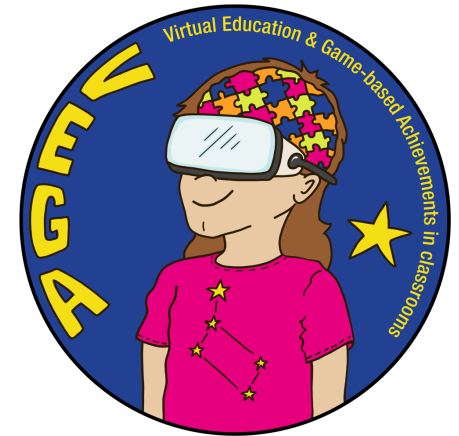


Does it matter to others what I say or do? - VEGA Teaching Scenario



Topic: The computer game MAGIS, Friendship/Helpfulness, English language learning

Subjects: English / sociology / communication and social skills

Age / grade: 11 + / Grade 5+

Short description of the computer game in this scenario:

- **MAGIS** School of Wizardria's seeing strange events: items disappear and someone's playing tricks on others. Find out who stands behind it all and help restore order in Wizardria!
- The game is developed by Finnish Association for Mental Health in cooperation with Jyväskylä University and the City of Vaasa. The game is provided at no cost and is intended for use as is. The Game has been created for children between the ages of 7 and 15. Magis is an educational game designed to improve psychological well-being in a school environment.
- The languages of this game are Finnish, Swedish and English.
- More about the Privacy Policy: <https://www.magis.fi/magis/> (upper right corner)



Introduction to the scenario

In this scenario students learn how to help others and react in the right way. They practise friendship and how being nice to others can help people solve all sorts of problems. The game is in English language and by playing it students practise their english skills, reading and understanding and enhance their vocabulary in english. More here:

<https://magisgame.com/magisgameprivacypolicy/>

Learning outcomes:

The students are able to:

- understand how being friendly and helpful can affect other lives
- see the connection between cause and effect in our behaviour
- see the connection between being friendly and to find solutions to problems
- gain an increased sense of responsibility for how you respond to people
- realize how bullying can harm the lives of victims and perpetrators
- practise their English language by reading the informations in the game
- acquire an increased vocabulary in English, both written and spoken
- practise their reading comprehension in English language
- present their learned knowledge in a clear way in written answers to questions regarding the game



A selection of learning outcomes from the Icelandic Curriculum

English:

The student can:

- listen for detailed information, select from the relevant ones and respond to or process them
- gather information from the text, analyse the main points from less important points, realise the main results and use them in project work
- find key information in the text for the purpose of using in project work
- deal with a variety of situations in public relations, e.g. shared and received information
- express their opinions, feelings, experiences and knowledge
- applied self-assessment and peer assessment in a realistic way in connection with the subjects of the study and provided fair feedback
- use their experience and knowledge to create new knowledge and use it in a new context
- work independently, with others and under guidance and take into account what others have to say



Social studies:

The student can:

- follow the process of cause and effect of human actions and point out ways to improve
- the rational value of positive attitudes, virtues and values, as an important part of healthy self-awareness
- describes the complexity of emotions and points out the interplay of emotions, thoughts, behaviours and communication
- put themselves in the footsteps of people with different backgrounds and attitudes, in different places and times
- weigh and evaluate opinions and information, respond to them in an unbiased and fair manner
- demonstrated fairness, self-confidence and respect in communication and cooperation with others,
- reflect on their own ability to act and realise the consequences of their actions or inaction
- cared for the welfare and well-being of their fellow human beings

Formative assessment

Number of students: Duration (estimated time/number of lessons):

- 20 students (2 students/group)
- ca 8 lessons 60 min each

Prerequisites (necessary materials and online resources):

- Computers with internet connection and MAGIS game (online) OR iPads with the MAGIS game downloaded
- Check that the internet is working
- Information about the topic to mediate to the students

Before the program begins (preparatory work for teacher):

- Search and collect information and material about the topic
- get properly acquainted with the MAGIS game, best would be to play it in forehand
- Teachers account on Mentimeter, where the teacher has logged in so students can make a wordcloud
- Prepare a class in Quizlet and share with students
- Share [questionnaire](#) to the students, they copy and work at it while playing the game
- Divide students into pairs, one computer/ipad for every student; one for the glossary and questionnaire work, other for playing the game together.
- [On this webpage](#) you can find solutions for some of the problems students meet in the game, just in case they can't find the solution themselves ;)

The game is in 4 chapters, good to estimate that students finish one chapter in two classes + projects.

The main part of the scenario (number of lessons):

Part one (one lesson 1 x 60min)

Lesson 1

- The teacher submits the project with a discussion about friendship.
 - How do we show friendship?
 - What does friendship mean?
 - How do friends not behave?
 - How do we react when we see someone bullied and why?
- What skills are important to acquire in order to be good at working together? Praise, consideration, exchange, patience, helping others, asking for help, listening and resolving disputes are all examples of collaboration skills. Compassion, respect, caring, tolerance are all words we want to see.
- What is friendship?
 - Make a word cloud on the website Mentimeter (<https://www.mentimeter.com>). Each student submits 2-4 words that he thinks describe friendship, first in your own language. The words are translated into English in collaboration with students.
 - Another word cloud created with the English words. Print out the word cloud and hung on the wall in the classroom.



- The teacher divides the students into pairs who are to work together in the next lessons.
- The game MAGIS is introduced to students and they start with the first chapter in one computer /
ipad.
- While playing the game, they have a file with questions open on another computer, also quizlet.com for notes. The teacher encourages students to change roles regularly
- Students note at least 10 new words from each chapter in **Quizlet.com** and make a card with the word and its meaning.

The logo for Quizlet, featuring the word "Quizlet" in a bold, blue, sans-serif font.

- **At the end of the class: Reflection.**
 - How did you like playing the game?
 - How did the collaboration go?
 - Did you see any examples in the game of how friendship / helpfulness could help someone?
 - Was there any person who showed bad behaviour?
 - How did you react to this behaviour?

Part two (five lessons 5 x 60 min)

Lesson 2+3

- Look at the word cloud from last class, review what friendship is all about.
- Watch [How you treat people](#) (3.56 min) (or some other video about friendship/bullying)
- How did you feel while watching the video?
- Students play the MAGIS game, answer questions and take notes in Quizlet at the same time.

At the end of the class: Reflection like after lesson one.

Lesson 4

- *Cyberbullying* - what is it?
- Have you been the victim of cyberbullying?
- Do you know anyone who has been a victim of cyberbullying or has done it themselves?
- What is the best course of action if we encounter or know someone who is being bullied?
- Watch a short video about [cyberbullying](#) (3:30 min)
- Short discussion about the video.
- Students continue with MAGIS, answering questions and taking notes while they play.
- At the end of the day: Reflection. A short chat about how it went, what questions came up, etc.



Lessons 5+6

- Students play MAGIS, answer questions and take notes while they play
- Encourage students to work together on the tasks of the game and assist each other.
- At the end of the day: Reflection. A short chat about how it went, what questions came up, etc.

Third part (2 lessons, 2 x 60min)

Lesson 7 + 8

- Those who have not been able to finish the MAGIS game will be given half of lesson 7 to do so, after which they will stop where they are. Those who have finished the game start working on the tasks of the lesson:
- Two and two pairs work together. Work in **Quizlet**, practice first in your own set, then the set from the other pair.
- Students create at least *10 sentences* in Google docs (write below the questionnaire from the game) with words from Quizlet, given a specific time.
- They also create *five questions* from the game (use their notes) to ask the class. Share the document with the teacher.
- After a certain time, students read the sentences to each other and thus practice the pronunciation of the words.

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- Students ask the class the questions from the game, work in pairs and take turns.
 - Students write an individual *short report about the game in English (approx. 100 words)* in Google docs (same document) or another selected program and share with the teacher. Use words from Quizlet in the report.
 - At the end of this project, the teacher talks to the students about the game and what it stands for, about the two videos and what the students have learned from this.
 - When everyone has submitted 10 sentences with words from Quizlet, the five questions and the report, it is time for evaluation.
 - Students complete [the attached checklist](#) by copying the document, colouring the appropriate boxes and sharing with the teacher.
 - Here is also a checklist for teachers: [Formative assessment](#)

Summative assessment/Heildarmat:

Grades 5-10	5	6	7	8	9	10
Activity and engagement	The student has had challenges to get the task finished. The student hasn't shown signs of engagement.	The student has only occasionally shown interest in the work and has had difficulty finding motivation.	The student has mostly shown interest in the work.	The student has shown interest and commitment to the work.	The student has shown great interest and commitment.	The student has shown great interest, responsibility and commitment.
The overall picture of the work when completed.	The student misses several parts of his work and several questions are not answered on the list.	The student lacks several parts of the checklist in his work.	The student lacks certain parts of the checklist, but it is largely complete.	The student has done all the parts on the checklist.	The student has done all the parts on the checklist and you can see that the student has made an effort to include all the parts.	The student has done every single part on the checklist and it can be seen that the student has processed the content.

The Quizlet work and questionnaire	<p>The student uses a limited number of words and the variation is poor. The student needs a lot of support to complete the task in view of the english skills required. The task is full of spelling and language errors.</p>	<p>The student has challenges with the content in the task. The student uses a limited number of words and the variation is not great. The student needs support to complete the task in view of the english skills required. The task is full of spelling and language errors.</p>	<p>The student's work includes the basic things but lacks some important facts . The student has certain shortcomings in the language skills that the task requires. The student has several places of negligence.</p>	<p>The student's work includes the most important things. The student has the English skills that school work requires, knows the standards for basic spelling and the structures of written language and uses them right.</p>	<p>All the questions were answered. The student has the digital skills that the task requires. The student knows the norms of basic spelling and the structures of written language and can use them in a versatile way in their work.</p>	<p>The student's work has all the content that is requested and is structured in a way that shows that the student masters the subject. The student uses a versatile language and varies his words. The Quizlet project and the questionnaire are well done.</p>
Showing responsibility for the completion of the work. Cooperation and peer response	<p>The student had difficulty cooperating with his partner and did not listen to him. The student did not give a peer response and did not take into account what the partner gave in response.</p>	<p>The student had some difficulties in cooperating with his partner and listening to his classmates. The student gave peer feedback without following the instructions. The student did not take into account the response</p>	<p>The student mostly cooperated well with his partner. The student received and gave feedback from his partner almost always according to the instructions. The response was</p>	<p>The student showed responsibility and mostly a good ability for cooperation. The student received and gave feedback from his partner. The response was constructive.</p>	<p>The student showed evidence of good responsibility and a good ability for cooperation. The student gave a versatile response and took the response he /</p>	<p>The student showed evidence of excellent responsibility and an excellent ability for cooperation. The student made an effort to formulate himself in a constructive and valuable way for the task in order to help his group further in</p>

		given by his partner..	mostly constructive.		she received from his / her partner into account.	his work. The student received a response from his partner and took it into account in his own work.
Skills	The student shows obvious shortcomings in the understanding of the subject.	The student shows some shortcomings in the understanding of the subject.	The student shows evidence of a certain understanding and some learned knowledge of the subject. .	The student shows evidence of a good understanding and has assimilated the most important content in the subject.	The student shows an excellent understanding and has assimilated the most important content in the subject but lacks some knowledge.	The student shows evidence of an excellent understanding and fully masters the content.
Language learning/English	The student has big difficulties in learning the English words.	The student struggles with and has some challenges with the English words.	The student knows the most important concepts and words in English.	The student shows evidence of understanding most parts In English.	The student has a good understanding and has learned most of the concepts and knows all the words in English.	The student masters all concepts and words in English.