

E-LIVE tasks for virtual exchange consist of a sequence of subtasks organised in three phases: preparatory (pre-task), task performance (interaction) and post- task.



## SNAKES AND LADDERS

### TASK SUMMARY

Topic	Getting to know your partner through the game "Snakes and ladders". Ideal activity for the first meeting of the virtual exchange, as an icebreaker.
Target group CEFR level	Secondary/higher education B1-C2
Summary of activities	Participants play the classic game of "Snakes and Ladders", where each square of the game contains a question to get to know their partner and their culture better.
Learning objectives (intercultural, linguistic, technological and pedagogical)	Intercultural: Encourage interaction and get to know peers from different cultures better. Linguistic: To practice language skills in a playful context. Pedagogical: To develop communication and social skills.
Final product (expected outcome)	Recording Reflection
Tool suggestion	Digital version of the game "Snakes and Ladders" (Genial.ly), videoconferencing platform.
Has the task been tested?	Yes
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TASK PREPARATION	
Task elements	Description of pre-task activities
Preparing for the meeting with VE partner	Familiarisation with the game: understand the rules of the game and how it is adapted to the task. Preparation of questions: formulate a set of questions to get to know the partners better that can be used in the free question boxes.
Familiarisation with tools	If it is the first time, teachers organise a tutorial on how to access BBB via Moodle. It is also a good idea to make sure that the interactivity with the Genial.ly application is clear.

TASK PERFORMANCE (INTERACTION)	
Task elements (steps of the interaction)	Description of activities
Video communication interaction while playing "Snakes and Ladders".	Participants play the traditional "Snakes and Ladders" game on a digital platform. By landing on a square, the player answers a personal or cultural question to get to know his or her partner better. The game takes place in a relaxed atmosphere, encouraging conversation and cultural exchange. Interaction and dialogue are encouraged during the game.

POST-TASK	
Task elements	Description of post-task activities
Reflection and evaluation	Once all students have had the sessions with the game, the teacher organises a debriefing session to: Reflect on what they have learnt about their classmates and their culture. Discuss how the game has contributed to linguistic and cultural learning. Evaluate the experience in terms of social interaction and communication. Share impressions of the game and the answers given.

## E-LIVE task: Snakes and ladders

Digital dashboard

<https://view.genial.ly/660c451044c731001522d266>

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