



### **English: InFluent and other games – VEGA Teaching Scenario**

**Topic:** Learning English through the computer game *Influent* and cooperative group games

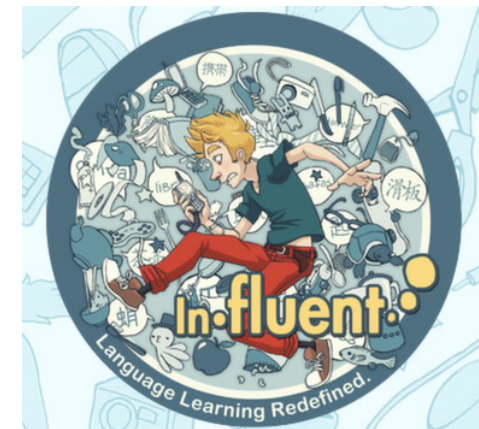
**Subject(s):** English vocabulary, pronunciation, reading and writing skills

**Age / Grade:** 11 + / Grade 5+

#### **Short description of the game InFluent:**

**Influent** is a Language Learning Game focused on vocabulary acquisition and pronunciation that gives players the freedom to choose the words they want to learn without the need for pencils or books!

Inspired by Dreamcast titles of old (namely Shenmue and Toy Commander) **Influent** immerses players in a fully interactive 3D environment where the names for absolutely every object in the game can be gleaned with a single click! In fact, even more information can be learned with a double-click! Every door, drawer, and cabinet can be opened with a right-click here and a right-click there, revealing more and more things to be learned! Packed to the brim with hundreds of native audio pronunciations



(painstakingly recorded specifically for this game), **Influent** offers players a unique opportunity to enjoy learning both vocabulary and pronunciation in the language of their choice.

[Game intro](#)

[Gameplay trailer.](#)

[Kickstarter video](#)

[You can find the game here](#) on your Steam account. Some of the languages are free, unfortunately you have to pay for the English language, around \$ 4 USD.

**Introduction to the scenario** (*incl. possible applications, alternatives, risks, and possible challenges*):

The Influent game is an easy and fun game, designed to build up your vocabulary in language learning. This scenario focuses on the English language, but you can choose from a variety of languages. Students start every lesson with a short group game in English, and then play the Influent game where they make vocabulary lists. The game is long and you can keep on using it or stop at a certain point like recommended in the scenario. The further you play, the more you learn, not only in English but also new features in the game, for example opening cupboards and more.

The introduction in the beginning of the game is a bit long. It says that we step into the world of Andrew Cross, inventor of the SanjigenJiten, a smart device that scans objects and provides their names in any language. But Andrew's prototype is stolen by a power-hungry Tech CEO prompting Andrew to start an online fundraiser to cover the legal fees needed to fight them in court. By learning a foreign language one word at a time, Andrew collects pledges as he livestreams his progress to his growing community of supporters!

Every lesson starts with a group game, except the first one where the students get an introduction on the game InFluent.

All the games are designed to increase students' vocabulary and grammar awareness, as well as to train their communication skills.

## Learning outcomes:

The students are able to:

- practise their English language by reading and listening
- acquire an increased vocabulary in English, both written and spoken
- practise their reading comprehension in English language
- learn adjectives, verbs, and nouns through the game
- increase their grammar knowledge and sentence structure skills.
- enjoy learning both vocabulary and pronunciation in the English language by using modern teaching methods.
- practise their communicative skills



## 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
- 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
- apply a variety of learning methods that can be useful in the study

### ☰ Formative assessment

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

- The whole class (if there are enough computers/ipads for everyone)
- 6 x 60 min lessons

### Prerequisites (necessary materials and online resources):

- Computers with internet connection and InFluent game (online) OR iPads with the InFluent game downloaded
- The English language pack needs to be bought.
- One computer/iPad to every student - the students should keep the same tool while working on the scenario because it saves the game and they can start where they left the game last time
- Check that the internet is working
- Information about the topic to mediate to the students

### Before the program begins (preparatory work for teacher):

- Watch the introduction videos and try the game out
- Get the videos ready to show the students
  - [Game intro](#)
  - [Gameplay trailer.](#)
  - [Kickstarter video](#)
- Check out the group games and prepare them.



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

### Lesson 1

- After receiving an introduction to the upcoming project from the teacher, the students get a computer/ipad each and opens the game on [the school's Stem account](#)
- Students watch an intro to the game InFluent and before the game itself starts, the teacher makes sure everyone understands what it is all about.
- Students start playing the game and collect as many words as they can.

### Lesson 2

- The lesson starts with a short game; **Last man standing**:
  - This is a game which gives students the time to think and encourage peer learning. As they hear other students speaking, they will pick up on some words. Have all the students form a circle and stand at the center with a ball. All you have to do is name a category (**food, places**, hobbies, etc.) and pass the ball to one student. Let them toss it to another student as they name a word related to the theme. If they repeat a word or can't say any more words, they need to sit down. The last man/student standing wins the game.
- After the game students get their computers/iPads and **resume the InFluent game** and play for the rest of the lesson.

### Lesson 3:

The lesson begins with a game:

- **Board Race** is a fun game that is used for revising vocabulary. Here's what to do:
- Divide the class into two teams and give each team a colored marker. Draw a line down the middle of the board and write a topic at the top. The students must then write as many words related to the topic in a relay, they line up and come one after another. The first person will write the first word and pass the colored marker to the one next in line. Score each team with one point for each correct word. Unreadable or misspelt words are not counted.
- After the game students get their computers/iPads and **resume the game** and play for the rest of the lesson.

**At the end of the class:** Reflection.

- What did you think of the group game Board Race?
- How did you like playing the InFluent game?
- Did you find any words you did not understand?

## Lesson 4:

Preparation of the teacher:

- Find 20 objects connected to the vocabulary in the game.

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- The game: **Twenty Objects**
- Time to test your students' memories and vocabulary! Gather 20 objects that can be found in the classroom (or where the teachers want) and lay them all out on the desk. Show them all to the students for a moment or so and then cover everything with a blanket or a sheet after one minute.
- Ask the students to write down as many items they remember on a piece of paper. Write a list of the items on the chalkboard and allow students to self-correct.
- After the game students get their computers/iPads and **resume the InFluent game** and play for the rest of the lesson.

**At the end of the class:** Reflection.

- How did you like playing the game Twenty Objects?
- Did you find any words in InFluent today that you did not understand?

## Lesson 5:

- A game: **Crossword puzzle**
- The teacher writes a word vertically on the board, good to choose some particular word group, e.g. noun. Each student must come up with a word, starting with each letter of the vertical word and write it on the puzzle. Teacher can change the rule and allow the words students write to touch the vertical word somewhere in the middle
- This can also be done on paper if the teacher chooses so.
- After the game students get their computers/iPads and **resume the game** and play for the rest of the lesson.



### At the end of the class: Reflection.

- How did you like playing the games in the class?
- Did you find any words you did not understand?



## Lesson 6:

A game: **Two truths and a lie**

### HOW TO PLAY:

- Write 3 statements about yourself on the board, two of which should be lies and one which should be true.
- Allow your students to ask you questions about each statement and then guess which one is the truth. You might want to practise your poker face before starting this game!
- If they guess correctly then they win.
- **Extension:** Give students time to write their own two truths and one lie.
- Pair them up and have them play again, this time with their list, with their new partner. If you want to really extend the game and give students even more time to practise their speaking/listening skills, rotate partners every five minutes.
- Bring the whole class back together and have students announce one new thing they learned about another student as a recap.
- After the game students get their computers/iPads and **resume the game** and play for the rest of the lesson.

**At the end of the class:** Reflection.

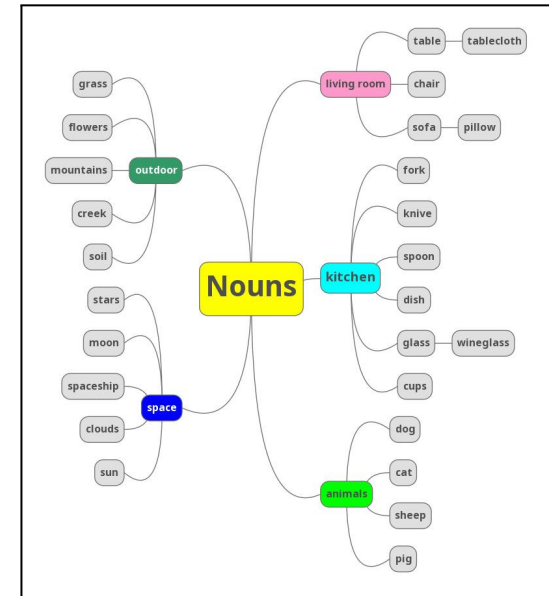
- How did you like playing the game?
- Did you find any words you did not understand?



## Lesson 8:

### Mindmaps.

- In this last class of the scenario students use their vocabulary to make a mindmap on [mindmup.com](http://mindmup.com). Teacher chooses which category to work with, see an example in the picture, where the nouns and certain groups are in the spotlight, like parts of the home or food etc. Teacher also chooses a minimum amount of words to use. Students work on the mindmap before they download it and turn it in to the teacher, change colours and more. They work this individually and the teacher can use the mindmap as a part of the evaluation of the students' work. He can also print the wordclouds if it fits him.



- At the end of the lesson there is a time for **evaluation**. Students sit in a round and everybody answers the questions.
  - What did you think of this work in whole?
  - What did you find most difficult?
  - What was most interesting?
  - Do you think you learned some new words in English?
  - Which group game did you like the most?

[Google forms - Students Evaluation of the scenario](#)