eCrisis: "Europe in Crisis"

IO4 eCrisis
Teacher Training Report

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1.Introduction

This document describes the planning and the execution of the teacher training activities. It specifies the recruitment and training plans of the eCrisis project and the evaluation methodology. The latter defines the goals of the evaluation and the research tools used for achieving them. It also contains a detailed description of the teacher questionnaires an integral part of the evaluation. Furthermore, it presents the evaluation of eCrisis pedagogical approach by the educators.

Firstly, all partners of the project recruited and trained teachers from their own countries, Greece, Austria and Malta. The main purpose of the training was the empowerment of teachers in order to deal with the many societal challenges through innovative, digitally-enabled game-based activities. Furthermore, due to strong focus on the teacher, e-Crisis empowers the profile of the teaching profession and offers them a continuing professional development.

In more detail, during the training events teachers were introduced to eCrisis methodological and digital tools to design their own teaching and learning scenarios tailored on the objectives and needs of their own teaching circumstances. They were also informed about their tasks. After a careful planning of the implementation in class, teachers from each corresponding country conducted classroom tests with the eCrisis toolbox. The children that participated in the trials are of primary and secondary school aged from 7 years old.

These pilot courses in schools is a preliminary phase of the evaluation of ecrisis toolbox and framework. Afterwards, the application of the e-Crisis game-based learning technologies will be implemented in classes widely as more teachers and students will participate. It is true that teachers should be the ones who will perform this task because they have previous knowledge of the children developmental status. In other words, they can estimate the skills improvement by observing children playing eCrisis games since they are familiar with their students' skills. For this reason, they will be able to evaluate eCrisis teaching method. Clearly then, the dissemination of the project will be much easier if the teachers are convinced of the eCrisis effectiveness.

This document is organized as follows. In chapter 2, we describe the recruitment of the participants and in chapter 3, the training events that took place in Malta and in Greece. In chapter 4, the pilot courses in schools are presented, the evaluation methodology and the results of the trials are analyzed. In chapter 5, eCrisis activities in Austria are presented. Finally, in chapter 6, we conclude.

2. Recruitment of Participants

All the countries involved in the crisis project recruited participants from their own corresponding countries, Greece, Vienna and Malta. Specifically, each partner recruited teachers who were interested in adapting game-based school activities and alternative pedagogical approaches.

As it was cited above, all teachers selected were trained in order to be informed about their role in the project and become familiar with eCrisis methodology and technology. The core focus of this task was to provide the educators with tools to deal with unprecedented everyday real-life problems in their classes in a creative and responsible manner. Therefore, the main themes of the classroom materials that were produced by the educators are based on the conflict resolution, creative thinking and reflective debate.

According to the schedule the recruitment process was completed by the end of February because the starting point of training processes was on March. The first training event took place in Malta the 5th of March and lasted five days. The other 5-day training course was realized in Greece from 2 to 6 July.

Afterwards, the educators that participated in these training events were in charge of selecting and training a group of teachers in their own countries. At this point, teachers could also use the eCrisis teacher guidebook as a manual because it contains detailed information regarding the eCrisis framework and the eCrisis toolbox.

Finally, the educators recruited and involved in the training prepared their own materials according to their student's needs, implemented the ecrisis vision in their countries and evaluated the eCisis game-based activities.

3.Teacher Training

Two main training events were organized throughout the e-Crisis project: The first one was held in the Malta (C1) and the other one in Greece (C2). The events brought together 'lead' teachers who participated in the e-Crisis project since the induction workshops of O1 and other teachers from around Europe. Teachers from the lead schools got the opportunity to work closely with other teachers and presented their work in the classroom which was translated into curriculum material and game-based learning scenarios and interventions through the curriculum development activities of the project. Project researchers also had the opportunity to introduce reports, tools and games developed throughout the project. In Annex 5 below, we present all the learning scenarios that the educators created during the training events in Malta and in Greece.

Furthermore, at the second phase of the training the educators could use the ecrisis guidebook because it provides information about the eCrisis pedagogical approach and a sample of learning pedagogical scenarios created by the educators during the training in Malta and in Greece. In this way, the educators were guided on how to integrate the eCrisis methodology in the daily practices.

All participants of the training activities in Malta (C1) and in Greece (C2) was given a Europass certificate of attendance by UoM and EA.

3.1 Teacher Training Course in Malta

A 5-day teacher training event was organized by UoM in the university of Malta for introducing teacher educators the e-Crisis methodology and tools. This event was held in March 2019. The didactical methods, the game-based learning approach and the potential educational outcomes of applying the e-Crisis framework were presented. During the course teachers experienced hands-on activities. The emphasis of the training was the authoring of learning scenarios that were applied in their own teaching contexts.

Specifically, the first day the educators from the corresponding countries were asked to bring with them some games that are specific to their countries and which they demonstrated and played with the rest of the training participants. In this way, participants felt more comfortable and get to know each other. Afterwards, the benefits of the games and how teachers can integrate them in the learning methods were presented and discussed. During the workshop the features and advantages of new technologies were also discussed. The main purpose of this task was teachers to become familiar with game-based technologies and start to realize the benefits of the games.

The second day the eCrisis team offered them a hands-on experience as they played the eCrisis games, Village voices and Iconoscope. In addition, the ecrisis pedagogical approach (methodology and technology) was presented and discussed by the participants. Educators referred to social issues that they are of concern to them and their students. The main social challenges that takes place in schools of Greece, Vienna and Malta and several educational concepts were discussed among the trainees.

The following days pedagogical scenarios and some ideas about how they could integrate these games in their teaching methods were presented. Educators took the time in to build the teaching and learning scenarios which will then formed a small part of the guidebook. In order to guide them the eCrisis team distribute the following scenario template:

1. WHAT ARE MY MOTIVATIONS AND NEEDS?

Some ideas (not prescriptive!)	*Your notes*
to solve a specific teaching problem (complex or abstract topic, inaccessibility of the real context, lack of attention/concentration in my class, …)	
to attain specific learning goals (knowledge, skills, attitudes, …)	
to innovate, diversify or improve my teaching practices, to change	
to promote specific values	
to foster learner creativity and imagination	
to foster learner curiosity and questioning	
to engage learning in resource searching and mobilizing	
to motivate learners (in particular disaffected learners)	

to get learners to collaborate	
to make learners more active and make the problems their own	
to prepare learners for a digital world and knowledge society	
(other)	
Which crisis?	

2. WHOM AM I ADDRESSING?

Some ideas (not prescriptive!)	*Your notes*
What specificities do learners present as a group? In academic or vocational settings? In a given age range?	
What are the individual characteristics of learners? o prerequisite abilities/experience (ICT skills, gaming, domain, language etc.) o background (socio-economic, cultural…) o disability	
Will learners accept to play in class? (take responsibilities, have fun, change pedagogy, …)	
(other)	

3. WHAT CONTENTS AND GAME FEATURES?

Some ideas (not prescriptive!)	*Your notes*
What is the general / specific curriculum coverage? What is the embedded model of knowledge? Scientific validity?	
In what way will the digital game environment address my needs?	

it gives feedback to learners adapted to their actions	
it allows errors, and shows that failure can be useful	
it proposes emotionally rich experiences for learners	
it is realistic with respect to a reference context outside school	
it is close to learner's life and engaging	
the interface is appropriate (attractive, easy, dynamic, not overloaded, …)	
it is open and allows a multiplicity of solutions that vary in difficulty	
it is entertaining, learners plunge into activities without fear and without the feeling	
learners need to mobilize knowledge at stake to be successful, they experience the problems	
(other)	

What game features and motivational factors does the game employ?

goals and competition (type of victory, type of competition, …)	
immersion and fantasy (narrative scenario, role identification, sensorial stimuli	
chance and mystery (probabilistic events, level of complexity and unknown)	
risk management and control (gain/lose control)	

cooperation / collaboration	
recognition (share results, receive positive feedback, …)	
challenge (to outdo oneself, to reach a level in the game…)	
(other)	

4. WHAT DO I NEED IN PRACTICE?

Some ideas (not prescriptive!)	*Your notes*
What limits do I need to consider?	
time (for planning/organisation, for accommodating game activities in timetable)	
cost (extra human / financial resources)	
access to infrastructure and resources (teachers and learners)	
acceptance (from staff, institution, families, …)	
(other)	
What incentives and support needed/available from my institution/s (ICT, games, active pedagogies, …)?	
What game environment/s do I intend to adopt?	
Village Voices?	
Iconoscope?	
…and an existing digital game (open source, free, proprietary software)	

…and an existing game environment to be personalised (open source, free, proprietary software)	
…and a new game environment created using a model (game authoring tool) a new game environment created from scratch by drawing on existing tools (forum, chat, wiki, …)	
(other)	
How will I be working?	
Alone	
in a community of teachers (single or multiple disciplines)	
in a mixed team of teachers and other professionals (researchers, game designers /developers) and/or students	
(other)	
Are there (good) practices I can refer to? Game portals in my discipline? Research on game-based learning?	

5. HOW DO I DESIGN THE PEDAGOGICAL SCENARIO?

Some ideas (not prescriptive!)	*Your notes*
What are my intentions (in terms of knowledge, skills, attitudes, and curriculum)?	
What is the pedagogical strategy I want to adopt (project-based, exploratory, discovery, problem-based, collaborative learning, …)	
What phases are planned (briefing, gaming, debriefing, and integration)? How many sessions?	

What are the activities I want to include? What roles, resources, tools, location (in class, online, blended), group/individual activities? How do I imagine a situation starting from an existing game and/or from a curriculum?	
What are the tutor's issues (be closer to students, work with the whole class, give clear goals, …) and the tutor's role (character in the game, game master, facilitator, …)	
(other)	

6. HOW TO ASSESS AND CAPITALIZE?

Some ideas (not prescriptive!)	*Your notes*
What will I evaluate (results, method, implication)? When (during or after the game)? How? What type of assessment (self-assessment, peer assessment, teacher's assessment, assessment by characters, …)	
How will I judge whether the experience as a whole has been effective?	
How will I capitalize on the experience for myself and for others?	
(other)	

At the end of this course, class teachers figured out the benefits and the limitations of the eCrisis games. Moreover, based on past experiences they compared the eCrisis methodology and technology to conventional teaching methods. In order to collect teachers' opinions and experiences on eCrisis teaching tool kit a semi-structured questionnaire was selected as the appropriate evaluation tool. In Annexes 1,2 below you can see the teacher questionnaires.

In particular, the first teacher questionnaire is related to "Iconoscope", one of the games of the eCrisis toolkit. The first research question refers to the triplets. We asked

the educators to rate the triplets that are included in the game in terms of their relevance to the themes of social inclusion, reflective debate, conflict resolution and creativity. The majority of the triplets have been assessed as relevant. A part of the educators found some of them neutral and very few of them as not relevant. .
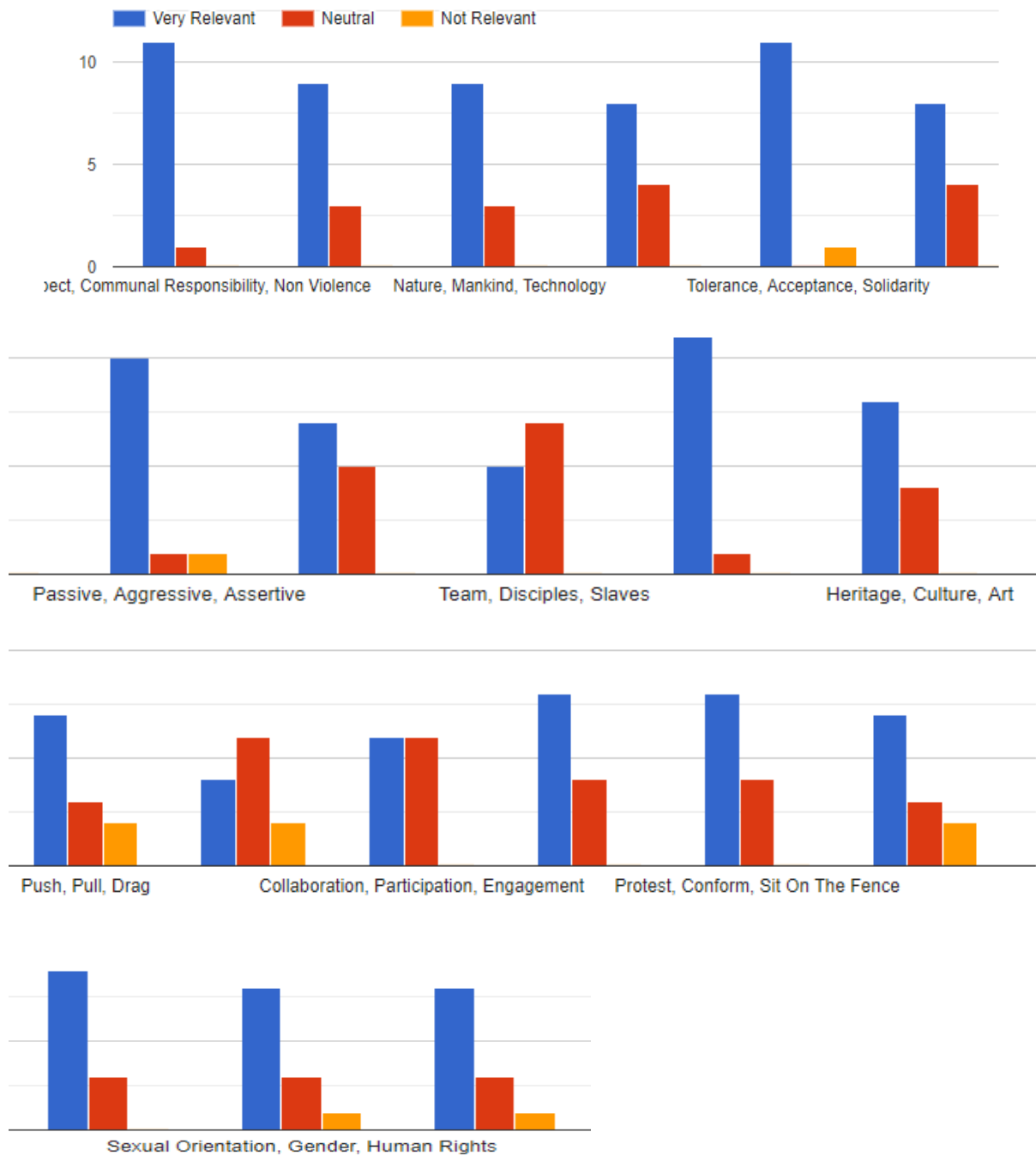
Moreover, as it is depicted in the graph below the educators estimated the difficulty of understanding the concept of the triplets. In this graph, the educators' views were more diverse than in the previous one.
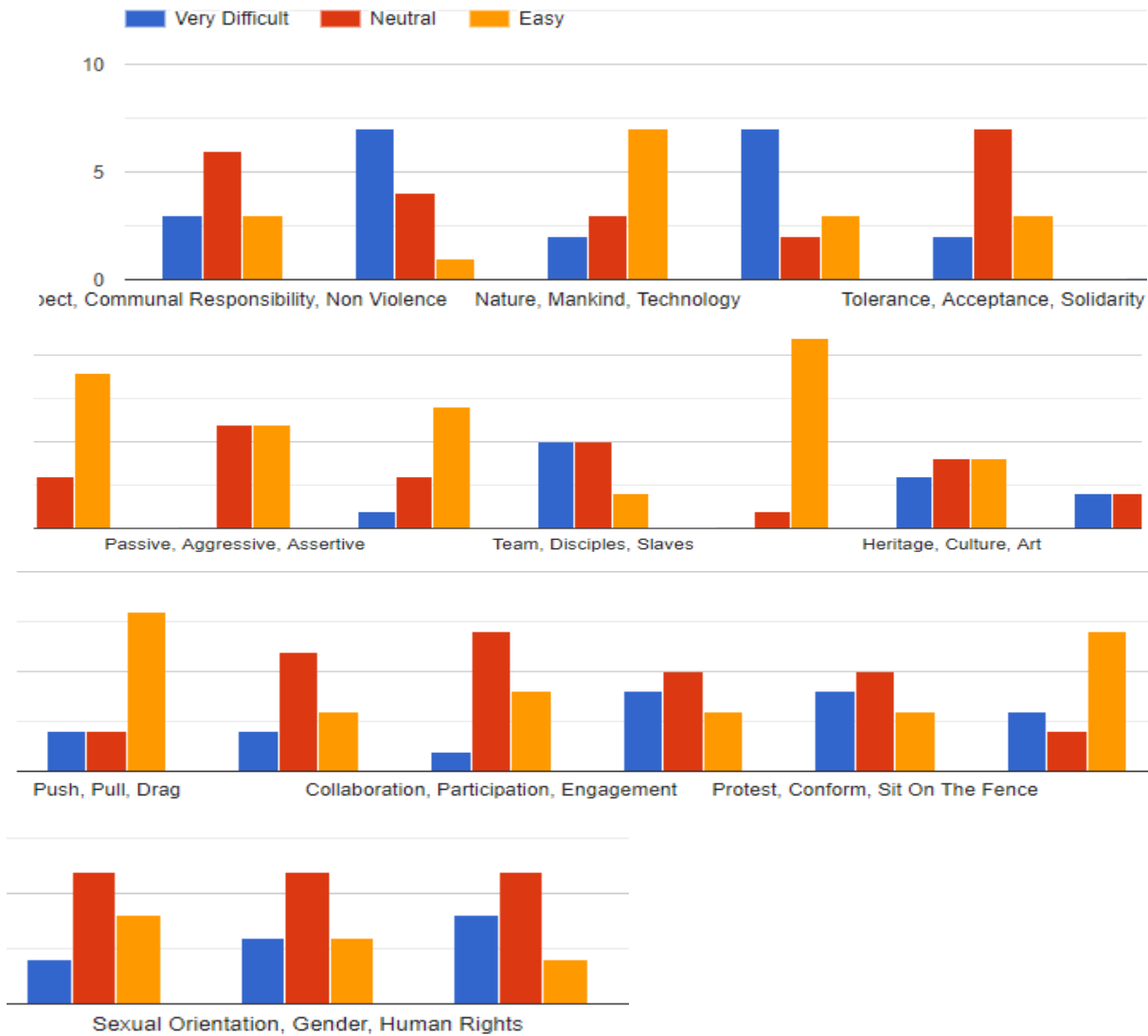
Furthermore, half of the educators that participated in this survey would like to change the triplets of the game. The following triplets are the ones that they that they proposed to be changed:

❏ avatar-communication-expression
❏ expression-discipline-slaves
❏ possibilities-power-empowerment
❏ good -bad-unthinking
❏ nature-mankind-technology
❏ sexual orientation-gender-human rights
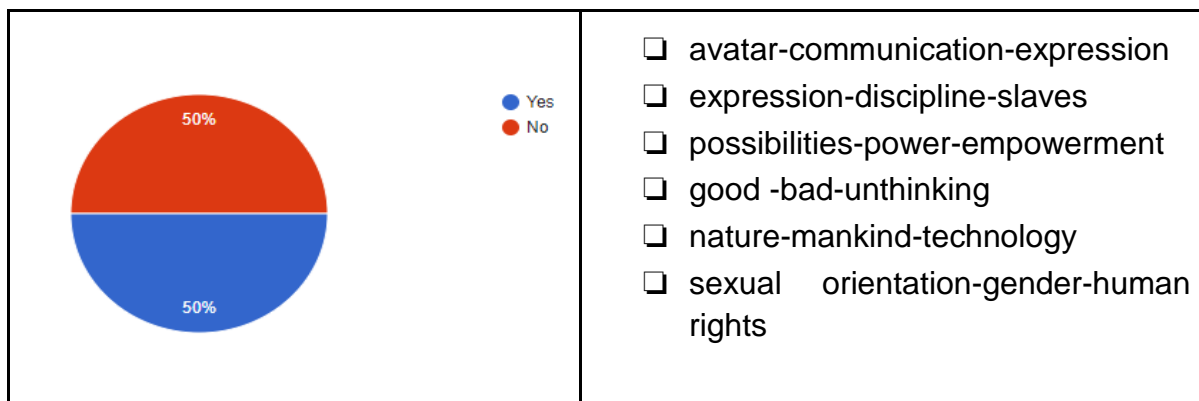
In addition, according to this survey 16,7% of the educators think that some triplets should be deleted from Iconoscope. These are the triplets that educators proposed to be removed from the game:

- ❏ disciples
- ❏ take-bring-fetch
- ❏ push-pull-drag
- ❏ heritage-culture-art
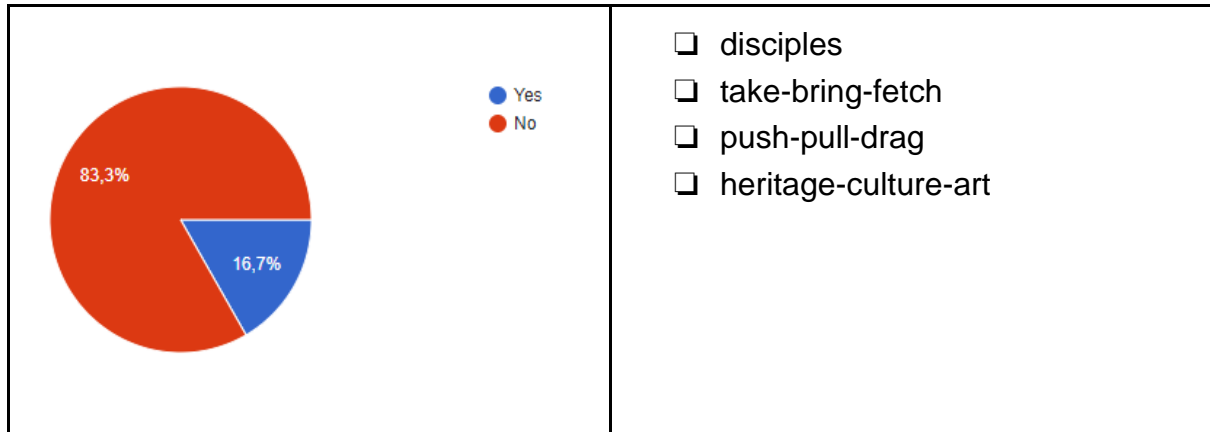
Finally,27,3% of the educators would like to add to the game the following triplets:

- ❏ love
- ❏ friend-classmate-enemy
- ❏ listen-ignore-communicate
- ❏ generosity-enemy-altrouistic
- ❏ hope-dream-fantasy
- ❏ respect-togetherness-support
- ❏ friendship-popularity-unpopularity
- ❏ teasing-taunting-threatening
- ❏ rudeness-rumors-harm
- ❏ power-strength-control
- ❏ exclude-involve-accept
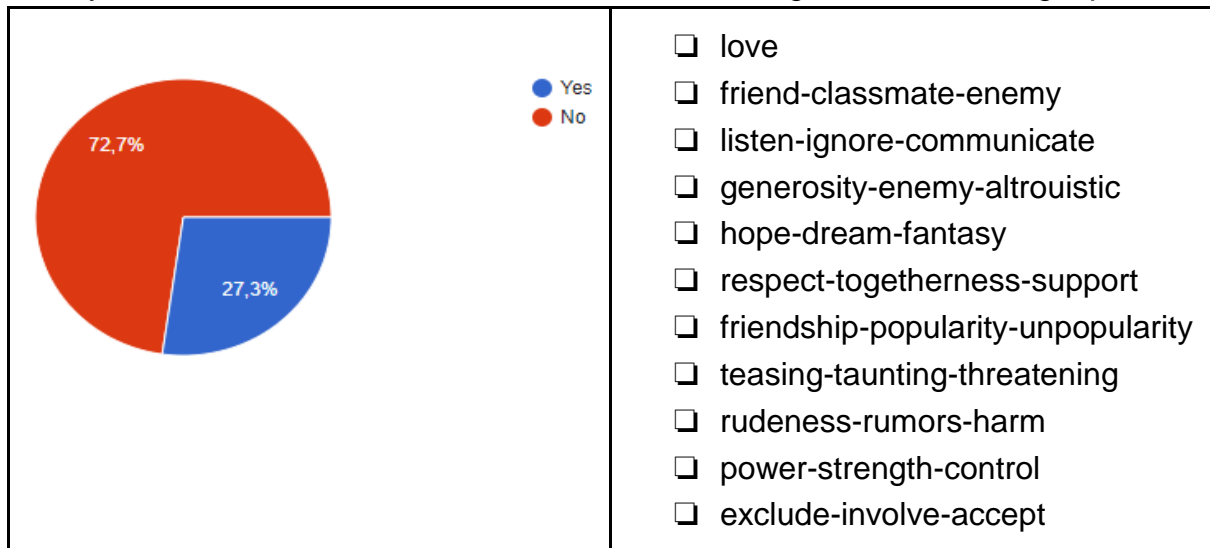
The second questionnaire was created in order to gain valuable information regarding the Village voices game. The first question of the survey was about the simplicity of the game. According to the results of the survey the majority of responders found the game neither too easy nor too difficult.
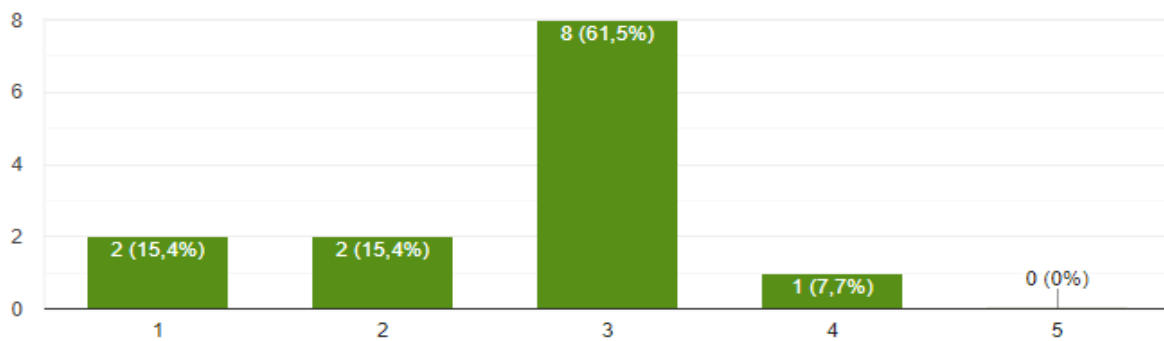
Moreover, the second research question referred to the difficulty of understanding the rules of the game. The 61,5% of the educators think that the rules of the game are not extremely difficult to understand.
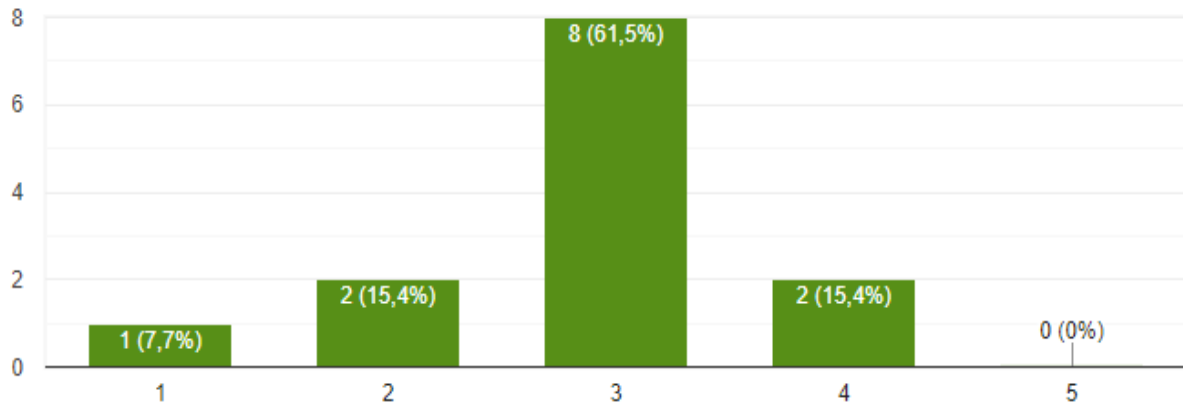
With regards to the installation of the game the responses were distributed in a more equivalent way without being stockpiled.
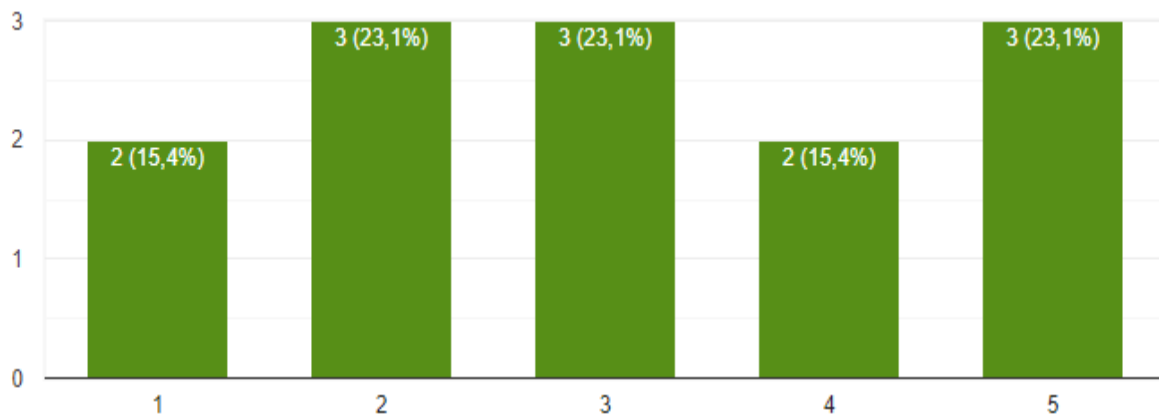
Another important issue is the time of playing the game. The responses prove that there was a mediocre impression on this issue.
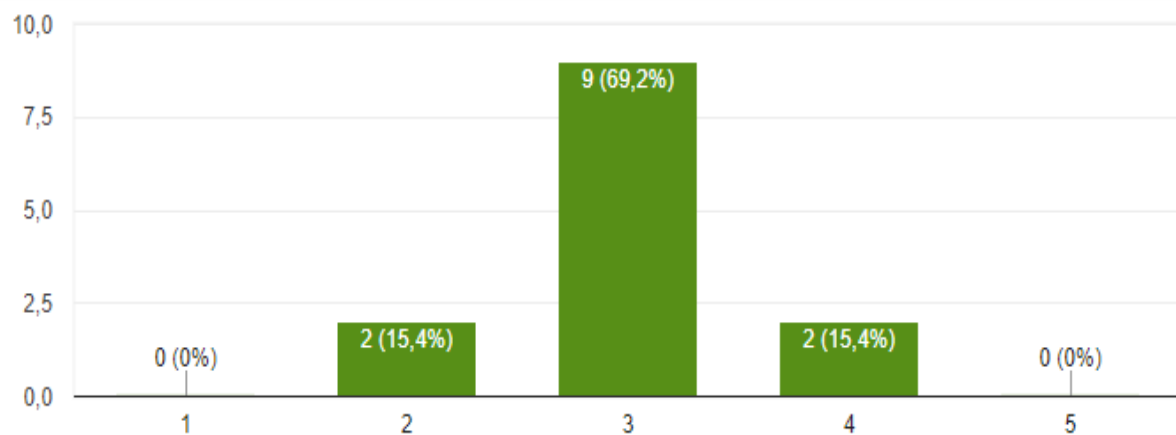
The educators also rated the concept of the village voices game. The results below show a satisfaction about the village voices game.
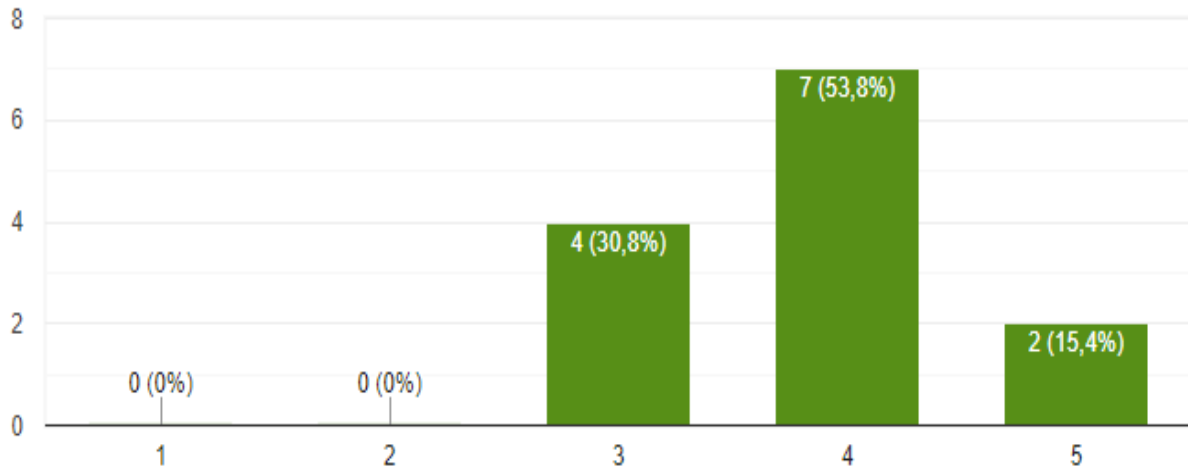
It is important that the educators like the game, otherwise they will not incorporate it in their teaching methods. According to the results of the research the educators found the game attractive as an educational tool.
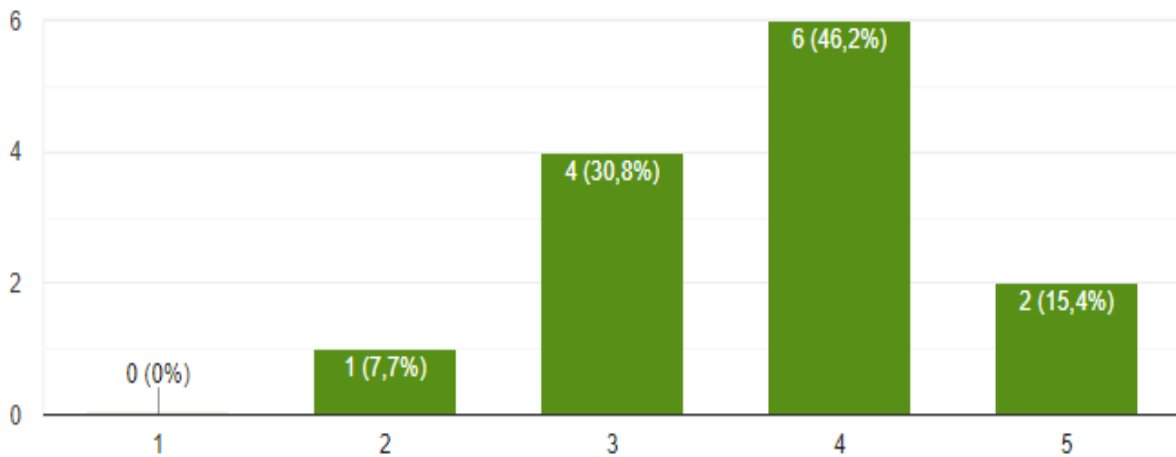
In line with the above responses the educators are planning to use frequently this game in their classes.
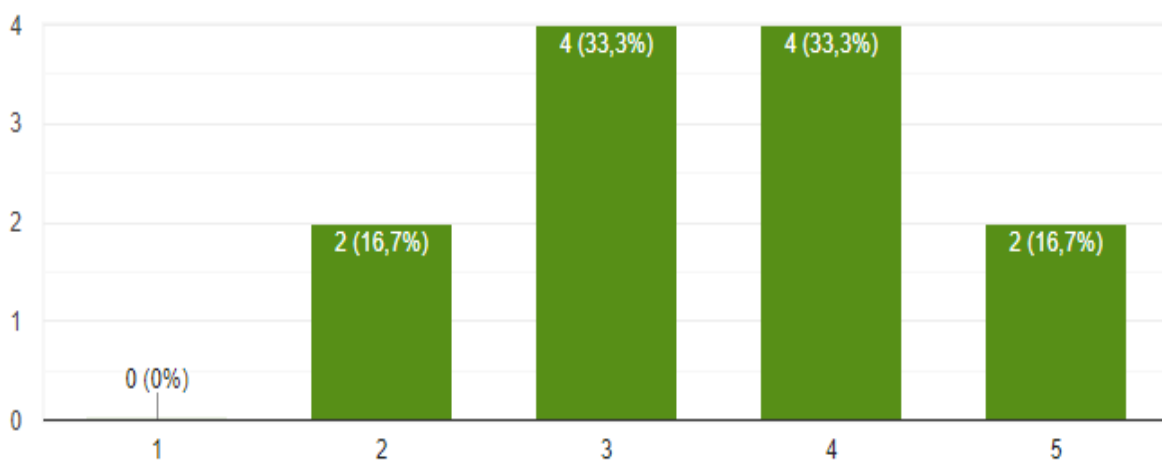
The majority of the participants in this survey found this game interactive.
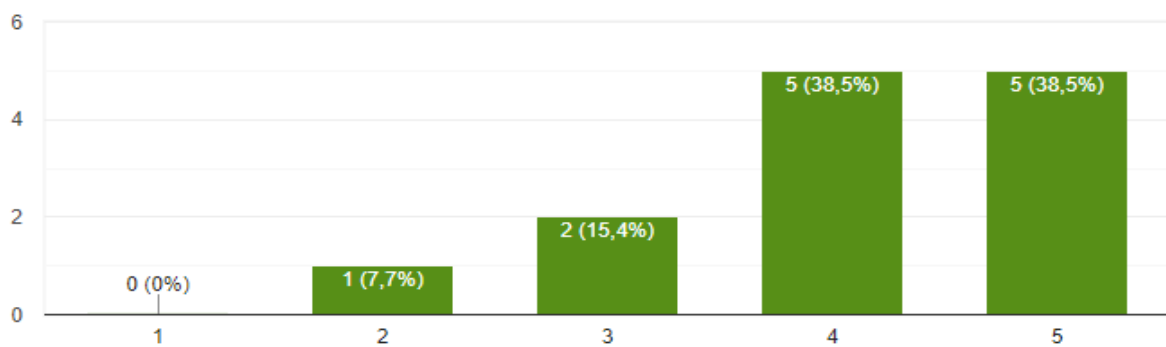
In the following question the participants estimated the options that the game offers to the players. Based on the graph below it can be inferred that the users would prefer a higher number of options offered by the game.
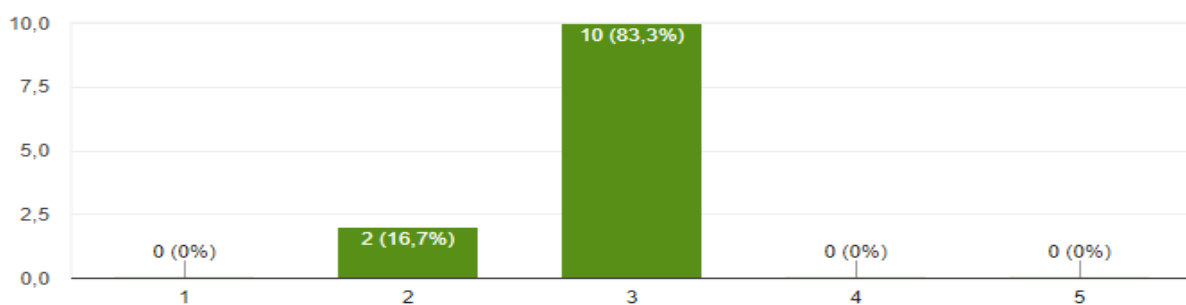
In addition, educators reported that their favourite part of the game is the trading of goods with others in order to achieve the goal of the game and in general the effort of the player to complete the quests. Another aspect of the game that they found attractive is the relationship that is created between the players and their interaction. Some participants referred also to the possibility of stealing and destroying the home of others as an important part of the game.

Regarding the difficulties of the game the installation and the starting-up stage of a game are the most difficult parts according to educators' opinions. They also found some quests difficult as well as the interaction through messages. Other difficult aspects of the tool is the trade and the stealing of goods.

Finally, the educators proposed an improvement in the graphics and the font. The skin colour, the gender and the names of the players should also be improved according to the results of the survey. In addition, they also suggested an easier way to start the game. They believe that more characters and more tasks should be added to the game especially if the game is addressed to high school students. Moreover, some of them believe that the characters of the game (innkeeper, alchemist, carpenter, blacksmith) are not so interesting for students that attend high school.

To conclude, the data collected from these questionnaires led to further improvement of the games.

3.2 Teacher Training Course in Greece

This training event was held in the premises of Ellinogermaniki Agogi school on July 2018 in conjunction with EA's summer schools in Greece for teacher training (http://play-create-learn.ea.gr/) giving the chance of international teachers to participate and simultaneously learn about the e-Crisis Framework. A lively community of educators from Malta, Greece and Vienna brought with them their experiences and shared their expertise in the context of a multitude of learner-centered activities.

It is important to note that all participants gain access to a shared workspace (https://fit-bscw.fit.fraunhofer.de/bscw/bscw.cgi/48484105) with the view to share content and communicate with each other during the training. In addition, this platform contained information regarding eCrisis methodology and a number of articles about game-based learning, innovation and creativity in education. Educators uploaded in this platform and shared the pedagogical scenarios that they created during the course.

Specifically, the first day of this training event was an introduction to playful and creative learning. Moreover, discussions regarding the cases studies and participants course paths took place. The main purpose of the first day was to encourage participants to speak about their learning contexts and their goals in relation to the context of this course.

The next two days were devoted in eCrisis methodology and the potential outcomes of applying e-Crisis in class. In addition, another two project, the Gaia (https://gaia-challenge.com/) and the Envisage (http://www.envisage-h2020.eu/) that their methodology is based in games were presented. Furthermore, participants attended the following speeches with the purpose of widening their horizons regarding playful learning.

- ❏ Evidence-driven learning design to support computational thinking education, Michail Giannakos, Norwegian University of Science and Technology, Norway
- ❏ Game literacy: digital games opportunities for critical thinking and reflection, Iro Voulgari, University of Malta, Malta
- ❏ Player-learner experience, Kostas Karpouzis, Institute of Communication and Computer Systems, National Technical University of Athens, Greece
- ❏ Immersive virtual environments for effective promotion of knowledge in education and cultural heritage, Leyteris Anastasovitis, Centre for Research and Technology Hellas, Greece
- ❏ Playful and IoT-based action for energy efficiency in schools and smart cities, Georgios Mylonas, Computer Technology Institute and Press "Diophantus", Greece

The following days an emphasis was given on the exploration of hands-on activities and the development of classroom practices that the educators could employ directly back to their schools. Educators cooperate with each other to co-design and co-develop cases of teaching practice. They designed and presented their own games. Afterwards, they created their own pedagogical scenarios. However, some of the educators chose to further develop and enrich the scenarios that they started in Malta training event and others who were interested to explore other learning areas and created new ones. Finally, they uploaded their work in the platform and presented it the last day of the course. As it was mentioned above in Annex 5, you can see the learning scenarios that were produced during the two training events.

The last day of this event we contributed a questionnaire to all educators that attended the training in order to evaluate this course. In Annex 3, this questionnaire is presented. In general terms, all of them seemed rather satisfied regarding the concept, the content and the methods used in the project. Moreover, their impressions were good as far as the speakers and the tutors of the training are concerned. They also responded positively regarding the facilities, the organization and the hospitality. Furthermore, concerning the second research question most of the educators liked most the collaboration and sharing ideas. They described this course as a great opportunity of growth and development in their profession. Some of them liked most that it was a well-structured course which offered ideas and methods that could be used to enhance digital learning. According to other opinions another interesting aspect of the course was the information regarding the variety of digital resources and games that they could use in class. Most of the participants also stated that they would like to be involved to more hands-on activities and listen less speeches. Others would like to learn more games that are relevant to the course. One educator would prefer the course to take place in a more natural environment.Two Austrian teachers, Theresia Schmall and Bernhard Zangl, who attended the course sent us the following report describing their experience in Athens:

The course was located in the beautiful Golden Coast Hotel in Marathon and started on Sunday evening with a common opening session for all participants of Summer School there with keynote speeches.

On Monday like all the other days, we were picked up from the hotel by a bus and taken to Ellinogermaniki Agogi (EA), Pallini where we were very warmly welcomed by Pavlos Koulouris and his team. We started with an introduction to playful and creative learning and getting to know the existing „C2learn workshop", the eCrisis workshop, the GAIA workshop and the ENVISAGE workshop.

We did personal practice scenarios and a workshop on designing games for learning. Thereby we enjoyed working together with our Greek friends creating our game. It was interesting to see the presentations of the other teams astonished about that much creativity.

To widen our horizon, we had a workshop with keynote speeches about interesting existing projects. It was exciting for us to get to know and listen to Michail Giannakos from Norwegian University of Science and Technology, since he and his team developed the free game-based learning platform Kahoot!, which we like to use in our teaching practice.

We got a tour around the school admiring how well equipped it is especially with the Observatory and Science Centre, the Olympic size swimming pool and so many other goodies we miss in our schools.

On Thursday evening, there was the Farewell Dinner at our hotel with our Greek and Maltese friends and on Friday, the course ended with concluding presentations of personal practice plans.

The program was well organized and we greatly enjoyed our time in Greece. Especially we deepened the relationship to our Greek and Maltese friends and to the Austrian members of the University staff by having had the opportunity for intensive talks to them.

We are grateful for having been part of the course.

4.Pilot courses in schools

The eCrisis methodology and technology were tested in schools of Greece and Malta. Specifically, teachers that participated in the training events which were organized in Malta and in Greece introduced the eCrisis methodology, the toolbox and the guidebook to primary and secondary teachers at their own countries. All teachers which were selected to conduct the pilot courses were trained through seminars with the view to:

❏ Get informed about the methodology of the eCrisis project
❏ Familiarize themselves in using eCrisis toolbox
❏ Have an overview of the tasks they are going to perform

It is important to note that all teachers involved carefully designed and planned the implementation part at schools before the trials begin. They scheduled the activities and prepared the materials. The trials were evaluated through pre-evaluation questionnaires and teachers reports. The teachers involved described the learning processes and shared their experiences regarding students. Teachers made comparisons to the traditional methods, comment on and evaluate eCrisis methodology and technology.

As was mentioned above before the trials begin, we collected teachers' first impressions and expectations of the eCrisis methodology and technology. In this way we were able to compare their first impressions related to the final ones. Mainly we focused on asking their expectations on the eCrisis project before they conduct the trials to verify at the end of them whether their expectations have been fulfilled or not. It is true that the critical characteristic of any evaluation study is that it provides the best possible information that could have been collected under the circumstances. In the following chapter the pilot courses in schools of Greece and Malta are presented the evaluation of eCrisis approach by the teachers is analyzed.

4.1 Pilot Courses in Ellinogermaniki Agogi (EA) School

School educators that teach in the fourth grade of primary school and in the first grade of High school participated in the pilot courses in Greece. The workshops that took place in the premises of Ellinogermaniki Agogi school were organized on November 2018. During the workshops teachers familiarized themselves with the ecrisis game-based learning approach and creatively adapted this methodology in their own educational contexts.

The eCrisis guidebook helped them to understand the methodology and the instructions of the games. The scenarios that are included in the guidebook were rather useful according to their opinions as they guide them on how to integrate and

implement the eCrisis methodology in class. Furthermore, they used the instructions of the guidebook to explain the rules of the games to students. In general terms, they think that this eCrisis guidebook is a well-organized document and is specifically designed for teachers' needs.

Specifically, eight teachers of the primary school conducted the first trials and they designed the following pedagogical scenario:

Learning Scenario
<u>Learning Scenario Identity</u>
Target Group:4th grade, students aged 9 years old

Curriculum and Learning Subject: Religion, Conflict Resolution

<u>Learning Scenario Framework</u>
Settings: The teaching sessions took place in the classroom that students are used to perform all their learning activities. Laptops were placed in their desks. Students were divided in groups of 4.Groups were set by the teacher based on students behaviour and their learning abilities.

Timeplan: 5 hours

Learning objectives:
Students are expected to develop:
- ❏ social skills
- ❏ conflict skills
- ❏ communication skills

Students should be able:
- ❏ to realize the reasons that lead people to live in communities
- ❏ to understand the interaction between a person and a group
- ❏ to realize that it is natural to create problems that can and must be overcome.
- ❏ to learn to accept the different view of other people on the same subject.
- ❏ to understand the necessity of communicating with our fellow humans.
- ❏ to develop a spirit of cooperation.
- ❏ to understand the importance of the rules for the proper functioning of the society.

Software and games: Village voices game

<u>Learning Scenario Implementation:</u>
Preparation (15 minutes)

Teacher prepares the classroom so that students can work collaboratively and place computers on students' desks. It divides pupils into groups of four pupils. Then he explains to the students the rules of the game and how much time they have at their disposal for this activity.

Part A: Gameplay Session (30 minutes)
Students play the game and the teacher observes them. Students work autonomously and the teacher intervenes only when students need clarifications about the rules of the game.

Part B: Post- game Activities
1.The class is divided into four groups and each group gets one of the following worksheets. Students present the material they prepared in the classroom.

GROUP A
A) Discuss: What does every hero offer in the village?
B) Discuss and summarize what would happen if there was no carpenter and why.
....
....

GROUP B
A) Discuss: What does every hero offer in the village?
B) Discuss and summarize what would happen if there was no alchemist and why.
....
....

GROUP C
A) Discuss: What does every hero offer in the village?
B) Discuss and summarize what would happen if there was no innkeeper and why.
....
....

GROUP D
A) Discuss: What does every hero offer in the village?
B) Discuss and summarize what would happen if there was no blacksmith and why.
……………………………………………………………………………………………………
……………………………………………………………………………………………………

2.Students complete the following worksheets and a discussion takes place in class.

Group A'
A) Discuss how you collaborated.
B) Discuss and record three elements that helped your cooperation.
……………………………………………………………………………………………………
……………………………………………………………………………………………………..

Group B '
A) Discuss how you collaborated.
B) Discuss and record three elements that have made your cooperation more difficult.
……………………………………………………………………………………………………
……………………………………………………………………………………………………

3.Students are asked to write in post-notes their ideas about how they can resolve a dispute with their peers and stick them on the board. A discussion in class follows.

4.Students made posters expressing their ideas and feelings about collaboration and conflict resolution.

The second implementation took place in High school and four teachers participated. This is the scenario that they designed before the beginning of the trials:

Learning Scenario
Learning Scenario Identity
Target Group:1st grade, students aged 12 years old

Curriculum and Learning Subject: Greek Language

Learning Scenario Framework

Software: Iconoscope DIY
1.natural environment - anthropogenic environment - a planet
2. pollution - exploitation - indifference
3. organizations - man - world
4. survival - modulation - alteration
5. respect - indifference - cooperation
6. natural phenomenon - catastrophe - disaster
7. protection - exhaustion - perspective
8. past - present - future
9. nature - art - culture
10. awareness - activation - volunteering

Settings: This session took place in an IT classroom. Students were divided in groups of 2-3 students. Groups were set by the teacher based on students developmental status and behaviour.

Tımeplan:3 hours

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

Learning Scenario Implementation
Preparation (15 minutes)
Teacher prepares the classroom so that students can work in groups and divides pupils into groups of 2-3 students. Then he explains to the students the rules of the game and the time frame for this activity.

Part A: Gameplay Session (30 minutes)
Students play the game autonomously and teachers external observers.

Part B: Post- game Activities (2 hours)
Students do the following activities in groups and present their work in class. After each activity a discussion took place in class:
1.Draw your team's icon into the box. Then describe it and explain what it impresses.

----

2. Does our attitude towards the environment need to change?

3.Create a poster to raise awareness among your classmates. Combine image and text:

4.1.1 Pre -evaluation Questionnaires

As it was cited above it was important to collect teachers' opinions before the trials begin because that piece of information could be proved useful for our research. In Annex 4, the pre- evaluation questionnaire is presented.

According to the information that we received from Greek teachers their students learning level is middle or high, with no specific disabilities. However, some of their students are facing learning difficulties and behavioral disorders. The main social issues that are of concern to them and the students are presented below:
- ❑ conflict resolution
- ❑ bullying
- ❑ environmental problems
- ❑ obesity, interpersonal relations,acceptance by their peers
- ❑ teamwork, solidarity,, equality

In addition in order to deal with social issues, they discuss with students often, they pose imaginary questions and their students suggest solutions. Sometimes social

stories are presented in class e.g. How did Sara feel if one of her classmates makes fun of her? In general, they try to establish and maintain appropriate relationships by identifying the problem, defining it, coming up with many solutions, evaluating and selecting one that is more effective and then assessing the outcome determine whether the problem is solved. They also participate to cross-curricular projects which are sensitive to global and social issues.

All the Greek educators except one responded positively regarding the use of technological tools in class. The tools that they frequently use in class are tablets, laptops and the interactive board. They often make use of the web. Furthermore, they participate in a lot of European educational programs and use platforms that lead students to think critically and work collaboratively.

The tight school program is a barrier that was reported regarding the use of technology. Another barrier that they pointed out is the resistance to change from the old way of doing things. Moreover, they also believe that they must learn how to integrate technology in class. Generally, the lack of professional development, innovation and time are the main barriers concerning the use of technology according to teachers' opinion.

All of them except one were interested in using eCrisis approach in class for a variety of reasons. The teacher that responded negatively in this question doesn't use technological tools in her class. The other teachers stated that eCrisis methodology is as an interesting, different way of reflection about social problems. Furthermore, they think that children are willing to get engaged with the process when using ecrisis methods. The methodologies that are relative to the way of handling relations and conflicts are of great interest to them. Another reason that the stated is that the eCrisis methodology cultivates the spirit of team work and self-efficacy to students.

Finally, regarding the implementation part in class all teachers think that the eCrisis games could be a starting point of a session. In addition, students should be allowed to play the game, act and resolve the problems autonomously. After the gameplay session they think that a discussion should follow.
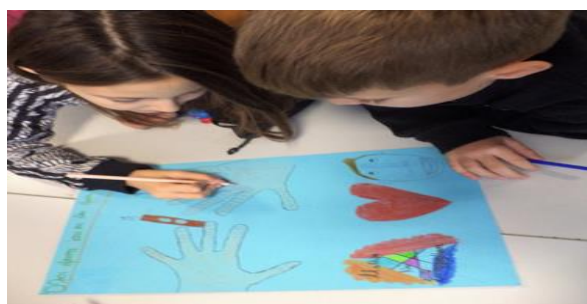
4.1.2 Primary Teachers Feedback Report

First of all, we had to choose which game of the eCrisis educational toolbox we will implement in our classes. We decided that Village voices game is a more appropriate game for our students than Iconoscope for a number of reasons. First of all, Village voices is a game about conflict resolution and is connected to the curriculum. We also

believed that conflicts is a main issue that students face in their everyday life. Finally, we think that the concept of Iconoscope is difficult for a student that attends primary school.

We observed students while playing the Village voices game. Students worked autonomously and completed the requests of the game following the visual and oral feedback that the software generates. Apart of them needed further instructions regarding the exchange of goods. At the operational level, sometimes the system crashed and some computers were disconnected. For this reason, students had to start the game again and repeat the quests of the game. Sometimes due to technical reasons they couldn't exchange goods with the other groups.

In addition, all students seemed very satisfied and wanted to carry on playing when we asked them to stop playing the game. Nevertheless, some of them were angry because their classmates didn't accept the trade and stole goods they needed. All students participated in the course even the ones who usually lose easily their interest. They cooperate with each other, they exchange ideas and they were willing to share their thoughts in class. They tried to develop and implement an appropriate strategy. Comparing to conventional methods, students appeared to be more motivated. Students told us that by that the game helped them to collaborate with each other and learn how to face conflicts.

In general terms, we believe that the Village voices game encourages autonomous and explorative learning. Furthermore, it motivates students to collaborate and to communicate. Therefore, we would like to incorporate the eCrisis approach in our teaching methods.

4.1.2.1 High School Teachers Feedback Report

We believe that the Iconoscope game is a more appropriate teaching tool based on our students' needs. We also think that the village voices game is more suitable for primary school students.

Students easily followed the instructions of the game. They didn't need further instructions from the teacher. The game was rather attractive therefore they stayed concentrated until the end of the task. They seem excited and satisfied while playing the game. Actually, they wanted more time to play and the following days asked us to play again the Iconoscope game. During this learning process students talked to, played with and worked with their classmates. They also tried to view things in new ways or from different perspective and generate new possibilities or new alternatives.

We would like to incorporate the Iconoscope game in our teaching methods because it contributes to the development of creativity and strengthen social and group skills.. Furthermore, it is true that students pay attention in a game- based setting and understand easily through playful methods.
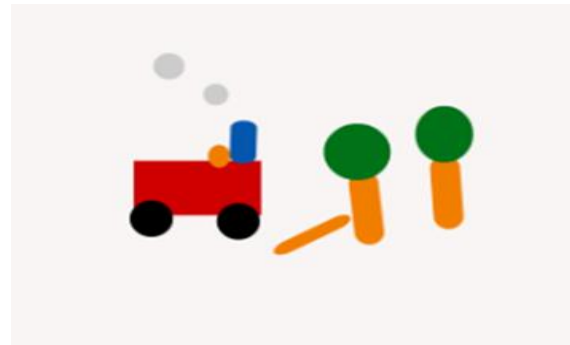
4.2 Pilot courses in Malta schools

In Malta, four teachers conducted the pilot courses in schools. The Maltese teachers also designed their own scenarios and implemented in their classes. They responded the pre-evaluation questionnaires, they report on the results of the trials and shared theirexperiences.

4.2.1 Pre- evaluation Questionnaires
The Maltese Teachers reported the following social issues that occur in their classes:
- ❏ students are lacking basic values when it comes to their roles and responsibilities within the society and their families
- ❏ diversity issues
- ❏ bullying, racism,language barriers

They try to tackle these issues through discussion and games. Specifically, they use circle time to discuss such social issues and to reason out with the students themselves why these issues need to be addressed and how to go about this need.

All of them incorporate various technological tools in their methods depending on the topics and areas they have to tackle, including simple PowerPoint presentations, video clips, gifs, emails, drag and drop games, Kahoot to assess and evaluate topics, Edmodo and Trello to provide students with educational resources, links and communicate with them when not in class. They also use an interactive whiteboard and the web.

The lack of computer labs available at school, the bad internet connection in different part of the school and sometimes server problems were reported as the main barriers to using technology in class.

They would like to use eCrisis approach first and foremost because they believe it is the way forward to include technology in class and to keep updated with today's lifestyle. They believe that the eCrisis games are two flexible games that could be included in various areas and topics and can be an aid to the learning outcome. Furthermore, children pay more attention when there's a type of a game involved and tend to understand things more in a game-based setting. One teacher declared that eCrisis methodology promotes specific values, foster creativity and imagination and the learner curiosity so that the children would make the problems their own. According to another teacher;s opinion eCrisis vision can be a means of resolving conflict resolutions.

Finally, they are planning to use this method starting with the game and then discussing with students all the issues raised while playing the game.

4.2.2 Teachers Feedback Report
1.Human Sciences Subjects: PSCD and Home Economics
Teachers: Ms. Angel Shaikh and Ms. Amanda Farrugia
Common Topic: Family Roles and Responsibilities
Software and Materials: Village Voices
Learning Objectives:
- To be familiar with different types of families.
- To identify various roles and responsibilities of different individuals with a family.

During our joint lesson we had 16th students which were divided into four groups. Lesson was held in a computer lab, where game was installed prior the lesson. Game and rules were explained, since students needed to be aware to be responsible for their actions and consequences involved. Students were left to play for approximately 30 minutes. They were quite excited and motivated to participate, first and foremost because it was something unusual for our lessons to be held in a computer lab and secondly because they couldn't understand what was the connotation of the game with the topic. Students enjoyed playing, they got the gist of the game in a short time. This obviously led to conflict resolutions in various scenarios in the game. Especially when other students destroyed and stole some of their work to conduct their tasks. At this stage, students were left to explore the game and create their own relationships with others and to manage to complete the quests. After 30 minutes of game time students were gathered for circle time. Students were asked how they felt. We have noticed that certain conflicts came up because they focused on themselves primarily and not on the group or others. We took this point to explain the importance of taking responsibility of our actions. During processing we have discussed the various roles and responsibilities within our households and it came up that most students lack engaging in household duties. As these are mostly done by their careers.

2.Subjects: Italian
Teachers: Mr. Clifton Casha and Mr. Clayton Brincat
Common Topic: Family
Software and Materials: Iconoscope

Target Group 13-14 years of age (year 9 - 10) with mixed abilities. Short Description of the two delivered lessons. In our two lessons, involving the Ecrisis project, we tried to motivate the students by engaging them with a video clip concerning the main topic of the lesson which is 'The Family'. The clip showed the students different kind of families and, later on, we discussed that this has become the norm. We also tried to

instill respect between the learners by introducing different vocabulary, which is related to family, in a fun and motivational atmosphere.

Lesson Plan (Lesson 1). The family main skills we focused upon were: Listening, Speaking, Reading and Learning. We wanted the students to: - 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. The two lessons featured basic vocabulary referring to family members. We made use of realia and technology in order to stimulate students' interest as much as possible. We showed them a set of flashcards to stick onto real classroom objects, while, for the other vocabulary and grammar topics, wall charts helped learners to memorize the topics being studied. Family ties were discussed and students learned to accept different types of families through different images and videos which later on formed into an interesting discussion. After the short clip shown (students had to elicit different kind of families) we explained the students the Iconoscope activity in order to acquire the new desired vocabulary. Then, they were exposed to listening clips where interlocutors described the relation between members of their family and then learners were paired and assigned to different roles. They also described orally the relation between different members of a family tree according to the listened model. Some students needed help of flashcards with printed words and pictures. Other learners added more information to their description like using an adjective that described the family member physically. After this exercise, we gave them a handout of a family tree and, with the help of pictures, they filled in dialogues with given words and also filled in grids with the necessary information.

Lesson Plan (Lesson 2). In the second lesson, a conversation about their real family members was carried out. They asked information from their peers and informed them reciprocally. Students wrote the target nouns (relationship nouns, e.g. zio, zii, cugino, etc.) when prompted by pictures. We also gave them another handout where they had to describe in writing the relation between two persons according to the pictures that were included on the handout. As a follow up activity at home, we asked them to create sentences with the new words they learned from the Iconoscope activity and from the previous oral activity. Learners were also asked to draw a family tree in order to describe their family. Finally, our main objectives were to teach students how 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. Self Evaluation and feedback The majority of the class: 1. identified specific information in speech extracts. 2. matched the target sounds to pictures and to printed words. 3. listened and understood words or simple phrases that described the relation between different members of the family. 4. recognized and produced differences in intonation (question-answer). 5. took part in brief prepared speech tasks using written cues. 6. made simple statements and participated in simple face-to-face conversations. 7. gave some spoken information (a physical attribute) about members of their family. 8. repeated right words in order to describe the relation between

different members of the family (speaking) while using learned basic vocabulary to form simple sentences. 9. copied correctly the target words. The only drawback we encountered was that we couldn't 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 was given via the use of different multimedia aids.

5. Ecrisis in Austria

As Austria has no school partner in the consortium, the University of Vienna has tried to engage in voluntary efforts as much as possible. UVIE has established voluntary contract with teacher for the C-Training events and for further voluntary work with their colleagues.

Three secondary teachers and one self-advocate represent the key stakeholder group for UVIE. Two teachers are teaching at a secondary school. A higher vocational school offering education and training to 740 students. The students can choose between four branches: Fashion and Clothing, Product Management, Tourism, and Service Industries. The third teacher is working at a Center for Inclusive Schooling. It is a school for students with special needs. Small classes with max. 10 students and two attending teachers are provided. The self-advocate key stakeholder works and lives in a "Tagesstätte" whcih is a housing facility with pedagogical interest for people with disabilities and learning difficulties.

The four key stakeholder attended both teacher training events, C1 and C2. Both activities are closely related to IO3 and IO4. The stakeholders were trained in order to implement eCrisis scenarios and foster social inclusion through game-based learning in their classroom. Additionally, they adapted the scenarios towards their students' specific needs.

Building up on those two teacher training activities, the UVIE organized an additional voluntary teacher training course on the 10th of October 2018 in Vienna. The purpose was (1) to deepen the stakeholders' learnings from C1 and C2 and (2) to inform other teachers and stakeholders about eCrisis activities and methods. The key stakeholders reported about their learnings and experiences. Afterwards, the eCrisis content was discussed in order to social inclusion in class and how to foster it with a game-based learning approach. All participants got the chance to test the eCrisis games. The hand-on possibility offered a practical insight view.

6.Conclusion

The deliverable, namely teacher training report document defines the main aspects of the training of teachers and the pilot courses that took place in Greece and in Malta. Specifically, this document specifies the methodological and the execution plans of this evaluation. Ecrisis methodology and technology were tested in real classrooms and the effectiveness of this teaching method was evaluated by the teachers.

Based on the data collected teachers would like to use in their classes the eCrisis pedagogical approach as it trains students how to resolve social challenges such as conflicts and how to reflect critically and creatively on societal concepts. Comparing to conventional methods they believe that eCrisis tools motivates students to participate to the learning process and encourage them to think critically, creatively and collaborate with each other.

In the next stage of this project this eCrisis methods and technologies will be tested in a larger scale as more students and teachers will be involved in the pilot courses in schools.

ANNEX 1. Teacher Questionnaire (Iconoscope game), (C1)
https://docs.google.com/forms/d/1FrUxsIH6pFbHLXLss7hSUka41Tdgeu0JfCH2FOo4wTU/edit

ANNEX 2. Teacher Questionnaire (Village voices game), (C1)
https://docs.google.com/forms/d/1Xnrb3w1TRe1KU21IHFO-exY-KZp2oHRzW6O709x3srY/edit?ts=5c826017

ANNEX 3: Teacher Questionnaire (C2)

Play-Create-Learn Summer Academy 2018
eCrisis C2 Training event   **Course evaluation**

What did you think of the course:

Concept:	😀 🙂 😐 🙁 😠
Content:	😀 🙂 😐 🙁 😠
Methods:	😀 🙂 😐 🙁 😠
Tutors and speakers:	😀 🙂 😐 🙁 😠
Spaces and facilities:	😀 🙂 😐 🙁 😠
Organisation and hospitality:	😀 🙂 😐 🙁 😠

…and in your words:

The things I liked the most:

The thinks that could be improved:

Other comments

ANNEX 4. Teachers Pre -evaluation Questionnaires
https://docs.google.com/forms/d/17_qsy4_dp3ltixSqE7060PgZrQGIqrCLnTxguI7n4AU/edit

ANNEX 5: Ecrisis Pedagogical Scenarios

A collaborative document produced by teachers in the eCrisis project

This collaborative document is organised in terms of the different crisis challenges present across various European countries including the three partnering countries in the project, Austria, Greece and Malta.

In this document we present ideas for possible classroom learning scenarios, that make use of games (including eCrisis games, Village Voices and Iconoscope), taking into account diverse learner abilities, characteristics and environments in a curricular context.

1. Rasism

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)

<u>Follow up questions</u>
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

2. Conflict Resolution and Management

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 behaviors 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.

3. Conflict Resolution and Participation

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.

4. Family

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:
- ❑ identify specific information in speech extracts.
- ❑ match the target sounds to pictures and to printed words.
- ❑ listen and understand words or simple phrases that describe the relation between
- ❑ different members of the family.
- ❑ recognize and produce differences in intonation (question-answer).
- ❑ take part in brief prepared speech tasks using written cues.
- ❑ make simple questions and give answers, make simple statements and participate in simple face-to-face conversations.
- ❑ give some spoken information (a physical attribute) about members of their family.
- ❑ repeat right words in order to describe the relation between different members of
- ❑ the family (speaking) use learned basic vocabulary to form simple sentences.
- ❑ 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 utilizing 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 utilizing 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 utilizing 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 utilize 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.
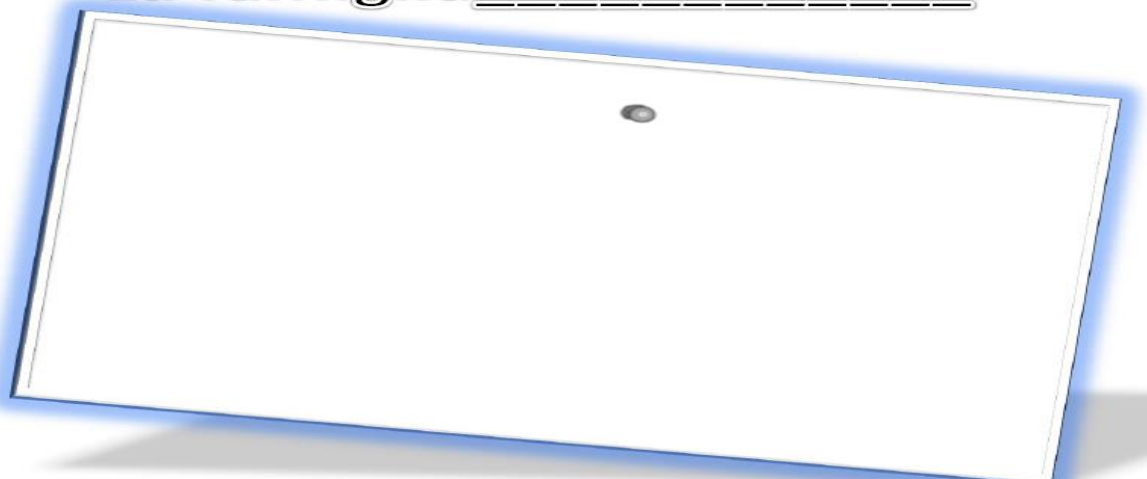
Ciao, mi chiamo _____ e ho _____ anni. Abito a _____ . Il mio colore preferito è il _____ . Nella mia famiglia, siamo _____ membri. Mia madre si chiama _____ e mio padre si chiama _____ . Ho un/una _____ che si chiama _____ .
Come animale domestico, a casa io ho un/una _____ e si chiama _____. Il suo colore è _____. _____ ha _____ anni e ama tantissimo giocare con me. Tutta la mia famiglia ama il nostro animale domestico!
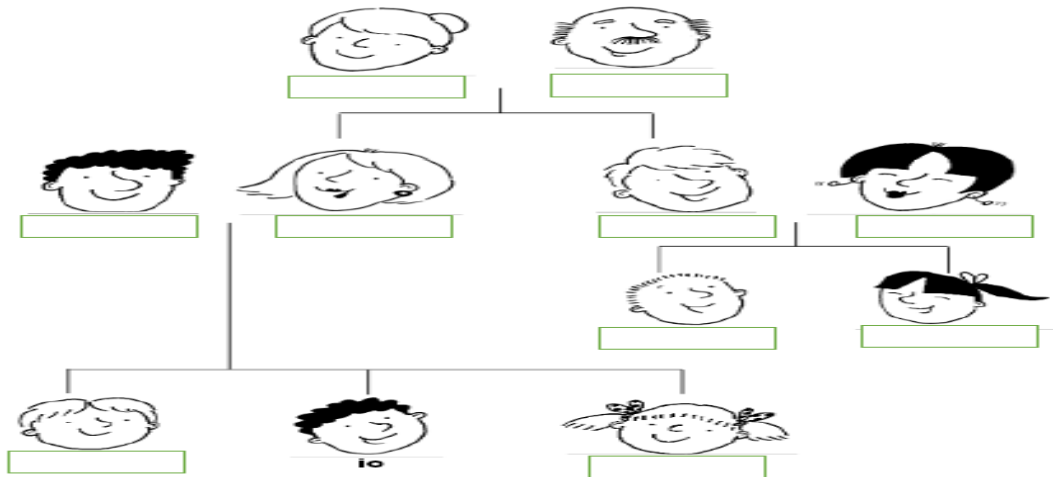
5. Family Roles and Responsibilities

Main Idea: Students in a Home Economics class will get to know "family" as a social institution and the contribution of a family life as to the personal and social development of its members. Students will be able to recognise the importance of developing and strengthening family relationships and the interdependence and interaction among individuals and families. Hopefully by the end of the lesson students will be able acknowledge the different and changing needs of family members.

Scenario Identity

Creator : Amanda Farrugia

St Ignatius College,Malta

Target Group: Level: Secondary (Age: 13 to 15), Ability: Mixed Ability
Students come from a spectrum of abilities, from the very gifted students to very basic skills. Students with certain conditions like ADHD, autism and dyslexia are included within the mainstream, therefore lessons will be adopted and changed to accommodate different abilities.

Curriculum and Learning Subjects: Home Economics

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 the students aware of the consequences of mismanagement.

Settings and Timeplan: Students are going to be divided into 4 groups of 4 students, rules and instructions are going to be explained beforehand.

Suggested timing: Double lesson of 80 minutes

❏ 5 minutes: Setting Time

❏ 10 minutes: Game and Rules Explanations

❏ 20 minutes: Game Time

❏ 10 minutes: Self Evaluation and Reflection

❏ 10 minutes: Eliciting from students to define the term "Family" - brainstorming session

❏ 15 minutes: To identify various roles and responsibilities of different individuals within a family.

❏ 15 minutes: Evaluation Session (Discussion Time)

Scenario Implementation

To get students reflect on the various roles and responsibilities that every individual has within a family, they are going to be encouraged to explore the game Village Voices.Teacher is going to put students aware that for every action taken during the game there is going to be a consequence. They are to realise that there are various ways of how to progress within the game and that different types of relationships (positive/negative) could be the result of their action.

After the game students are going to be encouraged to reflect on their actions, how they feel about others and how are they going to relate this to their personal life. Students will understand that the quality of relationships in the home is affected by the ways family members communicate, share, take responsibility and help one another.

Follow up questions/activities

Some question to be asked during discussion time:
❏ What are your feelings about the game?
❏ What relationships did you build within the game? (positive and negative)
❏ What were your strategies to complete the quests?
❏ What were the consequences involved?
❏ How can we relate this game to our personal life?
❏ What are our roles in our families?

❏ What are our responsibilities in our families?
❏ What are the consequences if we lack from our responsibilities at home?
❏ How can these affect the different members with a family?

<u>Hints/Tips</u>

❏ Students need to be divided into small groups to avoid loudness and loitering during the lesson.
❏ Remind students to remain focused on their task. - Reminding students the lessons objective.
❏ Students needs to be supervised.

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 realize 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?

<u>Hints/Tips</u>

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.

6. Responsible Citizenship

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.

Scenario Identity

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

<u>Introduction of the lesson:</u>
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.

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

<u>Follow up questions/activities</u>

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.

<u>Hints/Tips</u>

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.

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.

Scenario Identity

Creator: Stephanie Rose Portelli
St Ignatius College, Malta

Target Group: Level**:**Primary level - year 6 children, aged between 10 and 11 years. Ability :A streamed classroom with poor, intermediate and high levels of knowledge. We also have children with different religions.
Special Cases: ADHD

Curriculum and Learning Subjects: Languages - Social Studies

Scenario Framework

Software and Materials: Village voices game

Learning Objectives: Given the fact that we have students coming from different backgrounds, children will learn to accept each other, collaborate and play together. The students will learn that even though they are different, they are all equal.

Scenario Implementation

This game can be used to help children realise that even though everyone is unique and coming from different backgrounds, we all need each other. In order for them to play Village voices, they need to put their differences aside and collaborate with each other to complete quests in the game.

This game can be used after the introduction, during the development of the lesson during the topic of 'We live together' in Social Studies. In this topic the students will learn about different cultures. Therefore, the students can use Village voices to realise that we are all different but need each other. Students will be able to collaborate with each other in order to reach their goal in the game.

Introduction: The teacher will show different pictures that show different cultures to introduce the topic.

Development 1: The students will discuss different cultures. They will discuss together with their teacher that this may arise conflicts among them and how these conflicts can be resolved.

Development 2: The teacher will introduce the game: Village Voices. The teacher needs to explain the rules of this game and the students need to be divided into groups.

Conclusion: The students will discuss together with their students what conflicts they faced while playing the game and how they these were tackled.

Follow up questions/activities

After the children play this game, a discussion could be held where the students bring out their views and differences which could create conflicts and how these can be resolved.

Hints/Tips

During the game, it is best that the students are set up in groups.

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.).

7.Bullying

Scenario Identity

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

Main Idea: We can observe bullying if somebody is getting separated from the other or laughed at. In everyday life there are happening little separations from the others. Sometimes people get bullied by the cloths, haircut, color of their skin, origin, religion, abilities, social status, gender, sexual orientation or other differences.

Examples for bullying are:
❏ Children hide or destroy stuff from each others.
❏ They are laughing at each other for differences.
❏ Sometimes kids are pointing their luck/wealth out and make fun of each other.
❏ Children also tend to use physical violence.

Additionally, also teachers are bullying children, not intentionally, sometimes it happens unintended by the tasks, e.g. writing an essay about the last holidays. In this case children could get bullied because of not going to holiday.

Target Group: Level: 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: 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.

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

Scenario Implementation

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.

8.Social Learning and Conflict Management

Scenario Identity

Creator: Daniel Pfeiffer,Austria

Target Group: Level
Vocational (3. year or 6. term) or (4. year or 8. term)
Bereich Informatiksysteme (Hardware, Betriebssystem, Netzwerk) – Kaufentscheidung, Fehleranalyse
Bereich Informatiksysteme – Netzwerkadministration
Bereich Informatiksysteme – Netzwerkkonfiguration
Bereich Personale und soziale Kompetenzen
- ❏ eigenverantwortlich handeln und Verantwortung für sich, andere und Ressourcen übernehmen,

Ability:Intermediate, mixed abilities

Difficulties : To ensure that village voices will work in the classroom, it should be tested (maybe by a group of teacher)

Challenges:The right crossover from the game to the topic networks could be missed

Curriculum and Learning Subjects: Business informatics

Scenario Framework

Software and materials: The game Village Voices should be played in this scenario.

Learning objectives:

Networks:
- ❏ Pupils understand how networks work
- ❏ Pupils can explain how computers share informations, how it is possible to play together via lan/wlan
- ❏ Pupils know what a ip address, mac address, router, switch, etc. is

Social aspects:
- ❏ Pupils can reflect their actions and behavior

Timeplan:

Suggested timing

2 lessons (each 50 min)

Phase 1: Introduction (5 min)

Phase 2: Gaming (20 min)

Phase 3: Resolution and reflection (25 min)

Phase 4: Connection with informatics, exploring previous knowledge (10 min)

Phase 5: Look up & Preparation (25 min)

Phase 6: Presentation & Sharing (15 min)

Scenario Implementation

Phase 0: Preparation

    The teacher is setting up the environment at the computers.

Phase 1: Introduction (5 min)

    The teacher introduces today's topics and explain the duty, which is to explore and win the game. Together they start the game.

Phase 2: Gaming (20 min)

The pupils (and the teacher) are playing village voices. Everybody on a computer.

Phase 3: Resolution and reflection (25 min)

The teacher asks the pupils how their gaming experience was and asks them how this topic is connected with the subject. Answers are collected via padlet. The teacher should guide them to the social aspects and connect to the ethical behavior.

Phase 4: Connection with informatics, exploring previous knowledge (10 min)

At the end the teachers asks: "How is it even possible to play games together?"

Together components for setting up a network were

Phase 5: Look up & Preparation (25 min)

Pupils (in pairs) should look up components for setting up a computer network and prepare a little presentation (max. 2 min, every person should present for 1 min) about one topic (e.g. router, how does a router work?, Which are good business solutions?)

Phase 6: Presentation & Sharing (15 min)

Pupils should present their findings and share their presentation

Follow up questions/activities

Pupils could build up a network
Pupils could calculate the costs for a small company

Hints/Tips

If the pupils want feedback more time for the scenario should be calculated.

Scenario Identity

Creators: Theresia Schmall,Austria

Main Idea: In social learning and conflict management students get to know what are the models behind how people as individuals, as a group and as society act. That happens with theoretical inputs and practical games to understand the theory. Very important is the reflective phase because students have to realize "What does the theory have to do with me personally and my social environment? How can I implement what I experienced in the game in my further thinking and acting?"

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

Curriculum and Learning Subject: Social learning and conflict management

Scenario Framework

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

Software and Materials: Iconoscope game

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

Settings and Timeplan: Students are in the IT-room
Suggested timing :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

- ❏ Iconoscope 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.

Scenario Identity

Creator: Daniel Pfeiffer,Austria

Target Group:
Level
Primary: The scenario can be used for introduction of fractals and point out the different possibilities of displaying them.

Secondary: The scenario can be used for deepen of fractals and point out the different possibilities of displaying them.

Vocational: The scenario can be used for revision of fractals and point out the different possibilities of displaying them.

Ability:Intermediate or Beginner with mixed abilities.

Difficulties:Running out of time

Challenges :Pupils start to argue

Curriculum and Learning Subjects: Mathematics (introduce, repeat and deepen fractals)

Scenario Framework

Software and Materials:
 Iconoscope(DIY)
There triplets of fractals with different representation should be created. Eg. 3/6, 2/4, 16/32, or 5, 5/1, 25/5 or 3 of 4, ¾, 0,75

Learning Objectives:
- ❏ Pupils know that the can display fractals in different ways with the same meaning
- ❏ Pupils know how to learn in teams
- ❏ Pupils can use their theory
- ❏ Pupils can illustrate fractals in different ways with abstract shapes

Timeplan:
Suggested timing
Total: 1 lesson with 50 min
Phase 1: Introduction (3 min)

Phase 2: Gaming (12 min)
Phase 3: Reflection & Discussion (15 min)
Phase 4: Summarize & Saving (20 min)

Scenario Implementation

Classroom ideas/strategies

Phase 0: Preparation
    The teacher sets up iconoscope on laptops, computers or tablets.
Phase 1: Introduction (3 min)
    Teacher introduces the topics, explain the game shortly and let the pupils explore the gaming environment.
Phase 2: Gaming (12 min)
Pupils should play in team of 2 or 3 and solve at least two triplets. After solving they should vote and start to discuss solutions.
Phase 3: Reflection & Discussion (15 min)
    Pupils should talk about their gaming experience and connect it with the topic fractals. Especially they should talk about different illustrations.
Phase 4: Summarize & Saving (20 min)
    Teacher shows one example of a fractal which has different modes from the solutions of the kids. Kids should write down their discovery in their own words in a eportfolio.

Follow up questions/activities

Pupils could find their own triplets.
Pupils could brainstorm for other topics which could be used with iconoscope.

Hints/Tips
Check up the wifi connection.
Think about switch the topic in phase 3 from fractals to conflict management if pupils start to argue.
If running out of time pupils can play the game at home and summarize their findings at home.

9. Dealing with Theft

Scenario Identity

Creators: Bernhard Zangl,Austria

Main Idea: It sometimes happens in schools and classrooms that money or other items are stolen. If students cannot find a solution by themselves they come to the teachers and ask for help.

As teachers we can try to help to find out the background of the problems. Even if they often generalize that there is stolen so much on the other hand they often s aren't very interested or cooperative. They say it isn't their problem because they haven't been robbed and they didn't steal anything themselves.

To make students aware that as a society we all are responsible for each other and everything we do or we do not affects the whole.

Target Group: Level :Vocational school; Year 9
Ability:(Advanced/Intermediate/Beginner/Difficulties/Challenges)

Curriculum and Learning Subjects: Religious education

Scenario Framework

Software and Materials: Village Voices game

Learning Objectives: In the curriculum it is asked to teach personal development and empowerment.General objectives like honesty, justice and empathy and also the biblical 10 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: In this class there are 20 students (catholic,protestant and without any denomination).We are playing the game "Village Voices" in the IT-room.

Suggested timing :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

We play two rounds.

1st round:We dıvide 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 dıvide 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

10.Diversity in schools:
Dealing with different cultures and migration, needs and abilities

Scenario Identity

Creators: Lisa-Katharina Möhlen
University of Vienna

Main Idea: Diversity means that every student is seen as an individual with focusing on their abilities. But it also has to be considered, that there are differences among students. For example, differences exist in languages, religions, migrant and refugee

backgrounds, social and economic situation. Additionally, there are institutional differences like several curricula depending on children's abilities. This description refers to Austrian school system.

To exemplify this, in the chosen class there are elven children with eight different languages, three religions and three curricula. One child is with refugee background from Iraq. Seven students have migrant backgrounds from Serbia, Romania, Bulgaria, Turkey, Tschetschenien, Cameroon and Nigeria.

I see this diversity in my class as a chance and an opportunity for me and my students to learn from each other and increase cognitive, social and emotional education. So we often try to learn some words and phrases in each other's language. We bring food from the several countries, learn songs and dances from different cultures. Also, we talk and debate a lot about all our backgrounds and problems. Beside these different projects are attended to foster inclusion and diversity. For example, we are part of a mentoring project from the University of Vienna, which sends students with migrant backgrounds into the classrooms to give a positive role model to the children and also help them with learning. From next week on an Arabic student will come to support the child with refugee background.

Target Group: Level:Primary School - first steps of facing diversity and individuality in classroom.

Ability: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 : Iconoscope DIY, tripletes are chosen by the teacher and dealing with the topic of diversity.

Learning Objectives:
- ❏ development of awareness for diversity
- ❏ respectful interactions in classroom
- ❏ questioning behavior

Timeplan:
Gaming session in total: 50min (one lession)

❏ Start: 5 min for instruction what the students are going to play
❏ Playing Time: 30 min
❏ Reflection: 15 min

Scenario Implementation

Classroom ideas/strategies

1) Preparation of the topic one lesson before the gaming lesson is important because the students have to be familiar with it. They can use the theoretical input to integrate it into the creativity processes.
2) Two students are sharing a tablet and working together on a common idea. They should communicate and discuss their ideas about the triplets.
3) Post-gaming activity: Teacher has to prepare guiding questions or pictures to foster students reflection abilities. The children should learn to express their doings and learning about diversity and individuality. According to this, it is necessary building the awareness of diversity in classroom.

The precondition to implement the gaming scenario is that the content of diversity in classroom is discussed before. Students should be familiar with theory about diversity and that everyone is individual.

Follow up questions/activities

Beginning the next lesson with in a retrospective way. Questioning what the students learnt and framing the gaming content into a wider content of the curricula.

Hints/Tips

Preparation of the digital issues that the children can use the whole 30minutes to play and be creative.

Scenario Identity

Creator: Andrea Schweiger,Austria

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 : 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:
Suggested timing:
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; advanced 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.

11. Sustainability

Scenario Identity

Creator: Daniel Pfeiffer,Austria

Main Idea: The resources at our world are limited. Many people are not aware of this fact and use to much and don't know where the could save energy and material. Here 3d printing could be a new way to reduce pollution and use sustainable resources.

In this scenario pupils in a vocational school use iconoscope to symbolize items of sustainability. By trying to symbolize the core elements and basic ideas of sustainable

concepts they have to think about the meaning of they words and get a deeper understanding.

After the playing the kids should reflect their experience and think furthermore by answering questions.

At the end of the sequence the pupils should summarize their findings.

Target Group: Level
Vocational
Bereich Personale und soziale Kompetenzen
- eigenverantwortlich handeln und Verantwortung für sich, andere und Ressourcen übernehmen,

Ability:The scenario realized with beginners and mixed abilities.

This difficulties could occur:Pupils have to little knowledge about 3d printing.
No 3d printer is used in school.

Challenges: Pupils struggle while the reflection.

Curriculum and Learning Objectives: 3d printing as optional subject

Scenario Framework

Software and Materials: The game Iconoscope DIY should be used.

Learning Objectives:
Awareness of sustainability:
 Pupils should be aware that sustainability is a important topic.
 Pupils should know ways to use their resources in a sustainable way.
Sustainability and 3d printing
 Pupils should know why and at which point 3d printing is sustainable
Sustainability and economics
 Pupils should know where economics could get sustainable.

Settings and Timeplan:
Suggested timing :Total: 3-4 lessons (50 min)
Phase 1: Introduction (5 min)
Phase 2: Playing and researching (45 min)
Phase 3: Reflection and discussion (25 min)
Phase 4: Transfer (25 min)
Phase 5: Saving and further look up (50 min)

Scenario Implementation

Classroom ideas/strategies

Phase 0: Preparation
    Triplets which meet the topic sustainability were created by the teacher.
Phase 1: Introduction (5 min)
    Kids get a short introduction about the topic and the game. They were separated in groups.
Phase 2: Playing and researching (45 min)
The kids should symbolize the triplets and vote for each other. If they don't know words or meanings they should look them up. The pupils should use laptops or computers.
Phase 3: Reflection and discussion (25 min)
First the students should talk about their gaming experience. Afterwards the focus is moving back to the topic sustainability.
Phase 4: Transfer (25 min)
The following question should be discussed and answered:
        What does sustainability mean for me?
        What can I do to act more sustainable?
        What can companies do?
        How do 3d printing and sustainability come together?
Phase 5: Saving and further look up (50 min)
The pupils should summarize and structure their findings and thoughts in a mindmap.
Phase 6 (optional): design and 3d printing
After the scenario pupils could design their drawings in a 3d drawing program, eg. tinkercad.com and 3d print them.

Follow up questions/activities

Pupils could use iconoscope for designing a logo

Hints/Tips

Knowledge about 3d printing and some applications could be important.
A group of 2-3 pupils is suggested, because it is a good amount for finding, sharing ideas and everybody is involved in the process.

12. Environment

Scenario Identity

Creators: Amanda Cauchi and Angel Mizzi

St Ignatius College,Malta

Main Idea: The choice of good and services with the minimal impact on the environment

Target Group: Level 9 to Level 11 (13 to 16 year olds) with mixed-abilities.

Curriculum and Learning Subjects: Home Economics and Personal, Social and Career Development.

Scenario Framework

Pedagogical Method: Collaborative learning, enhancing critical thinking skills and problem-solving.

Software and Materials: GAIA challenge game, smart electrical meters, readings of electricity/water consumption, situation cards with hints.

Learning Objectives:
o Suggest new technologies and alternative sources of energy that are helping in reducing electricity and water consumption.
o Infer how everyday consumption has a direct and indirect effect on the environment.

Settings and Timeplan:
Lesson Plan
1st Double Lesson: total of 80 minutes
5 minutes – Settling time
10 minutes – Brainstorming: Asking students what alternate sources of energy could be used to decrease the consumption of energy.
20 minutes – Explanation of various technologies and alternative sources of energy, examples solar water heaters, solar panels, photovoltaics, smart meters, noise calibrators, wind turbine etc.
10 minutes – Activity explanation – to gather date
40 minutes – Activity to divide students into groups giving separate tasks (noise, electricity, water). To provide situation cards to students with hints to help them gather information.
2nd Double Lesson: total of 80 minutes
20 minutes – Share the gathered date; a leader from each group will discuss the data.
10 minutes – Explanation of the GAIA challenge game
20 minutes – To input date from the various groups and find out the results.
20 minutes – Discussion of results from date gathered – charts presentation.
10 minutes – Evaluation of GAIA challenge game.

Evaluation Tools: Discussion of results in the classroom as mentioned above.

Scenario Implementation

- We are going to implement the GAIA challenge platform. This will engage both students and teachers in a playful way with educational content in the context of their school building.
- After the game, a discussion of results will be held to reflect upon the data gathered and the way forward to improve the sustainable development of our school.
Worksheets
- Situation card to the various groups of students with different tasks in order to collect data on the various sources of energy.
- A presentation will be done in class by the students to show their gathered information and results.

13.Managing Waste

Scenario Identity

Creators: Clara Agius and Daniela Ellul
St Ignatius College,Malta

Main Idea: Social challenge, 21st century challenges; sustainability, plastic pollution in the ocean. Hand in hand with the Sustainable Development Goals: 12 – Responsible Consumption and Production, 13 – Climate Action, 14 – Life Below Water

Target Group: Year 11 Core Curriculum Program students, aged 15, 16 with various learning difficulties.

Curriculum and Learning Subjects: Geography and Home Economics

Scenario Framework

Pedagogical Method: collaborative learning, problem based, project based

Software and Materials: videos, interactive activities, waste, pictures, powerpoints, worksheets

Learning Oobjectives:
❏ I can describe waste disposal options

❏ I can give reasons for the need to separate waste
❏ I can sort waste / items according to the appropriate bin / bag
❏ I can suggest way how I can reduce and reuse waste at home

Timeplan:
 Final term (approximately 1 month)

Evaluation Tools: 60% Continuous formative assessment + 40% Summative assessment (oral component)

Scenario Implementation

Learning Activities: See Lesson Plans Below
Lesson 1: Waste Disposal
Duration: 80 minutes (double lesson)
Lesson Objective: I can describe different waste disposal options
Introduction
A video to introduce the lesson about waste and get them to think and discuss
Development
Students to come up with different words about waste and write them on the whiteboard.
What is waste? Can we totally avoid waste production? Where does our waste end up? Can we do something to reduce waste production?
Introduce different waste disposal options:
- Bulk
o Fridge
o Pieces of wood
o Mattress
- Food
o Organic Bag
o Black Bag
- Recyclable Waste
o Paper
o Plastic
o Metal
o Glass
o Clothes
- Hazardous
o Batteries
o Syringe

o Medicine

Students to come up with examples

Interactive activity: Put the waste under the correct heading (bulk, food, recyclable and hazardous)

Conclusion

Use the keywords on the board and put them into sentences.

Homework Task: Collect recyclable materials and bring to school (for an activity further on)

Lesson 2: Waste Separation

Duration: 3 hours

Lesson Objective: I can give reasons for the need to separate waste.

A class outing is organised for the students where they will visit one of the local civic amenity sites, if possible Sant Antnin in Marsascala. Here the students will be able to see the various methods by which waste is separated. They will also see what is done with waste after it is separated. The teacher will provide a fieldwork sheet which will be filled in during the site visit.

Lesson 3: Sorting Waste

Duration: 80 minutes (lesson 1 in HE lab, lesson 2 in IT lab)

Lesson Objective: I can sort waste according to the appropriate bin or bag

Introduction

A video to show the negative effects of waste production

Maltese song about the negative impacts of humans on the environment

Development

Activity 1: Students will peel fruit and use those peelings to put in the compost bin. They will understand and learn how a compost bin works.

Activity 2: Students were asked since lesson 1 to bring waste materials to school. The teacher will prepare different disposal bins (organic, recycling, black bag and hazardous). Students will be divided into groups and will have a small bag with different waste items. They will sort out the waste items into the correct disposal bin, in the shortest possible time. The team with the least time will be the winning team.

---Move students to IT lab---

Conclusion

Activity 3: Kahoot activity. Activity where pictures will come up on screen and students will need to choose where the items will need to be sorted.

Lesson 4: Reduce and Reuse Waste at Home

Duration: 80 minutes (double lesson)

Lesson Objective: I can suggest ways how I can reduce waste at home

Introduction

Recap about sorting waste

Video: Song on the 3 Rs: Reduce, Reuse and Recycle

Development

Discussion: Come up with different ways where we can reuse waste at home; students to write these down on the interactive whiteboard.

Role Play: different real life situations, where students have to identify how they can reduce, reuse, or recycle.

Activity: Produce recycled paper from waste paper and create handmade recycled cards

Conclusion

Task to do at home: Students to try to reuse or reduce something at home, and to tell the teacher what they have achieved.

14.Taking Care Of Our Planet

Scenario Identity

Creators: Buhagiar Mariella,Formosa Stephanie-Rose,Mercieca Jeremy
St Ignatius College,Malta

Main Idea: We thought to use the game with students to explore alternatives on their own.They are learning on their own how to learn.Generating curiosity on the social challenge on taking care of our planet.

Target Group: Primary level,Year 6 children, Aged between 10 and 11 years.
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,Physical impairment.

Curriculum and Learning Subjects: Science – Our planet

Scenario Framework

Pedagogical Method: Exploratory
- Collaborative in the sense of knowledge gathering and constructing
- Student-Centered Approach to learning

Software and Materials:
Pictures of extreme weathers,Video – Link below, To be chosen by the children
Classroom blog, Powerpoint, Acting, Chart

Learning Objectives: Know how to stop global warming by:

Opting for alternative energy sources
Reduce the waste of energy and Co2 emissions.

Settings and Timeplan

Time of Lesson: 50 minutes

Introduction (10 minutes):

The teacher will show pictures of different weather extremes.

The children will discuss the disadvantages of such extremes and discuss what happens if these extremes are more frequent.

Body 1 (15 minutes):

The children will participate in the quiz provided on GAIA. Through this game the children will explore different sources of energy. The children will be given some written material about the different energy sources so that they will be able to search through when they get curious about the mentioned sources on GAIA.The children will participate in the other quiz in which they will explore ways and changes one can do at home to reduce the waster of energy.

Body 2:

In groups, the children will create a project to discuss the knowledge gathered whilst playing the game and whilst researching. The children can do a chart, a type of craft, a video, write on the classroom blog, an online power point etc.

The children will present their creation to their classmates.

Conclusion:

After each presentation, the teacher will highlight the main points, correct any misconceptions and add-on any important points.

To conclude the lesson, the children will watch a video in which they will summarize the main points of the lesson.

https://www.youtube.com/watch?v=PqxMzKLYrZ4

Evaluation Tools: The final project to evaluate learning,Follow-up discussion to communicate the main ideas.

Scenario Implementation

Gaia quiz
Worksheets to guide the Project

Global
Warming

1. List two things that are contributing to global warming.

_____
_____

2. List three things that we can do at home to help stop global warming.

_____
_____

3. List three things that we can do outside to help stop global warming.

_____
_____

4. Why is important to take a fast action now to safeguard our planet?

_____
_____

5. Answer the following questions whether they are True or False:

Question	True or False
a) The Earth is warmed by the Sun's heat.	
b) Carbon Dioxide is a greenhouse gas.	
c) Mankind causes global warming.	
d) Ozone is a natural greenhouse gas.	
e) Chlorofluorocarbons are a group of	

man-made green-house gases.	
f) Earth is cooled by the greenhouse effect	
g) The temperature in Greece is going to be cooler with global warming.	
h) Saving energy is a good way to reduce global warming.	
i) The sea level is not going to rise with global warming.	

15.Team Building

Scenario Identity

Creators: Resi Schmall and Bernhard Zangl,
Austria

Main Idea: Team building. This activity might fit for any team building situation but will be described in detail for two specific scenarios (see below). Learning outcomes of this activity are:

❏ To be aware of the importance of verbal communication and the importance to listen to each other
❏ To learn to be mindful towards classmates
❏ To see the advantage of leadership to achieve goals quicker
❏ To be critical towards leadership
❏ To foster creativity and imagination
❏ To foster cooperation

Instead of actively joining the activity, the teacher is moderating the scenario.

Target Group:1. When pupils come to our school they are 14 and come from different schools. The scenario is set at the very beginning of the school year. Students have different academic and social backgrounds and need to get to know each other to build a team. Conceptional teaching won't be sufficient to get to know each other.

2. At the beginning of the school year, the election of a class spokesperson has to be organized by the class teacher. The scenario might be helpful to raise awareness of representative competencies of their classmates. The activity might be involved in any school year, no matter how well students already know each other.

Curriculum and Learning Subjects: For both, target group 1 and 2, the class teacher is in charge to organize the scenario. Therefore, it doesn't necessarily have to be set within the curriculum. For other curricula, the activity might fit best in:

- ❏ Conflict management
- ❏ Personality Development
- ❏ Ethics
- ❏ Communication
- ❏ Religious Education
- ❏ Sports

Scenario Framework

Pedagocical Method: We suggest to play the game "Tatzlwurm" ("millipede"). It works as such:

- ❏ Two by two children bind their legs together with scarfs or sports warps. They walk from one side to the other.
- ❏ Now they bind together two groups by two so that there are four people walking as one team.
- ❏ Whenever one student falls down, all students have to return to the starting line and start again.
- ❏ Next step is that groups of eight bind themselves together and walk the same distance.
- ❏ Next step is that groups of sixteen bind themselves together and walk the same distance.
- ❏ In the end the whole class is bound together as one group.
- ❏ They stand up in a line again and now walk as a whole group from the start line to the finish line, where they have to turn around and run back to the starting line.
- ❏ The aim is to reach both, the finish as well as the starting line collaboratively (the don't necessarily have to stay in an upright position – creativity is part of the game!). The main challenge lies in turning around as a whole group at the finish line.

Important note: This activity is NOT based on competition! Speed, time limits etc. are not necessary and do not count (even though students often intend to put pressure on themselves).

Software and Materials:

- ❏ No software and no digital media needed.
- ❏ Materials: scarfs and/or sports wraps (no strings – those will hurt!)
- ❏ Coloured adhesive tape or rope (to strip the finish line)

❏ Big room – but we recommend to do it on a lawn (to make sure students won't hurt themselves if they fall down)

Learning objectives: No skills needed in advance, since the aim is to collaborate and therefore share skills and experiences.

Settings and Timeplan:
For target group 1, the scenario will be set in the first week of school during the so called "IceBreaker Days". Depending on the class size and on students' collaborative and communicative competencies, the activity will need 40 to 60 minutes.
For target group 2, the activity should be set one week before the class spokesperson will be elected. The activity will be organized by the class teacher and is therefore not depending on teaching subjects.
Timeplan:
- ❏ Introduction: 5 mins
- ❏ Binding each other together in couples: 3 mins
- ❏ Couple-run: 2 mins
- ❏ Binding two couples together: 3 mins
- ❏ Double couple-run: 2 mins
- ❏ Binding an 8 students-line together (occasionally with the help of the teacher): 5 mins
- ❏ 8 students-run: 5 mins
- ❏ Binding a 16 students-line together (occasionally with the help of the teacher): 5 mins
- ❏ 16 students-run: 7 mins
- ❏ Binding the whole class together (occasionally with the help of the teacher): 5 mins
- ❏ Whole class-run: 15 mins

Evaluation tools: Reflection and group discussion. Additionally, an anonymous questionnaire might be helpful.
Questions:
- ❏ How did you feel during the activity?
- ❏ What was your role (active/passive)?
- ❏ Have you been able to express your ideas?
- ❏ Have your ideas have been heard?
- ❏ How did you feel when your ideas were heard/not heard?
- ❏ Who were the leading persons in your teams?
- ❏ Have these persons been leaders in other situations as well?