

EDU-IMMERSE
Lesson Repository

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

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

Co-funded by
the European Union

Lesson Repository Overview

The EDU-IMMERSE Lesson Repository brings together the lesson plans and outdoor learning activities developed by the project partners. The lessons combine language learning with gamification, digital and AI-supported learning, collaboration, active participation, and inclusive and remedial teaching strategies.

Differentiation is an integral part of the lesson plans. Each lesson provides practical suggestions for supporting students who need additional guidance, while also offering extension and more challenging tasks for stronger learners. This allows teachers to adapt the activities to different ability levels, language levels and learning needs.

The lesson plans also include practical guidance and essential teaching materials to support implementation in different educational contexts. Teachers are encouraged to adapt the activities to the needs of their own students.

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Lesson Repository Overview

Partner: RT Soest/ Kind en School The Netherlands

Lesson	Level	Focus
Truth Detectives: Fake News &AIChallenge	A2	Media literacy, AI & critical thinking
Healthy Friendships Challenge	A2	Communication, empathy & collaboration
Love, Respect & RelationshipsQuest	A2	Relationships, respect & boundaries
MoneyWise Challenge: Smart Spending in a Digital World	B 1	Financial literacy & media literacy
History Hunters: Time Travel Challenge 🟢	A2 B1	History, outdoor learning & critical thinking

Partner: Balıkesir Açı Science High School Türkiye

Lesson	Level	Focus
ECO CRISIS:SaveTheCity	B1B2	Environmental awareness, persuasive language & decision-making
FOODstagram CaféChallenge	A2B1	Food vocabulary, quantifiers and communication
Tea SpillLive!–ReportingSocial Media Drama	B1B2	Reported speech, medialiteracy& communication
TRAVEL QUEST–Plantheperfect weekend	A2B1	Travel language, planning& collaboration
DIGITAL DETECTIVE – Spot the Fake Post	B1	Media literacy, criticalthinking& source evaluation
Nature Code Breakers – The Outdoor Eco Mystery 🟢	A2 B1	Environmental awareness,outdoor learning and teamwork

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Lesson Repository Overview

Partner: Milas Cumhuriyet Anatolian High School Türkiye

Lesson	Level	Focus
Digital Detective Mission	A2/B1	Listening comprehension,criticalthinking &problem solving
Friendship Bingo	B1	Communication, socialinteraction& collaboration
Nature in Motion 🟢	A1A2B1	Nature vocabulary,movement& collaborative learning
Study Abroad Mystery	A2	Reading comprehension,vocabulary& critical thinking

Partner: Colegiul Național „Vladimir Streinu" Romania

Lesson	Level	Focus
Listen and Act! – Protecting the environment	A1	Listening comprehension, environmental awareness & collaboration
Find Your Voice: Creating Songs with AI	B1	Alliteracy, creativity, language learning & critical thinking
Holiday and Travelling	A1	Travel vocabulary, communication & storytelling
Mission – Stop the Bullying	B1	Bullying prevention, empathy & responsible decision-making
Treasure Hunt – Outdoor Activity 🟢	A1 / A2	Outdoor learning, communication & collaboration

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The Netherlands
Lesson Plans & Outdoor Activity

Responsible partner: RT Soest/ Kind en School

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Responsible partner: RT Soest

Title	Truth Detectives: Fake News & AI Challenge
Age group	14–17 years
Language level	□ A1 ⊠ A2 □ B1 □ B2
Duration	45 minutes
Learning objective(s)	Studentswill: • Understand what fake newsis. • Recognise simple signs of fake news. • Understand that AI can create texts and images. • Think critically about information online. • Work together to check if information is true or false.
Activity type	□ Individual ⊠ Group
Description of the Activity	Students become "Truth Detectives". They investigate different news stories and pictures. Some are real and some are fake. Students work in teams to find clues and decide what they can trust. Expected outcomes: • Better media literacy. • Better critical thinking skills. • Greater awareness of AI-generated content. • Improved teamwork and communication.
Gamification Elements Used/ AI Tools?	Which game elements are included? Points / scoring Challenges Competition Collaboration Storytelling

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	Rewards AI Tools ChatGPT (optional) Canva (optional)
Preparations for the activity	Teacher prepares: 4 ne•ws stories (2 real, 2 fake) 4 im•ages (2 real, 2 AI-generated) Tea•m score sheet Inve•s tigation worksheet Students work in teams of 3–4. Suggested team roles: • Reader • Detective • Presenter • Time Keeper
Activities	Step 1 – Breaking News! (5 min) Teacher shows the headline: "Students who eat chocolate every day get better grades." Students vote: • True • False • Not sure Teacher asks: • Why do you think that? • How can we check? Teams earn 1 point for each good idea. Step 2 – Fake News Investigation (15 min) Eachteam receives fournewsstories. Students answer: • Who wrote it? • Is there proof?

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- Does it sound strange?
- Do you trust it?

Teams decide:

Real
Not Sure
Fake

Teams explain their answers.

Step 3 – AI or Real? (10 min)
Teacher shows four pictures.
Some are real.
Some are made with AI.
Teams discuss:

- What do you see?
- Does anything look strange?
- Is it real or AI?

Each correct answer earns points.

Step 4 – Create Your Own Fake News (10 min)
Teams create one funny fake headline.
Examples:

- "School starts at 12 o'clock every day."
- "Cats become teachers next year."

The other teams must guess:

- Real?
- Fake?

Students explain why.

Step 5 – Reflection (5 min)
Students complete:

Exit Ticket

1. Today I learned...
2. One sign of fake news is...
3. Before I share information, I will...

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Digital or AI Tools Used	Beamer Smartphone or tablet (optional) ChatGPT (optional)
Inclusion and Differentiation	**Makingdifferentiation easier**: Short texts Pictures instead of long articles Mixed-ability groups Visual support **Making it more difficult**: Extra fact-checkquestions More difficult news examples Independent investigation
Student Engagement	Students are motivated through: • Detective role-play • Team competition • Funny fake news examples • AI image challenge • Active discussion • Real-life social media examples

APPENDIX
Truth DetectiveChecklist

□ Who made this?
□ Is there proof?
□ Does it sound realistic?
□ Can I trust the source?
□ Could AI have made it?

Scoring System
Correct answer = 1 point , Good explanation = 2 points , Teamwork = 2 points , Best fake headline = 3 points

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TRUTH DETECTIVES – NEWS INVESTIGATIONCARDS

NEWS 1
Anew park has openednearthecity centre. The park has a playground, a small sports area and more than 100 new trees. The local council says the park is free to visit.

NEWS 2
Alocal secondary school has introduced a new recycling programme. Students can now separate paper, plastic and food waste. The school hopes to reduce its waste this year.

NEWS 3
Scientists have discovered that students who eat chocolate before every exam get 30% higher grades. Schools are now considering giving free chocolate to all students.

NEWS 4
Anewapp can translate your thoughts directly into any language without speaking or typing. More than five million teenagers downloaded the app on its first day.

Teacher Answer Key:
Real: News 1 & 2

Fake: News 3 & 4

4 Image Investigation Cards

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IMAGE INVESTIGATION

- What do you notice?
- Does anything look unusual?
- Could this image be AI-generated? Why?
- REAL or AI? _____

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IMAGE INVESTIGATION

- What do you notice?
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IMAGE INVESTIGATION

- What do you notice?
- Does anything look unusual?
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IMAGE INVESTIGATION

- What do you notice?
- Does anything look unusual?
- Could this image be AI-generated? Why?
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Responsible partner: RT Soest

Title	Healthy Friendships Challenge
Age group	14–17 years
Language level	□ A1 ⊠ A2 □ B1 □ B2
Duration	45 minutes
Learning objective(s)	Studentswill: • Identify characteristics of healthy friendships. • Practice communication and teamwork. • Reflect on positive and negative friendship behaviours. • Develop problem-solving skills in social situations. • Understand how social media can influence friendships.
Activity type	□ Individual ⊠ Group
Description of the Activity	Students become "Friendship Experts". Working in teams, they solve friendship challenges, discuss realistic situations and design their own Friendship Formula. Expected outcomes: • Better understanding of healthy friendships. • Improved communication skills. • Increased empathy and cooperation. • Greater awareness of social media influences
Gamification Elements Used/ AI Tools?	Which game elements are included?Points / scoring Challenges Competition Collaboration Storytelling Rewards

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	AI Tools ChatGPT (optional) Canva (optional)
Preparations for the activity	Teacher prepares: • Friendship scenario cards • Team score sheet • Friendship Formula worksheet • Sticky notes Groups of 4 students. Roles: • Reader • Problem Solver • Speaker • Time Keeper
Activities	**Step 1 – Friendship Warm-Up (5 min)** Students write three words describing a good friend. Groups compare answers. Each unique idea = 1 point. **Step2–FriendshipChallengeCards(15min)** Teams receive scenario cards. Example: *"Yourfriendsharesyoursecretwith others."* Students discuss: •What happened? •How would you feel? • What should happen next? Teams earn points for realistic solutions. **Step3–Social Media Mission(10min)** Students analyse simple situations:

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	• Friend ignores yourmessage. • Friend posts an embarrassing photo. • Friend excludes someone from a group chat. • Teams decide: Good choice Poor choice Explain why. **Step4–Build theFriendship Formula (10 min)** Teams create: **Friendship= _____+_____ + _____** Possible answers: • Trust • Respect • Honesty • Support • Communication Teams create a poster. **Step 5 – Reflection (5 min)** Exit Ticket: • One quality of a good friend. • One thing I can improve. • One thing I learned today.
Digital or AI Tools Used	Canva (optional) ChatGPT(optional)
Inclusion and Differentiation	**Makingdifferentiation easier**: Visualcards Sentence starters Mixed-ability groups **Making it more difficult**: More complex situations Independent problem solving Additional reflection questions

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Student Engagement	Students are motivated through: • Real-life situations • Team discussions • Social media examples • Problem-solving activities • Creative poster challenge

APPENDIX

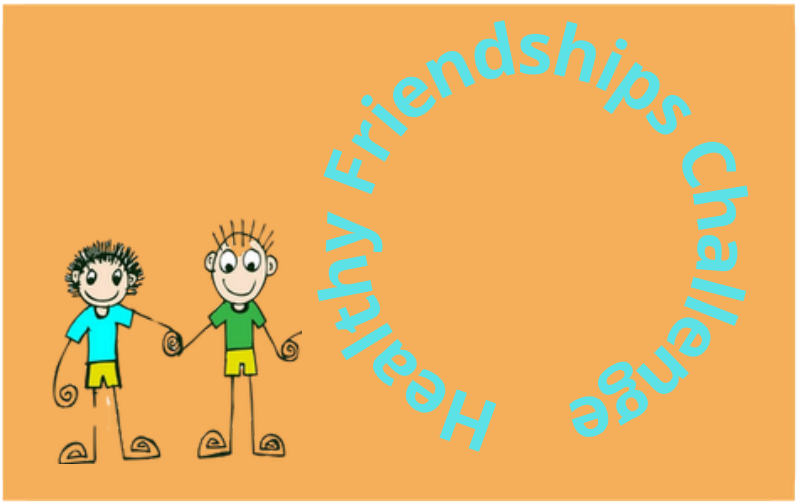
Friendship Challenge Cards

1. A friend shares your secret.
2. A friend never listens.
3. A friend helps you when you need support.
4. A friend excludes someone.
5. A friend apologises after a mistake.

TEAM SCORING SYSTEM:

Challenge	**Points**
Good solution to a Friendship Challenge	2
Clear explanation in English	2
Good teamwork and participation	2
Social Media Mission completed	2
Friendship Formula completed and explained	2
Maximum score	**10**

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Exit Ticket



1.One quality of a good friend is:

_____

2.One thing I can improve is:

_____

3.Today I learned: _____

Friendship Decision Card



🟢 Good Friendship

🟡 Not Sure

🔴 Not a Good Friendship

Discuss your answer with your team.

Your friend shares your secret.



Your friend listens to you.



Your friend laughs at your problem



Your friend tells the truth, even when it is difficult.



Your friend ignores your message.



Your friend copies your homework without asking.



Your friend excludes someone.



Your friend says sorry after making a mistake..



Your friend often makes jokes about you in front of others.
They say: "I'm only joking."



Your friend wants you to skip class with them.
They say: "If you are my friend, you will come with me."



Friendship Formula Worksheet

Agood friendship needs:

1.
2.
3.
4.

Friendship = _____ + _____ + _____

Why did you choose these words?
Because

Responsible partner: RT Soest

Title	Love, Respect & Relationships Quest
Age group	14- 17 years
Language level	□ A1 ⊠ A2 □ B1 □ B2
Duration	45 minutes
Learning objective(s)	Studentswill: • Recognisecharacteristicsof healthy and unhealthy relationships. • Understand the importance of respect, trust and personal boundaries. • Practice communication and decision-making skills. • Reflect on online and offline relationships. • Work collaboratively to solve relationship dilemmas
Activity type	□ Individual ⊠ Group
Description of the Activity	Students become "Relationship Detectives". Teams investigate different relationship situations and decide whether the behaviour is healthy, unhealthy or uncertain. They collect points by giving explanations and solving challenges. In the final mission, teams build their own "Healthy Relationship Model". Expected outcomes: • Better understanding of healthy relationships. • Increased awareness of respect and boundaries. • Improved communication and collaboration skills. • Greater confidence in making positive social choices
Gamification Elements Used/ AI Tools?	Which game elements are included? Points / scoring Challenges Competition Collaboration Storytelling

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	Rewards Other: Relationship Missions AI Tools ChatGPT (optional) Canva (optinal) Teacher prepares:
Preparations for the activity	• Relationship Scenario Cards • Green, Yellow and Red cards • Team score sheet • Healthy Relationship Cards • Reflection slips Students work in groups of 3–4. Suggested team roles: • Reader • Detective • Speaker • Time Keeper
Activities	**Step 1 – What Makes a Good Relationship? (5 min)** Students individually think of three important qualities in a relationship. Examples: • Trust • Respect • Honesty • Kindness • Communication Groups compare answers. Each unique quality earns 1 point. **Step 2 – Relationship Detective Challenge (15 min)** Each group receives scenario cards. Examples: • Your partner reads your messages without asking. • Someone listens to your opinion. • A friend pressures you to do something you do not want. • Someone apologises after making a mistake.

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- A partner becomesangry when you spend time with friends.

Students discuss and classify each card:

Healthy

Unsure

Unhealthy

Teams explain their answers.
Points are awarded for clear reasoning

Step 3 – Online Relationship Mission (10 min)
Students discuss digital situations.
Examples:

- Someone asks for your password.
- Someone shares your photo without permission.
- Someone sends kind messages when you are upset.
- Someone constantly checks where you are.

Groups decide:
✓ Respectful
✗ Not Respectful
They explain their decisions.

Step4–BuildaHealthyRelationshipModel(10min)
Each group receives cards with relationship values:

- Trust
- Respect
- Honesty
- Communication
- Kindness
- Boundaries
- Support
- Responsibility

Teams must select the **fivemostimportantbuildingblocks**.
They create a small poster:

Healthy Relationship =
_____ + _____ + _____ + _____ + _____

Groups briefly present their model.

Step 5 – Reflection (5 min)
Students complete an Exit Ticket:
One thing I learned today.
One sign of a healthy relationship.

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	• One thing I will remember in the future.
Digital or AI Tools Used	Canva (optional) ChatGPT(optional) Beamer
Inclusion and Differentiation	**Makingdifferentiation easier**: Visual scenario cards Short sentences Mixed-ability groups Teacher support during discussions **Making it more difficult**: Morecomplex relationship situations Independent explanations Additional reflection questions Creating extra scenarios for other groups
Student Engagement	Students are motivated through: • Real-life situations • Team discussions • Detective role-play • Point scoring • Collaborative decision-making • Topics directly connected to their daily lives

APPENDIX

Relationship Scenario Cards

1. Someone listens carefully when you speak.
2. Someone checks your phone without permission.
3. Someone respects your opinion.
4. Someone pressures you to change your mind.
5. Someone supports you when you have a problem.
6. Someone makes fun of your feelings.
7. Someone apologises after a mistake.

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8. Someone tells you who you can and cannot meet.

Scoring System

- Correct classification = 1 point
- Good explanation = 2 points
- Team collaboration = 2 points
- Best Healthy Relationship Model = 5 points

Maximum score = 20 points

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Responsible partner: RT Soest

Title	MoneyWise Challenge: Smart Spending in a Digital World
Age group	14–17 years
Language level	□ A1 □ A2 ⊠ B1 □ B2
Duration	90 minutes
~~Learning objective(s)~~	-Develop financialliteracyskills through budgeting. -Analyse onlineadvertisements critically. -Distinguish between needs and wants. -Apply mathematical calculations to financial decision-making. -Recognise persuasive techniques used in digital media. -Collaborate effectively in a team.
Activity type	□ Individual ⊠ Group
Description of the Activity	Students participate in the "MoneyWise Challenge", a gamified financial literacy mission. Working in teams, students investigate social media advertisements, identify marketing techniques, create a monthly budget and solve unexpected financial challenges. Teams earn points throughout the lesson for critical thinking, mathematical accuracy and collaboration. Expected outcomes: • Increased awareness of digital advertising strategies. • Improved budgeting skills. • Better understanding of financial decision-making. • Development of critical thinking and media literacy skills.
Gamification Elements Used/ AI Tools?	Which game elements are included? Points / scoring Levels Challenges Competition

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	Collaboration Storytelling Rewards Other: Team Missions AI Tools Chat GPT (optional), Canva AI (optional)
Preparations for the activity	Teacher prepares: • 6–8 social media advertisements • Budget worksheets • Event cards • Team score sheet • Presentation slides Arrange students in groups of 4. Assign team roles: • Budget Manager • Data Analyst • Media Detective • Presenter
Activities	**Step 1 – Advertisement Corners (10 min)** Teacher shows several advertisements fromsocial media. Students move to one of four corners: • Definitely Buy • Maybe Buy • Probably Not • No Way Short discussion: • Why would you buy it? • Is it a need or a want? • What makes the advertisement attractive? Teams earn points for thoughtful arguments. **Step 2 – Media Detective Challenge (20 min)** Each team receives three advertisements.

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Students analyse:
- Target audience
- Emotional triggers
- Missing information
- Reliability of the message

Teams identify:
✓ Facts
✓ Opinions
✓ Persuasion techniques
Teams present their findings.

Step 3 –Budget BuilderMission(30 min)
Scenario:
"You have €250 per month to spend."
Teams create a monthly budget.
Required categories:
- Food
- Clothing
- Entertainment
- Savings
- Transport
- Emergency fund

Students calculate:
- Percentages
- Remaining budget
- Potential yearly savings

During the activity the teacher introduces Event Cards:

Examples:
- Phone repair (€80)
- Birthday gift (+€50)
- Concert invitation (€40)
- Bicycle repair (€35)

Teams must adjust their budgets.

Step 4 – Smart Spending Campaign (20 min)
Teams create a mini awareness campaign for teenagers.
They design:
- A poster

OR

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	Social media post OR Video concept The campaign must include: • One financial tip • One mathematical fact • One example of misleading advertising • One practical solution **Step 5 – Reflection (10 min)** Students complete an Exit Ticket: • One thing I learned today. • One advertising trick I will recognise in the future. • One financial decision I will make differently. Winning team receives the title: MoneyWise Masters
Digital or AI Tools Used	Canva ChatGPT (optional) Calculator app Smartphones/Tablets
Inclusion and Differentiation	**Makingdifferentiation easier**: Visual budget templates Mixed-ability groups Role allocation within teams Teacher support cards **Making it more difficult**: Additional budget restrictions More complex financial scenarios Independent campaign design Advanced percentage calculations

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Student Engagement	Students are motivated through: • Real-life financial situations • Team competition • Point scoring • Problem-solving challenges • Social media examples relevant to their daily lives • Creative campaign design

APPENDIX

Event Cards

1. Your phone screen breaks. (-€80)
2. You receive birthday money. (+€50)
3. Friends invite you to a concert. (-€40)
4. Your bicycle needs repair. (-€35)
5. You earn money from a part-time job. (+€60)
6. You find a great discount online. (-20%)

Scoring System

- Correct budget calculation = 10 points
- Strong advertisement analysis = 10 points
- Creative campaign = 10 points
- Excellent teamwork = 10 points

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MONEYWISE – BUDGET WORKSHEET

Team: _____
Monthly budget: €250

Category	Amount €	Percentage %
Food	€	%
Clothing	€	%
Entertainment	€	%
Savings	€	%
Transport	€	%
Emergency fund	€	%
TOTAL	**€**	**100%**

Money left: €_____

Potential savings after 1 year: €_____

EVENT CARD

Our event: _____

Cost / income: €_____

What will you change in your budget?

New money left: €_____

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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?** Studentsscan QR codes to receive clues, historical images and challenges. OptionalAI 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 thestarting point. They use the information collected during the missions to solveone final historical question or mystery. Bonus points can be awarded for a clearexplanation 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 evidencehelped 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 for Other Schools** 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:

hist•orical photograph
map•
mon•ument or building
sho•rt historical text
obje•ct
QR c• ode 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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Türkiye - Balikesir
Lesson Plans & Outdoor Activity

Responsible partner: Balikesir Açı Science High School

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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GamifiedLanguage Learning – EDU-IMMERSE

Responsible partner: Balikesir Aci Science High School

Title	ECO CRISIS: Save The City
Age group	14-16
Language level	☐ A1 ☐ A2 ☒ B1 ☒ B2
Duration	45–60 minutes
Learning objective(s)	What should students learn in this lesson? Students will use persuasive language to discuss environmental solutions. Students will develop topic-specific vocabulary related to environmental issues (e.g. sustainability, pollution, renewable energy). Students will justify opinions and respond to opposing viewpoints. Students will improve speaking fluency and collaborative decision-making skills.
Activity type	☐ Individual ☒ Group
Description of the Activity	What do students do? Students participate in a role-based simulation where they act as decision-makers respon- sible for saving a city facing environmental crises. Each group represents a "City Council" and must respond to different environmental challenges by choosing solutions and justify- ing their decisions. Students analyze problems, negotiate within their group, and make decisions that affect three key indicators: environment, economy, and public happiness. After each decision, consequences are revealed, influencing the city's overall survival. What are the expected outcomes? Active participation in discussions Use of target vocabulary and persuasive structures mproved confidence in speaking Ability to justify and defend decisions
Gamification Elements Used/ AI Tools?	Which game elements are included? x Points / scoring ☐ Levels x Challenges x Competition x Collaboration x Storytelling

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	x Rewards x Other: Role-play AI Tools: ChatGPT (for generating scenarios), Canva (optional for presentation), Padlet (optional for tracking results)
Preparations for the activity	Preparerole cards (Mayor, Environmental Activist, Business Leader, Citizen Representative) Preparecrisis scenarios (e.g. air pollution, water shortage, plastic waste, energy crisis) Preparedecision options for each crisis Createasimple scoring system on the board (Environment / Economy / Happiness
Activities	S) tep bystep Procedure: Step 1:Introduce the scenario: Students are part of a city facing environmental collapse. Step 2:Divide students into groups and assign roles within each group. Step 3:Present the first environmental crisis. Step 4:Provide 3 possible solutions. Students discuss and choose one option. Step 5:Groups justify their decision using English. Step 6:Teacher reveals consequences and updates the scoring system. Step 7:Repeat steps 3–6 for 2–3 more crises. Step 8:Final stage: Each group presents their city's results and explains their strategy.
Digital or AI Tools Used	ChatGPT(scenario generation) Padlet(optional for collaborative tracking) Canva(optional for final presentations)
Inclusion and Differentiation	Making differentiation easier: Providesentence starters (e.g. "I think we should... because...") Providevocabulary lists Allow note-taking before speaking

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	Making it more difficult: Require use of conditionals (e.g. “If we choose this…”) Require comparison of options Require formal presentation language
Student Engagement	How does this activity motivate students? The activity creates a realistic and immersive scenario where students must make mean- ingful decisions. The use of roles, competition, and consequences increases motivation and participation. Students feel responsible for outcomes, which encourages deeper en- gagement and more authentic language use.

APPENDIX

(Optional: role cards, crisis cards, scoring sheet)

CRISIS 1: AIR POLLUTION

Air pollution levels are dangerously high. People are getting sick.

Choose ONE solution:
A) Ban cars in the city center
B) Build more public transport
C) Do nothing for now

CRISIS 2: WATER SHORTAGE

The city is running out of clean water.

Choose ONE solution:
A) Limit water usage (strict rules)
B) Build expensive desalination plant
C) Import water from other cities

CRISIS 3: PLASTIC WASTE

Plastic waste is everywhere in the city.

Choose ONE solution:
A) Ban single-use plastics

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B) Launch recycling campaign
C) Ignore problem

CRISIS 4: ENERGY DEMAND

The city needs more energy quickly.

Choose ONE solution:
A) Build coal power plant
B) Invest in renewable energy
C) Reduce energy usage

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GamifiedLanguage Learning – EDU-IMMERSE

Responsible partner: Balıkesir Açı College

Title	**FOODstagram Café Challenge**
Age group	14-17 years old
Language level	□ A1 ☑ **A2** ☑ **B1** □ B2
Duration	40 minutes
Learning objective(s)	Bytheendof the lesson students will be able to: • distinguish between countable and uncountable nouns • use quantifiers accurately: some any much many a few a little a lot of • communicate about food preferences and eating habits • collaborate in teams to solve challenges • improve fluency through roleplay and immersive communication
Activity type	□ Individual ☑ **Group**
Description of the Activity	Students enter the world of **FOODstagram Café Challenge**, where teams compete to create the most viral and aesthetic café for teenage customers and influencers. Through a series of immersive gamified missions, students: ● complete Wordwall food battles ● design trendy cafés and menus ● solve customer challenges ● roleplay as influencers and café owners ● earn “followers” for their café teams The lesson is inspired by Instagram café culture, aesthetic food trends, bubble tea cafés, viral desserts, foodie influencers, teenage social media habits.

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	Expected Outcomes Students will: ● use quantifiers naturally in speaking ● improve food vocabulary ● communicate confidently in roleplay situations ● collaborate creatively in teams ● engage actively through storytelling and competition
Gamification Elements Used/ AI Tools?	☑ Points / scoring ☑ Levels ☑ Challenges ☑ Competition ☑ Collaboration ☑ Storytelling ☑ Rewards ☑ Other: ● Roleplay ● "Follower Count" leaderboard ● Mystery café missions ● Viral customer challenges AI Tools - Optional: ● ChatGPT (creating café challenges/prompts) ● Wordwall ● Canva AI Image Generator ● Padlet ● Mentimeter

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Preparations for the activity	Teacher prepares: ● food and café picture cards ● quantifier challenge cards ● customer role cards ● Wordwall activity ● team scoreboard (“followers”) ● fake café menus Materials: ● Smartboard/projector ● phones/tablets (optional) ● printed role cards ● mini whiteboards/paper Students sit in teams of 4–5.
Activities	Step 1 — Warm-up: ‘What’s in Your FOODstagram Feed?’ (5 min Teacher projects aesthetic café food images: ● bubble tea ● pancakes ● burgers ● sushi ● milkshakes ● giant desserts ● etc. Students discuss: *Which* ● *foods are most popular online?* ● *Why do teenagers love posting food photos?*

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	• *Which cafés would become viral?* Mini Speaking Challenge: Students ask classmates: • *How much coffee do you drink?* • *How many snacks do you eat at school?* • *Do you eat much fast food?"* Skills developed: • communication • collaboration • digital literacy Step 2 — Wordwall Battle: 'Countable VS Uncountable Panic!' (7 min) Students play a fast-paced Wordwall competition. Examples: • *burger ---> countable* • *rice ---> uncountable* • *fries ---> plural countable* • *cheese ---> uncountable* Teams race to complete quantifier sentences: • *There isn't _____ milk.* • *We bought _____ snacks.* • *lonly eat _____ vegetables.* • *There are _____ smoothies left.* Teams earn: - followers - bonus speed points Skills developed: • digital literacy

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	● critical thinking ● self-regulation Step 3 — Main Mission: 'Build Your Viral Café' (15 min) STORY: Each team owns a trendy FOODstagram café trying to become famous online. ● Their mission: - attract customers - create an aesthetic menu - survive café challenges - become viral ROUND 1 — Create Your Café Teams invent: ● café name ● slogan ● viral menu items Examples: *"CloudBubbleCafé"* *"Midnight Fries"* *"StressDonuts"* *"Exam Survival Burgers"* Students MUST use quantifiers. Examples: *"Our burgers have a lot of cheese."* *"We use only a little sugar."* *"There are some vegan desserts."* ROUND 2 — Influencer Customers Arrive

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	Teacher gives role cards: ● picky influencer ● vegan athlete ● broke student ● gym addict ● foodie blogger ● stressed/tired English teacher ● healthy lifestyle coach ● dramatic TikTok reviewer <u>Customers ask:</u> ● *"How much sugar is there?"* ● *"Do you have any healthy food?" "Are* ● *there many vegan options?" "Can I* ● *get a few extra fries?"* ● *"Is there much caffeine in this drink?"* Teams answer quickly and correctly. Skills developed: ● communication ● collaboration ● creativity ● spontaneous speaking Step 4 — Mystery Café Crisis! (6 min) Teacher suddenly announces: FOODstagram CRISIS !!! Examples: ● *"There isn't any cheese left!"* ● *"Toomany customers arrived!"* ● *"A famous influencer is livestreaming!"* ● *"Yourcafé got a bad online review!"* ● *"You only have a little bread left!"*

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	Teams must solve problems using English. Examples: *"We can prepare some more sandwiches."* *"We should buy a few more drinks."* *"There are too many customers, so we need more staff."* Most creative team wins: !!!VIRAL CAFÉ AWARD!!! Skills developed: ● problem-solving ● critical thinking ● teamwork ● communication Step 5 — Reflection: Would Your Café Go Viral? (5 min) Students discuss: ● *Which café would become famous online?* ● *Why are teenagers obsessed with aesthetic cafés?* ● *Are viral foods always healthy?* ● *How does social media influence eating habits?* Exit Ticket: Students write: ONE new quantifier expression ONE funny sentence from class
Digital or AI Tools Used	Wordwall –>countable/uncountable challenge Mentimeter –>vote for best café Padlet –> post café menus digitally Canva AI –>→ create café posters/logos ChatGPT –> generate customer role cards

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Inclusion and Differentiation	**Making differentiation easier:** • provide quantifier cheat sheet • allow pair support • use visual food cards • provide sentence starters Examples: • "There is…" • "There are…" • "We have some…" **Making it more difficult:** • require spontaneous roleplay • add healthier/unhealthier food debate • use advanced quantifiers: too much too many enough plenty lots of • require persuasive language
Student Engagement	This activity motivates students because: • it connects to teenage café and social media culture • students enjoy aesthetic and viral food trends • roleplay reduces speaking anxiety • teamwork encourages participation • competition creates excitement • students actively create, solve problems, and communicate The lesson transforms grammar practice into an immersive and highly interactive social experience rather than a traditional worksheet lesson.

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!!! **Extension Beyond the Classroom**

This activity can also be implemented outside the classroom to create a more immersive and authentic language-learning experience.

Possible Extensions:

Café Visit Challenge

Students visit a real café in small groups and:

- analyze menus in English
- order food and drinks
- use quantifiers naturally
- evaluate the café experience

Example tasks:

- "How much sugar is in your drink?"
- "How many vegan options are there?"
- "There are a lot of desserts but only a few healthy snacks."

FOODstagram Social Media Project

Students create:

- café posters
- fake Instagram posts
- aesthetic menus
- food reviews
- short café videos/reels

using English and AI/digital tools.

This develops:

- digital literacy
- creativity
- communication skills

Supermarket Mission

Students complete a "shopping challenge":

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- find countable/uncountable foods
- compare prices
- create healthy meal plans
- stay within a budget

This adds:

- problem-solving
- collaboration
- real-world language use

School Food Festival

Teams create mini food stands or posters and “sell” imaginary products to classmates using English.

Students practice:

- persuasion
- teamwork
- spontaneous speaking

APPENDIX

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Images generated by ChatGPT AI. (Students can also create their own café posters, menus, or logos using AI image generators if digital devices are available in class. This adds an extra layer of creativity, digital literacy, and 21st century skills development to the activity.)

Example Customer Role Cards

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Example Café Crisis Cards

There isn't any milk left.
Too many customers arrived.
An influencer is reviewing your café live.
You only have a little bread/sugar/etc.
Your most popular drink sold out.

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Responsible partner: Balıkesir Açı College

Title	**Tea Spill Live! – Reporting Social Media Drama**
Age group	14–17 yearsold
Language level	□ A1 □ A2 ☑ **B1** ☑ **B2**
Duration	40 minutes
Learning objective(s)	By the end of the lesson students will be able to: ● transform direct speech into reported speech accurately ● report statements, questions, and commands ● communicate ideas clearly in spoken English ● collaborate effectively in teams ● critically evaluate information and misinformation ● improve fluency through meaningful communication
Activity type	□ Individual ☑ **Group**
Description of the Activity	Students participate in a gamified 'social media gossip simulation' where they become influencers, podcast hosts, gossip reporters, and classmates. Through a series of collaborative challenges, students: ● listen to 'secret' social media-style messages ● pass information through team members ● transform direct speech into reported speech ● identify misinformation and fake news ● compete to gain "followers" for their teams The lesson uses relatable teenage topics such as: ● friendship ● social media addiction ● online drama

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	• influencers • relationships • school life **Expected outcomes:** Students will: • usereportedspeechnaturally in speaking • improve communication confidence • demonstratecollaborationand criticalthinking • engage actively through competition and storytelling • reflect on responsible communication online
Gamification Elements Used/ AI Tools?	Which game elements are included? ☑️ Points / scoring ☑️ Levels ☑️ Challenges ☑️ Competition ☑️ Collaboration ☑️ Storytelling ☑️ Rewards ☑️ *Other:* Roleplay 'Follower count' scoreboard, Fake news detector missions Optional: • ChatGPT (creating social media drama prompts) • Padlet • Kahoot • Wordwall
Preparations for the activity	Teacher prepares: • role cards • secret message cards • scoreboard ("followers") • projector/slides • timer • optional digital platforms

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	Classroom setup: ● students seated in teams of 4 **Materials:** ● printed role cards ● challenge cards ● whiteboard ● Smartboard ● phones/tablets (optional)
Activities	**Step by step Procedure:** **Step 1** — **Warm-up:'CancelledorMisunderstood?'(5min)** Teacher projects dramatic social media-style statements: ● *"She said my outfit looked cheap."* ● *"My friend said I'm addicted to TikTok."* ● *"He told everyone I ghosted him."* ● *etc.* Students discuss: ● *Would this create drama?* ● *Why do misunderstandings happen online?* Skills developed: ● communication ● critical thinking ● media literacy --- **Step 2 — Reporter Training Camp (7 min)** Teacher becomes: **CEO of 'TeaTok News'** 🙂

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	Students become **trainee gossip reporters.** **Mini grammar races:** Students transform direct speech into reported speech. Example: *'I'mtiredoffakefriends.'---->Shesaidthatshewastired of fake friends.* Levels: statements, questions, commands **Teams earn "followers' for correct answers** Skills developed: ● communication ●collaboration ● self-regulation **Step 3 — Main Game: 'Tea Spill Live!' (15 min)** Students work in teams of four. **Roles:** **●Influencer** **B●est Friend** **P● odcast Host** **● Gossip Reporter** One student receives **a secret message card**. Examples: ● *'I'm thinking about deleting TikTok.'* ● *'My parents said I spend too much time online.'* ● *'My best friend ignored me for 3 days.'* **The message spreads through the team.** Final student reports it publicly using reported speech.

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	Example: **'She said that she was thinking about deleting TikTok.'** **!!! <u>Teams earn:</u>** *grammar points* *accuracy points* *creativity points* *dramatic performance bonus* Skills developed: ● collaboration ● creativity ● communication ● active listening **Step 4 — Fake News Detector (7 min)** One team intentionally changes information. Other teams identify: ● grammar mistakes ● misinformation ● exaggerated gossip Example: Original: *'I studied all night.*------->'Reported: 'She said she had been partying all night.' Students discuss: ● *How does misinformation spread online?* ● *Why is accurate communication important?* Skills developed: ●critical thinking ● digital literacy ● problem-solving

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	Step 5 — Reflection: "Influencer Confession" (5 min) Students reflect: ——— • *Was it easy to report information correctly?* • *Why do fake stories spread online?* • *How can we communicate more responsibly?* **Exit ticket:** Studentswrite: ONE thingthey learned ONE funnyreported sentence from the lesson Skills developed: ●self-regulation ● reflection ● communication
Digital or AI Tools Used	**Padlet** —------> anonymous 'tea messages' **Mentimeter** —------> live class voting **Kahoot** —------> reported speech challenge **Wordwall** —------> role wheel/random drama generator **ChatGPT** —-------> generating realistic teen dialogue prompts
Inclusion and Differentiation	**Makingdifferentiation easier**: ● provide sentence starters ● allow pair support ● use simpler statements ● provide tense transformation guide **Making it more difficult**: ● include mixed tenses ● add reporting questions/commands ● require spontaneous speaking ● introduce misinformation analysis ● challenge students to use advanced reporting verbs: claimed, admitted, warned, suggested

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Student Engagement	This activity motivates students because: ● it reflects real teenage interests ● it uses social media culture students relate to ● it includes movement, competition, and teamwork ● students speak for meaningful purposes ● roleplay reduces fear of speaking ● gamification creates excitement and emotional involvement Students are not simply practicing grammar mechanically, they are using English to communicate, react, collaborate, and solve problems in realistic situations.

APPENDIX

EXAMPLE ROLE CARDS

Influencer	Drama Queen	Gamer	TikTok Addict
Gossip Blogger	Podcast Host	Sleep-Deprived Student	Heartbroken Best Friend

Example SecretMessage Cards

"I'm tired of fake friends."
"I think social media changes people."
"My parents said I waste too much time online."
"I want to stop checking Instagram every hour."
"I'm angry because my friend ignored my messages."

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"I wish people were more honest online."

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GamifiedLanguage Learning – EDU-IMMERSE

Responsible partner: Balıkesir Açı Science High School

Title	TRAVELQUEST–PlanthePerfectWeekend
Age group	14-16
Language level	□ A1 ⊠ A2 ⊠ B1 □ B2
Duration	40-45 minutes
Learning objective(s)	Bytheend ofthe lesson, students can use travel-related vocabulary and functional languageto plan a short weekend trip and present it using at least 5 target expressions, such as We are going to visit..., We can stay at..., It costs..., First, we will..., and I think this is a good plan because...
Activity type	☐ Individual ⊠ Group
Description of the Activity	Students work in teams as "travel planners." Each team receives a travel challenge c a r d with a specific budget, destination type, and traveller profile. They design a short weekend trip and present their plan to the class. Students prepare and present a basic travel plan in English, including destination, transport, accommodation, activities, and budget. Which game elements are included?
Gamification Elements Used/ AI Tools?	x Points / scoring x Levels x Challenges x Competition x Collaboration x Storytelling x Rewards ☐ Other: _____ **AI Tools:** ChatGPT can be used by the teacher before the lesson to create travel challenge cards, destination options, sample dialogues, and vocabulary support.
Preparations for the activity	Prepare travel challenge cards, destination cards, a simple planning work- sheet, and a scoring table. The teacher may also prepare sample visuals of cities, hotels, transport options, or activities using Canva, PowerPoint, or Google Slides.

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Activities	**Step by step Procedure:** **Step 1**:Warm-up — 5 minutes The teacher asks: "What makes a good weekend trip?" Students brainstorm ideas such as transport, food, hotel, activities, friends, price, and safety. **Step 2**: Mission Brief — 5 minutes The teacher explains the scenario: "You are a travel planning team. Your mission is to design the best weekend trip for a group of teenagers." Each team receives a travel challenge card. **Example challenge:** "You have a limited budget. Your travellers are four 15-year-old students. They want culture, food, and fun activities." **Step 3:** Level 1 — Choose Your Destination — 8 minutes Teams choose a destination and explain why. They must use at least two target phrases, such as "We want to visit..." and "It is a good place because..." **Step 4:** Level 2 — Build the Plan — 12 minutes Teams complete a planning worksheet. They include transport, accommodation, two activities, food options, and approximate cost. They earn points for clear English, realistic planning, and teamwork. **Step 5:** Level 3 — Pitch Your Trip — 10 minutes Each team presents their weekend trip in 1–2 minutes. Other students listen and vote for the most interesting, realistic, and creative plan. **Step 6:** Feedback and Rewards — 5 minutes The teacher gives feedback and announces awards such as "Best Budget Plan," "Most Creative Trip," and "Best English Use."
Digital or AI Tools Used	ChatGPT for travel challenge cards and sentence starters; Canva or PowerPoint for visu- als; Google Maps may be used by the teacher for realistic destination examples; an op- tional online voting tool such as Mentimeter or Google Forms.
Inclusion and Differentiation	**Making differentiation easier**: Weaker students receive sentence starters and vocabulary support. For example: "We are going to...", "We can travel by...", "It costs...", "We chose this place because..." They can present one part of the plan instead of the whole presentation. **Making it more difficult**: Stronger students add more detailed reasons, compare two destinations, or include budget calculations. They can also use persuasive language such as "This is the best option because..." or "Compared to the other choices..." This
Student Engagement	lesson is motivating because students make decisions, solve a realistic problem, and compete in a friendly way. The topic is relatable for teenagers because it involves travel, free time, friends, and personal preferences. The game-like structure with levels, points, roles, and awards keeps students active and engaged.

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APPENDIX

Appendix 1 - Travel Challenge Cards

Challenge Card 1 – Budget Travellers

Traveller Profile: Four 15-year-old students
Total Budget: €400
Trip Length: Two days / one night
Preferences: Free activities, local food, sightseeing
Special Condition: The group must use public transport.

Challenge Card 2 – Culture Lovers

Traveller Profile: Four teenage students interested in history and culture
Total Budget: €600
Trip Length: Two days / one night
Preferences: Museums, historical places, traditional food
Special Condition: The plan must include at least one museum and one local cultural activity.

Challenge Card 3 – Adventure Seekers

Traveller Profile: Four active teenagers
Total Budget: €650
Trip Length: Two days / one night
Preferences: Outdoor activities, sports, nature
Special Condition: The trip must include at least two outdoor activities.

Challenge Card 4 – Food Explorers

Traveller Profile: Four students who enjoy trying different foods
Total Budget: €550
Trip Length: Two days / one night
Preferences: Local markets, traditional food, street food
Special Condition: The group must include three different food experiences.

Challenge Card 5 – Relaxing Weekend

Traveller Profile: Four students who want a calm weekend
Total Budget: €500
Trip Length: Two days / one night
Preferences: Parks, cafés, walking tours, relaxing activities
Special Condition: The itinerary should not include more than three main activities per day.

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Appendix 2- Destination Cards

Destination A – Istanbul

Transport: Bus, train or plane
Accommodation: Hostel, hotel or guesthouse
Possible Activities:

Visit the historical peninsula

Take a Bosphorus ferry trip

Visit museums

Try traditional Turkish food

Walk around colourful neighbourhoods

Estimated Daily Cost per Person: €50–€90

Destination B – Cappadocia

Transport: Bus or plane

Accommodation: Small hotel or guesthouse

Possible Activities:
Visit underground cities

Walk through valleys

See the hot-air balloons

Visit traditional pottery workshops

Try regional food

Estimated Daily Cost per Person: €60–€100

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Appendix 3 - Team Role Cards

Travel Leader

Organises the group.

Makes sure everyone participates.

Helps the team make final decisions.

Budget Manager

Calculates the total cost.

Checks that the team stays within the budget.

Records all expenses.

Language Monitor

Checks the English expressions used by the group.

Encourages the team to use the target phrases.

Helps correct simple language mistakes.

Activity Planner

Chooses suitable activities.

Organises the weekend itinerary.

Checks that the activities match the traveller profile.

Presenter

Presents the final plan to the class.

Uses clear English.

Answers questions after the presentation.

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Appendix 4 - Travel Planning Worksheet

TeamName: _____
Challenge: _____
Destination: _____
Total Budget: €_____

Category	Our Plan	Cost
Transport		€
Accommodation		€
Activity 1		€
Activity 2		€
Food		€
Other		€
TOTAL		€

Day 1
Morning: _____
Afternoon: _____
Evening: _____

Day 2
Morning: _____
Afternoon: _____
Evening: _____

Why is this a good plan?

Target Expressions – Tick when you use them:
□ We are going to visit...
□ We can stay at...
□ We can travel by...
□ It costs...
□ First, we will...
□ We chose this place because...
□ I think this is a good plan because...

Appendix 5 – Student Voting Card

My Vote

Most Interesting Trip: Team _____
Most Realistic Trip: Team _____
Most Creative Trip: Team _____
Best reason: _____

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Appendix 6 - Teacher Scoring Table

Each team can receive a maximum of 20 points.

Assessment Category	1 Point	2 Points	3 Points	4 Points
Use of English	Very limited English	Some correct expressions	Mostly clear and correct language	Clear, accurate and effective language
Use of Target Expressions	1 expression	2–3 expressions	4 expressions	5 or more expressions
Realistic Planning	Plan is incomplete or unrealistic	Some parts are realistic	Most parts are realistic	Plan is detailed and fully realistic
Budget Management	Budget is missing	Budget has major errors	Budget is mostly correct	Budget is clear, correct and within the limit
Teamwork and Presentation	Limited participation	Unequal participation	Most students	All students contribute effectively

Total Score: _____ / 20

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Gamified Language Learning – EDU-IMMERSE

Responsible partner: Balıkesir Acı Science High School

Title	**DIGITAL DETECTIVE – Spot the Fake Post**
Age group	14-16
Language level	□ A 2 ☒B 1 □B 2
Duration	A 1
Learning objective(s)	40-45 minutes By the end of the lesson, students can identify suspicious information in short social media posts and use at least 5 expressions for giving opinions and reasons, such as *I think this is fake because.., This source seems reliable / unreliable.., There is no evidence..., The image looks suspicious.., We should check another source.*
Activity type	□ Individual ☒ Group
Description of the Activity	Students work as "digital detectives." They examine short social media posts and decide whether they are reliable, suspicious or fake. They collect clues, discuss evidence and explain their final decision in English.
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 **AI Tools:** ChatGPT can be used by the teacher to create fictional social media posts, suspicious headlines, and discussion prompts. AI should be used only to generate classroom materials, not to spread real misinformation.
Preparations for the activity	The teacher prepares 4 or 5 fictional social media posts. Some posts are reliable, some are exaggerated and some are fake. The teacher also prepares a 'detective checklist' with questions such as: *Who wrote this?* *Is there evidence?* *Is the language too emotional?* *Is the image related to the topic?* *Can we check another source?*

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Activities	**Step1:Warm-up—5 minutes** The teacher asks:"Have you ever seen a fakepost online? "Students briefly share examples without naming real people. The teacher introduces useful phrases:"I **Step 2:MissionBrief—5minutes** think… because…", "This seems suspicious,"and"We need more evidence." Students are told that they are digital detectives. Their mission is to protect other **Step 3:Level1—Find the Clues—10minutes** students from fake or misleading online posts.Each team receivesone fictional social mediapost.They use the detective checklist to find suspicious or reliable **Step 4: Level 2 — Decide the Trust Level — 8 minutes** features.They earn points for each clear clue they identifyTeams classify their using target expressions. **Step 5: Level 3 — Detective Report — 12 minutes** post as "Reliable," "Suspicious,"or"Fake." They must give at least three reasons evidence in English. Other teams can ask one question. **Step 6: Feedback and** Each team presents their post and decision to the class. They explain their **Rewards — 5 minutes** The teacher gives feedback on language use and reasoning. Awards can include Best Evidence, BestTeam , Discusion and Report.
Digital or AI Tools Used	ChatGPT for creating fictional posts and language prompts; Canva or PowerPoint for fake post visuals; Padlet or Google Docs for collecting team answers; optional Mentimeter for class voting.
Inclusion and Differentiation	**Making differentiation easier:** Weaker students receive a simplified checklist and sentence starters such as "I think it is fake because…", "There is no…", and "The source is…" They can focus on **Making it more difficult:** identifying one or two clues Stronger students compare two posts, use more advanced reasoning, or suggest how to rewrite the fake post as a reliable post. They can also include expressions such as According to the evidence…or This claim is not supported by…
Student Engagement	This lesson is motivating because it connects English learning with students' real digital lives. Teenagers often see online posts, videos, and headlines, so the topic feels relevant. The detective role, clues, levels, points, and final report make the lesson interactive and purposeful.

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APPENDIX

Appendix 1 - Digital Detective Post Cards

Post 1 – The School Library Announcement

SCHOOL NEWS

The school library will stay open until 6:00 p.m. during exam week. Students can use the study rooms and computers after lessons.

For more information, visit the school website or contact the school library.
Posted by: Green Valley High School Official Account
Date:12May
Source: School website

Your Mission

Decide whether this post is:

□ Reliable

□ Suspicious

□ Fake

Findatleastthreecluesandexplainyour decision.

Post 2 – The Miracle Study Drink

BREAKING NEWS!

Scientists havediscovered a new drink that can improve your exam results by 80% in only one week!

Drink one bottle every morning, and you will remember everything you study.

Thousands of students have already tried it. Buy it today before it is too late!

Posted by: @SuccessSecret2026

Date: Unknown

Source: Not provided

Your Mission

Decide whether this post is:

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□ Reliable
□ Suspicious
□ Fake

Find at least three clues and explain your decision.

Post 3 – The Free Smartphone Competition

YOU HAVE WON!

Every student who shares this post with ten friends will receive a free smartphone.

No competition or application is necessary.

Click the link below and enter your name, address, telephone number, and password immediately.

This offer ends in ten minutes!

Posted by: @Amazing_Prizes_Free
Date: Today
Source: Unknown website

Your Mission

Decide whether this post is:

□ Reliable
□ Suspicious
□ Fake

Find at least three clues and explain your decision.

Post 4 – The City Museum Event

WEEKEND EVENT

The City History Museum will organise a free workshop for students aged 14–18 this Saturday.

The workshop begins at 11:00 a.m. and lasts two hours.

Students must register through the museum's official website because places are limited.

Posted by: City History Museum

Date: 18 April

Source: Official museum website

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Your Mission

Decide whether this post is:

□ Reliable

□ Suspicious

□ Fake

Find at least three clues and explain your decision.

Post 5 – The Homework Ban

AMAZING NEWS FOR ALL STUDENTS!

The Ministry of Education has completely banned homework in every school. Teachers who

give homework will immediately lose their jobs.

Share this important information with everyone you know!

Posted by: @StudentNewsNow

Date: Not given

Source: “A friend who works for the government”

Your Mission

Decide whether this post is:

□ Reliable

□ Suspicious

□ Fake

Find at least three clues and explain your decision.

Post 6 – The Free Concert Rumour

BIG NEWS!

A popular music group may give a free concert in the city park this Friday evening.

Some students say the event begins at 8:00 p.m., but the municipality has not announced it yet.

Check the municipality's official website before making plans.

Posted by: @CityLifeUpdates

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Posted by: @CityLifeUpdates

Date: 21 May

Source: “People online are talking about it.” Your Mission
Decide whether this post is:
□ Reliable
□ Suspicious
□ Fake

Find at least three clues and explain your decision.

Appendix 2 - Digital Detective Checklist

	Yes	No	Not Sure
Is the author/source clearly identified?	□	□	□
Is the source official or trustworthy?	□	□	□
Is there evidence for the claim?	□	□	□
Can the information be checked elsewhere?	□	□	□
Is a clear date given?	□	□	□
Does the language seem neutral?	□	□	□
Does the post use very emotional or exaggerated language?	□	□	□
Does it create unnecessary urgency?	□	□	□
Does it ask for personal information?	□	□	□

Our strongest clues

Does the image match the information?

_____

Our decision: _____

_____

□ Reliable □ Suspicious □ Fake

Why?

_____

_____

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Appendix 3 - Detective Language Support

Giving an opinion

I think this post is reliable/suspicious/fake because …

In my opinion, …

This post seems reliable/suspicious because …

Talking about the source

The source seems reliable/unreliable.

The author is clearly identified.

We do not know who wrote this.

The source is not provided.

We should check another source.

Talking about evidence

There is evidence for this claim.

There is no evidence for this claim.

The post does not give enough evidence.

According to the evidence, …

This claim is not supported by …

Talking about language

The language is too emotional.

The headline is exaggerated.

The post creates a sense of urgency.

The language seems neutral and factual.

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Making the final decision

We classify this post as …

Our strongest clue is …

We found three important clues.

For these reasons, we think the post is …

Appendix 4 - Teacher Answer Key

Post	Suggested Classification	Main Clues
Post 1	Reliable	Official school account, clear date, verifiable source, neutral language.
Post 2	Fake	Unrealistic promise, no scientific evidence, emotional language
Post 3	Fake	Requests private information, unknown account, urgent language
Post 4	Reliable	Official organization, specific details, verifiable website, neutral language
Post 5	Fake	No official source, extreme claim, emotional language, unclear author
Post 6	Suspicious	Unclear source, no official confirmation, plausible but unverified claim

Appendix 5 - Digital Detective Scoring Table

Assessment Category	1 Point	2 Points	3 Points	4 Points
Identification of Clues	Identifies one unclear clue	Identifies two clues	Identifies three relavent clues	Identifies four or more strong clues
Final Classification	Classification is unsupported	Classification has limited support	Classification is mostly logical	Classification is clear and fully supported
Use of Evidence	Gives opinions without evidence	Gives one piece of evidence	Gives 2 or 3 relevant examples	Uses detailed and convincing evidence
Use of English	Uses very limited English	Uses some correct expressions	Uses mostly clear and correct English	Uses clear, accurate and effective English
Teamwork and Detective Report	Limited participation	Some members participate	Most members contribute	All members contribute effectively

Total Score: _____/20

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Bonus Points

Uses five or more target expressions correctly	+2
Asks another team a relevant question	+1
Identifies a clue that no other team notices	+2
Suggests a reliable source for checking theclaim	+2
Rewrites a suspicious statement more reliably	+2

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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)	Bythe endoftheactivity,students will be able to: -follow written and spoken instructions in English; -use environmental 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:IntroductiontotheMystery — 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 teamreceives acode card if theyexplaintheirdecisionclearly.
Step 7: Station 5 – Sound Map – 5 minutes
Studentsremain silent foroneminuteandlistentotheoutdoorenvironment. 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 reusable bag. Other studentsguesstheaction in English. They must thenproduceonecomplete sentence. Example: "She is turningoffthetaptosave water." A correct answergivesthemthe final code. Step 9: Final Code-Breaking Task – 5 minutes Teams return tothemeetingpoint and arrange their collected letters. Possible final messages: • **SAVEWATER** • **PROTECT NATURE** • **REDUCE WASTE** • **KEEPIT GREEN** • **ACTFOR 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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Türkiye - Milas Cumhuriyet Anatolian High School
Lesson Plans & Outdoor Activity

Responsible partner: Milas Cumhuriyet Anatolian High School

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

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

Co-funded by the European Union

Responsible partner: Milas Cumhuriyet Anatolian High School

Title	**Digital Detective Mission**
Age group	9th Grade aged 14-15
Language level	A2 ✖ B1 ✖
Duration	40 minutes
Learning objective(s)	Learning Objectives **Listening:** Identifyspecific details and infer meaning from short, simulated audio clips. **Collaboration:** Work in teams to synthesize information and solve a narrative puzzle. **Digital Literacy:** Use AI-generated scripts to practice auditory decoding in a gamified context.
Activity type	☒ Individual ☒ Group
Description of the Activity	This lesson follows the **EDU-IMMERSE** framework for gamified language learning. Students act as 'Digital Detectives' to solve a mystery using listening comprehension skills.
Gamification Elements Used/ AI Tools?	Which game elements are included? ☒ Points / scoring ☒ Levels ☒ Challenges ☒ Competition ☒ Collaboration ☒ Storytelling ☒ Rewards ☒ Other: _____ AI Tools: ChatGPT and Diffit

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Preparations for the activity	Create or generate **three mystery scripts** with increasing difficulty (Easy–Medium–Hard) using AI tools such as ChatGPT or Claude. Convert the scripts into **clear audio recordings** using text-to-speech tools (e.g., ElevenLabs or Speechify), ensuring different voices and appropriate speaking speeds. Test all audio files beforehand to ensure they play clearly on classroom speakers or individual devices. Prepare the **Mission Log worksheets** for A2 students, **Independent Challenge Logs** for B1 students, and **Exit Tickets** for all learners. Print or display the **word bank, clue checklist, and visual aids** that support lower-proficiency learners. Organize students into balanced groups of 3–4, mixing stronger and weaker learners to encourage peer support. Prepare a **scoreboard** (digital or paper) to track Intel Points throughout the mission. Design or print **"Master Sleuth" badges or certificates** for the winning team to increase motivation. Arrange the classroom so groups can collaborate without disturbing each other. Prepare backup copies of all materials and have an offline version of the audio in case of internet or technical problems.
Activities	**Step by step Procedure:** Step1 (5 min) Mission Briefing: Introduce the mystery. A digital file has been 'stolen.' Students are divided into detective agencies (groups of 3-4). Step 2 (10 min) Level 1 (A2 Focus): Play the first audio clip. Groups use the 'Checklist of Clues' to identify the 'Who' and 'Where.' Points awarded for accuracy. Step 3 (10 min) Level 2 (B1 Focus): Play the second clip. This includes more distractors and faster speech. Groups must infer the 'Motive' behind the digital theft. Step 4 (10 min)

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	The Final Challenge: Play the third, distorted clip. Groups must collaborate to predict the culprit's next move based on all evidence gathered. Step 5 (5 min) Debrief & Scoring: Reveal the solution. Total the 'Intel Points' and distribute the 'Master Sleuth' rewards.

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Digital or AI Tools Used	Chatgbt, Claude, Elevenlabs, Speechify
Inclusion and Differentiation	**Scaffolding (A2):** Provide a word bank and visual aids representing key nouns in the audio clips. **Extension (B1):** Require B1 students to note the *tone* of the speakers (e.g., nervous, angry, sarcastic) to justify their findings.
Student Engagement	This activity motivates students because it transforms a listening lesson into an engaging detective mission where learners have a meaningful purpose for listening rather than simply answering comprehension questions. The mystery storyline encourages curiosity and keeps students eager to discover the next clue.

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DIGITAL DETECTIVE MISSION

FULL APPENDIX– EDU-IMMERSE / GamifiedLanguageLearning

Responsible partner: MilasCumhuriyet Anatolian High School
Target group: 9thGrade, aged 14–15
Duration: 40 minutes
Core skills: Listening,collaboration and digital literacy

Purpose of this appendix: This appendix expands the materials named in the lesson plan into ready-to-print classroom resources. It follows the original mission structure: Mission Briefing → Level 1 (A2) → Level 2 (B1) → Final Challenge → Debrief & Scoring. The lesson plan identifies AI tools including ChatGPT, Claude, Diffit, ElevenLabs and Speechify, and recommends word banks, visual aids, clue checklists, Mission Logs, Independent Challenge Logs, Exit Tickets, a scoreboard and Master Sleuth rewards.

Appendix 1 – Mission Briefing

Teacherscript

“Detectives,wehave a problem. A digital file has been stolen. Your agency must investigate the evidence, listen carefully, identify the clues and work together to solve the case. You will receive Intel Points for accurate evidence.

There are three levels. The final challenge will require you to use everything you have discovered.”

Teamname:_____ Agency members: _____

Mission rules

• Listenfor keydetails: people, places, actions, reasons and feelings.

• Discuss evidence before writing the team answer.

• Use English as much as possible during team discussion.

• Record evidence, not only guesses.

• Respect different roles and allow every team member to contribute.

Suggested team roles

Role	Main responsibility
Lead Detective	Keeps the team focused and asks for evidence.
Evidence Recorder	Writes clues and answers in the Mission Log.
Audio Analyst	Listens for names, places, actions and key details.
Timekeeper / Reporter	Monitors time and presents the final answer.

Appendix 2 – Checklist of Clues

UsethissheetduringLevels1and2.Studentsshouldwrite short words or phrases rather than full sentences.

Clue	Notes / Evidence
WHO? – Who is involved?	_____
WHERE? – Where did it happen?	_____
WHAT? – What happened?	_____
WHEN? – When did it happen?	_____
MOTIVE? – Why might it have happened?	_____
HOW? – How did the person act?	_____
TONE – How did the speaker sound?	_____
IMPORTANT WORDS / PHRASES	_____

Evidence test: Our answer is supported by: _____

Appendix 3 – Mission Log (A2 Support)

Usethisversion forlearnerswhobenefitfromscaffolding.Theoriginal lesson plan recommends a word bank and visual aids for A2 learners.

Question	My answer
Who?	_____
Where?	_____
What happened?	_____
One important word	_____
My team’s final clue	_____

Word Bank

People	Place	Action	Reason / feeling
detective	school	take	nervous
student	classroom	leave	angry
teacher	computer room	hide	worried
friend	library	open	secret
visitor	office	send	suspicious

Appendix 4 – Independent Challenge Log (B1)

Forstrongerlearners,theoriginalplanrecommendsextendingthetaskbyidentifying the speaker's tone and justifying findings.

Evidence	What I heard / inferred	Why I think this
Clue 1	_____	_____
Clue 2	_____	_____
Clue 3	_____	_____
Tone of speaker	_____	_____
Possible motive	_____	_____
Prediction	_____	_____

Tone options: nervous / angry / calm / sarcastic / worried / confident / secretive / surprised

Appendix 5 – Mystery Audio Script Templates

The original plancallsfor three mystery scriptswith increasing difficulty(Easy–Medium–Hard), then conversion into audio with text-to-speech tools. These templates are designed for the teacher to adapt to the selected classroom mystery.

Level 1 – Easy / A2 Focus

Target clues: WHO + WHERE. Use clear speech and short sentences.
Script template:
“My name is _____. I was in _____ at _____. I saw _____. Then _____ happened. I left because _____.”

Level 2 – Medium / B1 Focus

Target clue: MOTIVE. Add one or two distractors and slightly faster speech.
Script template:
“I know what you think happened, but _____. Earlier, I _____. I needed _____ because _____. When I heard _____, I decided to _____.”

Level 3 – Hard / Final Challenge

Target task: Predict the culprit’s next move using all evidence. A distorted or less clear recording may be used.
Script template:
“You have found most of the clues, but you still do not know _____. If you follow _____, you may find _____. I will _____ before _____.”

Teacher preparation note: Test every recording before class. The original plan specifically recommends checking audio clarity on classroom speakers or individual devices and preparing an offline backup.

Appendix 6 – Intel Points Scoreboard

Team / Agency	Level 1	Level 2	Final Challenge	Bonus	Total
_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____

Suggested scoring guide

• Level 1: 1point foreach correctlyidentified core clue.

• Level 2: award points for a plausible motive supported by evidence.

• Final Challenge: award points for a prediction that uses evidence from more than one stage.

• Bonus: optional point for especially clear teamwork, English use, or evidence-based reasoning.

Appendix 7 – Exit Ticket

Name(optional):_____ Team: _____

1. The most important clue was…	_____
2. I inferred that…	_____
3. The speaker sounded… because…	_____
4. One thing my team did well…	_____
5. One listening strategy I will use next time…	_____

Confidence check

I could identify specific details: ■Yes ■Sometimes ■Not yet
I could explain an inference: ■Yes ■Sometimes ■Not yet
I contributed to my team: ■Yes ■Sometimes ■Not yet

Appendix 8 – Master Sleuth Certificate / Badge

TheoriginallessonplanrecommendsMasterSleuthbadgesorcertificates to increase motivation.

MASTER SLEUTH
This certificate is awarded to
_____
for successful participation in the Digital Detective Mission.
Date: _____ Teacher: _____

Optional recognition categories: Evidence Expert • Team Strategist • Listening Specialist • Master Sleuth

Appendix 9 – Teacher Preparation & Technology Checklist

- ■Createthree mystery scriptswithin creasingdifficulty.
- ■Generate or record three audio clips with clear, age-appropriate language.
- ■Use different voices and appropriate speaking speeds where possible.
- ■Test all audio files on the actual classroom equipment.
- ■Prepare offline audio copies.
- ■Print Mission Logs, Independent Challenge Logs and Exit Tickets.
- ■Prepare the word bank, clue checklist and visual aids.
- ■Arrange balanced groups of 3–4 learners.
- ■Prepare the Intel Points scoreboard.
- ■Prepare Master Sleuth certificates or badges.
- ■Check that every student has a meaningful role.
- ■Keep a backup plan if internet access or audio playback fails.

AI-use note: The source lesson plan names ChatGPT, Claude, Diffit, ElevenLabs and Speechify as tools used or suggested for preparation. Teachers should review AI-generated scripts and audio before classroom use, especially for language level, clarity, appropriateness and factual consistency within the fictional mystery.

Appendix 10 – Inclusion & Differentiation Support

The lesson planexplicitly proposesscaffoldingforA2learnersthroughawordbankand visual aids, and extension for B1 learners through tone identification and justification.

Learner need	Suggested support
Lower proficiency	Use the A2 Mission Log, word bank, visuals and replay key audio sections where appropriate.
Stronger proficiency	Use the B1 Independent Challenge Log; require evidence-based inference and tone justification.
Quiet / hesitant learner	Assign Evidence Recorder or Audio Analyst first; allow written contribution before oral reporting.
Learner needing structure	Use the clue checklist and clearly numbered stages.
Learner with technical difficulty	Provide printed script extracts or teacher-read backup evidence without removing the mystery.
Mixed-level group	Keep groups balanced and rotate roles so responsibility is shared.

Teacher observation notes

Students who need more support: _____

Students ready for extension: _____

Successful collaboration observed: _____

Appendix 11 – Teacher Evidence & Solution Record

Completethispagebeforethelesson.Ithelpstheteacherkeepthefictionalcaseinternallyconsistent across all three audio clips.

Stage	Expected evidence	Accepted alternatives / notes
Level 1 – WHO	_____	_____
Level 1 – WHERE	_____	_____
Level 2 – MOTIVE	_____	_____
Speaker tone	_____	_____
Final prediction	_____	_____
Culprit / solution	_____	_____

Final solution: _____
Evidence chain: _____
_____

Co-funded by the European Union

Gamified Language Learning – EDU- IMMERSE

Responsible partner: Ayşen GEZER – MİLAS CUMHURİYET ANATOLIAN HIGH SCHOOL

Title	Friendship Bingo
Age group	16-18 (Grade 11)
Language level	□ A1 □ A2 ☒ B1 □ B2
Duration	40 Minutes
Learning objective(s)	Students will be able to ask and answer personal questions using appropriate B1-level grammar (present perfect, 'used to', etc.) to identify classmates with specific traits or hobbies.
Activity type	□ Individual ☒ Group
Description of the Activity	Students engage in a 'Human Bingo' game where they must interview peers to find individuals who match specific criteria on their bingo cards. The goal is to complete a line or full house while practicing conversational English.
Gamification Elements Used/ AI Tools?	Which game elements are included? □ Points / scoring □ Levels □ Challenges ☒ Competition ☒ Collaboration □ Storytelling ☒ Rewards □ Other: _____ AI Tools: CHATGPT, DIFFIT, CLAUDE
Preparations for the activity	**Bingo Cards:** Print one 'Human Bingo' card for each student in the class. **Writing Utensils:** Ensure there are enough pens or pencils for every student to carry while moving around. **Rules Briefing:** Prepare a brief, clear explanation of the 'Human Bingo' rules (e.g., how many signatures per person, how to win).

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	Space: Arrange the classroom to allow for easy movement and mingling.
Activities	**Step by step Procedure:** **STEP 1 WARM UP** (5min): **Reviewing Question Forms:** Review how to turn a statement into a question. Focus on B1 structures: *Has travelled abroad* → "Have you ever travelled abroad?" *Used to play an instrument* → "Did you use to play an instrument?" *Is a morning person* → "Are you a morning person?" **STEP 2 BINGO ACTIVITY (20min) : Small Group Rotations:** Distribute Bingo cards. Students move around the room to interview each other. **Rules:** You can only ask one person two questions before moving to someone else. **Goal:** Get a signature in the box if the person answers 'Yes'. **STEP 3 WRAP UP (15min) : Sharing Findings:** Students share interesting facts they learned about their classmates. **Awards:** Present 'Friendship Expert' rewards (stickers or small treats) to the first students to get a Bingo and those who had the most detailed follow-up conversations.

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Digital or AI Tools Used	CHATGPT, DIFFIT, CLAUDE
Inclusion and Differentiation	**Making differentiation easier**: Provide a 'Question Bank' on the board for students to reference. Use simpler prompts like: *"Do you like pizza?"* or *"Do you have a cat?"* **Making it more difficult**: Challenge advanced learners to ask at least one follow-up question for every 'Yes' they receive. Use complex prompts like: *"Have you ever traveled to a place that changed your perspective?"* or *"What is a habit you used to have but gave up?"*
Student Engagement	This activity motivates students through **social interaction** and **competition**. By moving around the room and discovering shared interests or surprising facts about their peers, students build a sense of community while the 'Bingo' element provides a clear, achievable goal that lowers the affective filter for speaking in a second language.

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APPENDIX

FRIENDSHIP BINGO

Gamified Language Learning – EDU-IMMERSE

Grade 11 • Ages 16–18 • B1 • 40 minutes

Responsible partner: – MILAS CUMHURIYET ANATOLIAN HIGH SCHOOL

This appendix contains ready-to-use classroom materials supporting the Friendship Bingo lesson plan.

Appendix 1 – Student Bingo Card

Name:_____ **Class:**_____

Instructions: Walk around the classroom, ask questions in English, and find classmates who match the criteria. If the answer is “Yes”, write the student's name and ask for a signature. Ask each person a maximum of two questions before moving to someone else.

BINGO	FIND SOMEONE WHO…	NAME	SIGNATURE
B	has travelled abroad.		
B	has tried a new sport.		
B	has visited another country.		
B	has met a famous person.		
B	has learned to play an instrument.		
I	used to play an instrument.		
I	used to have a different hobby.		
I	used to collect something.		
I	used to watch cartoons regularly.		
I	used to have a pet.		
N	is a morning person.		
N	likes travelling.		
N	enjoys cooking.		
N	likes trying new foods.		
N	enjoys outdoor activities.		
G	has visited a historical place.		
G	has participated in a school project.		
G	has learned something from the internet.		
G	has made a new friend this year.		
G	has done something exciting recently.		
O	has a hobby that is unusual.		
O	has a favourite foreign food.		
O	has watched a film more than three times.		
O	has a skill they would like to teach others.		
O	has a dream destination.		

Appendix 2 – Question Bank

Studentsmayusethisquestionbankwhentheyneed support forming questions.

Prompt	Question
travel abroad	Have you ever travelled abroad?
visit another country	Have you ever visited another country?
try a new sport	Have you ever tried a new sport?
meet a famous person	Have you ever met a famous person?
learn an instrument	Have you ever learned to play an instrument?
visit a historical place	Have you ever visited a historical place?
participate in a project	Have you ever participated in a school project?
do something exciting	Have you ever done something exciting recently?

Prompt	Question
play an instrument	Did you use to play an instrument?
have a different hobby	Did you use to have a different hobby?
collect something	Did you use to collect anything?
watch cartoons	Did you use to watch cartoons regularly?
have a pet	Did you use to have a pet?

Prompt	Question
morning person	Are you a morning person?
travelling	Do you like travelling?
cooking	Do you enjoy cooking?
new foods	Do you like trying new foods?
outdoor activities	Do you enjoy outdoor activities?

Appendix 3 – Useful Conversation Language

Function	Useful expressions
Starting	Excuse me, can I ask you a question? / Can I ask you something? / Do you have a minute?
Asking	Have you ever travelled abroad? / Did you use to play an instrument? / Are you a morning person?
Yes	Yes, I have. / Yes, I do. / Yes, I did.
No	No, I haven't. / No, I don't. / No, I didn't.
Follow-up	Where did you go? / When did you do that? / Who did you go with? / How did you feel? / Why did you enjoy it?
Ending	Thank you! / Thanks for your help. / Nice talking to you!

Appendix 4 – Teacher Rules Card

• **Before the game:** Listen totheinstructions;take oneBingo card and a pen/pencil; prepare to move around the classroom.

• **During the game:** Speak English; find different classmates; ask no more than two questions to one person; if the answer is “Yes”, write the student's name and get a signature; if “No”, thank the student and move on; be polite and respectful.

• **Winning:** The first student to complete the required line calls “BINGO!”. The teacher checks the answers. Students may continue if the teacher asks for a full card.

Appendix 5 – Challenge Cards for Advanced Students

Challenge	Task
1 – Follow-up Question	For every "Yes"answer, ask one aditional question. Example:"Have you ever travelled abroad?" → "Yes, I have".
2 – Find Out More	Find someone who has done something interesting and discover where, when, with whom, why, and how they felt
3 – Perspective Question	Ask: “Have you ever travelled to a place that changed your perspective?” or “What is a habit you used to have but get rid of?".

Appendix 6 – Support Card

Easy questionstarters

Have you ever…?	Have you ever travelled abroad? / Have you ever tried a new sport? / Have you ever visited another country
Did you use to…?	Did you use to play an instrument? / Did you use to have a pet? / Did you use to collect anything?
Do you…?	Do you like travelling? / Do you enjoy cooking? / Do you like trying new foods?
Remember	YES → “Can I have your name and signature, please?” NO → “Thank you!” and find another classmate.

Appendix 7 – Teacher Observation Checklist

Criteria	Yes	Partly	Not yet
Uses English during the activity			
Forms questions correctly			
Uses present perfect appropriately			
Uses “used to” appropriately			
Answers classmates' questions			
Asks follow-up questions			
Participates actively			
Interacts respectfully with classmates			
Cooperates with classmates			

Teacher Notes

Strengths: _____

Areas for improvement: _____

Suggested follow-up:_____

Appendix 8 – Student Self-Assessment

Statement	Yes	Sometimes	Not yet
I spoke English with several classmates.			
I asked questions correctly.			
I understood my classmates' answers.			
I used present perfect questions.			
I used “used to” questions.			
I asked follow-up questions.			
I learned something new about a classmate.			
I felt comfortable speaking English.			
I helped or encouraged another student.			

Reflection

What wasthemost interesting thing you learned about a classmate? _____

Which question was easiest for you? _____ Which

question was difficult for you? _____

How did you feel while speaking English? _____

What would you like to improve next time? _____

Appendix 9 – Friendship Expert Award

■ FRIENDSHIP EXPERT

This certificate is awarded to:

_____

for excellent participation in **Friendship Bingo**.

You demonstrated:

■ Excellent communication

■ Active participation

■ Good questioning skills

■ Friendly interaction

■ Excellent follow-up questions

■ Cooperation with classmates

Teacher:_____ Date: _____

Appendix 10 – Alternative Awards

Award	For…
Friendship Expert	excellent overall participation
Conversation Champion	asking interesting follow-up questions
Friendly Communicator	encouraging and supporting classmates
Curious Detective	discovering interesting information
English Speaker	consistent use of English
Inclusive Classmate	making others feel welcome and included
Positive Participant	enthusiasm and a positive attitude

Appendix 11 – Post-Activity Speaking Task

Tell Us What You Discovered

Choose one interesting fact you learned about a classmate.

I talked to _____. **I discovered that** he/she has _____. **He/She has** _____. **He/She used to** _____. **I found this interesting because** _____.

Example: “I talked to Mehmet. I discovered that he has travelled to Italy. He has visited Rome and Venice. He used to play the guitar. I foundthis interesting because I wouldalso like to visit Italy.”

Appendix 12 – Exit Ticket

Today I learned: _____

One new person I talked to was: _____

One new thing I discovered was: _____

One English question I can now ask confidently is: _____

My speaking confidence today was: 1 — 2 — 3 — 4 — 5

One thing I want to improve: _____

Appendix 13 – Teacher Preparation Checklist

■Printone Bingocardforeachstudent.

■Prepare pens/pencils.

■Prepare the question bank on the board or as handouts.

■Print support cards for students who need additional scaffolding.

■Print challenge cards for advanced students.

■Prepare Friendship Expert certificates/rewards.

■Arrange desks/chairs to allow students to move safely.

■Prepare a timer.

■Review the rules with students.

■Decide whether students need one line or a full house to win.

■Prepare observation/self-assessmentsheets.

Appendix 14 – Suggested Timing Card

Stage	Time	Material
Warm-up: Question Forms	5 min	Board + Question Bank
Bingo Activity	20 min	Bingo Cards + Pens
Sharing Findings	10 min	Speaking prompts
Awards & Reflection	5 min	Certificates + Exit Ticket
TOTAL	40 min	

Appendix 15 – Digital/AI Resource Reference

The original lesson plan identifies the following digital/AI tools:

• ChatGPT

• Diffit

• Claude

The lesson plan also lists:

• chatgbt.com

• diffit.me

• liveworksheets.com

• claude.com

Source basis: Friendship Bingo lesson plan, EDU-IMMERSE.

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, migrate, hiber nate,evaporate) incontext.
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 improveaccessibility during the scavengerhunt, students could also choose different ways to participate: **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

Usethisasthe visual/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.
B2	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.

Co-funded by the European Union

Gamified Language Learning
EDU-IMMERSE

Responsible partner: MİLAS CUMHURİYET ANATOLIAN HIGH SCHOOL

Title	STUDY ABROADMYSTERY
Age group	14-17 (Grade 10)
Language level	□ A1 □ A2 ☒ □ B1 □ B2
Duration	40 Minutes
Learning objective(s)	• Identify key details in a narrative text. • Use context clues to solve a mystery. • Practice vocabulary related to travel and education (passport, dormitory, suspect).
Activity type	☒ Individual ☒ Group
Description of the Activity	The "Study Abroad Mystery" is an immersive narrative game designed to build reading comprehension and vocabulary. Students take on the role of detectives investigating the disappearance of Leo's passport in a busy international dormitory. As they read the story, they must navigate a web of suspects—including a forgetful roommate and a suspicious exchange student—to identify physical evidence and motives. The game uses a points-based system to reward careful reading, culminating in a group discussion where students must present their 'Verdict' based on the clues they discovered. Which game elements are included?
Gamification Elements Used/ AI Tools?	□ Points / scoring □ Levels □ Challenges ☒ Competition □ Collaboration □ Storytelling ☒ Rewards □ Other: AI Tools: ~~ChatGPT~~, Diffit
Preparations for the activity	Teacher Checklist **Print Case Files:** Ensure every student has a copy of "The Missing Passport" text and the "Detective's Case File" worksheet.

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	Detective Points Tracker: Prepare a space on the whiteboard or a digital spreadsheet to track points for found clues. **Review the Solution:** Familiarize yourself with the four specific clues (muddy footprint, note, etc.) and the final culprit to guide students effectively. **PrepareRewards:** Have 'Master Detective' badges or stickers ready for the winning groups.
Activities	**Step by step Procedure:** **Warm-up (5 min) The Hook:** Tell students they are now detectives. Ask: "What do you needwhen you traveltoanother country?" Introduce the 'Vocabulary Toolbox' words (passport, clue, suspect). **Reading (20 min) The Mystery:** Students read "The Missing Passport." They must read carefully to find four hidden clues (muddy footprint, forgotten note, etc.). Students earn 10 'Detective Points' for every clue they find. **Case File (10 min) The Challenge:** Students complete the 'Detective's Case File.' They must list suspects, motives, and evidence. In small groups, they discuss who they think the thief is before writing their final 'Verdict'. **Wrap-up (5 min) The Reveal:** The teacher reveals the solution. Groups who identified the correct suspect with the correct evidence earn a 'Master Detective' badge (or bonus points).

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Digital or AI Tools Used	ChatGPT, Diffit
Inclusion and Differentiation	**Making differentiation easier**: Provide a visual word bank with pictures for 'passport', 'dormitory', and 'footprint'. Highlight the sentences containing the four clues in the text for students who need more guidance. Allow students to draw the clues in their 'Clue Log' instead of writing full sentences. **Making it more difficult**: Ask students to write a short 'Police Report' from the perspective of the security guard. Have students create a fifth suspect and a fake clue to distract other detectives.
Student Engagement	This activity motivates students through Storytelling (the mystery of Leo's missing passport) and Challenges (finding the four specific clues). The use of 'Detective Points' and the final reveal creates a sense of competition and achievement, making the reading task feel like a game rather than a standard exercise.

APPENDIX

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Name: _____ Date: _____

Lesson Plan: Study Abroad Mystery

Activity Overview	
Title	Study Abroad Mystery
Age Group	14-17 (Grade 10)
Language Level	A2 (Elementary English)
Duration	40 Minutes

Activity Description

The "Study Abroad Mystery" is an immersive narrative game designed to build reading comprehension and vocabulary. Students take on the role of detectives investigating the disappearance of Leo’s passport in a busy international dormitory. As they read the story, they must navigate a web of suspects—including a forgetful roommate and a suspicious exchange student—to identify physical evidence and motives. The game uses a points-based system to reward careful reading, culminating in a group discussion where students must present their 'Verdict' based on the clues they discovered.

Preparations

Teacher Checklist

- Print Case Files: Ensure every student has a copy of "The Missing Passport" text and the "Detective's Case File" worksheet.
- Detective Points Tracker: Prepare a space on the whiteboard or a digital spreadsheet to track points for found clues.
- Review the Solution: Familiarize yourself with the four specific clues (muddy footprint, note, etc.) and the final culprit to guide students effectively.
- Prepare Rewards: Have 'Master Detective' badges or stickers ready for the winning groups.

Step-by-Step Procedure

Warm-up (5 min)	The Hook: Tell students they are now detectives. Ask: "What do you need when you travel to another country?" Introduce the 'Vocabulary Toolbox' words (passport, clue, suspect).
Reading (20 min)	The Mystery: Students read "The Missing Passport." They must find four hidden clues. Students earn 10 'Detective Points' for every clue they find.
Case File (10 min)	The Challenge: Students complete the 'Detective's Case File.' In small groups, they discuss suspects and evidence before writing their final 'Verdict'.
Wrap-up (5 min)	The Reveal: The teacher reveals the solution. Groups with the correct suspect and evidence earn a 'Master Detective' badge.

Differentiation & Engagement

Thisactivitymotivates studentsthrough Storytelling and Gamification. For A2 learners, provide a visual word bank or highlight clue-heavy sentences. For advanced students, challenge them to write a 'Police Report' or create a fifth suspect to complicate the investigation.

Name: _____ Date: _____

The Missing Passport: A Study Abroad Mystery

🧰 Vocabulary Toolbox

- Passport: An official book you need to travel to other countries.
- Dormitory (Dorm): A building where students live and sleep.
- Suspect: A person who might be guilty of a crime.
- Clue: A piece of information that helps solve a mystery.

Leo is a student from Italy. He is studying English in London. Today is a very big day! His class is going on a field trip to Paris, France. Leo wakes up at 7:00 AM. He is very excited. He looks on his desk for his passport, but it is not there. He looks under his bed. He looks in his bag. The passport is gone!



"Oh no!" Leo says. "I cannot go to Paris without my passport!" He looks around his small dorm room. He sees a muddy footprint on the floor near the window. Leo did not go outside this morning. Who was in his room?

Leo talks to three people in the hallway. First, he speaks to his roommate, Tom. Tom is wearing his pajamas. "I was asleep all morning," Tom says. Leo looks at Tom's desk. He sees a forgotten note that says: *'Meet me at the bus at 7:15 AM'*. It is already 7:30 AM.

Next, Leo sees Mrs. Gable. She is the cleaning staff member. She has a big bucket of water. "I cleaned the hallway at 6:30 AM," she says. Leo looks at her shoes. They are very clean and dry. But Leo notices something strange. There is a small silver key on the floor behind her. Finally, Leo finds Simon. Simon is a student from the room next door. Simon looks nervous. He is wearing a heavy coat and boots. Leo looks at the floor. Simon's boots are wet. "I just went for a walk in the park," Simon says. Then, Leo sees a bus ticket to Paris sticking out of Simon's pocket. But Simon is not in Leo's class. Why does he have a ticket?

Can you help Leo? Look at the clues in the story and think about the suspects. Who took the passport?

Name: _____ Date: _____

🕵️ Detective's Case File

Student Name: _____
Date: _____

Use your detective skills to solve the mystery of Leo's missing passport. Look back at the story to find the evidence.

Suspect Tracker	
Suspect Name	Motive (Why would they take it?)
Tom (Roommate)	
Mrs. Gable (Cleaning Staff)	
Simon (Fellow Student)	

Clue Log
List the four specific clues found in Leo's room or the hallway:
1. _____
2. _____
3. _____
4. _____

⚖️ The Verdict

Who is the thief? Name the suspect and explain your reasoning using at least two pieces of evidence from the story.

Name: _____ Date: _____

Teacher Answer Key: Study Abroad Mystery

Thisanswerkeyprovides thesolutionandsample responses for the "The Missing Passport" mystery and the "Detective's Case File" worksheet.

The Solution

The Thief: Simon (the student from the room next door).

Reasoning:

- The Muddy Footprint: Leo found a muddy footprint by his window. Simon's boots were wet and he claimed to have just come from a walk in the park.
- The Bus Ticket: Simon had a bus ticket to Paris in his pocket, even though he was not in Leo's class. He stole the passport to use Leo's identity or spot on the trip.
- The Alibis: Tom was asleep (though he missed his meeting time), and Mrs. Gable's shoes were clean and dry, meaning she couldn't have left the muddy footprint.

Suspect Tracker (Sample Answers)

- Tom (Roommate): He might want to go on the trip or was annoyed by Leo's excitement; he had a note to meet at the bus at 7:15 AM.
- Mrs. Gable (Cleaning Staff): She has access to all the rooms in the dormitory.
- Simon (Fellow Student): He wanted to go to Paris (as evidenced by his ticket) and perhaps didn't have his own travel documents or was jealous of Leo's trip.

Clue Log (The Four Clues)

1. A muddy footprint on the floor near the window.
2. A forgotten note on Tom's desk about meeting at the bus at 7:15 AM.
3. A small silver key on the floor behind Mrs. Gable.
4. A bus ticket to Paris sticking out of Simon's pocket.

The Verdict (Sample Response)

The Thief: Simon.
Reasoning: Simon is the thief because he has a bus ticket to Paris but he is not in Leo's class. Also, Leo found a muddy footprint in the room, and Simon's boots were wet from walking outside.

Romania - Colegiul Național „Vladimir Streinu”
Lesson Plans & Outdoor Activity

Responsible partner: Colegiul Național „Vladimir Streinu”

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

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

Co-funded by the European Union

Responsible partner: "VladimirStreinu" National CollegeRomania

Title	Listen and Act! – Protecting the Environment
Age group	12-13 years old
Language level	☒ A1 □ A2 □ B1 □ B2
Duration	45-50 minutes
Learning objective(s)	***O1:*** Actively participate in English listening activities. ***O2:*** Identify and understand key vocabulary related to environmental protection. ***O3:*** Extract specific information from short audio and video materials. ***O4:*** Use simple English structures to discuss environmental issues and solutions. ***O5:*** Develop listening comprehension skills through collaborative games and interactive tasks.
Activity type	☒ Individual ☒ Group ☒ pair work
Description of the Activity	This resource consists of digital materials designed to help students develop listening skills while learning vocabulary and structures related to the environment. Students listen to short authentic materials, identify key information, and complete interactive tasks. The lesson integrates digital games and collaborative activities to maintain motivation and increase participation. The resources can be used during classroom instruction or independently by students, allowing them to work at their own pace and receive immediate feedback.
Gamification Elements Used/ AI Tools?	Which game elements are included? x Points / scoring □ Levels x Challenges

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	x Competition x Collaboration x Storytelling □ Rewards □ Other: roleplaying AI Tools: Youtube,Learning Apps, Curriki, ppt, Wordwall, Kahoot!, PowerPoint presentations
Preparations for the activity	Smartboard Tablets or computers Headphones (optional) Internet connection Printed worksheets Vocabulary flashcards Interactive quizzes
Activities	***Step by step Procedure:*** ***1. Warm-up Activity (5 minutes)*** Display images showing different environmental situations (recycling, littering, planting trees, polluted rivers). Ask students: ***What can you see?*** ***Is this good or bad for the environment?*** Write key vocabulary on the board: recycle pollution rubbish save water

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saveenergy
planttrees
plastic

2. Vocabulary Game – "Eco Memory Challenge" (5 minutes)

Students work in pairs.

Display digital flashcards with pictures and words related to environmental protection.

Cards are turned face down. Students take turns matching the image with the correct word.

Each correct match earns one point.

The pair with the highest score wins.

3.Pre-listeningPrediction Activity (5 minutes)

Show the title of the video:

"How Can We Help the Planet?"

Ask students to predict what actions they might hear.

Students complete the sentence:

"I think the video will mention..."

4. First Listening – Listening for Gist (5 minutes)

Play a short video (1–2 minutes).

Students listen without taking notes and answer the question:

"What is the main message of the video?"

Possible answers:

We should protect the environment.

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We canhelp by changing our daily habits.

5. Game 1 – "Listen and Raise" (5 minutes)

Provide students with green and red cards.

Play the video a second time.

Students raise:

the green card if they hear a positive environmental action;
the red card if they hear a harmful action.

Examples:

recycling bottles → green
throwing rubbish on the ground → red

Students earn one point for each correct answer.

6. Second Listening – Listening for Specific Information (7 minutes)

Students complete a worksheet while listening.

Tasks include:

Tick the actions you hear.
Number the actions in the correct order.
Complete missing words.

Example:

Turn off the _____.
Use reusable _____.
Do not waste _____.

Students compare answers in pairs before checking as a class.

7. Game 2 – "Eco Detective Quiz" (8 minutes)

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	Students workinteams. Using Wordwallor Kahoot!, they answer listening comprehension questions. Example questions: What should people do with plastic bottles? How can we save water? Which means of transport is environmentally friendly? Correct answers earn points. The team with the highest score becomes the ***Eco Detectives of the Day***. ***8. Post-listening Speaking Activity (5 minutes)*** In pairs, students discuss: ***What do you do to help the environment?*** ***What new action will you try this week?*** Useful structures: ***I recycle paper and plastic.*** ***I save water at home.*** ***I will use reusable bags.*** ***9. Reflection and Exit Ticket (3 minutes)*** Students complete the sentence: ***"Today I learned that I can help the environment by..."*** Collect responses before students leave the classroom.
Digital or AI Tools Used	Smartboards Tablets Digital flashcards Interactive quizzes with immediate feedback

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	Educational videos
Inclusion and Differentiation	Technology supports differentiated instruction by adapting content and pace to learners'needs. Beginner learners receive visual support, subtitles, and vocabulary lists. Students who need additional support work with sentence starters and peer assistance. Advanced learners complete extension tasks, such as creating their own listening questions.
Student Engagement	Motivate students: Interactive listening games increase motivation and participation. Students receive immediate feedback through quizzes and collaborative challenges. Team activities promote communication, confidence, and active learning while reducing anxiety about listening tasks. ***Potential Challenges*** Some students may have limited digital skills. Excessive use of subtitles may reduce listening focus. Overreliance on technology can limit real communication opportunities. Teachers should balance screen-based activities with pair and group interaction.

APPENDIX

Environmental listening videos: National Geographic Kids
Short environmental videos for learners: British Council LearnEnglish Kids
Interactive listening activities: LearningApps
Listening games and quizzes: Wordwall
Digital quizzes: Kahoot!

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Educational videos: BBC Teach
Environmental resources for children: WWFEducation Resources

https://studio.frameworkconsulting.com/activity/88232/shared?type=ind

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GamifiedLanguage Learning– EDU-IMMERSE

Responsible partner: "Vladimir Streinu" National College Romania

Title	***"Mission – Stop the Bullying" (Genially Interactive Activity)***
Age group	14–15 years old (8th grade)
Language level	B1
Duration	45-50 minutes
Learning objective(s)	By the end of the activity, students will be able to: O1 - identify different forms of bullying, including physical, verbal, social, and cyberbullying; O2- distinguish bullying from everyday conflict or disagreement; O3 - recognise the feelings and perspectives of students affected by bullying; O4 - apply appropriate strategies when witnessing or experiencing bullying; O5 - understand the importance of reporting bullying to trusted adults; demonstrate empathy, respect, and responsible digital citizenship O6 – revise the bullying and violence –related vocabulary in context O7 – work in teams O8 – become more confident and efficient when using gamified digital learning tools
Activity type	☒ Individual ☒ Group
Description of the Activity	***"Mission: Stop the Bullying"*** is an interactive, scenario-based, gamified learning activity(built in Genially) for 8th grade students and its main ***goal*** is to help students identify bullying, respond appropriately, develop empathy, and practice safe and responsible responses. Through a series of missions, students encounter realistic school situations involving physical, verbal, social, and cyberbullying. They earn points, collect clues, and unlock a final badge by making informed decisions and demonstrating positive bystander behaviour.

	The activity combines storytelling, quizzes, interactive choices, visual exploration, and problem-solving to actively engage learners. Rather than simply identifying correct or incorrect answers, students receive immediate feedback explaining the consequences of their choices and reinforcing respectful behaviours. Following the digital activity, the teacher facilitates a short reflection session in which students discuss what they learned, how bullying affects individuals and the school community, and how everyone can contribute to creating a safe and inclusive environment. The resource can be used by teachers during teaching-learning-evaluation process during classes, but also by students. The students can cover the materials at their own pace and they get immediate feedback after solving the tasks ***Expected outcomes***: After completing the activity, students are expected to gain the following: ***Knowledge*** Define bullying and identify its key characteristics (intentional, repeated, and involving an imbalance of power). Recognise different types of bullying in real-life situations. ***Skills*** Analyse situations and choose appropriate responses. Practise decision-making and problem-solving. Communicate ideas respectfully during classroom discussions. Identify trusted adults and available sources of support. ***Attitudes*** Develop empathy towards peers experiencing bullying. Appreciate the importance of inclusion and kindness. Feel empowered to act as "upstanders" rather than passive bystanders. Take responsibility for helping to create a positive school climate.
Gamification Approach	-Missions -Challenges

2. InteractiveActivity (20–25 minutes)

Students complete the Genially missions individually or in pairs.

The teacher:

- monitors student progress;
- encourages discussion without revealing answers;
- provides support if needed;
- observes students' decision-making and participation.

Students collect points, complete missions, and unlock the final badge.

3. Reflection and Debrief (10–15 minutes)

Lead a whole-class discussion using questions such as:

- Which mission was the most challenging?
- What surprised you during the activity?
- How might someone experiencing bullying feel?
- What can bystanders do to help safely?
- Who can students talk to if they need help?

Encourage students to share ideas respectfully while reminding them not to disclose personal experiences unless they feel comfortable doing so.

Assessment

Assessment is primarily formative and based on:

- participation during the activity;
- completion of the interactive missions;
- quality of responses during the reflection;
- demonstration of empathy and understanding;
- ability to identify appropriate actions in bullying situations.

Teachers may also use an exit ticket asking students to write:

1. One new thing they learned.
2. One action they can take to help prevent bullying.
3. One trusted adult they could talk to if they or a friend needed support.

	Extension Activities To reinforce learning, students can: design an anti-bullying poster or digital campaign; create a classroom "Kindness Charter"; write a short reflection from the perspective of a bystander or target of bullying; develop their own bullying-prevention scenarios in Genially or another digital storytelling tool;
Digital or AI Tools and Resources used	Gamified digital learning using Genially (on line educational platform)- https://genially.com, followed by guided classroom discussion. Computer or tablet Internet connection Genially activity Projector/interactive whiteboard Reflection worksheet (optional) Student certificates (optional) • Interactive buttons • Hidden windows/popups • Quiz elements • Timer widget • Navigation links • Animated feedback • Sound effects ***Tip:*** school-themed visuals (lockers, phones, cafeteria) to make it realistic and relatable. StopBullying.gov – Classroom resources for educators It includes practical strategies for teachers, how to respond to bullying, and ready-to-use prevention ideas. The educator section focuses on creating a safe classroom climate and intervention steps. StopBullying.gov – Build a Safe Environment Great for designing classroom rules and discussion routines around respect, inclusion, and bystander behavior. It also gives prompts for classroom meetings.

	StopBullying.gov – Bystanders to Bullying Very useful for your Genially "decision-making" missions because it teaches students how to become ***upstanders*** instead of passive bystanders.
Inclusion and Differentiation	***Making differentiation easier***: technology can adapt content, pace and support to different learners (begginers get vocabulary support and simple texts/materials while more advanced learners receive more challenging tasks). Learning platforms can be used by teachers to monitor progress and identify gaps quickly. after each "wrong" choice, add ***immediate feedback*** ("Why this choice may make bullying worse") rather than just marking it incorrect.That tends to make the learning stick better. ***Making it more difficult***: For ***higher-level students***,the original ***Mission: Stop the Bullying*** activity can be kept but added a second, more challenging layer. Instead of simply identifying the correct response, students could be asked to different analyse situations, justify decisions, create solutions, and take perspectives. An example of a meaningful activity can be:***"Becomethe Investigator"*** in which students would be given a more ambiguous scenario where it isn't immediately obvious whether it is bullying. For example: ***Over several weeks, four students repeatedly leave Maria out of group activities. They don't insult her or threaten her.When Maria approaches them, they say, "We just don't want her in our group. "Other students have noticed this but say nothing".*** Students must investigate: Is this bullying,conflict,exclusion,or something else? What evidence supports their decision? Who is affected? What should a bystander do? What additional information would they need? ***Challenge:*** Students receive points not just for the answer but for the quality of their reasoning.
Student Engagement	This type of gamified activity is very motivational for students as learning becomes more engaging, personalized and interactive. Moreover,students can see their own progress through dashboards,scores and achievements.Seeing improvement can motívate them to keep going.

Responsible partner: "Vladimir Streinu" National College Romania

Title	Holiday and travelling
Age group	12-13 years old
Language level	☒ A1 □ A2 □ B1 □ B2
Duration	45-50 minutes
Learning objective(s)	O1-activating and involving students in using English O2-using regular and irregular verbs to speak about past events- Past Tense Simple O3- creating a proper context for students to speak/write in English about themselves O4- creating a proper context for students to develop communication skills in English
Activity type	☒ Individual ☒ Group
Description of the Activity	The resource represents a gamified English lesson on holidays and travelling. Students revise and practise holiday vocabulary and the Past Simple through interactive games, pair speaking, a short travel story and a group challenge. The lesson combines individual, pair and group work with points, competition, collaboration and storytelling. Printable versions of the key materials are included in the Appendix so that another teacher can deliver the lesson without needing to create additional worksheets or flashcards.
Gamification Elements Used/ AI Tools?	Which game elements are included? ☒ Points / scoring □ Levels ☒ Challenges ☒ Competition ☒ Collaboration ☒ Storytelling □ Rewards ☒ Other: role-playing How they are used: • Points: teams receive 1 point for each correct Charades answer and 1 point for

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	each completed Group Challenge criterion. • Competition: teams compare scores during Charades and HolidayBingo; the team with the highest score at the end is the winner. • Collaboration: students work in teams to guess,complete the bingo task and create a shared list. • Storytelling:students use holiday picturecards to build and tell a short travel story using the PastSimple. • Challenges:stronger learners receive extension prompts and extra speaking requirements.
Preparations for the activity	The teacher prepares: • the printable holiday flashcards and worksheet in Appendix1; • the Holiday Bingocards in Appendix2; • the Travel Story Challenge cards in Appendix3; • a short2–3minute holiday/travelling video (optional;the lesson can be taught without it); • a smartboard/projector if a digital presentation is used; • tablets/mobile devices only for the optional digital quiz. Optional digital tools: PowerPoint, LearningApps, Wordwall and Kahoot!. The printable materials in the Appendix provide a complete non-digital alternative.
Activities	Step-by-stepprocedure(48minutestotal): 1. 0–5min–Homework check and warm-up • Ask:“Where did you go on your last holiday?” and “How did you travel?” • Elicit 3–4 answers and briefly review the PastSimple. 2. 5–10 min–Holiday vocabulary with flashcards • Present the Appendix 1 flashcards:beach,mountains,hotel,airport,suitcase, train, plane,museum,campsite,passport,sightseeing,souvenir. • Students repeat the words and make one simple sentence with a partner. 3. 10–14 min–Short video/visual lead-in • Show a 2–3 minute holiday/travelling video,if available. • Students identify two places,activities or means of transport they notice. • If no video is available, use the flashcards instead. 4. 14–18min–Language preparation and storymodel

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	• Review:“I went…”,“I travelled by…”,“I stayed…”,“I visited…”, “I bought…”. • Model a four-sentence holiday story using two flashcards. 5. 18–25min–Travel Charades:points challenge • Students work in teams. • One student chooses a flashcard and acts it out without speaking; team mates guess the word/phrase. • Each correct answer earns1point. • Keep a visible team score on the board. 6. 25–32 min–Holiday Bingo: competition • Give each student/team a Bingo card from Appendix2. • Give clues rather than saying the target word. • The first student/team to complete a line calls“Bingo!”and checks the answers with the teacher. • Award 2 points for the first correct Bingo and1 point for a second correct line. 7. 32–39 min–Pair speaking and storytelling • In pairs,students choose three Travel Story Challenge cards from Appendix 3. • They create and tell a short holiday story in the PastSimple. • Partners ask one follow-up question:“What happened next?”or “How did you feel?” • Award1bonuspoint for accurate use of at least three PastSimple verbs. 8. 39–45min–Group Challenge:Plan the perfect holiday • Groups create a five-part plan: destination,transport,accommodation, two activities. • They must use at least five target vocabulary items and three Past Simple sentences when presenting a previous holiday they would recommend. • Award up to 3 points:1for vocabulary,1for PastSimple accuracy, 1 for clear teamwork/presentation. 9. 45–48min–Final quiz and exit ticket • Use a short Kahoot!/Wordwall quiz if devices are available;otherwise ask the questions orally. • Students complete:“My best holiday would be_____because _____.”

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	• Announce the final team score and congratulate the winning team.
Digital or AI Tools Used	Smartboard/projector; optional tablets or mobile devices; optional PowerPoint, LearningApps,Wordwall or Kahoot!.The printable flashcards,bingocards and story challenge cards in the Appendix make the core lesson materials accessible without digital tools.
Inclusion and Differentiation	Technology supports differentiated learning by allowing students to work at an appropriate pace. Beginners receive visual vocabulary support, sentence starters and guided speaking tasks.More advanced learners complete extension activities and are encouraged to add reasons,details and follow-up questions. Making it more difficult: • require stronger students to use at least six PastSimple verbs,including two irregular verbs; • ask them to add a problem and a solution to their holiday story; • require them to justify choices using because,so or although; • ask them to ask and answer two follow-up questions; • challenge them to retell the story from another traveller's point of view. Potential Challenges: • Some learners may need support with unfamiliar digital platforms or devices. • If technology is unavailable,use the printableAppendix materials and oral quiz. • Mixed-ability groups should be organised so that all students have a speaking role.
Student Engagement	Students are motivated through interactive games,teamwork,role-playing, storytelling and a clear scoringsystem.Points are awarded during Charades, Bingo, storytelling and the Group Challenge.Competition is visible through the team scoreboard,while collaboration is required for teamtasks.Storytelling gives students a meaningful reason to use English and helps reduce speaking anxiety. Immediate feedback during the quiz and teacher feedback during speakingtasks support confidence and participation.

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APPENDIX 1 –PRINTABLEHOLIDAY FLASHCARDS

BEACH	***MOUNTAINS***	***HOTEL***	***AIRPORT***
SUITCASE	***TRAIN***	***PLANE***	***MUSEUM***
CAMPSITE	***PASSPORT***	***SIGHTSEEING***	***SOUVENIR***

Teacher instruction: Print, cutout and shuffle the cards. Use them forvocabulary revision, Travel Charades and storytelling.

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APPENDIX 2 –HOLIDAYBINGO

Teacher: read a clueinstead of saying the word. Students cross out the matching item.First correct line = 2 points; secondcorrect line = 1 point.

BEACH	HOTEL	TRAIN
PLANE	MUSEUM	SUITCASE
PASSPORT	MOUNTAINS	CAMPSITE

Bingo Card 1

AIRPORT	SOUVENIR	SIGHTSEEING
BEACH	TRAIN	HOTEL
PASSPORT	PLANE	MUSEUM

Bingo Card 2

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APPENDIX3–TRAVELSTORYCHALLENGECARDS

1. Where did you go? Start your story with: Last summer, I went to…
2. How did you travel? Use: I travelled by…
3. Where did you stay? Use: I stayed in/at…
4. What did you visit? Use: I visited…
5. What did you buy? Use: I bought…
6. What problem happened? Use: Suddenly,…
7. How did you solve it? Use: Luckily,…
8. How did you feel? Use: I felt… because…
9. What happened next? Add one more Past Simple sentence.
10. Add a second irregular Past Simple verb.

APPENDIX 4 –STUDENTWORKSHEET

Name: _____ Date: _____

1. Complete the sentences.

a) Last holiday, I went to _____.

b) I travelled by _____.

c) I stayed at/in _____.

d) I visited _____.

e) I bought _____.

2. Write three Past Simple verbs you used: _____ _____ _____

3. My holiday story (4–6 sentences):

_____

_____

_____

_____

4. My partner asked: _____

5. Exit ticket: My best holiday would be _____ because _____.

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GamifiedLanguage Learning– EDU-IMMERSE

Responsible partner: "Vladimir Streinu" National College Romania

Title	"Find Your Voice: Creating Songs with AI"
Age group	14-15 years old
Language level	□ A1 □ A2 ⊠ B1 □ B2
Duration	50 minutes
Learning objective(s)	O1- Use target vocabulary related to emotions, identity, and community. O2- Collaborate to write effective prompts for an AI music generator. O3- Create and revise original song lyrics using AI-generated content. O4- Explain how word choice affects meaning and mood in a song.
Activity type	⊠ Individual ⊠ Group
Description of the Activity	The lesson integrates English language learning with music creation using ***Suno AI***. Students work collaboratively to create an original song based on the theme ***Belonging and Identity***. They activate vocabulary through interactive activities, learn how to design effective AI prompts, generate songs using artificial intelligence, and edit the AI-produced lyrics to express their own ideas. The activity encourages students to become critical users of AI by evaluating vocabulary accuracy, creativity and meaning rather than accepting AI-generated content without reflection.
Gamification Elements Used/ AI Tools?	Which game elements are included? x Points / scoring □ Levels x Challenges x Competition x Collaboration x Storytelling □ Rewards □ Other: roleplaying AI Tools: YouTube, learning apps, Curriki, PPT

Preparations for the activity	The teacherprepares the flashcards, the short video to be presentedand the worksheets. • Suno AI • Interactivewhiteboard • Translationtools (if needed) • Online dictionaries • Presentationsoftware
Activities	***Step-by-stepProcedure:*** ***1. Introducingthe objectives and lesson theme – 3 minutes.*** Brieflyintroducethetheme“Belonging andIdentity”andexplain the lesson objectives. ***2. Vocabulary activation – 8 minutes.*** Students match definitions, categorise words, identify synonyms/antonyms and create short sentences using target vocabulary related to emotions, identity and community. ***3. Teacher demonstration – 8 minutes.*** The teacher demonstrates: selecting appropriate vocabulary; writing an effective AI prompt; generating a song using Suno AI; and editing AI-generated lyrics. ***4. Group challenge – 18 minutes.*** Students work in groups of 3–4. Each group chooses a musical genre, writes an AI prompt, generates a song using Suno AI, edits the lyrics, and ensures that at least 8 target vocabulary words are used. ***5. Song Showcase – 8 minutes.*** Groups present their songs or selected lyrics. Classmates award points for creativity, vocabulary accuracy, collaboration and clarity of message. ***6. Reflection and Exit Ticket – 5 minutes.*** Students answer: Which vocabulary word did you use best? How did AI support your creativity? How did your team ensure everyone participated?
Digital or AI Tools Used	Suno AI Interactive whiteboard Internet-connected tablets/laptops Digital vocabulary resources Translation tools Online dictionaries
Inclusion and Differentiation	Making differentiation easier: Technology can adapt content, pace and support to different learners. Beginners receive vocabulary support and simpler texts/materials, while more advanced learners receive more challenging tasks. Learning platforms can also be used by teachers to monitor progress and identify gaps quickly. Making it more difficult: Stronger students can write more precise and detailed

	prompts, incorporate figurative language or rhyme, and revise AI-generated lyrics more independently. They can also justify their vocabulary and stylistic choices and improve the lyrics so that the final song communicates a clear, original message.
Student Engagement	Students remain actively engaged through collaborative challenges, music creation and creative decision-making. The gamified approach motivates learners by awarding points for creativity, teamwork and effective vocabulary use. Immediate AI feedback encourages experimentation, while editing the generated lyrics develops critical thinking and language awareness. Students experience ownership of their final product because they actively improve the AI-generated content rather than simply accepting it.

Potential Challenges Some students may have limited digital skills or may over-rely on AI instead of practising language production. Using several apps and tools may also confuse some learners. To address these issues, the teacher should provide clear step-by- step instructions, model the process before group work, monitor students during AI use, and require students to edit and justify AI-generated content. Screen time should be balanced with speaking, collaboration and face-to-face interaction.

Suno AI
Vocabulary worksheet
Prompt-writing template
Reflection Exit Ticket

Song presentation rubric

APPENDIX – LESSONMATERIALS

Lesson: "Find Your Voice: Creating Songs with AI"

Thematerialsbelowcorrespondtotheactivitiesandassessment describedin the lesson plan.

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GamifiedLanguage Learning– EDU-IMMERSE

1. VOCABULARY WORKSHEET

Theme: Belonging and Identity

Name: _____ Date: _____

A. Match each word with the correct definition.

1. belonging _____
2. identity _____
3. community _____
4. supportive _____
5. inspiring _____
6. respectful _____
7. creative _____
8. confident _____

Definitions:

1. showing care and encouragementtowards others
2. a feeling of being acceptedaspartofagroup
3. the qualities and characteristicsthatmake a person who they are
4. a group of people whoshareaplace,interest or purpose
5. showing considerationforotherpeople
6. able to produce new andoriginalideas
7. making someone wanttodoorachievesomething
8. feeling sure about yourabilitiesordecisions

B. Complete the sentenceswithsuitablevocabulary from Part A.

1. I feel a strong sense of_____ when _____. 2. I feel a strong sense of_____ when _____. 3. I feel a strong sense of_____ when _____. 4. I feel a strong sense of_____ when _____. 5. I feel a strong sense of_____ when _____. C. Choose one word andwriteasynonymor antonym.

Word: _____Synonym:_____ Antonym: _____

2. PROMPT-WRITING TEMPLATE

Use the template before generating your song with Suno AI.

Theme / message: _____
Target audience: _____
Musical genre: _____
Mood / emotion: _____
Key vocabulary (at least 8 words):
_____
Style / instruments: _____
Structure (e.g. verse–chorus–verse):
_____
Main idea of the lyrics:
_____
Final prompt:
_____
__
_____
__
_____
__
Before generating: Check thatthe prompt is specific, includes the required vocabulary, and clearly communicates the intended mood and message.

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3.REFLECTION EXITTICKET

Name: _____

1. Which vocabulary word did you use best? Why?

_____

2. How did AI support your creativity?

_____

3. How did your team ensure everyone participated?

_____

4. What did you change in the AI-generated lyrics?

_____

5. What would you improve if you created the song again?

_____

One thing I learned today:

_____

4. SONG PRESENTATION RUBRIC

Group: _____

Criterion	1 – Beginning	2 – Developing	3 – Good	4 – Excellent
Creativity	Limited original ideas	Some original ideas	Creative and engaging	Highly original and imaginative
Vocabulary accuracy	Few correct target words	Some correct use	Accurate use of target vocabulary	Accurate, varied and effective use
Collaboration	Unequal participation	Some teamwork	Good participation	All members contribute actively
Clarity of message	Message unclear	Message partly clear	Clear message	Very clear and meaningful message

Total: _____ / 16

Feedback:

_____

_____

_____

Reference resource: https://catalog.manualedigitaleart.ro/art-en6-lm-1/v1/index.html

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 treasuremission.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.Team formation and roles–3 minutes:Students are divided into teams of 3–5. Each team chooses a teamname and assigns roles such as Reader, Map Navigator, Speaker and ScoreKeeper. Roles rotate so everyone participates. 3.Maps,rules and first clue–3minutes: Each team receives a map, Score Sheet and Clue Card 1.The teacher explains that teams must stay together, follow the marked route, complete each task before receiving the next clue, and report answers to the teacher/station monitor when required. 4.TreasureHunt–20–25minutes:Teams follow the route from Station 1 to Station 5.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.Final treasure–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.Badges such as “Best Teamwork” and “Fast Speakers” are awarded as appropriate. 6.Reflection and evaluation–5minutes:Students complete the short reflection in Appendix D. The teacher asks two or three volunteers to share what English they used and which 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	→	***STATION 1 Tree***	→	***STATION 2 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	***Completed***	***Points***	***Speed Bonus***	***Teacher Initials***
Station 1	***Yes/ No***	____	____	____
Station 2	***Yes/ No***	____	____	____
Station 3	***Yes/ No***	____	____	____
Station 4	***Yes/ No***	____	____	____
Station 5 Final Treasure	***Yes/ No***	____	____	____
		____	____	____

Badge(s): _____

Total points: _____ ***/ 75***

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AppendixD–StudentReflection / Evaluation

1. One English word or phrase I used today was: _____
2. The easiest task for me was: _____
3. The most difficult task was: _____
4. I helped my team by: _____
5. I enjoyed the Treasure Hunt: □ Yes □ A little □ Not yet
6. Next time, I would like to: _____

Teacher evaluation: Did students use the target vocabulary and instructions in context? Which tasks produced the most speaking? What should be adjusted for the next group?

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Thank you for exploring the EDU-IMMERSE Lesson Repository
We hope these lesson plans inspire teachers to create engaging, inclusive and gamified learning experiences for students with different learning needs and language levels.
The materials in this repository were developed collaboratively by the EDU-IMMERSE partner schools and are intended to support transfer, adaptation and further use in educational practice.
Learn. Play. Collaborate. Include.

EDU-IMMERSE
Gamified Language Learning

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