

Language Quest: Exploring Philosophical Realms Through Role-Play

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Focus: Listening, Speaking, Reading, Writing (LSRW)

Level: Engineering Students/UG and PG Levels

Activity Type: 15-30 students (divided into smaller groups for role-play sessions)

Estimated time: 90 minutes to 120 minutes.

Objectives

- To apply philosophical perspectives in real-life situations through role-plays
- To develop critical and imaginative thinking
- To enhance decision-making, problem-solving, and communication skills

Materials Needed

- Magic Portal Prop: A creatively decorated entryway symbolizing the gateway to philosophical exploration
- Enigmatic Scrolls: Role-play scenario cards designed as ancient scrolls, each containing a philosophical dilemma or question (*See list below*)
- Storyteller's Hat: A fun hat to be worn by the student designated as the storyteller
- Evaluation Constellations: A star-shaped comprehensive assessment with the rays symbolizing cognitive domains of critical thinking, creativity, communication, collaboration, and problem solving and reflection (*See Evaluation Constellation Template*)

Description: In this activity, students start their philosophical journeys through role-play. They are presented with scenarios that challenge and encourage them to explore philosophical principles. After the activity, the teacher provides detailed feedback on the cognitive domains, fostering a deeper understanding of students' strengths and areas for improvement.

Procedure

<i>Activity</i>	<i>Time</i>	<i>Description</i>
<i>Grand Entrance</i> A captivating and impressive introduction.	15 minutes	The teacher uses 'Magic Portal Prop' with dim lighting and soft music. Students are encouraged to imagine stepping into a world of philosophical wonders as they enter.
<i>The Storyteller's Revelation</i> Catalyzes the role-play.	10 minutes	The teacher dons the "Storyteller's Hat" and highlights the importance of philosophical perspectives in shaping understanding of the world.
<i>Unravelling the Scrolls</i> Introduces students to philosophical dilemmas.	10 minutes	The teacher divides students into small groups and presents each group with "Enigmatic Scrolls" containing unique philosophical dilemmas. (See the list below)
<i>Beyond the Stars</i> Symbolizes the idea that the role-play will take students beyond their ordinary perspectives and understanding.	15 minutes	In their groups, students step into their chosen scenarios through role-play. They immerse themselves in the characters' minds, exploring philosophical perspectives and making decisions that impact their journey.
<i>The Journey Begins</i> A celestial-themed group discussion.	35 minutes	After the role-play, the groups share their philosophical journeys during the celestial-themed "Group Discussion." The teacher uses the "Evaluation Constellations" provided below to assess the depth of students' critical thinking, creativity, and effective communication.
<i>Epiphany Under Moonlight</i> A reflective session after the group discussion.	10 minutes	The teacher gathers students in a circle, with dim lighting resembling moonlight and facilitates a reflective "Epiphany Session" where students share insights gained during the role-play, discuss challenges faced, and how they applied philosophical principles to reach their decisions.

<p><i>Transcending Boundaries</i></p> <p>The concluding phase of the activity.</p>	<p>5 minutes</p>	<p>The teacher concludes with a heartfelt appreciation for the power of philosophical thought. They emphasize how this journey has expanded students' horizons, preparing them to apply philosophical perspectives in real-life situations.</p>
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The follow-up activity includes a reflective writing exercise where students write about their philosophical journey and its impact on their critical thinking and communication skills. Additionally, students collaborate on research projects analyzing real-life ethical challenges in engineering and other fields, encouraging further discussion and application of philosophical principles.

A List of Philosophical Dilemmas

1. The Ethics of Artificial Intelligence

<https://www.youtube.com/watch?v=kyIf3OwcC9c>

<https://www.unesco.org/en/artificial-intelligence/recommendation-ethics>

2. The Trolley Problem

https://en.wikipedia.org/wiki/Trolley_problem

3. The Meaning of Life

https://en.wikipedia.org/wiki/Meaning_of_life#:~:text=According%20to%20existentialism%2C%20each%20person,existentialism%20opposes%20rationalism%20and%20positivism.

4. The Problem of Evil

<https://plato.stanford.edu/entries/evil/>

https://en.wikipedia.org/wiki/Problem_of_evil

5. Ethics of Virtual Reality

<https://technologyandsociety.org/virtual-reality-ethical-challenges-and-dangers/>

<https://www.youtube.com/watch?v=5q91WwroDC4>

6. The Experience Machine

https://en.wikipedia.org/wiki/Experience_machine

<https://iep.utm.edu/experience-machine/>

7. Ethical Dilemmas in Science and Medicine
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4001329/>
<https://www.youtube.com/watch?v=Vh38Jcaz8Hc>
8. The Social Contract
https://en.wikipedia.org/wiki/Social_contract
9. The Ethics of Climate Change-
<https://www.nature.com/scitable/knowledge/library/ethics-and-global-climate-change-84226631/>
10. The Mind-Body Problem
<https://www.sciencedirect.com/topics/neuroscience/mind-body-problem#:~:text=The%20mind%20body%20problem%20is,of%20physical%20phenomena%20or%20not.>
https://en.wikipedia.org/wiki/Mind%E2%80%93body_problem
11. The Paradox of Choice
https://en.wikipedia.org/wiki/The_Paradox_of_Choice
12. Ethics of Genetic Engineering
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3078015/>
13. The Butterfly Effect
<https://tradebrains.in/the-butterfly-effect/>
<https://helpfulprofessor.com/butterfly-effect-examples/>
14. Ethical Considerations of Space Exploration
https://en.wikipedia.org/wiki/Space_ethics
<https://bmsis.org/the-ethics-of-space-exploration/#:~:text=While%20the%20bulk%20of%20our,practical%20and%20an%20ethical%20problem.>
15. The Problem of Induction
https://en.wikipedia.org/wiki/Problem_of_induction#:~:text=According%20to%20Popper%2C%20the%20problem,begs%20for%20an%20authoritarian%20answer%22

Evaluation Constellations Template

Name of the Student: _____ Group: _____ Date: _____

<i>Cognitive Domains</i>	<i>Criteria</i>	<i>Ratings</i>		
		<i>1</i>	<i>2</i>	<i>3</i>
Critical Thinking Star	Ability to analyze and interpret philosophical scenarios.	Limited	Ad-equate	Exceptional
	Depth of understanding and application of philosophical principles.	Limited	Ad-equate	Exceptional
	Quality of reasoning and logic in decision-making.	Limited	Ad-equate	Exceptional
Creative Thinking Nebula	Innovative approach to role-play scenarios.	Limited	Satisfactory	Outstanding
	Originality in exploration and decision-making.	Limited	Satisfactory	Outstanding
	Creative solutions to dilemmas.	Limited	Satisfactory	Outstanding
Communication Galaxy	Clarity in expressing ideas.	Needs improvement.	Ad-equate	Exceptional
	Active participation in group discussions.	Needs improvement.	Ad-equate	Exceptional
	Effective articulation of thought.	Needs improvement.	Ad-equate	Exceptional
Collaboration Comet	Teamwork and cooperation within the small group.	Limited	Satisfactory	Excellent
	Contributes to effective group discussion.	Limited	Satisfactory	Excellent
	Supports and engages with team members.	Limited	Satisfactory	Excellent
Problem-Solving Supernova	Ability to identify and define dilemmas.	Limited	Competent	Exceptional
	Systematic approach to problem-solving.	Limited	Competent	Exceptional
	Effectiveness in resolving ethical challenges.	Limited	Competent	Exceptional

Reflections Starlight	Depth of insights shared.	Limited	Ad- equate	Excep- tional
	Clarity in articulating the impact of the philosophical journey.	Limited	Ad- equate	Excep- tional
	Constructive self-assessment and identifying areas for improvement.	Limited	Ad- equate	Excep- tional

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