

EDUCATIONAL INTERACTIVE GAME

TECHNICAL FIELD

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The present invention relates to the field of education and more particularly to an educational interactive game to promote learning about concepts in school subjects in a fun and collaborative manner.

10 BACKGROUND ART

Teaching methods for school children have improved over the years with introduction of new subjects. Information technology has been used in the classroom for some time. However, much of the teaching is still text book
15 based. There is a need for an improved method to teach school children using electronic software. Electronic software to teach exist but the electronic software acts to supplement text book teaching. With school children so familiar with use of information technology, there is a need for more effective teaching methods using information technology.

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There is a need for an interactive game which can promote learning about concepts taught in schools in a fun and collaborative way. There is also a need for an electronic interactive game which integrates use of the various Government initiatives (such as project work, IT and thinking
25 skills, National Education & Economic Literacy and Innovation & Enterprise) introduced by the Ministry of Education in recent years.

US2004076931 describes an educational interactive game which includes a system for teaching financial skills to players, and in particular, children in the
30 context of an interactive electronic game. Each player is initially provided a predetermined amount of periodic earned income, periodic expenses and a predetermined amount of cash on hand. These items are represented by corresponding indicia on an electronic display. An object of the game is for a player to generate passive income greater than the player's expenses by
35 encountering game events that provide a player the opportunity to make financial choices to affect the desired outcome.

The inventors have created an educational interactive game called "EcoRangers™". EcoRangers™ is a game which is designed to promote learning about concepts in Humanities, the Sciences or any subject in a fun and collaborative way.

The fundamental pedagogical strategy underpinning EcoRangers™ is based on a methodology to deliberately stimulate intellectual conflict by creating a highly structured situation wherein one student's ideas, information, conclusions, theories, and opinions are incompatible with those of another, and the two seek to reach an agreement by engaging in a process of discussion and debate until a consensus is reached. This methodology is built on the traditional model of debate but in a structured form, to encourage participants to reach shared consensual values.

A unique feature about EcoRangers™ is that it requires players to reverse perspectives or point of views, at a certain point of the debating process. Players are required to select the most convincing arguments from the opposing side and argue them as if they were their own. This allows players to exercise both their critical (analytic) and creative (adoption of multiple-perspectives) thinking skills, while having fun learning about topics which are rich in opportunities to infuse National Education messages.

Second, EcoRangers™ is a multi-player educational game, which means that instead of competing against each other, players 'win' by learning to co-operate and share information with each other. The greater the degree of collaboration between players, the more robust is the eventual consensus regarding the given issue.

Third, EcoRangers™ has an extremely flexible design architecture. It is easy for the game to be customised to meet the needs of learners from different learning profiles and of different content interests.

Fourth, by presenting the players with authentic problem-based tasks, EcoRangers™ adopts an inquiry-based approach (on an individual and also

in a group basis) to equip learners with the skills needed to tackle open-ended situation and problems in real-life. Players have to decide for themselves which pieces of information are relevant to the given topic, as well as to prioritise between the search for more data and the consolidation of the information already at hand.

Fifth, EcoRangers™ addresses the recent initiatives introduced by Singapore's Ministry of Education in the following ways: the game allows for the ready infusion of messages of National Education and concepts in Economic Literacy, by its present focus on issues pertaining to the socio-economy of the virtual gamespace; players have to exercise both critical (analysis and prioritising) and creative (perspective-reversal) thinking skills as they work their way through the game; players are also encouraged to take considered risks during gameplay, with respect to the balance between available resources and potential discoveries.

Finally, by pushing the pedagogical envelope in so many of the above ways, EcoRangers™ reflects the very spirit of innovation and enterprise in education that the education system seeks to foster in students.

SUMMARY OF THE INVENTION

It is an object of the educational interactive game having two teams of players with at least one player in each team, the teams first decide on a topic for debate, either from a recommended list given by a teacher, or one which they decide upon themselves under guidance by the teacher, the educational interactive game going through these stages:-

1. Exploration of the environment covered in the topic for debate by both teams on their own;
2. Presentation by the first team of their initial point of view;
3. Presentation by the second team of their initial point of view;

4. Debate of their point of views by the first and second teams;
- 5 5. Presentation by the first team of their reversed point of view;
6. Presentation by the second team of their reversed point of view; and finally
- 10 7. Building a consensus for the topic

wherein the presentation of the team's point of view are in the form of messages by one team to the other in all stages of the game other than in stage of exploration of the environment and during the presentation of the team's point of view, the other team receiving the messages cannot reply and only at the final stage of building a consensus for the topic, both teams can send messages to each other and reply, with the aim of building a consensus regarding the given topic of debate and at the end of the game, the first team and second team together with the teacher, review the exchanges of messages in order to examine the quality of the debate.

Preferably, during the stage of exploring the environment, each team explore any of the various areas within the environment and each area have its unique nuggets of information and once the team member encounters a nugget of information, he or she is free to decide whether or not the nugget of information is of relevance to the topic of discussion, so that it can possibly be referred to in subsequent stages of the debating process.

Preferably, during the stage of presentation by the first team of their initial point of view on the given topic, the first team compose and send messages to the second team, who at this stage of the game, cannot reply, but can only receive and see the messages.

Preferably, during the stage of presenting the second team's initial point of view, the second team compose and send messages to the first team, who

for this stage of the game, cannot reply, but can only receive and see the messages.

5 Preferably, during the stage of debate of the points of views by the first and second teams, both teams send messages to each other allowing the debate to progress and refining their ideas and points of view, through careful analysis from both teams.

10 Preferably, during the stage of presenting the first team's reversed point of view, the first team select and adopt the best arguments from the second team, and now argue them as if they were their very own and during which the second team cannot reply, but can only receive and see the messages.

15 Preferably, during the stage of presenting the second team's reversed point of view, the second team select and adopt the best arguments from the first team, and now argue them as if they were their very own and during which the first team cannot reply, but can only receive and see the messages.

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Preferably, during the stage of building consensus, both teams send messages to each other, with the aim of building a consensus regarding the given topic of debate and once the game has ended, the first team and second team, together with the teacher, review the exchanges of messages in order to examine the quality of their debate.

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Preferably, the teams 'win' by learning to co-operate and share information with each other and the greater the degree of collaboration between the teams, the more robust the eventual consensus regarding the given issue would be.

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Preferably, the teams adopts an inquiry-based approach to equip the players with the skills needed to tackle open-ended situations and problems in real-life and the players decide for themselves which pieces of information are relevant to the given topic, as well as prioritise between the search for more data and the consolidation of the information already at hand.

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Advantageously, the game is played by one or more players on mobile phones, each player using their own mobile phones and with one player taking on the role of the first team and the other player taking on the role of the second team.

Advantageously, the game is played on a Local Area Network (LAN), by two teams of players, with one team of players using their own terminals within the LAN and taking on the role of the first team and the other team of players using their own terminals within the LAN and taking on the role of the second team.

Advantageously, the game is played on the internet, by two teams of players, with one team of players using their own personal computers and taking on the role of the first team and the other team of players using their own personal computers and taking on the role of the second team.

Advantageously, the game is played as a board game and cards, by two teams of players, with at least one player in each team, wherein the board represent a particular environment, and the cards to be drawn represent the nuggets of information, which are to be drawn, with one team of players taking on the role of the first team and the other team of players taking on the role of the second team and the exchanges of messages through messages handwritten by the players.

BRIEF DESCRIPTION OF THE DRAWINGS

For a better understanding of the invention, its advantages, and the objects attained by its use, reference should now be made to the accompanying drawings. The accompanying drawings illustrate one embodiment of the education interactive game (as played on mobile phones) and together with the description herein, serve to explain the workings and principles of the invention.

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Fig. 1 shows a screen on a mobile phone at the commencement of the game.

5 Fig. 2 shows a screen on a mobile phone at the next step of commencement of the game.

Fig. 3 shows a layout of the environment a player would see and explore.

10 Fig. 4 shows a screen on the mobile phone of the first player where the game character of the first player is represented as a colour coded dot in a specific location in the environment.

15 Fig. 5 shows a screen on the mobile phone of the second player where the game character of the second player is represented as another different colour coded dot in a specific location in the environment.

20 Fig. 6 shows a screen on the mobile phone of any player when a nugget of information in the environment is highlighted.

Fig. 7 shows a screen on the mobile phone of any player giving details of the nugget of information in the environment which has been highlighted.

25 Fig. 8 shows a screen on the mobile phone of any player when another nugget of information in the environment is highlighted and the resources of the player displayed also.

30 Fig. 9 shows a screen on the mobile phone of any player when another nugget of information in the environment is highlighted and this time, the resources of the player displayed showing that the resources of the player are inadequate.

DESCRIPTION OF THE PREFERRED EMBODIMENTS

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The methodology of the game is first illustrated. The game is designed to

involve a field activity such as an investigation of an environment. An example is getting the students to adopt and defend non-congruent social perspectives or points of view about a given neighborhood on the question
5 "what do adolescents find geographically meaningful in their local environment?"

Typically the game follows the format below:

Team A	Explore an area, gather evidence to support a given point-of-view	Engage in a debate about the optimal land-use of the given area - firstly with Team A taking a given point-of-view and Team B taking another point-of-view and then both teams taking on the opposing point-of-view.
Team B	Explore the same area, gather evidence to support another point-of-view	

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The game comprises the following steps:

- Each team are given a fixed amount of time (up to forty-five minutes or thereabout) to explore a well-delineated area, with a view to gathering pictorial
15 evidence to support a certain point-of-view. Students from the same team are encouraged to share their findings with each other through exchange of messages .
- An example is that the teams are tasked to investigate the extent to
20 which a particular neighborhood is meeting the needs of residents of public housing;
- After the initial time-period was over, both teams were given an additional
25 forty-five minutes to engage in a dialogue where the teams take on the opposite point-of-view. This dialogue does not take place through face-to-

face interaction, but through an exchange of text- and picture-messaging, allowing the nature and modalities of the discourse to be easily archived for subsequent analysis.

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It should be evident from the preceding description that once the students were sent on their explorations, it would not have been easy to manifest a strong teaching presence. To some extent, this was ameliorated by conducting a thorough briefing (typically forty minutes in duration) with the students before the activity itself. During the field activity itself, teaching presence was also exercised through the proxy of the chaperone who accompanied each pair of students. Chaperones were instructed to ensure the safety of the students while in the field, as well as to provide troubleshooting assistance should any hardware problems were to have arisen.

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Description of a first embodiment

An example of how the educational interactive game is played at a simple level is now described. A first embodiment of the game with two players having their own mobile phone will now be described with reference to the accompanying drawings.

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First, the two players first choose a topic for debate, either from the recommended list in the Teacher's Guide, or one which they decide upon themselves.

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They are then given a fixed period of time (approximately thirty minutes given that there are only two players) to explore a virtual environment (instead of the field activity), and subsequently engage in a debate building, regarding the given point-of-view. In this example, EcoRanger™ is a two-player game.

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When the game is played with mobile phone, one of the mobile phones of the players would act as the " host " and the other mobile phone would act as the " client ". In the description of the game using mobile phones, the first player is interchangeably described as the " host " and

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the second player is interchangeably described as the " client ".

After the two players had agreed to the topic for debate, the two players
5 commence initialisation of the game on their mobile phones. The mobile
phones must have bluetooth capability.

With reference to Fig. 1, the screen shows the initial menu. To connect
the mobile phones, the players select 'Options' from the main menu.

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With reference to Fig. 2, the players select 'Bluetooth ID' and enter an
identical five-digit number in both the phones that are to be paired for the
game. The players select one phone to be the host, and the other to be the
client.

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On each phone, a message will appear regarding allowing connections, and
when this occurs, the players select 'Yes' on the screen. Both players then
start the game.

20 Having agreed to the topic for debate and having gone through the
initialisation of the game, the players go through the stages of the game.
In this example using mobile phones, the first player would be
designated " host " and the second designated as " client " in the game.
The various stages, and how they are differentiated, are as follows:

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1. Exploring the environment

The character in the game represented by the colour coded dot assigned
to the player is manouvered using either the joystick or the 2, 8, 4, and 6
30 keys on the keypad of the mobile phone.

At this stage of the game, both players separately explore the environment,
looking for nuggets to either support or refute their assigned point of view
on the given topic of debate. Once the player encounters a nugget of
35 information, he or she is free to decide whether or not the nugget of
information is of relevance to the topic of discussion, so that it can

possibly be referred to in subsequent stages of the debating process. At this stage of the game, neither player can send messages to each other.

5 With reference to Fig. 3, each player sees a screen giving the layout of the environment to be explored. Each player would explore the environment to discover nuggets of information, which will help the player support or refute the given topic for debate.

10 With reference to Fig. 4, the first player is assigned a game character in the game which is represented by a colour-coded dot.

A countdown timer is visible in the top right of the screen of the mobile phone of the first player. Once the game has started, a countdown timer is visible in the top right of the screen of the mobile phone. This timer lets the player know how much time is remaining in each stage of the game. The parameters of the player and the identity of the player in the game such as stamina, hunger and speed are also displayed on the bottom of the screen of the mobile phone.

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With reference to Fig. 5, the second player is assigned another game character in the game which is represented by a differently colour-coded dot.

25 A countdown timer is visible in the top right of the screen of the mobile phone of the second player. Once the game has started, a countdown timer is visible in the top right of the screen. This timer lets the second player know how much time is remaining in each stage of the game. The parameters of the second player and the identity of the player in the game such as stamina, hunger and speed are also displayed on the bottom of the screen.

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Each player can choose to explore any of the various areas within the environment. Each area will have its unique nuggets of information.

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With reference to Fig. 6, once the player have encountered a nugget of information, the player would be able to find out the information relating to that nugget of information (described as # 26) by referring to a table of inventory items. The player is free to decide whether or not the nugget of information is of relevance to the topic of discussion and it can possibly be referred to in subsequent stages of the debating process.

Fig. 7 shows the information relating to the inventory (described as # 26) of that player. The inventory of that player will be updated accordingly. That nugget will remain in the environment for possible subsequent discovery by the game-partner.

Fig. 8 and Fig. 9 shows the information relating to the status of player in this stage and information for the player to make decisions. In Fig. 9, the resources of the player are displayed and it showed that the resources of the player are inadequate.

2. Presenting host's initial Point of View

During this stage of the game, the host is allowed to present his or her initial point of view on the given topic, by composing and sending messages to the client. The client, at this stage of the game, cannot reply, but can only receive the messages.

3. Presenting client's initial Point of View

During this stage of the game, the client is now allowed to present his or her initial point of view on the given topic, by composing and sending messages to the host. Just as the client was unable to reply during the previous stage, for this stage of the game, it is now the host who cannot reply, but can only receive the messages.

4. Debating the issue

During this stage of the game, both players are able to send messages to each

other. In this way, the debate progresses and their ideas and point of views are refined, through careful analysis from both players.

5 5. Presenting host's reversed point of view

This stage of the game (and the subsequent stage as well) are critical to the learning experience for both players, for this is when they are required to reverse point of view. During this stage, the host is required to select and
10 adopt the best arguments from the client, and now argue them as if they were his or her very own. The client cannot reply, but can only receive the messages.

15 6. Presenting client's reversed point of view

It is now the turn of the client to reverse point of view. At this stage of the game, the host can only receive messages but cannot reply.

20 7. Consensus building

At this final stage of the game, both players are able to send messages to each other, with the aim of building a consensus regarding the given topic of debate. Once the game has ended, the host and client, together with the teacher, can review the exchange of messages in order to examine the quality
25 of their debate.

Other topics which students can investigate include:

- 30 • discussing the site and situation of a large convention centre/exhibition complex;
- evaluating the tourism potential of a given neighborhood;
- discussing the tension between urban renewal and the preservation of cultural heritage;
- exploring the compatibility of land-use around areas of scenic beauty or
35 strategic importance; and
- projecting the extent to which the particular demographics of a given

neighborhood lent themselves to catalysing environmental activism.

Alternative embodiment

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Alternatively, EcoRanger™ can be played by players representing two teams having positions in a topic of debate which are incompatible with each other, and the two teams seek to reach an agreement or building a consensus regarding the given topic of debate.

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The educational interactive game can also be adapted for play in a local area network such as a local area network in a school. Instead of two teams from the same class, the two teams could be selected from two schools, which can be some distance from each other. Each team being assigned positions in a topic of debate which are incompatible with each other, and the two teams seek to reach an agreement or building a consensus regarding the given topic of debate.

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In a local area network ("LAN") environment, the teacher would be able to see the messages being exchanged in a real time context and would be able to guide the players more effectively during the review of messages to determine the quality of the debate.

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In a LAN environment, one player can play at one terminal while another play at another terminal. Alternatively, a team of players at their individual terminals within the LAN can play the game with another team of players at their own individual terminals. In such a scenario, the first team would take on the role of the first player, presenting the first team's initial point of view and then reversing their point of view.

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The second team would then take on the role of the second player, presenting the second team's initial point of view and then reversing their point of view.

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The rules for the game could also be appropriately modified to suit a large number of players representing the team. The screen at each terminal would show the team's parameters i.e. stamina, hunger and speed

are also displayed on the bottom of the screen. All the players in the first team would be able to view the messages sent but all the players in the team must agreed to a particular stand and agreed on the messages sent to the other team. The team leader would then send the team's messages to the other team. This would encourage all the players within the team to agree on a particular stand, thus encouraging debate and discussion within the team first to build consensus.

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Likewise, all the players in the second team would be able to view the messages sent but all the players in the second team must agreed to a particular stand and agreed on the messages sent to the other team.

15 The team leader would then send the team's messages to the other team.

The nuggets of information can also be adapted to suit the subject matter under discussion as well as to suit play in a LAN ("Local area network") environment or in the Internet involving a larger number of students.

In a LAN environment, the teams would still go through these stages:

25 1. Exploring the environment

In a LAN environment, the players in the first team sees the layout of the environment to be explored at their individual terminals. The players would explore the environment to discover nuggets of information, which will help the players support or refute the given topic for debate. To cater for a large number of players, and limitation of time, for the purpose of the school lesson, each player in the team may be limited to contributing the discovery of a limited number of nuggets of information.

35 With reference to Fig. 4, the first team would be assigned a game character in the game which is represented by a colour-coded dot.

A countdown timer for the first team is visible in the top right of the individual screen of each team player. This timer lets the players in the first team know how much time is remaining in each stage of the game. The parameters of the first team and the identity of the first team in the game such as stamina, hunger and speed are also displayed on the bottom of the screens of the individual players of the first team.

With reference to Fig. 5, the second team is assigned another game character in the game which is represented by a differently colour-coded dot.

A countdown timer is visible in the top right of the screen of the individual screen of each team player. This timer lets the second player know how much time is remaining in each stage of the game. The parameters of the second team and the identity of the second team in the game such as stamina, hunger and speed are also displayed on the bottom of the screens of the individual players of the second team.

Each player in the team can choose to explore any of the various areas within the environment. Each area will have its unique nuggets of information. Once a team member encounters a nugget of information, he or she is free to decide whether or not the nugget of information is of relevance to the topic of discussion, and the nugget of information may possibly be referred to in subsequent stages of the debating process.

2. Presenting the first team's initial point of view

During this stage of the game, the first team is allowed to present their initial point of view on the given topic, by composing and sending messages to the second team. All the players of the second team, at this stage of the game, cannot reply, but can only receive and see the messages on their screens at their terminals.

3. Presenting the second team's initial point of view

During this stage of the game, the second team is now allowed to present their initial point of view on the given topic, by composing and sending messages to the first team. Just as the second team was unable to reply during the previous stage, for this stage of the game, it is now the players in the first team who cannot reply, but can only receive and see the messages on their screens at their terminals.

4. Debating the issue

During this stage of the game, both teams are able to send messages to each other. In this way, the debate progresses and their ideas and point of view are refined, through careful analysis from players from both teams.

The game is appropriately modified so that all the players in the first team would be able to view the messages received and sent but all the players in the team must agreed to a particular stand and agreed on the messages sent to the other team. The team leader would then send the team's messages to the other team.

5. Presenting the first team's reversed point of view

This stage of the game (and the subsequent stage as well) are critical to the learning experience for players of both teams, for this is when they are required to reverse point of view. During this stage, the first team is required to select and adopt the best arguments from the other team, and now argue them as if they were their very own. The players in the second team cannot reply, but can only receive and see the messages on the screens at their terminals.

6. Presenting the second team's reversed point of view

It is now the turn of the second team to reverse their point of view. At this

stage of the game, the players of the first team can receive messages from the second team but cannot reply.

5 7. Consensus building

At this final stage of the game, the players of both teams are able to send messages to each other, with the aim of building a consensus regarding the given topic of debate. Once the game has ended, the first team and second team, together with the teacher, can review the exchange of messages in order to examine the quality of their debate.

The embodiments described herein may be implemented as a computer program adapted for use with mobile phones or as a computer program adapted for use in a LAN. It is also envisaged that the game be played on the Internet between a team of players in one school and a second team of players in another school. The computer programs are written for play on each medium using appropriate programming language for each medium.

20 Second alternative embodiment

The game can also be adapted and simplified as a card-based educational game involving cards and a board for school children at a lower educational level. The game played at a lower secondary level could aim to teach the younger school children the basics of fact finding, presentation of information and the fundamentals of debate and discussion, all through project work. The environment based on an educational topic can be printed on the board. Both teams could take turns to investigate and navigate around the environment on the board. The nuggets of information would take the form of cards to be drawn by each team. The parameters of the player and the identity of the player in the game such as stamina, hunger and speed would be assigned to the players through cards drawn.

35 The presentation of each team's point of view and each team's reversed

point of view could be made using appropriate cards selected to represent a particular position. The class teacher would moderate the presentation of point of view and reversed point of view and through the presentations, teach the players the skills set required.

While a few embodiments of the invention have been described, it should be apparent, however, that various modifications, rearrangements, substitutions alterations and adaptations to those embodiments may occur to persons skilled in the art with the attainment of some or all of the advantages of the present invention. Accordingly, it should be clearly understood that the present invention is not intended to be limited by the particular features and structures hereinbefore described and depicted in the accompanying drawings. It is therefore intended to cover all such modifications, alterations and adaptations without departing from the scope and spirit of the present invention as defined by the appended claims.

ADVANTAGEOUS EFFECTS OF THE INVENTION

EcoRangers™ is a multi-player educational game, which means that instead of competing against each other, players 'win' by learning to co-operate and share information with each other. The greater the degree of collaboration between players, the more robust is the eventual consensus regarding the given issue.

By presenting players with authentic problem-based tasks, EcoRangers™ adopts an inquiry-based approach to equip learners with the skills needed to tackle open-ended situated problems in real-life. Players have to decide for themselves which pieces of information are relevant to the given topic, as well as to prioritise between the search for more data and the consolidation of the information already at hand.

The game is also able to integrate use of the various learning initiatives (such as IT and thinking skills, National Education & Economic Literacy and Innovation & Enterprise and project work) introduced by the Ministry of Education in recent years.

CLAIMS

1. An educational interactive game having two teams of players with at least one player in each team, the teams first decide on a topic for debate, either from a recommended list given by a teacher, or one which they decide upon themselves under guidance by the teacher, the educational interactive game going through these stages:-

1. Exploration of the environment covered in the topic for debate by both teams on their own;
2. Presentation by the first team of their initial point of view;
3. Presentation by the second team of their initial point of view;
4. Debate of their point of views by the first and second teams;
5. Presentation by the first team of their reversed point of view;
6. Presentation by the second team of their reversed point of view; and finally
7. Building a consensus for the topic

wherein the presentation of the team's point of view are in the form of messages by one team to the other in all stages of the game other than in the stage of exploration of the environment and during the presentation of the team's point of view, the other team receiving the messages cannot reply and only at the final stage of building a consensus for the topic, both teams can send messages to each other and reply, with the aim of building a consensus regarding the given topic of debate and at the end of the game, the first team and second team together with the teacher, review the exchanges of messages in order to examine the quality of the debate.

2. The stage of exploration of the environment in the educational interactive game as claimed in Claim 1, wherein each team explore any of the various areas within the environment and each area have its unique
5 nuggets of information and once a team member encounters a nugget of information, he or she is free to decide whether or not the nugget of information is of relevance to the topic of discussion, and the said nugget of information can possibly be referred to in subsequent stages of the debating process.

10 3. The stage of presentation by the first team of their initial point of view as claimed in Claim 1, wherein the first team compose and send messages to the second team, who at this stage of the game, cannot reply, but only receive and see the messages.

15 4. The stage of presentation by the second team of their initial point of view as claimed in Claim 1, wherein the second team now compose and send messages to the first team, who for this stage of the game, cannot reply, but only receive and see the messages.

20 5. The stage of debate of the points of view by the first and second teams as claimed in Claim 1, wherein both teams send messages to each other so that the debate progresses and both teams refine their ideas and point of views, through careful analysis from both teams.

25 6. The stage of presentation by the first team of their reversed point of view as claimed in Claim 1, wherein the first team select and adopt the best arguments from the second team, and now argue them as if these arguments were their very own and during which the second team cannot
30 reply, but only receive and see the messages.

7. The stage of presentation by the second team of their reversed point of view as claimed in Claim 1, wherein the second team select and adopt the best arguments from the first team, and now argue them as if these
35 arguments were their very own and during which the first team cannot reply, but only receive and see the messages.

8. The stage of building a consensus as claimed in Claim 1, wherein both teams send messages to each other, with the aim of building a consensus regarding the given topic of debate and once the game has ended, the first team and second team, together with the teacher, review the exchange of messages in order to examine the quality of their debate.

9. An educational interactive game as claimed in Claim 1, wherein the teams 'win' by learning to co-operate and share information with each other and wherein the greater the degree of collaboration between the teams, the more robust the eventual consensus regarding the given issue would be.

10. An educational interactive game as claimed in Claim 1, wherein the teams adopts an inquiry-based approach to equip the players with the skills needed to tackle open-ended situations and problems in real-life and wherein the players decide for themselves which pieces of information are relevant to the given topic, as well as prioritise between the search for more data and the consolidation of the information already at hand.

11. An educational interactive game as claimed in Claim 1, wherein the game is played by one or more players on mobile phones, each player using their own mobile phones and with one or more players taking on the role of the first team and the one or more other players taking on the role of the second team.

12. An educational interactive game as claimed in Claim 1, wherein the game is played on a Local Area Network (LAN), by two teams of players, with one team of players using their own terminals within the LAN and taking on the role of the first team and the other team of players using their own terminals within the LAN, and taking on the role of the second team.

13. An educational interactive game as claimed in Claim 1, wherein the game is played on the internet, by two teams of players, with one team of players using their own personal computers and taking on the

role of the first team and the other team of players using their own personal computers and taking on the role of the second team.

- 5 14. An educational interactive game as claimed in Claim 1, wherein the game is played as a board game with cards, by two teams of players, with at least one player in each team, the board represent a particular environment and the cards represent the nuggets of information, which are to be drawn, a first team of players taking on the role of the first
10 team and the second team of players taking on the role of the second team and the exchanges of messages through messages handwritten by the players.

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