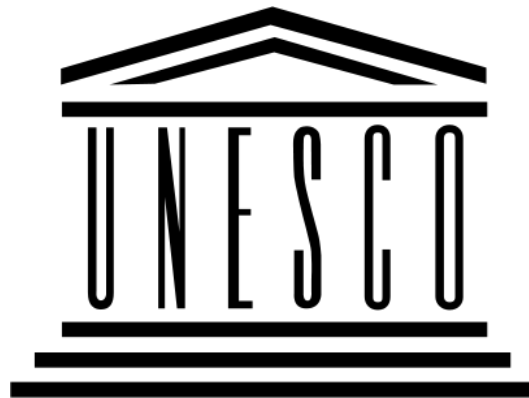


International Center for Philosophy, Education and Citizenship PlayWise Olympiads

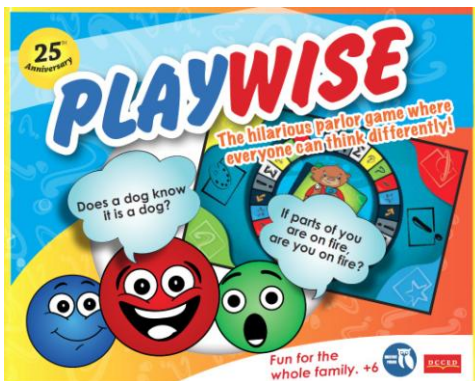
George Ghanotakis, Ph.D. and Pleen le Jeune, University of Sherbrooke student (M.A)

«Philosophy thrives on the understanding of, respect and consideration for the diversity of opinions, thoughts and cultures that enrich the way we live in the world. As with tolerance, philosophy is an art of living together, with due regard to rights and common values. It is the ability to see the world with a critical eye, aware of the viewpoints of others, strengthened by the freedom of thought, conscience and belief».

Irina Bokova. UNESCO Director-General
Extract, World Philosophy Day 2016



Critical acclaim of the game (PlayWise)



"An excellent tool in the form of a parlour game. Satisfying for the stimulation and the chance to appreciate each individual's unique way of seeing things."

– CM Reviewing Journal of Canadian Materials for Youth vol 7/3 Canadian Library Association.

"... adapts itself to all ages: it is fun to play for children, interests teens and stimulates adults ...contributes to the development of basic skills in language arts, mathematics, science, and social studies."

- Vie Pédagogique, Quebec Ministry of Education.

" The built in debating aspects of the game provided fun to all players, be they students or adults. Would no doubt enlarge the students understanding of self and others in various life situations, teach students to be analytical and evaluative in judgment making, decision making and problem solving in the learning process. These evaluators all made strong recommendations for their institutions to purchase the game" **Professor Louis K.Ho Librarian, Fellow Canadian College of Teachers**

" ..has been assessed by the English and French Consultants. It improves thinking skills such as logic and moral reasoning. It is an excellent way to develop creative skills. It also supports many areas of the curriculum." **Superintendent of Schools, Ontario**

Summary

The PlayWise Olympiads project has been inspired by the National High School Ethic Bowl¹ developed under the aegis of North Carolina University in North America, which for the year 2016-2017 will involve no less than 3900 students, and by the collaborative game approach, as antidote to violent video gaming occupying 1.3 billion youth, 12 hours a week.²

The PlayWise Olympiads cover two main categories:

- Critical thinking and ethical values through dialogue and argument for good ends
- Promotion of learning and training tools for citizenship education (UNESCO)

Different phases of the project

- First year
 - Introduction of the PlayWise board game in elementary and high schools and think fun camps in Quebec and North America
 - Launching of the PlayWise online game with international partners
 - Links with universities for supervised students' participation and fund raising
 - Holding First event: PlayWise Olympiads.
- Second year
 - Development of the game with our partners on three continents with the advisory board countries with translation of the resources
 - Collaboration with researchers to scientifically prove the benefits of PlayWise Olympiads for critical literacy and as antidote to violent video gaming
 - Improvement of the previous model, and greater implementation of philolabs in schools
 - Development of roles and responsibilities for students leadership
- Third year
 - Public broadcasting (Television Radio-Canada, TVO having shown interest) for the PlayWise Olympiads
 - Establishment of international collaborations between students and researchers
 - International version using software allowing videoconferences (e.g. Skype) in several languages.

¹ <http://nhseb.unc.edu/>

² Jane McGonical (2015) Super Better : A Revolutionary Approach to Getting Stronger, happier, Braver and More Resilient , Penguin New York, Also McGonical (2011), Reality is Broken: How Games Makes Us Beter and How They Can Change The World, Penguin, New York, p.24.

General objectives

Our general objectives are aligned with those of Ministries of Educations with regards to ethics, critical thinking and philosophical skills for enlightened cosmopolitan citizenship education in relation the development of civic and dialogue skills (e.g The Ethics and Religious Culture (ERC) in Quebec, The Philosophy Course in Ontario (involving 28 000 students) and the new Educational Philosophy and Citizenship (EPC) implemented in October 2016 by the Parliament in Belgium. The innovative Play Wise dialogue and collaborative argument kit integrates in 12 curriculum subjects, in particular meeting the following objectives:

- ERC program³
 - Dialogue on ethical issues (C1)
 - Analyze situations from an ethical point of view
 - Avoiding prejudice and fallacies
 - Examine and compare various cultural, social, moral or religious benchmarks
 - Evaluate options or possible actions for common good ends
 - Practicing dialogue (C3)
 - Organize own thinking in argument form
 - Interact respectfully with others
 - Develop a reasoned point of view
- EPC⁴
 - Develop a philosophical questioning
 - Ensure consistency of thought
 - Present a reasoned position
 - Avoid self-centered dogmatism or radicalisation through discussion
 - Be open to the plurality of cultures and beliefs
 - Participate in a democratic process of problem solving

Evaluation measures for student progress in reflective collaborative dialogue and leadership skills in peaceful democratic conflict resolution related to the above objectives will serve to track progress by the training and participation in the PlayWise Olympiads.

Benefits

The PlayWise Olympiads provide effective and motivating tools for learning and teaching both through the board game and the creative activities related and its online version which unlike others violent video games serves as prevention and antidote to many kind of

³ [Quebec's Ministry of Education's website](#)

⁴ [Wallonie-Brussels Federation Ministry of Teaching's website](#), points mentioned are EPC 1, 2, 3, 5, 6, 9

psychological violence⁵, providing an alternative to violent video games which are played by over 1.3 billion children . Moreover, through the development of citizenship skills, children will become critical thinking enlightened and caring citizens to face the problems of the twenty-first century⁶.

Let us emphasize that among the benefits to students in philosophy or educators are opportunities to get involved as coaches and trained facilitators in discussion and judges in the schools applying skills and concepts learned. The activities of making use of games and developing critical and creative thinking, through design program and delivery, can be extended through summer camps such as [Brila](#) organizes in Quebec or the ThinkFun or Eureka of the philosophy for children programs at the universities in B.C and Alberta.

Finally, the international and innovative dimension of this project will be the opportunity to put in place a useful and concrete research in partnership with members of the advisory board of many countries.

⁵ For gaming benefits, see Louise Sauvé and David Kaufman (2010), *Jeux et simulations éducatifs : Études de cas et leçons apprises*, PUQ. See the Michel Tozzi seminal paper « Civiliser la violence par la discussion philosophique' Diotime 2011 no. 49, for needed discussion skills that present democratically the « the best argument » for a win-win game .

⁶ See [l'Éducation à la citoyenneté mondiale de l'UNESCO, 2015](#) or [The Philosophy Learning And Teaching Organization](#)

Accomplishments: April – December 7, 2016

- Presentation of the project to OPTA (Association of Philosophy Teachers of Ontario representing 440 high schools with 28 000 high school students (April 2016)
- Accepted workshop at the biannual conference NACCI North American Council of Community of Inquiry, Montclair State University (June 2016).
- Présentation to l'AQPE (2016)
- Constitution d'un groupe de soutien international et liens universitaires (septembre-)
- Presentation for partnership PhiloJeunes project of UNESCO (october 2016)
- Présentation to members of Academie Kinder philosophieren of Munich and Kinderphilosophie, Switzerland (October 2016)
- Participation at the International Game fair Essen Spiel, Germany (october 2016)
- Participation at the Frankfurt International Book Fair (october 2016)
- Video shot at The Compass School of Self Directed Learners (November 2016)
- Interest from 20 educators and philosophy professors to be on the advisory board
- Participation at the Latin American Fair of Guadalajara (november 2016)
- Presentation to Philo Lab of Association Laïcité Belgium for use in the program Éducation à la Philosophie et la Citoyenneté (november 2016)
- Support of Michel Tozzi creator of the Philosophical democratic discussion in the schools used in the UNESCO chair of philosophy in Paris to join the advisory board
- Participation at the 29th congrès of l'AQEP (Quebec Association of Teaching in Primary Schools(december 2016), interest de 18 Quebec schools boards).
- Participation in the meeting of l'AEDPUM (The association of philosophy at the University of Montreal)
- Interest from the Philosophy Departments of the Universities of Montreal and Sherbrooke.

Future events (partial) :

- Conference on innovation in education “ l'éducation autrement “(January 2017)
- Fundraising with foundations and government programs (January 2017)
- Affiliations with university centers and Schools boards
- Launching of the On-line game et training in schools (February 2017)
- Participation at the international New York game Fair (February 2017)
- Partnership with centers in US and Europe for research programs (March)
- Participation at the Reading for the Love of It conference, Toronto (February 2017)
- Development of PlayWise Centers in schools February 2017 for the Olympiads
- Participation at the GNEthiQC fair (April 2017)
- Holding the PlayWise Olympiad in Quebec and media coverage (April 2016)
- Implementation of the game in Europe (May 2017) with German , Belgian, Swiss and French schools
- Participation at the BEA show in New York and initiation of the lending libraries program for use of the game by parents (May 2017)
- Implementation of the program in Mexico in the Spanish version with the help of the Mexican federation of philosophy in the schools (May 2017)
- Participation at the international conference of l'ICPIC (International Council of Philosophical Inquiry with Children) in Madrid (June 2017) and implementation of the game in Spain and Portugal.

ADVISORY BOARD

Georges Leroux - Canada

Dr. George Leroux is a professor emeritus in the department of Philosophy at the University of Quebec à Montreal (UQAM) and one of the designers of the Program of Ethics and Religious Culture of the Ministry of Education of Quebec. The author of several books including *Ethique* , *Culture Religieuse* , *Dialogue* and *Le philosophe et la mémoire du siècle*, he was awarded the Prix d'excellence en enseignement, is member of the Académie des Lettres du Québec and collaborates with many medias such as Le Devoir and Radio-Canada. He is also involved in the project PhiloJeunes sponsored by the UNESCO Chair of studies of the foundations of justice and the democratic society.

Michel Sasseville - Canada

Michel Sasseville has been awarded a Doctor honoris causa in the teaching of philosophy from the University of South Bohemia in Czech Republic. He is a full professor in the Philosophy Department at Laval University and the director of the philosophy for children program (P4C). Between 1997 and 1999, he was president of the International Council of Philosophical Inquiry with Children (ICPIC). He is also a researcher at the Institute of applied ethics, Laval University. For more than 15 years Dr. Sasseville collaborated with Drs. Matthew Lipman and Ann Margaret Sharp, cofounders of the P4C program. He has thus participated to many trainings and has given many conferences (about a hundred) in many countries around the world on P4C. He has been visiting professor at Montclair State University, New Jersey, the University Iberoamericana, Mexico, the University of Geneva, Switzerland and the University of South Bohemia in Czech Republic.

Mathieu Gagnon - Canada

Dr. Mathieu Gagnon hold a doctoral degree in psychopedagogy and is associate professor in the Department of Education at the University of Sherbrooke. His research interests reside in the fields of critical thinking, philosophical dialogue and community of inquiry focusing on middle / high school and interdisciplinary studies. He is member of GRÉE, at the University of Québec à Montréal. His publications include *Penser ensemble à l'école*, *La communauté de recherche philosophique: Applications et enjeux* and *Guide pratique pour l'animation d'une communauté de recherche philosophique*

Michel Tozzi - France

Michel Tozzi is professor emeritus in Education Sciences at the University Paul Valéry (Montpellier, France) and has been a leading researcher and innovator in the didactics of

philosophy with children and teens since 1988. He designed the DVDP method for conducting discussions with philosophical and democratic framework (discussion à visée philosophique et démocratique) which is being used since 2000 by Alain Delsol and Sylvain Connac, with adults, children and youth. He has served as expert for UNESCO and is involved in the project Philosophy for Youth (Philojeunes) as a prevention measure for violence and radicalisation.

Susan Gardner - Canada

Dr. Susan T. Gardner is a Professor of Philosophy at Capilano University in North Vancouver, Canada. Her publications are primarily in the fields of Critical Thinking (*Thinking Your Way to Freedom*, 2009), and Philosophy for Children (P4C). She is also co-director of the Vancouver Institute of Philosophy for Children (www.vip4c.ca) and was the prime mover in bringing P4C camps to Vancouver in 2014 (www.thinkfuncamps.ca).

Arie Kizel - Israel

Dr. Arie Kizel is the head of the department of Learning, Instruction and Teacher Education at the Faculty of Education, University of Haifa, Israel. His research areas are: Philosophy of Education, Philosophy for/with Children, Curriculum and Textbooks and Narratives of social groups. He was the Head of the German-Israeli commission for research of Textbook (2010 – 2015). Among his books in Hebrew: *Subservient History: A Critical Analysis of History Curricula and Textbooks in Israel* (2008), *The New Mizrahi Narrative in Israel* (2014).

Kerstin Michalik - Germany

Dr. Kerstin Mihalik is Professor at the Faculty of Education, University of Hamburg (Germany), Von-Melle-Park 8, 20146 Hamburg Kerstin. Mich. She studied History, Philosophy and Educational Science at the University of Hamburg and the Sorbonne University Paris. She has been a teacher in Philosophy and History in secondary schools and Assistant Professor at the University of Luxemburg. Since 2010 she is Professor in Educational Science at the University of Hamburg. Dr. Mihalik is Chairwoman of the “Society for the advancement of Philosophizing with Children in Germany” (www.gesellschaftphilosophierenmitkindern.de).

Alina Reznitskaya - United-States

Dr. Alina Reznitskaya is Professor in the Department of Educational Foundations at Montclair State University. Her background includes studies in educational psychology, quantitative research methodology, and psycho-educational measurement, and she teaches undergraduate and graduate courses on these topics. Her research focuses on developing and evaluating instructional strategies that support teachers in their use of classroom talk to promote student learning. Dr. Reznitskaya’s work has appeared in a variety of journals and

edited books, including *Educational Psychologist*, *The Reading Teacher*, *Contemporary Educational Psychology*, *Cambridge Journal of Education*, *Elementary School Journal*, *Discourse Processes*, *Comprehension Instruction: Research-Based Best Practices*, and *Positive Psychology in Practice*.

Rike Zeus - Germany

Rike Zeus is a Critical Thinking and Dialogic Teaching Facilitator of Philosophical Inquiry with Children and Teenagers affiliated with the Technical University of Munich, Germany. In addition to providing workshops in Southern Germany, she is involved in translation, testing and adaptation of the Play Wise materials for use in German schools. She participated in the Biennial NAACI Conference at Montclair State College.

Daniel Anderson - Canada

Daniel Anderson has a philosophy honours degree from the University of British Columbia, and currently serves as an Associate Director for the Vancouver Institute of Philosophy for Children. He is also an Associate Director at Think Fun Camps, which runs a children's philosophy program during the summer at the University of the Fraser Valley using games. Daniel's primary philosophical interests include moral education, moral motivation, animal ethics and the politics of identity.

Wendy Turgeon - United-States

Dr. Wendy C. Turgeon is a Professor of Philosophy at St. Joseph's College-NY. She has been involved in 'Philosophy with/for Young People' for many years and has developed courses and programs for undergraduates and graduate students in introducing philosophy in pre-college education. She has served on the boards of ICPIC, PLATO, and NAACI, three organizations that work to promote philosophy throughout education and advocate for children as thinkers and members of society.

Natalie Fletcher - Canada

Natalie M. Fletcher is a philosophical practitioner and researcher from Montreal, Canada, where she works as teaching faculty in the philosophy department at John Abbott College and as the founding director of Brila Youth Projects (www.brila.org), a registered educational charity that fosters multidimensional thinking and creativity in young people through philosophical dialogue and digital magazine production. She is currently pursuing interdisciplinary doctoral research at Concordia University, fusing the fields of ethics, political philosophy, dialogic pedagogy and aesthetics education. She is on the executive of the International Council of Philosophical Inquiry with Children and of the American Philosophical Association's Committee on Pre-College Instruction in Philosophy. Her research has been published by Routledge, Rowman and Littlefield, *Philosophical Inquiry in Education*,

Analytic Teaching and Philosophical Praxis, and Childhood and Philosophy. She is currently editing a volume on philosophy for children from Canadian perspectives for McGill-Queens University Press.

Maria del Rosario del Collado Azuela - Mexico

Maria is a doctoral student in Human Development in Motolinia University and is also a teacher in the Master of Human Development in the Iberoamericana University and in Motolinia University in Mexico City. She has been a teacher trainer in P4C for more than 20 years of practice. Maria is the owner of the “Dialogando Center”. She has a Master in Human Development in Iberoamericana University, and is currently the coordinator of P4C (Philosophy for Children) in Montini Elementary School.

Farzaneh Shahrtash - Iran

Farzaneh Shahrtas is a PhD student at Gyeongsang National University (Korea) in the Department of Ethics. She is an Independent Researcher, Publisher, Writer, Translator, Editor, as well as a P4C and Science Teacher Trainer in Ministry of Education of Public and Private primary Schools. Her current interest center on the Digital Community of Inquiry co-coaching model is to teach and cultivate “reflective thinking” including critical, creative and caring thinking along with higher-order discussion skills among experienced and novice Thinking/P4C teachers in Iran. Combining the face-to-face “Community of Inquiry” framework during the workshops and “Digital Community of Inquiry” afterwards as an ongoing experience among Thinking/P4C teachers during the last eight years since 2008, is designed to help volunteer teachers in learning reflective thinking and overcome their problems as a reflective thinker in their Thinking/P4C classrooms.

Maura Striano - Italy

Dr. Maura Striano is full professor of Education at the Department of Humanities, University of Naples, Federico II. She is Scientific Responsible of the Educational Section of the Center for Active and Participatory Inclusion for Students. Her current interests include Developing Cosmopolitan Thinking Through Philosophical Inquiry aimed at introducing to a broad audience of scholars and practitioners in community of inquiry a set of tools developed and validated within a three years action-research project funded by the European Commission aimed at developing, testing and fine-tuning a new curriculum (composed of philosophical novels and manuals) designed to sustain the development of a cosmopolitan frame of mind through philosophical inquiry (the PEACE Project).

Jason Howard - United-States

Dr. Jason Howard teaches at Viterbo College in the areas of philosophy of emotion, moral education, aesthetics and the philosophy of film. He recently published a book on how to

use fantasy role-playing games as a way to introduce philosophy to adolescents, *Adventures in Reasoning: Communal Inquiry through Fantasy Role-Play*. He is also the editor of the peer-reviewed, open-access, online journal, *Analytic Teaching and Philosophical Inquiry*.

Ibrahim Najjar - Liban / Canada

Ibrahim Najjar received a doctoral degree in philosophy from the University of Toronto specializing in the work of Bertrand Russell. He taught at the American University of Beirut, the University of Sharjah in the United Arab Emirates and Dhofar University in the Sultanate of Oman where he was Head of the Social Sciences Department. Besides his work on analytic philosophy and Russell's thought, he published a translation of Averoes' (Ibn Rushed) writings. His interests include the philosophy of culture, the philosophy of religion, Islamic Philosophy, the theory of emotions, critical thinking, human rights and the teaching of philosophy in Arab world. He has been supportive of Philosophy for Youth through the Canadian Philosophical Association since 1986 and is the author in Arabic of *Introduction to Philosophy*, used in teaching and learning about philosophical concepts and thinkers.

Jessica Ching-Sze, Wang - Taiwan

Jessica Ching-Sze, Wan holds a doctorate in education from Indiana university and is is Associate professor at National Chiayi University, Xining (NCYU) , Taiwan. Among her many contributions in the field of education is *John Dewey in China: To Teach and to Learn* and *Philosophy for children and education for democracy: A Deweyan perspective*. Paper presented at the Annual conference of Asia Pacific Network for Moral Education (APNME), Nagasaki Japan.

Mei Dang - Canada / Popular China

Dr. Mei Dang holds a doctorate in science from the University of Ottawa and is publishing director of DC Canada Education Publishing. Dr Dang has taught science in Canada and China where she introduced a science textbook into millions of copies. She has recently translated in Chinese the philosophy for children illustrated series *My Little Book of Questions* based on the Game of Wisdom which has been serialized monthly by the important Early Education Magazine in China reaching more than 300 000 teachers and parents. She is also co-editor with Institut Philos of the Play Wise game in English and French.

Leslie Cazares - Mexico

Dr. Leslie Cázares is the National President of the Mexican Federation of Philosophy for Children, A.C. having promoted the program linking countries like Spain, Uruguay, Brazil, and Argentina. She has 19 years of experience training teachers in Philosophy for Children in different states of the Mexican Republic. Her book on the Philosophy for Children "Integrating Philosophy for Children in Learning Centers" prefaced by Juan Carlos Lago

Bornstein from Madrid, Spain. She loves participating in literary creation projects which can stimulate the personal and intellectual growth in students of all ages.

Lizzy Lewis - England

Initially a primary school teacher, school governor then teacher trainer, Dr. Lizzy Lewis is a UK based consultant and speaker, specializing in Philosophy for Children (P4C). Her current roles include P4C school training (as a registered SAPERE Trainer), Development Manager for SAPERE (UK charity promoting P4C), Partner of A Level Philosophy and President of ICPICT (The International Council of Philosophical Inquiry with Children). Lizzy has published articles in this field and co-edited *Philosophy for Children through the Secondary Curriculum*, Continuum, 2012. Lizzy is a Director of Thinking Space, on the Advisory Board for BRILA Youth Projects, Associate of the Philosophy in Education Project

Eugenio Echeverría - United-States

Eugenio Echeverría has earned a master's degree in Philosophy for Children at the Montclair University, USA and a PhD in teachers training at the University of Hawaii, working with children and teenagers from the island of Oahu in several educational contexts, building on his experience with at risk children. He has been a member of Matthew Lipman's staff as a teacher trainer, and since 1982 has worked in Philosophy for Children with teenagers and children from preschool years to university. Currently he is the director of the Latin American Center of Philosophy for Children, San Cristobal de Las Casas, Chiapas, Mexico.

Imre Hoffman - Switzerland

Imre Hoffman holds degrees in philosophy, anthropology and a teaching certificate from the University of Zurich in Switzerland. In addition to being a secondary school teacher he runs a philosophical praxis ELENCHOS in Zurich, providing philosophical training and life skills programs for youth to better face ethical challenges .

Abby Karos - Canada

As the co-founder and director of Compass, Abby Karos has spent the past four years building Compass and developing her entrepreneurial skills. She has several years of teaching experience in a variety of settings, both public and private and had dreamed of opening an alternative to school for over 20 years. She has extensive experience in project management and editing in the not-for-profit sector. Abby holds a Masters in Educational Philosophy and teaching certifications from the University of Ottawa and the National Coalition of Alternative Community Schools. Most importantly, she is passionate about helping young people find their place in the world. She is a mother to two boys, one of whom attends classes at Compass.

Silène Chenu - France

She discovered popular education through scouting. She then graduated in sociocultural organisation, then got a *BPJEPS LTP* in France which makes her an experienced organiser around popular education. She is also a summer camps manager and has been a volunteer working organiser among different structures. She currently does a *Service Civique* through which she acts as organiser, event planner, and helps promoting and renovating cultural heritage among other tasks. She is an activist who see working as a tool to make a better world through popular education.

Appendix A: Conduct of the Event

To get a first idea of the functioning of the game and the tournament through a friendly training, you can consult the video of presentation by clicking [here](#).

PlayWise Olympiads will use questions developed by students during activities and workshop and philo labs (school based dialogue learning centers) and validated according to philosophical criteria. The event will take the form of a tournament whereby a team (of two or three students) of each participating school qualify for quarter-finals, semi-finals and a final being evaluated in their dialogical critical, creative and caring (attending to another's point of view). The choice of this model inspired by the High School Ethics Bowl in the United States and by the argument based on a philosophical and democratic discussion (Discussion à visée philosophique et démocratique (DVPD)) which has been implemented by the new UNESCO Chair of Philosophy for Youth in Paris, at the University of Nantes and made popular.

Each game will have the following format: the two teams face to face, a leader randomly identifying category of question selected by students by a wheel of wisdom. Depending on the category (Logic (red), Imagination (blue), Discovery (green) Thought (yellow) and Varia (grey) teams in turn present argument according to the discussion model PHILOS validated for twenty-five years in various cultural contexts in Canada and the US⁷.

THE PHILOS model of critical thinking discussion

30 minutes (2 segments of 15 minutes each)

Round 1 has 5 parts

Step 1. **(30 seconds)**. The team that wins a coin toss elect to present first (Team A) their answer to the question in a reasoned position which the other team (Team B) will comment.

Step 2. **Choice of Questions and reading aloud (1 minute)**. The Wheel of Wisdom is spun to determine category question then question is read by the moderator.

PHILOS ARGUMENT COOPERATIVE CONTEST (10 minutes)

Step 3. **PHI (2 minutes): Presentation period**. Team A will confer 1 minute followed by 1 minute to present their reasoned opinion using the first three letters **PHI** of the acronym PHILOS argument model. PHI represents the three first step of the philosophical community of inquiry model PHILOS⁸.

⁷ Philosophical and pedagogical foundations of the demonstration of the efficiency of the WRATEC model can be read about in Ghanotakis, George (2005) —Encounters with Philosophers in the Classroom : The WRATEC Discussion Model in Action||, *Journal of Childhood and Philosophy*, No.1 June 2005, 265-287.

⁸ For the characters representing these steps (used to dramatize or have the argument played in the classroom) see George Ghanotakis (2014), *La fleur du dialogue : les outils de l'argumentation structurée*, Institut Philos, Montréal. Adapted from « Le Dialogue PHILOS » a chapter of *La Caverne et l'ange gardien* (Cram/ Institut Philos, 2004)

P.H.I.

P stands for **P**osition or **P**roposed view

H stands for the reason or **H**ypothesis supporting the view

I stands for the **I**nference to be drawn, as a consequence or practical **I**mplication from this position held.

Step 4. **L.O.S (2 minutes) Comment period:** Team B in turn confers 1 minute, followed by 1 minute to provide a commentary examining and improving on the view proposed by Team A using the remaining three letters L O S (of the PHILOS argument model).

L stands for shedding **L**ight on the truth or validity of the view proposed or any sneaky silent premise

O stands for **O**mission if something important was missing or **O**bjection & counter-examples

S stands for **S**ynthesis or **s**olution as correction proposed to improve the position of Team A.

Step 5. **Team A Reply to Team B (1 minute)** Team A confers (30 seconds) then responds to Team B by clarifying the intended or making a self-correction.

Second half of Round PHILOS repeated with Team B going first (10 minutes)

6. Choice of a new question. Then the roles of teams are reversed. Team B answers the question by presenting their position (PHI) to be commented by Team A, using the steps of LOS. Team B will then reply.

7 Judging: (3 minutes): The judges will have 3-minutes for question-and-answer session. Each judge should have time for one question and each team should be addressed and respond to at least one question.(Students will be trained in the criteria of the role of the judge).

8 Appraisal and Scoring (2 minutes) Judges then evaluate the Presentation, Commentary , Response to Commentary , and Responses to the Judges' Questions by Teams A and B, by taking into consideration the collaborative element in building the best argument and score each team on a scale of 0-100 points (100 best) on a score sheet, without necessarily discussing their scoring with each other.

Evaluation Criteria: relevance in addressing the question, soundness or weakness of argument, originality and insight, thoughtful consideration for other's position, ability to self-correct.

Final Round : Intuitions

One Question

- a) The moderator spins the Wheel of Wisdom to select final question (30 seconds)
- b) Teams confer to offer as many good answers as possible (30 seconds)
- c) Then each team in turn alternates giving a valid answer (to be expressed within the time limit of 15 seconds). Each answer is delivered by a different member of the Team proceeding clockwise, without however repeating any idea already expressed, until a team member is unable to add a new answer. (2 minutes)
- d) The winning team gets 50 points
- e) Then judges will have 3-minute question-and-answer session with each team to award from 1 to 50 points for each team.

Criteria used

Four Criteria for judging PHILOS dialogue using the Argumentation Rating Tool (ART) recently developed and validated by Reznitskaya, A., Wilkinson, I. A. G., & Oyler, J. (2016)⁹ :

- 1. Shared (centering on contestable, sharing responsibilities, discussing alternatives)
- 2. Clear (Clarifying meaning, connecting ideas, labelling moves and parts of argument)
- 3. Acceptable (evaluating facts, evaluating values)
- 4. Logical (articulating reasons, evaluating inferences) 72

⁹ Reznitskaya, A., Wilkinson, I. A. G., & Oyler, J. (2016). Argumentation Rating Tool. Reznitskaya, A., Wilkinson, A. I. G., Oyler, J., Bourdage Reninger, K., & Sykes, A. (April, 2016). Using the Argumentation Rating Tool to Support Teacher Facilitation of Inquiry Dialogue in Elementary Language Arts Classrooms. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.

Appendix B: Free Online Game

The online version of the game aims to enable teachers who are comfortable with ICT to set up an educational use of the game regardless of the size of the group. Now, through the online game it would be possible from anywhere in the world to exchange on philosophical questions, and thus communities of inquiry could be created. The project of PlayWise Olympiads is being enthusiastically received by representatives of many countries: France, Canada, Switzerland, Germany and Mexico to name only a few. Facilitation for teachers and young people will be shortly available.

The online game would work as follows:

The judge role, initially filled by teachers, will be allocated a virtual room where many participants can join (the maximum number can be determined by the judge), and access to this room would be protected.

The judge has access to the unveiling the question displayed for all participants. Once the response time has elapsed, the judge chooses the answer that appears to him the best (based on the argument and justification), awarding points to the person who gave it.

Then it is the turn of all other players to react by positioning (agree or disagree) with the answer, and giving a justification. The relevant justifications earn points as well. The judge also has the ability to send messages to all players (preconceived valid varied messages are available).

It is possible to join a room and then participate. When a question is displayed, the player has 60 seconds to answer : YES / NO / IT DEPENDS (if the question allows it). Then a list of thinking skills and values is proposed (which can be determined randomly among a list, or previously chosen by the judge) in the form of checkboxes.

A dialog box allows a limited number of words to justify the opinion given. The double constraint requires each participant to work in a collaborative manner. Winners of the can react as described above, and new (by default the same) thinking skills are provided giving 60 seconds to position (AGREE / NOT AGREE).

The possibility to have more options for the management of the game such as the creation of new questions, categories and themes will be open with the purchase of a Premium account, which will be provided for free with the training related to the PlayWise Olympiads.

Annexe C: The board game

GAME II: PLAY WISE DIALOGUE (With clues and/or RS (Right to Speak) tokens)

Step 1: Roll the dice, and move forward to land your pawn on a square. The judge picks the question card according to the color of the square, and then reads the question aloud. There are 2 possibilities:

- A. If the question card color is red, blue, green or yellow, players must quickly lay face down a Yes, No or Depends clue card and place their RS token on the board.
- B. If the question card color is grey, no clue cards are used since with Grey card questions cannot be answered by Yes, No or Depends; everybody except the judge must quickly put their RS tokens on the board for participating in answering the question.

Step 2: Now, the judge rereads the question, if possibility A you reveal the clue card and have 15 seconds to pick up your RS token, answer the question and give a reason. You will be rewarded the question card and a laurel at the end of the round. (If possibility B, Grey card, you simply pick up your token and answer the question).

Step 3: Next, it is the turn of the other players to reveal their clue cards. But beware! Only those with different clue cards from yours can answer. The first one to remove his/her RS token goes first. If the player succeeds in giving an answer according to his/her clue card in 10 seconds, he/she wins a laurel (If possibility B, just pick up token and add your answer).

Step 4: Finally, when all players have a say, the judge throws one die to identify who can win an extra laurel if a different answer can be added. This is a chance for those who didn't get any laurels to earn one.

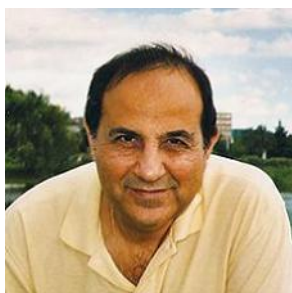
End of Game: Game continues clockwise. The next player throws the dice. Repeat steps 1-4, until a player wins 5 question cards, one from each category and 10 laurels.

Activities: From verbal to written

The game includes activities to be done before and after the game, including a summary of discussions and new questions creation, as the game is a stimulus for students to ask their own questions to be discussed and share their wisdom. The new questions will build a class game to be shared with other schools and the community. Writing activities and assessment related to basic skills are contained in the PlayWise work book.

The game guide contains several measures to assess the acquisition of reflection, dialogue and discussion skills to respond to and reconcile opposing views, critical thinking (33 skills) as well as relevance to 10 study programs (See A Guide to PlayWise).

AUTHORS



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