

READING COMPREHENSION – UNDERSTANDING WORLD – VEGA Teaching Scenario

Topic: The student will learn to describe elements in detail, To delve into the description of elements. Use the language and spelling of words. Develop cognitive, metacognitive and linguistic skills. Reasoning and prior knowledge.

Subject(s): Language

Age / Grade: 12+ / grade 6+

Short description of the VR game in this scenario:

[KEEPTALKING AND NOBODY EXPLODES](#) Find yourself trapped alone in a room with a ticking time bomb. Your friends have the manual to defuse it, but they can't see the bomb, so you're going to have to talk it out. Put your puzzle-solving and communication skills to the test as you and your friends race to defuse bombs quickly before time runs out!



Bomb Defusal Manual can be printed or viewed for free at www.bombmanual.com

Introduction to the scenario

The objective is to work with the students on reading comprehension and favor correct communication. For this, different tools will be used to motivate students to work quickly, understanding what they read, interpreting and communicating in an agile way what the senses show them.

Learning outcomes:

The students are able to:

- The student will learn to describe elements in detail
- To delve into the description of elements
- Use the language and spelling of words
- Develop cognitive, metacognitive and linguistic skills
- Decoding.
- Fluency.
- Vocabulary.
- Sentence building and cohesion.
- Reasoning and prior knowledge.
- Working memory and attention

A selection of learning outcomes from the Spanish Curriculum

The curricular content, assessment criteria and indicators of achievement applied in this scenario are as follows.

Block 2: WRITTEN COMMUNICATION AND READING

- Reading of all kinds of continuous and discontinuous texts, in different media (printed, digital and multimodal) with correct speed, fluency and intonation.

With the corresponding evaluation criteria:

- Reading on their own initiative, adapting to the format and textual structure texts from school and social contexts and choose their personal reading and readings to support learning tasks and social texts, and choose their own personal reading and reading in support of learning tasks, according to their preferences and interests, giving reasons for their choices.

And the indicators of achievement, related to the competence of linguistic communication and interaction.

- Read aloud with progressive correctness in the correspondence between phonemes and spelling, adapting phonemes and spelling, adapting to the format and textual structure. and textual structure.
- Reads correctly and with correct and with supervision, adapting to the social contexts, adapting to the format and textual structure (literary and non-literary texts complete or fragmented literary texts, expositions and arguments) establishing for him/herself the objectives of the reading.

Block 3: WRITTEN COMMUNICATION. WRITING.

- Knowledge and use, from models, of the basic elements (textual support, silhouette, typographical variations, presence the basic elements (textual support, silhouette, typographic variations, presence of illustrations, etc.) of written texts and illustrations, etc.) of written texts and their structure. their structure.
- Planning: definition of the addressee and the structure according to the textual typology, to write narrative, descriptive, explanatory, argumentative and persuasive texts,
- Writing the draft.

- Individual or collective writing and re-writing of school and social texts of school and social texts based on models, with different from models, with different intentions, with appropriate handwriting, order and cleanliness, and using a formal register and vocabulary. using a formal register and vocabulary in keeping with the educational level.

The assessment criterion corresponding to these contents is:

- Plan and write, in a reflective and dialogical way, with adult supervision and the collaboration of their classmates, texts of the most common genres of the educational level, writing the draft, adapting the content to the communication situation, with a coherent structure and appropriate vocabulary and using linguistic resources with creativity and aesthetic sense.

On the other hand, the achievement criteria that relate to linguistic communicative competence and interaction and learning to learn competence are:

- When writing texts, they organise the information following the logical and chronological order of the textual structure of the model.
- When writing texts, they use appropriate vocabulary and respectful language.
- When writing texts, they use subject-specific terminology correctly, avoiding discriminatory terms.
- When writing texts can use some linguistic resources (e.g. comparison, hypothesis(comparison, hyperbole, metaphor, alliteration, etc.). metaphor, alliteration, metonymy, hyperbole, hyperbole, hyperbole, alliteration, metonymy, hyperbole, hyperbaton and the hyperbole, metaphor, alliteration, metonymy, hyperbaton and word play) with creativity and aesthetic sense.

Students self-assessment rubric

This rubric is made to help understand what's important with games or any new media in general. An experienced teacher can run without, but this is to help new teachers to assess what's valuable.

The idea is that every ROW is just ONE variable (ex. recall, transfer. problem-solving etc.). You read the first column and give a 'grade'. The descriptions are just there to give a 'quality' if you need that.

Student evaluation rubric				
Knowledge content	1	2	3	4
Information recall	Student can't recall information covered in game	Student can recall some information covered in game	Student can recall most information covered in game	Student can recall all the information from the game well
Transfer	Student can't connect the information in game to information on books or in other medias	Student can transfer some information from the game to other medias	Student can transfer majority of information from the game to other medias	Student can connect the information in game very well to contents in other medias
Skills	1	2	3	4
Problem-solving	Student did not try to solve problems in game / during activity	Student was somewhat active in solving problems during the activity	Student worked rather actively on solving problems during class.	Student worked very actively on solving problems during class
Collaboration	Student was not able / willing to collaborate with others.	Student participated, but was not particularly active in collaboration.	Student was actively collaborating while working.	Student was very actively collaborating while working.
Creativity	Student did not actively consider / provide creative solutions to tasks or challenges	Student provided some creative ideas and solutions during the activity	Student actively considered / provided creative solutions to tasks or challenges	Student very actively considered/provided creative solutions to tasks or challenges
	1	2	3	4

Exercise completion	Student was not able to complete the tasks in the game	Student was able to complete some of the tasks in the game	Student was able to complete most of the tasks in the game	Student was able to complete all (or nearly all) tasks in the game
Engagement	Student was not engaged during the class	Student was slightly engaged during the class	Student was engaged during the class	Student was very engaged during the class

Formative assessment

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

- 25 students (3 or 4 students / group working)
- 1 lesson á 45 min

Prerequisites (necessary materials and online resources):

- Computers with keep talking downloaded on a STEAM account
- Or Mobile /Tablet devices
- Google Glasses
- Or HTC oculus
- Or Oculus Quest

Before the program begins (preparatory work for teacher):

- Search and collect information and material about the topic
- Check and review these youtube links before start lesson:

- TRAILER

<https://www.youtube.com/watch?v=1-MM1UTtjyU>

REALTIME PLAYER DEMO

<https://www.youtube.com/watch?v=BYunaBkn9Ng>

GAMEPLAY

https://www.youtube.com/watch?v=2PUmSfk_JxE

- Try it yourself.
- Learn how basic functions work and how you use the controllers (make a manual for the controllers if the students haven't used them before)
- Game requirements, instructions and controllers:

How do I Unlock my Game?

The first time you launch the game, you will see a screen like the one below. It will prompt you for a verification code. This process ensures that you're using the right Bomb Defusal Manual version.

Bomb Defusal Manual Required

This game requires Bomb Defusal Manual version 1 to play. Please ensure that you have the correct manual language and version by entering its verification code below.

Ask a friend to get the Bomb Defusal Manual at:

www.BombManual.com

1	2	3
4	5	6
7	8	9
	0	↵

Manual version 1
verification code

Submit

[Learn More](#)

[Language](#)

The verification code is found on the title page of the Bomb Defusal Manual. You can print or save this version of the manual to continue using it each time you play, until the game requires a new manual version.

www.keeptalkinggame.com

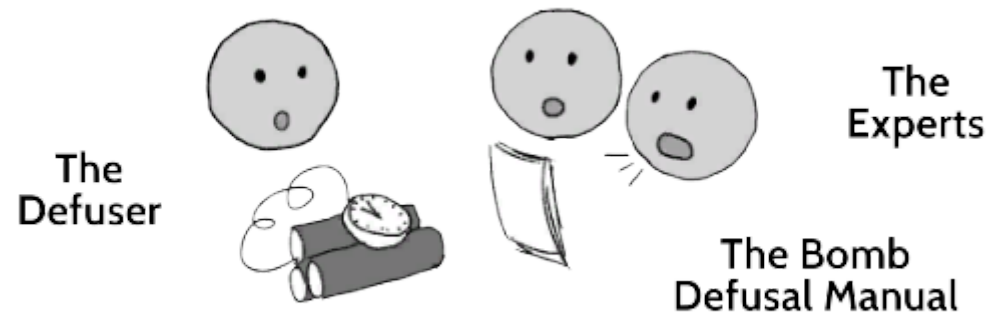
Version 1

Verification Code: 241

When a new version of the Bomb Defusal Manual becomes available, you will need to unlock your game again by providing the new manual's verification code. This makes it easy to know when you need to reprint or download a new Bomb Defusal Manual version.

Game Overview

Keep Talking and Nobody Explodes is a local multiplayer party game for two or more players. The objective of the game is defuse a bomb before time runs out by using the instructions found in the Bomb Defusal Manual.



One player takes the role of the bomb Defuser. All other players take the role of Experts who must use the Bomb Defusal Manual to guide the Defuser through the challenging task of defusing a bomb.

PC Requirements

- Windows 7 or higher for PC. Mac OS X 10.9 or higher for Mac. SteamOS/Ubuntu 16.04 or later for Linux.
- A mouse, trackpad, or gamepad can be used to play.
- Two or more players.
- *Play locally with friends in the same room or play remotely using your favourite voice chat service.*
- *Any number of players can participate as Experts: it's up to the Experts to work efficiently as a team!*
- A copy of the Bomb Defusal Manual in paper or digital form.

Defuser Controls for Mouse



SELECT

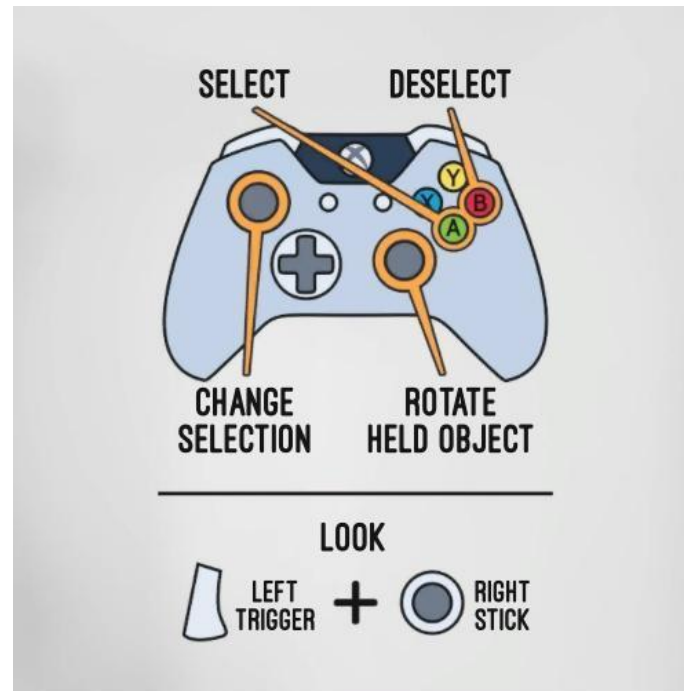


DESELECT



**ROTATE
HELD OBJECT**

Defuser Controls for Gamepad



Requirements (VR)

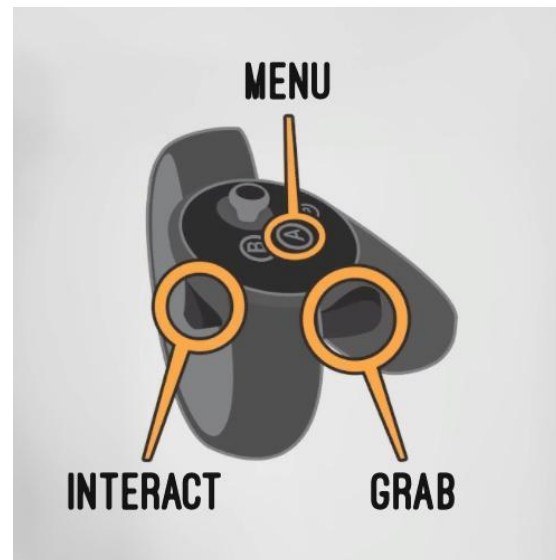
- Windows 7 or higher.
- Oculus Rift, Oculus DK2, or HTC Vive.
- Gamepad or Motion Controllers (Oculus Touch/HTC Vive controllers) are required when using VR.
- Two or more players.
 - *Play locally with friends in the same room or play remotely using your favorite voice chat service.*
 - *Any number of players can participate as Experts: it's up to the Experts to work efficiently as a team!*
- A copy of the Bomb Defusal Manual in paper or digital form. You can also view the manual on your PC's monitor.

Note: Oculus DK1 is not supported.

Defuser Controls for HTC Vive



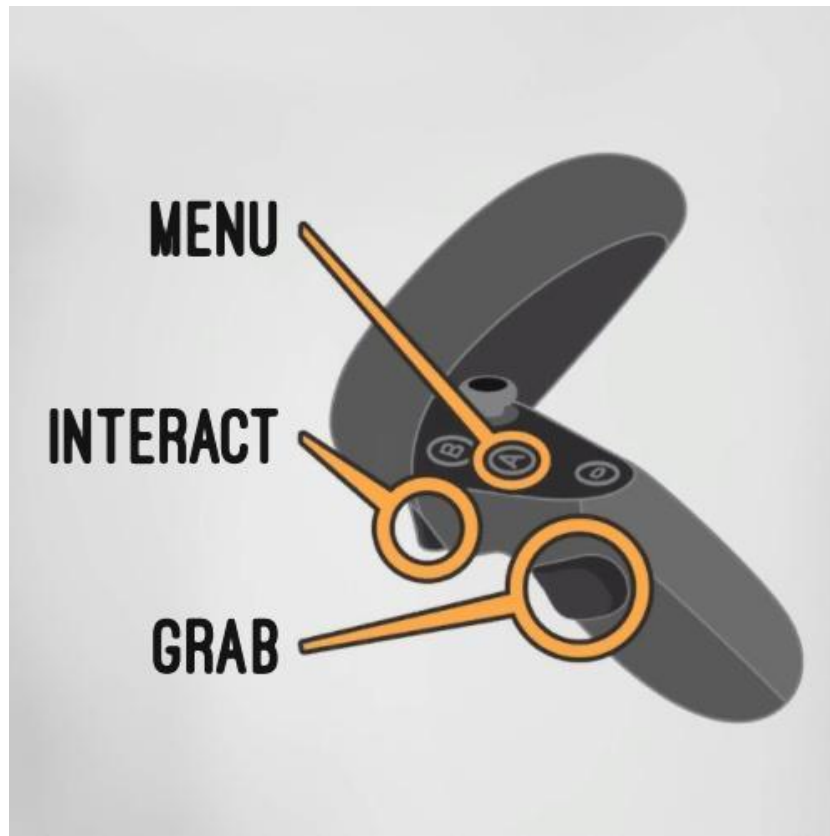
Defuser Controls for Oculus Touch



Requirements for Oculus Quest /2

- Oculus Quest / 2
- Two or more players.
- *Play locally with friends in the same room or play remotely using your favorite voice chat service.*
- *Any number of players can participate as Experts: it's up to the Experts to work efficiently as a team!*
- A copy of the Bomb Defusal Manual in paper or digital form.

Defuser Controls for Oculus Quest / 2



- How to switch language (if you want to try to work in English classroom or just in your National Language)



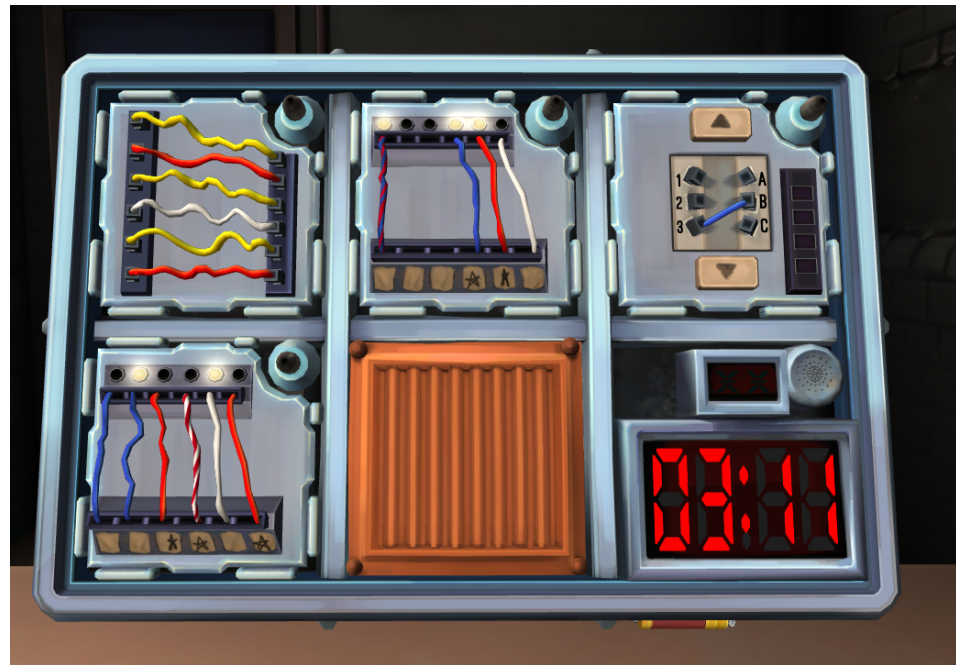
- All material the students need is included in the assignment
- Divide students into groups of maximum 4 students per group.

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

Part one (two lessons 2 x 45 min)

Lesson 1

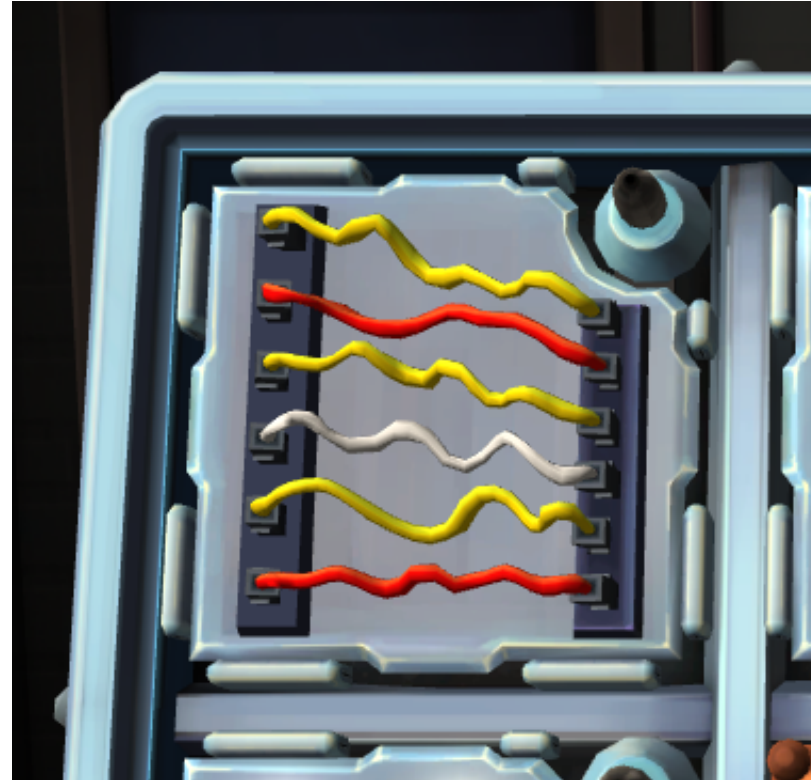
After selecting the learner to operate the game, divide the class into 3/4 groups. Each group should sit together and have a copy of the Bomb Disposal Manual (so the groups are discussing the same tasks). The Bomb Disposal Guide has a chapter for each module of the bomb. It is recommended to show the first bomb disposal task on a projector/large display so that all learners have an idea of what the demolition task is seeing:



Example of a “bomb”. This one has 4 modules (the Timer (bottom right) is not a module).

The bomb is divided into different parts, each of which is a separate module/puzzle. Each of these modules has a chapter in the bomb disposal guide that needs to be addressed.

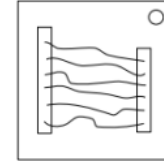
For example, here's the module in the upper left corner, followed by the corresponding page in the bomb disposal guide:



Example of a "Wires" module

On the Subject of Wires

*Wires are the lifeblood of electronics! Wait, no, electricity is the lifeblood.
Wires are more like the arteries. The veins? No matter...*



- A wire module can have 3-6 wires on it.
- Only the one correct wire needs to be cut to disarm the module.
- Wire ordering begins with the first on the top.

3 wires:

If there are no red wires, cut the second wire.
Otherwise, if the last wire is white, cut the last wire.
Otherwise, if there is more than one blue wire, cut the last blue wire.
Otherwise, cut the last wire.

4 wires:

If there is more than one red wire and the last digit of the serial number is odd, cut the last red wire.
Otherwise, if the last wire is yellow and there are no red wires, cut the first wire.
Otherwise, if there is exactly one blue wire, cut the first wire.
Otherwise, if there is more than one yellow wire, cut the last wire.
Otherwise, cut the second wire.

5 wires:

If the last wire is black and the last digit of the serial number is odd, cut the fourth wire.
Otherwise, if there is exactly one red wire and there is more than one yellow wire, cut the first wire.
Otherwise, if there are no black wires, cut the second wire.
Otherwise, cut the first wire.

6 wires:

If there are no yellow wires and the last digit of the serial number is odd, cut the third wire.
Otherwise, if there is exactly one yellow wire and there is more than one white wire, cut the fourth wire.
Otherwise, if there are no red wires, cut the last wire.
Otherwise, cut the fourth wire.

Bomb defusal manual page on “wires”. In this case, the fourth wire should be cut.

Different groups develop strategies to address these modules. Each group will likely assign itself to one of the modules and divide the task at hand. They will write in a document all about how to manage to solve (plan, teamwork, task distribution...) I recommend letting the group negotiate the approach to the target language on their own. If they can't agree on a quick solution to the task, teacher can help them.

When the class is in control, turn off the projector and fire the second bomb.

Presenting the task as simple as possible depending on the time you have. Setting goals like: Solve bomb 1, 2 *and* 3 before the lesson ends.

Then, students should continue to the next bomb. The assessment phase is critical because it realigns the team to the macro process of the mission, allows for strategic negotiation and identifies pitfalls.

The task forces the learner to use the target language strategically within the group and between the group and the bomb disposal. In addition to the descriptive use of language, questioning is also stimulated. The disassembler must successfully describe the type of module and its conditions to the group. This is done by describing modules in detail or by developing a marking strategy.

Evaluation of the scenario with pupils

After each attempt, make sure you **evaluate** the process with the group:

- What would work better?
- What hinders communication?
- Are there any different approaches that might prove to be more efficient?
- How can you provide more efficient assistance?
- etc.

Lesson 2

Develop a competition to see who can solve the different challenges of the game KEEPTALKING and NOBODY EXPLODES in the shortest time.

A competition grid is drawn up and each team competes with the others. It is projected in class and the competing team cannot see the screen.

Those who pass the quadrant advance through the quadrant while the students who score less get a second quadrant to score more points.

The teacher must ensure that students rotate.

Students need to explore the defuse manual to understand correctly how to solve quiz.

Evaluation of the scenario with pupils

Teacher can evaluate student WRITING a COMIC to check grammar and ability to summarize and conceptualize of each student

Also, teacher can evaluate public speech.

Summative assessment:

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 neither at school nor at home.	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 both at home and at school.	The student has shown interest and commitment to the work both at home and at school.	The student has shown great interest and commitment both in lessons and at home.	The student has shown great interest, responsibility and commitment both in lessons and at home.
The overall picture of the work when completed.	The student misses several parts of his work and several points are not checked in 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.

<p>The mindmap: Text structure, spelling and layout of text.</p>	<p>The mind map lacks important parts and lacks headings. 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 digital skills required. The task is full of spelling and language errors.</p>	<p>The student has challenges with the content in the mindmap and lacks headings. 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 digital skills required. The task is full of spelling and language errors.</p>	<p>The student's mind map includes the basic things but lacks some important facts . In most places, the student has a heading where the task so requires. The student has certain shortcomings in the digital skills that the task requires. The student has several places of negligence and not corrected spelling errors.</p>	<p>The student's mind map includes the most important things. The student uses headings and can reflect on his word choices. The student has the digital skills that school work requires, knows the standards for basic spelling and the structures of written language and can use them in text production.</p>	<p>The content of the mind map is complete. The student has creative headings and can reflect on their word choices in many ways. 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 mind map.</p>	<p>The mind map has all the content that is requested and is structured in a way that shows that the student masters the subject. The text is put together in a versatile way. The student uses a versatile language and varies his words. The student knows the norms of basic spelling and the structures of written language and can use them in a versatile way in text production.</p>
<p>Images and captions</p>	<p>The student lacks pictures.</p>	<p>The student has few pictures and no captions.</p>	<p>The student has pictures but no captions.</p>	<p>The student has pictures with accompanying text.</p>	<p>The student has several pictures and descriptive captions.</p>	<p>The student has versatile pictures and descriptive and explanatory text.</p>

<p>Showing responsibility for the completion of the work. Cooperation and peer response</p>	<p>The student had difficulty cooperating with his group and did not listen to his classmates. The student did not give a peer response and did not take into account what the group gave in response.</p>	<p>The student had some difficulties in cooperating with his group and listening to his classmates. The student gave peer feedback without following the instructions. The student did not take into account the response given by the group.</p>	<p>The student mostly cooperated well with his group. The student received and gave feedback from his group almost always according to the instructions. The response was mostly constructive.</p>	<p>The student showed responsibility and mostly a good ability for cooperation. The student received and gave feedback from his group. 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 / she received from his / her group into account.</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 his work. The student received a response from his group and took it into account in his own work.</p>
<p>Skills</p>	<p>The student shows obvious shortcomings in the understanding of the subject.</p>	<p>The student shows some shortcomings in the understanding of the subject.</p>	<p>The student shows evidence of a certain understanding and some learned knowledge of the subject. .</p>	<p>The student shows evidence of a good understanding and has assimilated the most important content in the subject.</p>	<p>The student shows of an excellent understanding and has assimilated the most important content in the subject but lacks some knowledge.</p>	<p>The student shows evidence of an excellent understanding and fully masters the content.</p>

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.
The VR part and the app use	The student presents obvious difficulties in understanding how Sharecare YOU and the Human Body app work. Shows a lack of interest and is careless in the use of equipment needed.	The student presents some difficulties in understanding how Sharecare YOU and the Human Body app work. Trying to do according to the instructions, but can not keep the interest up all the time. The student is sometimes careless in the use of equipment needed.	The student understands the main features of how Sharecare YOU and the Human Body app work. Mostly follows the instructions, but sometimes lacks perseverance. Is usually careful with the equipment.	The student shows a good understanding of how Sharecare YOU and the Human Body app work. The student always follows the teacher's instructions and is careful with equipment.	The student shows an excellent understanding of how Sharecare YOU and the Human Body app work. Always follow the teacher's instructions and is very careful with the equipment.	The student masters the use of Sharecare YOU and the Human Body app. Always follow the teacher's instructions and help their classmates. Always be careful with technology.