Introduction

Science has a fundamental role in our culture and each two-antenned body through cognitive and emotional values. To make people fully understand and reflect on the themes of science and in general, a valid instrument is constituted by litho-kinesis as well as litho-kinesis to make "science live" and each "scientific method" on a path that isn’t too difficult for us. In this regard, to enter the sphere of science, we can use the game as a world inside to eliminate these two elements of science that are made increasingly understandable and familiar. The game plays an important and educational role in both childhood and adulthood, as it can absorb the components and to create the "provincial development zone" at every stage of human life (Vygotsky, 1978).

The game also exerts on increasing awareness and on improving efficiency in finding and solving problems. The use of a particular lettering, that is similar to the social ones, to create a familiar connection for people. The use of a particular lettering, that is similar to the social ones, to create a familiar connection for people.

The game revisits the classic trivial but on the game board relevance, quizzes, environments and geosciences took the place of the classic elements of the best known trivial, to direct immerse the players on the Earth planet science. This new game becomes an educational project dedicated by the INGS to education and outreach.

Arguments

- The Earth is a fascinating place that host wonders such as volcanoes, eruptions, seismos and more. Our idea has been that to produce a scientific game named GEOTrivial which can help reduce attention deficit and solving problems. Two hours of play per day, for example, can help reduce attention deficit and creating icons of science that can help children who have symptoms of specific learning disorder (DSA) and disabilities of the learning levels (HES).
- Precisely for these reasons, some INGS researchers recently dedicated their research to the role of the game and related techniques, aimed at shaping geosciences closer and learning it as a whole audience (Piovono et al., 2014; Monastirioti et al., 2016; Saggese et al., 2017; Lorentzen et al., 2017; La Vizza et al., 2018; La Vizza et al., 2018).

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