

[Storyboarding & gamifying a lesson - Practice \(see session 20240309-20ach\)](#)

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“Cosmic lockdown”

Before the lesson the students can be asked to divide into two groups: they can split into two groups by themselves or with the help of a mini-game (e.g. they blindly choose cards with colours, all green ones go to group 1, all red ones to group 2).

At the beginning of the lesson, the teacher explains that they are going to play a game and may ask them to guess its topic, e.g. by showing pictures (meteorite, museum exhibits, etc.). The teacher then demonstrates the first slides, thus introducing them to the prehistory of the game, and then can ask some comprehension questions to make sure the students understand what has happened and what they need to do.

The teacher then states that they will be working in the groups they were divided into at the beginning of the lesson. The students sit around their computers, choose their group number and complete the tasks. The third task can be shown on the interactive whiteboard. At the end of the game, the teacher can give medals to students.

Next, it's important to analyse the lesson. The students talk about what they liked/didn't like, about what they did successfully/not successfully, about the reasons why they didn't succeed, etc. Then the teacher explains the homework based on the last task of the game.

1. What are your goals?

- practicing vocabulary (*furniture*) of module 2b “My place” of the Spotlight textbook for 6th grade;
- practicing grammar (*prepositions of place, a/some/any, there is/there are,*) of the same module;
- developing collaboration (teamwork) skills;
- developing critical thinking.

2. Can you summarise the plot in 70 words?

It's a science fiction adventure game in which the action takes place during a meteor shower. During a museum visit, a meteor shower hits, splitting students into 2 groups and trapping them in separate rooms. Working in teams, students have to escape from the rooms, reunite, open the door blocked by huge concrete blocks and break free. They must finish in 45 minutes, as the building is about to completely collapse.

I made this game on the Genially platform, but I only managed to thoroughly create the first two missions. If you are interested in the result, you can play it yourself by following

the link (choose group 1):
<https://view.genial.ly/65f2a417744649001356e9f4/interactive-content-cosmic-lockdown>

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

The students are given 3 missions to complete. In the first two missions the students work in two groups. Each group will have two tasks to complete, but they will do them in different orders. In one task they will have to put the pictures in the right places according to the sentences and then answer the questions about the pictures. In another task they will have to put the missing words into the sentences and then make up their own sentences using the pictures. After that, students escape from their rooms and they have to get out of the museum building, which is the third last mission. The exit is blocked with concrete blocks, which they need to remove from the passageway by completing the last task.

For the first two missions, students will need a computer (1 per group), the last task can be shown on the interactive whiteboard.

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?

Students do not choose the characters as they play for themselves in the story. There aren't any baddies or angels, but once the learners escape from their rooms and unite, they gain a superpower and become super strong, which will help them to lift and move concrete blocks in the last mission.

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 setting will evolve from a calm and panoramic view of the city from a museum window on a high floor to a collapsing city with fire and destroyed buildings. This change and music in the background should immerse students in this atmosphere of "disaster" (*setting background sound from your own device is a premium feature, so I recorded music from my phone, which is why the sound quality is quite poor*). Then students will find themselves in two half-destroyed rooms. The final task scene will unfold in front of a blocked exit door, with dust, dirt and destroyed pieces of furniture all around. The final scene, when the students open the door and leave the building, will show them that the world outside is completely destroyed. As an unexpected plot twist at the end, the students will see that they actually all fell asleep on the couches in the museum and dreamed it.

These changes suggest a shift in their location depending on the situation in which the students find themselves.



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

The students are given two main tasks to complete, which will be completed in turn by each group. It's important to note that everyone in the group should be involved in the process of completing the task, as the teacher will keep an eye on everyone, monitor their activity and take notes.

First task. In the first room students can find a safe (*it's behind the black picture on the right*) that contains something that will help them. In the slide with the safe there's a torch (*it's off, click on it to switch it on before it disappears*) that students can use to see hidden hints. One of these hints (*get the code*) will get them to the first assignment: they need to read the sentences and correctly place the items in the picture. This task is checked automatically. When correct, there appears an arrow to go to the next slide and the phrase "Good job". If students make a mistake, they are given a chance to correct it. After completing the task, they have to read the questions and choose the correct answers. This is also checked automatically.

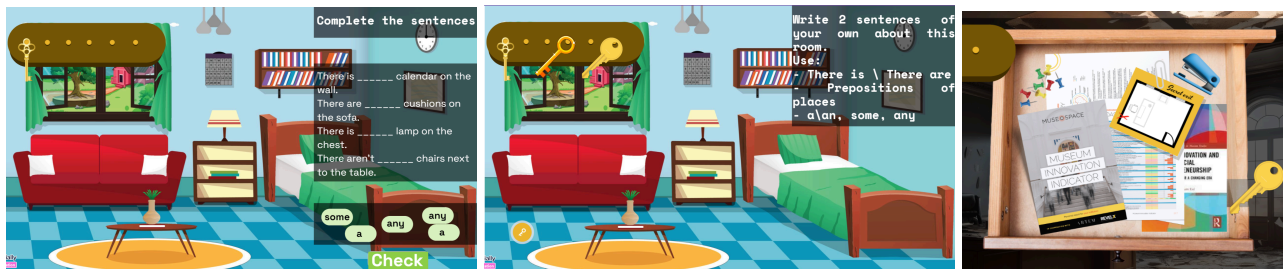
For completing all these tasks, students will receive 5 numbers which they need to open the safe (58037). When they open it, they find a mace (*click on the arrow below the mace, then click on the mace inside the safe*) which allows them to break down the door and get out of the room (*drag the mace to the door, click on the door; then click on the room inside the door*).



Second task. After students get out of the first room, they "fall through the floor" and get into another locked room. There they find a drawer with a padlock on the door and realise that to open it they need to find a key (*drag the key to the padlock, click on the word "key"*). For this, students need to fill in the blanks in the sentences based on the picture. Students then have to make up their own sentences about the room in the picture.

The fill-in-the-blanks task is checked automatically but the sentences are checked by the teacher, and only after the teacher's approval can the students collect the key.

To collect the key, students need to click on the yellow key sign in the bottom corner and then click on the key to place it in the inventory. They will get 5 keys in total, but only 1 of them will unlock the door (*the last key in the inventory*). When it's opened, they find a map with a secret exit from the room. Students have to find the exit in the room according to the map (*click on the map, the secret exit is behind the table, it darkens as you hover your mouse*). This secret exit is a maze. The students need to follow the instructions at the top of the slide to get through it. As they go through the maze, students will gain a superpower that will help them in the third mission.



Third task. Students are asked to analyse a letter from a boy in which he describes his room. This letter contains 10 mistakes. Each student has to find these mistakes independently, as the teacher will ask the students in random order. In order to move the block, students must not only correctly identify the mistake, but also suggest the correct option to fix it. If they manage to find all 10 mistakes and correct them properly, they can move all 10 blocks. If a student identifies a mistake but doesn't know how to correct it, the teacher draws a sign on the board (an emoji, a star, etc.). When there are 4 such signs, students can move 1 block.

If students fail to find any mistakes or find less than 6 mistakes, the task is failed and students lose their superpower. Students can try to do the task again; the teacher gives them a new letter with mistakes. However, without their superpower, students can now only move 6 blocks. In order to regain the superpower, they need to find and properly correct 4 mistakes.

As homework, students may be asked to write a response letter to this boy describing their own room. Mistakes made in the sample letter will help students avoid them in their own letters.

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

Strict requirements are timing and the number of mistakes allowed in the last task. In other tasks, if mistakes are made, students are allowed to correct them. However, if the last task is too difficult for the students, the teacher can complete it together with the students, discussing the mistakes and options for correcting them.

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

At the end of the first two missions, students will be able to get maces to break down doors and maps with the locations of secret room exits. After the two missions, they will also

receive the superpower “Super Strength”. At the end of the game, students can get two medals “Strength” and “Teamwork”.

The medals were designed by AI. Photos of a peaceful city, a city destroyed by a meteor shower and half-destroyed offices were also generated by AI.



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)?

Most of the tasks are checked automatically. For this I used different extensions for Genially such as [Takit](#) (to collect items and put them in the inventory), [DND](#) (to drag items to correct places), [BeeBot](#) (to create a maze), [Lockee](#) (to create a safe code).

The teacher checks the task where the students have to make their own sentences. There is no need for a leaderboard in this game because the game is aimed at developing co-operation skills rather than competing.

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?

The game does not involve the accumulation of any points, as the aim of the game is to escape from the building. To pass the missions students need to complete tasks, collect items and open the safe.

Speaking about rewards, at the end of the game, students can receive two medals for Strength and Teamwork. The teacher can make real awards and give them to the students so they can hang these medals in their classroom corner. It's also possible to reward students for active participation in the lesson with stickers or paper coins, which can be exchanged later (for example, for one concrete block or an additional mark if there are lots of such rewards).