**Learning scenario with MARG - Template**

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| PART 1: General information  |
| Title of the scenario: | **Europe Day** |
| Keywords: | EU symbols, Greece, The Netherlands, Cyprus and Romania |
| Name(s) of the scenario’s creator(s): | Monica Benghe, Mircea cel Bătrân Secondary School, Romania |
| [Creative Commons License](https://creativecommons.org/licenses/?lang=en) of the scenario: | Attribution | Attribution-NoDerivs |
| Attribution-ShareAlike | Attribution-NonCommercial |
| Attribution-NonCommercial-ShareAlike | Attribution-NonCommercial-NoDerivs |
| Estimated duration of the scenario’s activities: | 2 x 50 MIN |
| Age range of learners: | 12-13 years old |
| Learners’ special characteristics: (i.e. immigrants, special needs) | None |
| Learning subject based on your curriculum to which the scenario relates: | History, Geography, Social Education, Languages |
| 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 | [ ] Responsible Consumption and Production |
| [ ] Gender Equality | [ ] Climate Action |
| [ ] Clean Water and Sanitation | [ ] Life Below Water |
| [ ] Affordable and Clean Energy | [x] Life On Land |
| [ ] Decent Work and Economic Growth | [x] 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  | [ ] Critical thinking,  |
| [x] Communication | [x] Active citizenship |
| [x] Collaboration | [ x] Respect for differences |
| [ ] Problem solving |  |

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| PART 2: Learning outcomes of the scenario  |
| In terms of knowledge  | ✓ The learner knows about linguistic and cultural diversity in Europe through 4 European countries✓ The learner knows about the symbols and values of the E.U. |
| In terms of skills | ✓ The learner is able to identify essential information from short documents ✓ The learner is able to understand cultural diversity of EU and accept cultural differences between countries |
| In terms of competences | ✓ The learner is able to manifest curiosity towards some elements specific to the European cultural space✓ The learner is able to develop intercultural skills and adopt an appropriate behaviour when faced with different cultures  |

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| PART 3: Description of the game |
| Narrative description of the game plot: | A few days before May 9th, Katerina, Lars, Andreas and Mihai - for students from Greece, Netherlands, Cyprus and Romania - are preparing to participate in Europe Day, an international event organized by Europe Direct Centre. In order to participate in this event, students must bring an EU flag. They only have 3 stars each so, they decide to make a flag by putting together all the stars they have. They challenge each other to participate in a virtual tour of the four EU countries, collect and share all the 12 golden stars. Join the 4 students for a virtual tour of this countries and discover the cultural diversity and some interesting facts you didn’t know before.  |
| Game objectives: | The aim of the game is to discover the cultural diversity of Europe through a virtual tour of the 4 European countries and collect all the 12 golden stars in order to make an EU flag. For each country they visit, the players receive 3 stars. In order to complete the game, students must collect the 12 stars. This will grant the players the right to participate at the international event. |
| Does the scenario refer to a specific location? If yes, specify. If no, write everywhere. | Yes. The public square in front of the Europe Direct office, in Pitesti, Romania |
| Characters: | Katerina, Lars, Andreas, Mihai.  |
| Scenes: | The game consists of visiting four countries in Europe, as follows:1. Travelling to Greece
2. Travelling to the Netherlands
3. Travelling to Cyprus
4. Travelling to Romania
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| Type of work: Individual/ collaboration | Students play the game in teams of 4 players  |
| 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 Europe Direct Centre in Pitesti. In each of the four locations, students are watching the augmented material on the tablet /smartphone and seek to find the right answers to the questions that are appearing. At the same time, during the game, they are completing a worksheet on different aspects related to the 4 countries: geography, history, touristic attractions, gastronomy and traditions. The game consists in 4 scenes, more specifically: **Scene 1: Travelling to Greece** Katerina welcomes the players to Greece and she presents them information about her country. At the end, she asks them 3 questions and, if the answers are correct, she agrees to share her stars with the others. **Scene 2:**   **Travelling to the Netherlands**Students meet Lars. He presents them interesting cultural information about the Netherlands. He asks them to answer a quiz and, in exchange of the good answers, he agrees to share his stars with the others.**Scene 3: Travelling to Cyprus** Andreas welcomes the players to Cyprus. He presents them interesting cultural information about his country and ask them to answer a short quiz. **Scene 4: Travelling to Romania**Students meet Mihai. He presents them less known information about Romania. As a reward for a good answer, they receive a set of 3 golden stars. At the end of the game, students put together the collected star and make the EU flag with 12 stars.During the game each member of the group completes a worksheet on different aspects related to the four countries: geography, history, touristic attractions, gastronomy and traditions.  | 45’ |
| After the game: | After returning to school, team members divide into the four areas they have studied and share their notes. Then they make a presentation about the four countries in front of their colleagues and they discuss about the cultural diversity of Europe.  | 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 connectivityWorksheets prepared by the teachers.  |
| Other learning resources needed: | <https://europa.eu/european-union/index_en><https://europa.eu/european-union/about-eu/symbols/europe-day_en>  |

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