

TITLE OF THE SCENARIO	Best Writer Awards	
Keywords	English Literature, English writers, interview	
A chi voglio insegnare?		
Age range and grade of the learners	students from high school (15-19 years) who study English Literature as school subject	
Special characteristics of learners		
The learning emphasis?		
Learning subject /field / skills or dimension	<ul style="list-style-type: none"> - English Literature; - skills: be able to conduct an interview with the purpose of acquiring knowledge, and to make a critical analysis of the English Literature 	
Specific Goals	Learners should: <ul style="list-style-type: none"> - acquire knowledge about the biography and the work of some English writers (James Joyce, Virginia Woolf, Jane Austen and George Orwell) - be able to conduct interviews with the purpose of knowing the life and the work of the writers - make a critical analysis of the English Literature - make questions fit for the purpose of obtaining information and answer in a brief and comprehensive way - play the role of the writers - pass judgment on the basis of technical and personal criteria - develop the ability to synthesize 	
The teaching emphasis?		Rate 0-5
Learning metaphor that can support the learning objectives	Acquisition (I will transmit/ present / explain content to learners)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
	Imitation (I will show to the learners how to do things related to this subject / content, i.e. I will be a model for them)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
	Discovery (I will provide the necessary artifacts for the learners to find out / discover a specific concept / knowledge on their own. I will organize guiding activities and provide tips)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
	Participation (I will organize sessions in which learners can discuss, share and / or collaborate for learning a specific subject / content and I will facilitate the interaction between them)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
	Experimentation (I will organize activities in which learners will understand, learn how-to, practise, and / or exercise)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
Description of the game	Narrative description of the game plot	The role play starts with the interviews during which players make questions and answer with the purpose of acquiring knowledge about the writers. At the end of the interviews, every player can persuade that he/she is

		the best English writer through an appropriate argument. Then, every player have to give his/her opinion on the others, assigning a grade from 1 (very negative) to 5 (very positive) on the basis of the knowledge acquired; the evaluation criteria are both technical and personal	
	Goals	<ul style="list-style-type: none"> - obtain informations about the writers by making questions - answer to the questions giving clear and comprehensive informations - reflect about the importance of technical and personal criteria - empathize with the personality of the writers 	
	Rules	<ul style="list-style-type: none"> - the questions have to be related to the biography of the author, his work, the historical context where he live in, his reference models and eventual film transpositions of his life - each player have at his/her disposal 6 questions to make in every interview - the players have to deal all the topic through the number of questions at their disposal - if an answer isn't clear or comprehensive, players can ask for an explanation; the request of clarification isn't a "question", so it has to be asked in a different and specific way (can you explain better? Can you enter into details? Can you repeat using other words?) - the vote assigned have to be explained and justified - the "copy and paste" is not allowed and the response have to be given in an effortless - the time interval between the question and the answer have to be not too long (max 3 minutes) 	
	Challenge	<ul style="list-style-type: none"> - make useful and clear questions - answer in a clear and comprehensive way, giving useful and specific information 	
	Satisfaciton system /feedback cycle		
		Learning settings	Estimated time
narrative description of learning activities – step by step organization and structuring	Before the game: it is necessary to organize lessons during which the students can learn about the use of the Eutopia game, about the English Literature, to acquire the knowledge necessary for the role play, and also to research the information about the argument they are going to play	in the classroom / at home / distant / online	4 days
	During the game: learners should be focused on	in aula / a casa /	2 hours

	the game with the possibility of look for further information, only when necessary	a distanza / online, ecc.	
	After the game: reflection and discussion about the game experience and the troubles they faced off. Evaluation session.	in aula / a casa / a distanza / online, ecc.	2 hours
			Total: 4 days and 2 hours
How will I evaluate students?			
Evaluation approach	<ul style="list-style-type: none"> - Group discussion - Feedback from students 		
What will learners need in order to achieve learning objectives?			
Prerequisite	Previous knowledge: <ul style="list-style-type: none"> - English Literature - biography and work of Joyce, Woolf, Austen and Orwell 		
Setting and materials	<ul style="list-style-type: none"> - a set of resource (enciclopedia, textbook, notes, link to web sites) - a set of specific rules 		
What is needed to implement the scenario?			
Application involved	Mandatory	EUTOPIA	
	Optional		
Infrastructure / equipment	Mandatory	<ul style="list-style-type: none"> - Internet connection - One laption per learner 	
	Optional		
Learning resource type	<ul style="list-style-type: none"> - enciclopedia - textbook - notes - link to web site (everything about English Literature)		
Time / space resources	<ul style="list-style-type: none"> - 4 days and a classroom for technical training about the game and for acquiring knowledge necessary - at least 2 hours to play the game session - at least 2 hours and a classroom for the discussion group 		
Other things to consider			

