<table>
<thead>
<tr>
<th>TITLE OF THE SCENARIO</th>
<th>Surviving in the desert</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Keywords</strong></td>
<td>Negotiation, surviving, adaptation, team work</td>
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<tr>
<td><strong>Information about students?</strong></td>
<td></td>
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<tr>
<td>Age Range and grade of the learners</td>
<td>Over 18 years old, participants to the course “Train the Outdoor Trainers”</td>
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<tr>
<td>Special characteristics of learners</td>
<td>- Not applicable -</td>
</tr>
<tr>
<td><strong>The learning emphasis?</strong></td>
<td></td>
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</tbody>
</table>
| Learning subject / field / skills or dimensions | **Learning subject:** Crisis situation  
**Field:** Outdoor Education  
**Skills:** negotiation, planning, teamwork, persuasion |
| **Specific Goals** | At the end of this course students will be able to:  
* define terms: crisis situation, negotiation, leader  
* identify priorities in crisis situation  
* elaborate strategies  
* manage unexpected events |
| **The teaching emphasis?** | **Rate 0-5** |
| Acquisition (I will transmit / present / explain content to the learners) | □ □ □ □ □ |
| 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) | □ □ □ □ □ |
| 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) | □ □ □ □ □ |
| 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) | □ □ □ □ □ |
| Experimentation (I will organize activities in which learners will understand, learn how to, practice, and / or exercise) | □ □ □ □ □ |
| **Description of the game** | In this scenario concentrated in role play game, each participant will assume the role of a survivor. He survived to a plane crash in desert area. The plane is almost completely burned, and the pilots are also death. Only few persons are alive (participants). They saved 15 objects useful or not for the survive action. No one knows about |
this incident, before the crash, pilot informed them that there is a deviation of 100 km from the initial route, and distance from the nearest human settlement.

The accident area is arid, with cactus. The survivors are not dressed properly.

You can assume that:

1. the number of participants is the same with the participants’ number (no more than 14 but even number)
2. the group decided to stay together
3. all saved objects are in good condition.

In **first session**, there is an individual task for each participant: he has to give individual score to the objects. He has to evaluate each object importance in relation with survival, using a scale from 1 to 15 (1 most important, 15 less important).

In **second session**, students are divided in two groups, and each group must agree on a new scale for grading objects. Also, a strategy for survival strategy must be elaborated. The two decisions have to be generally accepted into each group.

**Third session** is a direct confrontation between groups, negotiation on the two decisions. Strategies, negotiation are established by the participants. The result become final when is validated by all members.

| Goals | General scope: group survival  
|       | Individual scope:  
|       | * negotiation of the object into the group  
|       | * negotiation of the strategy into the group  
|       | * convincing other participants about the final decisions. |
| Characters | Outdoor trainer  
|          | Survivals (it can assume that the number of participants is equal with the number of survivals, but no more than 14 participants, even numbers) |
| Scenes | A virtual space in which the conditions described above are meet. |

<table>
<thead>
<tr>
<th><strong>Narrative Description of learning activities - step by step</strong></th>
<th><strong>Learning settings</strong></th>
<th><strong>Estimated Time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before the game:</strong></td>
<td>Trainer will present the most important</td>
<td>In the classroom</td>
</tr>
</tbody>
</table>
Organization and structuring aspects related to the scenario and action plan.

### During the game:
During the game, trainer has the role of observer and sometimes mediator watching on participants’ behavior:
* indiviually (persuasion and negotiation related to objects classification, reasoning)
* as part of the group
* efficiency for each group depending on the adopted strategy (assigning a leader for negotiation on behalf of the group, pertinent comments and arguments).

**After the game:**
Debriefing session. Discussions with all students about attitudes, dialogue, communication problems, what was the rate of accomplishing scopes

<table>
<thead>
<tr>
<th>Session</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>15 min</td>
</tr>
<tr>
<td>Session 2</td>
<td>30 min</td>
</tr>
<tr>
<td>Session 3</td>
<td>50 min</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>120 min</strong></td>
</tr>
</tbody>
</table>

### How will I evaluate students?

**Evaluation approach**
- Recorded session
- Participants’ attitudes, arguments during the game, language used.
- Continuous monitoring

### What will learners need in order to achieve learning objectives?

**Prerequisite**
- Computer use – basic level, especially typewriting
- Theoretical concepts

**Settings and materials**
- A lab with blackboard and computers for each student
- Power point presentation
- “Surviving in the desert” game

### What is needed to implement the scenario?

**Applications involved**
- **Mandatory**
  - <EUTOPIA>
  - Accounts on EUTOPIA Server
  - Accounts on a platform for synchronous communication
- **Optional**

**Infrastructure / equipment**
- **Mandatory**
  - Internet connection
  - A computer per learner
  - A computer for trainer
- **Optional**
  - LCD projector

**Learning Resource Type**
- Online resources

**Time / Space resources**
- A room with computers and internet connection
- Estimated time: 2 hours

**Other things to consider**
The role of this game is to connect people and simulate conditions hard to achieve in real cases. It is very suitable to be used in distance learning, or blended learning. Recording session and analyze after the game (individually and group strategy) is also important for the learning outcomes.