



UNIMORE
UNIVERSITÀ DEGLI STUDI DI
MODENA E REGGIO EMILIA



Peace games Review and classification

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1. Introduction

This document is intended to provide a full description and comprehension of the activities carried out in first phase of the project and related to Intellectual output 1 “Peace games Review and classification »

2. The PEACEGAMES project

After over twenty years of justified -but almost exclusive- insistence in making education outcomes closer to labour market needs, the current context of growing distrust in political authorities and social disharmony in Europe have brought back the attention of policy makers to the need of cultivating social, citizenship and democratic culture learning outcomes in school education and adult learning. In parallel, the Covid outbreak evidenced the need to adapt and renew way of teaching and learning, by embracing the development of new communication and information technologies. The Peace Games consortium aims to contribute to the development of citizenship, democratic and social competences by using the full potential of creativity through game-based learning in formal and informal learning. Creativity stands at the core of this project as it is considered both as a way to acquire civic and social key competences, and as a competence to acquire and develop in itself via the use and the development of "self-made" games oriented toward Peace Education. The project aims at diffusing these competences in learners and at helping teachers to make good educational use of games. This is organised through the identification, assessment and support to the use of relevant games (online or in face-to-face) oriented to civic competences, intercultural communication and conflict transformation already existing and provide guidelines and advices for the development of new "self-made" games relevant for particular contexts.

This project is building on the results of several projects in ERASMUS + which have reviewed good practices and developed competence frameworks for learners and educators aimed at bringing peace, conflict transformation, citizenship education, democratic values and respect for diversity at the centre of daily school practice. “Peace Games” originated within the Laboratory for Education Inspiring Peace (EIP Lab) created in Sanremo by the UPPER Project (ERASMUS +), responds to the need of offering 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 on peace-oriented online and offline games.

Objectives and main activities of Peace Games:

- To explore, analyse and classify the available supply of peace-oriented games on the basis of their relevance to the most pertinent competence frameworks that are actually developed and tested internationally, e.g. the Reference Framework of Competences for Democratic Culture (RFCDC) of the Council of Europe, the Framework of Teachers Competence in Peace Education of the UPPER Erasmus + project (<http://eiplab.eu/upper-project>), the European Curriculum on Nonviolent Conflict Transformation (NVCT) developed by the EduCATE Project (ERASMUS+);
- To identify, through a substantial mapping exercise based on the competence frameworks, existing gaps and engage the game developers' community in the creation of new games addressing the identified gaps, also using existing sets of peace exercises that have not yet taken a game configuration;
- To develop an online hub able to provide information, advice and support to education institutions and educators who are interested to use the potential of games to achieve learning outcomes in these competence areas and engage "indie game development communities" in the creation of new games (e.g. through "thematic game jams" days with young designers, game developing starts up, school teams, etc.);
- To test and validate the use of the online hub and available games in ten pilot schools in five countries and, on a voluntary base, in other local communities and civil society organisations engaged in citizenship education;
- To develop and validate a Guide on "How to use, adopt and adapt game-based learning in traditional education settings";
- To provide guidance and a collaborative context to individual learners who are already engaged in online games and might discover the interest and life-relevance of peace-oriented games;
- To draw lessons from the review and the online hub activities in order to feed the present education policy debate on citizenship and peace education.

In order to achieve the project objectives, the project brings together complementary expertise existing in different organisations and different countries; the members of the consortium presenting the proposal have been chosen on the basis of their relevant experience and all have successfully run networking, dissemination and valorisation actions in the past. This consortium represents a network of experts in peace education, games and innovation projects in Europe and, as such, is in a unique position to create consistent impact and sustainable results based on the project's outcomes.

3. IO1 Games collection: review, feedbacks on the process, difficulties, success and reflexions

As already stressed, Peace games project aims to explore, analyse and classify the available supply of peace-oriented games on the basis of their relevance to the most pertinent competence frameworks that are actually developed and tested internationally, e.g. the **Reference Framework of Competences for Democratic Culture (RFCDC)** of the Council of Europe, the Framework of Teachers Competence in Peace Education of the UPPER Erasmus + project (<http://eiplab.eu/upper-project>), the European Curriculum on Nonviolent Conflict Transformation (NVCT) developed by the EduCATE Project (ERASMUS+).

This output's primary aim is to report on the quantitative and thematic analysis of the existing peace games identified by the Consortium partners (videogames, board games, etc.), classifying them by 'learning objective', target groups (pupils of different ages, teachers, adult educators, specific groups with social inclusion needs, etc.).

The review activity has been conducted on a selected set of games that was considered to be amongst the most relevant to the reference competences frameworks, but also of intrinsic educational and technical quality, stimulating playful engagement and visibility of progress in the desired competences. It has included expert review, in order to plan a phase of piloting at school and in extra-school activities.

Duration March 2021-December 2021

The main task scheduled in the project proposal were:

- Task 1.1 (M1-M2); Definition of methodology for data collection and classification of games, according to their relevance to the reference frameworks of competences.
- Task 1.2: (M3-M5); Data acquisition about available games and pre-review of games/games description to classify them according to learning objectives.
- Task 1.3: (M5-M8); Participative analysis of information on the collected games and definition of their objectives; a selection of 120 games has been made through a workshop with stakeholders defining a set of key criteria for qualitative choice.
- Task 1.4:(M8-M10) organisation of the first PEACE GAMES Review, selection of the 55 best games to be inserted in this review; the games have been evaluated by experts from the partnership and other stakeholders' organisations. A detailed set of characteristics for each game have been collected, in view of the piloting phase.
- Task 1.5 (M10- M12) Assembling of inputs from the piloting phase and presentation of the "integrated" Peace Games integrated Report (R9) including the review and experts' and users' views.

3.1 Collection of the games

During the first semester the project team identified a long list of games (120), thanks to the sheet sent by UNIMORE to all the partner in order to have it available for everybody.

The criteria we proposed for the selection are the following.

Proposed Criteria:

- a) Priority for those based on competence peace related. Covering all the competences of the butterfly of Reference Framework of Competences for Democratic Culture (RFCDC).
- b) Integrability in a learning path (i.e. integrability into a formal learning path, such as training course, curriculum, educational programme for pupils; into non-formal setting, such as educational activities in youth centre, adult training course etc.)
- c) Guidelines for teachers/educators available
- d) Age group (in order to have different options for different ages)
- e) The intrinsic / specific quality of the game ("game" criteria, not education criteria, such as whether the game motivates, is not boring and too easy or difficult, gives satisfaction if you play well, it is fun and not just learning, etc. but also that it does not contain inaccurate or biased information, inappropriate or harmful stereotypes or inadequate language.

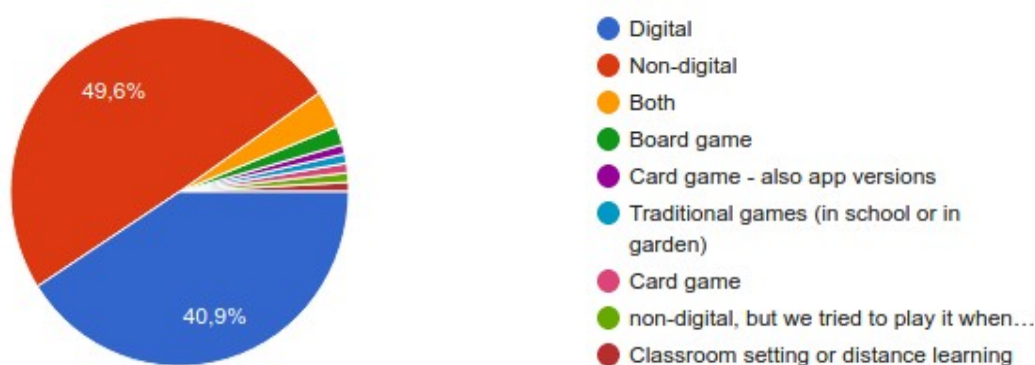
We obtained an excel file with all the information gathered. Moreover, some summary graphs have been analysed together as a general overview of the collection.

3.2 From the long list of games.....

Looking at the 120 games collected during the first phase, the followings graphs summarize some general characteristics of them¹.

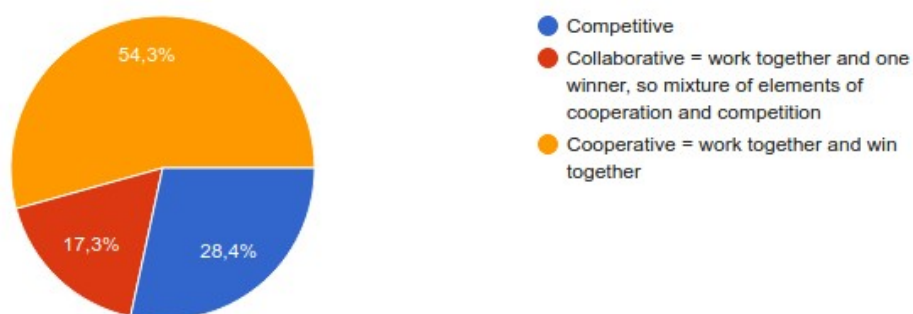
Is it a digital or a non-digital game?

115 risposte



Kind of interaction

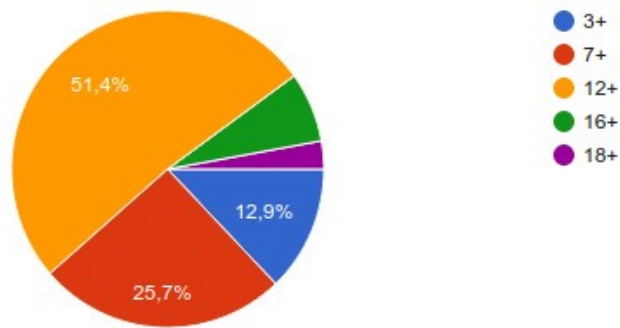
81 risposte



¹ The graphs were produced the 12th of July on 115 games (5 games more where added after that).

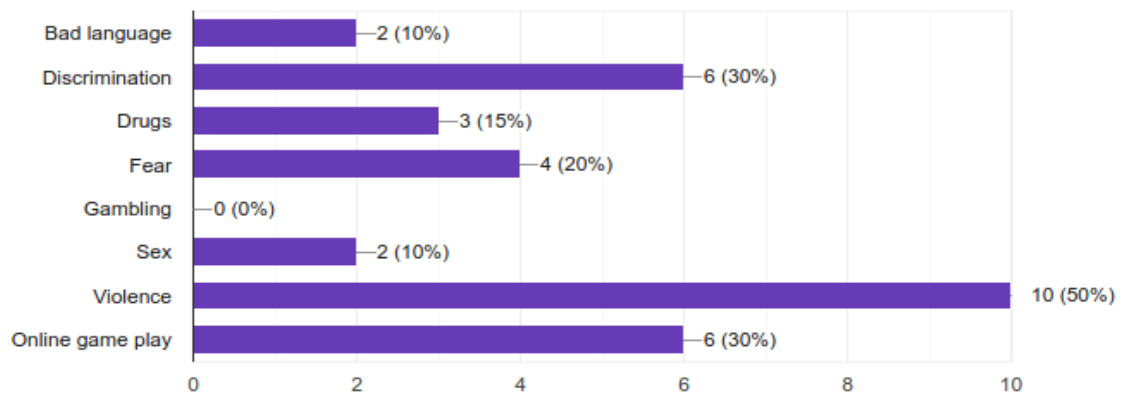
Rating information: PEGI

70 risposte



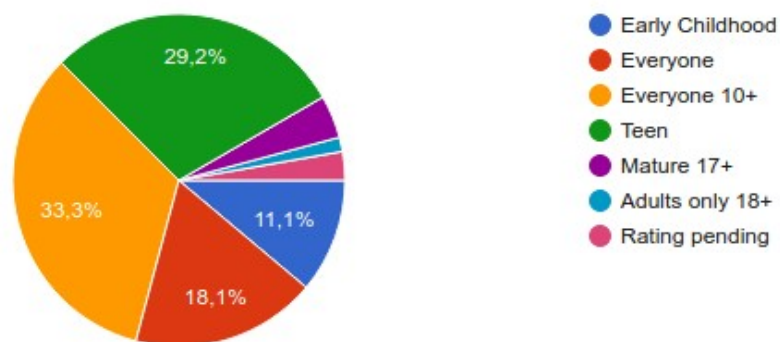
PEGI Descriptors

20 risposte



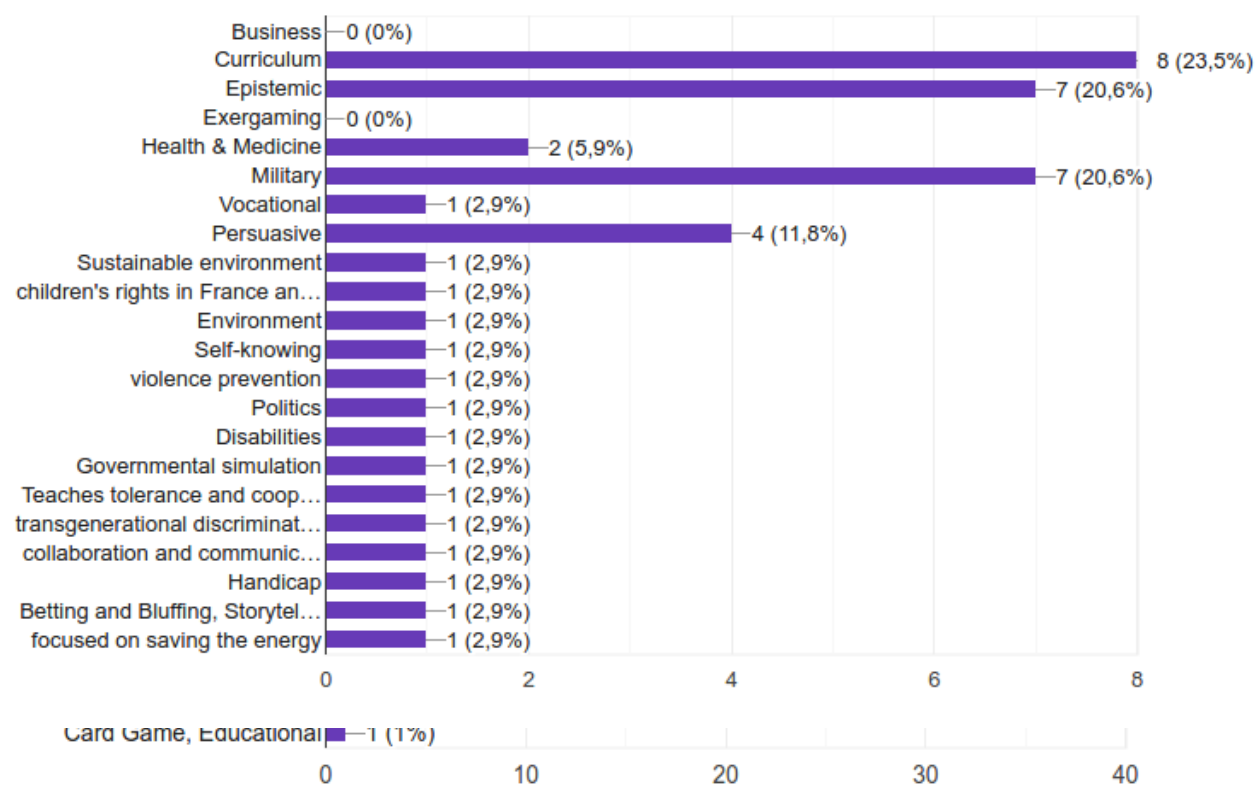
Rating information: ESRB

72 risposte



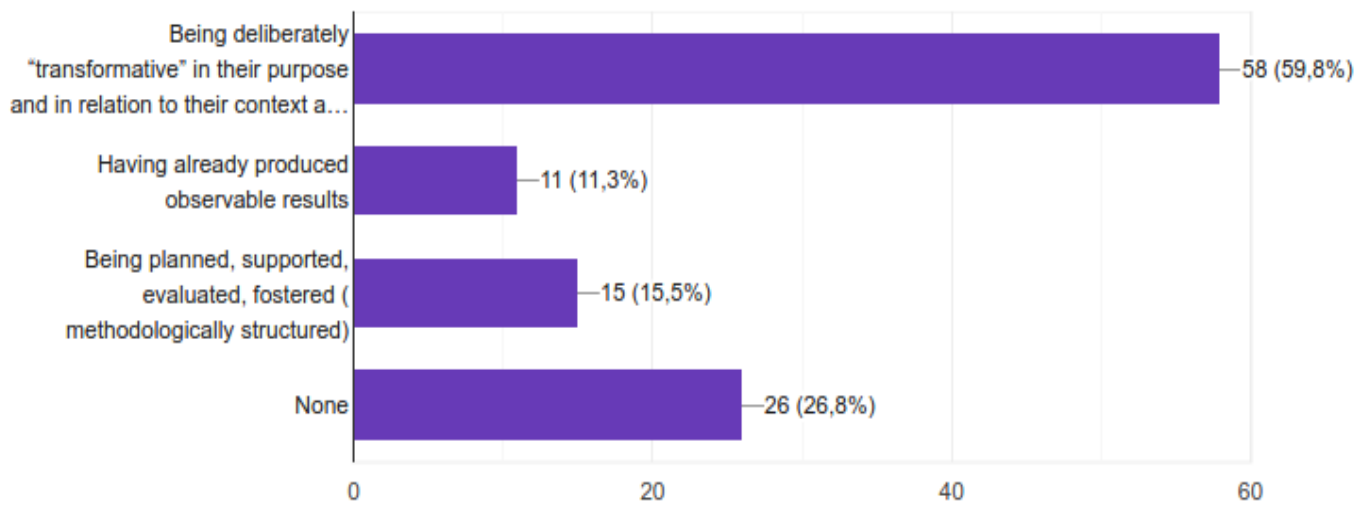
Game genre (serious games)

34 risposte

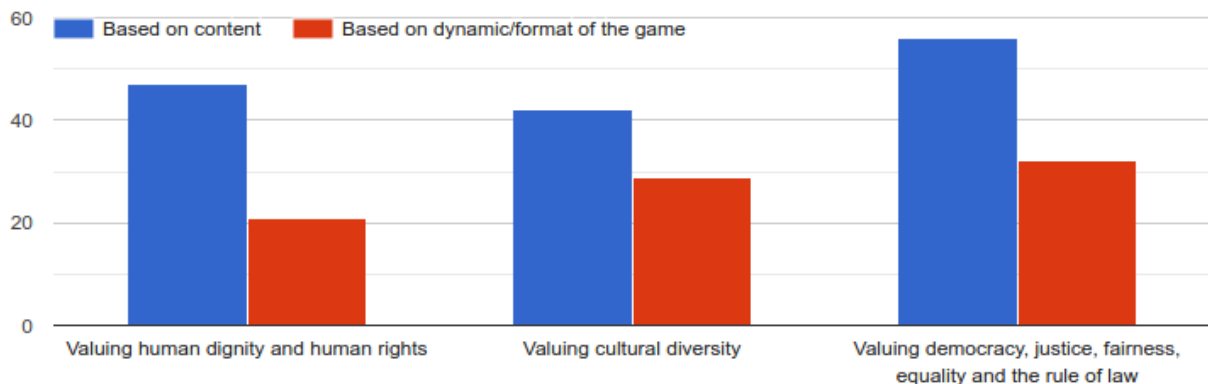


Added value for the Peace Games Project

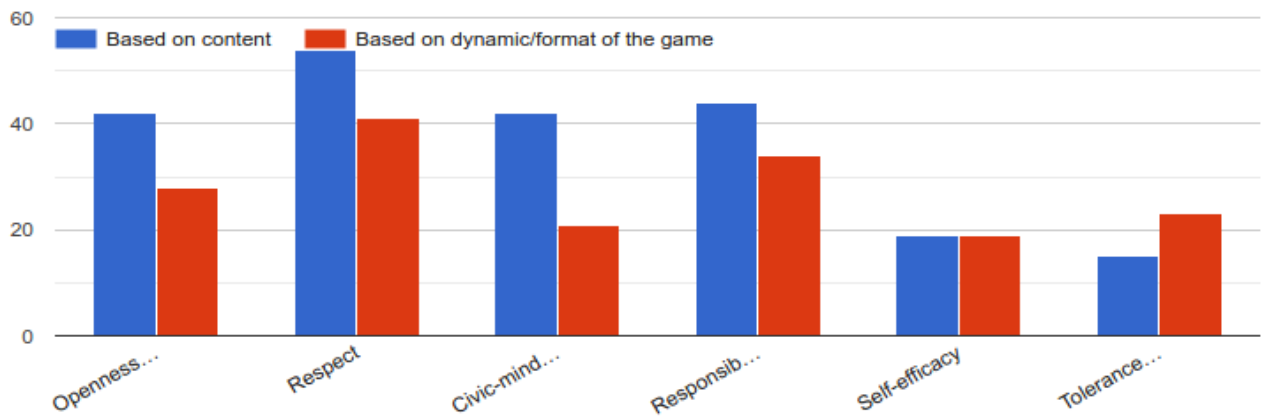
97 risposte



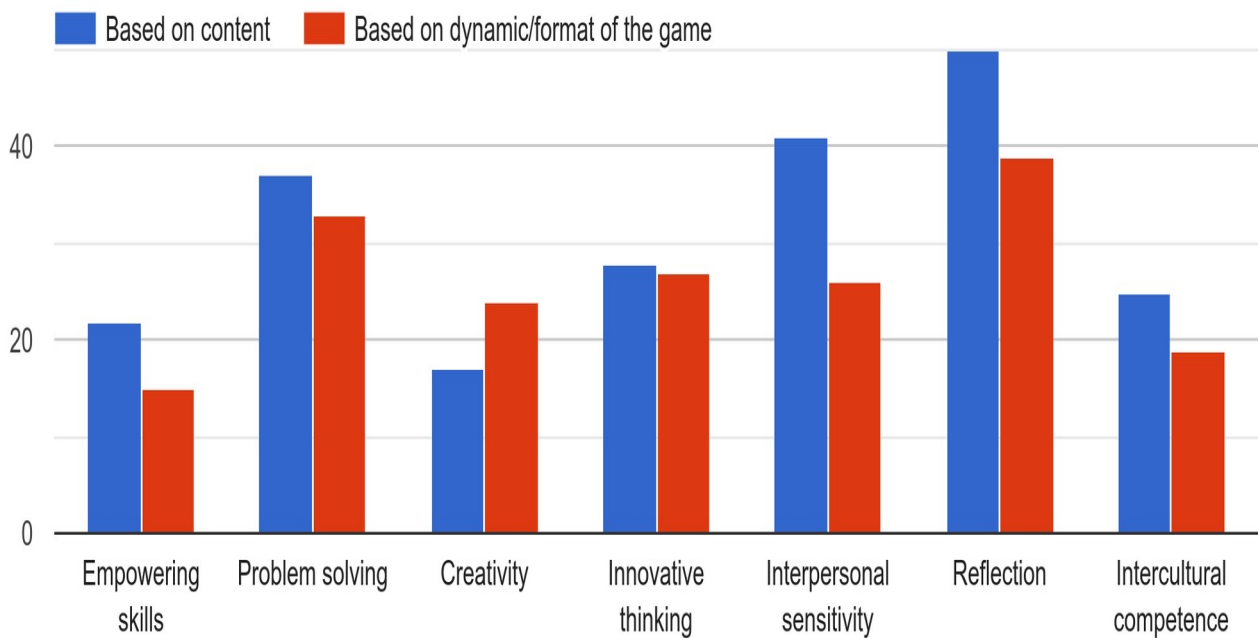
Competences: Values



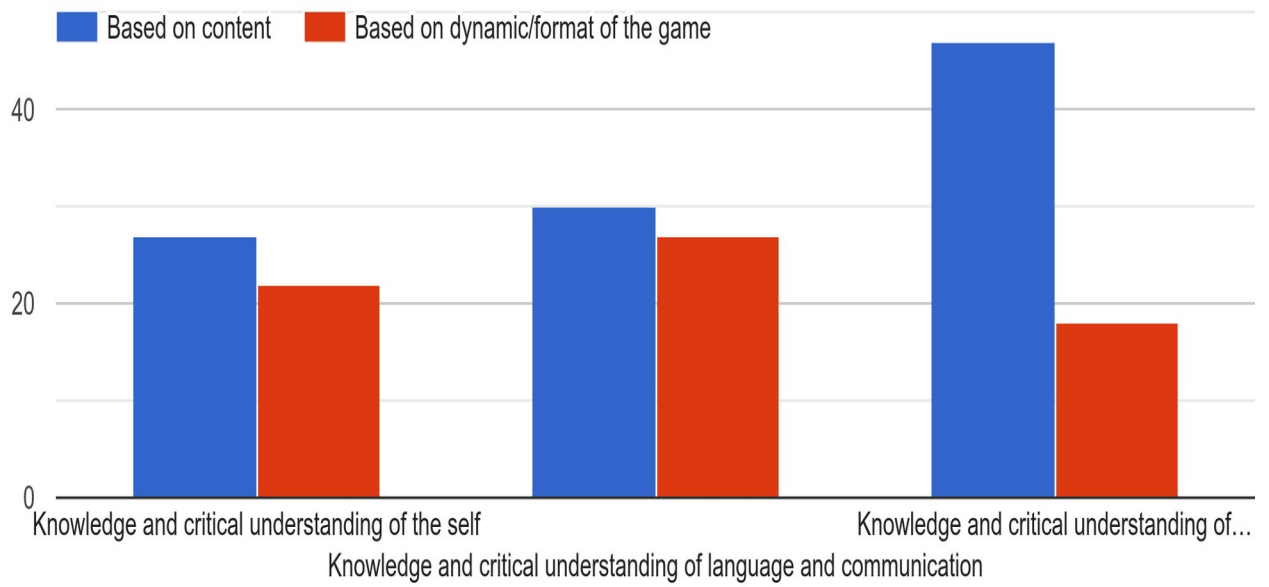
Competences: Attitudes



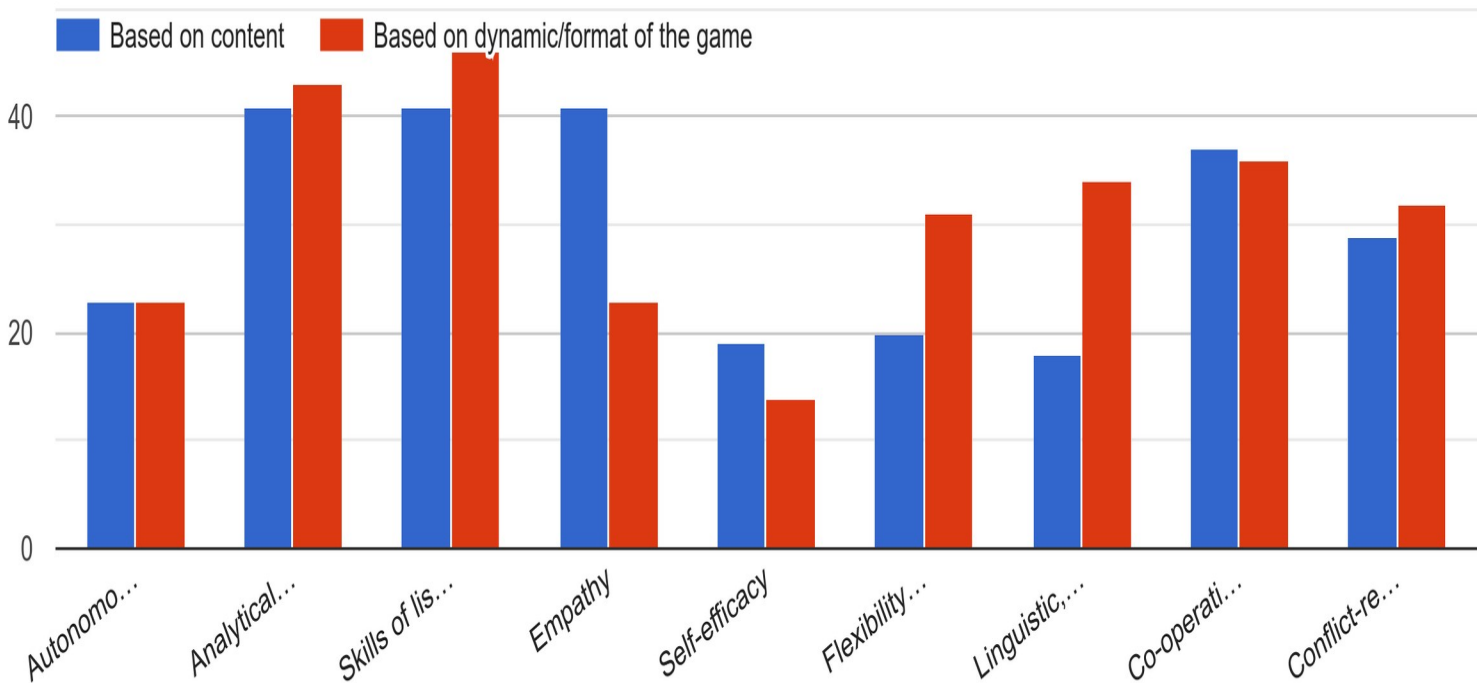
Other competences: transversal/peace related



Competence: Knowledge and critical understanding



Competences: Skills



3.3to the short list of games and to the catalogues

After the first collection step, the project team agreed to launch the editorial process and the review process in pairs, with the aim to move from the 120 games to the 55, as agreed in the project proposal. The criteria used for this selection remained the same, listed before.

Partner agreed to work in the following pairs:

- a) UNIMORE & IIHL analysed their respective games
- b) UCA & FREREF analysed their respective games
- c) FH JOANNEUM University of Applied Sciences & Da2 Trucados analyzed their respective games
- d) Finally, Liceo Cassini, Evangelische Schule Neuruppin & MFED were asked to have a more specific role in reviewing all the 120 games and give their opinion about the integrability of the games in training path or learning experience. Also, in this case, they will have to sort with their proposal of selection.

In September, a dedicated session for the selection of the games shortlist has been organised, with a presentation of the selection made by each group.

In January 2022 during di Learning mobility the partners discussed and tested their decision.

4. The Catalogue (IN ANNEX)

The PEACE GAMES catalogue is a selection of 55 interesting digital and analog games relevant to teaching and learning peace and peace skills. The games have been identified by the Consortium partners in different European countries.

Every game presents a **short description describing the issue and the context**. This section provides an overview of the game and includes a brief description of the story or theme of the game and the game objectives. It describes the game play, player interaction, rules, also giving examples of materials or screenshots.

A second section describes the main **details** of the game in terms of:

- a) Target age group and the minimum age
- b) The game genres and/or Serious game genres
- c) Languages
- d) The game session duration (and maybe how long or how many times do you need to play to understand the game and be able to play independently)
- e) Free of charge or free
- f) Developer
- g) Number of players and context.

In some cases, you could also find

- h) If the game producers provide guidelines for teachers/educators
- i) If is the game suitable to be used by disabled people
- j) If the game promotes active participation by the player and what kind of interaction is involved in the game
- k) The rate of difficulty for users and facilitators (introductory/average/advance)

The third section highlights the Competences and the game strategies.

Every selected game is related to a set of the competence's frameworks (peace-oriented games selected on the basis of their relevance to the most pertinent competence frameworks that are actually developed and tested internationally. The main reference has been to the Reference Framework of Competences for Democratic Culture (RFCDC) of the Council of Europe.

For every game the partners identified one or more competence that the game develops and the competence acquired.

Other competences (transversal/peace related)

Other competences related to peace that the game develops was considered, in addition to those of Council of Europe (2016):

- Empowering skills
- Problem solving
- Creativity
- Innovative thinking
- Interpersonal sensitivity
- Reflection
- Intercultural competence

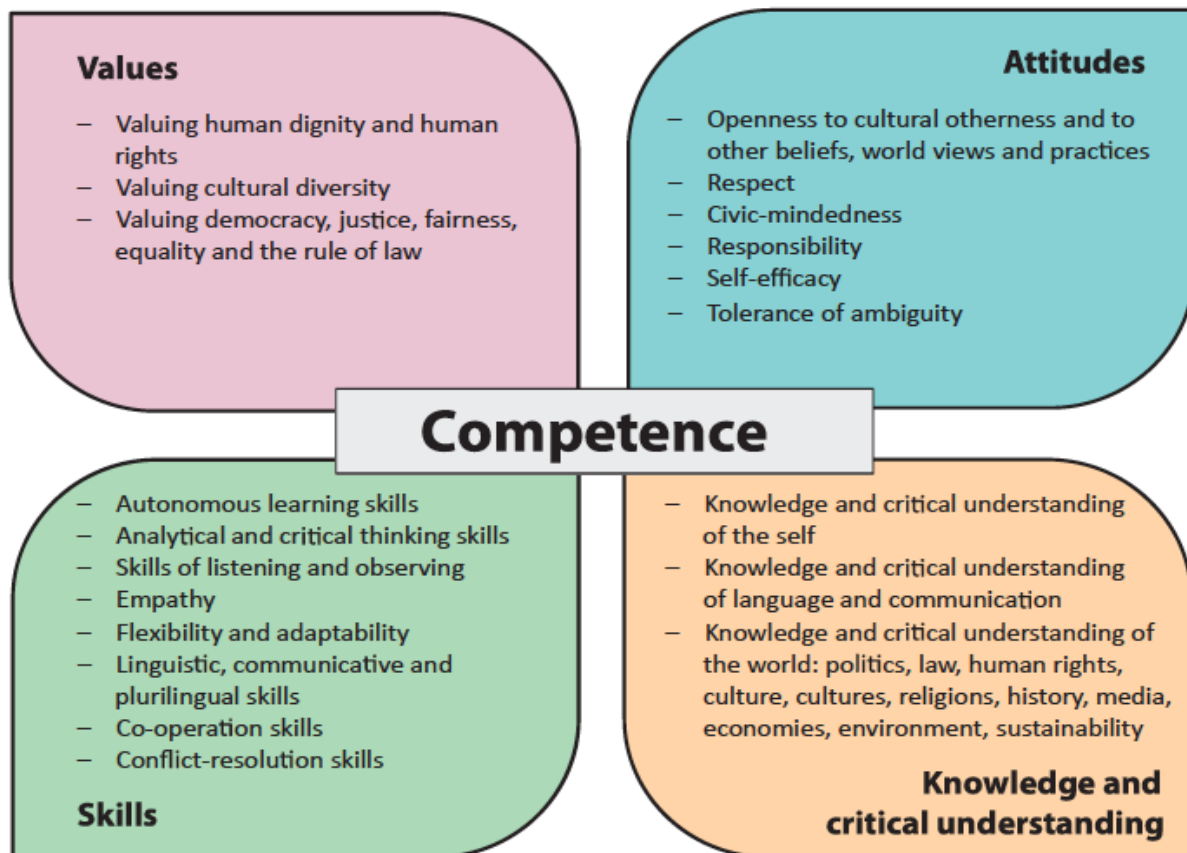
Game strategies considered:

- a) *The number of players* (single-player mode or play cooperatively with a friend or family member).
- b) *The game could be:*
 - *Competitive*
 - *Collaborative* = work together and one winner, so mixture of elements of cooperation and competition
 - *Cooperative* = work together and win together

All the games were collected into the Catalogue by Unimore and thanks to IHL collaboration, the catalogue has been graphically edited.

5. Reference Framework of Competences for Democratic Culture (RFCDC): How to assess the competences required for citizenship

As above stressed, the Peace games project is based on the RFCDC, provided by Council of Europe and organized in 20 competences represented in the flower/butterfly below.



Competence is defined by RFCDC as the ability to select, activate, organize and apply relevant psychological resources (values, attitudes, skills, knowledge and understanding) that need to be activated and used for participating effectively and appropriately in democratic situations.

In order to support schools and teachers to design, implement and assess learning paths the RFCDC also provided a validated descriptor, clear, explicit and concise descriptions of the concrete observable behavior of pupils.

The descriptors have been formulated using the language of learning outcomes, so that they could be used for curriculum development, pedagogical planning and assessment purposes.

For this reason, each descriptor contained an action verb together with the object of that verb, with the behavior described being both observable and assessable. Thank to this approach, the descriptors can be used for numerous purposes. For example, they can be used to develop a Learning paths, as included in the Peace games catalogue, which specifies not only the citizenship competences but also the specific learning outcomes that should be targeted at particular educational levels.

Examples of the scaled descriptors for Values are as following:

Values (definition)

- Valuing human dignity and human rights. This value is based on the general belief that every human being is of equal worth, has equal dignity, is entitled to equal respect, and is entitled to the same set of human rights and fundamental freedoms, and ought to be treated accordingly.
- Valuing cultural diversity. This value is based on the general belief that other cultural affiliations, cultural variability and diversity, and pluralism of perspectives, views and practices ought to be positively regarded, appreciated and cherished.
- Valuing democracy, justice, fairness, equality and the rule of law. This set of values is based on the general belief that societies ought to operate and be governed through democratic processes which respect the principles of justice, fairness, equality and the rule of law.

Values

1. Valuing human dignity and human rights

1	Argues that human rights should always be protected and respected	Basic
2	Argues that specific rights of children should be respected and protected by society	
3	Defends the view that no one shall be subjected to torture or to inhuman or degrading treatment or punishment	Intermediate
4	Argues that all public institutions should respect, protect and implement human rights	
5	Defends the view that when people are imprisoned, although they are subject to restrictions, this does not mean that they are less deserving of respect and dignity than anyone else	Advanced
6	Expresses the view that all laws should be consistent with international human rights norms and standards	

2. Valuing cultural diversity

7	Promotes the view that we should be tolerant of the different beliefs that are held by others in society	Basic
8	Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be "different" from one another	
9	Expresses the view that the cultural diversity within a society should be positively valued and appreciated	Intermediate
10	Argues that intercultural dialogue should be used to help us recognise our different identities and cultural affiliations	Advanced
11	Argues that intercultural dialogue should be used to develop respect and a culture of "living together"	

3. Valuing democracy, justice, fairness, equality and the rule of law

12	Argues that schools should teach students about democracy and how to act as a democratic citizen	Basic
13	Expresses the view that all citizens should be treated equally and impartially under the law	
14	Argues that laws should always be fairly applied and enforced	
15	Argues that democratic elections should always be conducted freely and fairly, according to international standards and national legislation, and without any fraud	Intermediate
16	Expresses the view that, whenever a public official exercises power, he or she should not misuse that power and cross the boundaries of their legal authority	
17	Expresses support for the view that courts of law should be accessible to everyone so that people are not denied the opportunity to take a case to court because it is too expensive, troublesome or complicated to do so	
18	Expresses support for the view that those to whom legislative power is entrusted should be subject to the law and to appropriate constitutional oversight	Advanced
19	Expresses the view that information on public policies and their implementation should be made available to the public	
20	Argues that there should be effective remedies against the actions of public authorities which infringe civil rights	

6. Learning paths

Peace Games responds to the need of offering 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 on a community hub to engage on peace-oriented online and offline games.

During the first phase of the project, the Consortium partners selected 55 (among the 120 of the first long list) existing peace games by classifying them by 'learning objective' and target groups (pupils of different ages, teachers, adult educators, specific groups with social inclusion needs, etc.).

In the following phase, in order to support schools' teachers in designing a learning program in peace education and citizenship, the Consortium partners tried to design formal learning paths based on the Catalogue, classifying them for different ages and topics.

The structure of the learning paths for pupils entails different learning activities: digital or analogical games, but also movie, collective reflections, learning materials, including contextualised problems and questions i.e. by embedding the experiences held in each classroom in the field of 'activities.

We also included some suggestions related both to the national scenario and learners characteristics and preferences.

Finally, in order to allow to assess the learning results, we included the full set of indicators from RFCDC, useful to build the assessment framework.

As above mentioned, indeed, the scaled descriptors can be used associated to the framework, available for each competence, allowing the teachers to evaluate pupils in their learning process.

The descriptors provided by the Council of Europe are brief, positive in wording, clear in their wording, independent (self-standing), definite (describing a concrete behavior indicating that the relevant competence has been mastered to a specific level of proficiency) and formulated in terms of learning outcomes.

*Thanks to this approach, **school' teachers can use the descriptors to develop a curriculum, defining the competences as well as the specific learning outcomes.***

*The **descriptors can be also used as a tool for designing learning paths aiming at enhancing pupils' democratic competences, by providing clear definition of the learning outcomes to be achieved at the end of the learning paths.***

Finally, the ***descriptors will support the teachers in the assessment process of pupils' levels of proficiency.***

At the beginning, ***the descriptors will allow to identify the learning needs of learners and to design the learning paths, based on the selected Peace games.***

At the end of learning activities, ***the descriptors will be used to assess the level of proficiency of pupils in a specific set of competences*** (summative assessment).

7. The Training mobility

The Training mobility, held in Reggio Emilia 16th, 17th and 18th of February, allowed to finalize the review activity and supported the selection of set of games considered to be amongst the most relevant to the reference competences frameworks, but also of intrinsic educational and technical quality, stimulating playful engagement and visibility of progress in the desired competences.

This short term joint training activity involved the different professionals of the partner organisations (researchers, teachers, stakeholders).

The workshop has been based on a participatory approach: starting from the initial input on chosen games and competence framework and using a 'learning by doing' approach, it included a direct experimentation of some games and tools and a shared reflection on the competences involved.

Based on these results the Consortium partners launched the design of Learning paths as well as the national scenarios for the piloting phase (IO2).

Annex 1

Peace games - Game description collection
Form

Annex 2

The Catalogue

Peace games - Game description collection form

1. Form filled by (Name, Institution)

Introduction to the game

General information on the gam

2. Name of the game

3. Is it a digital or a non-digital game?

Contrassegna solo un ovale.

Digital

Non-digital

Both

Altro: _____

4. Producers or creators of the game

5. Other game/s produced by the same producer. Other significant details.

6. Language

In which language is the game available? Is it a non-verbal based game? (game based in body language or any non-verbal communication). "Language dependency" of the game: the language is needed during the game or not (just for rules). Does the game (cards, components) have a particular language or not? (it can be used in any language or multilingual environment or not). In which language are explained the rules or are instruction manuals?

7. Platform / Context of use

Platform/Console. For board game: it requires organised contexts or it can be played independently/among peers. Formal, non-formal or informal context in which the game is used. Type of card/board/role game

8. How easy is it for us to get info?

web link(s), contact person, other

9. Game session approximate duration

Duration (and, possibly: how long or how many times do you need to play the game to understand it and could be able to play it independently)

10. Is the game free of charge or does it require a fee/payment?

Summary description and categorisation of the game

Please provide some information that will help to describe the game

11. Audience and players

Please provide some information on the intended audience, including: - Is the game single player and/or multiplayer (number of players?)

12. Kind of interaction

If multiplayer, what kind of interaction does it offer?

Contrassegna solo un ovale.

- Competitive
- Collaborative = work together and one winner, so mixture of elements of cooperation and competition
- Cooperative = work together and win together

13. Target age group

What is the target age group and the minimum age?

14. Rating information: PEGI

Contrassegna solo un ovale.

- 3+
- 7+
- 12+
- 16+
- 18+

15. PEGI Descriptors

Seleziona tutte le voci applicabili.

- Bad language
- Discrimination
- Drugs
- Fear
- Gambling
- Sex
- Violence
- Online game play

16. Rating information: ESRB

Contrassegna solo un ovale.

- Early Childhood
- Everyone
- Everyone 10+
- Teen
- Mature 17+
- Adults only 18+
- Rating pending

Game genre

Please choose one or more genre(s) or style(s) to which the game belongs (see table below) and provide an explanatory n with your choice.

17. Game genre (general games)

Seleziona tutte le voci applicabili.

- Action/Adventure
- Arcade
- Driving/ racing
- Fight
- MMOG
- Music
- Puzzle
- Role-play
- Simulation
- Shooter
- Sport
- Strategy
- Walking simulator
- Family/Party

Altro: _____

18. Game genre (serious games)

Seleziona tutte le voci applicabili.

- Business
- Curriculum
- Epistemic
- Exergaming
- Health & Medicine
- Military
- Vocational
- Persuasive

Altro: _____

Learning objective categorisation of the game

Please choose a category below for which the game may in your opinion hold some potential educational benefit and provide an explanatory note with your choice

19. Learning objective categorisation of the game

Seleziona tutte le voci applicabili.

- Memory/ repetition/ retention
- Dexterity/ precision/ motor skills
- Applying concepts/ rules
- Decision making (strategy & problem solving)
- Social interaction/ values/ cultures
- Ability to learn/ self assess
- Intercultural awareness
- Negotiation

Altro: _____

20. Please explain the reason(s) of the above choice(s)

**Overview
of the
game**

Please use this section to provide an overview of the game. This includes a brief description of the story or theme of the game and the game objectives. Describe the game play, player interaction, rules also giving examples of materials or screenshots

21. Game overview - description

22. Other aspects

Do the game producers provide guidelines for teachers/educators? Is the game suitable to be used by disabled people? Does the game promote active participation by the player? What kind of interaction is involved in the game? Rate difficulty for users and facilitators (introductory/average/advance)

23. Game strategies (more than one strategy may be indicated)

Through which strategies/topics the game aims to Peace education?

Contrassegna solo un ovale per riga.

	0 = Not relevant	1 = Slightly relevant	2 = Enough relevant	3 = Quite relevant	4 = Really relevant
Avoiding segregation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership/governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information on diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher education on diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity in teaching workforce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum and pedagogies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multilingual education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactive, culturally relevant methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socially responsible ICT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competences and Peace games

Please select the competences the game involves/develops/is acquired. Source: Competence for democratic cultural and intercultural dialogue (CoE)
For every competence please indicate how it is acquired: based on content; based on dynamics of the game; based on format.

24. Competences: Values

Seleziona tutte le voci applicabili.

	Based on content	Based on dynamic/format of the game
Valuing human dignity and human rights	<input type="checkbox"/>	<input type="checkbox"/>
Valuing cultural diversity	<input type="checkbox"/>	<input type="checkbox"/>
Valuing democracy, justice, fairness, equality and the rule of law	<input type="checkbox"/>	<input type="checkbox"/>

25. Competences: Attitudes

Seleziona tutte le voci applicabili.

	Based on content	Based on dynamic/format of the game
Openness to cultural otherness and to other beliefs,	<input type="checkbox"/>	<input type="checkbox"/>
Respect	<input type="checkbox"/>	<input type="checkbox"/>
Civic-mindedness	<input type="checkbox"/>	<input type="checkbox"/>
Responsibility	<input type="checkbox"/>	<input type="checkbox"/>
Self-efficacy	<input type="checkbox"/>	<input type="checkbox"/>
Tolerance of ambiguity	<input type="checkbox"/>	<input type="checkbox"/>

26. Competences: Skills

Seleziona tutte le voci applicabili.

	Based on content	Based on dynamic/format of the game
Autonomous learning skills	<input type="checkbox"/>	<input type="checkbox"/>
Analytical and critical thinking skills	<input type="checkbox"/>	<input type="checkbox"/>
Skills of listening and observing	<input type="checkbox"/>	<input type="checkbox"/>
Empathy	<input type="checkbox"/>	<input type="checkbox"/>
Self-efficacy	<input type="checkbox"/>	<input type="checkbox"/>
Flexibility and adaptability	<input type="checkbox"/>	<input type="checkbox"/>
Linguistic, communicative and plurilingual skills	<input type="checkbox"/>	<input type="checkbox"/>
Co-operation skills	<input type="checkbox"/>	<input type="checkbox"/>
Conflict-resolution skills	<input type="checkbox"/>	<input type="checkbox"/>

27. Competence: Knowledge and critical understanding

Seleziona tutte le voci applicabili.

	Based on content	Based on dynamic/format of the game
Knowledge and critical understanding of the self	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge and critical understanding of language and communication	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability	<input type="checkbox"/>	<input type="checkbox"/>

28. Other competences: transversal/peace related

Seleziona tutte le voci applicabili.

	Based on content	Based on dynamic/format of the game
Empowering skills	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>
Innovative thinking	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal sensitivity	<input type="checkbox"/>	<input type="checkbox"/>
Reflection	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural competence	<input type="checkbox"/>	<input type="checkbox"/>

29. Added value for the Peace Games Project

Does the game have an added value in terms of:

Seleziona tutte le voci applicabili.

- Being deliberately “transformative” in their purpose and in relation to their context and target
- Having already produced observable results
- Being planned, supported, evaluated, fostered (methodologically structured)
- None

30. Other valuable aspects

Please describe why (and how) the game could be interesting for the Peace Games project (ie. multilingualism, reference to CoE competence, teachers guidelines, pedagogical effectiveness, kind of interaction involved in the game others...)

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