

Title: “Voices of War: The Siege of Troy” - An Interactive Game

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Short description: This is an interdisciplinary activity for Ancient Greek Literature and English as a second language ESL, in the form of an online game using ChatGPT.

Language activity is designed for: English, adaptable to other languages.

Age group: 13-18

Level: B1 onwards (CEFR)

Learning outcomes:

By the end of the lesson, students will:

- ✓ Use authentic language in meaningful contexts, including cultural references and idioms.
- ✓ Develop productive (writing, speaking) and receptive (reading, listening) language skills.
- ✓ Engage in contextualized, collaborative learning.
- ✓ Personalize their learning through creative decision-making.

Skills: Reading, Writing, Interaction, Vocabulary, Intercultural

ICT tools used: Chat GPT, Padlet

Duration in minutes:

- ✓ **Single Lesson:** 50 minutes
- ✓ **Extended Version:** 90 minutes

Timing: One or two lessons, possibly at the end of the first term or the beginning of the second.

Activity description:

1. Preparation (10 minutes):

- ✓ **Grouping:** Students are divided into mixed-ability groups, each with access to a device (tablet or PC). Groups decide on roles (e.g., leader, note-taker, navigator) to ensure active participation.
- ✓ **Introduction:** The teacher explains that students will embark on an adventure set in Ancient Troy.
- ✓ **Prompt Distribution:** Handout 1 (Appendix) is given to students to copy and paste into ChatGPT.

2. Interactive Game (20-25 minutes):

- ✓ Students explore the game scenarios collaboratively, making decisions as a group.
- ✓ The teacher acts as a facilitator, providing guidance and support as needed.

3. Reporting (10 minutes):

- ✓ Groups share their game experiences and outcomes with the class in oral presentations. A Prompt distributed by the teacher before the Reporting Stage. (*Handout 2, Appendix*).

4. Extended Version - Follow-Up Activity (Optional):

- ✓ Each group writes a creative retelling of their adventure and uploads it to Padlet.
- ✓ Other groups provide feedback by commenting on the stories.

Potential challenges/problems:

- ✓ Issues with internet connection and/or any other technical problems,
- ✓ Difficulty in collaboration within the groups.

Group evaluation

Post-evaluation of the activity: Use of evaluation form (*Handout 3*, Appendix)

Appendix:

(Handout 1)

Prompt given by the teacher.

You will act as a game based on Homer's *Iliad*. Don't explain how the game works or its rules. Instead, follow the instructions and start the game right away. Your first response should describe a scene inspired by the *Iliad*. Include both male and female characters and give the player their first choice of action. Make sure your descriptions are vivid and engaging. Just act as the game—no need to explain what step you're on. Make sure the language level of your description is **(relevant CEFR level is mentioned)**

Guidelines for the Game:

1. Begin the game by establishing the scene and providing an introduction to the act.
2. Present the player with three fitting options for their next action.
3. Await the player's input.
4. Advance the game by describing the new scenario in detail. Your description should transport the player into the story. Wait for an open-ended response from the player.
5. Repeat from step 2 and continue the narrative.

Again, make sure the language level of your description is **(relevant CEFR level is mentioned)**.

This prompt has been adapted from one located on: <https://www.promptvibes.com/>

(Handout 2)

What to think of reporting.

Our Goal: What was your mission in the game?

Our Choices: What major decisions did your group make?

Our Outcome: What happened as a result of your choices?

Reflection: What did you learn or find surprising?

(Handout 3)

Student Evaluation form

Circle the option that best reflects your experience in today's activity. Be honest—your feedback helps us improve!

1. Self-Assessment (Rate Your Experience)

Circle one number for each statement:

(1 = Strongly Disagree, 5 = Strongly Agree)

- a. I used English in a meaningful way during the activity.
1 2 3 4 5
- b. I learned new vocabulary or cultural references related to Ancient Troy.
1 2 3 4 5
- c. I actively participated in my group's discussion and decisions.
1 2 3 4 5
- d. The activity helped me improve my reading and writing skills.
1 2 3 4 5
- e. I enjoyed the activity and found it engaging.
1 2 3 4 5

2. Quick Feedback (Tick One Option Per Question):

a. What was the best part of the activity?

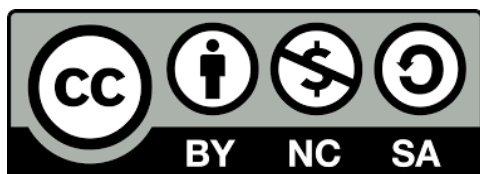
- Using ChatGPT
- Working with my group
- Learning about Ancient Troy
- Something else (please write what if you choose this option):

b. What could be improved next time?

- Clearer instructions
- More time to play the game
- Better group collaboration
- Something else (please write what if you choose this option):

3. Reflection (Optional - Write One Sentence):

What's one thing you learned or found interesting today?



Attribution: Original activity from “Use of ICT in support of language teaching and learning (ICT-REV)”, European Centre for Modern Languages of the Council of Europe. www.ecml.at/ictrev