

<b>TITLE OF THE SCENARIO</b>		<b>'House of Cain'</b>
<b>Keywords</b>		
<b>Information about students?</b>		
<b>Age Range and grade</b> of the learners	16 – 18 Learners with learning difficulties including behavioural problems. Learners for whom vocational courses are more appropriate.	
Special characteristics of learners	None	
<b>The learning emphasis?</b>		
<b>Learning subject / field / skills or dimensions</b>	The emphasis is on science in practice. The examining Board is Edexcel. Edexcel's BTEC Level 1 Introductory Certificate and Diploma in Applied Science provide a basic introduction to working in the sector and offer opportunities for accessing further study, such as a BTEC First qualification.	
<b>Specific Goals</b>	<p>The BTEC Introductory Certificate and Diploma in Applied Science are designed to:</p> <ul style="list-style-type: none"> <li>develop a range of employability skills and techniques, understanding, personal qualities and attributes essential for success in working life</li> <li>develop learners' ability in the application of science through effective use and combination of the knowledge and skills gained in different parts of the qualifications</li> <li>provide specialised studies directly relevant to science and related sectors in which learners are working or intend to seek employment</li> <li>provide a stepping stone into employment in the science industry or to organisations that use science, where some previous experience is necessary to gain initial employment</li> <li>provide a suitable qualification for learners to progress on to a range of further study at Levels 1 and 2.</li> </ul>	
<b>The teaching emphasis?</b>		<b>Rate 0-5</b>
<b>Learning metaphor</b> 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 checked="" type="checkbox"/> <input 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 type="checkbox"/> <input type="checkbox"/> <input checked="" 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 type="checkbox"/> <input type="checkbox"/> <input checked="" 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"/>
<b>Description of the game</b>	<b>Narrative</b>	The story board calls for a murder scene investigation. A murder has been committed and the user has to act as forensic science

	<b>description of the game plot</b>	officer/scene of crime officer, making the area secure, choosing kit and clothing his/her self appropriately. Then the user enters the house, collecting (using the right kit) evidence. Once all evidence has been collected it is analysed and presented in a report. The approach and process is designed to closely simulate the real work of an investigating scientist.	
	<b>Goals</b>	To develop learners' ability in the application of science through effective use and combination of the knowledge and skills.	
	<b>Characters</b>	The user is the main character.	
	<b>Scenes</b>	There is one scenario that comprises a number of different locations for the evidence. Thus the user has to navigate a house, discovering evidence in several areas.	
		<b>Learning settings</b>	<b>Estimated Time</b>
<b>Narrative Description of learning activities</b> - step by step organization and structuring	Before the game:		N/A
	During the game:	Computer room or classroom with laptops	45 mins
	After the game:		N/A
			Total: 45
<b>How will I evaluate students?</b>			
<b>Evaluation approach</b>	<p>Successful navigation of the crime scene requires the collection and analysis of a set number of clues. These are transferred to a report screen. From this the trainer can see if the user has been able to complete the collection of evidence.</p> <p>Post-use evaluation will concentrate on tests of recall – what was used to collect fingerprints? How is blood analysed to make it useful in an investigation by the police?</p> <p>Discussion will be used to ensure users understand why for example, the scene needs to be made secure.</p>		
<b>What will learners need in order to achieve learning objectives?</b>			
<b>Prerequisite</b>	<p>Users will need:</p> <p>Reading skills</p> <p>Some knowledge of crime scene investigation techniques</p> <p>Simple gaming skills such as those used in navigation and in selection and interrogation</p>		
<b>Settings and materials</b>			
<b>What is needed to implement the scenario?</b>			

<b>Applications involved</b>	Mandatory	<e-Adventure>
	Optional	
<b>Infrastructure / equipment</b>	Mandatory	One computer per learner
	Optional	
<b>Learning Resource Type</b>		
<b>Time / Space resources</b>		Access to computers
		One session
		Optional – interactive whiteboard
<b>Other things to consider</b>		