

## TEMPLATE TO DEVELOP GAME-BASED SCENARIOS

<b>SCENARIO TITLE</b>	THINKING PHILOSOPHICALLY	
<b>Key words</b>	Philosophical group research.	
<b>Whom do I want to teach to?</b>		
<b>Age range and students level</b>	Training of trainers	
<b>Possible students needs</b>	Refresher courses for trainers	
<b>What do I want to teach?</b>		
<b>Subject / field / expertise</b>	Relational skills	
<b>Specific aims</b>	<ol style="list-style-type: none"> <li>1. Acquire skills of listening, participation, complex thinking</li> <li>2. Acquiring skills of philosophical investigation</li> <li>3. Acquiring skills of philosophical inquiry sessions facilitation</li> </ol>	
<b>How do I want to teach?</b>		<b>Rate 0-5</b>
<b>Metaphors of learning that can facilitate the educational goals</b>	Acquisition (I will communicate/present/ explain the contents to the students)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> X <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"/> <input type="checkbox"/> X <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"/> X <input type="checkbox"/> <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)	X <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <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"/>
<b>Description of the game</b>	<b>Narrative description</b>	<p>The facilitator provides an introduction. Then the group continued with the reading of the document. The facilitator asks everyone to ask a question and records the questions. The facilitator rereads the questions. The group identifies issues and heuristic path. A path is selected. The facilitated dialogue begins. Then, a member of the group summaries. Finally, the group, with the support of the facilitator, makes an assessment on the basis of certain criteria (defined on the basis of the heuristic path).</p>

	<b>Aims</b>	Acquire research skills, facilitation and participation.	
	<b>Rules</b>	Respect of shifts	
	<b>Challenges</b>	Change the teaching style	
	<b>Reward system/feedback cycle</b>	Self-assessment and feedback from the tutor.	
		<b>Learning venue</b>	<b>Estimated time</b>
<b>Narrative description of learning activities</b> - step by step organization and structure	<b>Before the game:</b>	In class	1 h
	1. Presentation of the contents of the experience		
	2. The platform Eutopia		
	<b>During the game:</b> game session	Online	1 h
<b>After the game:</b>	in class	1 h	
1. Analysis and evaluation			
			3 h
<b>How will I assess the students?</b>			
<b>Value approach</b>	<p>The path of the session is read and evaluated through a grid of analysis that detects:</p> <ol style="list-style-type: none"> <li>Roles and functions of the facilitator</li> <li>Roles and function among participants</li> </ol>		
<b>What do the students need to achieve the educational goals?</b>			
<b>Prerequisites</b>	<p>Listening, decentralization, problem posing</p> <p>Previous philosophical knowledge</p>		
<b>Setting and materials</b>			
<b>What do I need to implement the scenario?</b>			
<b>Tools to use</b>	Mandatory	EUTOPIA	
	Optional		
<b>Infrastructure / equipment</b>	Mandatory	<ul style="list-style-type: none"> <li>* Internet connection</li> <li>* One PC each user</li> </ul>	
	Optional		
<b>Resources</b>	<p>Books to read and discuss</p> <p>Videos, links, imagines</p>		
<b>Time and space resources</b>	One classroom and 3 sessions (an initial and a final session in person and one online session)		
<b>Any additional elements to consider</b>			

