

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 3.

The classes can be organized as a block or during three consecutive lesson units

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:

- characterizes military equipment used by the game characters;
- 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;
- looks at the world from the perspective of historical figures, potentially taking accompanying emotions into consideration;
- develops the skill of asking questions.

9. Methods and forms of work

- hot seating (drama),
- brainstorming,
- mind map,
- discussion,
- teamwork,
- individual work.

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,
- sticky notes and markers.

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 3.

1. Having welcomed the class and carried out organizational measures, the tutor recalls the objectives of the lesson and asks the pupils to move the desks so that all pupils can sit in open space. One chair is placed in the center of the classroom. The pupils will invite representatives of

particular groups impersonating the character they have drawn to this chair.

2. The teacher asks the students to select a leader of each group that will impersonate the character they have drawn during the lesson.
3. The remaining participants (along with the tutor) become reporters asking the characters any questions prepared during the previous lessons or created on the go to surprise the aviators. Each of them has 4 minutes to answer. It is a good idea to keep track of who answers the highest number of questions during this time.

Sample questions:

- Who are you?
- Why are you participating in the Battle of England?
- Are you afraid to die?
- What aircraft do you fly?
- Which aircraft is your favorite?
- Why did you become an airman/airwoman?
- What do you feel when shooting at other aircraft?
- What is your role in the team?
- Why are you risking your life?
- Who taught you how to fly aircraft?
- Do you like fighting?
- Where do you fly most frequently?
- What do you feel when steering your aircraft?
- Do you feel that your work is changing the world?
- What can you tell us about yourself?

- What emotions do you feel when taking off/during the flight/when landing?
4. Once the questions have been answered, the teacher initiates a physical activity to leave the role, for instance to pantomime to take off the skin of particular characters (including reporters) and shaking the emotions off just like animals leaving the water.
 5. When the pupils are back in their seats, the teacher displays the photo of the mind map from the previous classes and asks them after the warm-up and these classes if anyone would like to change anything in the mind map on the airmen and airwomen of the Second World War. They can also suggest drawing up a new graphic note on the same topic and compare them during a voluntary discussion or round.

Sample questions asked by the teacher:

- Were you surprised by the fact that the computer game can be a source of historical knowledge?
 - What new information did you learn about the airmen and airwomen of the Second World War?
 - What did you like about the classes the most? What would you like to change about them?
 - What are your takeaways after the classes?
6. Solving quests attached to the scenario (Appendix 2) can be used as homework, a quick test during the next lesson or to fill the last minutes of the lesson.

13. Method of evaluating the lessons

After the entire cycle of lessons, the teacher can use the following techniques: a voluntary discussion or round on the knowledge acquired and the attractiveness of the computer game as an aspect of school classes. The students must have the right to say “enough” if they do not want to share their observations.

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