

TITLE OF THE SCENARIO		'Avoiding the shouting escalator'
Keywords		
Information about students?		
Age Range and grade of the learners	Adult	
Special characteristics of learners	Learners are all parents who have problems in parenting. Some are self-referred, others attend because they are required to do so as a result of a court order or other form of compulsion.	
The learning emphasis?		
Learning subject / field / skills or dimensions	The learning emphasis is the need for parents to consider how voice and the moderation of aspects of vocal delivery such as tone and pace affect interactions with their children.	
Specific Goals	To familiarize participants with aspects of vocalisation that they can modify To raise awareness of the impact of aspects of their vocalization on their children.	
The teaching emphasis?		Rate 0-5
Learning metaphor that can support the learning objectives	Acquisition (I will transmit / present / explain content to the learners)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
	Imitation (I will show to the learners how to do things related to this subject / content, i.e. I will be a model for them)	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Discovery (I will provide the necessary artifacts for the learners to find out / discover a specific concept / knowledge on their own. I will organize guiding activities and provide tips)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Participation (I will organize sessions in which learners will discuss, share and / or collaborate for learning a specific subject / content and I will facilitate the interaction between them)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Experimentation (I will organize activities in which learners will understand, learn how-to, practice, and / or exercise)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Description of the game	Narrative description of the game plot	The game starts with the user as parent dealing with a difficult encounter. The son wants his shirt ironed by his mother (these are the two characters who appear). Mother tries a variety of responses all of which lead to him storming out. It is only when she moderates her voice in a certain way that she succeeds in dealing positively with her son.
	Goals	To develop learners' knowledge and understanding of the impact of aspects of vocalization on offspring. To teach users simple strategies to moderate and improve vocal delivery.
	Characters	The user is the main character.

	Scenes	<p>One basic scene – the living room.</p> <p>The game starts with the son demanding that his mother irons his shirt.</p> <p>A dialogue follows that in which the mother and son interact unsuccessfully until the mother learns to moderate her vocalization along suggested guidelines.</p>																
			<table border="1"> <thead> <tr> <th></th> <th>Learning settings</th> <th>Estimated Time</th> </tr> </thead> <tbody> <tr> <td>Before the game:</td> <td>PAG rooms</td> <td></td> </tr> <tr> <td>During the game:</td> <td>On-line or in PAG rooms</td> <td>20 mins max.</td> </tr> <tr> <td>After the game:</td> <td></td> <td></td> </tr> <tr> <td colspan="2"></td> <td>Total: 20 + mins.</td> </tr> </tbody> </table>		Learning settings	Estimated Time	Before the game:	PAG rooms		During the game:	On-line or in PAG rooms	20 mins max.	After the game:					Total: 20 + mins.
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Narrative Description of learning activities - step by step organization and structuring																		
How will I evaluate students?																		
Evaluation approach	Trainers use role play situations to see whether parents have accepted and can apply the suggestions to improve vocalization of interactions.																	
What will learners need in order to achieve learning objectives?																		
Prerequisite	Users will need: Reading skills Simple gaming skills such as those used in navigation and in selection and interrogation																	
Settings and materials																		
What is needed to implement the scenario?																		
Applications involved	Mandatory	<e-Adventure>																
	Optional																	
Infrastructure / equipment	Mandatory	Computer on-line																
	Optional																	
Learning Resource Type																		
Time / Space resources	Access to computers One session																	
Other things to consider																		

The course covers a wide range of issues that are likely to arise from poor parenting skills being applied. The clientele are many and are varied. Some may have a great reluctance to engage with the materials. This may be due to the fact that they can be compelled to attend by social workers and/or judges. A number may not have access to computers and so special consideration may have to be applied to them.