

METHODS MATERIAL

Method 2

Introductory story

After listening to this story, go together in your groups and do the required tasks.

Attention distress at sea

You have booked a cruise with your friends from Trieste (Italy) to Australia. But on the way there, a terrible storm comes up and the ship is in distress. Everything happens very quickly and suddenly there is no more room in the lifeboats for some of the passengers and you. You and some others have no choice but to go overboard and seek shelter on pieces of wood floating in the ocean. Fortunately, everyone has floated ashore and thinks they have been saved. But you find yourself on an uninhabited island far off Australia near New Zealand.

After recovering from the initial shock, you explore the island and find that water is flowing from a mountain. Unfortunately, however, the source is difficult to reach the top of the mountain. At the foot of the mountain are many fruit trees. But are these fruits edible? Back on the beach, you discover flotsam. The first island days can come.

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Stranded on an island: Rules of the game

After listening to this story, go together in your groups and do the required tasks.

Rules

The initial situation

Your ship has capsized. However, you are lucky: everyone survives the ship's sinking and reaches the beach of a small, uninhabited island, completely exhausted. As the weather calms down and warm rays of sun dry your wet clothes, you notice that the sea has washed some items from the ship onto the beach: a folding spade, a hatchet, eight kitchen knives, a pocket knife, a pack of dry matches, ten spoons and a large cooking pot, about 40 m² of canvas, books, the ship's first-aid kit and soaked paper. Later, as you look out to sea at dusk, you realise the remoteness and loneliness of the island. Surely they will look for you, maybe they will find you - but when? You had neither time nor opportunity to make an emergency call. You realise that you are in an exceptional situation in which you have to organise survival and everyday life in a completely new way.

The aim of the game

The initial situation described above forms the framework for action in the simulation game, in which it is your task to organise the survival of all those stranded in small groups.

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The course of the game

First phase of the game: Securing survival and choosing a camp site

Step 1: The first three survival actions What luck that everyone in your class survived the shipwreck - but now you have to organise the daily life of the whole group. Each member of your small group writes down three actions that would be among their first on the island. Discuss the suggestions in the small group and agree on the three most important actions.

Step 2: Choosing a camp site The site plan gives you an overview of the island. There is: " drinkable water in a stream leading to the sea, ..." edible fruit in a densely forested area, " a lagoon with a large supply of fish and crabs, " a mountain, with numerous rocky niches and smaller caves. In your small group, now decide on a place where you want to set up camp for the indefinite time until the rescue. Include the following aspects in your considerations: protection from the sun and storms, distance to water and food sources, possible rescue by passing ships or aeroplanes.

Second phase of the game: Organisation of living together and possible rescue

Step 3: Organisation of living together Each of you surely has his or her own ideas about how the living together of the whole group on the island should look like so that it can survive the time until the rescue. Therefore, you need to make agreements that ensure survival and regulate living together. Think about what tasks need to be done every day and make a list of these tasks on the log sheet. Remember that you are planning for the whole group - so be very specific about assigning teams to specific tasks or naming specific people. Before finalising the planning, follow step 4.

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Stranded on an island: Rules of the game

Step 4: Measures for detection and rescue Of course, everyone hopes for an early rescue by passing ships or helpers from the air. But how can you draw attention to yourself on the island? If you decide on a signal fire (with a light signal at night and a smoke signal during the day), you must allow for four people during the day and two at night to maintain the fire and take this into account when dividing up the other teams. Do you have any other ideas on how to make your detection and rescue possible?

Third phase of the game: Decision-making processes and rules for conflicts

Step 5: Decision-making processes Now you have already made quite a number of decisions for the whole group of stranded people. Think about what experiences you have had so far. Are you satisfied or should some things be done differently? Months can pass until the rescue. So what should happen next? Do you elect or appoint a single leader or a leadership group? What powers should these people have? Will they be controlled and if so, by whom and how? Or will all important things be discussed in the whole group in future? How will decisions then be made? So there are quite a few important decisions to be made for the time on the island.

Step 6: Dealing with conflicts In no group is everything always harmonious - and certainly not in such an exceptional situation. Make assumptions about what conflicts might arise during your stay on the island. Think about how you want to deal with these conflicts. How can you prevent quarrels? How do you want to regulate conflicts that cannot be prevented? Record the outcome of your deliberations and observations about your decision-making processes in this phase of the game on the record sheet.

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Stranded on an island: Rules of the game

Fourth phase of the game: Reaction to conflicts (event cards)

The event cards describe situations and conflicts that put living together on the island and the organisational form you have designed to the test. Discuss the events in the small group and decide how you want to deal with this situation - if necessary, you can use the conflicts as an opportunity to change the structures you have devised so far.

Fifth phase of the game: evaluation in the plenum

In this final phase of the game, all small groups present their decisions and organisational structures in the class plenary using the protocol sheets. Here, the different models of living together can be compared, discussed, appreciated and criticised. Interesting questions will certainly arise that you can discuss further: What have you learned about groups and societies living together? How do you now think about central aspects such as justice, power and violence, law, social behaviour, private property? At what point did the situation on the island become political? And what is politics anyway?

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Event cards

The fourth phase of the game: Reaction to conflicts

The event cards describe situations and conflicts that put living together on the island and the organizational form you have designed to the test. Discuss the events in the small group and decide how you want to deal with this situation - if necessary, you can use the conflicts as an opportunity to change the structures you have devised so far.

Some fall ill with fever and can no longer do any work.

You are dealing with a heat wave and not everyone can handle it. Many are absent for work.

Two of you no longer agree with some of the rules and want to leave the group.

Two of your group do not come back from the hunt.

Food supplies are running low and one of the group has secretly taken more than he was entitled to.

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Critical Thinking - Which questions help to move forward?

According to the American Philosophical Association, critical thinking requires, on the one hand, a critical attitude, i.e. a fundamental willingness to question things and get to the bottom of them. On the other hand, it requires specific cognitive skills to be able to ask questions, to research independently, to analyze and evaluate information and finally to come to justified and explainable judgements.

The following list of questions should help you to think more critically when realizing the planning game.

During the explanation of the planning/simulation game:

- Why did this happen?
- Who caused the damage?
- What is the problem to be solved?
- What assumptions are you making?
- What is important?
- Which thoughts are really important and best reflect reality?

During the planning/simulation game:

- Where and how could you get more information?
- Where would you go to get answers to this problem/question?
- How credible are the sources you think you know?
- Are there different sources on this question?
- Are the arguments supported by data or observations?
- Why do I think I know this/that?
- Were the decisions made on the basis of clear evidence?
- What would happen if ...?

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- Can you compare this with ... compare?
- How would you feel about ...?
- How is this case different from other situations?
- Are all points of view treated fairly?
- Who would benefit most from a decision?
- Who would be affected by it?
- What was the purpose of ...?
- What strengthens your/his/her position?
- Is the intention behind each new thought clear?
- What else should be considered?
- How will it change X or Y?
- What would it be like if ...?
- What could happen if ...?
- What other outcomes could have occurred?
- What should have happened instead?

After the planning/simulation game:

- What else could have changed the whole story?
- What conclusions can you draw?
- What position did you take in this situation?
- Was there a turning point?
- Would there also be a better alternative?
- Where did the story change?
- What would you have resolved differently? - How would you ... use?
- How could you have approached the matter differently?
- Do you agree with ... agree?
- Can you defend the actions of ... defend?
- Were all thoughts on a problem collected?

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- Were all parties involved in the decision?
- To what extent does a new argument differ from the previous ones?
- Is there only one solution or must several points of view be taken into account to find an overall solution for the individual and the community?
- Is there a solution at all, or only a partial solution?
- Is a solution reached better than the ideas and suggestions of one individual?
- What are the consequences of a decision taken?
- What are the negative consequences of the decision(s) taken?