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GAMING for skills

Implementation guide: Feedback from partners' experiences

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CITIZENS IN POWER
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Introduction

Dear reader,

If you are reading this guide, you are probably an educator interested in using video games in teaching activities. You might be a teacher yourself, an educator active in a non-formal setting, a trainer in vocational education, or even a higher education teacher or student in pedagogy and didactics. But more importantly, you might be looking for advice or experiences from other educators to implement activities related to video games for the first time, or to develop new activities if you are already using games in the classroom.

In the following pages, the partners of the Erasmus+ project Gaming for Skills will share the stories of the activities they implemented in secondary education classrooms or as part of non-formal teaching activities for students aged 10-18. Our focus was to show different ways of using video games –with the students acting as either spectators or creators, or playing single-player games or multiplayer games –, and how video games can support the development of students' key skills and contribute to their engagement in secondary education.

By sharing our stories from different settings, we hope to encourage you and your colleagues to embark on an empowering journey for you and your students!

Using video games as a tool for inclusion in education

CEPS Projectes Socials is a non-profit association dedicated to the management and implementation of socio-educational activities for children, young people and adults, further training for professionals, and innovative research and development in new projects and practices. The organisation is made up of 230+ professionals working in the Catalan and Spanish territories, with its main headquarters in Barcelona.

Educational activities aim to be as inclusive as possible: everyone, regardless of age, socio-economic background, etc. should be able to participate in the activities and benefit from the many learning outcomes they hold.

If we look at the typology of activities involving video games (as creators, as spectators, and as players), however, educators and facilitators may find it challenging to engage certain groups, especially at-risk youth. Disadvantaged young people may, for example, have problems with open and project-based learning approaches, which may cause them to become frustrated and, consequently, may jeopardize their long-term participation in the project.

One of the most notable tensions when using video games with young, at-risk people is the tension between the aesthetic advantages of using video games with them (i.e., gaining skills and competencies in design, drawing, and teamwork) and the need to

encourage these young people to venture into ambitious and multifaceted (possibly interdisciplinary) projects.

Entering the world of video games allows any player to produce new digital worlds, create their own spacecraft or avatar, and a myriad of other possibilities. However, without encouragement or external support, players can often limit themselves to doing a relatively simple job that does not include any computational effort or complex challenges.

As educators using video games as a tool for inclusion, we should encourage learners to engage in challenging learning experiences, since one of the most important goals we have is to **emphasize the importance of the process over the end product**. Our goal as educators, especially when dealing with disadvantaged youth, should be to encourage individuals to avoid settling for creating projects that are too simple or trivial.

That said, the opposite extreme is equally undesirable. Overly complex projects often lead to frustration and disappointment on the part of learners. Educators should strive to find out which creative activities work best to engage learners in the creative process, while also avoiding the trivialisation of these processes and enhancing learning teams and the degrees of complexity that participants can achieve.

Using video games with students with different needs and levels of curricular and gaming experience: What to keep in mind when you carry out the sequences

- If the video game has contents that require a minimum level of schooling or gaming experience and you have younger students or students with less experience, you can let them play the game anyway, but don't assign them the same tasks or ask them the same questions. In some cases, you can present the more advanced content as an introduction to what they will study in the

future. Tell them that they don't need to learn everything now and that this activity will make learning easier in the future.

- If you have students with a more advanced level of gaming or curricular knowledge, think of ways to assign them slightly more difficult tasks. Encourage them to find ways to improve what they are creating, writing, designing, etc. When they feel validated to go beyond the goals of the activity, they often feel more inspired. Also, it helps to ask them what their interests are because you might want to find ways to make them do something related to both their interests and the activity in question. For example, if you are conducting an activity using Minecraft where the students have to create a collaborative construction and you have a student with a very advanced level in this game, you can propose that they contribute by adding new functionalities to the building, such as interactive blocks.

Village created in Minecraft. Source:
https://live.staticflickr.com/7007/6730900775_7324fd1fe9_b.jpg

Most of us - educators, teachers, and facilitators - know that creating a more inclusive learning environment is a good thing. But figuring out what steps to take to benefit our learners with different needs without singling them out as different is a challenge. Here, we present several issues to consider regarding inclusion, and many open questions that we, as educators, might want to explore. It is a helpful exercise to think about how we can bring our own specific experiences to the table to solve these questions in our individual contexts.

Ways to improve inclusion in formal educational spaces:

- Adapt the learning activity to the interests of the students.
- Present the content in different ways. Video games can be very helpful, but you should also try to find videos on social media the learners can relate to. Combining different types of content helps drive the message home.
- Try to gamify the content of the activity, like giving students “badges” whenever they reach a goal within the sequence or using in-game scores as a goal (e.g., trying to reach the next level or trying to get a final score of x). However, make sure not to turn this into a competitive activity, but rather one where students can concentrate on improving their own skills.

Ways to improve inclusion in non-formal educational spaces:

- Talk to all of the participants, and never let anyone play alone for a long time.
- Ask them questions, not only about the content of the activity, but also about their interests, their day-to-day lives, about school, etc., in order to show some interest. Many of them will be happy to talk back. This could also be a nice icebreaker activity!
- Encourage them to work together, in pairs or groups, to improve communication and teamwork.

Inclusion regarding video games:

- **Video games offer many benefits,** including a new world view, mental and emotional skills, learning content through the game itself and its cultural references, learning more about the culture of video games, and much more. Crucially, video games also allow us to **reflect upon and/or develop our skills**. All of these factors work together to help us develop more inclusive world views and practices, since we are more aware of other points of view and knowledge and can be more empathetic with them.

- **Interaction in video games:** We may find varying degrees of interaction between players of video games, including both AI and human players. This can lead to many positive interactions and help build skills in collaboration and teamwork, though it also opens the door to the possibility of bullying by other players. You can tell students that if this happens, they have options. They should keep their cool and try not to react to the bully, but they can also filter or block messages from the bully and even report these actions to online game moderators. Students should also never be afraid to talk about bullying with a trusted adult (Grustniy, 2020). Some online multiplayer games even allow the educator to shut down the text and audio options if they are worried about bullying occurring.

  To avoid bullying, you might think about exploring different online or offline games that encourage positive interactions. For instance, you might think about using role playing games to support interaction with graphic environments, with virtual worlds (discovery and learning), and with AI. Multiplayer games, online games, and MMORPGs (Massive Multiplayer Online Role Playable Games) are also interesting possibilities that allow for positive interactions. One exciting MMORPG is the online version of the Lord of the Rings, which lets players create music within the game; here, they can create in-game bands and may even participate in in-game festivals, such as the festival some gamers created

based on the famous Woodstock music festival!

- **Accessibility in video games:** Accessibility is another key point for ensuring inclusion in video games. Wherever possible, educators can try to use games that are accessible to a wide variety of players, including those with physical, mental, and learning disabilities. If you have students with certain disabilities, it is very worthwhile to check whether the games you want to use have special accessibility features, or even to choose specific games because of their accessibility features. If you don't have students with specific disabilities, you can still use these games to teach students more about disabilities and their adaptations in the gaming world in order to improve their inclusive thinking. You can easily check the accessibility features of games you want to use at websites like the Accessible Games Database (2022).

- **Creating with video games:** There are many games that allow players to build, design, simulate, and more. These kinds of games allow students not only to develop their creativity and design-thinking skills, but also to explore their emotions and develop their interaction skills beyond the game. Students can also develop a deeper breadth of emotional and visual skills by creating in these innovative game environments, especially when playing art games and modding.

Additional questions we can ask ourselves to improve inclusion:

The issues we have just considered provide a good starting point for improving inclusion in our classrooms and workshops, and we can clearly see how video games play a role in this improvement. However, there are still many other aspects of inclusion that we have not previously covered. Below you will find a list of additional questions to help you reflect on the role of video games in education and society today, and to think more extensively and creatively about how you can improve inclusion in your own educational contexts. This list is by no means exhaustive, but

rather is intended to give you some ideas of additional things to consider, as well as inspiring you to come up with your own questions and the answers that will benefit your students. You may even consider discussing these questions with your students for an even more enriching reflection on video games and inclusion!

- Can video games be “friendlier” to all users?
- Can video games provide positive and safe spaces for everyone?
- Do you think that inclusive gaming will ever become a mainstream trend?
- How do "gamers" behave online? Why? Is it different from how other online users behave?
- What influences people to behave like this, their identity as gamers or the environments of games?
- Can competition be friendly? Are games fun because of competition? Can games be fun without competition and/or without harassment?
- Is there a problem with sexism in games today? Is it something to be worried about?
- Is the misogyny in games and online gaming communities different from other online (and offline) media/communities/industry?
- Who is to blame? How can this be addressed?
- How do you think this affects girls and boys growing up today?

Many of these questions can be easily answered— do not hesitate to take a look at our factsheets in our pedagogical guide to dive into these topics! Others will be more difficult to answer, but the exercise of asking these questions and looking for the answers will certainly help us to think about how to conceptualize our work as educators in a much more inclusive way, as well as allowing students to do the same.

Resources

- Accessible Games Database. (2022). Accessible Games Database. *Apex Access.* Available at: https://accessiblegamesdatabase.com/
- Grustniy, L. (2020). How to respond to bullying in online games. *Kapersky Daily Blog*. Available at: https://www.kaspersky.com/blog/game-bullying-what-to-do/38262/

Creating video games as an educational tool in the classroom

Citizens In Power (CIP) is a non-profit, educational and research organization based in Cyprus. We are active in the fields of global education, social innovation, entrepreneurship, STEM and sustainable growth.

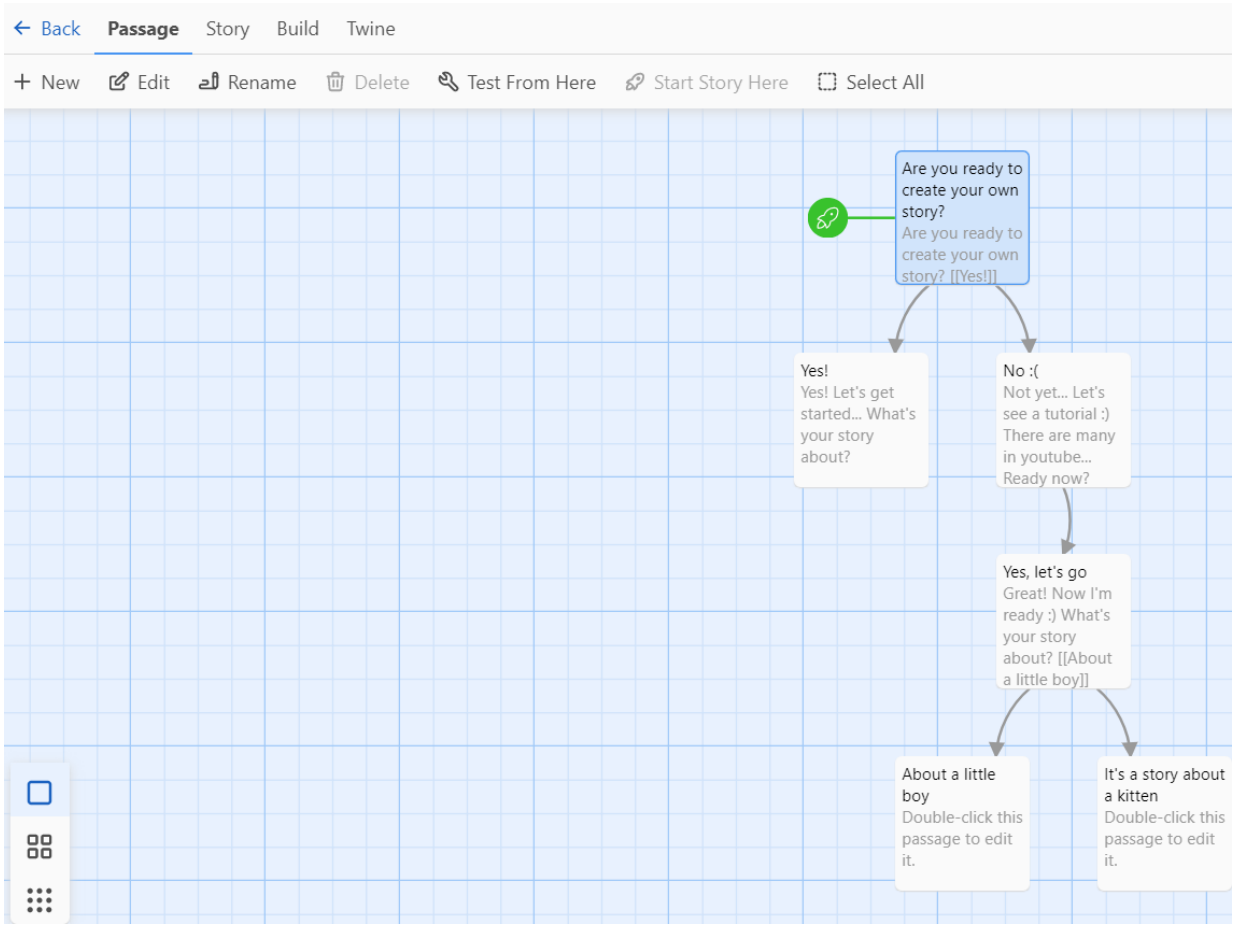
Step 1: Reaching out to schools and educational centres to organise video game creation workshops:

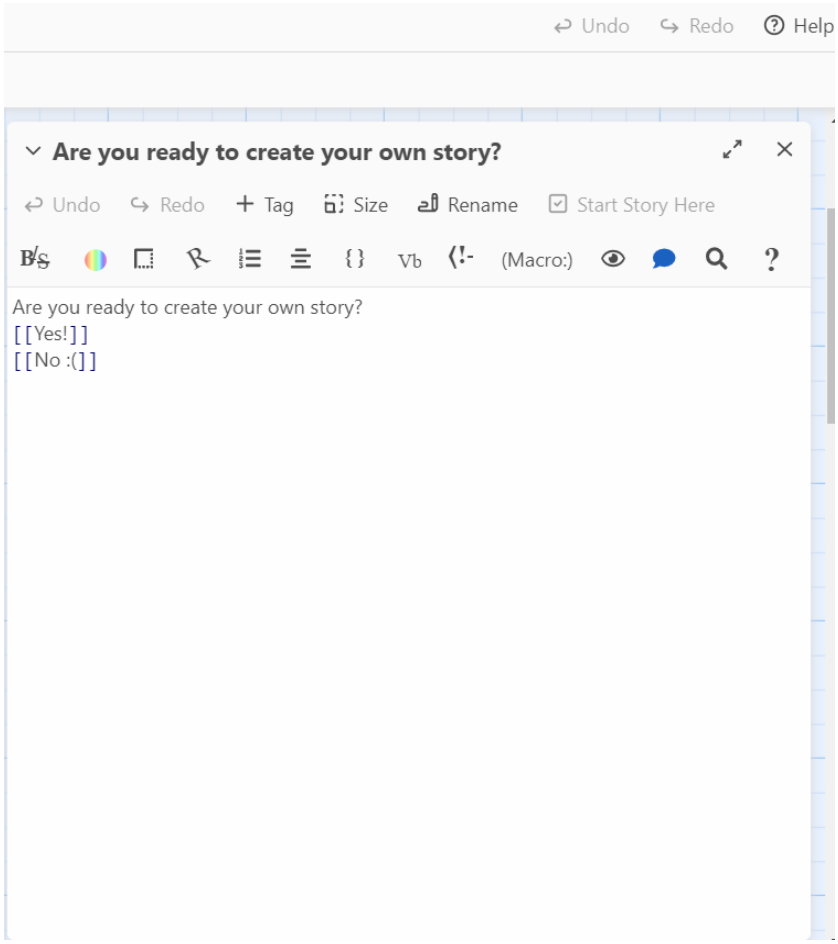
During the pilot testing, C.I.P. Citizens in Power reached out to schools, educational centers and language institutes to disseminate the outputs of the project and invite educators and students to participate in video game creation workshops. Some educators were interested in this opportunity, but not all were aware of how to create video games and how to adapt this activity to their own curricula.

Step 2: What happens when educators and teachers are not very familiar with video games?

To address this issue, we organised an additional video game creation workshop for educators to familiarise themselves with video games, identify how video games can become an educational tool and create their own video games which they could use in their classrooms. In the workshop, CIP presented different tools which could be used for the creation of video games, like Core, Twinery and Scratch. As participants in the workshop, educators had time to experience the tools and create their own video

games. Participants came from various fields, including Chemistry, Maths and Biology, as well as English and Greek Language teachers. As a result, educators were separated into smaller groups and worked on the creation of small, interactive digital stories which could be applied in different classes.



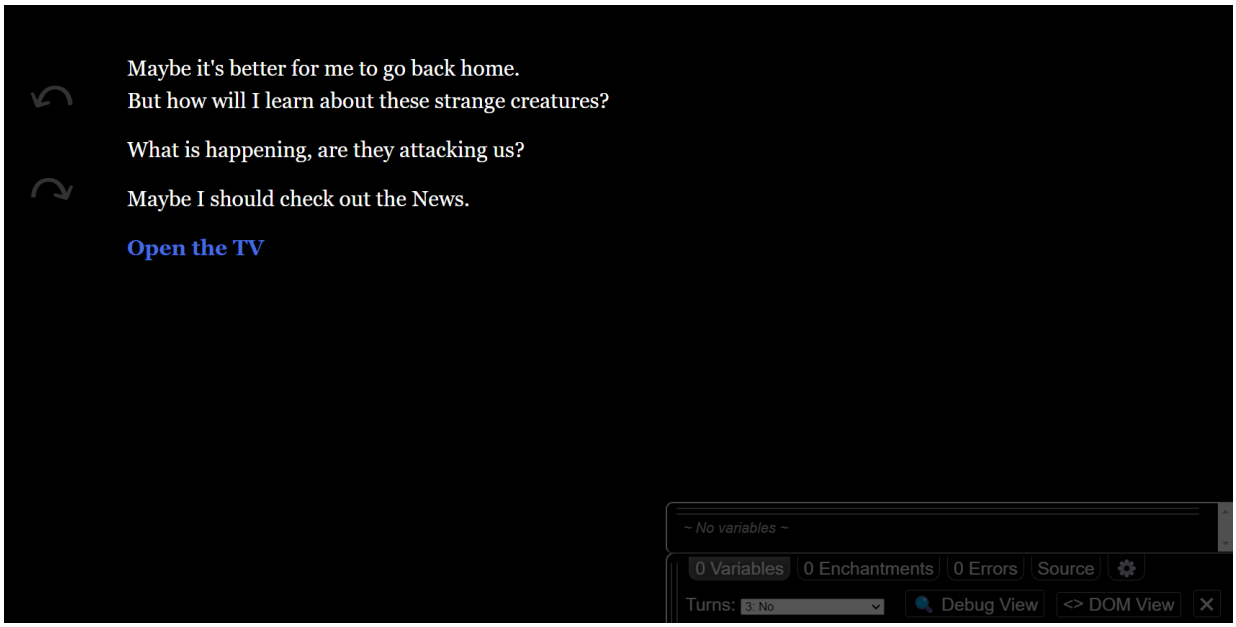


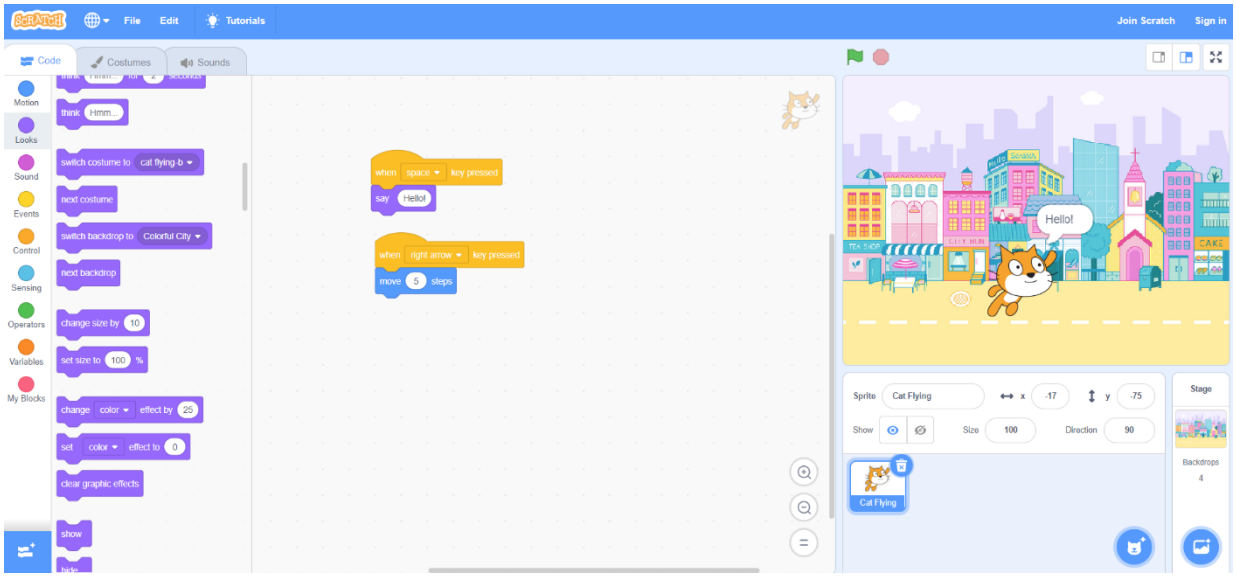
These two images show the creation of a very short interactive story on Twinery. The story starts with the question “Are you ready to start your own story?”. The response could then be a ‘yes’ or a ‘no’ and in the latter case an advice is given for the reader to look in YouTube for Twinery tutorials before starting writing their own story.

Step 3: Engaging both educators and students in the process of creating video games in the classroom as an innovative educational tool:

We also organized video game workshops in classrooms with the participation of both educators and students. To adapt the creation of video games in the environment of the classroom, the workshop included different steps. First, the students had to conduct background research on a topic and come up with a story. Then, they would

create their story into a digital storytelling piece, with the use of Twinery. In one of the pilot tests we organized, students chose to make a story about the environment and the importance of recycling. This was in an English language class and as a result, the students were able to increase their vocabulary, while also enhancing their research and writing skills. The workshop was facilitated by one educator and a member of CIP was also present for additional support. At the end of the class, the students had time to discover some of the other video game creation tools as well.





This image shows another online tool for creating video games, Scratch. It shows a small cat, saying hello and many of the codes that could be added - directing the movements of the cat.

Step 4: Testimonies from educators and students:

The comments we received during the workshops we delivered were very positive. Students stated that they would like to implement similar activities in other classes as well. By learning how to create video games, or at least some parts of a video game, students had the opportunity to enhance both their technical and their soft skills and they also had the opportunity to participate in an interactive classroom instead of simply using books and completing exercises.

Educators were also very happy with the results of the workshops, although the challenges they had to face were slightly different. For some of the educators, this kind of workshop was something new and they would need more time to prepare them, and perhaps even further training. Nevertheless, teachers commented that the workshops helped students understand different topics better as they had a more hands-on approach to work with. In addition, educators and teachers highlighted the fact that the video game creation workshops served as a great example of how all students can participate in class, especially for students with attention difficulties or other special learning needs.

These images show two of the video game creation C.I.P. organised; one with students (on the left) and one with educators (on the right).

Game creation workshop as a non-formal activity

Video games creation workshop – Aims

International Center for Education is an NGO funded in 2009 whose mission is to support education and contribute to the holistic development of children, young people, parents, teachers and other actors with a role in education, for harmony and well-being in society.

The workshop aimed at showing students the benefits of teamwork to make them collaborate for the creation of a final product.

Implementation of the workshop

We implemented the workshop as a non-formal activity, because we wanted to offer the students a different work environment in which they could feel at ease, where they were not constrained or disturbed by any external factors.

10 students aged 14-16 and 1 facilitator took part in the activity. The facilitator had experience in digital teaching, since he was a computer science teacher. He also had experience in the field of video games as a player, but he had never created one.

To make sure things would go well, we organized a preparatory meeting with the facilitator, in which we presented the pedagogical sequences. It included steps to

create a video game which had been elaborated within the Gaming for Skills project. We also decided together to use the game creation tool GDevelop because it is free and very easy to use.

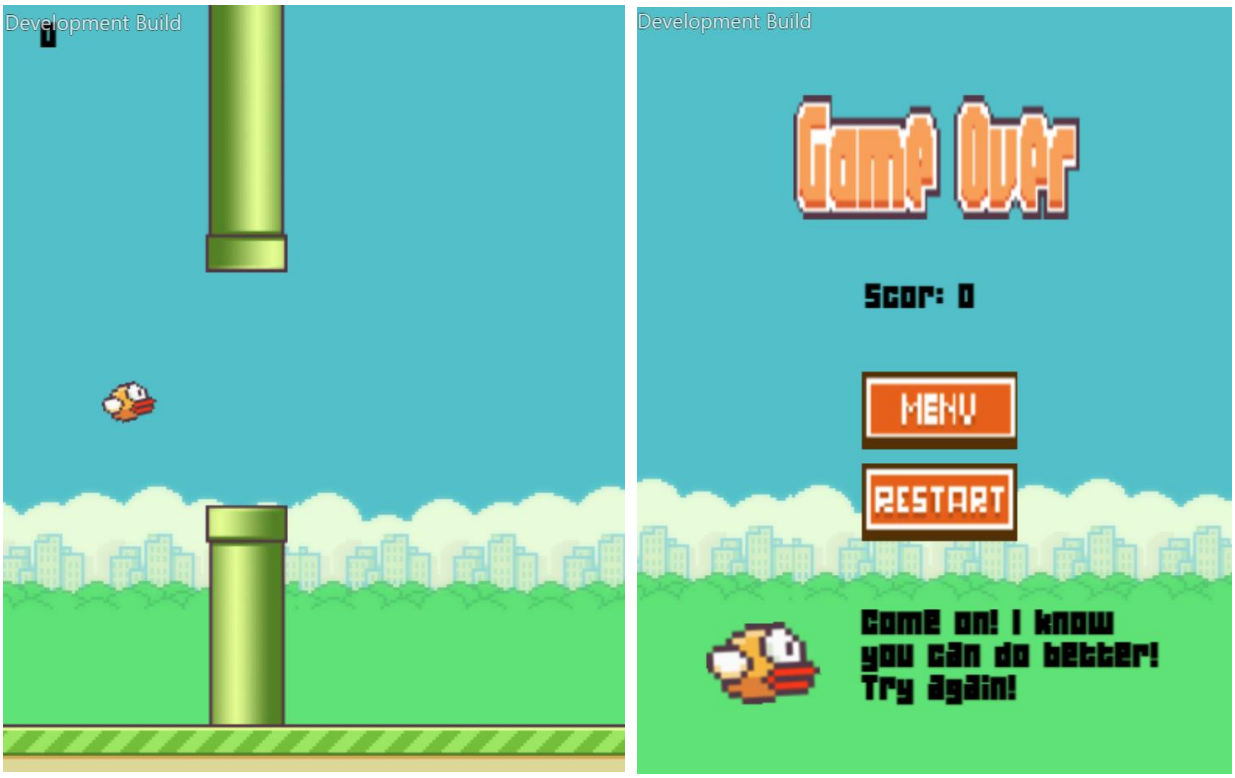
The workshop lasted for over 10 hours, during which the facilitator gave the students instructions to create a video game and presented them a summary of the pedagogical sequences and the platform that was going to be used.

Game creation process - The creation process

STEP 1: The students decided together with the facilitator the topic of the game through a brainstorming session.

STEP 2: The students were divided into teams of 2 and started the creation process using GDevelop. Each team worked together on the idea and design of the game.

STEP 3: The facilitator, together with the students, analysed the final product and came up with improvement ideas.



Screenshots from the games created by the students based on a FlappyBird template

General evaluation of the workshop and the game created

The students were very excited because they managed to create a game that could be played by other people.

When you want to implement such an activity with your students, make sure that everyone is involved and the content is accessible to everyone.

We strongly recommend the implementation of such workshops with students, because it makes them develop their digital skills and increase their interest in teamwork and learning. The students really enjoyed this activity. They even decided together to keep using the platform.

Organising a video game creation workshop (when you have never created a video game before)

Logopsycom is an education innovation center based in Mons, Belgium that creates and uses alternative methods or tools (digital or not) to accompany schools, VET centers, educational organizations, youngsters and parents. It was initially created as a care company, specialized on learning disorders, among youngsters, especially in Dys (Dyspraxia, Dysphasia, Dyslexia, etc.), and therefore always works on the accessibility of content but expanded its activities to all fields of education.

Would you like to create video games with your students, even though you have never created a video game before?

Don’t worry; it is possible and not as scary as it may sound at first! Our facilitators had some experience in playing video games, but they were not gamers by any means. One of the facilitators is a project manager with training in languages and literature and didactics with no experience in programming. The second one is a project coordinator with a background in political science and absolutely not an IT enthusiast, and the third facilitator is a project coordinator with a degree in early childhood, preschool and global education. None of the facilitators had previous experience in creating a video game. So, in this part of the guide, we will share our experience in organising a video game creation workshop.

First, what did we do?

We organised a video game creation workshop in a secondary school in Chatelet, Belgium. In total, 17 students and one English language teacher participated in the workshop.

Second, how do you organise a video game creation workshop with time constraints?

In all honesty, this part was a bit tricky. Firstly, we planned two half day sessions for video game creation, and suddenly, we only had two hours to introduce the engine to the students, show them how to use it, create one level together and let them create a game. Easy-peasy? Not really. But for sure, it was doable, and the feedback we received confirmed that it was successful! Below we will share the steps we took and some tips. Of course, you may adapt them to your setting and your students, but here is what worked for us:

- **Step 1: What is the goal of the workshop?**

Start by thinking what the goal of the workshop is and what the topic of the video game you want to create with your students could be – is it to cover a certain topic in history classes? Or, perhaps, to cover a story from a certain book?

In our case, the goal was for students to try to create a short video game (3 levels) by themselves while using a game creation engine in English to advance their foreign language skills.

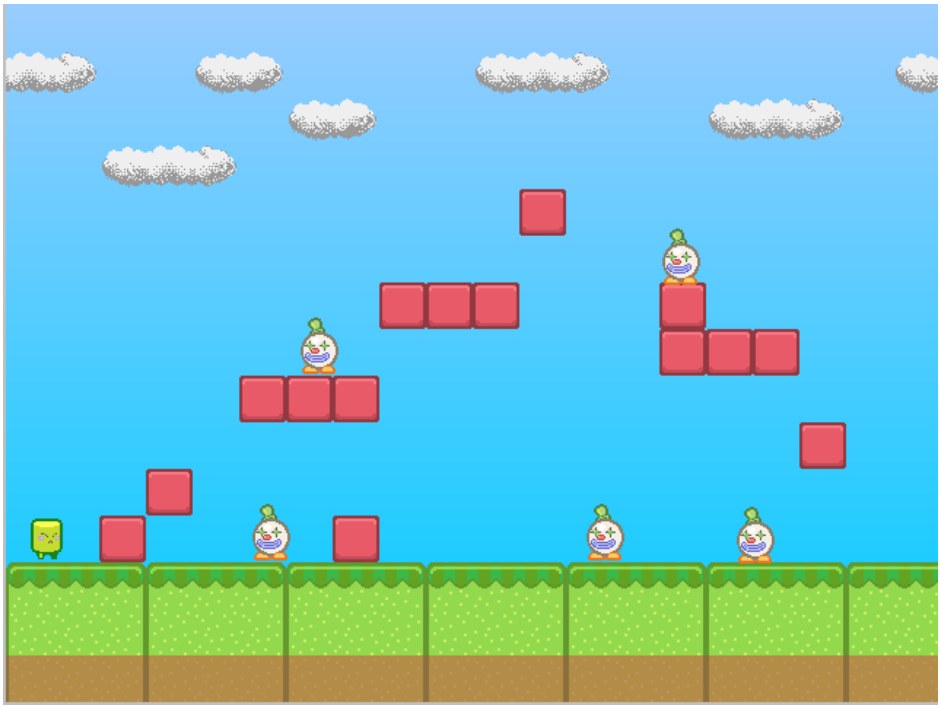
- **Step 2: How can you achieve that goal, and what do you need for the workshop?**

Start by exploring different engines and possibilities to create video games. Remember that not all engines are free. Explore the different options and choose the engine that works best for you.

Think about the technical equipment you will need for the workshop. In our case, students worked in pairs, so we needed 9 computers with Wi-Fi access.

How did we choose the engine?

The first important point for us was finding an engine which was free to use.
Since we had only two school hours to do the workshop, we started checking which of the freely available engines would be the easiest to learn in a short amount of time. Although some students already have experience playing and creating video games, we decided to use something that would be easy even for students who do not play video games in their free time. After testing different engines, we decided to go with Stencyl.



Screenshot from one of the platform games created by the students.

- **Step 3: Play with the engine and create your own game**

The best way to be sure that you'll be able to answer all your students' questions is to learn how to use the engine yourself. Also, by testing the engine beforehand you may discover some tips and tricks. Finally, it also gives you a more realistic view of how much time it will take for your students to create the game. Stencyl offers a crash course, and we recommend checking it out.

- **Step 4: Create a step-by-step plan for organising the workshop**

This will help in guiding you through the workshop and give you more insight into the timing of different steps. The steps that we followed were:

- Step 1: Welcome and introduction to Stencyl (5 minutes)
- Step 2: Exploring the engine together and creating the first scene (20 minutes)
- Step 3: Brainstorming game ideas in pairs (5 minutes)
- Step 4: Game creation (60 minutes)
- Step 5: Closing (5 minutes)

How did we adapt to the time constraints?

The goal of the workshop was to create a short game with at least three levels. However, due to time constraints, the task was adapted, and students created two levels and a transition from one level to another. We used one of Stencyl's templates to start from an existing base.

- **Step 5: Install the engine on the computers before the workshop**

If possible, try to install the engine and get everything ready before the workshop. By doing this, you avoid losing time on the installation during the workshop, and you can also make sure that everything works.

Did we reach the goal? What did participants say?

Based on the student's participation and feedback, we can conclude that they enjoyed the activity. They said that they would like to have more similar activities in their English classes. Also, they mentioned that they think more lessons should be based on playing and organising activities like this. This would also strengthen their English language competencies. Overall, we received positive feedback from the teacher and the students.

We also asked the teacher for their reflection and opinion on the workshop. The teacher said they found the workshop very interesting and were satisfied with the students' involvement. This workshop differs from their regular classes, and they think it would be interesting to incorporate more activities like this into their classes. Also, as the workshop was fully conducted in English (as the facilitators spoke only English), the students had to practice their English language skills at every step.

Lastly, are we happy with how we organised the workshop? What could we have done differently?

Definitely! We are very happy with the workshop organisation and the students' involvement. However, since this was the first game creation workshop we did, some things could be improved for the next time. For example, we could prepare extra tasks for students who are more familiar with game creation. With more time, we could also create a whole game from scratch. Nevertheless, considering everything, we think we did a good job and proved that you don't need to have much experience in creating video games to do such activities with your students!

Game Creation Workshop in a Vocational School

Our co-creation workshop (organized by Science View) was held at a vocational laboratory school (in the Rafina region) that serves two vocational schools in the urban area of Eastern Attica in Greece. In the school there are several school laboratories of different disciplines. Students from the information technology sector participated in the workshop, which was held in an IT laboratory.

Students' interest in creating games (at the beginning and at the end)

The students were informed about their participation a few days before the workshop. Initially and due to the dates (just before their exams for admission to higher education), students attended the workshop with limited interest at first. But, due to the nature and the content of the workshop, their interest quickly grew. They created teams on their own and they started to create levels in the game creation platform enthusiastically using creativity and imagination.

Some students even asked for a way to register on the platform so that they could download games on their mobile phones. We offered this possibility as much as we could.

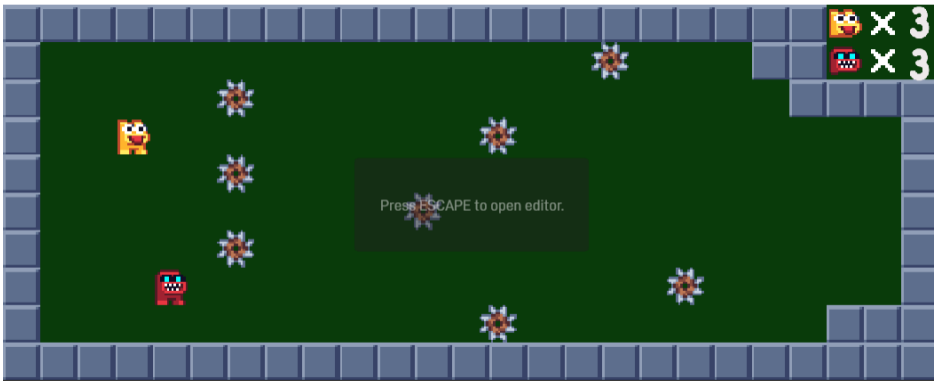


Image 1. Snapshot of the game for two players the students created

During the workshop, the students gradually became more motivated, and some expressed the wish they had the opportunity to use it (years) before.

Image 2. Students during creation and recreation (fun)!

Teacher experience about game creation and the creation tool

The computer science teacher -who teaches the participating students- was present and helped us significantly during both days of the workshop.

His participation was more limited on the first day, although he was clearly supportive. On the second day of the workshop (a week later) however, and because he was really (and by his own statements) intrigued by the game creation platform, he participated in the game creation and performed an exemplary game creation tutorial with his students.

As a matter of fact, he stated that he is considering integrating this platform and other such platforms (online game creation platforms) into his courses starting next year with the purpose of motivating his students.

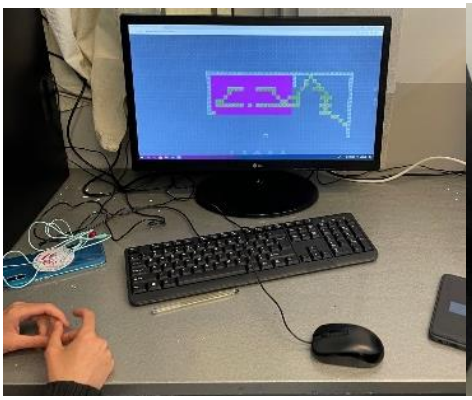
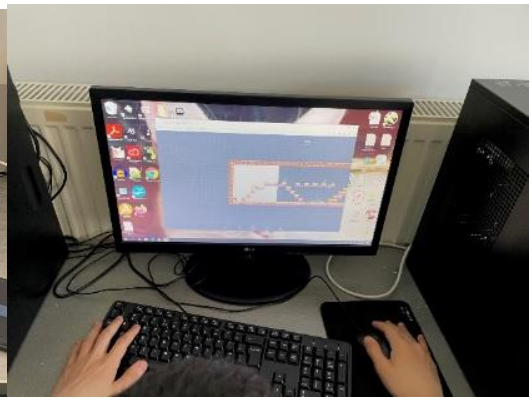
The facilitator's general comments about the workshop

While attendance initially was limited due to the proximity of the national exams, a significant number of students participated, and in fact, there was an obvious difference in terms of interest and active participation between the first and second day of the workshop.

Computer science students are experienced in programming, but they are usually more involved in working with a programming language like Python or C++. Visual (online) programming was not their area of expertise.

Additionally, the nature of programming is completely different from what the students have used in the past since it involves a video game creation. They found the challenge to be extremely interesting, and in the short time they had they came up with some very valuable results.

Most importantly, all the students enjoyed the whole process and had fun with their classmates, perhaps also gaining a small change in their perspective on programming and its applications for the better…

Images 3, 4: Photoshots from students' computers during the first day of the workshop

Image 5. Facilitator and students during the first day of the workshop

Image 6. Computer Science teacher with some of his students

Using video games to support students' engagement

YuzuPulse is a small company based in Tourcoing, in the North of France, that takes part in several European projects to work on bridging the gap between innovation, education and the social economy. We conducted our test activities in several contexts with secondary school students. In addition to our facilitators animating workshops in a high school, we organised workshops for junior and senior secondary school students during events that aimed at promoting digital careers, entrepreneurship and innovation to this group.

As the facilitators are gamers themselves with experience in giving science communication workshops or giving support classes, they were eager to receive feedback not only from the students, but also from the teachers and educators. We will share our observations on students' engagement during our testing activities and finish with a few tips to organise your first activity using video games in the classroom.

1. A common conclusion: the surprise regarding students' engagement even when facing difficult tasks

If there is one common reaction among all the teachers we worked with, it is the surprise that all students were engaged in the activities proposed. Or rather, in particular for teachers who were already convinced that students would be engaged even before the activity, the high level of engagement of students.

This was particularly true regarding the video game creation workshop we held. We decided to use a game creation software that is both accessible and intimidating because of the variety of tools and options it contains: Core. Students from both technical and general classes volunteered for this 4-hour workshop during out-of-school hours. We chose to give them a joint briefing before letting them discover the tool on their own for about one hour with our support. After this hour, half of the group was already working on their own projects and communicating with us or the other students in case of difficulties, but the other half felt lost overall.

We decided to organise a workshop within the workshop on a precise project, and we were surprised to see that even after this initial feeling of failure or difficulty, all were eager to get back on track and create mini-projects. This overall feeling of motivation is reflected in the feedback we collected through questionnaires, in which almost all students expressed that they found the tool difficult, but all were happy to have taken part in it and would like to take part in similar activities again in the future.

Core can allow even non-specialists to create a full working video game without any coding. Yet, its interface can look quite intimidating.

2. So, are video games the key to making my students more active in class?

Of course, we cannot honestly say that only using video games is in itself a way to guarantee students' interest and active participation in the classroom. For theoretical arguments supporting and limiting the impact of video games on students' engagement, don't hesitate to take a look at our Booklet on Video Games in Education. For limitations coming from our experience and advice on how to avoid them, keep on reading!

Students collaborating to write a dialogue to give a quest in a video game.

First, not all students were very active in each and every activity, and some even resisted participating. For instance, there was some resistance from one group of students who did not see the point in taking part in an initiation to programming in their studies, and they were reluctant to suggest ways to progress in the game levels for fear of making a mistake in front of their peers.

In addition, we had several factors on our side during our activities: first, we were external facilitators who didn't have "the usual teachers' voice", and part of our

activities were held as a part of special events outside of the strict context of the school. Finally, because we are players ourselves, it might have been easier to catch students' attention at first by establishing personal contact.

Yet, despite these limits, we think that even an educator who does not meet these exact circumstances can facilitate an educational activity around video games by following a few basic principles. Again, for a detailed description of the parameters to consider for organising such an activity, we recommend you read our Practical Guide For a first look into the topic, read the next page.

3. Tips for teachers using video games in their own classroom, or educators in someone else's classroom

- **Divide the class into smaller groups**

For your first activities, especially for those that require students to get creative, we strongly recommend you split the class into groups of maximum 15 students. Not only will this allow you to require less equipment, but it will also allow you to spend more time with each student.

- **Team up!**

Do not hesitate to team up with a colleague: it could be another teacher or a technician who knows video games and can support students when they are playing. In addition, if some students resist participating in the activity because they do not feel confident enough, it will give you more time to support them.

- **You don't know anything about video games? Ask your students!**

You do not need to know all about video game culture to introduce video games into your classroom. Even if you select one game, for instance, based on one of our pedagogical sequences, you could start your class by asking your students about their favourite games, their favourite characters, etc, and even ask them to prepare a picture to show you at the start of the class. While you might not know these games, it

will allow them to share what they like and feel more connected or safe in the school environment.

- **Use a supportive tone rather than a ‘corrective’ voice**

As a teacher in a classroom setting, your students might feel that whatever advice you give them is a correction and that there are good answers and plain mistakes. Make sure to tell them that their gaming performance will not be marked but that this activity will focus on discussion and participation.

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