



Activity Guides

Multicultural Literacy through GBL

Multicultural Literacy Through Game-Based Learning

Introduction of Key Concepts (BEL)

Duration: 1 Week | LO Codes: BEL-2, BEL-3



Photo by [Pixabay](#) from Pexels

Note to the Teacher

Hello Teacher! This set of activities can be used as your week's lesson plan, exploring ICT-enabled teaching strategies, focused on heritage conservation and multicultural literacy as a topic. These activities may be adjusted to suit your needs with the lesson and can be linked to other projects such as the Meta Portfolio or 21st Century Learning Plan. By the end of the activities, students are expected to be familiar with game-based learning and how it can help in teaching 21st century literacy skills.

Learning Outcomes

BEL-2: Demonstrate knowledge of teaching strategies that promote literacy skills.

BEL-3: Apply teaching strategies that develop learners' critical and creative thinking and/or other higher-order thinking skill

Overall Learning Journey



Approx. 5 hours / 1 week (Class + Homework)

| Practice | Discuss | Acquire | Inquire | Make |
|---|---|--------------------------------------|---|----------------------------------|
| Game-based Learning Practice Homework | Small Group Discussions Class | Lecture - Discussion Class | Research Class OR Homework | Game Design Rush Class |

Detailed Learning Journey

Game-based Learning (Practice / Inquire) | Homework

- Students will play [Filipinas: Islands Abridged](#), a game that teaches Philippine geography and culture.
- After playing the game, they will reflect on the experience of learning while they were playing and record or document any insights or realizations they made.

Pair-Share (Discuss) | 15 to 20 minutes in class

- Students will be divided into pairs to discuss and share their reflections from the gameplay experience. You can close the session with a synthesis, gathering key insights from the different groups.

Game-Based Learning (Acquire) | 45 minutes in class

- Students will be introduced to game-based learning and using games as a teaching strategy with a short lecture.
- Students will then read excerpts from this article: [Playing Games Can Build 21st-Century Skills. Research Explains How.](#) before spending the rest of the time with a class discussion on what they just read.

Research (Inquire) | In class and/or homework

- Students will be divided into groups and conduct further research on game-based learning and how to use games for teaching literacy skills. Students will also choose a particular topic under multicultural literacy that

they want to use as an anchor to create a game-based learning activity, and plan how to proceed.

Game-design Rush (Practice) | 1 class period

- Working in groups, students will create rough prototypes of their ideas for game-based learning activities.
- Set aside time for groups to pair off and try out the games they made.
- End the session with a synthesis discussion where students can share their insights and reflections from the experience of using games for teaching literacy skills.

Suggested Resources

These are resources you can share with your students as reference materials.

| Topic | Resources |
|-------------------------------|--|
| Multicultural Literacy | 6 reasons why multicultural education is essential in our diverse world Try game-based learning for teaching multiculturalism Multicultural Education: Goals and Dimensions How SEL Can Help Students Gain a Multicultural Perspective Creating an Inclusive Classroom |
| Game-based Learning | Gamify your Classroom Gamification and Game-based learning Two Ways to Bring Games Into Your Classroom How to Use Games to Build Community in Distance Learning Teaching Empathy With Video Games |