Esports as Accelerator for Social Inclusive Education

LESSON

THE GIT ADVENTURE

AUTHOR

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CODEARTS SOLUTIONS

THE GIT ADVENTURE

The Git Adventure introduces version control through a collaborative mission in which learners recover and organise a shared codebase. Students practise cloning, committing, branching, merging and pull requests while seeing immediately how individual changes affect the whole team.

Subject and level

Advanced VET learners in Web Development and IT Systems who are beginning to work with collaborative repositories. The activity develops practical Git fluency alongside the communication habits expected in professional software teams.

Connection to curriculum

The activity supports outcomes related to source control, collaborative development, software documentation and safe change management. Learners apply versioning concepts in a realistic workflow and connect technical actions with traceability, peer review and continuous integration practices.

Didactic and pedagogic considerations

A mission-based structure encourages experimentation without turning mistakes into failure. Immediate repository feedback, peer support and teacher checkpoints help learners construct an understanding of Git from consequences rather than memorising isolated commands.

Time estimate

2 hours

THE GIT ADVENTURE

Group size

20-25 students

Overall introduction to exercise

Students work as development teams moving through a sequence of repository checkpoints. Each checkpoint requires a concrete action - clone, branch, commit, review, resolve a conflict and merge - before the team can progress. The activity combines individual responsibility with a shared final release.

The exercise is designed to make version control visible as a collaboration system. Beyond command syntax, learners experience why clear commit messages, small changes, review and communication reduce risk in real development projects.

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Exercise as presented to the students

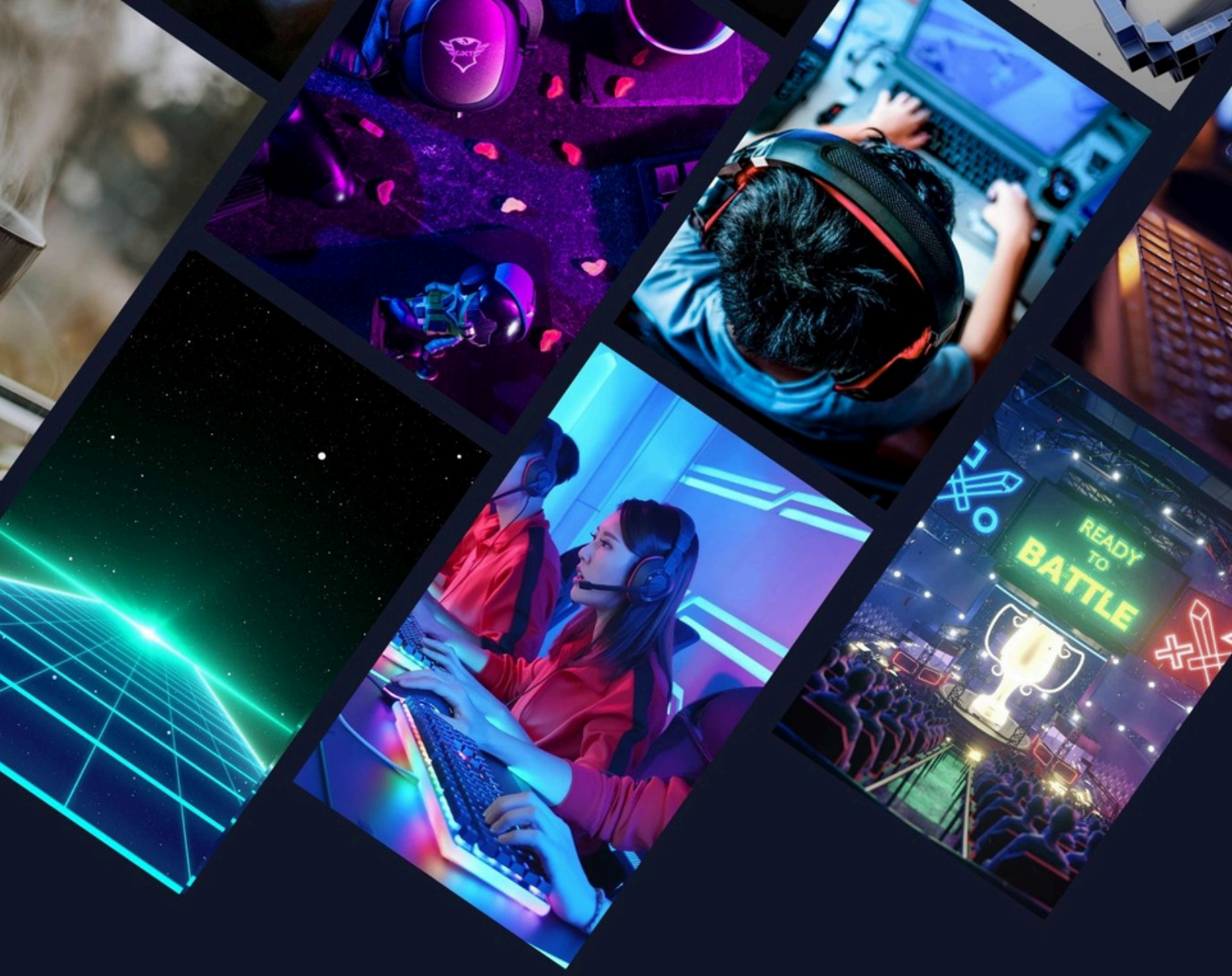
The session began with a short briefing in which students joined a fictional open-source rescue mission. The class was divided into four development teams, each responsible for one branch of a shared repository. A five-minute diagnostic quiz refreshed the meaning of commits, branches, merges and pull requests before the practical work started.

Each team cloned the repository and received mission cards containing realistic tasks: create a feature branch, make a controlled change, write a meaningful commit message and open a pull request. Later cards introduced deliberately conflicting edits and an outdated branch. Students had to use the command line, inspect the history and document the commands they used in a short Markdown mission log.

The teacher acted as project maintainer. Pull requests were reviewed in real time and could be accepted, returned for changes or temporarily blocked if the history was unclear. Teams communicated through repository issues and short stand-up conversations, so learners experienced that Git decisions depend on coordination as much as technical knowledge.

In the final phase, all branches had to be integrated into a stable main branch following a simple release checklist. Each group then showed its branch graph and explained one conflict, one mistake and the action used to recover from it. This made recovery commands and conflict resolution concrete rather than theoretical.

The closing reflection focused on what made collaboration easier: small commits, descriptive messages, regular pulls and clear ownership of tasks. Every student completed a full Git workflow and left with a reusable repository that could be revisited in later modules. The exercise therefore assessed both technical control of Git and professional habits such as communication, accountability and peer review.



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