**Learning scenario with MARG - Template**

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| PART 1: General information | | |
| Title of the scenario: | **Mowgli** | |
| Keywords: | Wellbeing, healthy / unhealthy lifestyle, bulling, children’s needs and wrights | |
| 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 |
| Attiribution-ShareAlike | Attribution-NonCommercial |
| 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: | Biology, Children's Rights, Physical Education, Technology | |
| 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 | [ ] Sustainable Cities and Communities |
| [ ] Quality Education | [x] Responsible Consumption and Production |
| [ ] Gender Equality | [x] 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 | [ ] 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 are the needs of the children in terms of food, sleep, hygiene, relationships? * What impact will have the unhealthy habits on our live in the future? |
| In terms of skills | The learner is able to:   * To distinguish between a healthy and unhealthy lifestyle * To know what the signs of an unhealthy lifestyle are |
| In terms of competences | The learner:   * Can explain to colleagues 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: | Since he left the jungle to live with people, Mowgli has made many changes in his life.  Now he lives like the other children. He discovered sweets and fast food. He goes to school with the other children in the village who behave quite badly with him and call him weird. Therefore, he prefers to spend more time at home, watching TV or playing on the computer.  Lately, Mowgli has been feeling something is wrong with him…  So, he decides to pay a visit to his old friends in the jungle to ask for their advice. |
| Game objectives: | The game consists of several stages to find Mowgli's friends. Chill is the only one who knows where they are, but in order to receive the direction, Mowgli has to face some challenges. Students help Mowgli answer Chill's questions based on the materials received on their mobile devices. If the answer does not match the advice received, then Shere Kahn appears and tries to take advantage of Mowgli's inattention. To finish the game, students must help Mowgli find all his friends and return home safely. |
| Does the scenario refer to a specific location? If yes, specify. If no, write everywhere. | Yes, a large park near to “Mircea cel Bătrân” Secondary School, Pitesti, Romania |
| Characters: | Mowgli, Chill, Baloo, Bagheera, Hathi, Akela, Shere Kahn |
| Scenes: | (1) Mowgli is looking for his old friends in the jungle  (2) Meeting Baloo  (3) Meeting Bagheera  (4) Meeting Hathi  (5) Meeting Akela |
| Type of work: Individual/ collaboration | The students will play the game in small groups (3-4 students) |
| 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 teams. | 5’ |
| During the game: | Each group starts the game from school accompanied by their classroom teacher(s). In each of the five locations, students meet Mowgli’s friends and they watch the augmented material on the tablet /smartphone and sought to find the right answers to the questions that were appearing.  At the same time, during the game, they are completing a worksheet with tips for a healthy lifestyle.    **More specifically:**  **Scene 1:**  **Mowgli is looking for his old friends in the jungle**  Mowgli remembers how happy he was with his friends in the jungle and tries to meet them. He tells Chill what his life is like now and asks him to show him the way through the jungle. Chill asks Mowgli to promise that once he returns to the village, he will heed the advice of his friends. Mowgli promises and asks students to write down in a notebook everything they will learn.  **Scene 2: Meeting Baloo**  Helped by Chill, Mowgli meets Baloo and tells him that he feels tired and that in order to have energy he eats a lot of sweets. Baloo shows Mowgli the food pyramid and asks him to choose healthy foods from a list. After solving the task correctly, Chill shows Mowgli the way to Bagheera.  **Scene 3: Meeting Bagheera**  Mowgli tells Bagheera that he spends a lot of time in the house and that he can barely climb a tree. Bagheera tells him that for a healthy life, he must exercise at least 60 minutes every day and asks him to choose at least 5 physical activities that he can do daily. After solving the task, Chill shows him the way to Hathi.  **Scene 4: Meeting Hathi**  Hathi finds out that Mowgli prefers to play on the computer at night than to sleep and in the morning, he barely wakes up to go to school. Hathi tells Mowgli that he must educate his character and will and asks him to have a balanced and rigorous program of rest and sleep and to follow the rules of hygiene to avoid diseases. After Mowgli proves that he understood by answering Hathi's questions, Chill shows him the way to Akela.  **Scene 5: Meeting Akela**  Akela and the other wolves greet Mowgli happily and ask him how he gets along with his new friends in the village. Mowgli talks about his schoolmates bothering him. Akela teaches Mowgli what technique to adopt when someone speaks badly to him and advises him to try to make friends with the other children in the village.  With the help of his friends, Mowgli understood that all his troubles come from the fact that he does not lead a healthy life and he is not in harmony with others.  Chill leads him back to the village. Mowgli promises to take the advice he received and change his lifestyle. | 45’ |
| After the game: | The next day at school, students discuss the experience with Mowgli and his friends in the jungle through this game. They discuss their own lifestyle and what impact would have on their health if they applied the advice Mowgli received from Baloo, Bagheera, Hathi and Akela. | 50’ |
|  | **Total**: | 100’ |

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| PART 5: Prerequisite knowledge and supportive material | |
| Learners’ prerequisite knowledge: | Basic knowledge of using a mobile device |
| Infrastructure/ equipment needed for implementing the scenario: | Mobile devices with data-internet connectivity |
| Other learning resources needed: | <https://kidshealth.org/en/kids/not-tired.html>  <https://classroom.kidshealth.org/index.jsp?Grade=35&Section=problems> |

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