

## PROJECT “eTWINNING DREAM” COLLABORATIVE GAMES

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### GAME NR. 1: “Students’ presentation”

Ask your students to introduce themselves talking about name, age, likes, dislikes, family, town, ....

Record a video for each one of your students introducing himself, then upload the videos in the Twinspace in order to share them with partners.

Ask the whole class to listen to partners’ presentations and to fill a chart for each one of the listened partners’ students. Give a chart similar to the following one to be filled. Obviously you can add infos depending on the linguistic structures you want them to use (I have got two brothers....., I don’t like..., I can/can’t.....,....). In this game, students work using different competences: speaking, listening, writing, reading.



NAME	
AGE	
TOWN	
LIKES	
DISLIKES	
FAVOURITE COLOUR	
FAMILY	
CAN DO	
CAN'T DO	

### GAME NR.2: “ Guess the character”

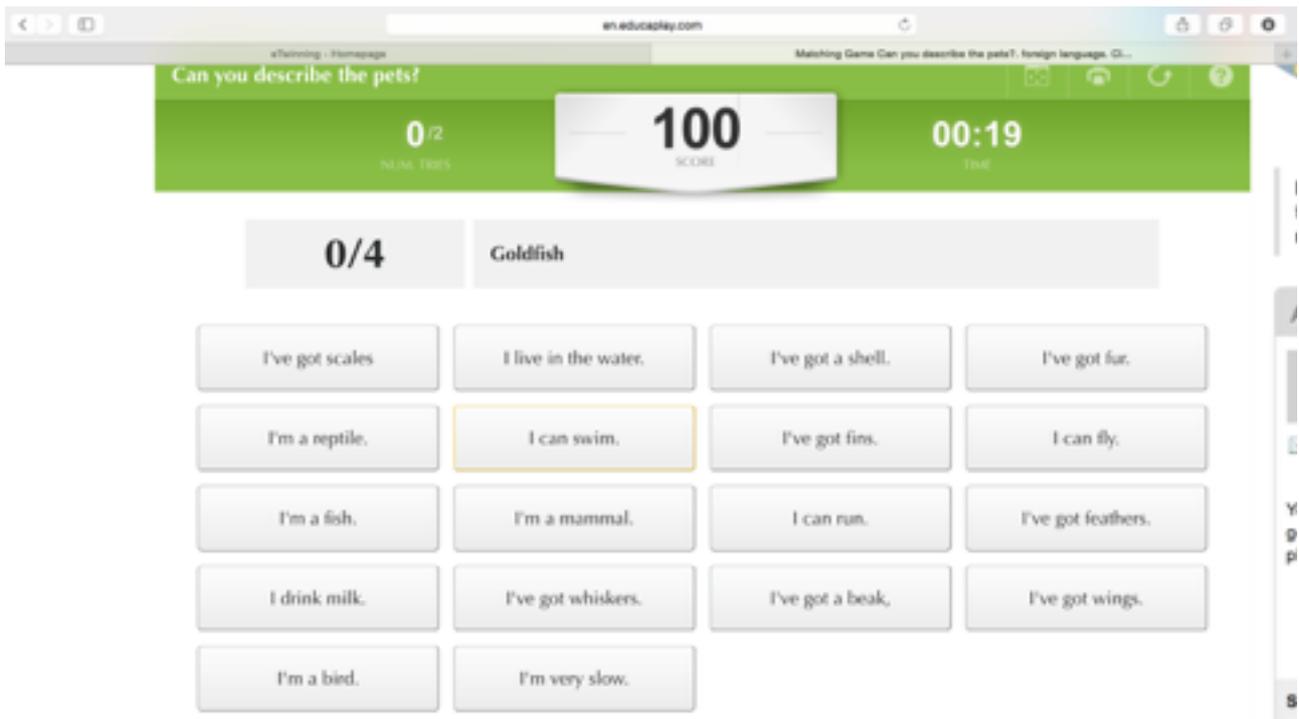
Ask a group of students to invent a character and to write down the description, then ask them to draw the character on a piece of paper. Record a video of the group of students describing the character orally then upload it in the Twinspace. Upload the “solution” drawing in a different Twinspace page, asking partner not to watch it until they finish the activity. At this point, partners listen to the audio/video description and draw the character following what partners say in the audio. When they finish drawing, they compare their drawing with the “secret” one. In this game, students work using difference



competences: speaking, listening.

### GAME NR.3: “ Pets’ game”

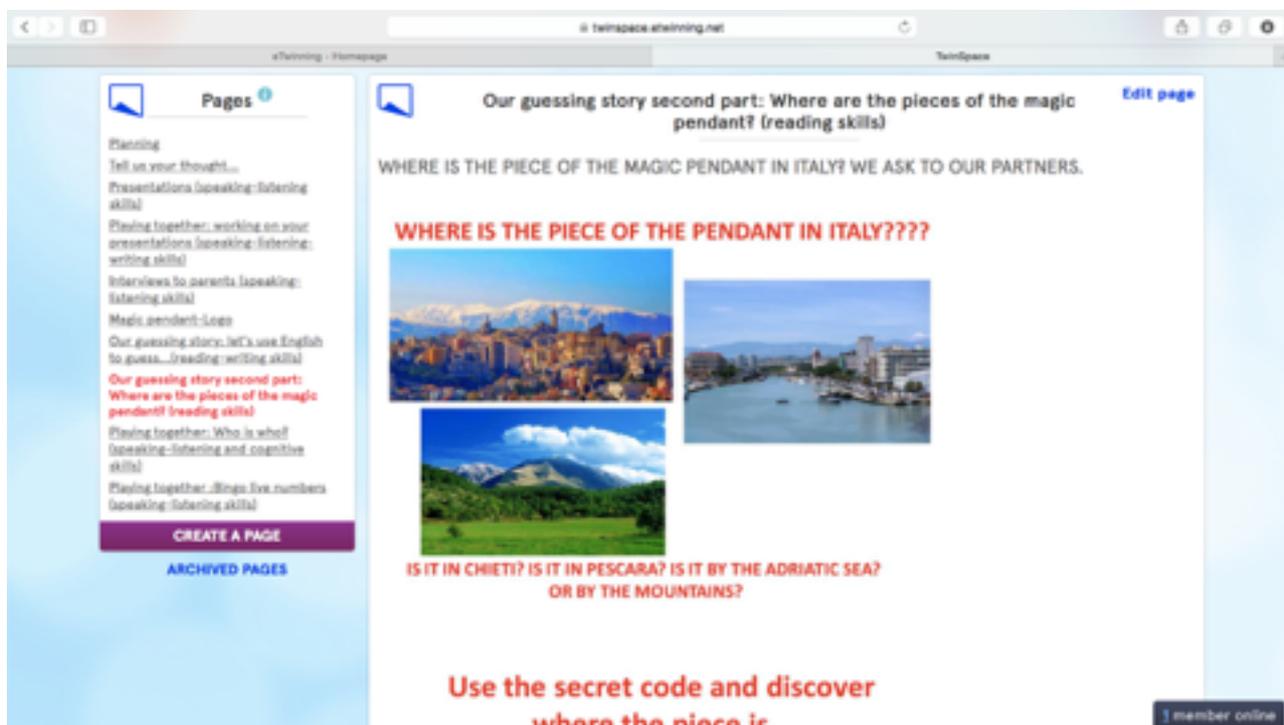
Students practice their vocabulary related to pets’ body playing with a game created with a web tool by one of the partners’ teachers. In the project it was created by [www.educaplay.com](http://www.educaplay.com) but it’s possible to use different tools. In this game, students work on writing competence and on vocabulary.



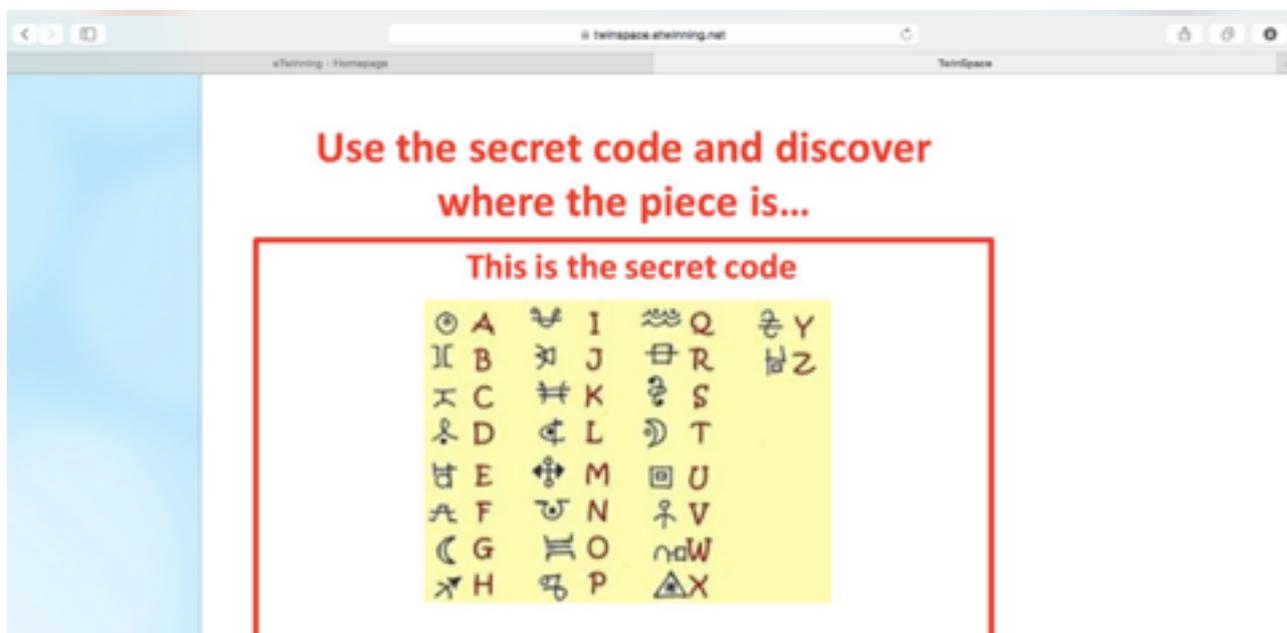
The game grid is similar to the one above but in the game it’s interactive. It’s better and more interesting to ask students to plan and create the game for their partners. In this case they work on higher competences.

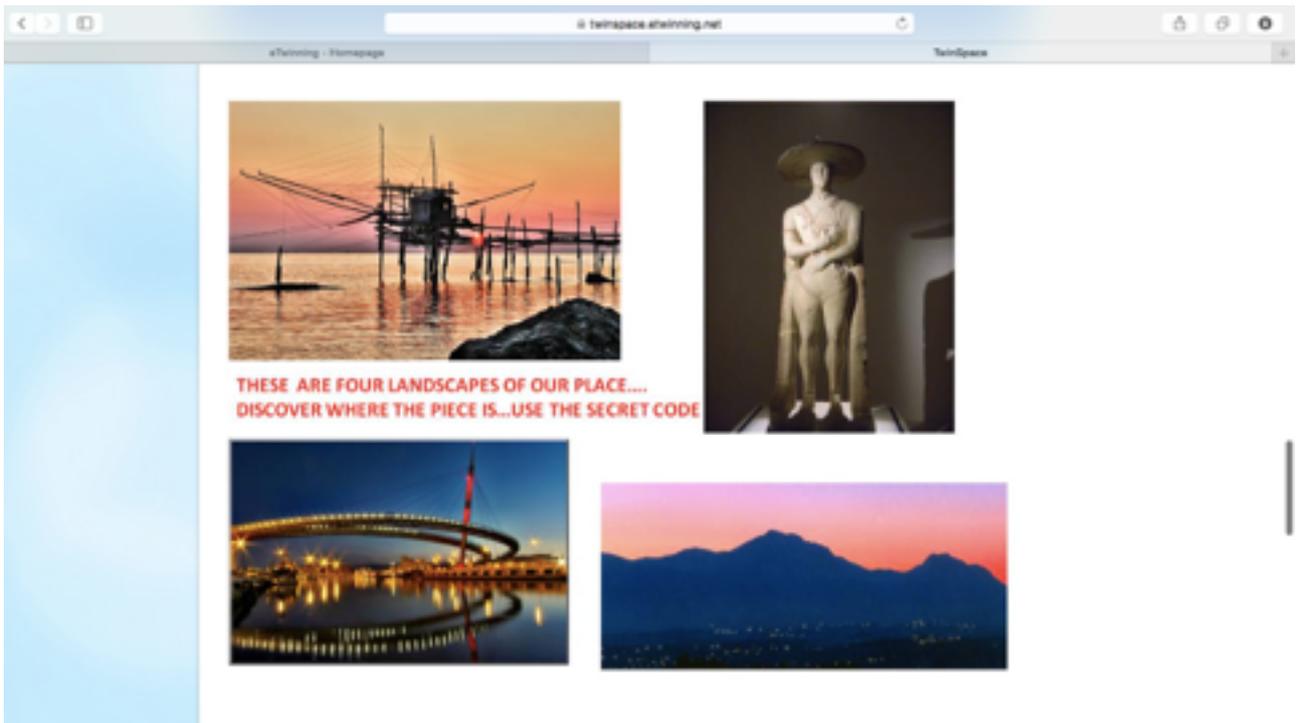
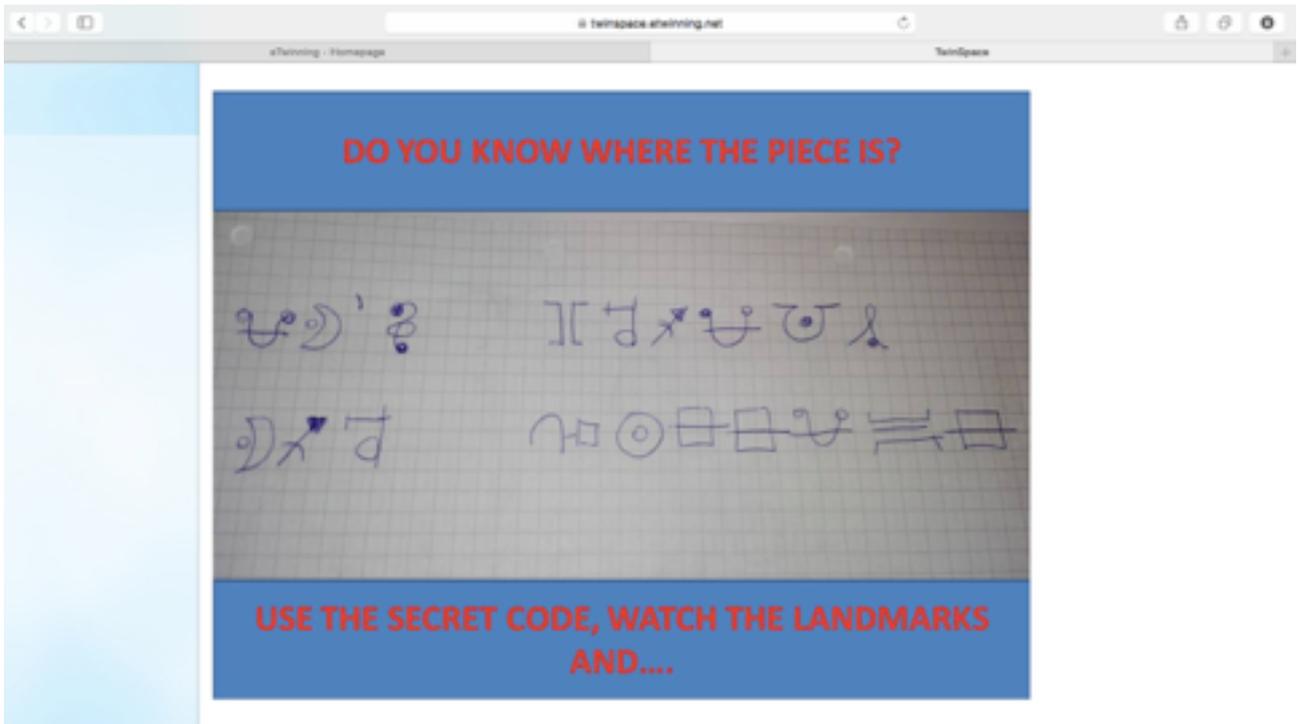
**GAME NR.4:** Where is the magic pendant of our story?

Partner students create a common logo. Teachers divides the logo in small pieces and hides each piece in a different partner country then each group invents a game in order to let partners guess where, in the country, the piece



is. In this way students can practice English (reading and writing competences) and can also know more about partners' countries. Have a look at one of our games (this is the one Italy prepared...in the first slide students show some places in Italy close to their town, then they write a secret code and ask partners to decode it in order to find the piece.



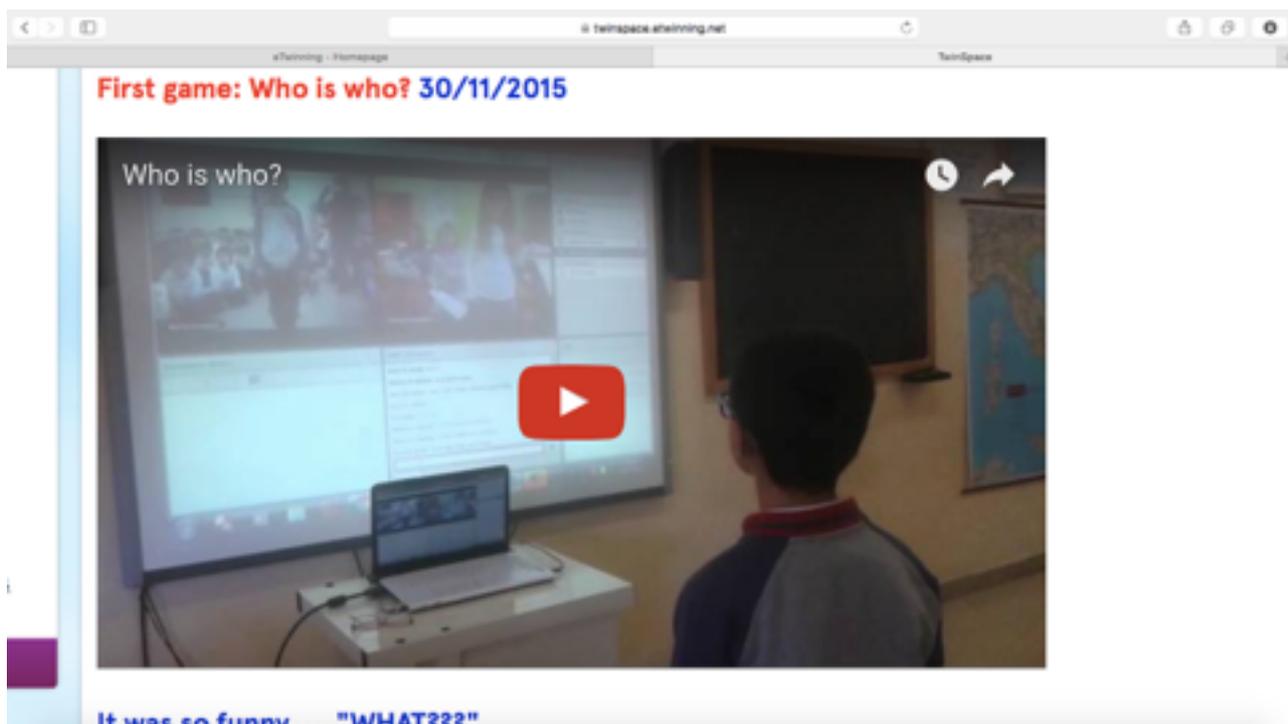


Do you understand where the piece is?

### GAME NR. 5: Who is who?

First of all ten students per country write a description of themselves then they upload them in the Twinspace so that partners can print them.

One day teachers organize a videoconference. During it, one “secret” boy chosen among one of the ten pupils sits in front of the cam without saying anything. Partners ask questions trying to understand what are the characteristics of the boy/girl. Using the answers and reading the printed description, they try to understand the name of the “secret” student in front of the cam. In

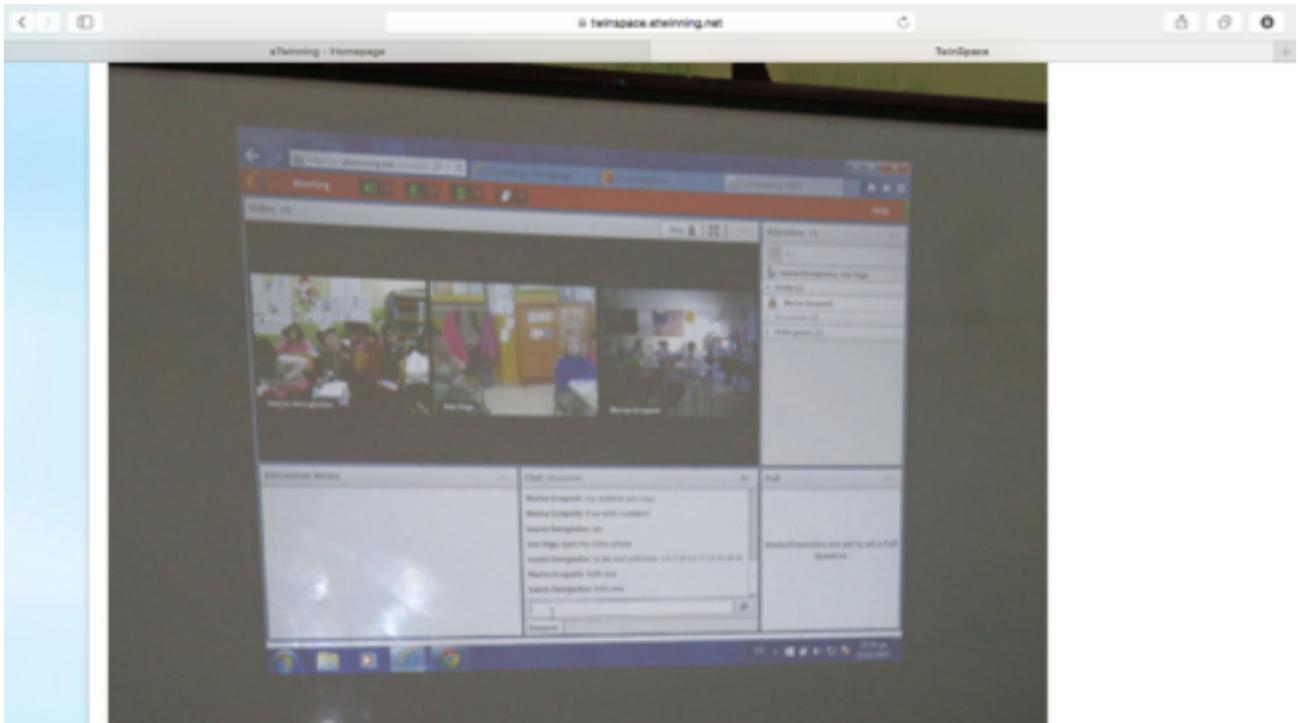


this game students use speaking, writing, reading, listening competences.

### GAME NR. 6: Bingo



Teachers prepare Bingo cards with numbers (they first decide the numbers they want their students use) and then upload them in the Twinspace. Each country prints them and during a videoconference students play. Partner teachers say numbers in turn.



chers say numbers in turn.

### GAME NR. 7: Food game

Students prepare domino cards with [www.toolforeducators.com](http://www.toolforeducators.com) then they upload the cards and share them with partners. One day they play in videoconferen-



ce. Teachers say “Ready steady, go!” and they start playing. The country that finishes first wins! In this game students use reading competences.