**Learning scenario with MARG - Template**

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| PART 1: General information | | |
| Title of the scenario: | **The Village Museum** | |
| Keywords: | History, Traditions, Education | |
| Name(s) of the scenario’s creator(s): | Monica Benghe, Mircea cel Batran Secondary School, Romania | |
| [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: | 2 x 50 minutes | |
| Age range of learners: | 10-13 years old | |
| Learners’ special characteristics: (i.e. immigrants, special needs) | None | |
| Learning subject based on your curriculum to which the scenario relates: | History, Civics, Geography | |
| To which Sustainable Development Goal (s) does the scenario relate to : (highlight it/them) | [ ] No Poverty | [ ] Industry, Innovation and infrastructure |
| [ ] Zero Hunger | [ ] Reduced Inequalities |
| [ ] Good Health and Well-Being | [x] Sustainable Cities and Communities |
| [x] Quality Education | [x] Responsible Consumption and Production |
| [ ] Gender Equality | [ ] Climate Action |
| [ ] Clean Water and Sanitation | [ ] Life Below Water |
| [x] Affordable and Clean Energy | [x] 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 | [ ] 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:   * What is the difference between modern and traditional life? * What is the role of a museums in history conservation? |
| In terms of skills | The learner is able to:   * Understand the impact of modern life to traditions |
| In terms of competences | The learner is able to:   * Name objects, places and actions related to the past. |

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| PART 3: Description of the game | |
| Narrative description of the game plot: | Romanian village used to be very rich in traditions and wisdom. From the harvest, to cooking and preserving food to making ecofriendly objects and homes that preserves energy … During the communism, the transition between the traditional and the industrial life was very severe and the past may be lost for younger generations …  This is way the museums are very important. |
| Game objectives: | Located in Golesti, 10 km from Pitesti, the Village Museum is a huge ethnographic museum, with absolutely original monuments of folk architecture from all parts of Romania, the first popular school in South Romania, a historical mansion and ancient hospital and a church.  The main objective of the game is to visit the places and learn about the living in the past, including terms that are almost lost as well as the traditions. |
| Does the scenario refer to a specific location? If yes, specify. If no, write everywhere. | Yes, at the Village Museum in Golesti, Romania |
| Characters: | The historical characters, a teacher, the guide |
| Scenes: | The game consists of for scenes/places of interest:   1. the fort 2. the mansion 3. the school 4. the ethnographic museum |
| Type of work: Individual/ collaboration | Students play the game in small groups |
| 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 given instructions about how to use mobile devices and how to play the MARG. They are divided in small groups. | 5’ |
| During the game: | The game takes place in the Village Museum in Golesti. Just before the entry, the teacher asks the students if *it is good to give up traditions to live in a modern world*. To answer this question, students are invited to visit the museum. During the game, students, students visit the 4 areas /scenes:  **Scene 1:**  **the fort**  At the entrance to the Zoo, virtual historical character (Tudor Vladimirescu) explains the role of a fort in the past and invite students to visit it.  **Scene 2: the school**  Students learn about the first school in South Romania, and they receive instructions to read in Slavic alphabet.  **Scene 3: the mansion**  In this area, students learn about the history of Family Golescu and they successors as well as the education given to girls.  **Scene 4: the village museum**  In this area, students observe traditional houses and objects used in households. They are invited to find the meaning of old words and to observe the close connection between people and the environment. To finish the game, they have to answer a questionnaire. | 45’ |
| After the game: | After the game, using the information they collected during the visit, students debate pro and against industrialization and destruction of Romanian villages. | 50’ |
|  | **Total**: | 100’ |

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| PART 5: Prerequisite knowledge and supportive material | |
| Learners’ prerequisite knowledge: | Basic knowledge of using a mobile device. Basic knowledge about wild animals. |
| Infrastructure/ equipment needed for implementing the scenario: | Mobile devices with data-internet connectivity |
| Other learning resources needed: |  |

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| PART 6: Approach towards the assessment of the learning outcomes | |
| Learners’ assessment approach: | ✓ In-game quizzes  ✓ Feedback from students  ✓ Questionnaire |