

Appendix

to

Planet Hexagon boardgame Instructions

CLASS SCENARIOS



GAME IT



Erasmus+



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CLASS SCENARIO 1

Planet Hexagon as an introduction to teaching character education to students/prospective teachers

Description

In this lesson, students are introduced to character education and related concepts such as moral reasoning and cognitive development, life skills education, health education, violence prevention, critical thinking, ethical reasoning, and conflict resolution and mediation, through a game-based approach. Students play a board game called “Planet Hexagon”. It is a board game that aims to build creative thinking, communication, intercultural awareness, and cooperative skills. The game represents the starting point for a learning unit that covers 6 hours of lectures and 6 hours of seminars on components of education (i.e. intellectual education, moral education, aesthetic education, technological education, physical education); the overall goal of this learning unit is to have students/prospective teachers understand and know how each of the components of education is conducted and the skills it aims to form and develop at learners, as well as how these components of education are intertwined.

As students work in teams to play the game and each of them assumes a role, the “Planet Hexagon” game is a good starting point to get to know themselves and each other, reflect on different characteristics of the individual members, which is one of the two essential conditions for learning how to live together with others; the other condition is to experience the sharing of common short- or long-term goals.

Prerequisites

Students do not need any information, skills, or resources to successfully approach the lesson. The only thing they need to think about in advance is their division in groups, which will be the basis for further work on developing their computer games.

Estimated time

The estimated lesson time is 90 minutes.

POTENTIAL USE

Purpose

This lesson can be used in different areas of study. It can be a successful English lesson as such, or a case study/ starting point for debates and discussions on team management, group work, and leadership concerning topics in the fields of education, communication, and public relations, political science, advertising, economics, sociology, philosophy. The game has a highly motivational impact and also raises issues of personal and professional self-awareness constructively. Practicing the game is a good way to practice/develop some basic moral skills.

Grades

The game is aimed at a range of student groups, from teenagers to adult students.

Content areas

In this lesson, the game is used as an introduction to the learning unit on character education in teacher training, i.e. Education Sciences. Since the game is played in English, it can also be used to support the development of English/ Language Arts skills. As the game involves a lot of strategic thinking and problem solving, students also develop their mathematics skills, and as the game is about collaboration and communication, it also provides opportunities to develop skills in the field of Social Studies.

GOALS

Instructional goals

The lesson is aimed at:

- building and developing moral and ethical reasoning, value-based attitudes and behaviors: fair-play spirit, hard work, self-respect, mutual respect, honesty, solidarity, empathy, perseverance,
- building and developing communication,
- building and developing cooperative skills,
- building and developing team-work skills,
- building and developing creative thinking,
- building and developing intercultural awareness,
- building and developing English language skills.

Objectives

During the lesson, the students play a board game called “Planet Hexagon” and:

- work in groups and each group has its strengths and weaknesses, which will help develop their intercultural awareness, empathy, mutual respect, solidarity, team-work skills,
- work in groups by following strict game rules, which will help them build moral and ethical reasoning, value-based attitudes and behaviors such as fair-play spirit, hard work, team-work, self-respect, mutual respect, honesty, solidarity, perseverance,
- gain new ideas on how to build a civilization to gain as many points as possible, which will allow them to form and develop creative thinking,
- collaborating within their group on common decisions in building civilization, they will also work with other groups and share their ideas and benefits with others, enabling them to design and develop communication and cooperation skills,
- speak in a foreign language (English) so that they can form and develop their English language skills.

Variability

In terms of learner variety, the game has a highly relevant potential to stimulate and engage all students. The fact that students swap roles during the game enables them to discover themselves, know themselves better in terms of strengths, weaknesses, self-resources that had been previously unknown. The game supports the development of a wide variety of skills of any level, for a variety of learners, simultaneously. The students/prospective teachers that attend this discipline are undergraduates at various study programs from all the 5 faculties at Vasile Alecsandri University of Bacău (Engineering, Letters, Sports and Movement, Sciences, Economic Sciences); they have academic backgrounds in a variety of fields and, by playing this game, they all build and develop similar skills.



ASSESSMENTS

Formative assessments

- *Heuristic Conversation (oral assessment)* – after each game session, each group is stimulated to answer open, problematic questions such as Why...? What if...? What else would you need to...? How could it have been solved...? As each group responds, the other groups, who listen to their colleagues, must identify shared/different problems or answers concerning their activity, proceeding comparatively.
- *The 3-2-1 technique¹* (written assessment) – an adapted version of this method of concluding an activity will be used. The numbers 3-2-1 refer to the number of each kind of summary statement or response we ask students to provide. For example, we might ask students to record: 3 new aspects they learned (from the content of the game or about themselves!); 2 questions they have or wonder about; 1 personal connection they can make to the information. As students pause for a few minutes to consider their learning, they are given a chance to reflect, organize their thoughts, summarize, prioritize important ideas. At the end of the lesson, hand students a 3-2-1 Summarizer or have them copy one from the board. Ask students to reflect upon the lesson and respond to our prompts. The more focused the prompts, the better the assessment will be. Collect the 3-2-1 Summarizers as students leave the classroom. Read and summarize the answers. The results are presented to the students during the following class (see **Assessment sheet 1** below).

Summative assessments

Students and teachers will apply, in parallel, a written assessment tool, respectively the Assessment/Self-assessment sheet which will be completed individually and independently at the end of the game sessions. Both sheets will comprise all the skills included in the objectives of the lesson, as well as a 5-level Lickert self-assessment/evaluation scale. After collecting the sheets, the teacher will elaborate on the final form of his/her Assessment sheet for all students, including both the level of the performance as self-assessed by each student and the level of performance assessed by the teacher. During the following class, individual and class results, the concordances, or the extent of the discrepancies between self-assessment and assessment are discussed (see **Assessment/Self-assessment sheet** below; for students' self-assessment, see **Self-assessment sheet 1** and **Self-assessment sheet 2** below). The teacher may also apply assessment of students as described in **Assessment sheet 2**.



¹ Dodge, J. (2009). 25 Quick Formative Assessments for a Differentiated Classroom. U.S.A.: Scholastic Inc.

INSTRUCTIONAL METHODS

Opening

To actively engage students in the lesson, to motivate and have them relate to their real-life concerns and experiences, there may be used the Circle method (Kagan, 1993)², as follows:

- The teacher organizes the students into groups of three. Each group sits at a table, and the members take turns, from right to left, to share their ideas about the game they are about to play. The teacher presents them with some clues about the game, but not too many details, for example, the theme of the game: different civilizations competing for resources and following a strict set of rules. Nobody is allowed to interfere with comments on shared ideas. One of the group members is responsible for writing down the group's ideas.
- The students identified as number three in each group present the answers.
- After having generated the ideas, the teacher provides the students with a more detailed description of the story behind the game "Planet Hexagon" and some of the rules that players have to follow.



During

At the end of the first game session, the teacher may choose to put the game on hold and apply the teaching method *Professional deepening group* (Peretti & Legrand, 2001)³ as follows:

- The teacher presents the method: in each game team, there will be one narrator and one moderator; the narrator will think about, and present, an issue related to the rules of the game; the other students in the same group will ask questions, without being judgmental, related to the issue presented by the narrator.
- A student (narrator) briefly presents, in a limited time, a problem that concerns him/her about the game, expresses his/her uncertainty or helplessness, presents the tools or procedures he/she has used.
- Another student (moderator) invites group members to ask questions within a limited amount of time. The narrator answers questions to ensure the continuity of the discussion. The moderator will interrupt/block questions involving a value judgment.
- The moderator asks the students to write, on a piece of paper, a short paragraph with their association of ideas, comments, and proposals related to what has been discussed.
- The narrator and moderator collect the pieces of paper and read the messages, outside the group. The other participants discuss the situation evoked, communicate their impressions, and the usefulness of the activity. After the reading, the narrator can have a final discussion with the group, without having to express his/her position or give a report.
- After that, another issue can be addressed that will be presented by another narrator, from a different group.

When all the teams of students playing the game have had their narrator-moderator-peers interaction, the teacher may invite them to resume the board game.

² Kagan, S. (1993). *Cooperative Learning*. Kagan Cooperative Learning, San Juan Capistrano, CA.

³ Peretti, A., Legrand, J. A., Boniface, J. (2001). *Tehnici de comunicare [Communication techniques]*. Iași: Polirom.

Closing

At the end of the game, the teacher applies a teaching method, *SCAMPER* (Eberle, 1996)⁴ to highlight certain aspects related to the game. The method is as follows:

- The teacher proposes the word ‘game rules’ as a key term and proposes to the students to form groups and work together to discover as many words as possible starting from the letters that make up the word SCAMPER:

S – Substitution: another person, something else, other ingredients, materials;

C – Combination: mixture, alloy, a group, an ensemble;

A – Adaptation: similar situations;

M – Modify, magnify, minify creatively changes the topic or makes a feature/idea bigger or smaller;

P – Possibilities of use: new methods of use;

E – Eliminate: giving up certain items, fewer components;

R – Reorganization: return, restructuring, a reversal of roles, change of components, reversal of cause and effect.

- The group members associate new words for each letter, relating to their experience on the recently played game – “Planet Hexagon”.
- Each group presents the newly identified words, based on which discussions and conclusions are generated.

MATERIALS

Materials and supplies, resources included

Assessment/Self-assessment sheet

Self-assessment / evaluation criteria

C1. work in groups and each group will have its strengths and weaknesses, which will help develop their intercultural awareness, empathy, mutual respect, solidarity, team-work skills

C2. work in groups by following strict game rules, which will help them build moral and ethical reasoning, value-based attitudes and behaviors such as fair-play spirit, hard work, team-work, self-respect, mutual respect, honesty, solidarity, perseverance

C3. gain new ideas on how to build a civilization to gain as many points as possible, which will allow them to form and develop creative thinking

C4. collaborating within their group on common decisions in building civilization, they will also work with other groups and share their ideas and benefits with others, enabling them to design and develop communication and cooperation skills

C5. speak in a foreign language (English) so that they can form and develop their English language skills

	1	2	3	4	5
C1					
C2					
C3					
C4					
C5					

1 = very low
2 = low
3 = medium
4 = good
5 = very good

Assessment sheet 1

The 3-2-1 technique⁵

I. Fill in:

three concepts you learned from today's lesson

.....

two interesting ideas

.....

a skill you think you built in today's lesson

.....

II. The 3-2-1 technique correlated with playing the "Planet Hexagon" game

Answer the following questions:

3 – How much ...?

Who is ...?

Where...?

2 – What is the main idea of the game?

Why do you think that...?

1 – In my opinion

Assessment sheet 2

Elaboration of a report about moral education

Stages⁶:

- participation in the event, activity, game
- documentation on event, activity, game
- selecting the information that will be used
- establishing a plan or angle of approach to the subject
- writing the text of the report

Report evaluation form:

Evaluation criteria		Score (1-10)
Content	Topical issue	
	Subject from close reality	
	Unusual, interesting topic	
	Presentation of the problem, the conflict	
	Presentation of the consequences	
	Clear, concise, varied, convincing statements	
	Appropriate tone for readers	
	Language used correctly	
Form	Spelling, punctuation	
	Legibility	

⁴ Eberle, B. (1996). Scamper: Games for Imagination Development. Prufrock Press Inc.

⁵ Dodge, J. (2009). 25 Quick Formative Assessments for a Differentiated Classroom. U.S.A.: Scholastic Inc.

⁶ Pintilie, M. (2002). Metode moderne de învățare-evaluare [Modern Teaching-Evaluation Methods]. Editura Eurodidact, Cluj-Napoca.

Self-assessment sheet 1

Opinion diary

Name and surname

Date

Topic of the lesson

Main idea

*Choose one of the following questions (or formulate a new one)
to answer the main idea of the text above:*

In my opinion contributes to

I think it is beneficial/dangerous because

I consider that it is necessary/important because

I feel it is important to because

I believed/believe/feel....., but now I believe/believe/feel..... because

Self-assessment sheet 2

Top ten

Name and surname

Date

Topic of the lesson

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

CLASS SCENARIO 2

Planet Hexagon as an introduction to collaborative game design project work in the field of computer science in teacher education

Description

In this lesson, students are introduced to the use of games in the classroom. They play a board game called “Planet Hexagon”. It is a board game that aims to form and develop creative thinking, communication, intercultural awareness and cooperative skills. The game will be the starting point for the whole semester, during which students work together to develop their own educational computer game. Since they will work in groups and each member of the group has his or her own role, the Hexagon game will be a good starting point to get to know each other, reflect on different characteristics of the individual members and, based on this, determine further roles of the members in game design-based learning. They will also have the opportunity to work together and acquire communication skills that will help them to solve problems and challenges in further lessons while developing their own game. Since students can prepare their own computer

games in English, this game will also help them develop English language skills and help them get used to some basic terminology in the gaming world. At the end of the lesson, the students will solve the evaluation rubrics and collaborate in discussions to reflect on their roles in the collaborative game development process, etc.

Prerequisites

Students do not need any information, skills or resources to successfully approach the lesson. The only thing they need to think about in advance is their division in groups, which will be the basis for further work on developing their own computer games.

Estimated time

The estimated lesson time is 90 minutes.

POTENTIAL USE

Purpose

This lesson can be used for different areas of study. It can be a good starting point for project-based learning, which requires the introduction, collaboration and communication of students. Based on the gameplay, students can divide into groups for further project work. The lesson is structured so that all students play the same game in 4 groups of 4 to 6 students. If there are more than 24 students, we can play more than one game. The final result of the groups in each game can be motivation for all students to win.

Grades

The game is aimed at a range of student groups, from teenage to adult students.

Content areas

In this lesson the game is used as an introduction to game design-based learning in computer science studies in teacher training. Since the game is played in English, it can also be used to support the development of English/ Language Arts skills. As the game involves a lot of strategic thinking and problem solving, students also develop their mathematics skills, and as the game is about collaboration and communication, it also provides opportunities to develop skills in the field of Social Studies.

GOALS

Instructional goals

The lesson is aimed at:

- shaping and developing creative thinking,
- shaping and developing communication,
- shaping and developing intercultural awareness,
- shaping and developing cooperative skills,
- shaping and developing English language skills.

Objectives

During the lesson the students play a board “Planet Hexagon” game and:

- gain new ideas on how to build a civilization to gain as many points as possible, which will allow them to form and develop creative thinking,
- collaborating within their group on common decisions in building civilization, they will also work with other groups and share their ideas and benefits with others, enabling them to design and develop communication and cooperation skills,
- design and develop communication and cooperation skills,
- speak in a foreign language (English) so that they can form and develop their English language skills.
- work in groups, and each group will have its own strengths and weaknesses, which will help develop their intercultural awareness.

Variability

When considering variability in this lesson, with all class playing the game where each of the students have their role, we will engage the widest range of students and give everyone a reason to want to learn; also in this way (in which students swap roles) we will allow all students to have access to all information and give all students the opportunity to achieve the instructional goals; by having the role of the presenter after each session and by having the discussion and “exit ticket” activity at the end of the lesson, we will allow all students to show what they know and can do.



ASSESSMENTS

Formative assessments

Strategic questioning

Questioning strategies can be used with individuals, small groups or the whole class. After each game session, we ask students to answer higher-order questions such as “why” and “how”. Higher-order questions require more in-depth thinking from the students. We prepare questions that the students answer after each game session: “Why did you put the tile ... in the place ...?” or “How did this turn impacted on the strategy of your group?”

Exit tickets

Exit tickets are small pieces of paper or cards that the students post on the wall of the classroom when leaving the classroom (the teacher prepares the place for the tickets before the lesson). Students write down a game term (or a

concept that is important during the game) and its definition/explanation based on the lesson taught that day. In the next lesson, the teacher summarizes the terms so that all students have an insight into the most important terminology they will use in their project work.

Summative assessments

As students work to achieve goals, they use different rubrics (e.g.: Bennett, 2008; Rhodes, 2010) to monitor their progress. The teacher uses the same Evaluation Rubrics to grade the students work so that the expectations and criteria for success are clear to everyone from the beginning.

At the end, the teacher discusses with the class the results of their evaluation rubrics and their own observations.

INSTRUCTIONAL METHODS

Opening

At the beginning of the lesson, we introduced students with the idea of project work and game-design based learning method, which will be the main part of their study work in the semester. We introduce them with group work and guide them to think critically and creatively, while gaining new ideas for their own game. When they see that creative and critical thinking, strategic thinking, collaborative work is something they will need in the coming months, we introduce them with a game which will enable them the development of all necessary skills for their own game design. We divide students into groups and give them a copy of the evaluation rubric for each goal (see the Materials section for detailed information). We tell them how their work will be assessed during the lesson.

During

After the opening motivation for playing the game, the teacher explains the rules and roles

in the game. During the lesson the students play the game, reflect on their moves and strategy after each session, work together and cooperate with other groups.

They have instructions on the board so that they know how to achieve the goal of the game. The teacher is always around them and helps them if they are not sure whether they are playing well or correctly.

Closing

Students have a few minutes to fill in the evaluation rubrics. Then we discuss the aim of the lesson again with the students and guide a discussion of the lesson activities – where the class started, what they did and where they arrived at the end of the lesson. In this way, students can get to know each other and develop skills that will lead them to more efficient group work in collaborative game design project work.

MATERIALS

Materials and supplies, resources included

Rubrics from: Rhodes, T. (2010). *Assessing outcomes and improving achievement: Tips and tools for using rubrics*. Washington, DC: Association of American Colleges and Universities.

	Capetone 4	Milestones 3	2	Benchmark 1
Acquiring Competencies <i>This step refers to acquiring strategies and skills within a particular domain.</i>	Reflect: Evaluates creative process and product using domain-appropriate criteria.	Create: Creates an entirely new object, solution or idea that is appropriate to the domain.	Adapt: Successfully adapts an appropriate exemplar to his/ her own specifications.	Model: Successfully reproduces an appropriate exemplar.
Taking Risks <i>May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, i.e. going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.</i>	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment.
Solving Problems	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.
Embracing Contradictions	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Incorporates alternate, divergent, or contradictory perspectives or ideas in a exploratory way.	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
Innovative Thinking <i>Novelty or uniqueness (of idea, claim, question, form, etc.)</i>	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.
Connecting, Synthesizing, Transforming	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.

Figure 1. Association of American Colleges and Universities (AAC&U). (2009). *Creative thinking VALUE rubric*. Retrieved from <https://www.aacu.org/value/rubrics/creative-thinking>

	Capetone 4	Milestones 3	2	Benchmark 1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Figure 2. Association of American Colleges and Universities (AAC&U). (2009). *Critical thinking VALUE rubric*. Retrieved from <https://www.aacu.org/value/rubrics/critical-thinking>

Student will be able to...	Mastering 4	Advancing 3	Developing 2	Beginning 1
Develop Awareness of Own and Other Cultures	Asks complex questions about own and other cultures, and seeks out and articulates answers to these questions that reflect insights into the construction of varied cultural norms and biases (e.g. aware of how experiences shape these rules, and how to recognize and respond to cultural biases).	Asks deeper questions about own and other cultures, and seeks out answers to these questions that include varied perspectives about cultural norms and biases (e.g. not looking for sameness).	Asks simple or surface questions about own and other cultures and identifies only own cultural norms and biases (e.g. with a strong preference for norms of own cultural group).	States minimal interest in learning more about own and other cultures and exhibits minimal awareness of cultural norms and biases (uncomfortable with identifying possible cultural differences).
Gain Knowledge About Culture(s)	Demonstrates sophisticated understanding of the complexity of elements important to members of a culture in relation to its history, values, politics, communication styles, economy, or beliefs, and practices.	Demonstrates adequate understanding of the complexity of elements important to members of a culture in relation to its history, values, politics, communication styles, economy, or beliefs, and practices.	Demonstrates partial understanding of the complexity of elements important to members of a culture in relation to its history, values, politics, communication styles, economy, or beliefs, and practices.	Demonstrates surface or limited understanding of the complexity of elements important to members of a culture in relation to its history, values, politics, communication styles, economy, or beliefs, and practices.
Engage and Empathize with Multiple Worldviews	Interprets experiences from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions with others.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Act with Open-mindedness Towards Other Cultures	Initiates and develops interactions with individuals from different cultures. Suspends judgment during personal interactions with culturally different others and sees value in the suspension of judgment	Begins to initiate and develop interactions with individuals from different cultures. Begins to suspend judgment during personal interactions with culturally different others and may see some value in the suspension of judgment.	Expresses openness to most, if not all, interactions with individuals from different cultures. Has difficulty suspending any judgment in personal interactions with culturally different others, is aware of own judgment, and expresses a willingness to change.	Is not open to interacting with individuals from different cultures. Has difficulty suspending any judgment in personal interactions with culturally different others, and may be unaware of own judgment.

Figure 5. Bennett, J. M. 2008. *Transformative training: Designing programs for culture learning*. In: *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110.

CLASS SCENARIO 3

Planet Hexagon as a class of English

Description

This lesson is a follow-up lesson, after the students have played the Hexagon boardgame. The topic of the lesson is to learn about storytelling in English, as well as certain vocabulary and grammatic structures. The choice of vocabulary and grammar will depend on the age and proficiency level of the students. The students will practice the essential skills: writing, speaking, reading and listening.

During the gameplay, the students will have been in groups, working with one civilization each. This lesson will use the same groups.

The students are to, through a series of activities, produce a character from their civilization, write about him or her, and tell their peers about this character. Then the group as whole will come up with a story involving these characters. They will be asked to use particular vocabulary and grammatical structures in their descriptions and storytelling.

A possible follow-up activity to this lesson could be to ask each group to present their story to the rest of the class, in for instance the form of a play or a story reading.

Prerequisites

The students need to have played the Hexagon boardgame prior to the lesson, preferably immediately before the lesson. They need to have a certain level of English proficiency, enabling them to write short sentences and speak somewhat freely at a minimum.

Estimated time

The lesson planned here will take about two school hours (2x45 mins.), but could be extended.

POTENTIAL USE

Purpose

This lesson is aimed at young(er)/teenage learners of English.

Grades

The lesson could be applied to learners from about 7th grade to 10th grade, depending on proficiency levels in your class. The level can also be increased by adjusting the vocabulary and grammar structures focused on in the lesson

Content areas

This lesson plan is aimed at English language studies for young(er) learners. It could be extended to include art (let them draw or paint their characters) and drama (for the possible follow-up lesson described above).



GOALS

Instructional goals

The aim of the lesson is for the students to explore language and use their creativity to create something new. They should look to their experience playing the boardgame, as well as the description of their civilization in the game, as inspiration. They should practice the essential skills of writing, reading, listening and speaking, as well as revise selected vocabulary/grammar.

Objectives

After this lesson, the students ought to be able to:

- write a short text on a given topic (length depending on age and proficiency of the students)
- speak (somewhat) freely about their text in a small group
- read and use a text and an experience as inspiration for being creative with language
- describe and discuss their own experiences with a small group of peers.
- have a good grasp of the vocabulary/grammar addressed in the lesson

Variability

The lesson and its desired end product are somewhat open, so each student will be able to achieve something, depending on their level. The teacher needs to know the overall level of the class, as well as each individual student. It is quite possible to provide differentiated instructions and different vocabulary lists for each student, tailored to their language proficiency. The aim here is to revise already familiar vocabulary and grammatical structures, so it is important that the teacher does not overwhelm the students with too much new information.



ASSESSMENTS

Formative assessments

The teacher can walk around the room and observe and listen to the conversations going on in the groups. And make sure that they speak in English, and guide them in the right direction should they get stuck.

The teacher can also ask the students to hand in their written product. Also, use the drama performances as a means of formative assessment, should the teacher choose to apply the follow-up lesson as well.

Summative assessments

There is no summative assessment planned for this lesson. It can partake in the overall summative assessment on a term of teaching.



INSTRUCTIONAL METHODS

Opening

Start the lesson by explaining the objectives and goals of today's lesson, as well as the main activities.

1. Let the students sit in the same groups as when they played the game. Provide each group with the board for the civilization they played in the game. The students get 5-10 minutes to discuss their experience with playing the game and describe the main features of their civilization. They can refer to the text about their civilization written on the board

During

2. The teacher introduces the vocabulary and/or grammar which is the focus for this lesson. It should be somewhat familiar to the students already (revision, not introducing new material). Examples of relevant vocabulary could be words for colors, words for occupations, family words, adjectives, etc. Examples of relevant grammar could be verb-subject concord, the verb to be, the placement of adverbials, word order, text structure, etc. The students will be expected to use the chosen vocabulary/grammar in their written products later on. The choice of language elements will be up to the teacher, based on what needs to be revised, and the proficiency level of the students
3. The students will get the main objective of the lesson explained: create a character who is a citizen in your civilization. They should use their knowledge about their civilization, and create a character who is a member of this civilization. They should be encouraged to be creative,

and the teacher can allow animalistic/alien-like characters, for instance. There should be a few requisites as to what needs to be included in the description: age, what the character looks like, occupation, family, where the character lives, hobbies and interests, dreams, problems. The students should work independently, but it is possible to work in pairs, as long as they are from the same civilization. The students write a text (it is possible to provide a worksheet, where they fill in the answers, for less proficient learners). Here it is also possible for the students to draw or paint, even make (knit, sew, wood work, etc.) their character, and thus include art class as well. Remember to tell the students to use the vocabulary/grammar in focus for this lesson. This section of the lesson will take some time, and the students should be given ample time, as both being creative and writing are demanding tasks. An estimated time frame of about 45 min. is expected

Closing

4. The students sit in their groups and present their characters to each other. Encourage free speech, but reading should be allowed for less proficient students. This should take about 30 min., depending on the number of students in each group
5. End the lesson, by asking the students to hand in their texts. Inform them whether they will get formal feedback or not.
6. If you choose to do the follow-up lesson(s): inform the students that they will be getting their texts back later, and that they will work more on this at a later stage.

MATERIALS

Materials and supplies, resources included

Writing material

The boardgame

Arts material, if this part of the lesson is chosen

CLASS SCENARIO 4

Planet Hexagon as an aid in teaching ESL didactics

Description

This is a description of a workshop in Teaching English as a Second Language methodology with the use of the Planet Hexagon board game. The workshop may only be carried out after playing the game. The class may consist of 12-20 students with good working knowledge in the realm of English didactics (especially concerning lesson planning and teaching language elements and language skills). During the workshop students will work in groups and prepare a lesson plan with the use of the game and sketch the exercises for the lesson. The lesson, entitled *The Inter-Galactic Congress*, should be done wholly as groupwork with students working in the same groups, representing the four civilisations of The Planet Hexagon game. The workshop may be part of a unit about incorporating ludic strategies, especially games, in language teaching or a unit about incorporating culture in SLT.

Prerequisites

Students should have played Planet Hexagon at least once, preferably recently.

Students should be familiar with the lesson plan format and its elements.

Students should know how to prepare a working lesson plan and most popular language exercises.

Students should have sufficient knowledge of how to teach language elements and skills, especially reading, vocabulary, speaking, and writing.

Students should know how to organise groupwork in the classroom.

Students should have some experience in timing activities.

Estimated time

The workshop should fit into the standard 90-minute academic class. Developing actual exercises can take another 90-minute follow-up class or be given as a homework project.

POTENTIAL USE

Purpose

This workshop has been designed for students undergoing professional teacher training in the realm of English as a Second Language.

Grades

In the departments of education, especially ones for future teachers of languages, this workshop may be used both at a B.A. level and at an M.A. level. Also in-service teachers, who attend post-diploma courses, may benefit from the workshop with the use of Planet Hexagon.

Content areas

Teaching English, Glottodidactics, Cultural studies.



GOALS

Instructional goals

- Practising lesson plan preparation
- Practising creating original activities for language classes
- Practising teaching selected language skills and language elements
- Learning how to incorporate a board game into language teaching
- Practising group cooperation and inter-group communication

Objectives

When the workshop is completed, students should be able to

1. plan a lesson based on a board game, in particular
 - specify the goal of the lesson and its objectives
 - invent an engaging warm-up connected with the game
 - create and describe in detail reading and vocabulary activities connected with the written material from the game
 - organise discussions based on the game characters or the game-winning strategies
 - design writing activities connected with the game, such as short stories or dialogues
 - possibly design pronunciation and grammar activities connected with the material from the game
 - time all activities
 - use the lesson plan format to their advantage
2. cooperate better in groups
3. give and receive help from other groups rather than the teacher

Variability

Teacher-training classes always consist of students at different levels of pedagogical knowledge, experience, and potential. There are students who teach English and students who teach another language or a different subject. Some students have taught English in state schools for years, some teach only small tutorial classes or individual students and some have never taught anybody. They also have different personalities and leadership abilities at the start of the course. Each student may benefit from the class in a different way. The less experienced ones will be able to practise their lesson preparation skills and their cooperative abilities. The more experienced ones may test themselves in leadership roles and add the game-based activities to their teaching repertoires.



ASSESSMENTS

Formative assessments

During group work students will be observed and guided by the teacher who will spot immediate problems and help students find solutions in a non-obtrusive way. This will give him/her many opportunities to assess the on-going work and give advice. When the lesson plans are completed, students will also be encouraged to provide group assessment of their work. After that the teacher will collect the materials and after some time give thorough written feedback, thus enabling the groups to perfect their projects.

Summative assessments

Because the lesson is aimed at the product – a complete working lesson to be used in school conditions, the projects will be worked upon until ready. A grade may be given to students after developing the lesson plan with all the activities or after actually carrying out the lessons in a high school.

INSTRUCTIONAL METHODS

Opening

1. Students are informed about the goal of the lesson: creating lesson plans and sketching the exercises for a lesson based on Planet Hexagon for 15-16-year-olds at the B1/B2 level. The teacher explains that the whole lesson should be done in groups representing the four civilisations of the game. The lesson's topic is The Inter-Galactic Congress.
2. With the teacher's help they rearrange the classroom to have groups of four sitting at separate tables, with a clear access to another table – one with the gadgets of the game (hexes, etc.).
3. Students are randomly divided into four groups and sit around the tables. Each group has a copy of the game instruction and a board of one civilisation.
3. The teacher leads a short revision session about language skills and language elements. The teacher elicits information on which language skills and elements are likely to be used in a lesson based on Planet Hexagon. The most likely answers are: reading, speaking, vocabulary, writing. The students are informed that these elements must be incorporated in their lessons but that they may add other skills/elements, if their lesson timing allows it.
4. Brainstorming – groups invent warm-up activities for the lesson. Then they share the best ideas with the whole class.
5. The next step takes the most time in the workshop. Students sit in their groups and work on their lesson plans and activities. At any point they may go to the table with the gadgets from the game to have a look at them or to have a look at other group's boards. The teacher walks around the class visiting groups, observing, helping, if necessary. The likely activities invented by the students may include:

During

1. The teacher distributes empty lesson plan formats.
2. Each group starts with specifying the goal and objectives for their lesson. Then they are discussed with the whole class.

- a reading comprehension based on the descriptions of the four civilisations. Each group of potential learners may be asked to read the description of one civilisation and answer comprehension questions.
- presenting each civilisation orally at the “Inter-Galactic Congress”
- discussing the civilisations in the cultural context
- creating short stories based on the descriptions of the civilisations (each group – one story)
- creating myths proper for each civilisation (each group – one myth)
- writing a dialogue between representatives of different civilisations meeting at the Congress
- reading parts of the instruction and processing vocabulary
- discussing the best strategies for winning the game
- writing short descriptions of new civilisations created by the students with the use of the format from Planet Hexagon

Grammar and pronunciation activities are also possible. Of course the array of the activities will not be limited to the list above – students will certainly use the material creatively and invent inspiring original activities. Students

should write clear instructions for each activity and specify the timing. If the students of any group are stuck, they are first to ask another group for help and only then the teacher.

6. When the groups have finished the previous stage, each group chooses an emissary. The emissaries go from group to group sharing their groups’ ideas and getting information from the visited groups. This stage gives the students a fresh perspective on their achievement. When the emissaries go back to their own groups, the groups work for some more time on the possible improvements to their projects.

Closing

1. The groups present their plans, describing the designed activities. Other groups are free to comment. The groups also comment on intra- and inter-group cooperation.
2. The teacher gives oral feedback on the work of the workshop, not only on the “products”, but also on intra-group cooperation and inter-group communication.
3. For homework students are to finish their plans, develop their activities and send the completed projects to the teacher for thorough written feedback. Alternatively, the activities are developed during another 90-minute follow-up workshop.
4. In due course the lessons may be “tested” on high school students.

MATERIALS

Materials and supplies, resources included

A copy of the board game Planet Hexagon, as many sets of instructions as there are groups in the class

Empty lesson plan formats printed

Notes from previous classes about techniques to be used when teaching particular language elements and skills.

Access to the Internet may be useful, although it is not absolutely necessary.



GAME IT