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Guidelines for organising ‘the game’¹

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These guidelines are to be used together with the power point ‘tool_inquiry stance – The Game’ and three cases A_complete, B_complete and C-complete.

Purpose of the game:

- To experience an inquiry stance in a nutshell
- To practice writing down a storyline
- To reflect on the process
- ...in order to apply this strategy in other situations

How does it work?

The participants will be working on cases in groups of 2 or 3. The different groups can either work on the same case, or on different cases.

Each case (A, B, C) consists of a description, a list of ‘sources’ and written contents of each source. At the beginning of the game, the groups only receive the case description and a list where they can obtain the ‘sources’.

The purpose of the game is that they decide which of the available sources they want to use, and in what order they choose to do so. They need to keep a log (creating a story-line) of their decisions.

Preparing the game- materials:

Before the game starts

- Make prints of the cases (A,B,C) you want to work with.
- Print all the sources that belong to a case.
- Put the prints of each source in a separate envelope. Mark the envelopes on the outside with the title of the content (for example: case A, source D)
- Make a list for each case where there envelopes can be obtained, this can be locations within or outside your building (*see example of a list below*).
 - For example, an envelope could be placed at the reception, an envelope in the library etc. Of course, you need to inform the library of their role (‘hand over the envelope when a group is coming to collect it’).
- Put all the envelopes in place before the game starts!
- The list with the locations is printed and handed out to the participants

Materials that need to be available for each group at the start of the game:

- flip-over sheets, tape, markers in different colours
- a coin

¹ This game is developed by Quinta Kools for the Erasmus+ PROMISE project, agreement number 2018-1-UK01-KA201-048038

- a print of the case description
- a list of the places where sources can be obtained

Start of the game

- Start the game with the power point 'tool_inquiry stance – The Game' and explain what is expected of the participants
- Give them time to work on the game, 90 – 120 minutes should be enough
- After time is over, each group presents their story-line. Ask them to focus on their decisions and what they did with the information. How did the information help to decide on the next step?
- Transfer: talk about how they can apply the strategy in this game in a real setting. The strategy can be stretched in time, it can last weeks or months.

Possible adjustments to the game:

Off course, you can adjust the sources to your own wishes.

The sources that now come with the game all are texts. It might be nice if also 'real' sources are added. Like the possibility to have a real conversation with a mentor or to have a chat with students/pupils.

Or a video or an online source.

Available sources case A – school rules	
source	Place where information can be obtained
A. School guide <i>information on school rules and procedures</i>	Room X
B. <i>reflect on own values and choices according to pupil behaviour</i>	B 1.22
C. Interviews with students/pupils	Student canteen
D. mentor teacher <i>discuss school rules and procedures with mentor teacher</i>	Teacher canteen
E. colleagues <i>discuss school rules and procedures with colleague teachers</i>	Room A13
F. handbook class management	Library ground floor
G. Experiment	General Reception, ground floor

Available sources case B: pupil behaviour	
source	Place where information can be obtained
A. Consult mentor teacher	

B. Questionnaire students/pupils	
C. Interviews with students/pupils	
D. reflect on situations when pupils are disrespectful, is there a cause for their behaviour?	
E. Handbook pedagogical management	
F. Experiment	

Available sources case C: an unconventional school concept	
source	Place where information can be obtained
A. Discussion on roles of teachers in contemporary schools	
B. <i>reflect on own values and choices</i>	
C. Interviews with students/pupils	
D. mentor teacher	
E. conversation with colleagues	
F. Experiment	