

Extracurricular Activities

Pack

Gamified, Outdoor & Collaborative Learning Activities

Enhancing Inclusive Education through Digital Innovation: Integrating Gamified Language Learning and Immersive STEAM Experiences

2025-1-NL01-KA210-SCH-000360080 Edu Immerse

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Introduction

Learning beyond the classroom

The EDU-IMMERSE Extracurricular Activities Pack brings together practical learning activities developed and used within the project. The activities extend learning beyond traditional classroom settings and can be used in clubs, after-school programmes, outdoor learning environments and peer-learning sessions.

The pack combines gamification, collaboration, experiential learning and digital approaches, giving students opportunities to communicate, solve problems, explore, create and learn together.

The activities can be adapted to different groups, learning environments and language levels, making them suitable for both formal and non-formal learning contexts.

How to Use This Pack

Teachers and facilitators can use the activities as complete learning experiences or adapt individual elements to suit their students and setting. Each activity provides practical guidance on aspects such as learning objectives, organisation, materials, student engagement, inclusion and implementation.

The aim is simple: to make learning active, accessible and engaging — also beyond the classroom.

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Activity overview

Activity	Partner	Main approach
History hunters; Time travel challenge	RT Soest/ kind en School The Netherlands	Outdoor learning, gamification & history
Nature code breakers; The outdoor eco mystery	Balikesir Açi Science High school Türkiye	Outdoor learning, environmental awareness & gamification
Nature in motion	Milas Cumhuriyet Anadolu Lisesi Türkiye	Outdoor learning, language learning & collaboration
Treasure hunt	Colegiul National Vladimir Streinu Romania	Outdoor learning, teamwork & gamification

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Extracurricular Activity

General Information:	
Title of the activity	HistoryHunters:TimeTravel Challenge
School	RT Soest NL
Target group (age)	14- 17 years
Language level	□ A1 ⊠ A2 ⊠ B1 □ B2
Activity type	□ Individual ⊠ Group
Duration	60 – 90 minutes
Type of Activity:	Competition / challenge Project-based activity Outdoor activity
Description of the Activity	**What do students do?** Students become "History Hunters". A mysterious time capsule has been discovered. Teams must solve a series of historical challenges at different locations around the school or city. At each station students receive clues, images, maps and historical facts. Teams must work together to discover what happened, when it happened and why it was important. The activity combines history, communication, teamwork and problem-solving. **What is the main goal?** To help students explore history through active learning while developing communication, collaboration and critical thinking skills. Students learn that history is not only about remembering facts but also about investigating evidence and making connections.
Learning Objectives	**Language Skills** Students will: • Read short historical texts.

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	• Discuss ideas in English. • Usehistorical vocabulary. • Present conclusions to their team. **Social or Personal Skills** Students will: • Collaborate effectively. • Solve problems together. • Think critically about evidence. • Respect different opinions. • Take responsibility within a team
Gamification Elements	Which game elements are included? Points Rewards Challenges Teams Storytelling Levels Competition Other: Historical Missions
Use ofDigital or AI Tools	**Which tools are used?** • Smartphones or tablets • QR codes • ChatGPT (optional) • Google Maps (optional) **How do they support the activity?** Students scan QR codes to receive clues, historical images and challenges. Optional AI tools can provide additional hints or historical information.
Organization and Setting	Where does the activity take place? • School grounds • Local park • Historic city centre

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	• Museum area Who supervises? • Teachers • Mentors Materials Needed • QR codes • Historical clue cards • Maps • Pens • Team score sheets
Preparations for the activity	**Teacher prepares:** Teachers adapt the Historical Challenge Cards to the history and historical locations of their own city or region. • 4–6 Historical Challenge Stations in the school surroundings, local park or historical area. • Historical Clue/Challenge Cards for each station. • QR codes (optional) linking to additional historical information, images or clues. • A simple map or route showing the locations of the stations. • One Team Score Sheet per team. • Pens/pencils and clipboards if available. • A starting point and final meeting point. **Before the activity:** • Check the route and make sure all locations are safe and accessible. • Place the Historical Challenge Cards or QR codes at the different stations. • Divide students into mixed-ability teams. • Prepare the team roles: Navigator, Clue Reader, Time Keeper, Recorder and Presenter.
Activities	**Step 1 – Introduction & Teams (10 min)** Introduce the students to their mission: they are *History Hunters* travelling through

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	time to solve historical mysteries. Divide students into mixed-ability teams and assign roles: Navigator, Clue Reader, Time Keeper,Recorder and Presenter. **Step 2 – Start the Time Travel Challenge (5 min)** Each team receives a starting clue or QR code, a Team Score Sheet and the first location. Explain that teams must solve each historical challenge before they can continue to the next station. **Step 3 – Historical Missions (30–45 min)** Teams move between the different stations.At each station, they examine a historical clue such as a photograph, short text,object, map or QR code. They discuss three questions: • What happened? • When did it happen? • Why is it important? Teams record their answers on the Team Score Sheet. Correct answers earn points and reveal the next location. **Step 4 – Final Time Travel Challenge (10 min)** After completing all stations, teams return to the starting point. They use the information collected during the missions to solve one final historical question or mystery. Bonus points can be awarded for a clear explanation using historical evidence. **Step 5 – Results & Reflection (10 min)** Calculate the scores and announce the*History Hunters* team. Briefly reflect on what students discovered, which evidence helped them most and how they worked together.
Student Engagement	Students enjoy: • Solving mysteries • Team competition • Outdoor movement • Discovering hidden clues • Collecting points • Working as real investigators
Inclusion and Accessibility	**Support for Different Levels** • Visual clues and images

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	• Mixed-ability teams • Multiple ways to contribute **Alternative Roles or Tasks** Students may choose roles such as: • Navigator • Clue Reader • Time Keeper • Recorder • Presenter This allows all students to participate successfully.
Tips for Implementation	**Advice forOtherSchools** Choose historical locations connected to your own city or region. If no historical sites are available, create stations around the school using historical images, artefacts and stories. Keep the focus on teamwork and discovery rather than historical knowledge alone.

APPENDIX 1 – HISTORY HUNTERS – HISTORICAL CHALLENGE CARD

Station: _____
Location: _____

Historical Evidence
Add one local historical source here:

•historical photograph
•map
•monument or building
•short historical text
•object
• QR code linking to local historical information

YOUR MISSION

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Study the historical evidence together and answer:

1. What happened here?

---

2. When did it happen?

---

3. Why is this important?

---

4. What evidence helped you find the answer?

BONUS CHALLENGE
What is different about this place today?

Team answer: _____

APPENDIX 2 – HISTORY HUNTERS TEAM SCORE SHEET

History Challenge	Correct answer (0-2)	Use of evidence (0-2)	Teamwork (0-1)	Total (max 5)
Station 1				
Station 2				
Station 3				
Station 4				
Station 5				
Station 6				

Scoring guide

- **Correct answer: 0 = incorrect, 1 = partly correct, 2 = correct**
- **Use of evidence: 0 = no evidence, 1 = some evidence, 2 = clear evidence**
- **Teamwork: 0 = limited collaboration, 1 = good collaboration**

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Gamified Language Learning – EDU-IMMERSE

Responsible partner: Balıkesir Açı Science High School

Title	NatureCodeBreakers–TheOutdoor Eco Mystery
Age group	14-16
Language level	□A1 ⊠ A2 ⊠ B1 □ B2
Duration	60 minutes
Learning objective(s)	Bytheend of theactivity,students will be able to: -follow written and spoken instructions in English;-useenvironmental vocabulary in an outdoor context; -cooperate to solve clues and complete challenges; -describe natural objects and locations; -make environmentally responsible decisions; -present a finalsolution using appropriate English expressions.
Activity type	□ Individual ⊠ Group
Description of the Activity	Students participate in an outdoor mystery game called Nature Code Breakers. They work in teams and move between different stations located around the school garden or campus. At each station, students complete a short English-language challenge related to nature, sustainability or environmental awareness. Successful completion gives them a letter, number or symbol. At the end of the activity, teams combine all the collected clues to solve a final environmental message. The activity combines movement, problem-solving, communication, teamwork and English language use.
Gamification Elements Used/ AI Tools?	Which game elements are included? x Points / scoring x Levels x Challenges x Competition x Collaboration x Storytelling x Rewards ☐Other: _____ AI Tools: ChatGPT may be used by the teacher to: create environmental riddles; design station tasks; prepare easier and more difficult clues; produce vocabulary support sheets; generate final environmental messages; create reflection questions.

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Preparations for the activity	The teacher prepares: five or six outdoor stations; one clue envelope for each station; team answer sheets; a school garden or campus map; pencils and clipboards; code cards containing letters or numbers; a timer; team badges; small certificates or rewards. The teacher places the stations around a safe outdoor area before the lesson. Possible locations: near a tree, beside a recycling bin, close to the school entrance, near a bench, beside the sports area, near a flower bed. Students are instructed not to pick plants, touch unknown objects or leave the designated area.
Activities	**Step by step Procedure:** Step 1:Introduction to the Mystery — 5 minutes The teacher introduces the scenario: “An important environmental message has been hidden around the school garden. Your team must complete the outdoor challenges, collect the secret code and discover the message before time runs out.” The teacher explains that each station includes: 1. a clue; 2. a language or environmental task; 3. a code symbol. Students are divided into teams and choose an environmentally themed team name. Examples: • The Green Detectives; • The Climate Guardians; • The Nature Squad; • The Eco Code Breakers; • The Planet Protectors. Each team receives a map and an answer sheet. Step 2: Language Preparation — 5 minutes The teacher reviews expressions needed during the game. Giving Directions • Go straight. • Turn left. • Turn right. • Walk towards the... • It is behind the... • It is between the... and the... Discussing Answers • What do you think? • I think the answer is... • I agree because... • I am not sure. • Let’s look again. • This clue may mean...

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Step 3: Station 1 – Nature Riddle — 8 minutes
Students find an envelope containing a riddle.
Example Riddle
"I have a trunk, but I am not an elephant.
I have leaves, but I am not a book.
Birds may build their homes in me.
What am I?"
Answer: A tree
After finding the answer, students must locate a nearby tree and write three English words describing it.
Example:

- tall;
- green;
- strong.

They then receive the first code letter.
Step 4: Station 2 – Environmental Sorting Challenge — 5 minutes
Students find picture or word cards representing different types of waste.
Examples:

- plastic bottle;
- banana peel;
- newspaper;
- battery;
- glass jar;
- food container.

They place the cards under the correct headings:

- Plastic
- Paper
- Glass
- Organic Waste
- Hazardous Waste

The group must explain one choice in English.
Example:
"The battery is hazardous waste because it contains harmful materials."
A correct answer earns another code symbol.
Step 5: Station 3 – Blind Direction Challenge — 5 minutes
One student becomes the Explorer. The Explorer stands at a marked starting point and closes their eyes or wears a loose blindfold.
Other group members guide the Explorer through a short and safe path using only English directions.
Examples:

- Take two steps forward.
- Turn right.

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- Stop.
- Move one step to the left.
- Pick up the card in front of you.

The group loses a point if they use their first language.
At the end of the path, the Explorer collects the next clue.
This station focuses on communication, trust and support.
Step 6: Station 4 – Sustainable Choice Challenge — 5 minutes
Students read a short situation:
"Your class is organising a picnic in the school garden. You can choose plastic plates, paper plates or reusable plates. Which option is the most sustainable?"
The group discusses the alternatives and writes a short answer.
Example:
"Reusable plates are the most sustainable because they can be used many times and create less waste."
Alternative scenarios may include:

- travelling by car, bicycle or bus;
- using disposable or reusable water bottles; printing homework or submitting it digitally; leaving lights on or switching them off; buying bottled water or using refill stations.

The team receives a code card if they explain their decision clearly.
Step 7: Station 5 – Sound Map – 5 minutes
Studentsremain silentforoneminuteandlistentotheoutdoorenvironment.
They record the sounds they hear.
Examples:

- birds;
- wind;
- footsteps;
- cars;
- voices;
- leaves;
- construction noise.

They then classify the sounds:

- natural sound;
- human-made sound;
- pleasant sound; noise
- pollution.

The group discusses one question:
"Which sound should be reduced, and why?"
Example:
"Traffic noise should be reduced because it disturbs people and animals."
They then collect the next code symbol.
Step 8: Station 6 – Eco Action Mime – 5 minutes
One student selects an eco-action card and performs it without speaking.

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	Possible actions: • recycling a bottle; • planting a tree; • turning off a light; • riding a bicycle; • saving water; • picking up litter; • feeding birds responsibly; • using a reusablebag. Other students guess the action in English. They must then produce one complete sentence. Example: "She is turning off the tap to save water." A correct answer gives them the final code. Step 9: Final Code-Breaking Task – 5 minutes Teams return to the meetingpoint and arrange their collected letters. Possible final messages: • **SAVEWATER** • **PROTECT NATURE** • **REDUCE WASTE** • **KEEP IT GREEN** • **ACT FOR EARTH** • **THERE IS NOPLANETB** After discovering the message, each group explains what it means and suggests one related action. Example: "Our message is 'Reduce Waste'. Students can reduce waste by using reusable bottles and lunch boxes." Step 10: Feedback and Awards – 5 minutes The teacher checks the answersand announces the results. **PossibleAwards** • **Fastest Code Breakers** • **Best English Communication** • **Best Teamwork** • **Best Environmental Reasoning** • **Most Supportive Team** • **Best NatureDetectives** The teacher ends with the question: "Which challenge helped yourteam communicate most effectively?"
Digital or AI Tools Used	Optional tools include: • ChatGPT for producing riddles and differentiated clues; • QR codes for opening digital station tasks; • mobile phones for scanning codes;

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	• Google Forms for entering answers; • Padlet for sharing the final environmental messages; • Canva for creating station signs; • Wordwall for a follow-up recycling game.
Inclusion and Differentiation	**Making differentiation easier**: Students who need additional support may receive: picture-based clue cards, bilingual vocabulary cards, sentence starters, shorter riddles, fewer answer options, colour-coded maps, peer support. **Making it more difficult**: Stronger students can: solve more complex riddles, complete tasks without vocabulary support, justify answers using longer explanations, create their own environmental clue, compare two sustainable options, use modal verbs such as must, should, could and might, explain environmental consequences.
Student Engagement	The activity engages students because it turns the school garden into an outdoor mystery environment. Students do not simply answer questions at their desks. They move between stations, discover hidden clues, solve problems, give directions and make decisions as a team. The final code gives students a clear shared purpose. Each station requires a different skill, including listening, speaking, observation, movement, reasoning and creativity. Therefore, students with different strengths can contribute to their team. The use of roles ensures that participation is distributed among group members. The mystery, time limit, hidden messages and rewards also increase curiosity and motivation.

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APPENDIX

Appendix 1 – Team Answer Sheet

Team Name: _____

Team Members: _____

Team Roles: _____

Station	Team Answer Code
Nature Riddle	
Waste Sorting	
Direction Challenge	
Sustainable Choice	
Sound Map	
Eco Mime	

Final Environmental Message

What does the message mean?

_____

One action we can take

_____

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Appendix 2 – Sustainable Choice Cards

Card 1: School Journey

Which is the most sustainable way to travel a short distance?

- Private car
- Bicycle
- Taxi

Explain your answer.

Card 2: Drinking Water

Which option creates the least waste?

- A new plastic bottle every day
- A reusable water bottle
- A disposable paper cup

Explain your answer.

Card 3: Classroom Energy

What should students do when they leave the classroom?

- Leave the lights on
- Switch off unnecessary lights
- Open all windows while the heating is on

Explain your answer.

Card 4: School Lunch

Which option is more environmentally friendly?

- Disposable cutlery
- Reusable cutlery

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- Individually wrapped plastic items

Explain your answer.

Card 5: Homework

Which option may save more paper?

- Printing every worksheet
- Submitting suitable tasks digitally
- Using a new sheet for every short note

Explain your answer.

Appendix 3 – Observer Checklist

The teacher or an assigned observer scores each team.

Criterion	1 2 3 4 5
Students used English	
Members listened to one another	
Roles were shared fairly	
The group supported all members	
Environmental answers were logical	
The group followed safety rules	

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Appendix 4 – Scoring System

Task	Maximum Points
Nature riddle	10
Waste sorting	15
Direction challenge	15
Sustainable choice	15
Sound map	10
Eco-action mime	10
Final code	15
English communication	5
Teamwork	5
Total	100

Bonus Points

Completing all tasks within the time limit: +5

Every student speaks English: +5

Giving an original environmental suggestion: +5

Penalties

Leaving the designated area: –5

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Damaging plants or disturbing animals: –5

Ignoring a group member: –5

Using unsafe behaviour during the blind direction task: –10

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General Information:	AN OUTDOOR ACTIVITY ON NATURE ACTION VERBS
Title of the activity	NATURE IN MOTION
School	State High School
Target group (age)	14-16
Activity type	☐ Individual ☒ Group
Duration	45-60 Minutes
Type of Activity:	☐ Language club ☐ Competition / challenge ☐ Workshop ☐ Project-based activity ☐ Peer learning ☐ Outdoor activity ☐ Other: _____
Description of the Activity	In this lesson, students explore the dynamic processes of the natural world through action verbs. After a visual introduction to the vocabulary, students work in teams to solve riddles and complete a 'Nature Action Scavenger Hunt.' The activity focuses on peer-to-peer teaching and collaborative problem solving to lower the affective filter for A1, A2 and B1 learners.
Learning Objectives	Students will identify and use nature-related action verbs (e.g., bloom, erode,flow, m igrate, hibernate, evaporate) in context.
Gamification Elements	Which game elements are included? ☒ Points ☒ Rewards ☒ Challenges ☒ Teams ☐ Storytelling ☐ Levels ☐ Competition ☐ Other: _____

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Use of Digital or AI Tools	ChatGPT and Diffit are used for this activity during preparation of the activity, for the worksheets and presuming the outcomes.
Organization and Setting	The activity takes place both inside the classroom, corridors and in the garden. Teacher supervises the activity Materials needed: Handouts
Student Engagement	This activity motivates students through Team Collaboration. By turning vocabulary practice into a physical scavenger hunt, students move around and interact, which increases engagement for the 14-16 age group. The gamified 'challenge' aspect encourages them to use the target language to achieve a shared goal.
Inclusion and Accessibility	Support for different levels: The activity is prepared for three levels. A1, A2 and B1. The instructions during the activity will be in all these levels. In addition, the groups will include the students from different levels so that they can help each other. Alternative roles or tasks: To improve accessibilityduring thescavengerhunt, studentscouldalsochoose different ways toparticipate: **Walking Hunt:** Search for hidden verb cards around the classroom or school. **Table Hunt:** Match picture cards and clue cards at their desk instead of moving around. **Digital Hunt:** Scan QR codes or complete an online matching activity using tablets. **Partner Hunt:** Work with a peer buddy for additional language or mobility support. **Teacher Station:** Complete the clues with the teacher in a quieter space if students become overwhelmed.
Tips for Implementation	Advice for other schools:

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	Adapt the scavenger hunt to your environment. Use local environmental examples. Support mixed-ability classrooms. Balance movement and accessibility. Promote collaboration over competition. Encourage meaningful language use. Integrate cross-curricular learning. Use technology purposefully. Allow flexible assessment. Include a reflection stage.

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NATURE IN MOTION

FULL APPENDIX–EDU-IMMERSE / OutdoorActivity

Activity: An Outdoor Activity on Nature Action Verbs
Target group: Ages14–16 **Duration:** 45–60 minutes **Type:** Group activity
Setting: Classroom, corridors and school garden

Appendix purpose: This appendix expands the original Nature in Motion activity into ready-to-print classroom materials. It preserves the lesson plan's focus on nature-related action verbs, visual introduction, riddles, the Nature Action Scavenger Hunt, peer-to-peer teaching, collaborative problem solving and differentiated participation.

Appendix 1 – Teacher Mission Brief

Teacher introduction

“Today we are going to explore nature in motion. Nature is always doing something: flowers bloom, rivers flow, birds migrate, ice evaporates and rocks erode. Your mission is to discover these actions, solve clues and use the verbs in English.”

Learning objectives

By the end of the activity, students should be able to identify and use nature-related action verbs such as **bloom, erode, flow, migrate, hibernate** and **evaporate** in context.

Suggested team roles

Role	Responsibility
Clue Reader	Reads the riddle or clue aloud to the group.
Nature Observer	Looks for the relevant natural action or card.
Language Checker	Checks the target verb and example sentence.
Recorder / Reporter	Records answers and reports the team result.

Appendix 2 – Nature Action Verb Toolbox

Usethisasthevisual/languagesupportsheet.Teachersmayaddpicturesbeside each verb.

Verb	Meaning / context	Example sentence	Picture / drawing
bloom	a flower opens and develops	The flowers bloom in spring.	_____
erode	wear away slowly	Water can erode rocks.	_____
flow	move continuously, like water	The river flows to the sea.	_____
migrate	move from one region to another	Birds migrate in winter.	_____
hibernate	sleep or remain inactive for a long period	Some animals hibernate in winter.	_____
evaporate	change from liquid into vapour	Water evaporates in the sun.	_____

My own example: _____

Appendix 3 – Riddle Challenge Cards

Cutoutthecardsordisplaythemoneatatime.Studentsidentifythe nature action verb.

CARD 1	I am a flower action. I happen when a flower opens and becomes beautiful. What am I?
CARD 2	I am a water action. A river does me as it moves along its path. What am I?
CARD 3	I am a movement action. Birds may do me when they travel to another region. What am I?
CARD 4	I happen to some animals in cold seasons. They sleep or become inactive for a long time. What am I?
CARD 5	I happen when water becomes vapour, especially in heat or sunlight. What am I?
CARD 6	I happen when wind or water slowly wears away rock or soil. What am I?

Answer key: 1 bloom • 2 flow • 3 migrate • 4 hibernate • 5 evaporate • 6 erode

Appendix 4 – Nature Action Scavenger Hunt

Teamname:_ _____Members: _____

Find or identify examples connected to the target verbs. Follow the teacher's boundaries and safety instructions.

Task	Find / identify	Evidence	Completed
BLOOM	A plant or flower showing blooming.	_____	▪
FLOW	Water or another example of flowing.	_____	
MIGRATE	An example/image/sign of animal migration.	_____	▪ ▪
HIBERNATE	An animal that hibernates.	_____	▪
EVAPORATE	An example of water evaporating.	_____	▪
ERODE	An example of erosion.	_____	

Challenge: Choose one item and make a sentence: “We found/identified _____. It can _____.”

Appendix 5 – Clue & Evidence Log

Studentsrecordwhattheyobserve,ratherthansimplycopyingthe verb.

Verb	What did we observe?	Our English sentence
bloom	_____	_____
erode	_____	_____
flow	_____	_____
migrate	_____	_____
hibernate	_____	_____
evaporate	_____	_____

Most interesting observation: _____

Why? _____

Appendix 6 – Three-Level Differentiation Pack

The originalactivitystatesthatinstructionsarepreparedatA1,A2andB1levelsand that mixed-level groups support peer learning.

Level	Task	Support / extension
A1	Match the verb to the picture or simple definition.	Use the visual verb toolbox and sentence frames.
A2	Find an example and create a complete sentence.	Explain how the example connects to the verb.
B1	Create a short explanation using two or more target verbs.	Compare natural processes and justify your choices.

A1 sentence frames

I can see _____. It can _____.
The picture shows _____.
_____ is an action in nature.

A2 challenge

Write two sentences using different nature action verbs:
1. _____
2. _____

B1 challenge

Explain the relationship between two natural processes:
_____
_____

Appendix 7 – Alternative Participation Cards

Theseoptionspreservetheoriginalactivitywhileallowingstudentstoparticipatein different ways.

Option	How to participate
Walking Hunt	Search for hidden verb cards around the classroom or school.
Table Hunt	Match picture cards and clue cards at the desk instead of moving around.
Digital Hunt	Scan QR codes or complete an online matching activity using tablets.
Partner Hunt	Work with a peer buddy for additional language or mobility support.
Teacher Station	Complete clues with the teacher in a quieter space if needed.

Student choice: I would like to use: ■ Walking Hunt ■ Table Hunt ■ Digital Hunt ■ Partner Hunt ■ Teacher Station

Appendix 8 – Team Challenge & Points Tracker

Thelesson plan includespoints,rewards,challengesandteamsasgamificationelements. Use this tracker if the teacher chooses to score the hunt.

Team	Riddles	Scavenger Hunt	Language Use	Teamwork	Total
_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____

Suggested scoring: Award points for correctly solving riddles, completing hunt tasks, using target verbs meaningfully and demonstrating collaboration. The original lesson plan does not prescribe exact point values, so the teacher can set them according to the class.

Appendix 9 – Nature Detective Certificate

NATURE IN MOTION

This certificate is awarded to

_____

for active participation, collaboration and successful use of nature action verbs.

Date: _____ Teacher: _____

Appendix 10 – Student Reflection & Exit Ticket

Name: _____ Team: _____

Reflection	My answer
The verb I remember best is…	_____
The most interesting nature action was…	_____
One sentence I used today was…	_____
My team helped me by…	_____
One thing I learned from another student…	_____
Next time I can improve by…	_____

Self-check

I can identify nature action verbs: ■Yes ■Sometimes ■ Not yet
I can use a nature action verb in context: ■Yes ■Sometimes ■Not yet
I worked collaboratively: ■ Yes ■Sometimes ■Not yet
I participated in a way that worked for me: ■Yes ■Sometimes ■Not yet

Appendix 11 – Teacher Implementation Checklist

■Choose and check the classroom, corridors andgardenareas tobeused.

■Prepare handouts and copies of the Nature Action Scavenger Hunt.

■Prepare the visual Nature Action Verb Toolbox.

■Prepare and cut the riddle cards if using them.

■Organize mixed-level groups.

■Prepare alternative participation routes: Walking, Table, Digital, Partner and Teacher Station.

■Explain boundaries and supervise students throughout the outdoor activity.

■Decide whether points/rewards will be used.

■Prepare certificates or other recognition if desired.

■Allow time for the reflection stage.

■Use local environmental examples where possible.

■Balance movement with accessibility and encourage collaboration over competition.

Digital / AI preparation: The lesson plan identifies ChatGPT and Diffit as tools used during preparation, for worksheets and for anticipating outcomes. Teachers should review generated materials for age-appropriateness, language level and alignment with the actual school environment.

Implementation principles from the source lesson plan: adapt the hunt to the environment; use local environmental examples; support mixed-ability classrooms; balance movement and accessibility; promote collaboration; encourage meaningful language use; integrate cross-curricular learning; use technology purposefully; allow flexible assessment; and include reflection.

Responsible partner: Vladimir Streinu National College Romania

Title	Treasure Hunt
Age group	11-14 years old
Language level	☒ A1 ☒ A2 □ B1 □ B2
Duration	40–45 minutes
Learning objective(s)	O1-basic vocabulary (colors, animals, school objects, food, places) O2-following simple instructions (go left, turn right, look under, find, run to) O3-answering short questions and answers O4- developing teamwork and oral communication
Activity type	□ Individual ☒ Group
Description of the Activity	Students work in teams and receive a map and clues in English to find different points in the schoolyard or park. At each point, they solve a short English task to receive the next clue. The first team to complete all stations and reach the treasure earns the highest score. Expected outcomes: Students use English appropriately in context to follow instructions, use basic vocabulary, answer short questions, and communicate with teammates while completing a motivating outdoor challenge.
Gamification Elements Used/ AI Tools?	Which game elements are included and how are they used? • Points: each completed station earns 10 points, recorded on the Team Score Sheet. • Competition: teams compare their scores at the end; the leaderboard determines the winning team. • Speed bonus: the first team to complete a station correctly may receive 5 bonus points, provided the answer is accurate. • Badges/stickers: the teacher awards “Best Teamwork” and “Fast Speakers” badges for observed performance. • Storytelling: the teacher presents the activity as a mission to recover a hidden treasure by following an English-language trail. • Final treasure: the winning team receives a symbolic treasure such as sweets, certificates or motivational notes.
Preparations for the activity	The teacher prepares in advance: • clue/task cards (Appendix A) • schoolyard map / route (Appendix B) • one Team Score Sheet per team (Appendix C) • pencils/pens and a clipboard for each team • symbolic prizes/badges or stickers

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	• a clearly marked final treasure location • safety/inclusion arrangements appropriate to the schoolyard or park
Activities	Step-by-step Procedure: 1. Introduction and mission–5minutes:The teacher explains that the teams are on a treasure mission.The teacher reviews key instructions (go left, turn right, go straight,lookunder,find,run/walkto)and explains that English must be used during the tasks. 2.Teamformation and roles–3minutes:Students are divided into teams of 3–5. Each team choose sa teamname and assigns roles such as Reader, Map Navigator, Speaker andScoreKeeper.Roles rotate so everyone participates. 3.Maps,rules and firstclue–3minutes:Each team receives a map, Score Sheet and ClueCard1.The teacher explains that teams must stay together, follow the marked route,complet eeach task before receiving the next clue, and report answers to the teacher/station monitor when required. 4.TreasureHunt–20–25minutes:Teamsfollow the route from Station 1 to Station5.At every station,students read the clue aloud, find the location, complete the English task,and show/tell the answer. A correct task earns 10 points and the next clue. The first team to complete a station correctly may receive a 5-point speedbonus.The teacher monitors movement,supports teams when necessary, and records bonus points. 5.Finaltreasure–3minutes:After completing Station 5, teams use the final clue to find the treasure.The teacher checks the completed Score Sheets, adds the points and announces the leaderboard. Badge ssuch as “Best Teamwork” and “Fast Speakers” are awarded as appropriate. 6.Reflection and evaluation–5minutes:Students complete the short reflection in AppendixD.The teacher asks two or three volunteers to share what English they used andwhich challenge they enjoyed most.The teacher briefly reviews the target vocabulary and instructions. -
Digital or AI Tools Used	
Inclusion and Differentiation	Making differentiation easier: • Students with different skills and aptitudes work together so that they can support one another. • Each team member must complete at least one riddle/task, so participation is shared. Making it more difficult for stronger students: • Give stronger students a more complex clue using two or three instructions in sequence (e.g. “Go straight to the tree, turn left and look under the bench.”). • Ask them to explain their answer in a complete sentence rather than giving a single word. • At the final station, ask them to create a new English clue for another team using the target vocabulary.

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	Inclusion / Potential Challenges: • Some students may be slower readers, movers or speakers and could be left out by faster teammates. To prevent this, use rotating roles, require every student to complete at least one task, and allow reasonable extra time when needed. • Keep teams together, use clearly marked boundaries and check that all stations are accessible and safe.
Student Engagement	Motivate students: A solution might be in the way the tasks and the instructions are created. The teacher can include the rule that everyone in the team has to solve at least one riddle/task; Seeing that everyone is involved can motivate them to keep going.

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Appendix A – Clue / Task Cards

CLUE CARD 1 – STATION 1

Start at the school entrance. Walkstraighttothe first largetree.Task: Findthree colours around you. Say them in English. Then answer: “What colour is the tree?”

CLUE CARD 2 – STATION 2

Go left from the tree and find the bench. Task:Nametwoschoolobjects you can see. Make one sentence with one object: “I can see a …”

CLUE CARD 3 – STATION 3

Walk to the open space marked onthemap.Task:Find something that is small, something that is big and something that is green. Say the three words in English.

CLUE CARD 4 – STATION 4

Turn right and go to the place markedwith astar.Task:Answer:“Where are you?” and “What can you see?” Give short English answers.

CLUE CARD 5 – STATION 5

Go straight to the final station. Task: Complete: “My team is …because …” Use one adjective such as happy, fast, friendly or clever. Then ask the teacher forthe final treasure clue.

FINAL TREASURE CLUE

Congratulations! You have completedtheEnglishmission. Goto the place marked with the treasure symbol on your map. Stay together and bring your completed Score Sheet.

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AppendixB–ExampleMap / Route

Example route fo raschoolyard. Adapt thelandmarks tothe actual outdoor space.

START	→	***STATION1 Tree***	→	***STATION2 Bench***
↓				↓
		OPEN SPACE		
STATION 5 Finaltask	←	***STATION 4*** ★	←	***STATION3 Greenarea***
↑				↓
TREASURE 🏆	←	Finalclue	←	Path
School building / safe boundary				Exit

Suggestedroute: START →Station 1 → Station 2→Station 3 → Station4 → Station 5 → Final clue → TREASURE.

Teacher note: Mark the routeboundaries clearly andcheck the safety andaccessibility of every station before starting.

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Appendix C–TeamScoreSheet

Team name: _____ ***Members:*** _____

Stage		***Points***	***Speed Bonus***	***Teacher Initials***
Station 1		____	____	____
Station 2		____	____	____
Station 3		____	____	____
Station 4		____	____	____
Station5 Final Treasure		____	____	____
		____	____	____

Badge(s): _____

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