eCrisis: "Europe in Crisis"

IO3 eCrisis
TEACHER GUIDEBOOK

Ellinogermaniki Agogi

University of Malta

National Technical University of Athens

St Ignatius College

University of Vienna

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Executive Summary

The eCrisis Teacher Guidebook is designed for teachers interested in applying eCrisis project vision and its classroom use.The guidebook provides (i) a general description of the eCrisis methodology (ii) a description of eCrisis toolbox and installation instructions of the games (iii) a guide for organizing and implementing activities in the classroom and (iv) a sample of pedagogical scenarios.

1. Introduction

This guidebook is one of the intellectual outputs of the Europe in Crisis (eCrisis) project that has been funded under the Erasmus+ initiative.The eCrisis project deals with Europe's crises and societal challenges, such as immigrant and refugee crisis, discrimination and bullying in schools and proposes the realization of an inclusive education through the exploitation of game based learning and teaching. Furthermore, it provides an attractive and highly motivating approach to teaching social skills which will be important for the learners in their later life. In this way, Europe's children are empowered to develop into responsible citizens and creative solvers of the unprecedented everyday real-life problems arising in the context of Europe's multiple crises.

Specifically, the aim of the eCrisis project is the development of social, civic and intercultural competences such as conflict resolution, creative thinking, and reflective debate, as well as digital media literacy, in primary and secondary education students.An inclusive education and game-based educational methods are suggested and combined with the eCrisis educational toolbox that consists of two games, "Village voices" and "Iconoscope".These games due to their "intelligent" and interactive software allow active and learner-centered activities focusing on students' actions and not on the transmission of knowledge.It is important to note at this point that games encourage children to learn in a fun way without the perception of formal assignment, so as to maintain a high level of attention, motivation and satisfaction.

In addition, it is true that teachers are the key figures in constructing a positive climate in schools and contributing to the development of students' social skills but they need support.While the conventional methods seem to be failing, teachers need to be aware of new educational tools and how they can integrate them in their teaching. Therefore, the main purpose of this document is to present and analyze to teachers of primary and secondary school innovative, digitally-enabled game-based pedagogies in order to teach their students how to resolve conflicts and reflect on current societal matters.

In other words, teachers could use this guidebook as a manual if they want to implement in their classes innovative technologies based on the tools of the eCrisis technology and alternative pedagogical approaches which enables learning that foster the development of social soft skills.

1.1.What is in this Guidebook?

In this guidebook the eCrisis methodology and technology will be introduced to class teachers. In more detail, classroom methods, materials, games and example learning scenarios of conflict resolution, creative problem thinking and reflection are presented and analyzed. However, it is not a step- by- step guide. It offers ideas, possibilities and teachers will be able to design their own gameful teaching and learning activities within the context of eCrisis for social skill training.

The target group of the eCrisis is school teachers of primary and secondary school for whom this document will provide a set of tools, while at the same time enhancing their knowledge and skills so they can actively and effectively manage social relations in their classrooms. Nevertheless,teachers should always take into account the diverse learner abilities, characteristics and environments. The indirect target group of this project is school students, aged from eight to eighteen years old, who are the ones expected to benefit from the application of the eCrisis tools and methodologies.

Moreover, a sample of pedagogical scenarios are included in this guidebook.All the countries involved in the eCrisis project recruited educators from their own corresponding countries (Greece, Malta, and Austria). The educators that were selected were trained with seminars in order to get informed and become familiar with the eCrisis methodological and digital tools. Afterwards, they have carefully designed their own pedagogical scenarios in accordance with eCrisis methodology and their own teaching circumstances.This way several educational concepts and the main social challenges that takes place in schools of Greece, Vienna and Malta are presented in this guidebook.

Specifically, this document is organized as follows. In chapter 1, we describe the framework and the methodology of eCrisis project and in chapter 2, the eCrisis toolbox is presented.In chapter 3,the teachers' role, the settings, the timeplan and the connection with the curriculum are defined.In chapter 4,example pedagogical scenarios for soft skill training are presented. Finally in chapter 5, we conclude.

1.2 Ecrisis Framework and Methodology

Nowadays many european citizens are culturally, socially and educationally excluded for a variety of reasons and this is reflected at schools First of all, the majority of European countries have become multicultural and ethnic diverse and as a result the inclusion of marginalized groups in the school communities is a necessity. Furthermore, due to diversities on the students' developmental status and various learning problems the integration of students in class has become more difficult.The technological advances of modern society and the economic crisis have also created problems in class.Due to all these crises that are presented across European countries the inclusion is a challenge that school systems are facing.Therefore, it is important to establish social inclusion as a characteristic of every school culture. As in schools there is no conflict education teachers need guidance and tools to raise students awareness of societal matters at the school and to educate them on how to cope with and confront conflicts

The eCrisis project tackles social exclusion in school communities and proposes an inclusive education for the development of social skills in the frame of game based learning.This approach supports diversity amongst learners.The aim of the inclusive education, in general, is to eliminate social exclusion that is a consequence of diversity in race, class, gender, ability, religion and ethnicity. Conflict resolution,creativity and reflective debate are the appropriate social skills that students should be equipped with in order to learn how to manage social relationships.

In addition, the eCrisis project also suggests a full exploitation of the strengths of playful and game-based teaching and learning when all the conventional pedagogical approaches seem to be failed.Children love playing games so why not bring characteristics of games into classrooms and let children learn through play? Specifically, the eCrisis educational toolbox encourage a progressive and steady process of learning and knowledge enrichment.Moreover, It is in accordance with this framework as it consists of two games that are designed to train social soft skills.

The first game proposed by eCrisis is the Village Voices game which was developed under the SIREN project. It is a multiplayer game about conflict resolution.Players are required to undertake various actions related to maintenance of their characters' livelihoods and responsibilities within an imaginary village.Theft, property damage, spreading rumours about other players and not sharing collective resources are actions which easily lead to conflict.Players develop peaceful and constructive strategies in order to overcome obstacles and eventually through collaboration and in a non violent way they can win as a group. In contrast,in the majority of computer

games violence is the most common method of resolving conflicts and there are always winners and losers.

The other game is Iconoscope which was developed under C2Learn project.Players represent a given concept through an image by using shapes and colors.Their creations are not obvious since the aim of the game is to confuse the other players.Creativity is the main skill that students develop by playing Iconoscope.

In general, this genre of games instead of rewarding competitive behaviour promote a non-violent problem solving. Furthermore, they facilitate learning and empower communication and participation between students. Game-based environment could also promote the acquisition of ICT skills as well.

2.Ecrisis Educational Toolbox

2.1. Description of the Iconoscope Game

Main idea: In this game players are creatively interpret concepts (described linguistically) as icons (depicted visually).These concepts were chosen by pedagogical experts.

Aim: The aim of the game is to create ambiguous icons and confuse the other players.

How to play: Here is a step by step guide:

❏ Players select a post-it note which contains three triplets contents.

❏ Then, they should secretly decide which word among the three they want to represent as icon.
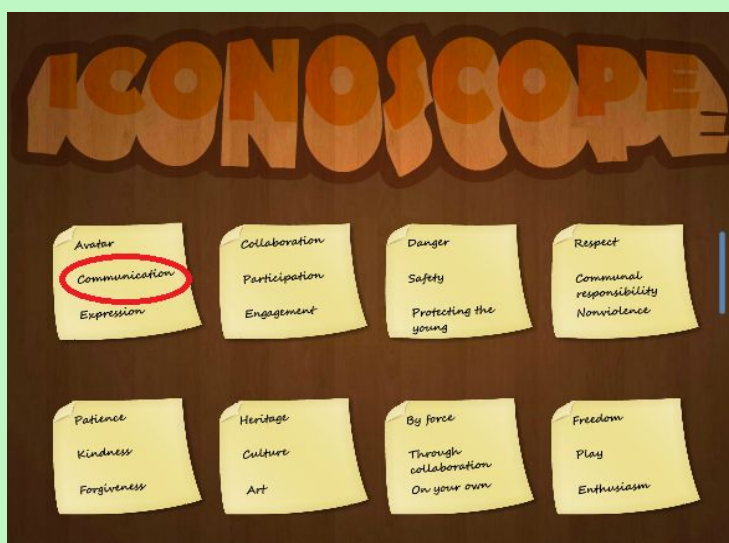
❏ They draw the icons in the drawing board.

❏ Each player or a group of collaborative players can choose from the predefined palette of shapes and icons existent in the game.

❏ Players have five minutes at their disposal in order to make their icons.If they finish earlier they can click the finish button.

❏ They add shapes using stencils at the bottom left of the screen.

❏ They can move the shape by dragging it, rotate it by moving its borders or scale it.

❏ They can also color the shape by using the palette at the top right of the screen.
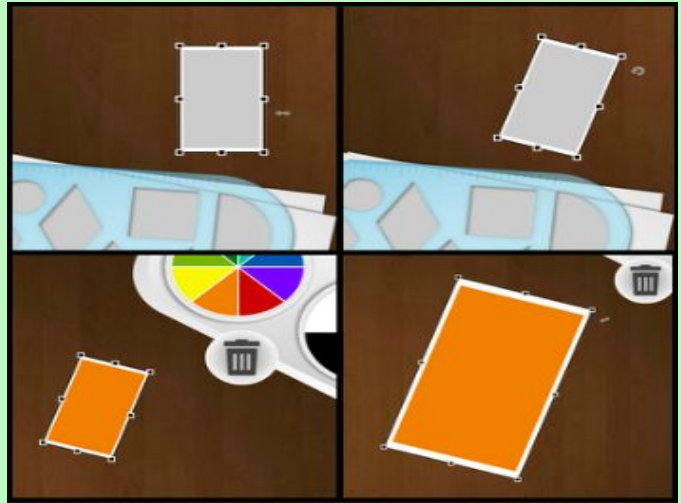
❏ At the top of the screen there are four assistants (**Chaotic Kate, Mad Scientist, Progressive Petra, Typical Tom**) who give new icon suggestions any time players click on their portraits.

❏ They visit the website to guess other player's icons and rate how much they like other's icons (via 5-point Likert items) and in general any icon available in the database.

❏ They guess which of the three concepts is represented.The votes/guesses are aggregated into correct and wrong votes, which are then used to calculate the ambiguity score of each Icon.
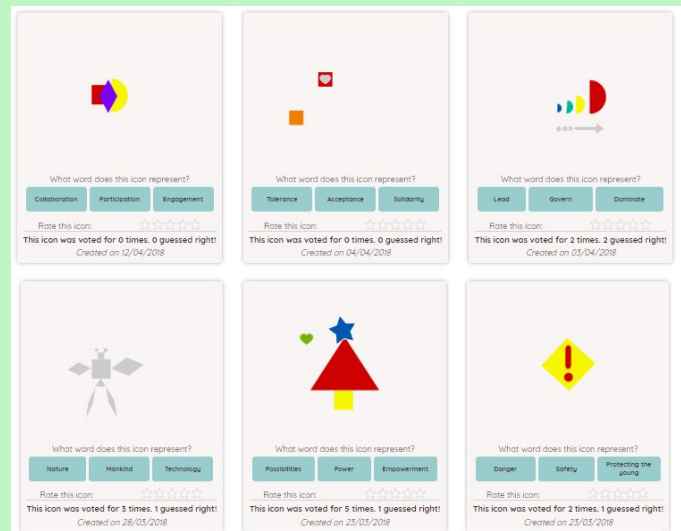
❏ At the end of the game they can visit the "leaderboard" where they can see the icons with the highest ambiguity score.

Country	Image	Ambiguity	Votes	Correct Guesses	Final Score
🇬🇧 Sexual orientation, Gender, Human rights		806	45	19	3068
🇬🇧 Take, Bring, Fetch		894	20	11	2678
🇬🇧 Protest, Conform, Sit on the fence		966	15	7	2615

❏ Winning score rewards equal number of correct guesses to the number of incorrect guesses.

❏ Players can create their own triplets by selecting on the main menu **DIY** (Do It Yourself) button which contains an online interface for creating custom sets of triplets.

ICONOSCOPE

About   How to play   Play Iconoscope   Vote   Leaderboard   DIY

Download the Iconoscope game to your Android tablet

Welcome to the Iconoscope competition!
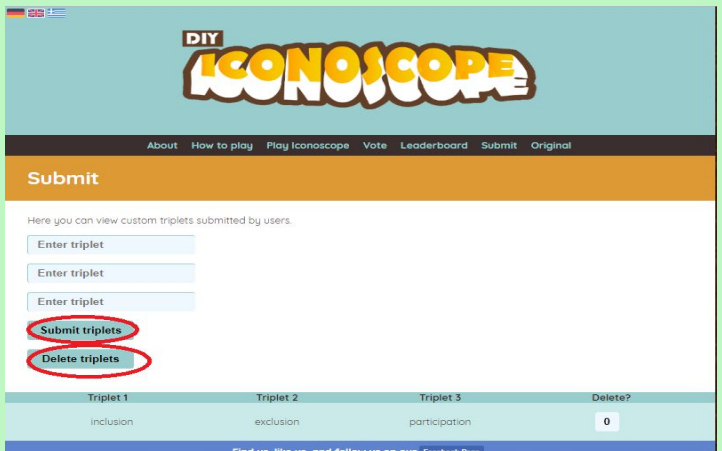
Can you draw an icon that represents an idea and confuses people?
Play Iconoscope in your browser or on your android tablet and vote!

What is Iconoscope?

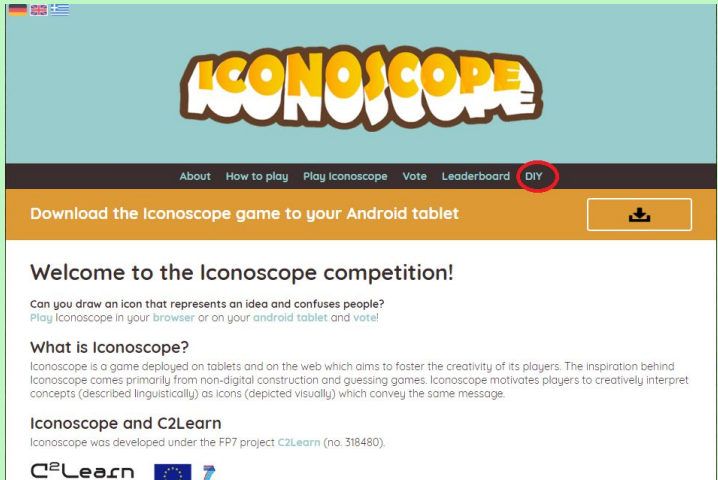Iconoscope is a game deployed on tablets and on the web which aims to foster the creativity of its players. The inspiration behind Iconoscope comes primarily from non-digital construction and guessing games. Iconoscope motivates players to creatively interpret concepts (described linguistically) as icons (depicted visually) which convey the same message.

Iconoscope and C2Learn

Iconoscope was developed under the FP7 project C2Learn (no. 318480).

❏ They can enter their own triplets and then submit them.

❏ In case they want to delete them, they click on the delete button.

DIY ICONOSCOPE

About   How to play   Play Iconoscope   Vote   Leaderboard   Submit   Original

Submit

Here you can view custom triplets submitted by users.

Enter triplet
Enter triplet
Enter triplet

Submit triplets
Delete triplets

Triplet 1	Triplet 2	Triplet 3	Delete?
inclusion	exclusion	participation	0

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Learning objectives: This is a game that mainly fosters creativity. Creative thinking occurs through diagrammatic representations.It motivates the visual representation as well. The game focuses on creative dispute to be developed and critical ability since players should be able to perceive the difference in the eyes of other players for the same thing.Furthermore, through the ambiguity the diagrammatic thinking is achieved.

Evaluation: Through Iconoscope website players can a)rate any icon that is available in the database and b) guess the underlying concept of each icon.Moreover, the game tracks the following data during play that can be used for the evaluation of creative thinking:

- ❏ The concept triplet chosen.
- ❏ Key game events, such as new icon, change of colour, moving icons, use of assistants, and disregard of assistants. The timestamps of these events are also tracked.
- ❏ Assistants: we track their suggestions, which ones were selected, which ones were disregarded.
- ❏ Ambiguity score of each Icon.
- ❏ Number of (correct or wrong) votes for each Icon (popularity).
- ❏ Average rating of each Icon.

2.1.2. Instructions: How to Setup Iconoscope game

You can play Iconoscope in your **browser** by following this link:

http://iconoscope.institutedigitalgames.com/

However, if you want to use an an **Androit tablet,** for Iconoscope (with 21

pre-authored concept triplets), you should perform the following tasks:

- ❏ Navigate to the website: http://iconoscope.institutedigitalgames.com/
- ❏ Click on the button next to "Download the Iconoscope game to your Android tablet" (English),"Κάντε λήψη του παιχνιδιού Iconoscope στο tablet σας Android" (Greek), "Laden Sie das Iconoscope-Spiel auf Ihr Android-Tablet herunter" (German).
- ❏ An apk titled iconoscope.apk will be downloaded on your device.
- ❏ Once downloaded, tap on the stored iconoscope.apk to install it. You may need to find the apk in your download folder.
- ❏ In case there is a message regarding untrusted applications, navigate to settings to allow the installation of untrusted applications.

❏ At this point, the Iconoscope application should be installed, and you can access it from your apps menu.

If you want to play the Do-It-Yourself (DIY) Iconoscope (with customizable concept triplets), you should perform the following tasks:

❏ Navigate to the website: http://webiconoscope2017.institutedigitalgames.com/ (this is also accessible through the 'DIY' link in http://iconoscope.institutedigitalgames.com/

❏ Click on the button next to "Download DIY Iconoscope to your Android tablet" (English),"Κάντε λήψη του παιχνιδιού DIY Iconoscope στο Android tablet" (Greek), "Laden Sie das DIY Iconoscope-Spiel auf Ihr Android-Tablet" (German)

❏ An apk titled diy_iconoscope.apk will be downloaded on your device.

❏ Once downloaded, tap on the stored diy_iconoscope.apk to install it. You may need to find the apk in your download folder.

❏ In case there is a message regarding untrusted applications, navigate to settings to allow the installation of untrusted applications.

❏ At this point, the DIY Iconoscope application should be installed, and you can access it from your apps menu.

2.2. Description of the Village Voices game

Main idea: Village voices (VV) is a game that takes place in an imaginary village.Each player is assigned a particular character to play (the alchemist, the carpenter, the blacksmith or the innkeeper).Players take various actions in the village and they should exchange their possessions with other players in order to survive.While playing they can express their feelings about the trials and for the actions of other players.It is a game about friendship and reputation management in the village and mastery of conflict resolution.

Aim: As all the characters of the game are interdependent situations often arise that lead to conflicts with the players responsible for determining how to manage them.The successful completion of the game is achieved through cooperation with other players and with the completion of their trials.

How to play: Here is a step by step guide:

❏ Players can read the description of their first quest by clicking on the scroll icon.

❏ The first quest has to do with collecting goods particular to each character (for instance, metal for the Blacksmith or mushrooms for the Alchemist).

❏ Players can change the gender of their character by clicking on the face icon at the top left of the screen.

❏ To collect goods, just locate them in the village and click on them.

❏ Our inventory (backpack icon) and the remaining goods to complete our quest will automatically be updated.

❏ When the quest is completed, VV will ask the player to input the perceived level of conflict in the game.

❏ and the player's feelings towards the other players.

❏ Click on the scroll icon to read the description of the next quest.

❏ As players collect goods, their character's energy is depleted.

❏ In order to replenish it and keep collecting and utilising goods, players have to locate and consume the magical fruit scattered throughout the village.

❏ In order to complete the remaining quests, players have to trade goods.

❏ To start the trade, click on the box icon and choose the character with whom you want to trade goods.

❏ The other player should accept the trade..

❏ When this happens, both players should drag and drop the goods to be traded to the 'Your trade' area.

❏ When they do, the trade is completed.

❏ VV asks the players about their emotions towards the player they traded with.

❏ and their general emotional state.

❏ For some quests, players need to use collected or traded goods on their tools.

❏ Here, the Blacksmith must use 5 Metal on the anvil.

❏ Players may opt to not trade with their peers.

❏ VV asks players about their emotions once more.

❏ In that case players may identify their peer's hut and steal the goods they need.

❏ After stealing, players can again talk about their feelings towards the other player and the game in general.

❏ Players can also destroy their peer's hut.

❏ Players are forced to spend collected goods to repair it.

❏ Players can leave a message on the village bulletin board.

❏ Messages refer to one of their peers and can be either positive or negative.

❏ You can start by clicking on the quill icon, choose the person of interest and the nature of the comment (positive or negative).

❏ Then, choose the comment text.

❏ Our peers are informed about the nature of the comment and they can express their opinion about the poster.

❏ All players (not just the poster and the subject of the comment) may read the comments on the bulletin board of the village.

Learning objectives: It follows Bodine and Crawford's six-phase model of resolving conflict. (Orientation abilities: holding appropriate values, beliefs, and attitudes, Perception abilities: Understanding both parties' points of view on a particular conflict situation, Emotion abilities:Managing negative feelings such as anger, frustration, and fear, Communication abilities: Listening and speaking to other parties in such a way as to enable the effective exchange of facts and feelings, Creative-thinking abilities: Brainstorming a variety of options for resolving the conflict, and Critical-thinking abilities: Choosing effective, objective criteria for judging between options.).Therefore,these are the skills that students should develop by playing the Village voices game:

❏ Orientation skills: All players have equal importance in the game.
❏ Perceptual skills: Students should learn how to see an issue from different perspectives.
❏ Emotional skills: Students should learn how to recognize the distortion effect that strong emotions have on an issue.
❏ Communication skills: Students should develop skills in expressing one or more parties' perspectives or feelings on an issue, particularly when these perspectives are different from one another.
❏ Creative-thinking skills: Students should develop the ability to come up with a variety of conflict resolution options.
❏ Critical-thinking skills: Students should learn objective criteria for choosing between options and have experience with developing them.

Evaluation: The Village Voices tracks a number of data during playing. In particular, the game tracks:
❏ Key game events (trading, stealing, rumour spreading, etc.) and their timestamp.
❏ Key player actions that lead to each game event.

❏ Player ratings (5-point Likert items) after an action (e.g. "How do you feel about this action").
❏ Conflict ratings (5-point Likert items) after a key action and at the end of the game session/quest.
❏ Player emotional state after a key action. Options include: happy, sad, neutral, angry.

2.2.1 Instructions: How to set up Village voices game

You can set up Village voices game by following this guide:

❏ Download Village Voices (VV) from the eCrisis website and decompress the file into an empty folder.
❏ This should create a file and folder structure resembling the one shown here.
❏ Start the game by double-clicking on VillageVoices.exe

❏ Press "Play!" in the configuration window, without changing the default options.
❏ If the Windows firewall (or any other firewall software installed on your computer) displays a warning message, allow access to the Villagevoices.exe file and the network ports displayed in the warning message.

❏ Choose the language for the game interface.

❏ Click on 'Play'.

❏ You need four computers to play VV.
❏ One of them will act as the game server. On that computer, choose a name for the game server for each of the 4-student groups (e.g. myServer, if only one group play the game or group1, group2, etc. for more groups).
❏ Click on 'Start VV server'.
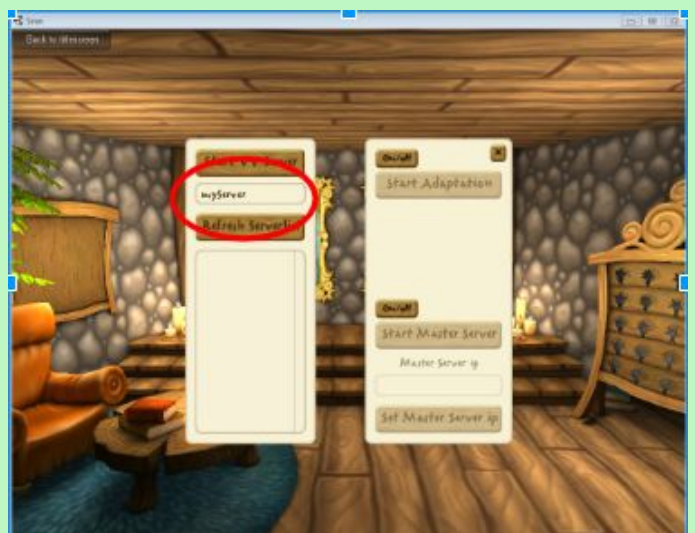
❏ When you start VV on the remaining three computers, the game server name should appear in this area (if not, click on on 'Refresh Serverlist').

❏ Click on the game server name to connect.

❏ When all four computers connect to the game server, click on 'Ok' and then 'Start Game' to start the multi-player game.

❏ VV will display a window where each play can input their feelings towards their peers. Purpose of this is to see whether players bring into the game any pre-existing conflict from their real lives and to observe the evolution of emotions throughout the game.

3.HOW TO USE ECRISIS METHODOLOGY AND TECHNOLOGY IN CLASS
3.1PARTICIPANTS AND ROLES

Teachers interested in using the eCrisis methodology and technology are teachers of primary and secondary school. In addition, the target group of these games includes children who are between 8-18 years old who are attending primary school and secondary school.

As mentioned previously, before executing the eCrisis vision in class teachers should become familiar with the eCrisis toolbox and be well informed about the eCrisis methodology and their roles. In order to actively implement the learning scenarios they design, they need to place their focus on the promotion of game-based learning approaches for social soft skill development. Educators are also advised to creatively adapt this methodology into their own educational contexts.After a careful planning of the implementation teachers could conduct the classroom sessions.

It is true that in order to implement an effective scenario the goals should be clearly defined. The correct identification of these objectives allows the educator to define and customize the training. In other words, the question that should be carefully considered is "What skills?". The target of these learning activities as it was mentioned above is mainly the development of social soft skills.

In addition,it is also recommended that the scenarios must be suitable for students based on their developmental identified needs and expected achievements. Teachers could use the example pedagogical scenarios that are presented in this guidebook.However, these example scenarios should be further modified and extended in accordance with their students needs. Since students should work in groups, all the learning activities should be developed as social play scenarios.

Regarding the game session children should be led to play the games through oral and visual feedback that the games software generates. The goal is that learners are allowed to work autonomously and resolve the activities at their own pace.Teachers take the role of external observers allowing children to interact freely with the system which provides feedback and stimulates the child interaction. They should intervene only in case there will be arguments among the students or further explanations needed to play the games. Moreover, they are also responsible for troubleshooting hardware and software issues. Finally, they should also ensure that all learners are participating.

Finally, it is essential that teachers prepare the appropriate evaluation tools for their learning scenarios.This way they would ensure either or not their goals were achieved. A mixed method evaluation methodology could be followed by teachers in order to evaluate students performance.They will figure out the benefits of eCrisis methodology by observing children playing the games and based on past experiences they will compare the eCrisis methodology and technology to conventional teaching methods. In other words, they can estimate the skills improvement by observing children playing the games and discussing since they are familiar with their students' skills.In addition, they could also prepare questionnaires before executing the scenarios to evaluate students' acquisition of skills.Nevertheless,educators could use the in-game data as well.

3.2 Settings and Timeplan

At the operational level, teachers should choose the location and schedule the activities.The class should be prepared for the session. If it is possible the execution of the scenarios can take place in the classrooms where students feel comfortable as they are used to perform there all their school activities. Laptops or tablets are placed in their desks and chairs can be adjusted by the students to be suitably placed for game-playing. Learners gather in groups of 3-4 children. Groups could be either chosen randomly or set by the teacher. Due to a variety of reasons, teachers could decide whether or not their students could choose their groups.

Teachers should define a timeframe for each session.They could follow the timeplan of the scenarios presented in this guidebook or under certain circumstances extensions may be given.

3.3 Curriculum and Learning Subjects

The sample of the pedagogical scenarios that are included in this guidebook are strongly connected to school subjects.Since in most European countries the subject syllabi leaves little space and limited time to teachers to experiment with new techniques and teaching methods the connection of the learning scenarios with the curriculum is of high importance. Moreover, as teachers are often restricted by the rigid syllabi it is difficult to justify the use of the games for educational purposes.

Furthermore, taking into account that many teachers don't know how to integrate the methodology in the daily practices we created templates from each corresponding country (Greece, Malta and Austria) in order to to guide the educators. In these

templates learning subjects that are strongly connected to eCrisis vision are presented. However,the teaching subjects should be carefully chosen by teachers in order to serve the aim of their learning scenarios and to be in accordance with their objectives.

GREECE	
PRIMARY SCHOOL	
GRADE	**LEARNING SUBJECTS**
4th	Greek Language Religious Education History Studies of the Environment
5th	Greek Language Religious Education History Citizenship Education Geography
6st	Greek Language Religious Education History Citizenship Education Geography
HIGH SCHOOL	
GRADE	**LEARNING SUBJECTS**

1st	Ancient Greek Language (Original Ancient Greek texts) Ancient Greek Literature (in Modern Greek translation): The Odyssey Greek Language Modern Greek Literature Religious Education History Geology-Geography Visual Arts
2nd	Ancient Greek Language (Original Ancient Greek texts) Ancient Greek Literature (in Modern Greek translation): The Iliad Greek Language Modern Greek Literature Religious Education History Visual arts
3rd	Ancient Greek Language (Original Ancient Greek texts) Ancient Greek Literature (in Modern Greek translation): Euripide's "Eleni", Aristophanes' "Ornithes" Greek Language Modern Greek Literature Religious Education History Visual arts Citizenship Education

MALTA	
PRIMARY SCHOOL	
Year	**LEARNING SUBJECTS**
4th	Maltese Religious Education PSCD English Social Studies
5th	Maltese Religious Education PSCD English Social Studies
6st	Maltese Religious Education PSCD English Social Studies
MIDDLE SCHOOL	
FORM	**LERNING SUBJECTS**
1	Ethics Social Studies English PSCD

AUSTRIA	
High School	
Year	**LEARNING SUBJECTS**
5th	Languages Religious Education Social Studies Personal Development Media Education Mathematics
6st	Languages Religious Education Social Studies Personal Development Media Education Mathematics
7th	Languages Religious Education Social Studies Personal Development Media Education Mathematics
8th	Languages Religious Education Social Studies Personal Development Media Education Mathematics
9th	Languages Religious Education Social Studies Personal Development Media Education Mathematics

10th	Languages Religious Education Social Studies Personal Development Media Education Mathematics
11th	Languages Religious Education Social Studies Personal Development Media Education Mathematics
12th	Languages Religious Education Social Studies Personal Development Media Education Mathematics
13th	Languages Religious Education Social Studies Personal Development Media Education Mathematics

4.Example Pedagogical Scenarios

In this section, you will find a short description of learning scenarios, their learning goals and rationale. All these scenarios were created by teachers from Greece, Austria and Malta.

Greek Scenarios
Learning Scenario 1

Scenario Identity

Creator: Irene Natsiou
Ellinogermaniki Agogi School,Greece

Main idea:
Individuals in class might be deemed different or even labeled due to their socio-economic background, their skin color or even their sexuality and become a target and eventually be marginalized and discriminated consciously or unconsciously by others.These are serious issues that must be delicately and properly approached and tackled by the educator.

Target group: Primary School, year 6, advanced level (streamed classroom)

Curriculum and Learning Subjects: English as a foreign language

Scenario Framework

Pedagogical Method:Project-based, collaborative learning

Software and Materials: Videos, Village Voices game, web links, camera, linoit.com

Learning Objectives: The goal is to acquire, consolidate new vocabulary and enrich it at the same time, enhance their oral skills, encourage critical thinking, boost and build up their self assurance, respect diversity and bring their talents and creativity to light.

Settings and Timeplan:
Classroom : 3 sessions
40' (introduction to the topic through video)
40' (game)
40' (discussion about game and oncoming shooting of video)
School playground : 1 session
40' (shooting of video)

Evaluation Tools: Students write down overall thoughts and emotions and pin it on eu.linoit.com

As a wrap up Students will have to visit a website called linoit from home and jot down their thoughts and overall emotions on racism and the project itself, which will be assigned by the educator.By the time all students have pinned their posts on this digital noticeboard the educator can print it and put it up on the classroom wall as a strong reminder of the evaluation of conflicts among students and their resolutions and certain values, such as equality, tolerance, respect, responsibility.

Scenario Implementation

Classroom : 3 sessions:
40' (introduction to the topic through video,discussion and exchange of personal experiences).
It is advisable to start briefing students on the topic that will be tackled through a video to get the gist and then lead a short but substantial discussion in order to express and share opinions and ideas and then move forward to the actual game, where students can be divided into groups of four.

Link on youtube: children's educational video
Explaining racism and discrimination

10' (briefing students on village voices: rules)
 30' (use of game)
20' (discussion and conflict resolution)

Follow up questions
After the game it is essential to have group discussions in order to resolve anticipated conflicts and provide students with the chance of voicing their views, instill values and provoke their classmates' thoughts and reflections on certain attitudes.

(how did you feel before this project?)
(how do you feel now? Is there any change in your attitude/perception?)
(what feelings were involved during the game?)
(why do we consider ourselves more important and better than other individuals?)
(would you approach people from another race differently now?)
(what gesture would you make to show the change you might have experienced throughout the sessions?)
(what are our responsibilities as a society?)
(did you face any difficulties collaborating /cooperating with your classmates?)
20' (brainstorming and deciding about film scenarios)

School playground : 1 session
 40' (shooting of video)

In order to spice up the lesson generally in the end, a film shot by the Students could be quite enjoyable and at the same time serve as a commemorative of this specific project-based and collaborative learning approach and experience.

Title of video on youtube : Ellinogermaniki Agogi Respect Diversity - Fight Racism
https://www.youtube.com/watch?v=IC7iEmMuoug

Learning Scenario 2

Scenario Identity

Creator: Georgios Papadakos
Ellinogermaniki Agogi School,Greece

Main Idea: Conflict resolution and conflict management, Ethics – people emotions, to understand how other feel, Social learning
Very often children need help in order to realize, that there are social values that need to be addressed in their lives and in the classroom like individuality, diversity and respect for others. Through these values they will learn how to cooperate in order to achieve their goals and find ways to resolve conflicts that arise among them. Once in a while children develop intense behavior and there are many conflicts between them. That's the proper time to include this game (Village Voices) in classroom in order to see these behavior arising and try to solve them by discussion.

Target Group: Primary 4th grade (9-10 years old) Mixed abilities: mild learning difficulties, talented students, socially challenged students

 Curriculum and Learning Subjects: Greek Language/ Greek History

Scenario Framework

Pedagogical Method: Collaborative learning, exploratory, problem based

Software and Materials: Village Voices game, video, paper cards

Learning Objectives: Conflict resolution, debate, collaboration

Settings and Timeplan: Classroom setting.The students are already familiar with working in groups.*Teaching of a specific subject of History or Greek that has conflict management and a video similar to that subject (1 or 2 hours)*

A) Introduction of the game (10 mins)
B) Game session: (40 min)
- ❏ Devide students in groups of 4 people each – randomly (5 min)
- ❏ Laptop or tablet sharing among them (5 min)
- ❏ Giving instructions/explaining the rules of the game (5 min)
- ❏ Playing the game (25 min)

C) Post game activities (30-40 min)
- ❏ Sharing paper cards to students, while filling in cards with their feelings (1 positive/1 negative) (10 min)
- ❏ Discussion and conflict resolution (20-30 min)
  Total time for the project (80-90 min)

Evaluation Tools: Observation of student's behavior

After the game and the discussion the teacher must observe his/her students and check if there where any changes in the way they solve the conflicts that arise between them generally in school (in classroom and outside classroom).

Scenario Implementation

Introduction :In History students learn about the civil war between Athens (Athenian alliance) and Sparta (Peloponnesian Alliance) and in Greek we have lessons about conflicts among friends. This is a nice example to use Village Voices (a game that can reveal hidden conflicts in classroom). While discussing it with them, as a teacher you will try and make them understand the bad outcome of conflict between people even in a "small world" like the classroom or a "bigger world" like the whole of Greece. After that you can discuss the ways of conflict resolution.

You can show them a video about the conflict of these two big cities

Gameplay session:The teacher describes the game to students without telling them about the conflict pattern. He explains the rules of teamwork and prepares the classroom to work in groups.

Specific plan of the main game:
- ❏ Devide students in groups of 4 people – randomly via lottery or pre organized
- ❏ Laptop or tablet sharing among them – If technological problem two students can share one laptop or tablet

❏ Giving instructions/explaining the rules of the game
❏ Playing the game

Post Game Activities:

Pupils need to be asked to think about positive and negative feelings about certain behaviors from their teammates while playing the game.

They also need to write down (on a paper card) the happiest feeling they had while playing the game and their worst moment with 1 word (i.e.: sad/ frustrated etc.) in a card. The teacher will take these anonymous cards and try to analyze these feelings in classroom by discussing them with the kids.

The teacher needs to discuss with the kids the importance of dialog. They don't have to make someone sad in order to achieve whatever they want because in our life we need others in order to "survive". For instance an in-game example: If I dislike the "innkeeper" and he refuses to gather resources I won't be able to move on higher levels of the game and even if I try to steal from him I won't be able to steal anything because he didn't gather anything. This can be transferred to real life situations like classroom or work environment. They need to understand the importance of cooperation and collaboration. So in order to cooperate with others you need to respect them as personalities and take into consideration their feelings.

In terms of History the teacher can make the connection of the importance of cooperation and collaboration with the bad outcomes of civil wars (and generally wars and conflicts).

Example questions:
❏ How many of you felt sad/frustrated/etc. even once while playing?
❏ How many of you felt happy when you received help from your teammates?
❏ Did you feel happiness when you were helping others?
❏ Did you expect others to return the help you offered to them?
❏ How did you feel when they deceived you?
❏ How did other classmates feel about you when you deceived or steal from them?

Hints/Tips :

We want conflicts to take place but we don't want things to get out of hand. In order to achieve this the teacher must understand that he is the coordinator of the whole process and he observes their behavior while they play. He needs to realize the right moment to stop kids from playing the game and terminate the gaming phase (if the conflicts are too intense and if the kids are getting bored of the game).

The teacher is also the coordinator of the discussion after the game. He can move the discussion according to his own goals.

Learning Scenario 3

Scenario Identity

Creator: Marina Papaioannou
Ellinogermaniki Agogi School,Greece

Main Idea: It is common truth, that a growing number of pupils, exhibit insufficient concentration, leading to poor participation in class. Furthermore, they often lack social skills and are unable to work within a group. By integrating the video game Village Voices in the lesson, the aim is to help young learners resolve any conflicts, that may have arisen, enhance their language skills through a non-conventional teaching activity and attract their interest.

Target Group: Year 4 Primary School, Pupils aged 9-10 years old, Level A1.1, mixed learning abilities.

Curriculum and Learning Subject: German Language

Scenario Framework

Pedagogical Method: Combination of Collaborative, Exploratory and Problem based Learning

Software and Material: Video Game: Village Voices, stopwatch, whiteboard, computers, questionnaires

Learning Objectives: Conflict Resolution, enrich and strengthen vocabulary skills, develop debate skills, rise participation

Settings: The teaching session will take place in the "usual" classroom. This is because it is important for them to feel safe and consider it as part of the lesson.The learners are divided into groups of 3-4. This division is not random and is based on their learning abilities. Each group consists of both strong and weak pupils. At the same time, one should also take into consideration the relationships that the individuals have developed among them.

Timeplan: The whole session takes place during a 90 min teaching session:
- ❏ Introduction (20 min)
- ❏ Game playing session (40 min)

❏ Post playing activities (30 min)

Evaluation Tools:
Questionnaire and free discussion

Questionnaire:

Answer the following questions.

1. Did you enjoy today's lesson?

2. Was it easy to work in groups?

3. Do you believe that this lesson today has helped you learn new vocabulary?

4. Was it more interesting?

5. Would you like   to have such lessons more often?

Scenario Implementation

A. Introduction (20 min)

❏ 15minutes: Introduction to the game, go through rules and characters, explain unknown vocabulary, answer different questions

❏ 5 min: divide the learners into groups. Each group consists of 3-4 learners. To avoid tantrums, we use a stopwatch, which reminds the children how long each one of them is allowed to play.

B. Game playing Session (40 min)

C. Post Playing activities (30 min)

❏ pack up laptops and write scores on the whiteboard

❏ hand out questionnaires for the students to fill in

❏ encourage students to discuss openly about their feelings/thoughts and try to resolve issues that might have arisen during the game.

Learning Scenario 4

Scenario Identity

Creator: Stavroula Theodoropoulou

Ellinogermaniki Agogi School,Greece

Main Idea:A serious aspect of crisis, probably not always seen, is the indifference towards the crisis itself. While certain groups suffer the impacts of this current phenomenon, a part of society still remains passive, either due to disinterest or because of the dominant perception that such problems have to be dealt with by politicians. Cooperation and interaction within the classroom can contribute to the cultivation of responsibility and active attitude towards social problems.

Target Group: Level: Secondary School (12-15 years), Ability: Mixed

Curriculum and Learning Subjects: Greek Language and Literature

Scenario Framework

Pedagogical Method: Exploratory, problem-based

Software and Materials: Iconoscope game (DIY version).

Learning Objectives:

❏ Familiarisation with works of literature focused on specific social problems

❏ Improvement of oral and writing skills

❏ Development of critical and reflective way of thinking

Settings and Timeplan:

Classroom organization

The students are divided into teams of 4. The teams are set by the educator, in order to consist of students of mixed ability. The members of each team discuss about the issues raised at the beginning of the lesson and present their thoughts / conclusions to the class as a whole. During playing "Iconoscope", they work separately or in couples.

Timeplan: Total time: 80 minutes

- ❏ Reading text(s) related to the issue (15min)
- ❏ Discussion (10min)
- ❏ Presentation of the game - Instructions (5min)
- ❏ Playing the game (20min)
- ❏ Students' self-assessment through evaluation sheets (15min)
- ❏ Overall discussion and feedback (15min)

Evaluation Tools: The evaluation process could be evaluated through observation of the children during the discussion and playing the game. A questionnaire might be used as well.

 Example Questionnaire

- ❏ How important do you consider these problems / values?

    1   2   3   4   5

  (1= of no importance – 5= of great importance)

- ❏ Do you think that people have crucial differences?

    1   2   3   4   5

 (1= no actual differences – 5= crucial, insuperable differences)

- ❏ What is your main feeling after studying the text?

    1   2   3   4   5

 (1= anger, 2= disappointment, 3= indifference, 4= satisfaction, 5= happiness)

- ❏ Has your attitude towards the main character changed after discussing and playing "Iconoscope"?

    1   2   3   4   5

  (1= no change at all – 5= radical change)

❏ Was "Iconoscope" helpful in understanding the ideas of respect and solidarity?

   1   2   3   4   5

 (1= not helpful at all – 5= helped a lot)

❏ Which idea have you chosen to depict? Why did you decide to depict it this way?
❏ Why did you choose these specific colours? (open question)
❏ What is the message you want to get across? (open question)
❏ Did this process influence you? Is there any change from your previous attitude towards war and human differences? (open question)

Scenario Implementation

Suggested text(s): J. Maglis, "Why?" (raises the issue of human relations during war, violence, equality)

It is suggested that the educator starts the process by reading the text till the climax of the plot. The students are asked to guess the end of the story. The confirmation or denial of their expectations can be used as a starting point for the discussion.

During the discussion the children are encouraged to express the feelings that the story created to them, explain their attitude towards the characters, their agreement or disagreement.

In this scenario the use of DIY Iconoscope is crucial, since it allows the teacher to introduce the concepts/ ideas/ values that he/ she wants to discuss. This version of the game can be fitted in any kind of content and be adapted to a variety of issues, especially abstract or complex topics, such as the social problems under discussion.

Emphasis should be put on every student's personal take-home experience. It is important to make sure that children will leave the classroom knowing that -as future citizens- they will have their share in the solution of serious problems. In order to assure that, students might be asked to:

❏ write down their own thoughts/ conclusions/ feelings,
❏ compose paragraphs,
❏ create small-scale projects based on the iconoscope philosophy (3D constructions, collage e.t.c.).

AUSTRIAN SCENARIOS

Learning Scenario 5

Scenario Identity

Creators: Iris Grasel, Charlotte Zerfin, Lena Reinprecht, Lisa-Katharina Möhlen & Daniel Pfeiffer.

Target Group: Primary School, Ability:Beginners with mixed abilities.

Curriculum and Learning Subjects: The scenario is set up for the subject "*Sachbegegnung"* (social studies)*.* One part of this subject is to teach societal issues. The classroom exemplifies a society with rules and common sense. Students learn to accept their new situation in school and the classroom. Issues like respecting, caring, helping, assisting each other are taught.

Scenario Framework

Software and Materials : Game :Iconoscope DIY

Triplets examples: land, region, origin, church, destroying, war, culture, food, fat, clothes, laughing at, thin, hair, skin color, glasses, hearing aid, wheelchair, braces, disabilities, language, animals, swimming, sport, bluster, acceptance, respect, self-confidence, support, team spirit, solidarity, dancing, singing, talking, shy, friends

Learning objectives:

Pupils should understand that all people are equal.
Pupils should understand that bullying can harm physically and emotionally.
Pupils should understand that fear hurts.
Pupils should understand how bullying affects others.
Pupils should understand that bullying leads to exclusion.

Settings and Timeplan:
Phase 1: Introduction (10 min)
Phase 2: Playtime (30 min)
Phase 3: Break (10 min)
Phase 4: Reflection (30 min)

Scenario Implementation

Classroom ideas/strategies

Phase 1: Introduction (10 min)
        Teachers introduce themselves, explain what they will do, build up the setting and explain the task.
Phase 2: Playtime (30 min)
        The students play alone and if they want to they can work together.
Phase 3: Break (10 min)
        Pupils should get some time to take a break.
Phase 4: Reflection (30 min)
After the break the teacher asks the pupils several questions:
                How did you like the game?
                Did you find the solution fast?
                Was it easy? Hard?
                What did you find out?
                Which games to you like to play? Why? Together?
                Did you experience bullying in your life/school?
                How was it? How did you feel?

Follow up questions/activities

Questions: If pupils ask questions about bullying we suggest, that it should be explained. Teachers can be experts and be asked what are their experience with bullying.

Activities: Pupils can make up a roleplay with the discussed bullying. The teacher hands out blanco pieces of paper. The pupils writes their favourite role on a piece of paper. Thus, they get the opportunity to decide on their own which types of role they want to play. If pupils are not able to write or understand the language other pupils have to support and assist those pupils. Afterwards the teacher is collecting all pieces of paper and put it in a big bowl. Now every pupil pulls out one piece and get his or her role. Henceforth, pupils build groups up to four. They have to think quickly about their role and how the interaction can be. After 5 minutes of playing the game stops. Additionally on that, every pupil should tell about his or her feelings related the role in the small group. To relax and get out of the explicit learning process the pupils should rest and take a break. Back in classroom the pupils sit in a circular sitting arrangement and talk in the whole group about their experience with Iconoscope and the role play.
Hints/Tips:It is suggested to play the game in the morning when the pupils are well-rested.

Learning Scenario 6

Scenario Identity

Creator: Bernhard Zangl

Target Group: Level :Vocational school, Year 9,

Ability:(Advanced/Intermediate/Beginner/Difficulties/Challenges)

Curriculum and Learning Subjects: Religious education

Scenario Framework

Software and Materials:Game Village Voices

Learning Objectives: In the curriculum it is asked to teach personal development and empowerment.General objectives like honesty, justice and empathy and also the biblical10 commandments are part of the curriculum.

Students will know and be able to apply the 7th commandment "Thou shalt not steal" and the 9th " Thou shalt not covet thy neighbour's house" and the 10th commandment "Thou shalt not covet thy neighbour's wife, nor his manservant, nor his maidservant, nor his ox, nor his ass, nor anything that is thy neighbour's" to their own life.

Settings and Timeplan:
Double session:
10 min to get into the IT-room and get the computers started
10 min introduction into the game
15 min playing the game (first round - individually)
20 min playing second round when each position is covered by five people
10 min self reflection on question sheet
30 min reflection and discussion in the group

Scenario Implementation

Classroom ideas/strategies:

In this class there are 20 students (catholic,protestant and without any denomination).
We are playing the game "Village Voices" in the IT-room.
We play two rounds.

1st round: We devide the students into five groups of four players. They have to play individually the roles of "The Ink keeper, The Blacksmith, The Alchemist and The Carpenter".

2nd round: We devide the students into four groups. Each group consists of five players.The whole class is playing one game. So each group has to discuss the decisions and the moves they make.

After having finished both rounds we do the reflection. We have prepared a question sheet.

Each one is supposed to answer individually on the paper without talking to the others.

Open questions like:
Describe your feelings when you were robbed!
          when you robbed somebody
when you were evaluated badly
                    when had to find decisions in group….
Then there is a discussion in classroom to reflect game and feelings.

Follow up questions/activities:
Homework
Students have to watch their actions and interactions in class, with friends and with family during the next week. They must take notes and bring them to the next lesson to discuss with the other members of the class. The question is: What are the consequences of my actions and sayings.

Hints/Tips:
- ❏   Let them choose the team themselves
- ❏   To devide students into groups prepare cards with four symbols or let them count from 1-4 to get the groups

Learning Scenario 7

Scenario Identity

Creator : Contributed by: Theresia Schmall

Target Group: Level Secondary: Gymnasium year 9, Ability: Advanced

Curriculum and Learning Subjects: Social learning and conflict management.

Scenario Framework

Software and Materials: Game: Iconoscope

Learning Objectives: Students get introduced into the theory of Constructivism of Paul Watzlawick, Heinz von Foerster and Ernst von Glasersfeld.

Learners should constantly be challenged with tasks that refer to skills and knowledge just beyond their current level of mastery

Settings and Timeplan: One lesson

- ❏ Game as a trigger at the beginning of the lesson
- ❏ Playing time 15 min
- ❏ 10 min voting phase looking at the creations of classmates and rating them
- ❏ 20 min Lecturing the theory
- ❏ 5 min What has the game to do with the theory?

Short introduction in the reflection which is homework

Scenario Implementation

Classroom ideas/strategies:

- ❏ Students are in the IT-room
- ❏ Iconoscopes is played on the computers individually after a 5 min instruction.
- ❏ Teacher's theoretical input
- ❏ Introduction to the reflection phase

Follow up questions/activities:

Homework

Students are used to do reflections as homework and that they will be graded.

Reflective questions about the game iconoscope and the connection to the theory of constructivism are prepared on LMS (learning platform) for them.

The students print their reflections and they will be discussed in the next lesson.

Hints/Tips:

Teacher chooses some some examples of created pictures and projects them on the whiteboard in the next lesson. There should be examples with a lot of correct guesses and some examples which weren't guessed. So students can see that there are different realities depending on what is on the individual minds and which background everyone has.

Learning Scenario 8

Scenario Identity

Creator: Andrea Schweiger

Target Group : Level (Primary/Secondary/Vocational)
Secondary Class in a School for Inclusion, age range 12 years

Ability:(Advanced/Intermediate/Beginner/Difficulties/Challenges)

The children's abilities are very different. Especially in German and maths I have beginners as well as very advanced, often according to their reading knowledges. Very different is also the word pool, which often not only depends on the familiar background and the mother tongue which is mainly spoken in the families but also on the educational level. The two boys in the Spectrum of Asperger Autism are very gifted as well in german as in maths.

Curriculum and Learning Subjects: German language

Scenario Framework

Software and Materials: Game:Iconoscope DIY/Village Voices (in several sessions)

Learning Objectives:ICONOSCOPE DIY: to foster creativity and imagination,curiosity and questioning; to increase their vocabulary, both the beginner's and the advantaged's; empowerment of self-confidence by representing and rating; better understanding and impressing of words one has chosen and implemented by him- or herself
VILLAGE VOICES: first of all to get students to cooperate, to prevent and to solve problems; to prepare them for a digital world and knowledge society; make them learn,that failure can be useful
In both games to talk, to reflect, to express own emotions and accept feelings and meanings from the others. Especially in ICONOSCOPE the increasing, enrichment and consolidation of the player's wordpool.

Settings and Timeplan ICONOSCOPE: 15 - 20 minutes two or three times a week

VILLAGE VOICES: once or twice a week for a lesson,sometimes a double lesson (1 lesson = 50 minutes); 5 minutes instruction, 30 minutes play time, the rest for discussions.

Scenario Implementation

Classroom ideas/strategies:

ICONOSCOPE DIY: oftener, for shorter sequences in different variations: with and without rating,(on tablets in the classroom) at the beginning even without terms,then going from concrete to abstract terms; offering them suggestions on paper that they shall copy on the screen for training the practical handling; copy digital pictures on paper; children give issues to each other; advantaged children also can try the official version of ICONOSCOPE(in the IT-room)

VILLAGE VOICES: In the IT-room, 4 teams; just a short introduction, then let them play and explore; in another following play session I would start with a retrospection and then try to integrate the experience and the knowledge they had made the last time.

Follow up questions/activities:
ICONOSCOPE: write down the words in the notebooks and illustrate it; find new words and new pictures in your homework;
Questions: How did you feel during working and thinking about a term? What was easy,what was difficult? How did you feel when others rated your picture? What did you consider when you were rating?

VILLAGE VOICES: How was working in groups? (Students are usually used to it)
Was it hard or easy to achieve the issues?
What did you think and feel about the other teams or characters? What was the most fun?
How was it when other characters stole your materials and crafts?
What was your emotional reaction on the assessment of your person?
How did you feel assessing another person and see her reaction?
What would you make in another way?

For asking questions in reflective debates I often use a scaling line on the floor of my classroom. Children like it very much to find their point of agreement and discuss it with their classmates.

Hints/Tips:
In another session I would discuss at the beginning what they have learnt from the last time. Then I would ask them to form new groups, because I think, the results will change according to the team.

Maltese Scenarios

Learning Scenario 9

Scenario Identity

Creators: Clayton Brincat & Clifton Casha
St Ignatius College, Malta

Main Idea: Family / La famiglia – Italian Language Class
Motivation: By engaging the students with something they like (video clip, online activity etc.) concerning the main topic of the lesson.

NOTA BENE: In the motivation part of each lesson of this unit, dedicated to family, the teacher will dedicate the first 10 minutes to Iconoscope and use 3 of the vocabulary words related to the topic.

- ❏ social challenge: to explain and show students that nowadays we live in a society built on different kind of families. Students need to learn that this has become the norm and everyone must respect others' opinions as regards what type of family they live in.
- ❏ what I intend to achieve via the conventional teaching: to instill respect between the learners and to introduce different vocabulary, which is related to family, in a fun and motivational atmosphere.
- ❏ cannot be achieved via the conventional teaching: we cannot give students the real feeling of living in the real scenario of different family backgrounds which is different than theirs. Only a simulation of the different families can be given via the use of different multimedia aids.

Target Group : 11 - 12 years of age (year 7 - 8) with mixed abilities.

Curriculum and Learning Subjects: La famiglia
The family main skills to focus upon: Listening, Speaking, Reading

Learning Outcomes: The student can:
- ❏ identify, use and understand vocabulary related to family members
- ❏ ask, answer and understand questions on family members
- ❏ describe the relation between different members of the family
- ❏ briefly talk about a family member

Scenario Framework

Pedagogical Method: Project-based, exploratory, problem-based, collaborative learning.

This set of lessons will feature basic vocabulary referring to family members. The teacher is encouraged to make use of realia – and technology – as much as possible given that this motivates students. Besides s/he should continue to highlight the similarity of the target words in Maltese and Italian especially when discussing family members. The teacher is advised to prepare a set of flashcards to stick onto real classroom objects, while, for the other vocabulary and grammar topics, wall charts will help the students memorize the topics being studied. Family ties are discussed in this unit and students should be made aware of and accept different types of families through images or videos.

Example of a Lesson:
Introduction:
(2 minutes) Students will listen to recordings containing the target words – related to family ties, acquaintances and relations.
(10 minutes) Playing Iconoscope with the new vocabulary acquired.
Part 1:
(15 minutes) Students are exposed to listening clips where interlocutors describe the relation between members of their family and then they are paired and assigned roles.
They describe orally the relation between different members of a family tree according to the listened model. Some students will need the help of flashcards with printed words and pictures. Students pass on to adding some more information to their description like using an adjective that describes the family member physically.Various tasks are carried out: filling in a family tree (kindly see Handout - Family Tree with the help of pictures, filling in of dialogues with given words/flashcards and filling in of grids with the necessary information.
Part 2:
(15 minutes) Some students carry out a conversation about their real family members. They ask information from their peers and inform them reciprocally. Students write the target nouns (relationship nouns, e.g. zio, zii, cugino, etc.) when prompted by pictures. They describe in writing the relation between two persons on the pictures(describing Handout no. 2 – Family Tree).

Follow up activity at home:
They attempt to fill in sentences they used in the previous oral activity and draw their family. Attention should be given to orthographic skills (kindly see Handout – Fill in the Blanks).

Software and Materials: Rete! Junior A+CD; Rete! Video; Lo Stivale (online); L'italiano per noi. La lingua in gioco (Caon& Rutka). http://www.italianoinfamiglia.it/corso.asp,Iconoscope game

Learning Objectives (Skills, knowledge)
The teacher will teach students:
1. to understand and write words related to family ties, acquaintances and relations and to participate in conversations to describe the relation between different members of the family; (Listening, Speaking and Writing)
2. to identify the expressions commonly used in a telephone conversation and repeat some greetings and intonation patterns as well as understand their meaning when read;(Listening, Speaking and Reading)
3. teach students to understand and write words related to family ties, acquaintances and relations and to participate in conversations to describe the relation between different members of the family.

Students will:
1. identify specific information in speech extracts.
2. match the target sounds to pictures and to printed words.
3. listen and understand words or simple phrases that describe the relation between different members of the family.
4. recognize and produce differences in intonation (question-answer).
5. take part in brief prepared speech tasks using written cues.
6. make simple questions and give answers, make simple statements and participate in simple face-to-face conversations.
7. give some spoken information (a physical attribute) about members of their family.
8. repeat right words in order to describe the relation between different members of the family (speaking) use learned basic vocabulary to form simple sentences.
9. copy correctly the target words.

Settings and Timeplan: Classroom organization: individual, work in pairs or group activities.Time allocation: 9 lessons
Duration: 40 minutes each (6 hours)

Evaluation Tools:
Conclude the lesson by Discussion all the things done during the 40 minutes in class.Discussion is the key of communication.

Scenario Implementation

Learning Activities: The following are suggestions which could be utilised to expand

the range of teaching approaches used in the teaching of various topics.
Listening, Speaking, Reading, Writing:The students explore and utilise the recording and playback capabilities of Easi speak.Students capture short audio segments for planning, representing knowledge or for reflection. Students use Audacity to edit their voice recordings for insertion in other application programs.

Students use Simple Diary http://www.webbedfeetuk.com/a-simple-diary.php to generate a journal of what they learn and to update their vocabulary file.

Students utilise the online resources to acquaint themselves with listening various words related to family ties, expressions used out during telephone conversations and greetings in Italian:
http://www.education.vic.gov.au/languagesonline/italian/italian.htm

Teacher creates various comprehensions utilising the application program Comprehension Task Maker for students to identify the various plural forms of the definite articles studied in this unit. Teacher creates sentences of various difficulties utilising the application program Sentence Game Maker.
http://www.education.vic.gov.au/languagesonline/games/comprehension/index.ht
mhttp://www.education.vic.gov.au/languagesonline/games/sentence/index.htm.

Teacher creates various memory games utilising the features:
text – text, text – picture or text – sound of the program Memory Game Maker
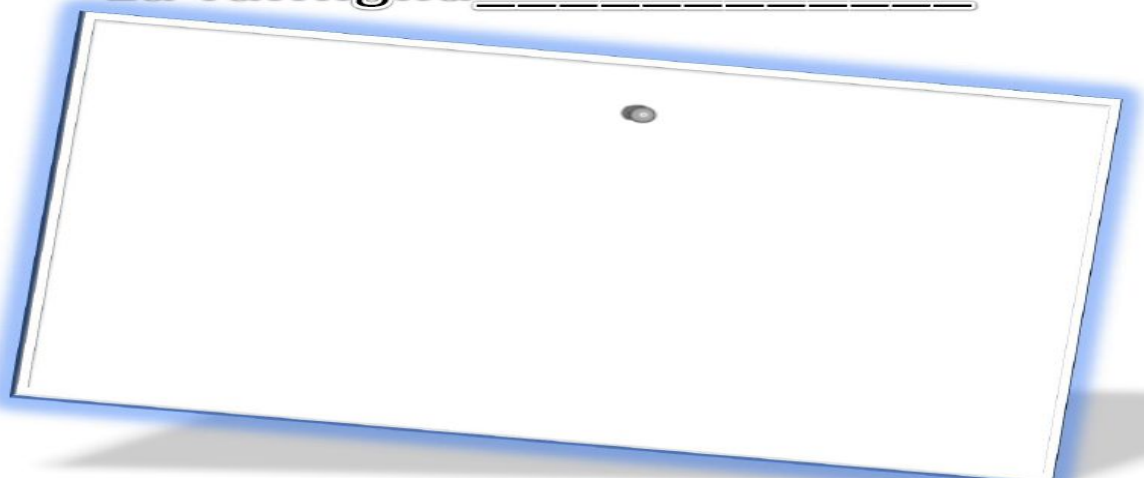http://www.education.vic.gov.au/languagesonline/games/memory/index.htm for students to work out and measure their level of understanding of the topic under study.Students utilise the tools of the program Cartoon Story Maker
http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm
to build up a story using what they learned during this studying.
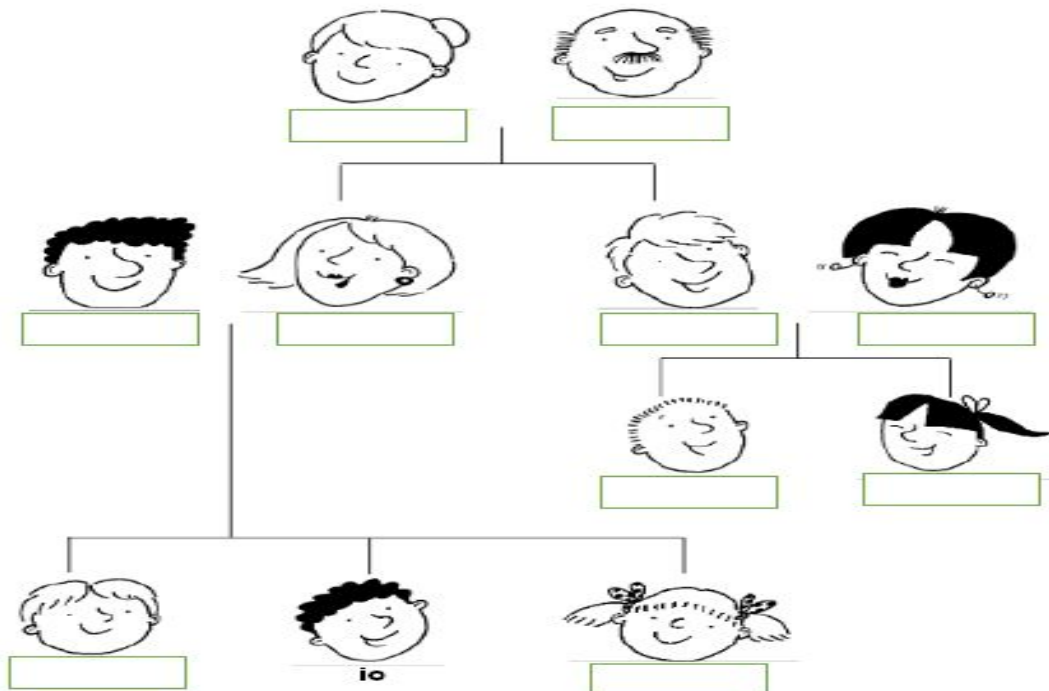
Ciao, mi chiamo _____ e ho
_____ anni. Abito a _____ . Il
mio colore preferito è il _____ . Nella mia famiglia,
siamo _____ membri. Mia madre si chiama
_____ e mio padre si chiama
_____ . Ho un/una _____ che si
chiama _____ .
Come animale domestico, a casa io ho un/una
_____ e si chiama _____ . Il suo colore è
_____ . _____ ha
_____ anni e ama tantissimo giocare con me. Tutta la mia
famiglia ama il nostro animale domestico!

L'albero Genealogico

Learning Scenario 10

Scenario Identity

Creator: Angel Shaikh
St Ignatius College, Malta

Target Group:Level: Secondary Education, Age: 13- 15 years old, Ability: Mixed abilities.

Students come from a spectrum of abilities from the very gifted students to very basic skill students. Students with certain conditions like ADHD, autism, dyslexia etc are normally included with mainstream with the help of learning support assistants.

Curriculum and Learning Subjects: Personal, Social and Career Development

Scenario Framework

Software and Materials: Village voices Game

Learning Objectives:
- ❏ To be familiar with different types of families.
- ❏ To identify various roles and responsibilities of different individuals within a family.
- ❏ To make students aware of the of mismanagement.

Settings and Timeplan: Normally during a PSCD lesson, there are 16 pupils therefore to play the game "Village Voices" they need to be divided into groups of four. Each subgroup needs to have a computer and good internet connection therefore the best option is to use a computer lab. The problem is that in our school it is very difficult to book find a computer lab which is available; it has to be booked prior. Each subgroup is to choose one of the roles that are present in " Village Voices": The Ink keeper, The Blacksmith, The Alchemist and The Carpenter.

Suggested timing: Double lesson of 80 minutes
5 minutes - Settling time
10 minutes - Game and Rule Explanation
25 minutes - Game Time
15 minutes - Processing Time
20 minutes - Explanation of the Roles and Responsibilities in our families
5 minutes - Evaluation and Conclusion

Scenario Implementation

The instructions and rules of the game are to be thoroughly explained to the students. It is very important for the teacher to explain that although they can steal

from each other and destroy the houses of others, they can then deal with the consequences involved, with their own feelings and with conflict. Therefore students are to be left to explore the game as subgroups and find out which group best created a positive relationship with other and also managed to complete the quests. Students are to realise that even though some groups might be complete the quests faster and progressively, they might be creating negative relationships with their peers.

In order for "Village Voices" to be linked to the topic: Roles and Responsibilities, processing questions are to be asked. Although not all the groups might have completed the quests, students are to be stopped from playing after the given time frame. Students are then encouraged to reflect on what happened while playing the game.

Follow up questions/activities

Some questions that should be asked during discussion time are:
- ❏ What were the different feelings involved while playing?
- ❏ Have you managed to develop any positive and negative relationships?
- ❏ What were the strategies used to complete the quests?
- ❏ What type of consequences were you involved in?
- ❏ How can we relate this game to our personal life?
- ❏ What are our roles in our families?
- ❏ What are our responsibilities in our families?
- ❏ How can we combine the game "Village Voices" to our roles and responsibilities at home?
- ❏ What are the consequences if we lack from our responsibilities at home?
- ❏ How can these affect our families?
- ❏ What have we learned during this lesson?

Hints/Tips

If a challenging group is present in the class, it is better to give each individual a specific role such as: The Leader, The Spokesperson, The Bartender and The Conflict Manager.

Learning Scenario 11

Scenario Identity

Main Idea: During our teaching experience we have noticed that conflicts arise between the children when they interact and collaborate with each other. Sometimes, this happens because some of the children focus only about themselves

and their feelings. Thus we don't feel that the crisis in our class will not help the children develop better attitudes towards each other. Furthermore we would not like our children to be aware of the needs and feelings of others. We believe that this learning goal will help children prevent conflicts and resolve conflicts given these arise.

Creator: Mariella Buhagiar
St Ignatious College,Malta

Target Group: Primary - Year 6 ,Streamed classroom: Children on level 6, Alternative levels - level 1 or level 2. Children who are learning the language as a foreign language. Special cases:ADHD, Autism, Cognitive learning difficulties.

Curriculum and Learning Subjects: Languages - both Maltese and English.

Scenario Framework

Software and Materials:Iconoscope game

Learning objectives:
- ❏ Being creative
- ❏ Foster curiosity and questioning
- ❏ Collaborate with each other
- ❏ Practice vocabulary

Settings and Timeplan:
Suggested timing:
This activity could be done in the first, middle or last part of the lesson.

Scenario Implementation

Introduction of the lesson:
The children will try to guess the meaning of the words through creating diagrams and through guessing.

After introducing new vocabulary in a grammar, comprehension or writing lesson, the new vocabulary could be integrated in the game as triplets.

The children can use iconoscope to present the chosen words through diagrams. The children will use their creativity in creating the diagrams. After submitting their diagram, the children will question the other diagrams in the feed in order to guess and vote.

The children will experience a sense of curiosity about the diagrams and about what the creator of the diagram tried to achieve through his choice of shapes and colours. Development of the lesson:
After the explanation of the new vocabulary, the children can test their understanding by playing iconoscope using triplets made up from this new vocabulary.

Conclusion of the lesson:
After the lesson, the teacher can assess the understanding of the children by letting them play iconoscope and by observing their play.

Follow up questions/activities:
The teacher can go through the diagrams created and use them to initiate dialogue and debate on the choice of shapes and colours and on what the creators had in mind.

Hints/Tips:

Given the time limit that lessons come with, the teacher can limit the children to one or two diagram/s each, according to the time available.

I think that this activity works best with follow up questions and dialogue.

The follow up discussion can be held in pairs, in groups or as a class discussion, this depends on the ability of the children to have a serious discussion.

Low-Ability Students: May have the definition of the words in front of them for extra help.
High-Ability Students: May be asked to create new triplets that belong to the same theme.

Learning Scenario 12

Scenario Identity

Creator: Jeremy Mercieca
St Ignatius College, Malta

Target group:

Level:
- ❏ Primary level
- ❏ Year 6 children
- ❏ Aged between 10 and 11 years.

Ability:
Streamed classroom:
- ❏ Children on level 6
- ❏ Alternative levels - Level 1 or level 2
- ❏ Children who are learning the language as a foreign language.

Special cases:
- ❏ ADHD
- ❏ Autistic
- ❏ Physical impairment.

Curriculum and learning Subjects: Circle Time

Scenario Framework

Software and Materials: Village Voices games

Learning Objectives:
- ❏ To promote specific values
- ❏ To foster creativity and imagination
- ❏ To foster the learner curiosity
- ❏ To make the problems their own

Scenario Implementation

- ❏ In Primary schools in Malta, teachers are suggested to promote circle time in their classrooms. As the name itself says, this discussion has to take place in the form of a circle so that each child will face one another. The teacher has to find some free time during the busy schedule in which the children could possible discuss arising conflicts in the classroom. A classroom environment has to be created in which the students need each others' help in order to play the game - they need to trade goods with each other.

❏ Village voices could be used during this time since it is a game about conflict resolution. Since it is set in a different village setting and has different professions, the children could use this game to discuss the existing differences in the classroom setting. The children have to forget their differences, work together in order to communicate and trade with each other. Together, they have to trade quests in order to succeed the game. These quests create conflicts over different aspects in which the children themselves have to resolve it.

❏ The same scenario that will take place in circle time, is the same created in this game. Some children could agree or disagree with other children on a particular aspect, and while playing Village Voices, the game itself changes in order to influence the conflict resolution.

Settling time: The children are to given some time for free talk.

Introduction:The teacher will start the discussion. Children are asked to share any issues that are creating conflicts amongst them.

Development 1: These conflicts have to be solved, and the children with the help of the teacher have to arrange the arising situations in the classroom.

Development 2: The teacher introduces 'Village Voices' to the children. The rules of of the game have to be explained. The children are divided into groups in order to play this game.

Conclusion:Both teacher and children have to evaluate the conflicts that have arose during the game. They have to discuss whether these conflicts were solved.

Follow up questions/activities

❏ It is important that the teacher has to guide the game to get the desired discussion on, and has to give definitions of what the game is.

❏ After the game, the teachers have to evaluate the students' perception on the conflicts created, and also on the students' ability to solve conflicts.

❏ Evaluation diagrams could be created to list the arising conflicts.

❏ This game could help and demonstrate how to think and question, so to be curious about the others. It could propose emotionally rich experiences for children.

❏ This game could be used to help children use their creativity and imagination to express themselves in order to solve the conflict.

❏ The children could discuss the situation and make links to other values.

Hints/Tips

❏ It is important that the children are divided into groups to play 'Village Voices'. Our classrooms are quite big, however, there are few computers to use. Children have to be two or three in a group and share their views/ideas to trade against their 'friends'.

❏ Children could be given some time after the session to list down their emotions, or maybe other conflicts which weren't discussed, or the child him/herself was shy to mention.

5.Conclusion

This document defines the main aspects of eCrisis methodology and introduce the eCrisis technological teaching tools to class teachers of primary and secondary school. A differentiated pedagogical approach is proposed and all teachers could use it as guide since it presents valuable information about how to confront social issues that arise in their classrooms.Technologies play a crucial role in learners' lives and can enable educational change towards an innovative and creative school environment.

To conclude,a climate of inclusivity is needed to be established in schools of Europe. An inclusive education for social skill training via games is suggested by the eCrisis project with the scope to be promoted a positive social environment in schools of Europe.It is important to ensure that students develop a broad set of social skills early on life because these skills will enable them to participate in school and later on their lives to be active members of the society.

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