

Learning scenario with MARG

PART 1: General information		
Title of the scenario:	People with special abilities - Super heroes	
Keywords:	Special education, autism, dyslexia, ADHD	
Name(s) of the scenario's creator(s):	Markos Stouppis Spyros Spyrou Mika Alevizou	
Creative Commons License of the scenario:	Attribution <input type="checkbox"/> Attribution-NoDerivs <input type="checkbox"/>	
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	Attribution-NonCommercial-ShareAlike <input checked="" type="checkbox"/> Attribution-NonCommercial-NoDerivs <input type="checkbox"/>	
Estimated duration of the scenario's activities:	120 minutes	
Age range of learners:	9-12 years old	
Learners' special characteristics: (i.e. immigrants, special needs)	None	
Learning subject based on your curriculum to which the scenario relates:	Skills Workshops - "Emotional Education"	
To which Sustainable Development Goal (s) does the scenario relate to : (highlight it/them)	{ } No Poverty	{ } Industry, Innovation and infrastructure
	{ } Zero Hunger	{ X } Reduced Inequalities
	{ X } Good Health and Well-Being	{ X } Sustainable Cities and Communities
	{ X } Quality Education	{ } Responsible Consumption and Production
	{ } Gender Equality	{ } Climate Action
	{ } Clean Water and Sanitation	{ } Life Below Water
	{ } Affordable and Clean Energy	{ X } Life On Land
	{ } Decent Work and Economic Growth	{ X } Peace, Justice and Strong Institutions
Which 21st century skill(s) does the scenario involve: (highlight it/them)	{X} Information and data literacy	{X} Critical thinking
	{X} Communication	{X} Active citizenship
	{X} Collaboration	{X} Respect for differences
	{X}	

PART 2: Learning outcomes of the scenario	
In terms of <u>knowledge</u>	<p>The learner knows and understands:</p> <ul style="list-style-type: none"> ✓ What is Special Education (Definition, information). ✓ What is autism, what are its symptoms and how is it treated? ✓ What is Dyslexia, what are its symptoms and how is it treated? ✓ What is ADHD, what are its symptoms and how is it treated?
In terms of <u>skills</u>	<p>The learner is able to:</p> <ul style="list-style-type: none"> ✓ To adopt positive attitudes towards people with special abilities. ✓ Eliminate prejudices and stereotypes that do not fit in a democratic society.
In terms of <u>competences</u>	<p>The learner:</p> <ul style="list-style-type: none"> ✓ Proposes solutions to improve the quality of life of people with disabilities. ✓ Proposes solutions for the general change of society's attitude towards these individuals.

PART 3: Description of the game	
Narrative description of the game plot:	<p>The game will be held at the primary school of the College on the island of Rhodes.</p> <p>It consists of 4 different scenes that each has its own thematic unit. These topics are related to Special Education and their ultimate goal is to inform - raise awareness of students / players on this topic.</p> <p>More specifically, the scenes are as follows:</p> <ol style="list-style-type: none"> 1. Introduction to Special Education - definition, general information. 2. Introduction to the spectrum of autism. 3. Introduction to dyslexia. 4. Familiarity with the faculty. <p>Students through the guidance each time (relevant instructions) of the main characters of the game are informed about these disorders and see their characteristics and peculiarities.</p> <p>The main characters of the game are 3 young children with autism, dyslexia and ADHD. There is even the guidance of a special educator who gives general information to the players.</p> <p>Then, at the end of each scene, they are asked to answer comprehension questions through a quiz to proceed to the next scene of the game.</p>
Game objectives:	<ol style="list-style-type: none"> 1. Players / students must gather all the information they need from the heroes of the game to be able to answer the final quizzes correctly. 2. At the end of the game the students should make posters and comics in groups presenting what they have learned.

Does the scenario refer to a specific location? If yes, specify. If no, write everywhere.	Yes, College of Rhodes
Characters:	Mrs. Feggaroula, little Giannakis, little Annoula, little Nikolas
Scenes:	The game consists of 4 scenes / points of interest: (1) Mrs. Feggaroula (special teacher) at the entrance of the school (2) Little Giannakis in the acquaintance room with autism (3) Little Annoula in the dyslexia room (4) Little Nicholas in the room of the Faculty
Type of work: Individual/ collaboration	Individually or in groups
Does the game involve different player roles? If yes, specify.	No

PART 4: Description of the learning scenario activities		
	Learning settings	Estimated time
Before the game:	Students are instructed on how to use mobile devices and how to implement the game. The goals and the expected results are also mentioned.	10'
During the game:	<p>All players are transported to the school entrance to start their game,</p> <p>Scene 1: Mrs. Feggaroula (special teacher) at the entrance of the school: The game starts with Mrs. Feggaroula welcoming the children to the game. Then, through a relevant presentation, he mentions the definition of special education and other general information. The children then answer a quiz of 5 questions in order to move on to the next scene.</p> <p>Scene 2: Little Giannakis in the acquaintance room with autism: Little Giannakis welcomes the children to his class, talks to them about the characteristics of his disorder and about his favorite pastimes. The children also answer a quiz of 5 questions in order to move on to the next scene.</p>	60'

	<p>Scene 3: Little Annoula in the dyslexia room:</p> <p>Little Annoula welcomes the children to her class and talks to them about the characteristics of her disorder and her favorite pastimes. The children also answer a quiz of 5 questions in order to move on to the next scene.</p> <p>Scene 4: Little Nicholas in the faculty room:</p> <p>Little Nicholas welcomes the children to his class, talks to them about the characteristics of his disorder and about his favorite pastimes. The children also answer a quiz of 5 questions to complete the process.</p>	
After the game:	The players are invited to discuss in plenary with the guidance of the teacher about her experience and the new knowledge they have acquired. They also create posters and comics in a group on the subject of the disorders they have learned.	50'
	Total:	120'

PART 5: Prerequisite knowledge and supportive material	
Learners' prerequisite knowledge:	Basic knowledge about the use of mobile devices
Infrastructure/ equipment needed for implementing the scenario:	Mobile devices with data-internet connectivity
Other learning resources needed:	None

PART 6: Approach towards the assessment of the learning outcomes	
Learners' assessment approach:	Digital quizzes Questionnaires



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