**Learning scenario with MARG**

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| PART 1: General information | | |
| Title of the scenario: | Diagoras ideals | |
| Keywords: | healthy nutrition, ancient ideals today | |
| Name(s) of the scenario’s creator(s): | Vasilia Leventi, Feggaroula-Rafailia Ftakla | |
| [Creative Commons License](https://creativecommons.org/licenses/?lang=en) of the scenario: | Attribution | Attribution-NoDerivs |
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| Attribution-NonCommercial-ShareAlike | Attribution-NonCommercial-  NoDerivs |
| Estimated duration of the scenario’s activities: | 140 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: | Greek Language  History  Health education | |
| To which Sustainable Development Goal (s) does the scenario relate to : (highlight it/them) | { } No Poverty | { } Industry, Innovation and infrastructure |
| { } Zero Hunger | Reduced Inequalities |
| {X} Good Health and Well-Being | {X} Sustainable Cities and Communities |
| { } Quality Education | { } Responsible Consumption and Production |
| { } Gender Equality | { } Climate Action |
| { } Clean Water and Sanitation | { } Life Below Water |
| { } Affordable and Clean Energy | { } Life On Land |
| { } Decent Work and Economic Growth | { } Peace, Justice and Strong Institutions |
|  | { } Partnerships For The Goals |
| Which 21st century skill(s) does the scenario involve:  (highlight it/them) | {Χ} Information and data literacy | {Χ} Critical thinking, |
| {Χ} Communication | {Χ} Active citizenship |
| {Χ} Collaboration | { } Respect for differences |
| {Χ} Problem solving |  |

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| PART 2: Learning outcomes of the scenario | |
| In terms of knowledge | The learner:   * Recognize the importance of diet, exercise, as well as daily habits to maintain a healthy body. |
| In terms of skills | The learner is able to:   * To recognize a healthy body and acquire a healthy lifestyle. |
| In terms of competences | The learner:   * Can explain to social cycle and family the rules for a healthy lifestyle * Makes healthy choices and decisions for a healthy lifestyle |

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| PART 3: Description of the game | |
| Narrative description of the game plot: | Diagoras from Rhodes will guide the children to the Ancient Stadium of Rhodes. The game will be divided into 4 stages. 4 locations will appear on the map. Children will have to go through all 4 stages to learn information from Diagoras regarding the following:  • Ancient Olympic Sports.  • Importance of Nutrition then and today.  • Importance of Exercise then and today.  • Usage of the ancient stadium today (place of exercise for many Rhodian people, games that take place today) - Modern way of life. |
| Game objectives: | The game will be in stages. At each stage the students will learn information and at the end of each stage they will answer a quiz and collect points depending on what they will answer. At the end of the game each team will be divides to three categories according to their score:   * Extremely healthy * Quite healthy * A little healthy   The first two categories will be awarded with an olive branch wreath as it used to happen in ancient Olympic games. |
| Does the scenario refer to a specific location? If yes, specify. If no, write everywhere. | Ancient stadium of Rhodes |
| Characters: | Diagoras, the most famous Rhodian Olympian of the ancient Olympic Games. |
| Scenes: | The scenes will take place in the various parts of the ancient stadium based on the then known sports:  Scene 1: Ancient Stadium  Scene 2: Ancient Theater  Scene 3: Ruins of a large building of the ancient stadium  Scene 4: Temple of Pythian Apollo |
| Type of work: Individual/ collaboration | Teamwork . Teams of 4 students. Players will be the following:  1) tablet operator  2) team leader-coordinator  3) map manager  4) team calendar manager |
| Does the game involve different player roles? If yes, specify. | No |

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| PART 4: Description of the learning scenario activities | | |
|  | **Learning settings** | **Estimated time** |
| Before the game: | Discuss in class about their own views, but also habits regarding diet and exercise. Students are instructed and divided into groups. | 30΄ |
| During the game: | Students are asked to complete the game through exercising the Olympic sports of that era as well as through asking questions about the importance of diet, workout and modern lifestyle. Each part of the stadium is a separate mission aimed at getting to know and engaging them in sports and healthy eating.  The game will be held at the Ancient Stadium of Rhodes. Each team has its own tablet. In addition, each team has a their own worksheet to complete during the game. A map will appear with the 4 points of interest. Children will be free to choose where they want.  In particular, the following will be carried out at each stage:  Stage 1: Ancient Stage  Through the investigation of the stadium with the mobile devices, specially designed cards will be displayed about: “Pygmi, the Stadium - Route, the Diavlo – Route, the Doliho Route, the Opliti Route, the Tethrippou Race, the Apini, the Sinorida of horses, the Tethrippo Polon, the Polikas Float, the horserace of percect Keliton and Pagkratio. Students are then asked to answer a knowledge quiz to earn points. The greater the points, the higher they will get on the scale of the aforementioned categories.  Stage 2: Ancient Theater  Students after watching videos and specially designed cards are asked to give the correct answers to a quiz concerning proper nutrition.  Stage 3: Ruins of a large building (a special place in the ancient stadium)  Students are asked to watch a video of our school Psysical Education teacher exercise different parts of his body and explaining to them each exercise’s benefits. Children then are asked to answer a quiz about the benefits of exercise.  Stage 4: Temple of Pythian Apollo  Rich visual material (video & specially designed cards) with events and how the Ancient Stadium is used by Rhodian citizens today will be displayed. Then they are asked to answer a quiz. | 60΄ |
| After the game: | Discussion about the experience they gained.  They prepare collages with photos, paintings, construction of the Ancient Stadium in a 3D model. | 50΄ |
|  | **Total**: | 140΄ |

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| PART 5: Prerequisite knowledge and supportive material | |
| Learners’ prerequisite knowledge: | Basic knowledge of mobile device usage. |
| Infrastructure/ equipment needed for implementing the scenario: | Mobile devices with data-internet connectivity, sports equipment, brushes and paints, notebooks and pencils, sports and nutrition books |
| Other learning resources needed: | Under configuration |

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