

# Fireflies : Sparks of light in darkness



## Teacher's Guide

## **Summary of Benefits**

The following points outline the various advantages of this game:

- Enhances the mental well-being of students.
- Helps students express their emotions and transform eco-anxiety into eco-action.
- Provides guidance for teachers on how to interact empathetically and create a safe space for students.

## **Target Group**

The primary audience for this game includes both students and teachers. Specifically, it targets:

- Students who want to express their emotions and engage in transformative learning.
- Teachers who aim to engage more deeply with their students or those who encounter challenges with class dynamics and seek to encourage more discussion in their classrooms.

## **Project objectives & benefits**

In this approach, teachers are encouraged to engage with students not just as supervisors or authority figures, but as playmates and collaborators in the learning process. By participating in activities alongside students, teachers can break down traditional hierarchical barriers, fostering a sense of equality and mutual respect. This dynamic allows students to see their teachers as approachable and empathetic individuals, making it easier for them to open up about their feelings.

As playmates, teachers can join in games, role-playing, and other interactive activities that are designed to facilitate emotional expression. This shared playtime creates a relaxed and joyful environment where students feel safe and supported, significantly enhancing their willingness to express themselves.

Furthermore, when teachers adopt the role of playmates, they can better observe and understand the emotional states of their students. This insight allows them to provide more tailored support and guidance, addressing the unique emotional needs of each student. By fostering these authentic connections, teachers help students navigate their emotions in their classes.

## **Keywords**

Friendship; collaboration; communication; conflict management; interpersonal skills; team dynamics; teamwork; time management

## Additional Instructions for Teachers and Facilitators

Teachers looking to incorporate this game into their classroom can consider the following suggestions to enhance the student learning experience:

- **Integrate with Course Content:** Use selected dilemmas, create new ones based on course material, or encourage students to generate their own dilemmas.
- **Skills Development:** Utilise the game to help students practice listening, empathy, open-mindedness, reflection, and respect for different perspectives.
- **Icebreaker for Group Projects:** Implement the game as an icebreaker activity for group projects to help students understand each other's thought processes and values, promoting better teamwork and communication.
- **Discussion Starter:** Use the game to initiate class discussions, particularly in courses covering ethics, social issues, or subjects with prevalent dilemmas, providing concrete cases for debate.
- **Debriefing:** Have students share brief reflections (through presentations, exit tickets, etc.) on the dilemmas they found most challenging, what they learned about different perspectives, and how the discussions affected their views.
- **Role Playing:** Encourage students to role-play various stakeholders in a dilemma to deepen their understanding of complex real-world issues and diverse viewpoints.
- **Interdisciplinary Workshops:** Organise workshops where students from different fields play the game together, highlighting how various disciplines approach dilemmas and facilitating a richer exchange of ideas.
- **Case Studies:** Develop detailed case studies based on the game dilemmas that align closely with specific topics or themes within the curriculum. This allows for deeper exploration and application of theoretical concepts.
- **Writing Assignments:** Assign reflective essays where students analyse their decision-making process during the game, evaluate the outcomes, and relate them to course content or personal experiences.
- **Cross-Cultural Perspectives:** Use the game to explore cultural differences in ethical decision-making. Discuss how values, norms, and cultural contexts influence the way individuals approach dilemmas.
- **Experiential Learning:** Organise field trips or experiential activities that relate to the dilemmas explored in the game, connecting classroom learning with real-world applications.