

Multimedia Room



Joker Card.
Choose two media for
your planning.

MEDIA

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Book



TIP:
With: used as support for reading texts
and images.
About: study of formats, history,
production, characteristics.
Through: production of texts and
images printed on paper in a portable
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With: allows listening to sounds and watching moving images.

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MEDIA

Film Archive



Teachers gained access to a rich collection of films and documentaries.

BONUS

Games



It is possible to apply games in various ways, choose one of the options below:

Analog games



Board games



Digital games



BONUS

Debates after exposure



Passive media can be valued with good mediation!

BONUS

Projects



Teachers promoted an active learning experience.

BONUS

Dynamic Class



For the Media Chosen



Use two mediums for your planning. Get the highest score of the two and move up a level at the end.

BONUS

Internet



Internet access creates many possibilities, choose one of the options below:

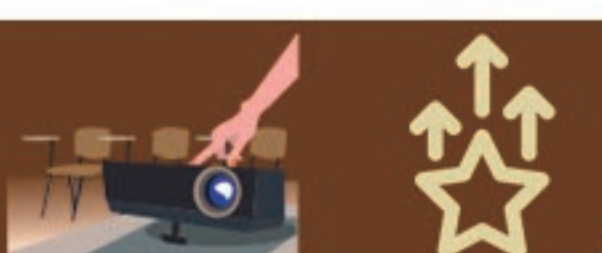
Virtual encyclopedia



Digital board



Online presentation



BONUS

Library



The library got new and updated books.

BONUS

Restless Class



The students in this class were full of energy and didn't react well to more expository teaching practices. They wanted more participation.



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Dangerous Area



The school's region is not safe for students to go out. **Any activity that requires leaving the school doesn't receive points in this round.**

UNFORESEEN

Forgot at Home



Many students forgot things at home!



UNFORESEEN

Lack of Light



There was a power outage in the school!



He doesn't score any points in that round.

UNFORESEEN

Lack of Chalk and Pens



Unfortunately, the school ran out of chalk and pens.



He doesn't score any points in that round.

UNFORESEEN

Unmotivated Class



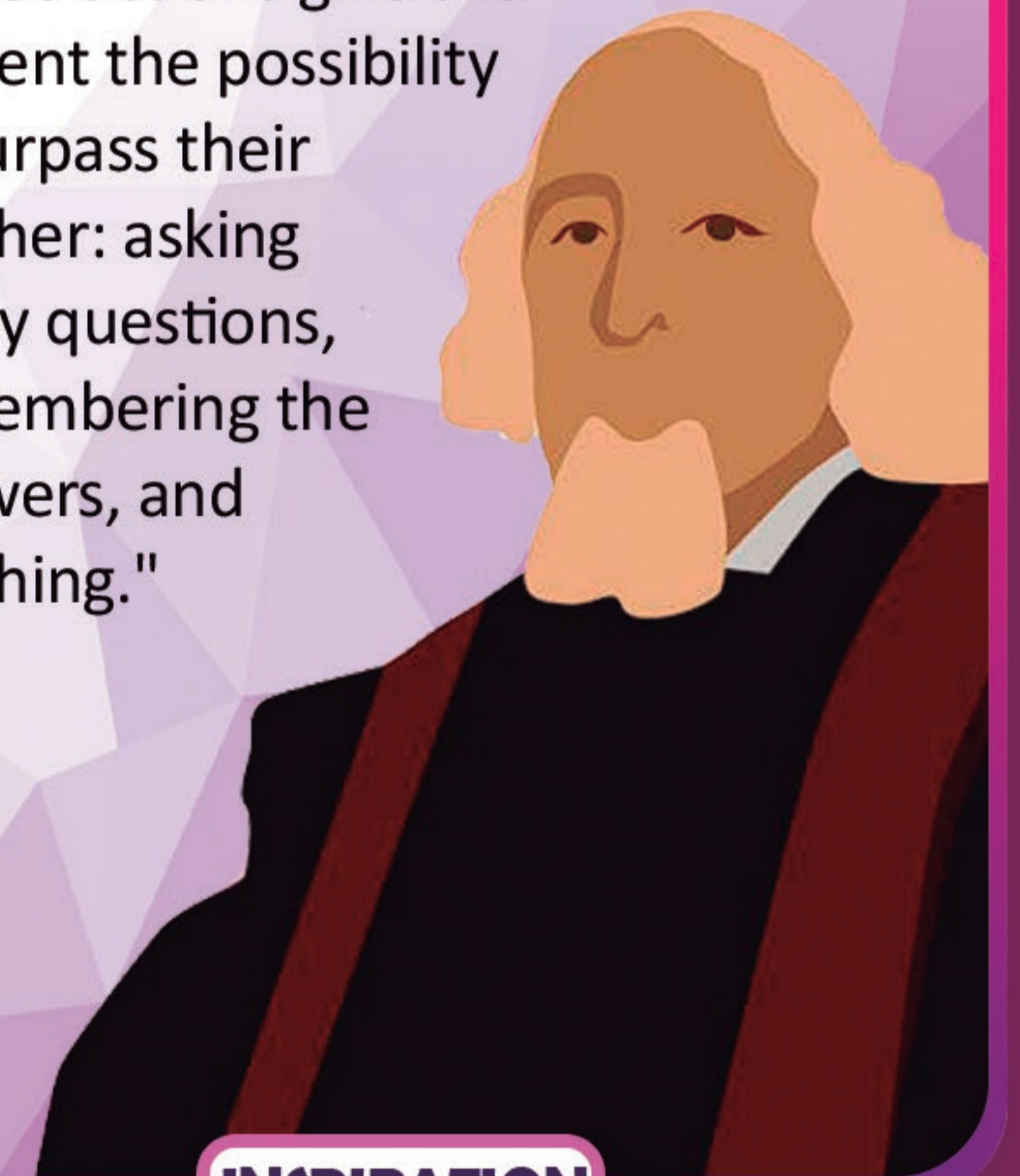
The students in this class did not react well to more active teaching practices. They were used to more passive practices.



UNFORESEEN

John Amos Comenius

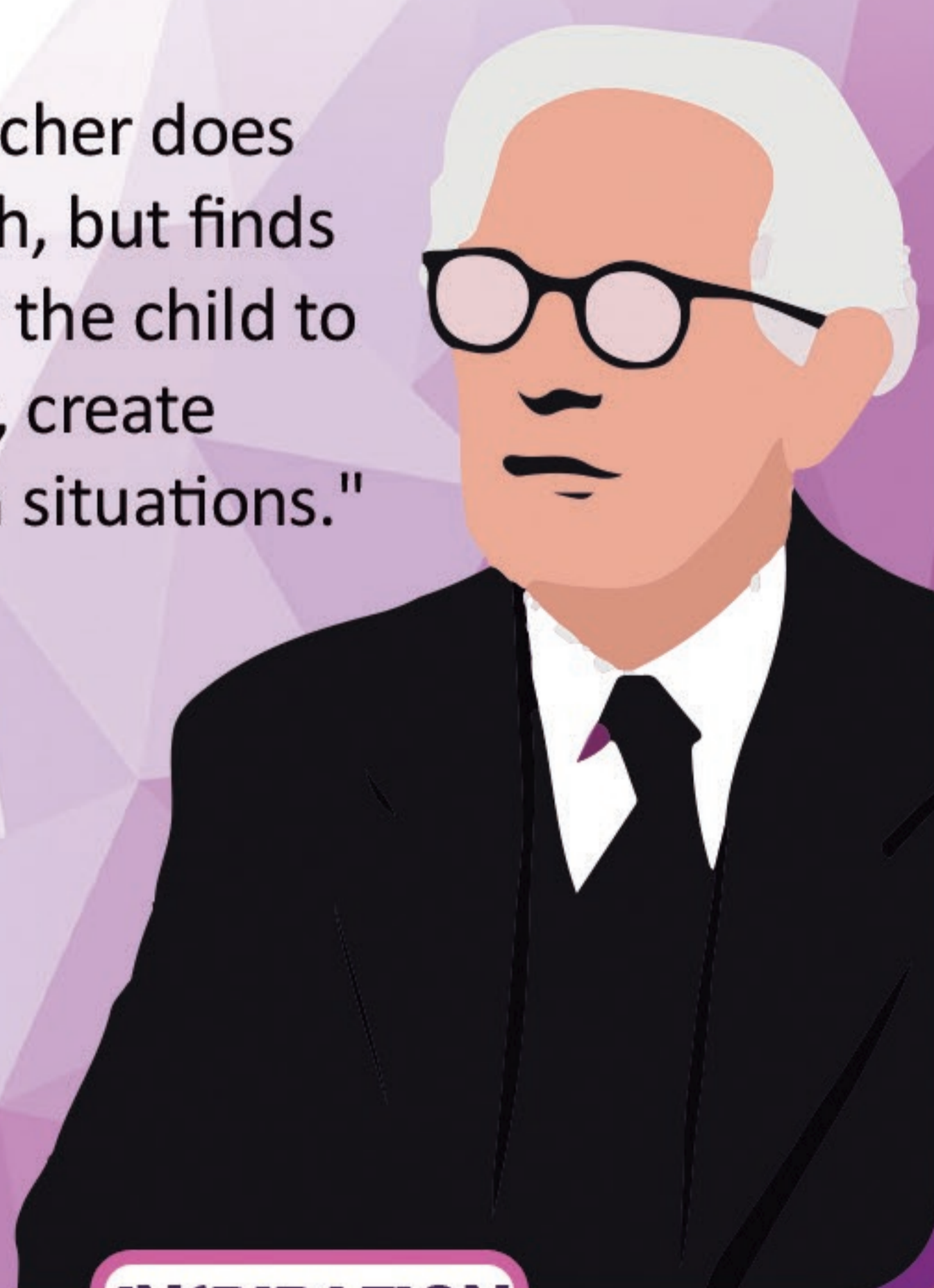
"Three actions give the student the possibility to surpass their teacher: asking many questions, remembering the answers, and teaching."



INSPIRATION

Jean Piaget

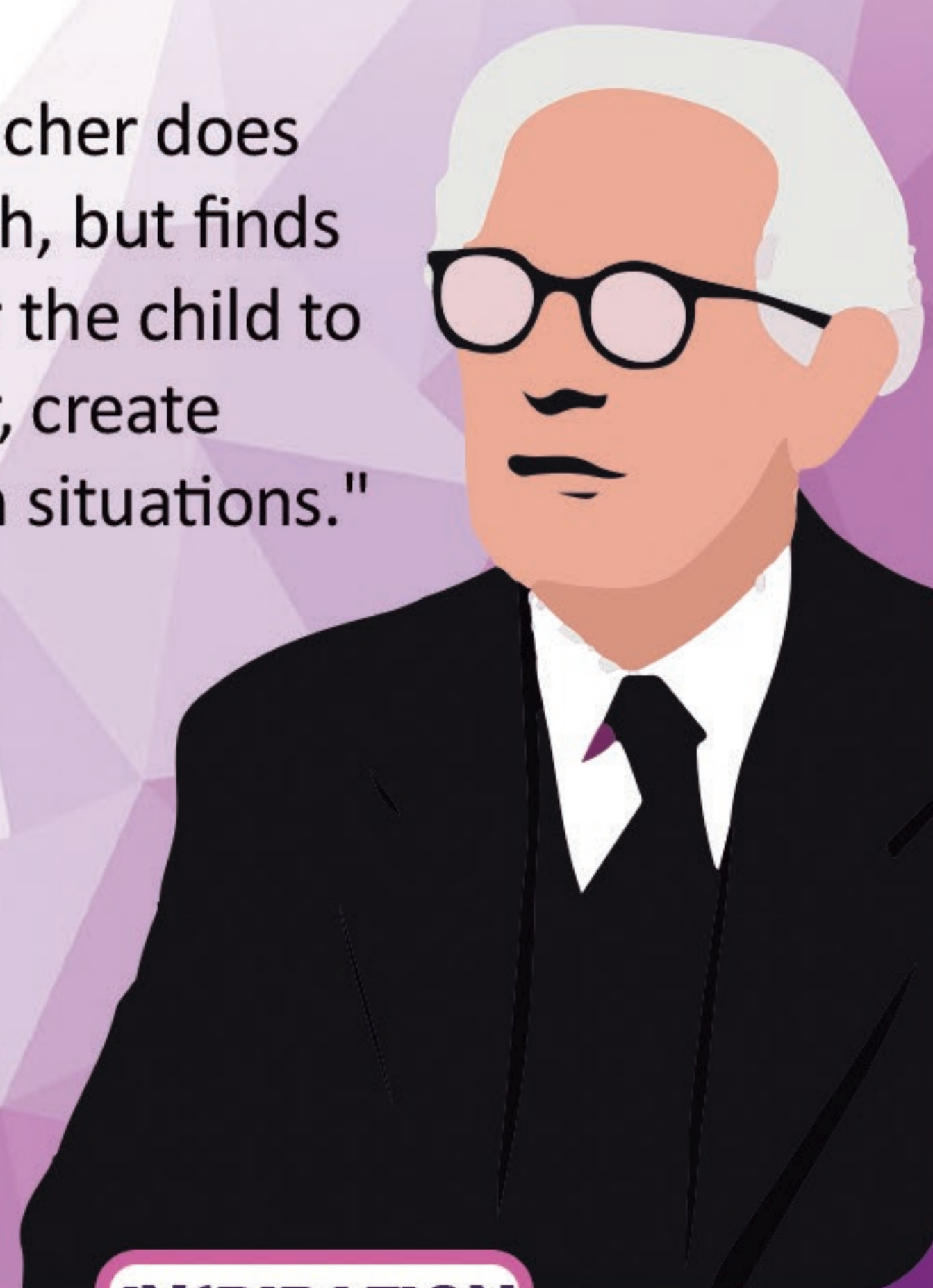
"The teacher does not teach, but finds ways for the child to discover, create problem situations."



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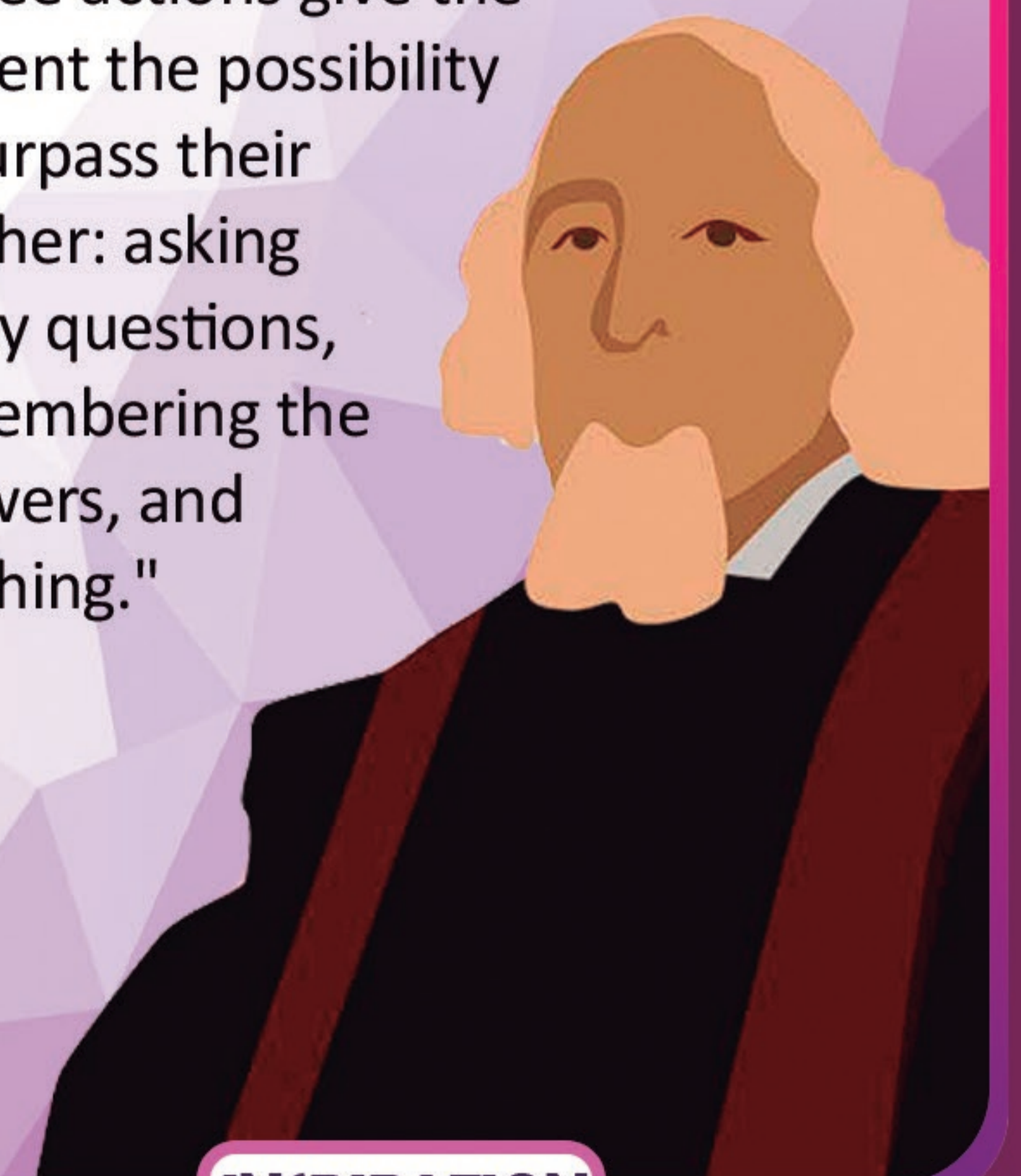
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Lev Vigotski

"In play, the child is always above their average age, above their daily behavior."



INSPIRATION

bell hooks

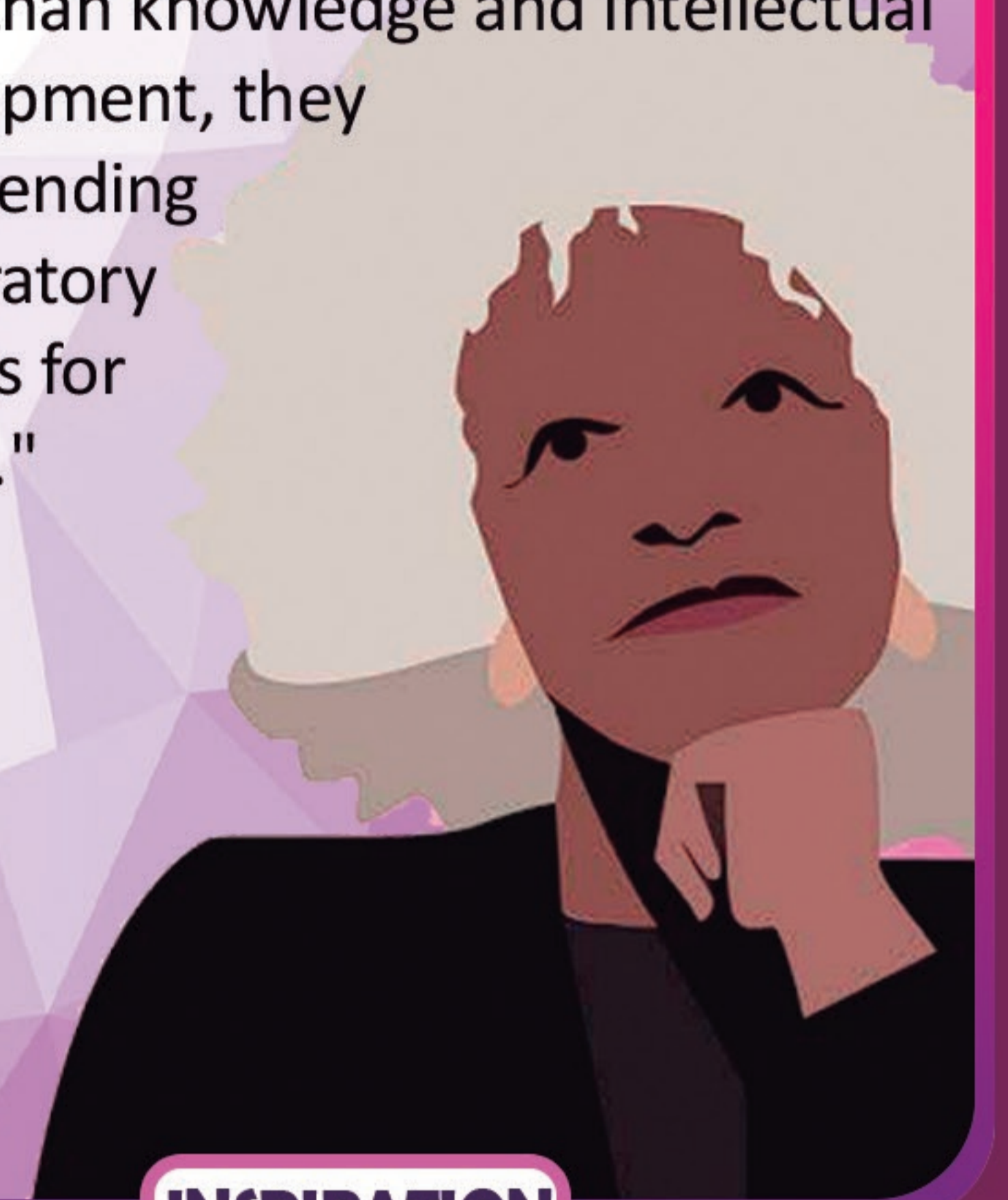
"Home was where I was forced to conform to what they expected I should be. School was the place where I could forget that self and, through ideas, reinvent myself."



INSPIRATION

Angela Davis

"When children attend schools that emphasize discipline and security more than knowledge and intellectual development, they are attending preparatory schools for prison."



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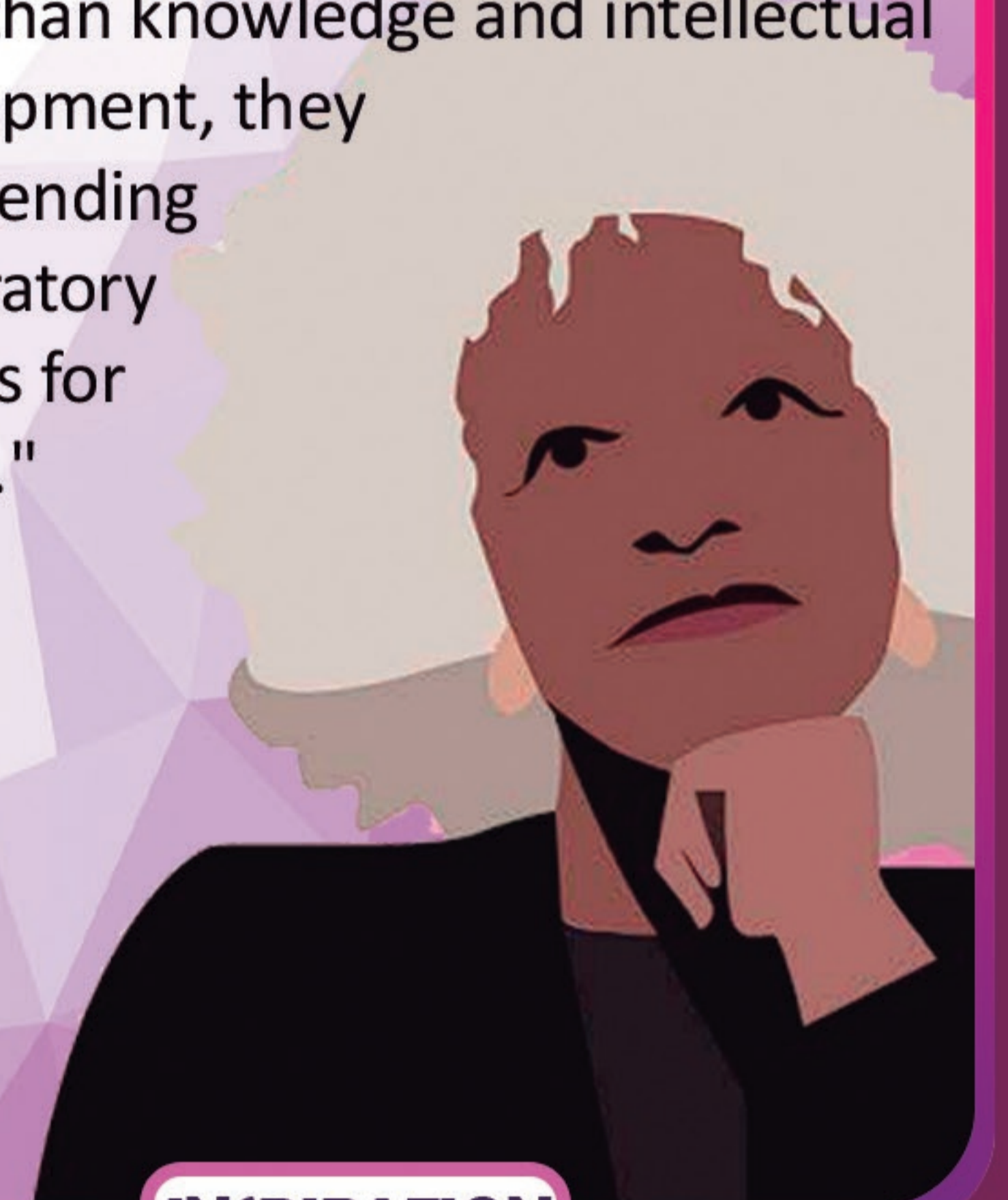
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Maria Montessori

"Never help a child in a task they feel capable of doing."



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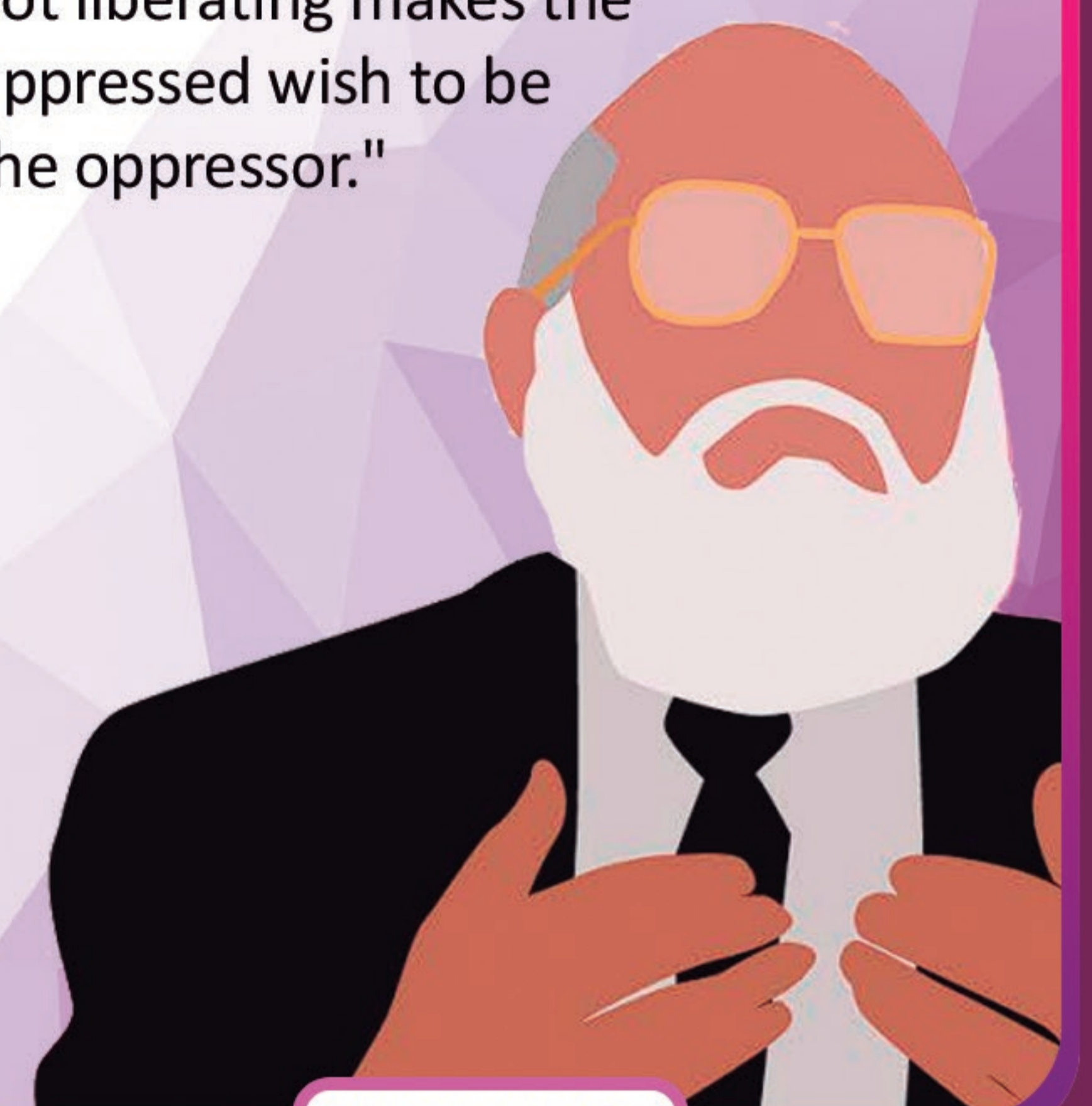
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INSPIRATION

Paulo Freire

"An education that is not liberating makes the oppressed wish to be the oppressor."



INSPIRATION



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INSPIRATION

Prof. Paulino Geography Class

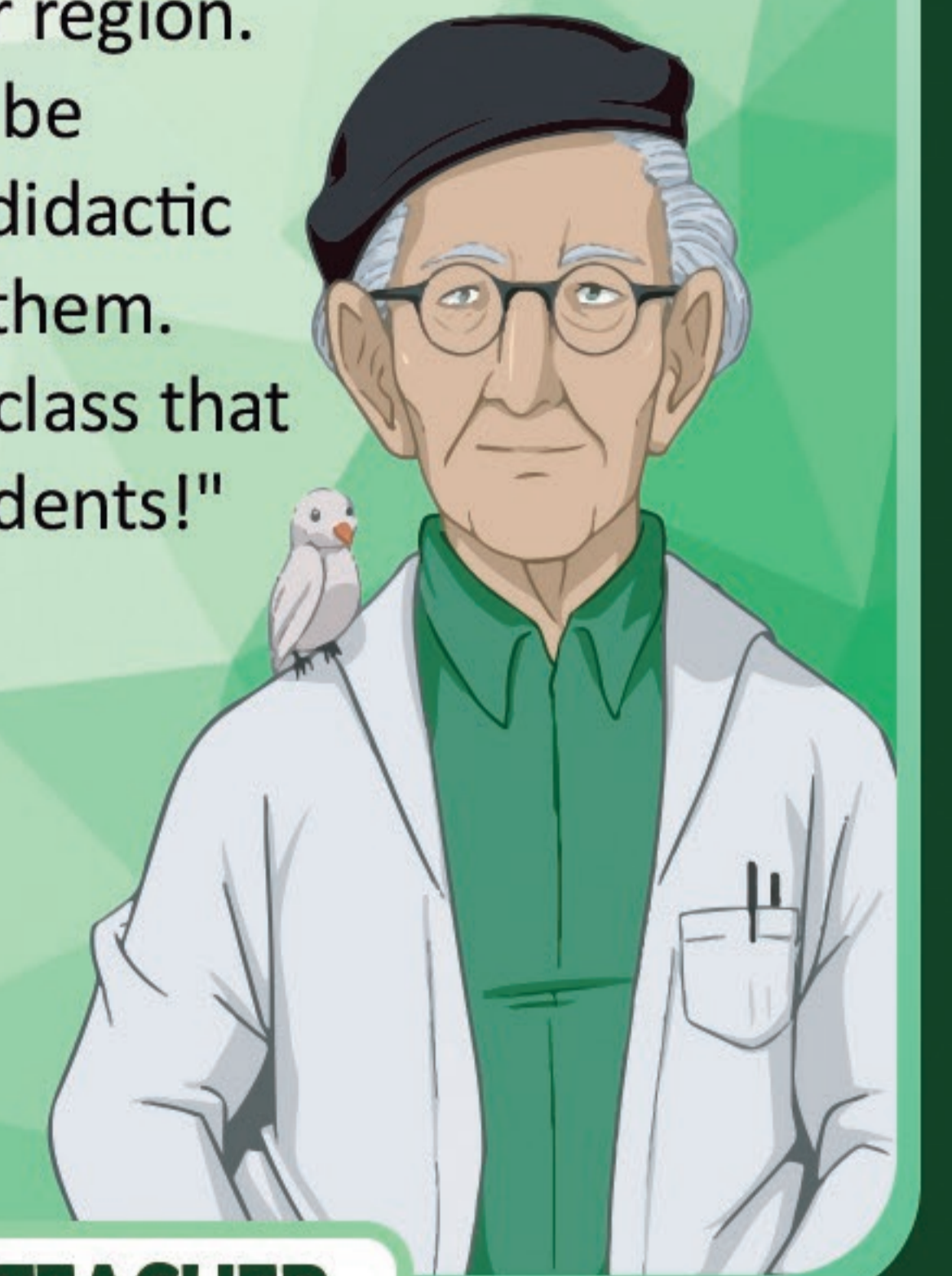
"I want to address how media coverage always has an ideological bias so that students can reflect critically on what they see and hear. I thought about doing a case study on the media coverage of the terrorist attack on September 11, 2001, on the twin towers, talking about geopolitics and showing different ways of reporting the same news."



TEACHER

Prof. Jean Biology Class

"I want to teach about bird anatomy! This way, students will be able to recognize the parts of their bodies and colors. I want them to be able to recognize local birds, that is, from our region. However, it will be difficult to find didactic material about them. Help me plan a class that involves the students!"



TEACHER

Prof. Alice Portuguese Language Class

"I want to teach about concrete poetry from the 1950s in Brazil. It transcends the notion of the traditional structure of poetry, valuing and innovating the visual form that the poem occupies on paper. Will this arouse the interest of the students?"



TEACHER

Prof. Vladimir History Class

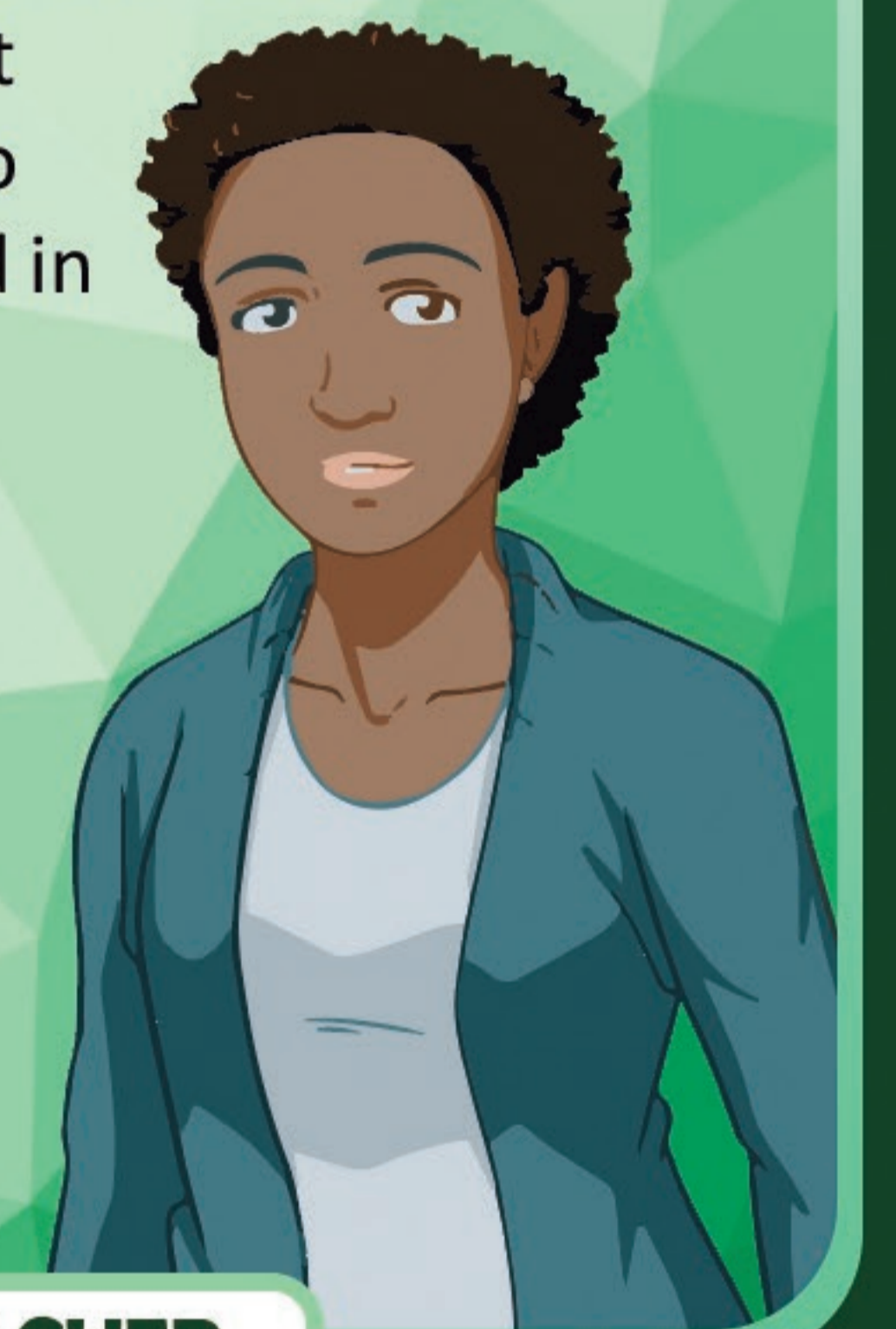
"I want to teach about the military dictatorship in Brazil. I have doubts about which media could help students not only understand the past but also reflect critically on democracy and human rights today. It's an interesting topic, and it should be easy to find material on it."



TEACHER

Prof. Antônia Math Class

"I need students to be able to do basic addition, subtraction, multiplication, and division, but I don't want them to memorize multiplication tables or anything like that. It seems so difficult to get them interested in practicing basic operations, but it's important!"



TEACHER

About

Comenius Pocket is a lesson planning game with media consisting of five missions. Each deck is designed to be played by a group of up to six people, in-person, over five rounds. The game has two modes, the PLAYER mode, and the CREATOR mode.

We recommend playing the PLAYER mode first. After five rounds, have the class create and play their own Comenius Pocket.

Player Mode

In PLAYER mode, teachers present a mission where they ask for help in planning their class based on a theoretical approach.

How to Play

A player (mediator) is responsible for reading the rules, distributing the cards, and facilitating discussions and evaluations.

The cards are divided into piles, facing down, separated by colors.

Each round consists of the following steps: 1. Round Challenge, 2. Planning, 3. Unexpected Event, and 4. Scoring.

The winner of each round earns an Inspiration card (in case of a tie, both players win).

The game ends after the 5th round. The winner is the one with the most Inspiration cards.

You can adjust the number of rounds according to the group's preference.

Have fun and good class!

Trainer's Manual

Comenius Pocket is a game designed to encourage teachers and future educators to reflect on their teaching practices.

If you are the trainer, we suggest that you familiarize yourself with the rules before using it in a class, course, or workshop. Playing with friends before introducing it in a professional setting is a good idea.

Consider the rules as a foundation, and as you become comfortable with the dynamics, feel free to make adaptations for your specific usage context. The game's objective is to foster contextualized dialogue about different ways to plan and execute a class in a fun and constructive manner. Your facilitation will be essential for the richness of the experience.

SCORING


 We recorded photos and videos of local birds. Students shared everything they created. 

 They searched for birds in the region and drew the ones they found. We even had an exhibition! 

 It was good to see images and videos, but it was difficult to find specific material about local birds. 

 Students learned without good reference images. It wasn't very good. 

SCORING

 As journalists covered a controversial episode at school and created various angles of the news. 

 We watched documentaries and reports on the attack. It led to great debates. 

 Students saw photos of the events and discussed geopolitics with colored maps. 

 Students learned without good reference images; it wasn't very good. 



SCORING

 We created a relay race for teams to do group calculations. The competition was lively! 

 Old techniques work if well planned. I excelled in the exercises. It was transformative! 

 I used apps, but numbers are abstract, and they got more distracted than anything. 

 It didn't work. Students almost fell asleep seeing numbers! 

SCORING



 Students recorded interviews with family members who lived through the dictatorship. They were quite emotional. 



 We simulated a protest against the dictatorship at school with student involvement and interest. 



 It was good to see images and videos, but even with the debate, they weren't as motivated. 



 I did a traditional class, but they didn't connect and weren't really interested. 

SCORING

 Students could create their concrete poems individually, which was very enriching. 

 Writing a collective poem is difficult. They wrote individually and exposed them at school. 

 With these media, students were able to visualize the poems! 

 Students used artificial intelligence, and I saw that it is necessary to educate for this possibility. 

Planning Tip

Your role will be to answer questions, guide the group, motivate players, and adapt the game to your context. Notice and guide the group if it becomes overly competitive or verbose.

Although the game was designed for groups of 3 to 5 players, it's possible for each pair or group of people to participate and make decisions as if they were a player, involving an entire class.

In larger classes, your facilitation will be even more crucial, especially to energize score adjustment negotiations.

The game includes only 5 teacher cards because the idea is to play a few rounds and then use the creative mode.

Educate **"WITH"** the media: use it as a didactic tool, as a support instrument for a teacher working in the classroom.

"FOR" or **"ABOUT"**: study the media, its language, characteristics, effects, modes of production, economic, cultural, and ideological conditions that influence its production. The goal is a critical understanding of the content of messages and also the practices it allows or encourages.

"THROUGH" the media: encourage the skill of production, an instrument of creation and authorship, in practical activities focused on students' protagonism.

(Cruz; Ramos, 2020)

Considering the presented problem, players should propose a good class and defend their planning within the group.

Creator Mode

In Creator Mode, players can write their own missions and create new cards, except for media cards. Each player or pair can create and facilitate the round with their proposal as many times as they want. The levels of teaching, themes, and contents of the new cards can be freely decided according to the context's interest, always maintaining the objective of planning the best class with Comenius Pocket's media.

1. Round Challenge

In each round, each player receives five blue cards (Media and Bonus).
Players decide which teaching level they will plan the class for.
The mediator picks a Teacher card and reads the request for help out loud.


2. Planning

Each player creates their plan with only ONE MEDIA (for example, board) or TWO if using the Multimedia Room card or the Dynamic Class card.

Players can add as many BONUS cards as they find suitable to support their class.

Bonus cards (for example, library) can be used to add more points to certain media, affecting all or some players.

3. Unexpected Event

In the Unexpected cards, the icon  lowers the score by one level.
Players can discuss how they would solve the problem brought by the unexpected event. The group decides whether these new solutions can or cannot change the final score.

4. Scoring

The mediator reads the mission evaluation on the back of the Teacher card. They read the scoring explanation for each media and the corresponding value icon for the plan.



COMENIUS POCKET



Learning and teaching can be fun! With Comenius Pocket, it is possible to reflect on the use of media resources in the classroom and prepare for teaching in a creative and playful way!



GAMECOMENIUS.UFSC.BR

Achievement:



VISIT THE WEBSITE NOW AND DISCOVER OUR GAMES!



Support:
CNPq
Conselho Nacional de Desenvolvimento Científico e Tecnológico



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Credits

Developed by the Edumídia research group, Center for Education Sciences at the Federal University of Santa Catarina, inspired by the digital game Game Comenius.

Producer: Dulce Márcia Cruz

Game design and creative direction:

Rafael Marques de Albuquerque

Art: João Laureth

Characters: Flavia Cristina Palla Ferrato.

Graphic design and revision: Claiton

Felippe Lucena

 FOR TEACHER TRAINING



20 - 40



3 - 5




14+

The group can discuss and collectively decide on adjustments to the score, considering the quality of the class proposals presented by the players compared to what was described on the Teacher card. The player with the highest score wins an Inspiration card, even in the case of a tie.

New Rounds

All used cards go back to the piles. Each player receives five new blue cards to start afresh each time. The steps are repeated until completing five rounds. The winner is the player with the most Inspiration cards.



In the Bonus cards, the icon  raises the score by one level.

Players place the chosen cards face down on the table.

After all players decide their actions, the cards are revealed.

Each player briefly explains how they intend to use the chosen media to teach a good class in that context.

3. Unexpected Event

After the presentation of all the plans, an unexpected event card is drawn and read.

The unexpected event can affect all or some players, depending on the card's description.



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