**Learning scenario with MARG - Template**

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| PART 1: General information | | |
| Title of the scenario: | World Monuments | |
| Keywords: | Monuments, History of the world, Geography | |
| Name(s) of the scenario’s creator(s): | Iris Michael, Alexandros Kofteros, Vasiliki Pentara | |
| [Creative Commons License](https://creativecommons.org/licenses/?lang=en) of the scenario: | Attribution | Attribution-NoDerivs |
| Attiribution-ShareAlike | Attribution-NonCommercial |
| Attribution-NonCommercial-ShareAlike | Attribution-NonCommercial-  NoDerivs |
| Estimated duration of the scenario’s activities: | 2x80 | |
| Age range of learners: | 9 – 12 | |
| Learners’ special characteristics: (i.e. immigrants, special needs) | Scenario is designed for all students, including students with disabilities | |
| Learning subject based on your curriculum to which the scenario relates: | Design & Technology  Cross - Curricular | |
| To which Sustainable Development Goal (s) does the scenario relate to : (highlight it/them) | { }No Poverty | {X}Industry, Innovation and infrastructure |
| { }Zero Hunger | { }Reduced Inequalities |
| { } 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 |
| {X}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) | { }Information and data literacy | {X}Critical thinking, |
| { }Communication | {X}Active citizenship |
| {X}Collaboration | { }Respect for differences |
| {X}Problem solving |  |

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| PART 2: Learning outcomes of the scenario | |
| In terms of knowledge | The learner knows and understands:   * The history and historical value of world monuments * The geography and monuments of countries across the globe * The innovations and advances in creating these monuments |
| In terms of skills | The learner is able to:   * Assemble a monument using objects (Engino) and following instructions |
| In terms of competences | The learner:   * to understand the value of the national monuments of each country * to respect the history of each country |

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| PART 3: Description of the game | |
| Narrative description of the game plot: | A lost treasure was hidden by a running thief in a great monument. We, as investigators, need to find this treasure and return it to its rightful owner. We have to explore and learn about the history of each monument, in order to find traces of the hidden treasure. |
| Game objectives: | Learn about each monument (Parthenon, Colosseum, Eiffel Tower,Big Ben) through an exploration of the monument itself. It is expected to have augmented reality representations of the monument(s) and a ‘’conversation’’ with a virtual character who lives in each monument. Each virtual monument hides information on the location of the treasure that leads to another monument. |
| Does the scenario refer to a specific location? If yes, specify. If no, write everywhere. | Everywhere |
| Characters: | 1. Pheidias 2. Signora Carmella 3. Madame Josephine 4. Sir Williams |
| Scenes: | The game consists four stages/scenes. Each stage is a monument:   1. Parthenon 2. Colosseum 3. Eiffel Tower 4. Big Ben |
| Type of work: Individual/ collaboration | Students play the game in groups of three |
| 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: | Students are introduced to the monuments with a paragraph and some information. | 40’ |
| During the game: | Each group of students (3 in each group) begins with a different monument.  Number 1 is the Parthenon. Students enter a given code and the character of the monument (in this case is Phidias) wakes up, welcomes them to the Parthenon and gives them some information about the monument. Students are asked to complete a quiz with four questions. These 4 questions are the same for each monument.  Q.1 When was the monument build?  Q.2 What was its purpose?  Q.3 what are its special features?  Q.4 How it is used these days?  Each question has two choices, from which students must choose the correct one. Once they have completed the fourth question, they can go to the next monument.  This quiz is a multiple-choice quiz which has a time limit. If students do not make it in time they will be ‘’locked’’ in the monument for a certain amount of time and will have to try it out again after a while. (Another group may move faster and reach the treasure faster!). When students finally succeed, they get a new code which leads to monument number 2, Colosseum. The character of the monument, Signora Carmella, welcomes them to the Colosseum and gives them some information about the monument. Students are asked to complete a quiz with four questions. Once they have completed the fourth question, they can go to the monument number 3, the Eiffel Tower. The character of the monument, Madame Josephine, welcomes them to the Eiffel Tower and gives them some information about the monument. Students are asked to complete a quiz with four questions. Each question has two choices, from which students must choose the correct one. Once they have completed the fourth question, they can go to the monument number 4, the Big Ben. The character of the monument, Sir William, welcomes them to the Big Ben and gives them some information about the monument. Students are asked to complete a quiz with four questions.  At the end of the game, students will have explored a series of monuments, learning about their history and significance, prior to reaching the treasure. A sphinx-like creature will give them the final riddles before it deems them worthy of learning about the final resting place of the treasure. | 80’ |
| After the game: | A follow-up lesson in the form of presentations on the monuments explored can be made in order to engage students in discussion on which they would like to visit and why. Students will have to support their preference based on the information they collected. Every team choose a monument to present. | 80’ |
|  | **Total**: | 2x80’ |

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| PART 5: Prerequisite knowledge and supportive material | |
| Learners’ prerequisite knowledge: | Basic understanding on using a mobile device. |
| Infrastructure/ equipment needed for implementing the scenario: | Tablet devices with 4G capabilities. |
| Other learning resources needed: | Engino learning material for Eiffel Tower model OR Lego Monuments. |

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| PART 6: Approach towards the assessment of the learning outcomes | |
| Learners’ assessment approach: | * Presentation by students |