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SERIOUS LEARNING THROUGH PROSOCIALITY

(3 cases how to accommodate it
in real classroom using games)

Inga Žilinskienė

Panevėžio rajono švietimo centras

Usak - First teachers' training



ProSocial Values

2017-1-IT02-KA201-036860



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LEARNING OUTCOMES

- To be able to indicate the spectrum of prosocial values for serious learning
- To be able to apply developed -conflict-resolution, decision making and solution finding - techniques, for several different serious learning situations
- To be able to predict likely solutions and outcomes to scenarios/problems posed



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TRAINING CONTENTS

During the session a short presentation about 3 different games (“Cool School: Where Peace Rules”, “Quandary”, “World Rescue”) will be presented. In this theory part the idea and structure of each game will be outlined. In order to synthesize them with prosociality, brief discussion about prosocial values and prosocial skills will be initiated as well.

The session will be continued by practical activities and will incorporate presented theory, participants experience, self-reflection and new insights as following:

Using the game “Cool School: Where Peace Rules” each team will model both good and bad behaviors in classroom. After that we will explore and find out how to help kids to develop a toolkit of conflict-resolution techniques for different situations. This task will encompass personal relationship/friendship as the main prosocial value.



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TRAINING CONTENTS

Using the game “Quandary” each participant will learn how to make better decisions in ethical and perspective-taking manner. Responsibility and ethical decision making are main prosocial values incorporated in the task.

Using the game “World Rescue” through collaboration of different teams we will learn how to come up to best solutions in order to solve some global environmental problems. The focus of the task is to expose prosocial value of responsibility through problem solving.

The results of the session are twofold: 1) Developed confidence and skills in serious learning based on prosocial values: personal relationship/friendship, responsibility and ethical decision making, problem solving; 2) Created and shared 3 outputs (lesson plans) for serious learning through prosociality using games which could be applicable in the classroom with students of different ages.



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The main goal

Develop confidence and skills for serious learning based on prosocial values:

- personal relationship/friendship,
- responsibility and decision making,
- problem solving



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Expected outcomes

Created and shared experiences
of serious learning
through prosociality
using games

which could be applicable in the classroom with students of
different ages



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1st Task – Extending Concepts

World Cafe Game

Since our earliest ancestors gathered in circles around the warmth of a fire, talking together has been our primary means for **discovering common interests, sharing knowledge, imagining the future, and cooperating** to survive and thrive.



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QUESTIONS

1. What does "serious learning" mean for you?
2. What does "prosociality" mean for you?
3. Which games are your pupils playing?

REFLECTION

How this method/game would help to learn/teach prosocial values in children?

Name several of them.



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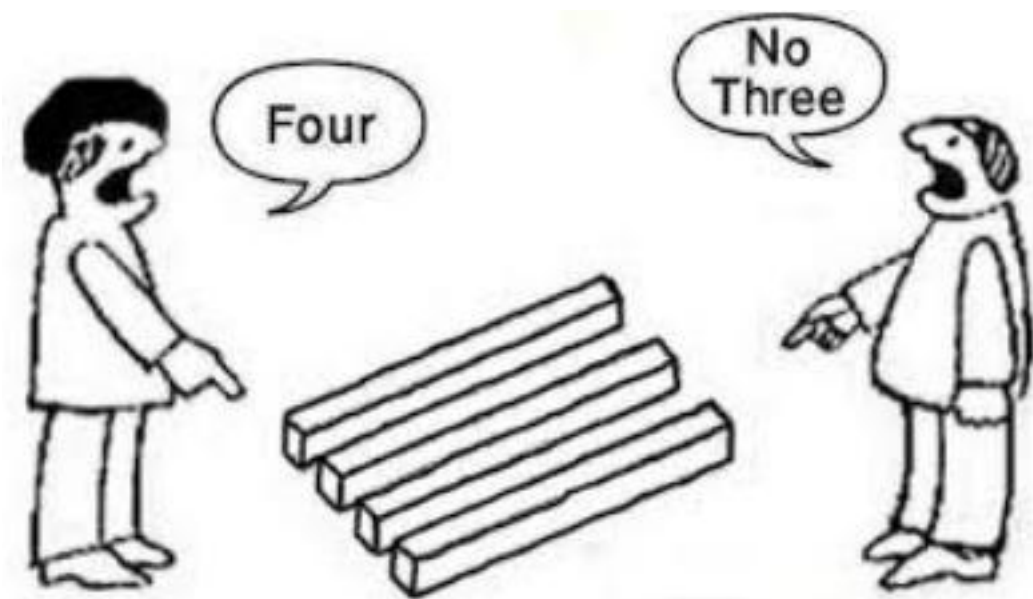
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A theory says:



“As human beings, our greatness lies not so much in being able to remake the world as in being able to remake ourselves.”

~ Mahatma Gandhi



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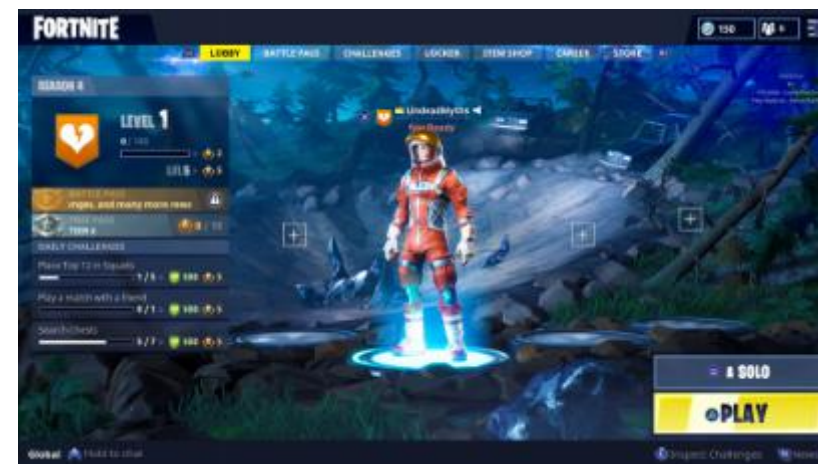
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Serious learning = A child at play = A child at work



<https://www.mindmoves.co.za/2017/11/21/play-serious-learning/>



<https://www.usgamer.net/articles/25-06-2018-fortnite-season-4-fortnite-season-4-start-date-battle-pass-price-gear>



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Let's dive in online game

A recent [study](#) found that 91 percent of children in the United States ages 2-17 play video games! (2016)



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About *Fortnite: Battle Royale*

<https://youtu.be/KCW5Hn58EM8>

- *Fortnite* is a **video game** for PlayStation 4, Xbox One, Windows, Mac, and mobile that takes elements from sandbox-building games and adds the fast-paced action of a third-person shooter.
- Players are dropped onto **the game map** and must compete to be the last one standing by killing every other player in the game. During the game, players **collect weapons**, **build safe structures**, and **try to avoid the Storm** that damages all players outside of a safe zone.



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About *Fortnite: Battle Royale*

- There are **three modes** of play in *Battle Royale*: **Solo**, **Duo**, and **Squad**. In Solo mode, you're dropped into the game alone. In Duo, you're dropped in with a partner. In Squad mode, you play on a team of four. Duos and Squads can either be friends choosing to play together or randomly matched players. All players in a match are playing in the same mode.
- Common Sense recommends *Fortnite* for **teens 13 and up**, primarily because of the open chat and action violence.



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About *Fortnite: Battle Royale*

- Players can currently download *Fortnite: Battle Royale* for **free**.
- There is **live, unmoderated chat possible between users** in the console and PC versions of *Fortnite: Battle Royale*. Both voice chat and on-screen text chat are options.
- **Each match** in *Battle Royale* lasts about **20 minutes**, although players who are killed early play for less time



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REFLECTION

How this game would help to learn/teach prosocial values in children?

Name several of them.



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School subjects involved in Fortnite

1. Math&physics (speed, probabilities, spatial thinking, etc.)

<https://www.teacherspayteachers.com/Browse/Search:fortnite%20math/Price-Range/Free>

2. Language (reading, speaking)

<https://www.teacherspayteachers.com/Browse/Search:fortnite%20/Price-Range/Free/PreK-12-Subject-Area/English-Language-Arts>

3. Arts (design of avatars, dancing, cute bags, etc.)

<https://www.teacherspayteachers.com/Browse/Search:fortnite%20arts/Price-Range/Free>

4. Geography (maps, scales, objects of nature, buildings, etc.)

5. ?



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A real situation:

A boy of age 10 plays *Fortnite: Battle Royale* with his classmates as a team. After some time boys started to compete with each other and ended up with bullying on Viber.

Parents of one child saw all the online communication and informed a teacher. What would you do as a teacher?

Task: Think, discuss in groups.



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A real situation: conclusion

A lot of TALK with our own child: about communication online (appropriate language), abuse, time managing, strangers online, safety online, etc.

It took a lot of time for boys to restate friendship.

Parents played Fortnite with their children and after that made final decisions about game.

Some agreement made in the family.



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SUSPEND

Your own views, opinions and judgements



ASK

How does the situation look from the other person's perspective?



CHECK

Your understanding of their perspective by asking questions



AVOID

Justifying / explaining why they are wrong to see the situation that way



VISUALISE

How they feel, given their perspective on the situation



CONVEY

Empathy for their situation



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Prosociality = Prosocial behavior

- **Prosocial behavior**, or " Intended to benefit another", is a social behavior that "benefit[s] other people or society as a whole", "such as **helping, sharing, donating, co-operating, and volunteering**".



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Why do we need Prosocial Values?

A 2017 research review found that social and emotional learning can

- **promote academic success** and
- **increase healthy, positive behavior**, while

reducing misconduct, substance abuse, and emotional distress for elementary school students.



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Expected effects:

- **Max**
 - of Prosocial behavior (e.g. behaving appropriately in class, liking school, and good attendance)
 - in Academic achievements and satisfaction
- **Min**
 - of Antisocial behavior (misbehaving in class, violence, bullying)
 - <https://www.edutopia.org/blog/daniel-goleman-research-supports-sel-betty-ray>



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Prosociality



<https://www.edutopia.org/blog/why-self-essential-for-students-weissberg-durlak-domitrovich-gullotta>



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Self-Awareness – “I AM”

- Involves **understanding one's own emotions, personal goals, and values.**
- This includes accurately assessing one's **strengths and limitations.**
- High levels of self-awareness **require the ability to recognize how thoughts, feelings, and actions are interconnected.**



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Self-Management – “I CAN”

- Requires skills and attitudes that facilitate **the ability to regulate one's own emotions and behaviors.**
- This includes the ability to delay gratification, manage stress, control impulses, and persevere through challenges in order to achieve personal and educational goals.



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Social Awareness – “I CARE”

- Involves the ability to **understand, empathize, and feel compassion** for those with **different backgrounds or cultures**.
- It also involves **understanding social norms** for behavior and **recognizing family, school, and community resources and supports**.



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Relationship Skills – “I WILL”

- Help students **establish and maintain healthy and rewarding relationships, and to act in accordance with social norms.**
- Involve communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when it is needed.



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Responsible Decision Making

Involves learning how to **make constructive choices about personal behavior and social interactions across diverse settings.**

It requires the ability to consider ethical standards, safety concerns, accurate behavioral norms for risky behaviors, the health and well-being of self and others, actions' consequences.



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2nd Task – Extending Experience

• Congloms: Connecting Before Content

<https://youtu.be/K8nhROmK4lw>



<https://www.edutopia.org/article/10-powerful-community-building-ideas>



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2nd Task

I AM/WAS

I CAN/COULD

I CARE/CARIED

I WILL/WOULD



REFLECTION

How this game would help to learn/
teach prosocial values in children?

Name several of them.



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3 Ways to Use Game-Based Learning

- **GAMES AS SHARED EXPERIENCE** - Games, like field trips, provide meaning for students. We can put students in Minecraft, **Fortnite** and have them build structures. When night comes and creepers attack, only the students who stayed in fortified structures survive.
- **GAMES AS TEXT** - Some games use player choice to tell a story, e.g., Quandary.
- **GAMES AS MODELS** - Games are particularly useful to model real-world systems. The games model causes that have effects, which have subsequent effects—thus the game teaches the 21st-century skill of systems thinking, e.g. **World Rescue**.





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Let's dive in online game ***World Rescue***

- A narrative, inter and cross-disciplinary, research-based video-game.
- Through fast-paced gameplay set in Kenya, Norway, Brazil, India, and China, children will meet and help five young heroes and help them solve global problems—such as **displacement, disease, deforestation, drought, and pollution**—at the community level.



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Let's dive in online game ***World Rescue***

- Teachers can play World Rescue with their pupils to explain these heavy, sometimes scary situations in more detail.
- It can undoubtedly help kids learn about many of the problems people around the world face today.
- The goal of the game is to educate young global citizens about **sustainability challenges** and to show them that they too **have a part to play** in the creation of a more sustainable world!



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Let's dive in online game *Quandary*

<https://youtu.be/yuBB0hNul1c>

- Quandary is a free, *prosocialdisciplinary* game that engages students in **ethical decision-making** and develops skills that will help them recognize ethical issues and deal with challenging situations in their own lives.
- Players develop skills such as:
 - critical thinking,
 - perspective-taking and
 - decision-making.
- Players must make difficult decisions in which there are no clear right or wrong answers but important consequences – to themselves, to others in the colony and to the planet Braxos.
- In their interactions with other settlers in the colony, players must consider facts, opinions and solutions, just like in real life.



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Let's dive in online game *Quandary*

The game consists out of episodes that are built out of 4 different gameplay stages:

- Get your facts right In this stage, players need to distinguish facts from opinions and solutions.
- Narrow it down The player needs to choose two solutions from the ones he correctly identified in the previous stage. He will further investigate these solutions in the next stage.
- Investigate Viewpoints With the help of solution and fact cards, the player tries to get a deeper understanding of the opinions of the colonists. The better he understands the colonists, the more points he will receive.
- Council In the last stage, the player needs to present the council two arguments for and two arguments against the chosen solution. The decision of the council thus depends on the players skills to differentiate facts from opinions.



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3rd Task – Trying Games

1. Try **WORLD RESQUE** or **QUANDARY**.
2. Create brief plan, how it could be applied in your classroom.
3. Emphasize several prosocial values you will learn using the prepared plan.

REFLECTION

- How this game would help to learn/teach prosocial values in children?
- Name several of them.



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ADVICE

Listen and talk to your students
about what they are playing
so you can look into those games and
find ways to combine your content with their passion.



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