

Scenario for lessons featuring the “Aviators” computer game

1. Educational stage and grade: secondary school, grade 4 in high school or technical high school

(in accordance with the core curriculum for history)

2. Subject: history, the scenario can also be used in classes such as Polish literature, ethics, classes with the form teacher and in classes with younger pupils

3. Subject: How does the character feel? The “Aviators” game in school education

4. Duration of classes: 3 lesson hours. Lesson 1.

5. Grounds for selecting the subject:

The core curriculum for history in high school and technical high school, basic level:

XLVII:

2. characterizes stages of aggression and annexation of both totalitarian superpowers;

3. situates the groundbreaking events of the Second World War (political and military) in time and space;

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3. presents the examples of the heroism of Polish soldiers on the front line during the Second World War, including: the Battle of Narvik, the Battle of England, the Siege of Tobruk, the Battle of Monte Cassino, the Battle of the Falaise pocket, the Battle of Arnhem, the Battle of Kolberg, the Battle of Breda, and the Fall of Berlin;
4. analyzes the politics of superpowers with regard to Polish matters during the Second World War;

6. Grounds for applying technology: developing key competencies of the 21st century (4K), meaning soft skills and the interest of the youth in history classes taking ICT and activation methods into consideration

7. Overall objective of the lessons: presenting both figures and situation of Polish airmen and airwomen during the Second World War

8. Specific objectives of classes

After the classes, the student:

- knows figures of exemplary airmen and airwomen such as Anna Leska, Jadwiga Piłsudska, Jan Zumbach, Stanisław Skalski, Leszek Michał Owsiany, Lucjan Kretowicz, Włodzimierz Bernhardt, Stefan Bohanes;
- discusses a selected person;
- selects information available on the Internet;
- develops the skill of asking questions.

9. Methods and forms of work

- hot seating (drama),
- brainstorming,

- mind map,
- discussion,
- WordWall,
- thermometer,
- teamwork,
- analyzing written texts,
- working with a computer/video game,
- selecting materials available on the Internet.

10. Educational means

- the “Aviators” game,
- a board (preferably multimedia) or a computer with a projector and access to the Internet,
- mobile phones with access to the Internet.

11. Technological requirements

A computer with a projector or a multimedia board and mobile phones or tablets with access to the Internet.

12. Course of the lessons

Lesson 1.

1. Having welcomed the group and carried out organizational measures, the tutor states the objectives and informs the participants about the duration of the meeting. The teacher asks the pupils what they know about the Polish airmen and airwomen during the Second World War.

The effects of brainstorming should be written down on the board in the form of a mind map, which should be saved as, for instance, a photo or a file (for multimedia boards). This material will be used during the next lesson. (Dates, names or fun facts can be mentioned here.)

2. The tutor shows the INTRODUCTION to the “Aviators” game in order to consolidate current knowledge. Subsequently, the tutor divides the pupils into 4-8 equal groups. Each team draws a piece of paper with the full name of a person who will become the subject of their research and search.

(Appendix 1 or any drawing tool available on the Internet, e.g. WordWall: <https://wordwall.net/pl/resource/64539658/lotniczki-i-lotnicy-polscy-w-czasie-ii-wojny-%c5%9bwiatowej>.)

3. Each group receives the following instructions:
 - find as much interesting information on the character you have drawn,
 - come up with questions that you would like to ask the historical figures that you are getting to know in today’s classes,
 - prepare props that can help distinguish your character from the remaining ones (e.g. a board with a full name and/or a historical outfit),
 - duration: approx. 20 minutes
4. As part of evaluation, the participants mark the level of difficulty posed by this task on the thermometer drawn on the board.

13. Method of evaluating the lessons

A graphic thermometer determining the level of engagement and interest in the topic among the students will appear after the first lesson.

14. Tips for teachers using this scenario

The scenario can be freely modified. You know your pupils the best and know which techniques and methods will work in particular classes. The exercises provide tips and inspirations for organizing classes on the game. There is no need to refer to all the persons mentioned, whereas in the “hot seating” drama exercise you can only invite those whom we will meet during the school game.

Brainstorming is an exchange of ideas created by the participants in a short period of time; the presented ideas are analyzed, verified and evaluated at the next stage.

Agata Matyjasek and Alina Płazik-Janiszewska [in:] Kierunek Dialog. Inspiracje metodyczne nie tylko dla nauczycieli etyki. Poznań: Ośrodek Doskonalenia Nauczycieli, 2017.

During the brainstorming exercise, we write down all associations with the main word written in the center of the board. These may be single words, dates, and names, connected using any lines.

Mind map. The basic principle of creating mind maps is breaking free from the linear order by structuring the new material graphically or a view on a particular topic. The visual and spatial picture should depict the relations noticed by the author between the notions. An important feature of this method is using graphic elements: arrows, lines, clouds, pictures, imaginary icons, conventional symbols and colors that make the message attractive and readable. A mind map uses mnemonic devices based mostly on imagination and associations. When you create a mind map, you draw a symbol or a keyword in the center of a piece of paper. The symbols should be clear and

colorful enough to be eye-catching and memorable. Branches connecting further words or symbols, which are connected with the subsequent ones based on associations, should appear around the keyword. The hierarchy of notions is marked by the size of the branches. The color of the central arms is more intense or their line is thicker. Arrows or other graphic signs, e.g. clouds, can group the connected areas of the mind map. It is worth emphasizing that it is a unique and individual way that perfectly reflects the creator's imagination and their way of thinking. Everyone can create their own style resulting from their visual sensitivity and selected colors, which also convey meaning (e.g. red – important) or their own sign system. This may lead to the situation where the message is understandable only to the author.

Agata Matyjasek and Alina Płazik-Janiszewska [in:] *Kierunek wartości. Inspiracje metodyczne nie tylko dla nauczycieli etyki*. Poznań: Wydawnictwo Naukowe Instytutu Filozofii Uniwersytetu im.

Adama Mickiewicza, 2016

Hot seating is a drama method where a person impersonating a specific character is seated in the middle of the room on a chair and answers the questions from this character's perspective. The technique involves emotional engagement, the teacher becomes an observer moderating the course of the lesson without disrupting the participants' presentations. It is important that pupils' presentations are spontaneous. In a situation when a person sitting on the chair does not know an answer to a given question, they must use creativity to deal with the situation. However, they should still refer to facts.

A methodological note to *hot seating*: you must not force anyone to impersonate anyone. If the class is not willing to engage in this form of work, you can suggest placing 8 chairs (or fewer) in the middle of the classroom where selected pupils will be answering questions together. We should try to make questions

diversified and use formulas such as: *Is there anything you would like to add? Tell us about yourself to encourage novice speakers.*

15. Does the scenario relate to the Integrated Educational Platform? yes

18. Form of classes: in-class or online

Appendix 1

Anna Leska	Jadwiga Piłsudska
Jan Zumbach	Stanisław Skalski
Leszek Michał Owsiany	Lucjan Kretowicz
Włodzimierz Bernhardt	Stefan Bohanes