

Suggested learning paths - Decision-making

Theme 2: Decision-making

1. Teenagers (14-18 years old)
2. Teenagers (14-18 years old) - Variant

1) Teenagers (14-18 years old)

Games: Two truths and a lie (Ice Breaker), First Strike online, Ticket to Ride online

Information: Games can be played in parallel and compare the decision-making process of both games (First Strike Online; Ticket to Ride online). The games can be played on computer or tablet classes. Both digital games are multiplayer games. Variation: 2 students or a group of students can play a single-player game, for this, they have to decide together on the next move or next action. If all three games are played, 2-3 lessons should be planned. "Two truths and a lie" can be used as a warm-up exercise/ice breaker for decision making and critical thinking before moving on to the First strike. First Strike and Ticket to Ride can be played parallel. For example, the class can be divided into 2 groups (boys and girls ...). The learning output of this path is that not everything that looks like truth/lie is actually true or false.

Competences:

- Values: valuing democracy
- Attitudes: self-efficacy; openness to cultural otherness and to other beliefs, world views and practices
- Skills: Decision making, analytical and critical thinking skills;
- Knowledge and critical understanding: knowledge and critical understanding of the self; reflection on one's own actions/one's own decision

2) Teenagers (14-18 yo) - Variant

Games: Two truths and a lie (Ice Breaker), Scribble Corner, SIMS Free Play

Information: "Two truths and a lie" and/or Scribble Corner can be used as warm-up exercises/ice breakers for decision making and critical thinking before moving on to The Sims. Suggestions to play The Sims: Start with an introduction about the competences from the butterfly that are necessary to acquire. Give the students a set of challenges that they should work on in class or after class and document them with screenshots and notes. Reflect on them later in class and discuss how those competences play a role and can be acquired during the game-play.

- What is different to real life?
- What is better?
- What is worse?
- How do certain decisions make it better/worse?

Competences:

- Values: valuing democracy, justice, fairness, equality and the rule of law
- Attitudes: tolerance of ambiguity; self-efficacy
- Skills: Decision making, analytical and critical thinking skills;
- Knowledge and critical understanding: knowledge and critical understanding of the self; reflection on one's own actions/one's own decision