ~~Cross out~~ the one which does not fit. Make sure you pay close attention to the meaning of the sentences.

1. [Just like / Unlike] serious games, non-serious games can promote behavioural change and impart skills to players.

2. Organized play within online game communities can result in real world benefits [similar to / different from] simulations and serious games designed to treat a fear of public speaking.

3. Communities of Gamers, [rather than / as well as] being inherently negative, are supportive and deeply helpful places, providing not only social suppor, but ‘serious’ benefits to their members.

4. Game and game engines are often used as the basis for virtual training environments as they are often far [more / less] efficient to use [than / that] formal simulation software.

5. In the defence domain Brown (2010) found that serious games are “at least [as effective as / more effective than / less effective than] traditional training methods” and that participants felt better trained after using the virtual environment.”

6. [Despite / In addition to / Whereas ] confidence in terms of communicating with large groups of people, players stated that being a member of a gaming clan helped them develop social skills on a more fundamental level.

7. [Unlike / Similar to ] the idea that virtual environments can allow individuals with high attachment avoidance to experience social interaction (Kowert and Oldmeadow 2015), multiple-player games allow people with a fear of public speaking to talk to groups of other humans without the stress and self-consciousness which comes from physical proximity.”

8. Regarding the effects of moderate video game play, Jones et al. (2014) state that “There is a lack of negative impact for the majority of young players, and instead videogame play is associated with [lesser / greater] self-esteem regarding intelligence, computer skills, and mechanical ability.”

9. Is the following a definition of serious games, non-serious games, or both?

“Digital games, simulations, virtual environments and mixed reality / media that provide opportunities to engage in activities through responsive narrative / story, gameplay or encounters to inform, influence, for well-being, and / or experience to convey meaning.”

(Marsh 2011)

🞎 Serious games 🞎 Non-serious games 🞎 Both serious and non-serious games

Underline the words that led you to your answer.

## Giving Instructions

**Example video** <https://learnenglish.britishcouncil.org/skills/speaking/a2-speaking/giving-instructions>

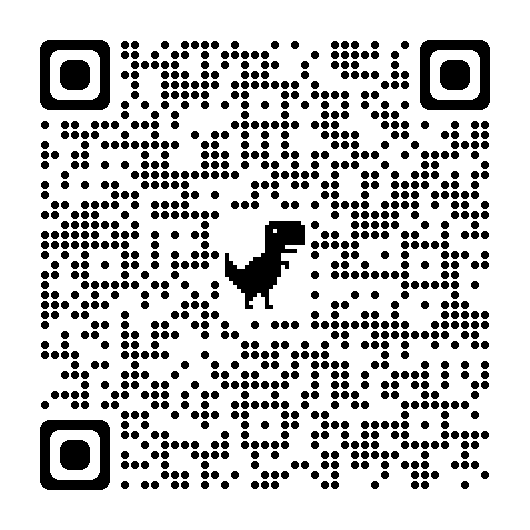
**Key Vocabulary from the video:**

**First, you have to** put the coffee here.

**Then you** press it down with this.

**I see.**

**Right, OK. Next, you** put this here.

**After that, you just** press this button.

**OK, that seems clear.**

**Is this OK?**

**Yes, that's right.**

**Like this?**

**You're doing well.**

**What do I do next?**

**Is there anything else?**

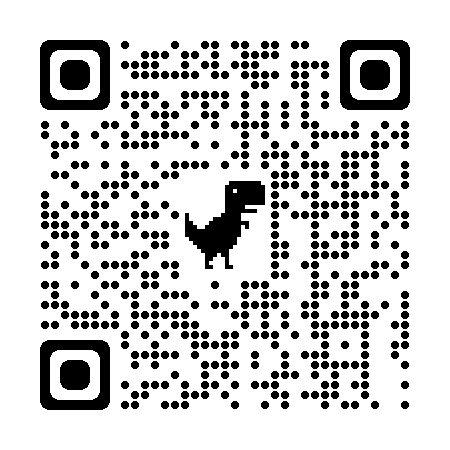
# Final Task – The Great Escape Game 🔍

The students will choose their groups (of 6 students) and commit to this in Class 2 or 3.

Each group will devise and prepare to animate an escape game/room. The game will be played at the end of the semester in class by other students. You must prepare to assist verbally (in English!) the students trying to solve the enigmas and the game you have created. Having a character is recommended to make the experience more immersive!

Suggestions and links for DIY escape game activities are posted on Moodle.

**Preparation of the escape game.**

The students must finalise their riddles. If they want to do an online escape game, they can do it with Genially (in this case, bring laptops). We recommend a hybrid format, with machinery elements like locks and safes on genially, with physical clues and puzzles hidden in the classroom.

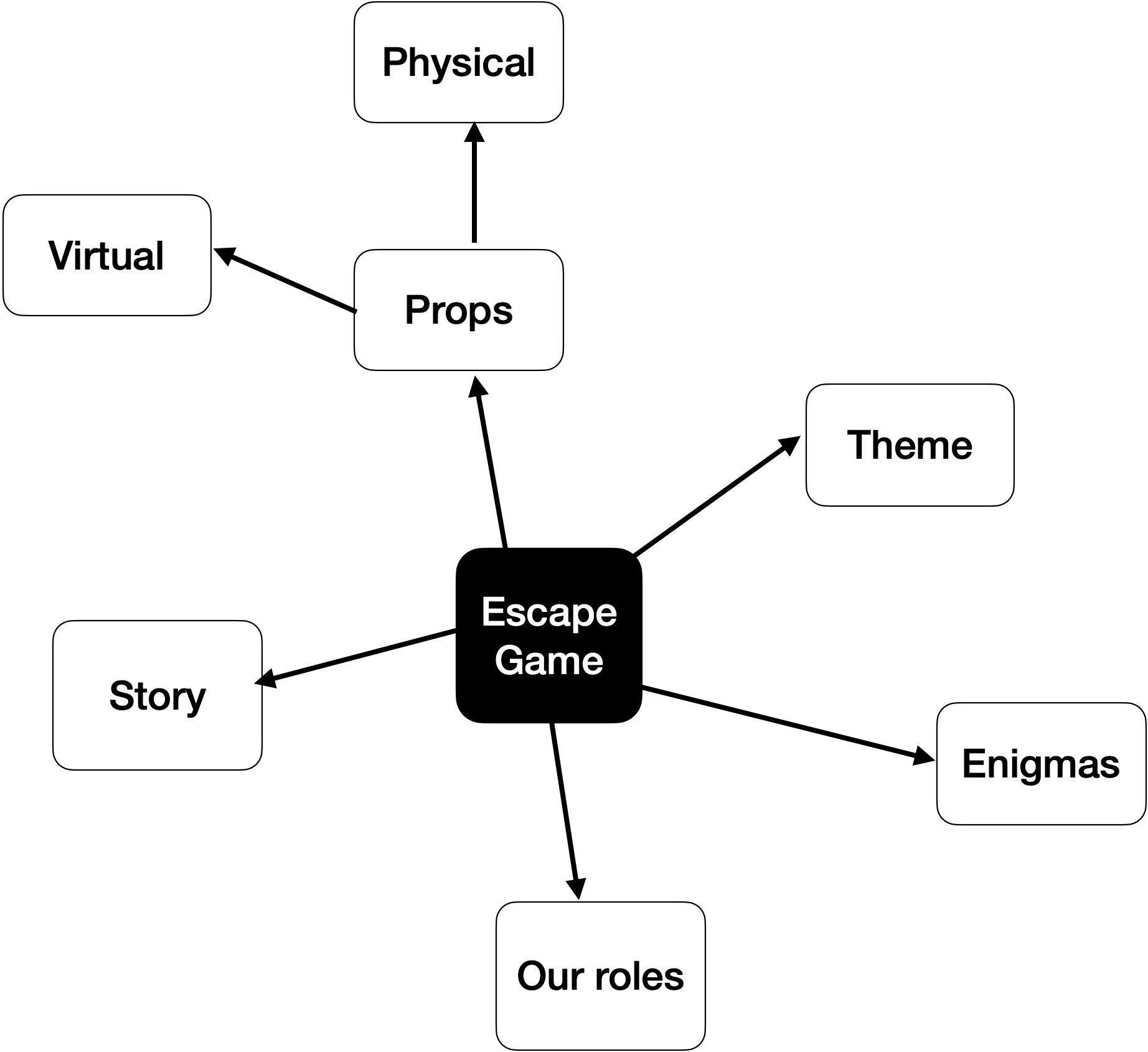
Suggestions and links for DIY escape room activities are posted on Moodle.

<https://blog.nowescape.com/101-best-puzzle-ideas-for-escape-rooms/>

## Escape Room Group 👥

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Skills/preferences | When are they free in the week? | Tasks assigned |
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**Ideas**



**Conflict strategy**

|  |  |
| --- | --- |
| **ASSESSMENT CRITERIA** | **GRADE** |
| **INVESTMENT**  Care taken in devising the game (visual, audio universe)  Care taken in creating and mastering the online tool (Genially etc.) or physical mechanics  Care taken in devising the enigmas  Ease of navigation for the players.  Originality / creativity / variety of tasks  Correct use of written English | /6 |
| **COHERENCE**  Quality of the story-telling (narrative, scenario)  Appropriate degree of difficulty of the enigmas  Interconnection of enigmas and storyline  Appropriate linguistic register | /6 |
| **CLARITY OF GAME + INTERACTION**  Are the written instructions clear and easy to follow?  Is the visual presentation appropriately uncluttered?  Do the team members give clear oral instructions to the players / jury members?  Do the teams members offer appropriate oral and written assistance to the players / jury members?  Do the team members give encouragement to the players / jury members? Balanced participation of team members. | /2 |
| **TIMING**  2-minute introduction  20 minutes for the game, start to finish  (0 points if the game cannot be finished or is too short) | /2 |
| **TOTAL** | /20 |

**Your group will be given the group average** (e.g. 14/20).

You may then decide to either:

* Give all group members 14/20 because everyone contributed equally to the project
* Distribute the points differently depending on who did more/less of the work. THE AVERAGE MUST NOT CHANGE.
* E.g. 14/20 for a group of 6 = 3 people get 13/20, and 3 people get 15/20. The average for the group is still 14.