Grade: 3rd
Strategy: Questioning
Technique: Student Generated Questions
Text Type: Media Literacy

Video Games

Aims of the lesson:

- Encourage the development of critical thinking skills.
- Promote meaningful questioning and exploration of the topic.
- Teach students how to effectively organize their writing.
- Actively engage students with the text to enhance comprehension.
- Facilitate discussions that result in complex, open-ended answers driven by student interests and choices.
- Support students in developing independence and confidence as learners.

They've been with us for over 50 years and they entertain us more and more. But, could you explain what a video game is?

A video game is an interactive application with which we can play on the computer, a console, or a mobile phone. The word "interactive" means that people are actively involved. That is, we can do things within the game. For that, we need to use something called "controls," with buttons or steering wheels, for example.. With them, we can control the characters and make decisions, like moving, walking, jumping, and many other actions.

Like in any game, in video games there are rules that tell us what to do and how to win. We can earn points, overcome challenges, and reach new levels to win the game. Video games also have stories, which can be real or imaginary. And there are different characters, main and opponents.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

Grade: 3rd
Strategy: Questioning
Technique: Student Generated Questions
Text Type: Media Literacy

And the best part is that video games can also teach us things. When we play with other people, we work as a team, we are creative, and we learn to solve problems. So video games are much more than just fun. They are learning and fun.

Process phase 1: Planning (Teachers' perspective)
During this stage, the teacher has planned and prepared a suitable text for the reading.
Materials to support engagement include visual aids (pictures of different gaming consoles, computers, mobile devices, video game characters, and controllers), as well as vocabulary cards with key terms like "interactive," "console," "controls," "levels," and "challenge."

The teacher prepares a framework to guide students in generating questions, including prompts and question stems (e.g., "Why do you think...?" or "What would happen if...?").

Cognitive stage 1: Pre-reading (Students' perspective)
Students are introduced to the text through a fun **brainstorming activity**:

- What do you think a video game is?
- Have you ever played a video game? What was it like?
- What kinds of video games do you know?
- What do you think makes video games different from other games?
- What do you think "interactive" means?
- How do you think video games can teach us new things?
- What do you think is needed to play a video game?
- Why do you think video games have rules?

Teacher ask students to create a **KWL chart.**

Process phase 2: Teaching (Teachers' perspective)
The teacher reads the text aloud, pausing at key points to model and guide question generation. The teacher encourages students to ask their peers' questions aloud and discuss possible answers.

KWL chart:

Question Words	Student Questions	Student Answers
Who?		
Where?		
When?		
Why?		

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

What?		
How?		

E.g.

Who creates video games?
Where can people play video games?
When were video games invented?
Why do video games have rules?
What are some common features of all video games?
How do video games help people learn?

Cognitive stage 2: During the reading (Students' perspective)
Students engage with the text by:

- Listening carefully to identify details that answer their thin questions.
- Reflecting on and discussing their thick questions in pairs or groups.
- Adding new questions as they hear more of the text.

Process phase 3: Feedback (Teachers' perspective)
The teacher walks around the students or pairs and supports their work with advice and feedback.

Cognitive stage 3: Post reading (Students' perspective)
My Video Game

In this activity, we can work in groups or individually, depending on what the teacher decides.

Today, we're going to imagine and plan out our very own video games.

1. First, let's talk about video games a bit more. What are your favorites? What makes them fun? We'll use these ideas to create our

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

own games.

2. Now it’s time to think about the story? Who's the main character? What cool places will he/she/they explore? Anything goes, so let your imagination run free.
3. Think about the twists and turns your character will face. Will they battle monsters? Solve puzzles? You decide!
4. Let's decide now about how your game will play. Will players collect treasures? Solve mysteries? Jump through portals? Think about all the fun things they'll do in your game.
5. Finally, let's put it all together. Share your game idea with the class and hear what your friends think.

Ways of Communication:

- **Interpretive (receptive)** - students read the text and determine the relevant qualities of the characters.
- **Interpersonal (mixed)** - students work in groups and advise each other on the correct connection of the table.
- **Presentational (productive)** – the groups present to the class the answers they have indicated.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.