

# Objectives Breakout

Program Objectives create the foundation for program direction and accreditation, Course Objectives point everyone to the main skills to be learned in each course, and module/unit objectives define the smaller pieces of learning needed within the course to reach the course objectives!

However writing these objectives can be challenging, especially when it comes to writing the most effective objectives that are **one** measurable skill that is **not** an activity.

This breakout game will help you chart a path to more objectives that are easy follow and see key points within a course and skills learned within a program in

These concepts, whether old or new, may serve as confirmation your program/course is on a path to success or they may challenge you to strive for new heights.

New Game



# Game Introduction

The goal of this game is to provide an example of an informative, learning type escape room vs. a concepts practice escape room. In this game you will see concepts reviewed quickly then complete a challenge to collect a number you'll need later.

Escape rooms can be as easy or hard as you'd like them to be. They can be built through Google forms in the Google Suite, through a program like Genial.ly where this one was built, or in a design tool like Storyline for example.

This escape activity will remember where you left off if you use the same computer and browser and have your cookies turned on. So you can play all in one session or come and go as you wish. If you know the concepts it takes about 5 minutes to play, if you're not as familiar.... well that depends.

Got Ideas? Got Questions? Need Answers? Find an instructional designer and hollar out, **Hey ID**.... to get help with brainstorming while building interactive content.

Ready to play?

Let's Go!

Pod

REINIT-VARIABLE  
(à grouper avec une zone

QR

REINIT-VARIABLE  
(à grouper avec une zone

Video

REINIT-VARIABLE  
(à grouper avec une zone

Blog

REINIT-VARIABLE  
(à grouper avec une zone

Port

REINIT-VARIABLE  
(à grouper avec une zone

variable

REINIT-VARIABLE  
(à grouper avec une zone de



# How To Play

Collect **numbers** for each tile by completing each challenge, then enter the numbers, in order, in the final section to reach your objective for this game, to breakout!. This is a learning/activity breakout, we suggest going in order, but where you go is really up to you!



Introduction



**01** Quiz



**02** Find!



**03** Correct image



**04** Follow the series



**Reward**



## INTRODUCTION







# QUIZ

Quizzes and multiple choice exams focus on remembering, recall, and . Although these are low level Bloom's Taxonomy verbs, and not ideal for end of course assessments, they are an ideal way to review elementary concepts to ensure understanding before moving on to activities and assessments that require higher level thinking. Think of the video you just

- watched as a short lecture. What can you remember from this introductory video? Answer • the following questions to collect the first number you'll need to break out later in the game!



START



## QUIZ

QUESTION 1/5

**Deep Learning Builds New \_\_\_\_\_ In The Brain**

Understanding

Shelves

Neural Pathways



## QUIZ

✓ RIGHT!



**Explanation:**  
That's Correct! Deep learning builds a new neural pathway in our brains.



NEXT



## QUIZ

QUESTION 2/5

**When a concept or skill is used repeatedly and in different ways the neural pathways \_\_\_\_\_, which facilitates transfer to long term memory.**

grow stronger and  
myelinate

shrink to make room  
for more knowledge

...



## QUIZ

✓ RIGHT!

### Explanation:

Yes! Animals are born with a myelinated neural pathway already in place that enables them to walk and run within hours. It takes hours of practice for we humans to learn to stand, walk and eventually run. It takes time for use to myelinate that same type of neuropathway. However, there are many other things we can do and learn to do that they cannot... thankfully!



NEXT



## QUIZ

QUESTION 3/5

**The strongest motivators are...**

Intrinsic - because I  
want to....

Extrinsic - I get  
something for doing it.

Fear and threats of  
humiliation..



## QUIZ



RIGHT!

### Explanation:

Yes! As adults we are most engaged through intrinsic motivation. Key pieces are things that connect to our world, learner choice, and\_\_\_ Activities that keep us coming back to continue trying until we get it engage and keep us going.



NEXT



## QUIZ

QUESTION 4/5

**A well used neural pathway becomes \_\_\_\_\_, which means concepts can be recalled faster and more easily when they are needed.**

superconducted

myelinated

worn out





## QUIZ

✓ RIGHT!



### Explanation:

Exposure to concepts in multiple ways and use of concepts in multiple ways strengthens the neural pathways which leads to deeper understanding and transfer to long-term memory. However, the use it or lose it concept will always apply!



NEXT



## QUIZ

### QUESTION 5/5

Transfer to long-term memory is a byproduct of using information to strengthen neural pathways. To facilitate opportunities for this to happen consider using the following when designing your training/course

Assessments

Activities

Quizzes



## QUIZ

✓ RIGHT!



### Explanation:

The more exposure to concepts in different ways and the more opportunities to use the information, the easier it is to digest and then transfer information to long-term memory where we can recall and use it effectively over time!



NEXT



## QUIZ

**✖ ERROR!**

**Wrong!**

Oops, but we get it.

You saw a quick lecture on what might have been some new information.

It can be very difficult to absorb, retain, and use information we see once quickly. This is a great thing to consider when creating a course.

Exposing learners to information in different ways and facilitating use of the information in different ways is key to retention! .



**TRY AGAIN**



## INTRODUCTION





# FIND!

There are three screens with verbs and phrases hiding in the dark.  
The quest is to find and select the measurable verbs or statements you discover.

Click only on those that are correct.

Best of luck as you search through the darkness to find the light!  
You'll likely want to use the Bloom's Verbs objectives resource, linked below, to make this activity easier.



Bloom's  
Taxonomy  
& some  
Bloom's  
verbs



CLICK ONLY ON THE CORRECT STATEMENT 1/3

Illustrate is a measurable  
verb

You can drag the light to  
search through the  
darkness

Value is a measurable  
verb

Appreciate is a  
measurable verb





CLICK ONLY ON THE CORRECT STATEMENT 2/3

Debate is a  
measurable verb

You can drag the light to  
search through the  
darkness

RIGHT!







CLICK ONLY ON THE CORRECT STATEMENT 3/3

RIGHT!

You can drag the light to  
search through the  
darkness





ERROR!



**Gotcha!**  
That one's not easily measured.

TRY AGAIN



## INTRODUCTION

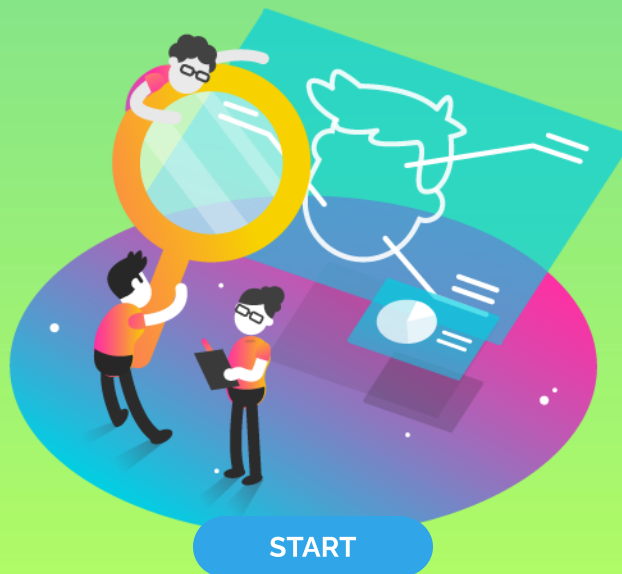




# MEASURABLE OBJECTIVES

In the following questions you will see two sentences;  
a measurable objective describing the skill to be learned and  
a less desirable sentence that includes activity language, more than one focal point,  
or potentially confusing language.

Choose the measurable objective with a single skill that students would learn in the module or course.





## SELECT THE MEASURABLE OBJECTIVE

A decorative graphic consisting of a dark blue vertical bar on the left, a lighter blue triangle pointing right from its center, and a thin grey line extending from the tip of the triangle down to the bottom.

### Option 1

Design a teaching portfolio aligned with industry standards.

A decorative graphic consisting of a dark blue vertical bar on the left, a lighter blue triangle pointing right from its center, and a thin grey line extending from the tip of the triangle down to the bottom.

### Option 2

Design a culminating teaching portfolio aligned with industry standards.



## QUIZ

### Option 1

Design a teaching portfolio aligned with industry standards.



RIGHT!

### Option 2

Design a culminating teaching portfolio aligned with industry standards.

### Explanation:

Often less is more, more clear that is.

The simple change of removing the word *culminating* simplifies the objective to point to the skill itself, *designing a portfolio*. This makes the objective easier to read and understand. The fact that the portfolio will encompass items from the entire course will be evident through the assignment language itself.

Also, industry standards change, this objective opens the door for changes through updating the language in the assignment itself vs. needing to adhere to timelines for updating Course or Program Objectives in the course or program catalogs, if this were a course or program objective.

NEXT



**ERROR!**



TRY AGAIN



## SELECT THE MEASURABLE OBJECTIVE

### Option 1

Utilize multiple sources to identify public policy issues and social issues affecting the field of “x”.

### Option 2

Identify public policy issues and social issues affecting the field of “x”.

RIGHT!





## QUIZ

### Option 1

Utilize multiple sources to identify public policy issues and social issues affecting the field of "x".



RIGHT!

### Option 2

Identify public policy issues and social issues affecting the field of "x".

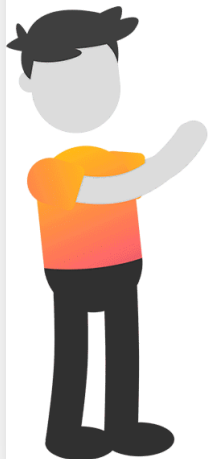
### Explanation:

The introduction to the objective that included *utilize multiple sources to...* opens by including language describing how you want them to do the thing you want them to do, which is Identify public policy issues and social issues affecting the field of "x".

Utilizing multiple resources is descriptive of how you want them to complete the assignment and it should go in the assignment vs here in the objective.

Therefore your selection of *Identify public policy issues and social issues affecting the field...* is more clear and contains a single measurable verb - identify.

NEXT





**ERROR!**



TRY AGAIN



## SELECT THE MEASURABLE OBJECTIVE

### Option 1

Interpret perspectives of participants through an interview, questionnaire, or social media posts.

### Option 2

Interpret perspectives of participants in social research.

✓ RIGHT!



## QUIZ

### Option 1

Interpret perspectives of participants through an interview, questionnaire, or social media posts.

### Option 2

Interpret perspectives of participants in social research.



RIGHT!

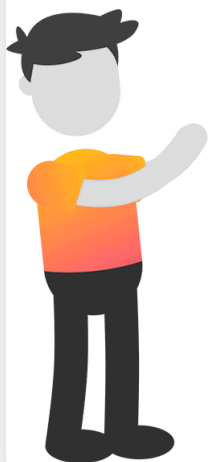
### Explanation:

This is another example where the 'how' has been included in the objective.

By pruning it down to the skill *interpreting perspectives* we broaden the objective itself to allow for multiple ways for gained knowledge to be proven, yet still point to the critical skill of being able to interpret perspectives.

The *where or within* language in the other objective are the what/who/how that the learner will need when they are working on the assignment.

NEXT





**ERROR!**



**TRY AGAIN**



## SELECT THE MEASURABLE OBJECTIVE

A decorative graphic consisting of a dark blue vertical bar on the left and a lighter blue triangle on the right, both pointing towards the center.

### Option 1

Identify sub-issues that underlie major policy and social issues.



RIGHT!

A decorative graphic consisting of a dark blue vertical bar on the left and a lighter blue triangle on the right, both pointing towards the center.

### Option 2

Demonstrate deepening understanding of the issues by identifying sub-issues.



## QUIZ

### Option 1

Identify sub-issues that underlie major policy and social issues.



RIGHT!

### Option 2

Demonstrate deepening understanding of the issues by identifying sub-issues.

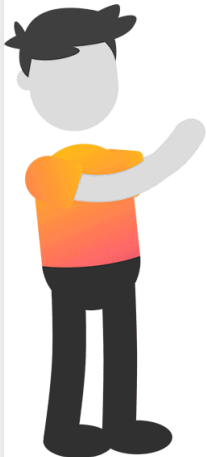
### Explanation:

Two verbs are used in this objective, demonstrate and identify. A strong objective contains **only one focal point.**

In addition, *demonstrate deepening understanding*, is similar to *demonstrate an understanding* which is difficult to measure.

By placing the measurable verb first and trimming the objective down to *Identify sub issues* we have a clear objective, the detail on the how they are gaining deep understanding helps explain requirements of the assignment itself.

NEXT





**ERROR!**



**TRY AGAIN**





## SELECT THE MEASURABLE OBJECTIVE

### Option 1

Prepare a professional presentation.

### Option 2

Integrate academic journals into conducting research and prepare a professional presentation.



RIGHT!



## QUIZ

### Option 1

Prepare a professional presentation.



RIGHT!

### Option 2

Integrate academic journals into conducting research and prepare a professional presentation.

### Explanation:

This example incorporated what might be broken into a series of objectives; a Module Objective that ties to a Course Objective, which points to a Program Objective. We refer to this as aligned objectives.

At a minimum there are two objectives in one. If *integrating academic journals* into presentations is a foundational skillset we might consider it a Program Objective.

If the ability to *design a professional presentation* is a required skill, a course objective could read *prepare a professional presentation* with instructions to call upon academic journals in the assignment language

If the ability to deliver the presentation is also a focal point, a subsequent module objective and associated assignment could be to Deliver a professional presentation.

NEXT





**ERROR!**

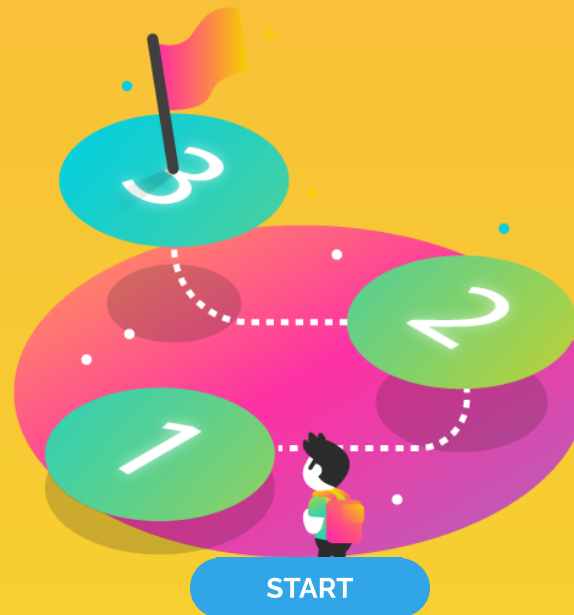


**TRY AGAIN**



# COGNITIVE LEVELS

Bloom's taxonomy places measurable verbs in levels according to cognitive weight. The deeper the understanding required the higher in the taxonomy the verb is placed. To review - levels 1-2 are good for new concepts, recalling, or entry level understanding. True deep learning comes from projects stemming from verbs used in levels 5-6. In this next activity you will be asked to place the verb/skill showcasing deepest learning at the end of the list . Did you print out that job aid that was referenced on the lecture video, hint, hint... ?





# CHOOSE THE LEVEL 6 BLOOM'S ACTIVITY

**Bloom's**

Level 01

Level 02

Level 03

Level 04

Level 05

Level 06

**Identify**  
the notes  
in a  
harmonic  
minor  
scale.

**Classify**  
types of  
musical  
scales.

**Articulate**  
the  
difference  
between  
scales.

**Show** the  
relationship  
of one type  
of scale to  
another .

**Compare**  
various  
types of  
scales.

?

Drag assignment for the next level of cognitive learning to the empty box:

**Compare**  
various  
types of  
scales.

**Compare**  
various  
types of  
scales.

**Compose** a  
short piece  
using a minor  
scale/key.



# CHOOSE THE LEVEL 6 BLOOM'S ACTIVITY

Bloom's

Level 01

**Identify**  
the notes  
in a major  
scale.

Level 02

**Classify**  
types of  
musical  
scales.

Level 03

**Articulate**  
the  
difference  
between  
scales.

Level 04

**Show**  
types of  
scales to  
others .

Level 05

**Compare**  
various  
types of  
scales.

Level 06

**Compose** a  
short piece  
using a  
minor  
scale/key.

## Correct!

Level 6 focus' on using the information in a new way. Composing, or writing, a piece of music falls in this cognitive level.



ERROR!

✕ ERROR!



**Wrong!**

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat.

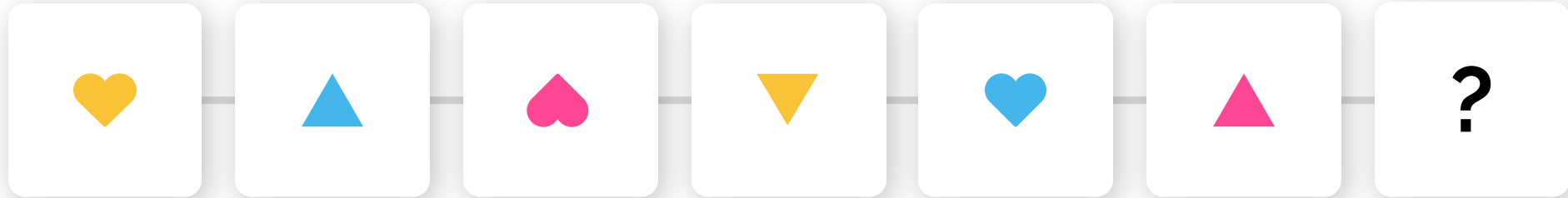


TRY AGAIN



# CHOOSE THE LEVEL 6 BLOOM'S ACTIVITY

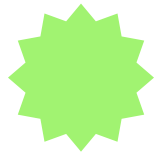
RIGHT!



Choose the correct shape:



Option 01



Option 02



Option 03



Option 04



Option 05



Option 06





# CHOOSE THE LEVEL 6 BLOOM'S ACTIVITY

Bloom's

Level 01

**Identify**  
the notes  
in a major  
scale.

Level 02

**Classify**  
types of  
musical  
scales.

Level 03

**Articulate**  
the  
difference  
between  
scales.

Level 04

**Show**  
types of  
scales to  
others .

Level 05

**Compare**  
various  
types of  
scales.

Level 06

**Compose** a  
short piece  
using a  
minor  
scale/key.

## Correct!

Level 6 focus' on using the information in a new way. Composing, or writing, a piece of music falls in this cognitive level.



ERROR!

✕ ERROR!



**Wrong!**

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat.



TRY AGAIN



GREAT!

THE FIRST NUMBER IS:

7

[BACK TO INDEX](#)







GREAT!

THE THIRD NUMBER IS:

9

[BACK TO INDEX](#)





GREAT!

THE FOURTH NUMBER IS:

2

[BACK TO INDEX](#)



# Activities Breakout

We have been talking about activities and objectives in this learning breakout game. We started with the importance of activities in learning, moved to seeing some key points to measurable objectives, and now it's time to return to activities, but this time in the form of what might be used as an assessment using the higher level Bloom's verbs. Consider using some of these in the next course you build.

The next activity is a true online breakout room. In this room you'll need to search around to find all of the activities in the instructor's office. Once you do, you'll receive the last number you need to break out of the game.

GO!





Joy





# Podcast Episodes

Podcasting is easy, free, and a great way for you to introduce or reinforce key points from a lesson or module.

You can also use short poscast episodes as an activity for students to summarize what they learned each week, and then even have the episode to a discussion board for peers to comment on.

Or ask them to create a longer podcast as episode 1 of a series of podcasts wherein they summarize key points from the course as an overview of *what's coming in future podcasts*. Of course they won't actually do all the future podcasts but it's an engaging way to showcase learning, and an interesting format for you for grading.



[Click To Collect Podcast Activity](#)



# QR Code Assignment

QR codes are great for quick access to information an easy way to next additional information, pictures, etc., into an essay, game, blog, or any other type of assignment you can imagine.

They are free and easy to create. How creative can you be?

QR





# Portfolio Projects

Portfolios requests are starting to show up in job postings, especially for programs where work examples are key to showcasing skills.

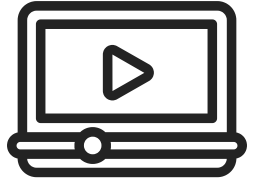
Wordpress and Wix , for example, offer templates that are easy to use and free!

Consider a portfolio for your course as a final project wherein students upload their assignments and contribute to a reflective blog. By the end of the course you have a final project that is a permanent record of learning for them.

Level up your program through the introduction of a portfolio in the freshman year that students build upon in each course. In their senior year they can then decide which pieces to keep as public examples of their learning!

Port





# Video Assignments

Videos can be recorded anywhere with the use of a smart phone, then easily uploaded to an assignment. Short or long, professional or as a portion of field work this type of activity has a lot to offer.

Assigning, or providing the option, of a video requires students to use a number of skills that are becoming more and more common in the workplace.

Include a group component as a final presentation for a collaborative project to practice work place skills that will help students rise above the competition!

Video





# Blog

Blogging is a great way to reflect on life or learning. Students collecting their learning in private blog they share with you gives them permanent access to information learned far into the future. Provide a shorter word count to encourage concise reflections, another great skill to take forward into the work place and also quick reading for grading or leave it ungraded as an activity with a complete/incomplete status.

Consider have them post their blog link to a discussion board and then read an comment on a couple of peers. Now that's engaged learning.

Blog



# Serious Games

Learning games, or serious games, are focused on reinforcement of skills. They are not usually a graded assessment but rather a place to practice skills learned in a fun and engaging way. Through trying and failing, we learn more than we realize. By making it challenging and fun, learners return. As we continue to return to conquer the game the learning is reinforced as we practice and this facilitates transfer to long-term memory. The key is making it challenging enough to keep them coming back, but not too easy or it won't be interesting.

This learning game included both learning and easier game elements to showcase what can be done in learning as you experienced some different activities. We hope you choose to try a simple gamified activity, like Jeopardy for example, to reinforce concepts. Have your students share their Jeopardy score and which questions stumped them in the week's discussion board!

Joy





## ENTER THE SECRET CODE HERE

### Congratulations!

This break out room knows who you are and that you broke out!

Your prize.... an interactive game for your course. Choose from the following and email us, [design@nmsu.edu](mailto:design@nmsu.edu), to redeem your choice. Click each one to try them out and select the one that works for your course.

- 1. Jeopardy Game**
- 2. Bicycle Board Game**
- 3. Magical Flip Cards**



# Function Box Election

**Au choix mais obligatoire dans la page.**

Fonction à placer dans chaque page utilisant le TAKIT.

FONCTION-TAKIT  
POUR 1 SESSION

**ou**

FONCTION-TAKIT  
MULTI SESSIONS

L'état des variables est conservé d'une session à l'autre (même navigateur)

# Instructions

Tous ces éléments peuvent être dupliqués.

Ils doivent être groupés avec une zone de texte **contenant le nom de la variable.**

Peuvent être groupés avec un objet Genially à **l'exception d'une autre zone de texte !**

All of these items can be duplicated

They should be grouped with a text box **containing the variable name.**

Can be grouped with a Genially object **except for another text box!**

variable

ON-visible si variable à OK  
Duplicable  
A grouper avec un objet à afficher et une zone de texte contenant le nom de la variable

Affiche le groupe si la variable est OK

*Shows the group if the variable is OK*

variable

OFF-Invisible si variable à OK  
Duplicable  
A grouper avec un objet à faire disparaître et une zone de texte contenant le nom de la variable

Cache le groupe si la variable est OK

*Hide the group if the variable is OK*

variable

VARIABLE-OK  
(à grouper avec une zone de texte contenant le nom de la variable)

Bouton pour mettre la variable à OK

*Button to set the variable to OK*

variable

SUPPR-VARIABLE  
(à grouper avec une zone de texte contenant le nom de la variable)

Bouton pour réinitialiser la variable

*Button to reset the variable*

variable

REINIT-VARIABLE  
(à grouper avec une zone de texte contenant le nom de la variable)

Réinitialise automatiquement la variable (peut être remplacé par AUTOFF

*Automatically resets the variable (can be replaced by AUTOFF*



# Function Box Election

*Choose one for first slide. To return mid game and pick up where they left off with the same computer and browser choose orange, otherwise choose yellow.*

*Shows the group if the variable is OK*

See Previous Slide

FONCTION-TAKIT 050421  
POUR 1 SESSION

*Hide the group if the variable is OK*

*Button to set the variable to OK*

*Button to reset the variable*

*Automatically resets the variable (can be replaced by AUTOFF*

# DNDoo

## NOUVEAUTES - depuis version 1.4 du 05/11/20

Trois éléments **facultatifs** ont été ajoutés *Three optional items have been added.*

CHECK button

VERIFICATION

CORRECTION

Negative global feedback: duplicable element to be grouped with a Genially object which must appear in the event of a false response. *Only works with the CHECK button*

WRONG\_ON

WRONG\_TEMP

**La fonction DNDoo a également été modifiée**  
the DDoo function has also been changed

FONCTION DNDoo

Bouton de vérification **retirant la validation automatique** : *Verify button removing automatic validation*

- Affiche les feedbacks individuels et feedbacks globaux. *Shows individual feedbacks and global feedbacks*
- Affiche, en cas d'erreur, le feedback négatif WRONG\_ON. *Displays in the event of an error, the negative feedback WRONG\_ON*
- Remplace les objets et cibles à leurs positions d'origine en cas d'erreur (si correction présent). *Replaces objects and targets to their original positions in case of error (if correction present)*

Variable facultative permettant de corriger les erreurs en remplaçant cibles et objets à leurs positions d'origine. *Optional variable to correct errors by returning targets and objects to their original positions*

Negative global feedback: duplicable element to be grouped with a Genially object to appear in the event of a false rest. Only works with the CHECK button

Feedback global négatif : élément duplicable à grouper avec un objet Genially devant apparaître en cas de réponse fausse. **Ne fonctionne qu'avec le bouton VERIFICATION**

Feedback global négatif : élément duplicable à grouper avec un objet Genially devant apparaître temporairement (3s) en cas de réponse fausse. **Ne fonctionne qu'avec le bouton VERIFICATION**

*Negative global feedback: duplicable element to be grouped with a Genially object which must appear temporarily (3s) in the event of a false response. Only works with the CHECK button*

OBJET1

Élément OBJET à grouper avec un objet Genially.  
Les duplicatas d'objets sont interchangeables.

Element OBJECT to group with a Genially object. Item updates are interchangeable

CIBLE1

Élément CIBLE à grouper avec un objet Genially.

TARGET element to group with a Genially object

**FEEDBACKS (éléments facultatifs)**

Element ON to be grouped with an object in Genially which will appear if a correct response is given. Non-reversible display - Reset Poster

ON1

Élément ON à grouper avec un objet Genially  
devant apparaître en cas de bonne réponse.  
Affichage non réversible - Reste affiché.

OFF1

Élément OFF à grouper avec un objet Genially  
devant disparaître en cas de bonne réponse.  
Affichage non réversible - Reste masqué.

ONOFF1

Élément ONOFF à grouper avec un objet Genially  
devant apparaître en cas de bonne réponse.  
Affichage réversible.

OFFON1

Élément OFFON à grouper avec un objet Genially  
devant disparaître en cas de bonne réponse.  
Affichage réversible.

The following page offers you 20 series similar to this one  
**La page suivante vous propose 20 séries analogues à celle-ci.**

Tous les éléments peuvent être dupliqués par copier-coller  
All elements can be duplicated yb copy and paste

**FEEDBACKS GLOBAUX (éléments facultatifs)**

GLOBAL\_ON

Élément ON à grouper avec un objet Genially  
devant apparaître en cas de bonne réponse  
globale. Affichage non réversible.

GLOBAL\_OFF

Élément OFF à grouper avec un objet Genially  
devant disparaître en cas de bonne réponse  
globale. Affichage non réversible.

GLOBAL\_ON

Élément ONOFF à grouper avec un objet Genially  
devant apparaître en cas de bonne réponse  
globale. Affichage réversible.

GLOBAL\_OFF

Élément OFFON à grouper avec un objet Genially  
devant disparaître en cas de bonne réponse  
globale. Affichage réversible.

RECOMMENCER

VERIFICATION

## **Si vous désirez compléter les séries, voici les scripts correspondant aux éléments.**

Il suffit de modifier les numéros (et la code couleur du fond si vous le désirez)

```
<div style="width:100%;height:100%;text-align:center;color:white;background-color:tomato" data-auteur="scape" data-ref="objet"  
class="objet21" data-num="21">OBJET21</div><script></script>
```

```
<div style="width:100%;height:100%;text-align:center;color:white;background-color:tomato" data-auteur="scape" data-ref="cible"  
class="cible21" data-num="21">CIBLE21</div><script></script>
```

```
<div style="width:100%;height:100%;text-align:center;color:white;background-color:tomato" data-auteur="scape" data-ref="on"  
class="ON21" data-num="21">ON21</div><script></script>
```

```
<div style="width:100%;height:100%;text-align:center;color:white;background-color:tomato" data-auteur="scape" data-ref="off"  
class="OFF21" data-num="21">OFF21</div><script></script>
```

```
<div style="width:100%;height:100%;text-align:center;color:white;background-color:tomato" data-auteur="scape" data-ref="on"  
class="ONOFF21" data-num="21">ONOFF21</div><script></script>
```

```
<div style="width:100%;height:100%;text-align:center;color:white;background-color:tomato" data-auteur="scape" data-ref="off"  
class="OFFON21" data-num="21">OFFON21</div><script></script>
```



Change the variable name in all of these to match so you can manipulate the variable. This name likely describes the picture/icon that represents your variable.

→ variable

**SI-ON-VARIABLE**  
(à grouper avec une zone de texte  
contenant le nom de la variable)

Met la variable à OK si le groupe est "actif"  
(feedback d'une autre extension par exemple)

*Sets the variable to OK if the group is active (feedback from another extension for example)*

→ variable

**SI-OFF-VARIABLE**  
(à grouper avec une zone de texte  
contenant le nom de la variable)

Réinitialise la variable si le groupe est "actif"  
(feedback d'une autre extension par exemple)

*Reset the variable if the group is active (feedback from another extension for example)*

→ variable

**AUTON-VARIABLE**  
(à grouper avec une zone de texte  
contenant le nom de la variable)

Met automatiquement la variable à OK

*Automatically sets the variable to OK*

→ variable

**AUTOFF-VARIABLE**  
(à grouper avec une zone de texte  
contenant le nom de la variable)

Réinitialise automatiquement la variable

*Automatically resets the variable*