# TEMPLATE TO DEVELOP GAME-BASED SCENARIOS

## SCENARIO TITLE
THINKING PHILOSOPHICALLY

### Key words
Philosophical group research.

### Whom do I want to teach to?
Training of trainers

### Age range and students level

### Possible students needs
Refresher courses for trainers

### What do I want to teach?

<table>
<thead>
<tr>
<th>Subject / field / expertise</th>
<th>Relational skills</th>
</tr>
</thead>
</table>
| Specific aims               | 1. Acquire skills of listening, participation, complex thinking  
                              2. Acquiring skills of philosophical investigation  
                              3. Acquiring skills of philosophical inquiry sessions facilitation |

<table>
<thead>
<tr>
<th>How do I want to teach?</th>
<th>Rate 0-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition (I will communicate/present/explain the contents to the students)</td>
<td>☐ ☐ ☐ ☒ ☐</td>
</tr>
<tr>
<td>Imitation (I will show students how to do things related to this topic/content, e.g. I will be a model for them)</td>
<td>☐ ☐ ☒ ☒ ☐</td>
</tr>
<tr>
<td>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)</td>
<td>☐ ☒ ☒ ☒ ☒</td>
</tr>
<tr>
<td>Participation (I will organize training sessions for students to discuss, share and collaborate in order to learn specific subjects and facilitate the interaction)</td>
<td>☒ ☒ ☒ ☒ ☒</td>
</tr>
<tr>
<td>Experimentation (I will organize activities where the students can understand, practice and exercise through the – Learning by doing)</td>
<td>☐ ☒ ☒ ☒ ☐</td>
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### Metaphors of learning that can facilitate the educational goals

### Description of the game
Narrative description

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).
### Aims
Acquire research skills, facilitation and participation.

### Rules
Respect of shifts

### Challenges
Change the teaching style

### Reward system/feedback cycle
Self-assessment and feedback from the tutor.

<table>
<thead>
<tr>
<th>Narrative description of learning activities - step by step organization and structure</th>
<th>Learning venue</th>
<th>Estimated time</th>
</tr>
</thead>
</table>
| **Before the game:**
1. Presentation of the contents of the experience
2. The platform Eutopia | In class | 1 h |
| **During the game:** game session | Online | 1 h |
| **After the game:**
1. Analysis and evaluation | In class | 1 h |
|  |  | 3 h |

### How will I assess the students?

**Value approach**
The path of the session is read and evaluated through a grid of analysis that detects:
1. Roles and functions of the facilitator
2. Roles and function among participants

### What do the students need to achieve the educational goals?

**Prerequisites**
Listening, decentralization, problem posing
Previous philosophical knowledge

**Setting and materials**

### What do I need to implement the scenario?

<table>
<thead>
<tr>
<th>Tools to use</th>
<th>Mandatory</th>
<th>Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>EUTOPIA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Infrastructure / equipment**

<table>
<thead>
<tr>
<th>Mandatory</th>
<th>Optional</th>
</tr>
</thead>
</table>
| * Internet connection
* One PC each user |

**Resources**
Books to read and discuss
Videos, links, imagines

**Time and space resources**
One classroom and 3 sessions (an initial and a final session in person and one online session)

### Any additional elements to consider