***Creating a game***

***MARCH/APRIL 2017***

# FEATURES

Description: During the final international meeting students will play a trivia game on the four countries who participated in this Erasmus+ exchange in order to broaden their knowledge. The questions for this game will be developed by students previous to the meeting.

Project objectives:

1. Consider what is essential knowledge about one’s own country.
2. Improve competence in the second language in real communicative contexts.
3. Use IT tools and other resources autonomously to look for, analyse and synthesize information.
4. Transfer, learn and use quality teaching methods.
5. Participate in individual and group decision taking.
6. Foster creative thinking and thinking “out of the box”.
7. Learn about other countries.

Subject contents:

* **First and second languages:**
	+ Writing questions (Obj2)
	+ Negotiating with classmates (Obj1, Obj6)
	+ Learning about people abroad. (Obj1, Obj5)
* **Art**
	+ Writing clearly (Obj3)
* **IT:**
* Using websites and apps (Obj3)
* Typing texts. (Obj3)
* **Interdisciplinary contents:**
	+ Organizing ideas (Obj)
	+ Self-reflexion and reflexion of cultural identity (Obj1)

Timing: About two sessions.

# MATERIALS

In order to do this project, you will need the following materials:

* A laptop / tablet
* Internet access
* 10 sheets of strong paper / cardboard format A4 ie. paper that is thick enough not to show any traces of what is written on the reverse
* markers / felt-tip pens

# TASKS

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| **TASK 1 – What should everyone know about your country?** |

* Put students into groups of about 4 people.
* Ask them to brainstorm what every person should know (choose one or all of the below)
	+ about you
	+ about your school
	+ about your pet
	+ about your hometown

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| **TASK 2 – Set up group work** |

* Explain to students that they need to come up with trivia questions for a game that is to be played at the final meeting.
* Tell them to consider what everyone should know about their country.
* Explain that they will need to rank the questions from 1 to 10. 1 being the easiest and 10 the most difficult.
* Tell them that they need to find 4 answer options for each question and remind them that the wrong options can make a question more or less difficult. Read out this example:

How many people live in Austria?

easy:

A) 1 million

B) 30 million

C) 1 billion

D) 8.7 million

difficult/distracting:

A) 7.9 million

B) 8.7 million

C) 9.3 million

D) 6.8 million

* The questions need to cover five categories; students need to find two questions for each category.
	+ geography/basics
	+ food
	+ art/culture
	+ music
	+ sport
* Assign a category to each group and ask them to come up with three questions including answer options – so you can choose which ones are the best to use.

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| **TASK 3 –Let´s find some questions!** |

Allow students enough time to come to think about what they want to ask, find the correct answer on the internet and to formulate the question and answer options. Tell them to type them up or write them down in English and Spanish.

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| **TASK 4 –Would you have known?** |

Read out the questions of each group to determine the best two.

While you do have the other students guess the correct answer.

Decide on the order of your 10 questions and assign them points (1-easiest, 10 most difficult)

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| **TASK 5 – Finishing touches** |

All questions you have decided on (10 questions, 2 per category) need to be typed **and** written on paper.

* Have students type the questions with all four answer options **indicating the correct one**.
* Send your 10 questions to dorn@khev.at (by April 14th)
* Have students produce the cards for the game following this example.

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| How many people live in Austria?Cuántas personas viven en Austria?A) 1 millionB) 30 millionC) 1 billionD) 8.7 million |  | Austria8 points |

* We need all questions in English and in Spanish, so please write in both languages, preferably with a different coloured pen. If you want, you can add your questions in French or Italian.
* In case the class you are working with does not know English and Spanish, ask them to leave some space and have another group who is competent in both languages translate the questions/answers.

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| **TASK 6 – How to play the game.** |

* Students will be put into groups of mixed nationalities. ie. each group needs to have at least one person from each country.
* The questions – written on A4 pieces of paper – will be put up on the board.
* Students will only see the reverse side indicating nationality and number of points they can win with that question The more points – the more difficult the question.
* Taking turns each team can choose a question and gets points for answering correctly. Each question can only be answered once, so once a question has been read, it is off the board for everyone. Questions that were answered incorrectly are gone from the board and collected by a teacher.
* The person whose country was chosen needs to come to the board and read out the question, but is not allowed to answer/give hints. The rest of **his/her team** needs to answer. (eg. A group chooses to take UK for 8 points. The English person of this team comes out and reads out the question and answer options. The other members of this team, ie. the people who are NOT from the UK, need to answer.)
* Each team gets to keep the sheets they have answered correctly.
* At the end the points are added up to find out who won the game.

the board at the beginning of the game will look like this:

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| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
|  | Austria10 | Spain10 | Italy10 | UK10 |  |
|  | Austria9 | Spain9 | Italy9 | UK9 |  |
|  | Austria8 | Spain8 | Italy8 | UK8 |  |
|  | Austria7 | Spain7 | Italy7 | UK7 |  |
|  | Austria6 | Spain6 | Italy6 | UK6 |  |
|  | Austria5 | Spain5 | Italy5 | UK5 |  |
|  | Austria4 | Spain4 | Italy4 | UK4 |  |
|  | Austria3 | Spain3 | Italy3 | UK3 |  |
|  | Austria2 | Spain2 | Italy2 | UK2 |  |
|  | Austria1 | Spain1 | Italy1 | UK1 |  |
|  |  |  |  |  |  |

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| **TASK 7 – Self-evaluation** |

**8.1. Students:**

**a. My diary.** *Students will write a short entry to talk about their learning process:*

What were your expectations about this activity? How did you feel during the process? What have you learnt?

**8.2. Teachers:**

**a. My diary.** *Teachers will write a short entry on the TwinSpace Diary talking about expectations, process and result doing this activity. They will also comment on the evaluation of the students taking into account part b. The coordinator of the activity also comment on the process of preparing this activity.*

**b. Students’ evaluation.***Value* the following items from 0 to 5 (in general)::

* Know and vale the sociocultural aspects showing respect and tolerance. (Obj1)
	+ The student shows interest and respect regarding sociocultural aspects.
	+ The student knows facts about the society, history, geography or literature of different societies.
* Improve competence in the second language in real communicative contexts. (Obj2)
* The student participates in conversations with students in other countries.
* The student writes text in the second language.
* The student reads and understands texts in the second language.
* Use IT tools and other resources autonomously to look for, analyze and present information. (Obj3):
* The student uses IT tools to communicate with students abroad.
* The student uses IT tools to find information.
* The student uses IT tools to present information.
* Foster dialogue and individual or group decision taking. (Obj5)
	+ The student can work in group positively.
	+ The student participates in the different parts of the activity.
* Foster the artistic creativity. (Obj6)
	+ The student plans and revises the task.
	+ The student participates in the elaboration of the product.