A Design for Life

Values Education in English Language Education

Makerspace "Seed" Project

Designing Engaging and Educational Games

Slumdog Millionaire and the Sustainable Development Goals

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School context

- English-medium of instruction Government secondary school
- Students are from lower socio-economic backgrounds
- 2 classes participated in the project over 2 years (S2 to S3)

Why the Makerspace Project?

- To further develop units of work that were enhanced in the Critical Literacy "Seed" project
- To identify how Thinking Routines and Design Thinking could be incorporated into the school-based English curriculum
- To enhance students' creativity, collaboration and problem solving skills
- To extend students' English language skills in authentic and purposeful contexts

The 1st Year: S2 (2020/21)

Overview

The 1st year: S2 (2020/21)

Term 1: *Billy Elliot*

Billy Elliot
by Melvin Burgess

[Image removed]

- Students read *Billy Elliot* and watched scenes from the movie
- Students analysed the characters, setting and events using **Thinking Routines**
- **Values education:** empathy, tolerance, perseverance

The 1st year: S2 (2020/21)

Term 2: *Matilda*

Matilda
by Roald Dahl

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- Students read *Matilda* and watched scenes from the movie
- Students analysed the characters, setting and events using **Thinking Routines**
- **Values education:** empathy, respect, perseverance

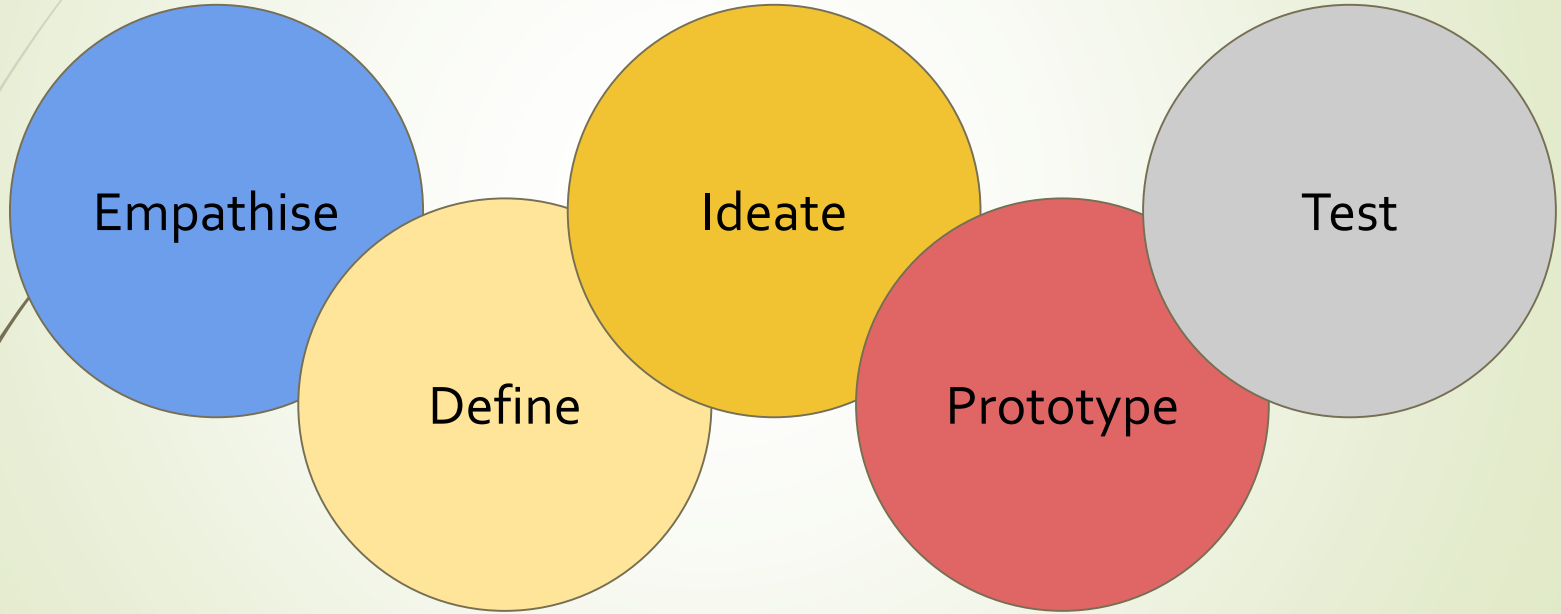
The 1st year: S2 (2020/21)

Thinking Routines

Parts Purposes Complexities [Image removed]	Parts People Interactions [Image removed]
Think Feel Care [Image removed]	Imagine if… [Image removed]

The 1st year: S2 (2020/21)

Introduction to Design Thinking



The 1st year: S2 (2020/21)

S2 Game Design Day, 30 June 2021

The 2nd Year: S3 (2021/22)

Overview

The 2nd year: S3 (2021/22)
Slumdog Millionaire

Slumdog Millionaire
by Paul Shipton
(based on the screenplay by Danny Boyle)

[Image removed]

- Students read *Slumdog Millionaire* and watched scenes from the movie
- Students analysed the characters, setting and events using **Thinking Routines**, e.g. **Think Feel Care**
- **Theme:** The World and You/You and the World (India and Hong Kong)
- **Values education:** empathy, respect

The 2nd year: S3 (2021/22)
Slumdog Millionaire & the SDGs

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Students studied some of the **Sustainable Development Goals (SDGs)** to understand issues in the story related to:

The 2nd year: S3 (2021/22)

Slumdog Millionaire & Design Thinking

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- Students used the **Design Thinking Process** to design games for English Fun Day

- The **challenge** for the S3 students was to design games for the S2 students to introduce *Slumdog Millionaire* and the SDGs in an **engaging** and **educational** way

The 2nd year: S3 (2021/22)

Slumdog Millionaire booklets

The film *Slumdog Millionaire* by Danny Boyle is structured around a series of questions from the game show, 'Who Wants to Be a Millionaire?'. For each question that Jamal (the main character) is asked, he remembers something from his past experience that helps him answer the question.

The film uses a literary device called **flashback**. The story of the game show is happening in the present. Each time Jamal is asked a question, the story **flashes back** to a time that Jamal remembers from his past.

Read the game show questions in Column A below. As you read the novel, write the answers to the questions in Column B and take notes on how Jamal knows the answers in Column C.

A. Questions	B. Answers	C. How Jamal knows
1. Who was the star of the 1973 film *Zanjeer*? (p.10)	Amitabh Bachchan	When Jamal was _____ years old, Amitabh visited the slum where he lived. Jamal was locked in the _____ at the time, but he got out by jumping into the toilet hole. Although he was covered in waste, he asked the film star to sign a _____.
2. The national emblem of India has got a picture of three lions. What is written under this picture? (p.15)		He doesn't know the answer, so he asks the _____.

1. Re-read **Chapters 1-3** of *Slumdog Millionaire* (p.9-31) and take notes in the table below about the three main characters, Jamal, Salim and Latika. Write the page numbers in brackets next to each note that you take.

Names	Jamal Main character	Salim Jamal's older brother	Latika Jamal's girlfriend
Age	7 years old	9 years old	around 7 years old
Characteristics Write at least 3 things about each character, e.g. • Where did they live? • What did they like? • What were their nicknames? • How could you describe them? • What happened to them as children that affected their lives?	Jamal... - lived in Juhu, a _____ in Mumbai, with his mother and older brother Salim (p.11) - liked playing _____ with his brother and the other children (p.11) -	Salim... - lived in Juhu, a _____ in Mumbai with his mother and Jamal (p.11) -	Latika...

3

1. Re-read **Chapters 4-5** of *Slumdog Millionaire* (p.32-46) and sequence the main events in Jamal's **flashbacks** from beginning to end. The events describe what happens to the three main characters, Jamal, Salim and Latika, when they are young teenagers (around 13 years old).

a) Main events

A. *Jamal wants to find Latika so he and Salim return to Mumbai. They find that their old slum and the orphanage are gone. Jamal finds a job working in a hotel kitchen so that he and Salim can eat.*

B. *Latika picks up the money from the floor in front of Maman's dead body and the three of them run away. Jamal knows about an empty hotel where they can hide.*

C. *Jamal and Salim visit Pila Street, a place where women could be bought or sold. Jamal finds Latika in a tiny house on Pila Street. She is dressed in fine clothes and lots of jewellery and is learning how to dance.*

D. *Jamal receives a one hundred dollar bill from an American couple who feel sorry for him after he is beaten up by their driver.*

E. *Salim returns to the hotel room and points the gun at Jamal. He takes Latika away from Jamal.*

F. *Salim points the gun at Maman's head. Maman takes out his money and throws it on the floor so that Salim will not kill him. Salim shoots and kills Maman and Jamal is shocked.*

G. *Jamal and Salim start a new life riding the trains all over the country, from Rajastan in the north to Calcutta in the south. They arrive at the Taj Mahal and Jamal gives his first tour of the Taj Mahal to a German couple.*

H. *Salim goes out to find Javed, the biggest crime boss in Mumbai. He finds Javed and points his gun at him, but Javed offers him a job. Salim begins a life of crime.*

I. *Jamal and Salim see Maman and Punnoose in the room where they find Latika. Salim pulls out a revolver and points it at Punnoose. Jamal is surprised.*

J. *Jamal passes a beggar in the street singing for money and realises it is Arvind, the boy who was blinded by Maman years ago. Jamal gives Arvind the one hundred dollar bill and asks him about Latika. Arvind warns Jamal to stay away from Maman, but tells him that he can find Latika on Pila Street and that she is called 'Cherry'.*

b) Sequence of events

G → ___ → ___ → ___ → ___ → I → ___ → ___ → ___ → F

5

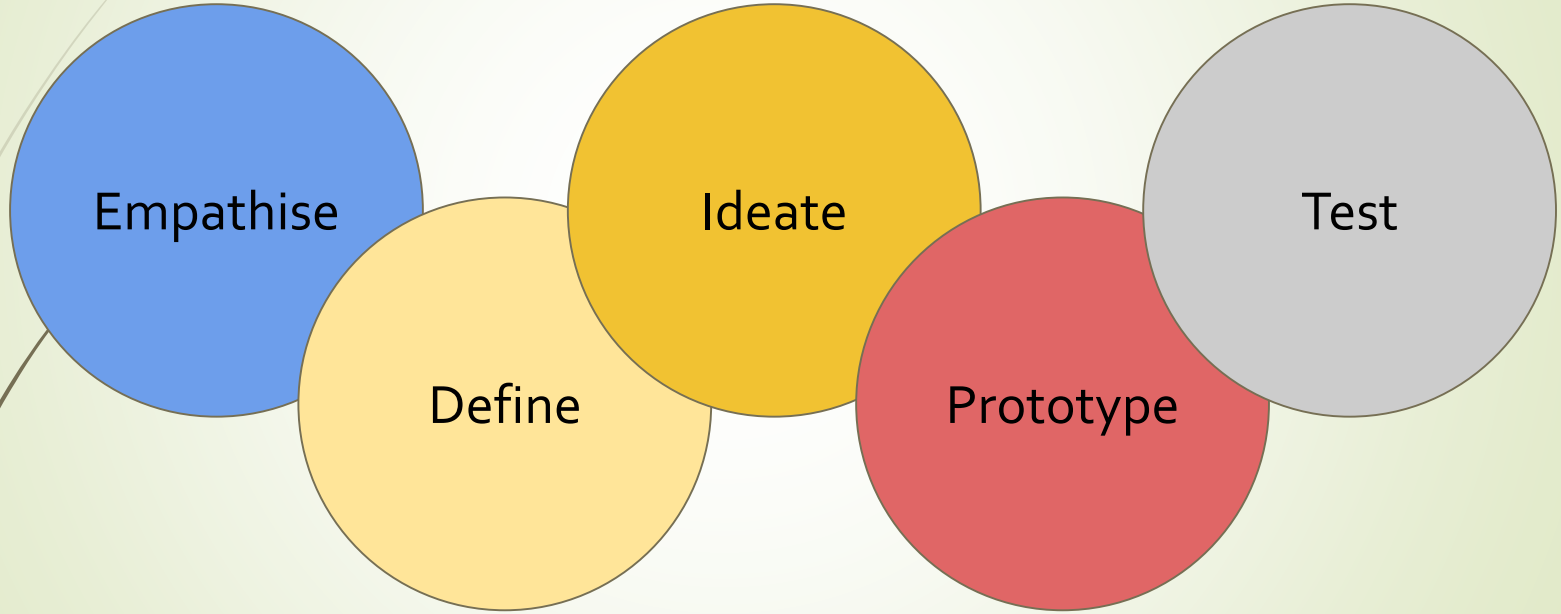
The 2nd year: S3 (2021/22)

Sustainable Development Goals (SDGs)

S3 Game Design Day

25 June 2022

The Design Thinking Process



Empathise

Putting yourself into the shoes of the players

Questions to investigate

- Who will play the game?
- What kind of games do they like?
- How well do they know:
  - *Slumdog Millionaire*?
  - the SDGs?

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Define
Defining the problem

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Questions to investigate

- How can we design a simple game that will teach players something about:
  - *Slumdog Millionaire*?
  - the SDGs?
- How can we make the game fun and engaging?

Ideate

Brainstorming ideas about the game design

- What type of game is it? How many players can play?
- How do players win? Is it a game of luck or skill?
- How do players interact? Is there a facilitator?
- What can players learn about:
  - *Slumdog Millionaire*
  - the SDGs
- What makes the game fun and engaging?

Prototype

Using tools and resources to design the game

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Test

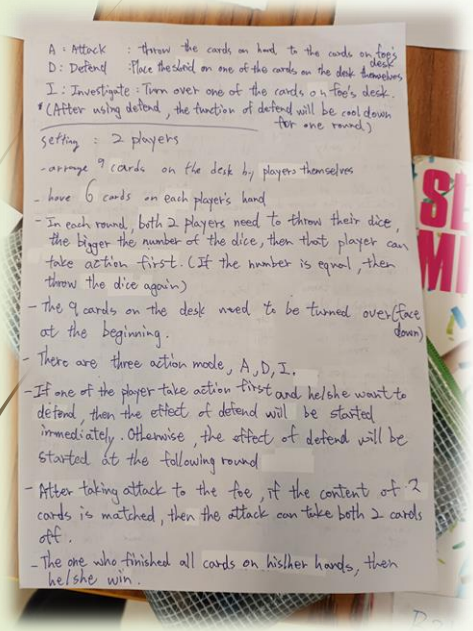
Testing and tweaking the games

One positive comment	One thing that needs explaining	One suggestion
I really like your game because…	Can you tell me why…	One thing to improve on is…

S3 Game Design Day

S3 Game Design Day

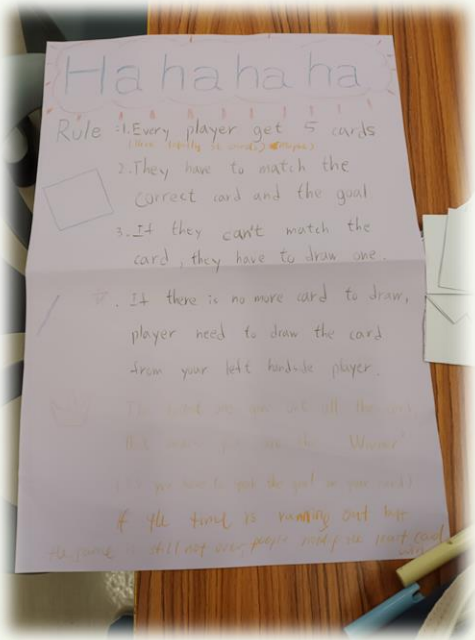
S3 Game Design Day



A : Attack : throw the cards on hand to the cards on foe's desk
D : Defend : Place the card on one of the cards on the desk themselves
I : Investigate : Turn over one of the cards on foe's desk.
* (After using defend, the function of defend will be cool down for one round.)

Setting : 2 players

- arrange 9 cards on the desk by players themselves
- have 6 cards on each player's hand
- In each round, both 2 players need to throw their dice, the bigger the number of the dice, then that player can take action first. (If the number is equal, then throw the dice again)
- The 9 cards on the desk need to be turned over (face down) at the beginning.
- There are three action mode, A, D, I.
- If one of the player take action first and he/she want to defend, then the effect of defend will be started immediately. Otherwise, the effect of defend will be started at the following round
- After taking attack to the foe, if the content of 2 cards is matched, then the attack can take both 2 cards off.
- The one who finished all cards on his/her hands, then he/she win.



Ha ha ha ha

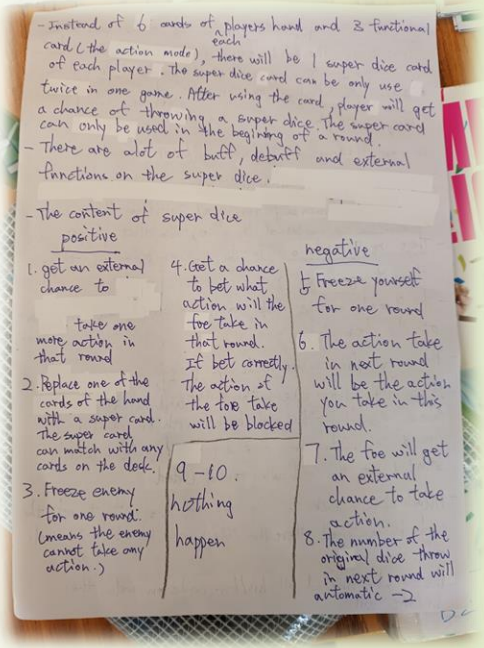
Rule : 1. Every player get 5 cards

2. They have to match the correct card and the goal

3. If they can't match the card, they have to draw one.

4. If there is no more card to draw, player need to draw the card from your left handside player.

If the time is running out but the game is still not over, people with the least cards win.



- Instead of 6 cards of each players hand and 3 functional card (the action mode), there will be 1 super dice card of each player. the super dice card can be only use twice in one game. After using the card, player will get a chance of throwing a super dice. The super card can only be used in the begining of a round.
- There are alot of buff, debuff and external functions on the super dice.
- The content of super dice

positive

1. get an external chance to take one more action in that round
2. Replace one of the cards of the hand with a super card. The super card can match with any cards on the desk.
3. Freeze enemy for one round. (means the enemy cannot take any action.)
4. Get a chance to bet what action will the foe take in that round. If bet correctly, the action of the foe take will be blocked

negative

5. Freeze yourself for one round
6. The action take in next round will be the action you take in this round.
7. The foe will get an external chance to take action.
8. The number of the original dice throw in next round will automatic -2

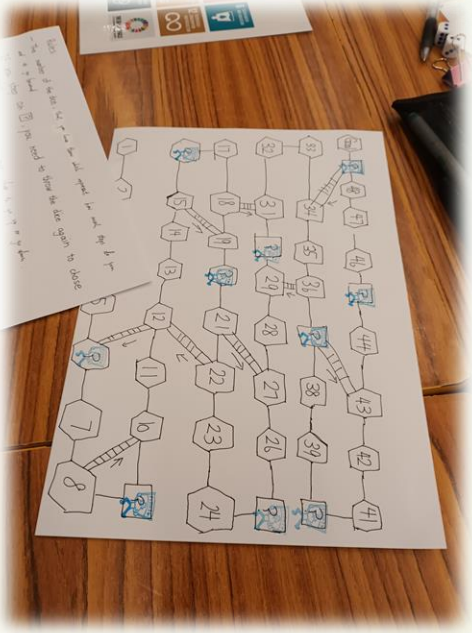
9 - 10 : nothing happen

S2 English Fun Day!

11 August 2022

S2 English Fun Day!

S2 English Fun Day!



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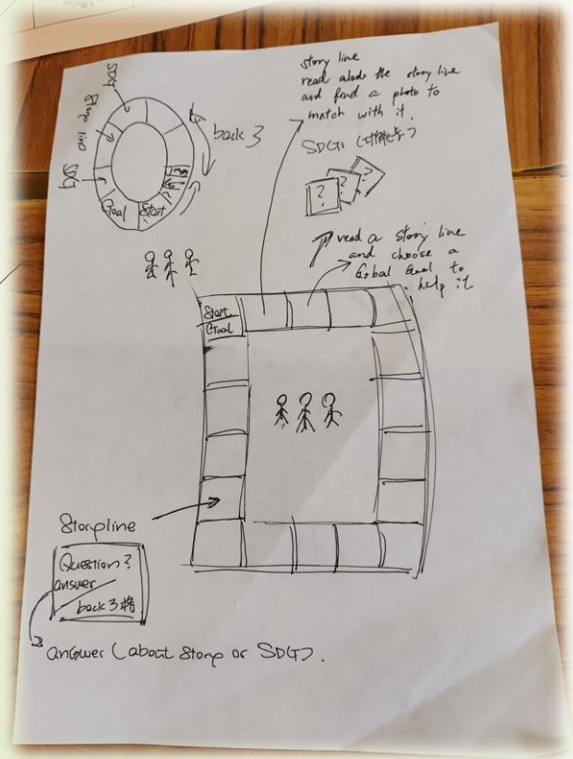

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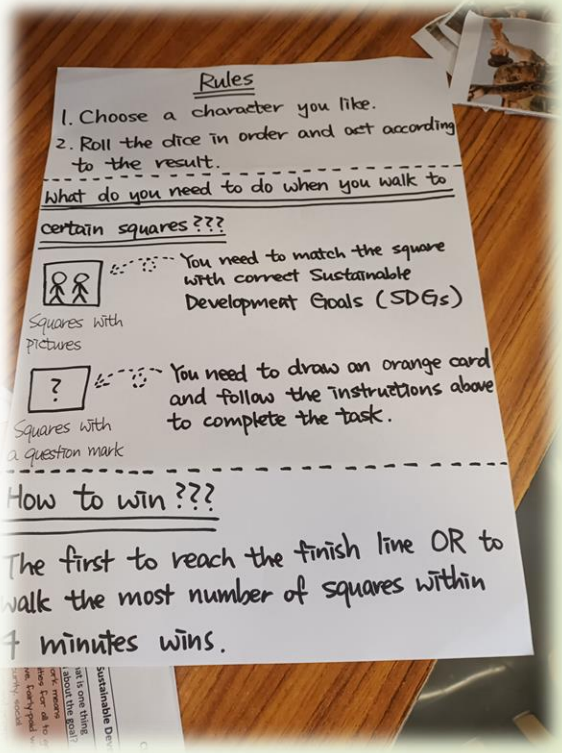

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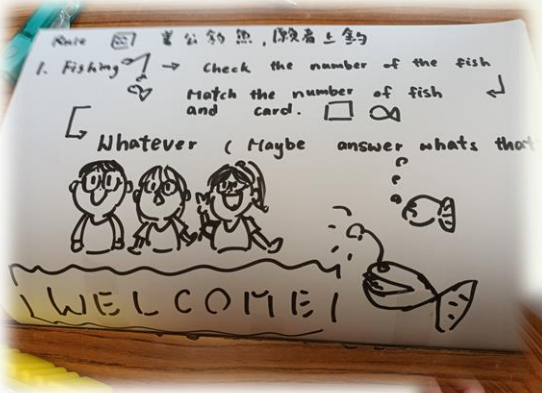

Our Observations about the Game Design Day and English Fun Day

Successes

- Ss collaborated very well to create their games during the S3 Game Design Day.
- Ss were able to tweak their prototypes to make the games more suitable for the S2 English Fun Day.
- S2 Ss enjoyed playing the games and learned something about *Slumdog Millionaire* and the SDGs.

Challenges

- Learning about the SDGs in English involved difficult vocabulary.
- S3 Ss needed more time to ideate, prototype and test their games.
- S3 Ss had to create games that could be played within 10 mins for English Fun Day

Challenges & Takeaways

In the Makerspace “Seed” Project

Challenges

- Conventional classrooms vs Zoom lessons
  - 30-minute online lessons (2020-2022)
  - Digital reading (in place of reading a book)
  - Designing games was only possible in F2F lessons
- Integrating Thinking Routines, Design Thinking and Makerspace with literary texts and the SDGs was ambitious.
- The planning and implementation of the project lessons were disrupted by the special holiday arrangements.

Takeaways

- ☺ New reading experience for students
- ☺☺ Extended student learning beyond the stories
- ☺☺☺ Broadened students' worldviews and perspectives and engaged students in being "Makers"
- ☺☺☺☺ Excellent collaboration with the NET Section

Thank you!

Diane Kopman, NET
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