Outdoor Boggle

Laura Buechel

<table>
<thead>
<tr>
<th>Levels</th>
<th>Beginner to intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aims</td>
<td>Produce a range of vocabulary words</td>
</tr>
<tr>
<td></td>
<td>Improve spelling</td>
</tr>
<tr>
<td></td>
<td>Internalize common phrases and sentences</td>
</tr>
<tr>
<td>Class Time</td>
<td>10–40 minutes</td>
</tr>
<tr>
<td>Preparation Time</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Resources</td>
<td>Chalk</td>
</tr>
<tr>
<td></td>
<td>Dictionaries</td>
</tr>
<tr>
<td></td>
<td>Video Tutorial</td>
</tr>
<tr>
<td>Cost</td>
<td>Free</td>
</tr>
</tbody>
</table>

Using Boggle (by Hasbro) in the classroom can be a simple, receptive game played individually or as a team that can also take learning outside. The value of this game is that it can be used at any level.

**PROCEDURE**

The procedure can be used as a whole or in bits and pieces.

**Before the Game**

The following steps can also be done in class, so the learners see your thought process as a model for when they write their own boards.

1. Choose a topic your learners are familiar with.
2. On the classroom blackboard, draw a 4 × 4 grid (see Appendix A).
3. If the topic is “countries,” for example, then choose the longest word you think the learners will know. In this example, the word is Switzerland. Write each letter in one of the 16 empty squares, but do not repeat any letters. Then, choose other words the learners should know (e.g., Germany) and add those letters but don’t repeat letters (in this case, the e, r, a, and n repeat).

**During the Game**

4. When your class enters, have them find as many countries or words from the Boggle grid on the board that would complete the sentence “I want to go to . . .” in 1 minute. Unlike in traditional Boggle, the students do not need to choose letters from adjacent squares and may also use letters more than once. Also, words of any length may be allowed.
5. Call on each student—each learner makes a sentence and if another learner has the same sentence, they say “I have that one, too!” and nobody gets a point. If no one else has that word, then the player reading gets a point (and says “Nobody? My point!”). The player with the most points at the end wins.
6. Now break your class up into pairs or groups of three. Give each group a topic, such as compliments (e.g., “I love your ________ [jacket!]”) or adjectives (e.g., “It’s a ________ [wonderful] day.”). Each group makes as many sentences as they can in the time allotted (5 minutes for more advanced learners, 10 for younger ones). Have dictionaries available. Based on the word they end their sentences with, they create a grid on a scrap of paper like in Step 3, or as seen in Appendix A. Model Step 3 for them so they know how to fill in the grid (starting with the longest word).

7. Give each group a piece of sidewalk chalk—use a different color per group. Take the class outside and give each group a part of the pavement, away from one another.

8. Each group writes their grid on the pavement—each field should be big enough to jump on—and include the sentence starter or the topic at the base of the grid (see Appendix B).

9. Each group moves to a different grid—one they did not write. They read the sentence starter (I want to go to . . . ) so they know the context.

10. The first person in the group to find a word says “I found one!” Then, that person jumps on the first letter. The other members shout the letter (e.g., “G!”). Then, the person continues to jump on the subsequent letters and the learners shout those letters (“E-R-M-A-N-Y”). They all should say, “I want to go to Germany” and write “Germany” next to the grid in their team’s colored chalk.

11. Groups spend 2–3 minutes at each grid, and take turns going around to each of the grids and adding new words.

12. At the end, the team that has written the most correctly spelled words wins!

**After the Game**

13. To make this sustainable, after having played, have the learners sit down and try to re-create as much of the language they used during this activity as they can into their personal language notebooks.

**CAVEATS AND OPTIONS**

1. Alternatively, one learner can jump-spell a word, and the first person to guess the full word and make the sentence (“I want to go to Germany”) gets a point. Like this, groups play among themselves.

2. Instead of letters, learners can work with sentence parts (see Appendix C). These sentences can vary in terms of complexity. The amount of support you provide can also vary, depending on learner level (e.g., you can provide a list of sentences to work with).
APPENDIX A: Example Boggle Grid

![Boggle Grid Image]

APPENDIX B: Example Pavement Grid

![Pavement Grid Image]

APPENDIX C: Sentence Parts

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I would</td>
<td>watch that movie</td>
<td>I’d never</td>
<td>more time</td>
</tr>
<tr>
<td>eat frog legs</td>
<td>fly to the moon</td>
<td>study more</td>
<td>buy presents</td>
</tr>
<tr>
<td>Lie</td>
<td>write a book</td>
<td>tell him the truth</td>
<td>go to Greenland</td>
</tr>
<tr>
<td>I wouldn’t</td>
<td>save the world</td>
<td>if I had</td>
<td>a million dollars</td>
</tr>
</tbody>
</table>
Find/Makemeanings:
TerrorBullGames’Satirical
Print-and-Play Games

Jonathan deHaan

Levels Intermediate to advanced

Aims Improve awareness of social issues
Learn how games can engage people with social issues through satire
Use games/media to make games/media with social messages
Decode language and meanings in games
Use language skills to research, spread, or satirize social issues

Class Time 2–3 hours

Preparation Time 10 minutes

Resources Free printable games from TerrorBull
Scissors, tokens, dice
Worksheets, examples, and other materials (Appendixes A–F)
Video Tutorial

Cost Free

In this activity, students play a “typical-looking” board game from TerrorBull Games, but soon realize that the game has a deeper meaning. Students then choose a group project: to research the real world situation the game satirizes, to teach the game to others to spread awareness of the issue, or to remix the game with a local issue the students care about. When TerrorBull’s games are combined with various postplay activities, students can practice close reading skills, analysis skills, research skills, critical thinking skills, creativity and collaboration.

• TerrorBull Games are available at www.terrorbullgames.co.uk/games.

PROCEDURE

Before the Game

1. Before the lesson, become familiar with some of the free games on the TerrorBull Games website and also the related teaching and learning activities. Becoming familiar with the games may require doing things such as learning about the games on the company website, reading the rules, watching YouTube videos of game play, playing the games yourself, and finding fan discussions on forums or social networking sites. Preparing to use these games in class may require doing things such as printing worksheets and jotting down your own answers to the questions, making a list of game-related ideas for discussions, finding patterns in
the language in the games and related texts, and thinking of specific difficulties your students may have with the activities and what you will need to do to help your students achieve the learning goals.


**During the Game**

3. Introduce various games from TerrorBull’s website. Some good choices include “Deepsea Desperation,” about environmental and business interests, and “In It Together,” about socioeconomic disparity. Groups of students (from two to four students per group) then choose a game. These notes and others can be found in the TerrorBull Games Presentation (Appendix A).

4. Students read the game’s rules. Students may struggle, but this is useful in helping students have the “aha!” moment, either during the rule reading or during the game, of seeing the satirical message of the game.

5. Students should play the game at least twice in order to deeply experience how the game communicates meaning to the player.

6. Groups discuss the game using a Simple Discussion Sheet or a Game Discussion Worksheet (Appendix B). Students offer their opinions, experiences, and strategies. These opinions seed ideas for later project work.

7. Each group then chooses one of the following projects to plan, conduct, and report on:

   a. **Analysis Project (“what do you want to know?”):** Students research the real world situation the game satirizes. Students compare and contrast the game with real life. Students can use the Analysis Project Examples and Worksheet (Appendix C).

   b. **Teaching Project (“who do you think should know about this issue?”):** Students select an audience (e.g., their family, friends, community members) and teach them the game. Students prepare discussion questions, discuss the game with their audience, and report on their audience’s reactions. Students can use the Participation Projects Examples (Appendix D), Participation Project Planning and Recording (Appendix E), and Participation Project Reporting (Appendix F) sheets.

   c. **Design Project (“what issue do you care about?”):** Students choose a local issue (e.g., environmental, political, social, educational) and use the game that they played as a base for their own game that satirizes the issue. Students can change the rules or art to fit the theme. Students should make a prototype, playtest it with new players, and report on the players’ reactions to the game and the issue. Students can use the Participation Projects Examples (Appendix D), Participation Project Planning and Recording (Appendix E), and Participation Project Reporting (Appendix F) sheets.
CAVEATS AND OPTIONS

1. It might be useful to preteach some language from the rules to a lower level class. However, be sure to avoid “giving away” the message of the game by preteaching too much.

2. Prepare multiple copies of the TerrorBull games for students to choose from (they are usually only one or two pages). It might also be possible to focus on only one game or one project with a lower level class.

3. It might be useful to have students critique the game, answering questions like “How does the game satirize the social issue?”, and ask students to identify specific rules and game components.

4. In a class or context with more time and freedom, students could be asked to make a poster reporting their project, conduct a poster session to share their work and interact with peers, and also possibly tweet their work (with hashtags for audiences, as well as tagging @terrorbullgames).

5. In a class or context with more time and freedom, use this activity to transition into other analysis or participatory projects around gameplay and language (see the materials on the Game Lab at the University of Shizuoka webpage, available at tinyurl.com/TGBM-deHaan).

6. Project results can be presented in class or online (e.g., Twitter, YouTube, websites) if students and teachers are comfortable doing so.

Note: Example projects can be seen from the Twitter hashtag #gameterakoya

REFERENCES AND FURTHER READING


List Game

Sara Peterson and Aaron Shayne

Levels
Intermediate to advanced

Aims
Reinforce vocabulary
Recall and write words quickly
Practice listening and response

Class Time
5–10 minutes (per round)

Preparation Time
0–5 minutes

Resources
Video Tutorial

Cost
Free

In this game, students list as many unique words as possible in a given category. It encourages students to recall and write words quickly. Students can become very competitive as they try to think of creative words to outsmart other groups.

PROCEDURE

Before the Game
1. Prepare a list of categories appropriate for the lesson.

During the Game
2. Introduce the game. Ask the class to make a list of something, for example, “fruits.” Encourage students to shout out words in this category. Then, tell students you will play a game to see who can make the most creative list.
3. Group students into teams of two to four and prepare writing materials.
4. Give students a category, for example, “sweet foods.” Students make a list of as many items as possible in that category in a given timeframe (usually 2–3 minutes).
5. When the time is up, choose one group to read their list first while the other groups listen.
6. If the first group reads a list item like “strawberry,” and another group has the same word on their list, they respond by saying “strawberry” back and no point is given. If no other group has written “strawberry” and there is no response, then mark a point for that group.
7. Continue to have all groups read their lists in turn.
8. Repeat the same process with a new category as many times as you find appropriate.
9. The winner is the group with the most points at the end of the final category.

After the Game
10. Ask students how they could get better at playing this game. Suggest some vocabulary exercises to help them.
CAVEATS AND OPTIONS

1. The categories can vary to fit into any lesson one might teach, like “fruit,” “vocabulary words from this lesson,” or “things that annoy you.”
2. The time allotted can be adjusted based on student levels. For example, you may want to give lower level classes more time to write.
3. You may choose to check the lists for correct spelling.
4. You may give a visual aid to help the students understand the category.
5. If there’s confusion about two list items matching, for example “cookies” and “chocolate cookies,” then the groups vote on if they are the same (no point) or different (point) items.
6. For larger groups, the reverse of this game may also be played, where teams get points for matching answers with other teams. For example, if three teams write “strawberry,” then it’s worth 3 points. If only one team writes “strawberry,” then it’s worth 1 point.
Words in a Word
Sevara Ziyautdinkhodjaeva

Levels
Intermediate to advanced

Aims
Strengthen the form-meaning link
Activate recall

Class Time
5 minutes +

Preparation Time
None

Resources
Timer
Dictionary (optional)
Video Tutorial

Cost
Free

In this activity, similar to Boggle (by Hasbro), learners are asked to use letters from a given word to create new words. Within a short period of time, learners should generate as many words as they can, spell the words correctly, and be able to define the meaning of the words. Learners with the most unique words (i.e., words not shared among players) will win the game. This game is intended to strengthen productive vocabulary and spelling skills.

PROCEDURE

Before the Game
1. Students learn new words from a chapter.

During the Game
2. Pick a target word from a chapter and write the word on the board (e.g., “window”).
3. Students make a list of words in a notebook or on paper by using the letters used in the target word (E.g., some possible words from “window”: in, wind, down, now, no, own, win, won, widow, don, nod, do, wow).
4. After 30 seconds or 1 minute, students stop writing.
5. Students shout out the number of words they wrote. Write every student’s name and a number next to the student’s name (e.g., Mustafa 9; Malala 11), to find out the student(s) with the most words.
6. Students with the most words win the game.

After the Game
7. In groups of two or three, have students compare the words they generated and discuss the meaning(s) of new words.
CAVEATS AND OPTIONS

1. To find out the ultimate winner of the game, two students with the most words go to the board and write the words they generated. As listed in the Appendix, both students may have some overlapping words (the same words in both lists). After they have crossed out words they have in common, unique words are calculated. For example, student A has 12 unique words while student B has 10. An ultimate winner of the game is announced.

2. For more advanced learners, proper names (e.g., city, university, company names), prepositions (e.g., at, under, in), and function words (e.g., is, am, are) do not count toward the total word count, which will encourage students to write words beyond prepositions and proper names.

3. While reviewing the words, encourage students to consult a dictionary if they are not sure about the spelling or meaning of the words used by a peer.

4. You can use this activity as a review session for a unit/chapter vocabulary, or it can be used as a warm-up activity to engage students before a new chapter is introduced.

APPENDIX: Some of the Possible Words Within ADVENTURE

<table>
<thead>
<tr>
<th>#</th>
<th>Student A</th>
<th>#</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ad</td>
<td>1</td>
<td>vent</td>
</tr>
<tr>
<td>2</td>
<td>vent</td>
<td>2</td>
<td>ad</td>
</tr>
<tr>
<td>3</td>
<td>tar</td>
<td>3</td>
<td>ten</td>
</tr>
<tr>
<td>4</td>
<td>nature</td>
<td>4</td>
<td>are</td>
</tr>
<tr>
<td>5</td>
<td>eat</td>
<td>5</td>
<td>dart</td>
</tr>
<tr>
<td>6</td>
<td>ate</td>
<td>6</td>
<td>art</td>
</tr>
<tr>
<td>7</td>
<td>dent</td>
<td>7</td>
<td>van</td>
</tr>
<tr>
<td>8</td>
<td>tend</td>
<td>8</td>
<td>run</td>
</tr>
<tr>
<td>9</td>
<td>run</td>
<td>9</td>
<td>ren</td>
</tr>
<tr>
<td>10</td>
<td>ran</td>
<td>10</td>
<td>trend</td>
</tr>
<tr>
<td>11</td>
<td>tan</td>
<td>11</td>
<td>rent</td>
</tr>
<tr>
<td>12</td>
<td>net</td>
<td>12</td>
<td>red</td>
</tr>
<tr>
<td>13</td>
<td>dart</td>
<td>13</td>
<td>hut</td>
</tr>
<tr>
<td>14</td>
<td>nerd</td>
<td>14</td>
<td>tan</td>
</tr>
<tr>
<td>15</td>
<td>dure</td>
<td>15</td>
<td>rat</td>
</tr>
<tr>
<td>16</td>
<td>van</td>
<td>16</td>
<td>read</td>
</tr>
<tr>
<td>17</td>
<td>dare</td>
<td>17</td>
<td>dear</td>
</tr>
<tr>
<td>18</td>
<td>rent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>ant</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12 original words</td>
<td></td>
<td>10 original words</td>
</tr>
</tbody>
</table>