**Learning scenario with MARG - Template**

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| PART 1: General information | | |
| Title of the scenario: | Helping our neighborhood | |
| Keywords: | Local community awareness, quality of life, traffic awareness, green places | |
| Name(s) of the scenario’s creator(s): | Vasiliki Pentara, Stelios Paphitis, Euaggelos Tsiartsianides | |
| [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: | 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: |  | |
| 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 |
| { } 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, |
| {X} Communication | {X} Active citizenship |
| {X} Collaboration | {X} 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 traffic awareness on the part of the pedestrian * Learn the traffic rules as a pedestrian * Recognize errors in their traffic behavior as pedestrian and fix them |
| In terms of skills | The learner is able to:   * Walk around in safety * Recognize the right and wrong attitude in road traffic * Cooperate with others and find solutions |
| In terms of competences | The learner:   * to be aware of the environmental and social issues that concern their neighborhood and the wider society * to seek sustainable practices * to take action to improve the quality of life of their neighbors * to propose solutions to his neighborhood problems |

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| PART 3: Description of the game | |
| Narrative description of the game plot: | The scenario is about the problems of the student’s neighborhood. Students walk around their neighborhood with their tablets and meet three people, each of them explains the problem. After each problem, students have to complete a quiz. |
| Game objectives: | The main hero of the game, Victor, asks for help from students to improve life in the neighbourhood. In order to do this, students must visit three points of interest. Indicatively, children will talk at every point of interest with a virtual character, who is going to explain to children each problem and the possible solutions. In the end of each problem, students have to complete a quiz successfully in order to go to the next stage/problem. The game ends when students pass all the three problems. At the end, students must return to their class and write a letter to the mayor with possible solutions for a better neighbourhood. |
| Does the scenario refer to a specific location? If yes, specify. If no, write everywhere. | The neighborhood around the school |
| Characters: | 1. Victor 2. A police warden 3. A municipal employee 4. A mother walking her baby in a stroller |
| Scenes: | 3 stages.  Each stage presents a problem of the neighborhood.   1. lack of green places, 2. lack of safe places for children to play, 3. lack of sidewalks and lack of access for people with disabilities |
| 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 go with the teacher for a walk in the neighborhood around the school. They overlook and find problems that may exist. | 1χ40 |
| During the game: | Children stroll around their neighborhood with their tablets. The main hero, Victor, asks for help from students to improve life in the neighbourhood. In order to do this, students must visit three points of interest. Arriving at the first point, the school traffic warden appears and gives them information about the lack of sidewalks and lack of accessibility. Students are asked to complete a quiz with a question about the proper solution. The question has three choices, from which students must choose the correct one. Once they have completed the quiz, they can continue their walk. Arriving at the second point, a municipal employee appears and talks to the children about the lack of green places. Students are asked to complete a quiz with a question about the proper solution. The question has three choices, from which students must choose the correct one. Once they have completed the quiz, they can continue their walk. Arriving at the third point, a mother walking her baby in a stroller talks to the children about the lack of sidewalks and lack of access for people with disabilities. Students are asked to complete a quiz with a question about the proper solution. The question has three choices, from which students must choose the correct one. Once they have completed the quiz, students must return to their class and write a letter to the mayor with possible solutions for a better neighbourhood. | 1χ80’ |
| After the game: | Children must write a letter to the mayor with possible solutions for a better neighbourhood. | 1x40 |
|  | **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: |  |

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| PART 6: Approach towards the assessment of the learning outcomes | |
| Learners’ assessment approach: | * Quizzes * The final letter to the mayor |