



Peace GAMES Catalogue

Suggested learning paths

Suggested learning paths

Peace Games responds to the need to offer advice and orientation to the education community and to individual learners, by developing a structured review of existing games, based on a qualified analysis of learning objectives achievable, and a community hub to engage in peace-oriented online and offline games.

In the following phase, to support schools teachers in designing a learning program in education of peace and citizenship, the Consortium partners tried to design formal learning paths based on the Catalogue, classifying them by 'learning objective', target groups (pupils of different ages, teachers, adult educators, specific groups with social inclusion needs, etc.).

The structure of the learning paths for pupils entails different learning activities: digital or analogical games, but also movies, collective reflections, learning materials, including contextualised problems and questions i.e. by embedding the experiences held in each classroom in the field of 'activities. Then, there are also included some suggestions related both to the national scenario and learners' characteristics and preferences, as well as a full set of indicators from RFCDC, useful to build the assessment framework.

Finally, to encourage and support the appropriate choice of educational path, at the end of the catalogue it is possible to find the different learning paths divided by themes.

Suggested learning paths - Children's rights

Theme 1: Children's rights, democracy, citizenship

1. Upper primary education cycle (8/10 years old)
2. Secondary education cycle (11/16 years old)

1) Upper primary education cycle (8/10 years old)

Games: Be a citizen, what does that mean?, On the way to children's rights

Information: This learning path is composed of the following 7 sequential phases:

- Phase 1: Introduction of the topic of 'children's rights' by the teacher, further explained through examples.
- Phase 2: Students are set into groups and are invited to think/explore their rights
- Phase 3: Teacher monitors the progress of activity and encourages solidarity when and where needed
- Phase 4: Students complete the tasks of the game: quiz/mime/drawings
- Phase 5: Introduction of the topic: 'Being a good citizen - what does it entail?'
- Phase 6: Work out activities of 'Be a citizen, what does that mean?' individually or in groups depending on the boxes chosen
- Phase 7: Promote a general discussion promoting specific thinking skills

Competences:

- Values: Valuing democracy, Justice fairness, equality and rule-of-law; valuing dignity and human rights
- Skills: Analytical and critical thinking, Autonomous (self) learning skills
- Attitudes: Responsibility, Civic mindedness, Responsibility, Respect
- Knowledge and critical understanding: knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

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

Suggested learning paths - Cooperation

Theme 3: Cooperation

1. Cooperate with non-verbal communication skills - primary and secondary school
2. Cooperation and negotiation – Secondary school
3. Strategy and communication – Secondary school

1) Cooperate with non-verbal communication skills - primary and secondary school

Games: Rock Paper Scissors – Hameba Version, The Mind, The Maze/5 MINUTES DUNGEON

Information: The path is aimed at stimulating the reflection on the different levels of communication and on the idea that it is possible to communicate even if we don't speak the same language. Tolerance and cooperation are key words in this learning path. The particularity of this path is that players should not speak.

Competences:

- Values: Valuing democracy, justice, fairness, equality and rule of law
- Attitudes: Tolerance of ambiguity
- Skills: Listening, empathy, cooperation, observing, analytical critical thinking, non-verbal communication
- Knowledge and critical understanding: knowledge and critical understanding of the self; reflection on one's own actions/one's own decision

2) Cooperation and negotiation – Secondary school

Games: Hanabi, Rory's story Cube, Jembatan: Misión iParar la guerra!

Information: In order to have enough time to play Jembatan in class, we recommend to collaborate with another teacher and merge time slot to have two consecutive hours available.

Competences:

- Values: Valuing democracy, justice etc
- Attitudes: Tolerance of ambiguity; responsibility; respect
- Skills: Listening and observing, empathy, cooperation, analytical critical thinking, non-verbal communication, Linguistic skills
- Knowledge and critical understanding: knowledge and critical understanding of language and communication

3) Strategy and communication – Secondary school

Games: Jembatan, Rory's Story Cube, Hanabi

Information: Throughout this path, players are encouraged to develop their strategic and communication skills both through verbal and non verbal skills.

Competences:

- Values: Valuing democracy, justice etc
- Attitudes: Tolerance of ambiguity; responsibility; respect
- Skills: Listening and observing, empathy, cooperation, analytical critical thinking, non-verbal communication, Linguistic skills
- Knowledge and critical understanding: knowledge and critical understanding of language and communication

Suggested learning paths - Prevention bullying

Theme 4: Prevention bullying

1. Primary school (6+ years old)
2. Secondary school (12+ years old)

1) Learning path for primary school (8-10 yo)

Games: The language of emotions, Everybody is different;

Information: The learning path suggested is composed of 5 phases:

1. Introduction: LOU (cortometraggio Pixar)
2. Discussion: The learners are introduced to the topic of bullying and what they think/experience about it.
3. Icebreaking: The language of emotions
4. Tools and activities: Everybody is different
5. Final reflection: The activities are focused on reflection with teachers/educators and extrapolation of those aspects on which all learners spend time for improving empathy and respect.

Competences:

- Values: valuing cultural diversity
- Attitudes: openness to cultural otherness and to other beliefs world views and practices, respect, civic-mindedness,
- Skills: Empathy, conflict resolution skills
- Knowledge and critical understanding: knowledge and critical understanding of the world (politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability)

2) Secondary schools (12+)

Games: Everybody is different, Abbiamo alternative?, La mia vita non è uno spettacolo

Information: The learning path suggested is composed of 5 phases:

1. Introduction: Wonder (Stephen Chbosky, 2017)/LOU (Pixar Short Film, 2017)
2. Explanation/Discussion: The first sequence needs to introduce learners to the topic of bullying and what they think/experience about it.
3. Icebreaking: Everybody is different
4. Tools and activities: Abbiamo alternative? / La mia vita non è uno spettacolo
5. Final reflection: The activities are focused on reflection with teachers/educators and extrapolation of those aspects on which all learners spend time for improving empathy and respect.

Competences:

- Values: valuing cultural diversity
- Attitudes: openness to cultural otherness and to other beliefs world views and practices, respect, civic-mindedness,
- Skills: Empathy, conflict resolution skills
- Knowledge and critical understanding: knowledge and critical understanding of the world (politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability)

Suggested learning paths - Dealing with Disabilities

Theme 4: Disabilities

1. Primary school (8+ years old)
2. Secondary school (11+ years old)

1) Primary school (8+ years old)

Games: Human knots, Identity and diversity, Handicap Day

Information: the learning path is composed of the following phases:

1. Introduction: Nemo/Loop (cortometraggio 9 min)
2. Icebreaking: Human knots
3. Explanation/Discussion: The first sequence needs to introduce learners to the topic of disabilities and what they think/experience about it.
4. Tools and activities: Identity and diversity (Amnesty International) + Handicap Day
5. Final reflection: The activities are focused on reflection with teachers/educators and extrapolation of those aspects on which all learners spend time for improving empathy and respect

Competences:

- Values: Valuing cultural diversity
- Attitudes: Respect, responsibilities,
- Skills: Empathy, skills of listening and observing, cooperation skills
- Knowledge and critical understanding: knowledge and critical understanding of the self

2) Secondary school (11+ years old)

Games: Identity and diversity, The removing barriers, The Blind Legend (digital), Handicap Day

Information: the learning path is composed of the following phases:

1. Introduction: Untouchables/ Loop (cortometraggio 9 min)
2. Explanation/Discussion: The first sequence needs to introduce learners to the topic of disabilities and what they think/experience about it.
3. Icebreaking: Identity and diversity (Amnesty International)
4. Tools and activities: The removing barriers + The Blind Legend (digital) + Handicap Day
5. Final reflection: The activities are focused on reflection with teachers/educators and extrapolation of those aspects on which all learners spend time for improving empathy and respect

Competences:

- Values: Valuing cultural diversity
- Attitudes: Respect, responsibilities
- Skills: Empathy, skills of listening and observing, cooperation skills
- Knowledge and critical understanding: knowledge and critical understanding of the self

Suggested learning paths - Prejudices and stereotypes, Cultural diversity, Intercultural understanding

Theme 5: Prejudices and stereotypes, Cultural diversity, Intercultural understanding

1. Opening to others - embracing diversity - Secondary education or higher education
2. Celebrate diversity - Secondary education or higher education

1) Opening to others - embracing diversity - Secondary education or higher education

Games: Stereotypes/Dixit/Dinstinct'Go, Stronger Together, Can You? The privilege game

Information: The topics addressed by this learning path are: discrimination, prejudices, Human rights, LGBTQ+ rights, gender equality, anti-racism. This learning path is very interesting and crucial to build a safer educational environment. However, if the various topics are not evoked before, and if the participants to the activities are not sensitized to these issues, games and linked interactions may be an occasion to face discriminating or oppressive behaviours. But we have to keep in mind that those behaviours are anyway existing in the reality field, and this precaution necessity should not prevent or discourage you to try to raise awareness about discrimination and stereotypes. The role of the teacher/animator is to reduce the risk to see bad behaviour happen, for instance by setting strict rules of expression and by evoking these topics with pedagogy, caring and expertise. Complementary activities may be watching the movie "Imitation Game" (Morten Tyldum, 2014) or 120 Beats Per Minute (Robin Campillo, 2017).

Competences:

- Values: valuing human dignity and human rights, valuing cultural diversity
- Attitudes: openness to cultural otherness, respect
- Skills: empathy, flexibility and adaptability, cooperation
- Knowledge and critical understanding: knowledge and critical understanding of the self

2) Celebrate diversity - Secondary education or higher education

Games: Assassin - Discovery Tour, Kosmopolit, Never alone (at home or in the computer room), Dixit

Information: How to organise an online-game session at school? You can split the class in two, one with you in the classroom playing board game, and the other group with a pedagogical assistant having clear guidelines in the computer room. Let's play for half an hour or 45 minutes and then exchange rooms. You may also require the help of the informatics department of your organisation. Advice on playing Kosmopolit: We advise that the waitress role is embodied by the most experimented player, the teacher or animator. This role needs indeed to know the game, and interact with the app. You can merge the role of the waiter-ress and the role of the Coordinator (Maitre d'Hotel). You can also play the game without headphone so every player can here the dish name out loud.

Competences:

- Values: valuing human dignity and human rights, valuing cultural diversity
- Attitudes: openness to cultural otherness, respect
- Skills: empathy, flexibility and adaptability, cooperation
- Knowledge and critical understanding: knowledge and critical understanding of the self

3) Transversal path: Media literacy and digital citizenship (full online) - secondary to upper education

Games: Misclick, Post-Facto, Fake it to make it

Information: The topics addressed by this learning path are: media literacy, digital citizenship, online behaviour, fake news, critical thinking.

Suggested learning paths - Peace and War

Theme 6: Peace and War

- 1.Children
- 2.Teenagers

1) Children

Games: Jembatan, Hellapagos, Constructores de paz

Information: Jembatan is a purely cooperative game, thus serving as a good “antidote” to situations of exclusion: it can be used to complement a conflictual game with dynamics of exclusion, be it a board game or a playground game such as “police and thieves”; for board games, avoid Lupus in tabula, which can dangerously exacerbate exclusion dynamics and foster conflict.

Jembatan can be played starting with a simpler version (available in the instructions) and making it gradually more complex. The metaphorical aspects of the game reflect real life, but analogies may need to be explicated better. It shows how cooperating helps to prevent a conflict even though the path to war seems simpler. The aspect of negotiation can be found in the game but should be developed externally by the teacher. After Jembatan, Totem and Friendship cards could be used to explore emotions and emphasise positive traits of children.

Competences:

- Values: Respect of law comes out in all games as rules must be known, respected and then used; peace
- Skills: Cooperation skills, conflict resolution/prevention; empathy;
- Attitudes: Respect
- Knowledge & understanding: critical understanding of the self

2) Celebrate diversity - Secondary education or higher education

Games: Jembatan – Hellapagos – Totem – Friendship cards

Information: Jembatan can be used as a warm-up exercise for cooperation, before moving on to Hellapagos. Hellapagos is more suitable for teenagers than younger children due to its content and themes, e.g. the phase in which a player is chosen to die for the survival of the rest of the group. It is a strategic game which initially requires teamwork and coordination, but which later leaves room for individualistic strategies. Players need to negotiate and convince others when choosing who to eliminate. Totem can then be used to balance the conflictual aspects of Hellapagos by emphasising positive individual traits. Friendship cards can also be connected to Hellapagos since it involves reaching an agreement through emotions. Constructores de Paz can be included in this path: it is an encyclopedic, informative game which requires basic knowledge of certain historical figures and events: this makes it more suitable for teenagers, maybe starting from 14 years old. It is useful for Civic Education, and is more informative than recreational. Constructores is available in English, French, Spanish, Basque.

Competences:

- Values: human rights and dignity, democracy, justice, fairness
- Skills: Cooperation and Conflict resolution, empathy, listening and observing
- Attitudes: Openness to otherness and other world views, civic mindedness (collective interest), responsibility
- Knowledge: Critical understanding of self, Knowledge & critical understanding of the world

Suggested learning paths - Feelings and Emotions

Theme 7: Feelings and Emotions

1. Like to get you know you well - 8-14 Years old
2. You're playing with My feelings. Aren't you? - 16 - 19 Years old

1) Like to get you know you well - 8-14 Years old

Games: The colour monster, Totem, Feelinks

Information: All the games may be used at various levels: as ice-breaking activities or to a deeper level to increase self-awareness and mutual knowledge and acceptance. Our advice is to start with less complex games such as the color monster or Totem then play Feelinks which may lead to some surprisingly good conversations about complex issues (from genetic manipulation to their relationship with their father).

Elder students can play these games using foreign languages. The learning path aims are:

- to identify examples of emotions, feelings, and moods
- to develop self-awareness

Competences:

- Values: respect of law as it comes out in all games as rules must be known, respected and then used human dignity
- Skills: respect, cooperation, listening, observing, empathy, linguistic, communicative and pluri- linguistic skills, conflict resolution
- Attitudes: openness to otherness, respect, tolerance of ambiguity
- Knowledge & understanding: knowledge and critical understanding of the self

2) You're playing with My feelings. Aren't you? - 16 - 19 Years old

Games: Totem, Feelinks, Can You? The privileges game

Information: The games are listed according to the recommended age of the players. Younger players may start with less complex games such as Totem to the self-awareness and the mutual knowledge and then play Feelinks which may lead to some surprisingly good conversations about complex issues (from genetic manipulation to their relationship with their father). Our advice is to play Can You? The privileges game under adult supervision as it deals with issues such as sexuality, sexual diseases, gender issues and stereotypes, and contraception. For the same reason, this game may be targeted on older teenagers or young adults.

The learning path aims are:

- to identify examples of emotions, feelings, and moods to develop self-awareness
- to support sex education
- to prevent prejudices, gender stereotypes and bullying

Competences:

- Values: respect of law as it comes out in all games as rules must be known, respected and then used, human dignity and human rights
- Skills: respect, cooperation, listening, observing, empathy, linguistic, communicative and pluri-linguistic skills, conflict resolution
- Attitudes: openness to otherness, respect, responsibility, tolerance of ambiguity
- Knowledge & understanding: knowledge and critical understanding of the self, knowledge and critical understanding of the world

Contact details

The Peace Games partnership

The Peace Games partnership is composed by:

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