

## Learning Scenario title: “Treasure Hunt”

<b>Educational level / Age group</b>	Elementary school pupils aged 7 to 11 years
<b>AUTHOR:</b> <b>School name:</b>	Isabelle Dufrêne Ecole des Marronniers - Meaux
<b>Country or region:</b>	France



### Learning objectives / aspirations

- Developing creativity
- Discover cultural facts about other countries
- Memorise vocabulary



## Narrative overview

In France, language teaching has been the subject of a specific plan. Among the suggestions to teachers are the use of cultural facts to teach languages, and the crossing of disciplines.

What is interesting about this experiment is that the pupils were able to link two domains, i.e. Foreign Languages and Programming by taking collective decisions and being creative.

Pupils tested both robots and the older ones preferred the TaleBot.

For two reasons, its simplicity of use and the possibility of enriching their English vocabulary. The ability to record a message on the TaleBot was much appreciated.

The aim being to be creative while programming, they decided to design a game about English-speaking countries.



## Approach to teaching and learning

### Approach to teaching and learning

NCRC:1- Information and data: conduct a literature search.  
3- Content creation: developing multimedia skills. Programming  
5- Digital environment: solving technical problems  
Foreign language: embedding learning in culture. Express themselves using simple vocabulary.  
Understand a simple sentence

### Approach to assessment

The ability to program is self-assessed, as students see whether their programming is effective or not.  
The assessment of oral expression/comprehension in English is done by the teacher.



## Roles

Teachers	Technical support
Learners	Creators - mentors - players
Others	X



## Learning environment

Mainly teamwork.

1. To discover the different robots and choose the one for which you want to invent a game.
2. To search for information and make recordings.
3. To play and learn.

The exchange between peers makes it possible to de-dramatize the error and to progress.

Working in a group, without the teacher's supervision, offers more scope for creativity.



## Learning activities

1- Students tested both materials.

They then listed what they liked and what could be improved.

After that they chose the robot that offered them the most creative possibilities.

Finally, they came up with ideas for games and the treasure hunt was planned.

2- Tresor hunt.

The 3rd and 4th grade students **researched** facts about English-speaking countries. They **recorded** short messages with information about the name of the country, the capital, the government, the monuments...

The second and third years **designed** the rules of the game. It is a kind of treasure hunt that is **played** in teams. The robot has to be **programmed** to go to an English-speaking country. If it succeeds, the group can read a QR code and collect information by listening to the recording. If it does not succeed, the TaleBot is replaced in the country of origin.

The players have a grid to complete. The first to collect all the information wins.



## Possible challenges

Pupils can design alternative games using the same rules, but in different teaching areas: historical facts, geography, reading, etc.



## Resources

*TaleBot kit*

*Tablets for researching and recording*

*World map as a support*

*Game grid*



## Literature to support

<https://eduscol.education.fr/document/347/download?attachment>

<https://eduscol.education.fr/document/2294/download?attachment>