

[Storyboarding & gamifying a lesson - Practice \(see session 20240406-24ach\)](#)

by Ekaterina Bogacheva
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Topic: At the airport

Practical English lesson created for student's own needs (~B1 level)

The link to some exercises (the whole gamification process is conducted with the use of the platform ProgressMe and installed AI):

<https://progressme.ru/SharingMaterial/f2998ec8-4715-4d9c-9e17-96887db6336d>

I'm not sure that tasks/visuals attached via the link will be interactive because an activated teacher's account is needed to open the interactive mode (usually).

1. What are your goals?

The goal of the lesson is to implement new vocabulary learned during previous lessons on the topic "At the airport" and to develop a conversation, e.g. when checking in at the check-in desk, going through the passport control. This lesson was created for my student who has never been abroad and is setting off her first trip in a few months. Even though I think I could also make it suitable for group classes in the future.

2. Can you summarise the plot in 70 words?

It is a story about Vicky, who was taking her first trip abroad on her own. She was really excited about the upcoming trip, suitcases were packed, and it seemed like nothing could go wrong, yet she faced some hurdles as soon as she arrived at the airport. Nonetheless, she achieved her goal and her plane took off eventually.

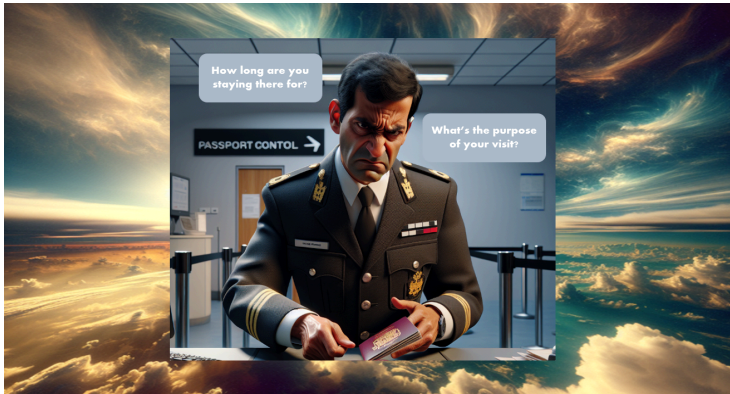
3. Can you summarise the story (missions to accomplish) in 150 words?

The student should accomplish 2 main missions, including 3 different tasks each. The first mission is to help the main character stay oriented at the airport, check-in and drop her suitcase off. At this step, Vicky will find an instruction called "Your first journey" torn apart. In order to take the first steps, she is forced to solve this puzzle on her own. As soon as this mission is completed, the next one is to get through the passport control successfully, where an officer interviewing people and checking their IDs appears to be a "baddy". This one is more difficult in comparison to the previous one, as it consists of "developing a conversation" tasks. However, at this point, the main character meets Max (who is also a solo traveler), who helps her to reach the final destination.

4. Can participants choose their characters? Are there any baddies to fight against, or angels to help participants in their mission? What do they look like? What super powers have they got?

No, there's no option of choosing a character because the lesson is created for one of my student's relevant needs, and the main character represents her.

The officer at the passport control point is a baddy whose main goal is to prevent people from taking vacations.



Max, who appears at the very end of the story, is an angel to help the main character to succeed by giving hints.



They don't actually have any super powers because the story plot is created to be as realistic as possible, but just to make it more engaging some adventurous and mysterious features are added.

5. Can you describe how the settings will evolve from one scene to another? From one level to another? What should the change of scenery suggest?

The settings will evolve from the scene at home (Vicky's bedroom), it's more of an introduction to the topic, presenting the goal of this lesson; then through the main scenes at the airport (check-in desk and passport control) to the final destination - Dubai (review and reflect on the lesson). The scenery changes from a cozy home atmosphere (excitement of the upcoming trip) to an unknown environment of the airport (fear and frustration). However, as soon as both missions are accomplished, the final scene is Vicky's vacation in Dubai (happiness and a feeling of fulfillment).



6. What does each level consist of? How clear is it that a mission has been accomplished successfully?

There are 2 levels. One mission = one level. The mission is completed successfully if the student gets 3 boarding passes (badges or rewards) for each task in the mission. After collecting all 6 boarding passes, the student will be able to put the letters from them together and find out the final word, which is a password for boarding a plane.

The first mission (first level) is to help Vicky stay oriented at the airport, check-in and drop her suitcase off. Task 1: Vicky will find an instruction called “Your first journey” torn apart. In order to take the first steps, she is forced to solve this puzzle on her own (put actions in the correct order - the sequence of steps at the airport, with the use of vocabulary from previous lessons on the topic) Task 2: the student will listen to the announcements and have to help Vicky find the check-in desk she needs. Task 3: At the check-in desk. The student has to complete some possible dialogues by matching questions and answers.

Tip: change the order by dragging parts

2.2 Put the actions in the correct order to help Vicky

- 7 Go to the departure gate and show your boarding pass.
- 8 Get on the plane and find your seat.
- 2 Go to the correct airport terminal.
- 5 Go through security check and customs.
- 9 Put your hand baggage in the overhead locker.
- 1 Book your flight and get your boarding pass.
- 10 Fasten your seat belt and wait for take-off.
- 6 Go to the departure lounge and the duty-free shop.
- 4 Show your passport and a boarding pass at passport control.
- 3 Go to the check-in desk and check in your baggage.

Продолжить

You can listen to each announcement only twice

1.3 Listen to the announcements and help Vicky to hear her flight number and the number of her check-in desk

00:00 / 01:16

1.4 Put your answers here:

1. The flight number is going to . Check in at the check-in desk number .
2. The flight number is going to . Check in at the check-in desk number Dubai.
3. The flight number is going to . Check in at the check-in desk number .

What is your final destination?

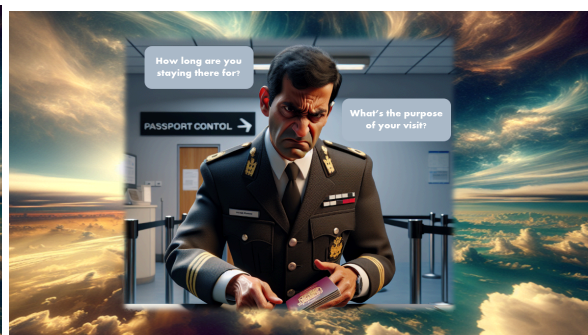
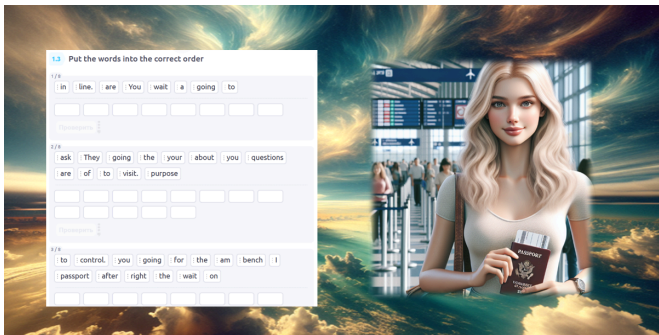
1.5 Match questions and Vicky's answers to help her check-in:

What is your final destination?	Yes, I have one suitcase only.
Can I have your passport, please?	I'm flying to Dubai.
Do you have any luggage to check?	Yes, here you go.
Could you please put it on the scales?	Okay, just a moment.
Do you have any carry-on luggage?	Thank you! Have a nice day!
Would you like a window or an aisle seat?	Yes, I have a small backpack as well.
Here is your boarding pass. Be at the gate at least 45 minutes prior to the departure time. Have a nice flight!	I'd prefer a window seat, please.

The second mission (second level) is to help Vicky make it through the passport control, this one is more difficult, it's the moment when a baddy appears in the story as well as an angel.

Task 1: Vicky needs to go through the customs. At this moment, she meets Max who eventually helps her when needed. The task is to fill in the declaration form (practice spelling and collocations on the topic from previous lessons in a gamified form). Task 2: The student needs to make sentences, using the grammar structure "to be going to" (again, from previous lessons) to help Max give instructions to Vicky about actions she has to take next at the

passport control (final task). Task 3: conversation development (speaking practice); The student has to practice speaking with the officer at the passport control.



7. How strict or flexible are the rules? Can the moderator / teacher change automated results to reflect goals achieved with more equity?

Some tasks have such strict requirements as limited completion time (e.g., tasks which contain vocabulary on the topic from previous lessons). However, the student is allowed to correct made mistakes because it is not a group class, so there's no chance that someone else from the group could help as the student is taking an individual (private) lesson.

8. What kind of badges for achievements will you award? How & who will design them?

For completing each task correctly the student will get a badge of a boarding pass. After receiving all 6 badges, Vicky will be able to board the plane.

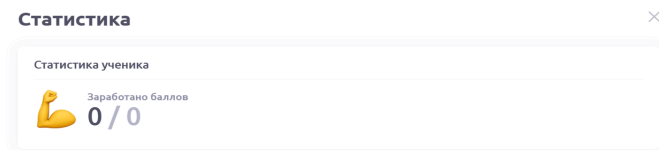
Here's an example:



9. How will you monitor progress? What plugins in an LMS will you use? Can you manually fill in a leaderboard (perhaps some on-line spreadsheet).

On the platform which I use during online lessons (ProgressMe), there's an installed plugin for counting points of students (which can be edited by teachers), it also allows me to create a board of leaders for group lessons.

Here's an example:



I think that I could also use some Moodle plugins, e.g. https://moodle.org/plugins/block_xp

10. Under what circumstances can rewards, points and second chances be granted? For instance, can missions be graded depending on a person's karma at the beginning?

Rewards can be granted for tasks with grammar and vocabulary revision from previous lessons if they're completed without any mistakes.