

TEMPLATE TO DEVELOP GAME-BASED SCENARIOS

SCENARIO TITLE	THE COMMUNICATION OF VIOLENCE	
Key words	Violence, communication, relationship	
Whom do I want to teach to?		
Age range and students level	Adults in training	
Possible students needs	Psychologists managing situations in which it is detected a possible psychological and / or physical violence require training relevant to effectively understand and accept those abused. Often, it is recognized a low level of competence.	
What do I want to teach?		
Subject / field / expertise	Psychological competence. Expertise.	
Specific aims	<ul style="list-style-type: none"> - Develop skills of welcome and reassurance - Develop empathic listening - Develop non-judgmental ways of communication - Acquire skills for networking - Acquire techniques of participating observation 	
How do I want to teach?		Rate 0-5
Metaphors of learning that can facilitate the educational goals	Acquisition (I will communicate/present/ explain the contents to the students)	<input type="checkbox"/> <input type="checkbox"/> X <input type="checkbox"/> <input type="checkbox"/>
	Imitation (I will show students how to do things related to this topic / content, e.g. I will be a model for them)	<input type="checkbox"/> X <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Discovery (I will provide students with the tools to discover a specific concept with their own strength. I will arrange tours and provide adequate reinforcement)	<input type="checkbox"/> <input type="checkbox"/> X <input type="checkbox"/> <input type="checkbox"/>
	Participation (I will organize training sessions for students to discuss, share and collaborate in order to learn specific subjects and facilitate the interaction)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> X <input type="checkbox"/>
	Experimentation (I will organize activities where the students can understand, practice and exercise through the – Learning by doing)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> X <input type="checkbox"/>
Description of the game	Narrative description	The aim is to train in participant observation and intervention in at-risk family environment that is in families who experienced unreported violence (domestic psychological, physical and / or other kind of violence.

		<p>The context is therefore at-home. The office was chosen as venue because it is indoor and sheltered (unlike the square). It evokes a "home" environment and is less wide than the others.</p> <p>The characters must interact with each other being able to manage each other's character and role limitations. The messages sent to the group allow balancing any extremes, providing alternatives in the subsequent actions, pointing out aspects of communications.</p> <p>Characters:</p> <ol style="list-style-type: none"> 1. Man: the aim is to try to maintain control and stasis, immobility. He has an impatient and closed personality. 2. Woman: her goal is to keep her husband calm and do not let anything out. It has a friendly but insecure character and she seems stronger than her husband. 3. Girl: older than the other child who participates in the session. She appears confident and hostile with others and her mother. 4. Child: always next to his mother, appears insecure and sad. He would like to communicate. 5. Unknown: participant observer. He tries to be neutral in order to understand and describe the kinds of relationship. 	
	Aims	<ol style="list-style-type: none"> 1. Improve the player number 5's capabilities to observe 2. Facilitate the mediation between members 3. Identify the conditions leading the communication to prevail over the violence 	
	Rules	Respect for each other's time to communicate. Avoid overlapping during a discussion.	
	Challenges		
	Reward system/feedback cycle	The player number 5 will be rewarded by the tutor attending the session each time he facilitates communication between members. This will be done by whispering to the facilitated player to open up to the player 5.	
		Learning venue	Estimated time
Narrative description of learning activities - step by step organization and structure	<p>Before the game: 2 meetings (1 h each)</p> <ol style="list-style-type: none"> 1. Introduction 2. Contents 3. Theories 4. brief on the social, psychological, legal, 	In class	2 h

	medical context		
	During the game: 5 meetings of 30 minutes each in rotation so that each player has a different role and the stories change from time to time	Online	2 h e 1/2
	After the game: 5 distant meetings (online) of 30 minutes each after the game sessions and 2 meetings of 1 hour in person to summarise the experience and conclude.	Online / in class	4 h e 1/2
			9 h
How will I assess the students?			
Value approach	Final group discussion and feedback at each meeting.		
What do the students need to achieve the educational goals?			
Prerequisites	Knowledge and previous skills from certain kind of jobs and specific tasks covered. The aim of the game is to mix different skills in order to promote the understanding of different roles especially in business circles, strongly hierarchized.		
Setting and materials	A collaborative environment that optimizes the knowledge and the practice of collaborative activities; a specific environment that allows managing all activities and present components.		
What do I need to implement the scenario?			
Tools to use	Mandatory	EUTOPIA Chat as a separate environment in which to discuss during the 5 distant meetings.	
	Optional		
Infrastructure / equipment	Mandatory	* Internet connection * One PC each user	
	Optional		
Resources	Handout on the communication in at-risk context Handout on the technique of observation Handout on abuse		
Time and space resources	Classroom with Internet access		
Any additional elements to consider			