

LESSON PLAN

STRUCTURE:

Overview

Outcomes

Preparation

Procedure



App:



LESSON NAME: : “GAMIFY YOUR MESSAGE”

DURATION: 4x60

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OVERVIEW

In the multi-media world of our century messages can be transmitted in various ways and students may present their findings of research projects in several formats including presentations, videos, posters, cartoons, infographics or even games and gamified formats.

Teachers have commonly used game components to content so far in order to increase engagement; actually not just adding a reward system but designing content in such a way that turns hard or boring activities into engaging ones in order to increase motivation.

Not surprisingly nowadays marketing has adopted as well; more and more firms, being aware of today’s user behaviour patterns, present their material in a form of a short quiz game to share with audience its qualities or to present it as a research outcome or as a means to inform, educate or just entertain audiences.

In this lesson plan the students are encouraged to gamify their own content or even better use gamification as an effective way to communicate their message and/or even lead the players to certain answers or data and guide behaviours;

Using a free online tool (kahoot.it) they research a topic, focus on the main points to be carried forward, ask great questions and come up with wrong answers as well as the right ones in order either to enforce learning or develop critical thinking or convey messages.

Actually it works as a creative tool which gives students a voice within their classroom or/and out of it globally and as **an alternative medium to inform and change attitudes** at the same time.

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LEARNING OUTCOMES

Getting students to create their games is a deep learning experience, promoting creativity and critical thinking and involves the application of multiple intelligences.

More specifically the students will be able to:

- develop all those critical thinking skills required in writing: (organize ideas, draft words, select images and/or sounds, edit, check and present the final product)
- identify, locate, evaluate, and effectively use information (search for, synthesize, and disseminate information)
- develop higher order thinking skills: raise the right questions about what they are watching, reading or listening to and design a wide range of questions
- increase knowledge and competence about video games and its mechanisms
- estimate the usefulness of the collaboration among media producers and researchers.
- explore alternative representations
- interact in a mindful way.
- communicate within and beyond the classroom
- develop creative skills in making their own media messages
- use information tools to gather and share information.

PREPARATION AND MATERIALS

The teacher

1. creates a game: It might be useful to consult the Kahoot user guide https://getkahoot.com/tutorials/Kahoot_Tutorials.pdf
or
uses a ready, published one: One might use this about SID: <https://play.kahoot.it/#/k/789f4904-40dc-4aa2-8bc7-bcf0d62090e5>
to introduce the tool and ignite interest.

2. Prepares the assignment content (topics to be researched, useful links, key words)



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or
modifies/makes use of Appendix 2

MATERIALS

- At least one computer and students' smart phone devices, tablets, or laptops with a browser (or computers in the lab and internet access).
- A projector
- A kahoot quiz either created from scratch or a public one duplicated and adapted for the classroom by the teacher
- ppt presentation
- Photocopied material or files with the topics to be researched and suggested relevant links as well as key words for any further research
- Kahoot user guide
https://getkahoot.com/tutorials/Kahoot_Tutorials.pdf
- Participants may also use this <http://quick.as/nyyt7b> how to play Kahoot.

PROCEDURE

Presentation phase

- Teacher's game is projected in the classroom and played by the whole class in real-time (answered on their own personal device.)

Participants do not need an account to join.

Students visit kahoot.it and enter in the game pin and a personal nickname to enter. When they have joined, the "Kahoot" may start.

They have a time limit to answer the question. (There might be an unrated question to see how the game works).

A "breathing space" in between the questions allows for comments (ex the top 5 players in the game are displayed at the front to increase motivation).

The winner might get some reward.

- They discuss about the positive impact on them personally and the mechanisms of gaming and learning at the same time.
- They are presented the ppt (attached) with the main points and guidance.



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Pre-production phase

- Students are presented different topics to research and create their own kahoots.
- They form 5 groups according to the topic selected to be researched.
- One of each group creates a kahoot account as a student.
- They are given some time to look into already created public games and see how the tool works.
- They may get more guidance regarding [Kahoot!](#) Or get answers in [FAQs](#).

Research-writing phase

- Students visit the suggested links and do their research. They are encouraged to expand it using the key-words given.
- Appendix 1 will help them decide on the aim and content of their kahoots.
- They formulate their questions using the key words given and question starters.
- They set and store their questions, the correct answers as well as the wrong ones to be copied and used during the production phase.
- They are notified about the number of questions that each quiz session should have.
- They are also urged to search for free images to be used reminding them of the power of images as a great means to also convey messages and support content.

(This is the most time consuming part since students have to spot the main pieces of information to be forwarded and decide on the messages they want to communicate. These have to be transformed into meaningful questions given smart, tricky wrong answers apart from the correct ones, which is quite challenging but critical thinking promoting).

Production phase

- Students visit <https://getkahoot.com/>, create a free account selecting their role (student 16 or under, or over 16) and sign in
- They select what type of kahoot to create (quiz is suggested here)
- They come up with a “catchy” title in order to attract players around



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the world

- They fill in the necessary fields and make a good description
- They add their pre-formulated and saved questions and answers
- They are also reminded to consider the “points question” and “time limit” fields
- They adjust the settings (language, privacy-has to be “public”, audience, description, difficulty, tags) selecting “next settings”
- They use a cover image for their game and relevant images or, even intriguing, YouTube videos for their questions.
- Finally they preview and check their kahoot to make any necessary adjustment or corrections.

In case they need more help they can watch the tutorial

https://www.youtube.com/watch?v=pFFv6_6was4

Post- Production phase

- Students in groups present their Kahoots: Students play the games created by other teams, share newly attained knowledge
- They evaluate within the game
- Teachers evaluate using the rubric given or modified

References

- <http://contentmarketinginstitute.com/2011/07/gamification-examples-content-marketing/>
- <http://www.socialmediaexaminer.com/26-elements-of-a-gamification-marketing-strategy/>
- <http://edtechreview.in/news/1490-how-kahoot-can-help-teachers-to-engage-students>
- http://www.unaoc.org/images/mapping_media_education_book_final_version.pdf
- <http://contentmarketinginstitute.com/2011/07/gamification-examples-content-marketing/>
- http://teachertools.londongt.org/en-GB/resources/Ks3_module_questioning.pdf
- <https://www.rit.edu/gccis/igm/bs-new-media-interactive-development-overview>
- <https://getkahoot.com/blog/kahoot-hero-spotlight-math-teacher-david-gee>



APPENDIX 1

Before starting your research and designing the questions and answers, think about:

- Why are you making the kahoot?
- Who is the target player?
- What do you hope the outcome will be?
- Are you going to make it public?
- If it is to be public how would you make sure it will be found by the people who need it most? (A catchy representative title, a good description, tags, a hashtag?)
- What might the potential players already know?
- How might you give everyone who plays this game a chance to feel competitive and successful?





APPENDIX 2

Assignment : In groups Create your own Games

*“Advertise” your findings and persuade your audience in an enjoyable way!
Your game should aim at generating enthusiasm and guiding user behaviour.*

- Choose a topic from these listed below.
- Either design your own quiz, based on the topic selected or choose from the games created and shared by platform users and tailor it to your own findings and info/messages you want to convey.
- Your kahoot must be consisted of at least 8, but no more than 12 questions.
- Your kahoot questions must include 4 answers.
- Give an eye-catching title to your game according to the content and the info/messages promoted.
- Consider carefully spelling, grammar and the correct answers.

Guide: https://getkahoot.com/tutorials/Kahoot_Tutorials.pdf





-----SUGGESTED TOPICS-----

1. Child abuse, violence, child rights

Domestic violence is a punishable crime; any kind of violence or abuse (psychological, physical, sexual and emotional) is persecuted by law.

Although thousands of children are abused daily from their family environment, according to research they never ask for help, and never talk about what is happening to them, risking their lives!

If we become eyewitness or hearsay domestic violence and report it, we could terminate it early.

- <https://vimeo.com/119926923?from=outro-embed> (Created by Angelos Roditakis ©2014
Music composed by Mikel Shane Prather mikelshanemusic.com/)
- <http://www.helpguide.org/articles/abuse/domestic-violence-and-abuse.htm>

Key words: abusive relationship, violent behaviour, threats, Physical, Sexual, Emotional abuse, dominance, isolation, intimidation, threats, cycle of violence

2. Racism-stereotypes

Watch these videos and get inspired:

- <https://www.youtube.com/watch?v=dfccrwUIROU>
- <http://racist-stereotypes.com/>
- <http://www.123helpme.com/view.asp?id=21979>

3. Fast fashion

- <http://ww2.kqed.org/lowdown/2013/05/17/who-made-your-t-shirt-the-hidden-cost-of-cheap-fashion/>
- <http://americanhistory.si.edu/sweatshops/ffchain/game.htm>
- <https://sites.google.com/site/lifebeneathclothing/the-geography-of-fashion-and-clothing/where-are-our-clothes-made>

Key words to search: sweatshops, cotton jeans/Tshirts, child labor

Solutions <http://www.elephantjournal.com/2008/09/del-forte-denim-anti-sweatshop-organic-cotton-looks-good-feels-good/>



4. Seeking asylum in the EU

- Seeking asylum in the EU: <http://www.europarl.tv.europa.eu/en/player.aspx?pid=552375c8-dd23-4db0-85c2-a56800a2488e>
- Europeans' views on immigration: <http://www.europarl.tv.europa.eu/en/player.aspx?pid=876d9eea-ff59-4963-a4b7-a54800c1dd18>
- The Refugee Crisis and Syria Explained <https://www.youtube.com/watch?v=RvOnXh3NN9w>
- People Are Not Numbers <https://www.youtube.com/watch?v=-6ufK8E-2hE>

5. Social media and self esteem

- <https://www.youtube.com/watch?v=47cbEeSKIZo>
- <https://www.youtube.com/watch?v=ZSTjF8x1uUU>
- <http://www.forbes.com/sites/jmaurenhenderson/2012/07/11/is-social-media-destroying-your-self-esteem/#756c30f34cd9>
- <http://thesocialu101.com/the-relationship-between-social-media-and-self-worth/>
- http://www.educationworld.com/a_news/report-social-media-blame-low-self-esteem-young-women-2903645

key words: self-esteem, social media, anxiety, anorexia nervosa

6. Philosophy - Plato's big ideas

Plato was one of the first and greatest philosophers in the world. He was the most famous pupil of Socrates and teacher of Aristotle. His work, in the form of philosophical dialogues, has survived throughout the centuries and had a huge influence on the western philosophy tradition. The main founder of philosophy, the precursor of the most important socio-political visions. <http://www.videoman.gr/91659>

Key words: philosophy, fulfillment, self-knowledge, thinking, Socratic discussion, true love, the message of beauty, the ideal society, the influence of celebrities, democracy, mature citizens,



KAHOOT RUBRIC

	4	3	2	1
Presentation	<p>Quiz well-constructed Questions lead to relevant information key words successfully used. Critical thinking is necessary to answer the questions. Appropriate length.</p>	<p>Quiz well-constructed in some aspects. Questions on main information but many not beyond the "comfort zone". Critical thinking partly demanded. Appropriate length</p>	<p>Quiz not very well done. Questions somehow unclear/confusing/focused on insignificant details. No demand of critical thinking. Not of the length required</p>	<p>Quiz not well considered Irrelevant content or language Questions lead to no knowledge. Very limited number of questions</p>
Question Formation (Grammar, spelling, aesthetics)	<p>Very well constructed questions properly marked. Proper grammar and punctuation Clear, meaningful and targeted questions High quality, supportive images applied to each question</p>	<p>Well-constructed questions with some but not major grammatical errors Questions well done Clear questions. Some confusion may exist. Images used are good</p>	<p>Poor grammar with many errors. Question marks are not fully used. Some unclear questions are used. Only some images are used</p>	<p>Many grammar errors in poorly constructed questions. Question marks are not used. Questions are confusing and mostly appear as answers. No images, no sound</p>
Answer Creation	<p>Each question has 4 answer possibilities They are thought demanding</p>	<p>Each question has 4 answer possibilities The correct answers to some questions are quite obvious</p>	<p>Many questions with 2 or 3 answer possibilities. Correct answer often does not fit the question perfectly. Most answers seem random. Unable to demonstrate basic concepts</p>	<p>All questions have fewer answer choices. In some questions the correct answer is not included. Responses show lack of purpose</p>

