**Learning scenario with MARG - Template**

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| PART 1: General information | | |
| Title of the scenario: | **Let’s make our city sustainable** | |
| Keywords: | Sustainable, transport, mobility, soft mobility | |
| Name(s) of the scenario’s creator(s): | Valentina Stîngă, University of Pitesti, 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: | 100 minutes | |
| Age range of learners: | 10-12 years old | |
| Learners’ special characteristics: (i.e. immigrants, special needs) | None | |
| Learning subject based on your curriculum to which the scenario relates: | Social Education | |
| 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 |
| [ ] Quality Education | [ ] 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 | [x] Active citizenship |
| [ ] No Poverty | [x] Industry, Innovation and infrastructure |
| [ ] Zero Hunger | [ ] Reduced Inequalities |

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| PART 2: Learning outcomes of the scenario | |
| In terms of knowledge | * The student learns about the concept of sustainable/sustainability * The student learns about the pillars of sustainability * The student learns about the ways to encourage sustainable practices through examples |
| In terms of skills | * The learner is able to understand the importance of sustainability for the development of present communities |
| In terms of competences | * The learner suggests ways of increasing people’s awareness of the impact of sustainable choices * The learner suggests solutions for determining people to manifest a larger interest in making their community a sustainable one |

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| PART 3: Description of the game | |
| Narrative description of the game plot: | The game plot consists in a series of tasks assigned to the players in order to check their capacity of transforming their city into a sustainable community. The students are members of the School’s Students’ Club and were asked by the School Principal to publish an article in the school newspaper. Since the topic of this month’s issue is “Save the Planet!”, they think of doing an on-site research on the streets of the city and write an article on “How to make life more sustainable in our city”. At the beginning of the game, they are provided with a movie based on which they should develop a more intense understanding of the concept of sustainability and, during the subsequent stages, in addition to the initial movie, they are provided with other digital material (virtual images).  The game is structured in three levels and the progress from one level to another depends on the score obtained by the players after answering a quiz related to the information presented in that particular stage.  Stage 1 consists of the students’ watching a documentary about the urban green, based on which they are required to name the solutions proposed by the authorities in the movie as a way to increase urban sustainability.  Afterwards, as they move to the next scene, which is that of a crowded street, full of cars in continuous movement, they are asked to identify the type of challenge this poses to the environment and the type of solution they would think of, based on their knowledge of sustainable cities.  Finally, they are set in a new background, where the concept of soft mobility is central. |
| Game objectives: | Players’ purpose consists in answering correctly as many questions as possible in order to reach a certain number of points that automatically means they are classified as active citizens. To pass to the next level, students have to gain at least 70 points out of 100, otherwise they are obliged to carry out the task again. |
| Does the scenario refer to a specific location? If yes, specify. If no, write everywhere. | Everywhere |
| Characters: | Book club members, Passer-by, cyclist |
| Scenes: | **The Urban Green**  **How to become sustainable**  **Cycling cities are sustainable cities** |
| Type of work: Individual/ collaboration | Individual |
| 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 information on the way they should use their mobile devices throughout the game and how they should cope with MARG technology in order to successfully fulfill the tasks assigned in the following stages. The teacher makes sure all students are able to perform the tasks. | 5 min |
| During the game: | The game starts inside the classroom, with the initial information provided that students act as members of the School’s Students’ Club and were asked by the School Principal to publish an article in the school newspaper. Since the topic of this month’s issue is “Save the Planet!”, they think of doing an on-site research on the streets of the city and write an article on “How to make life more sustainable in our city”. In each of the three stages, students are watching the augmented material on their devices and seek to find the right answers to the questions that are appearing. At the same time, during the game, they are filling in a worksheet on what it means to be a sustainable community.  **The Urban Green**  Assisted by their teacher, the students watch on their devices a video documentary about the Urban Green, which presents the basics of sustainability (with special reference to transportation matters) and which will serve the basis for what is to come. After watching the movie, they are given a set of static images extracted from the movie and are asked to identify the worries that modern societies have to face and the main directions they should follow in order to become sustainable. After paying attention to the information presented, students are asked to solve a quiz so as to proceed to the next stage of the game.  **How to become sustainable**  The second task consists in providing the players on their mobile devices with a virtual image of a very crowded street, placed in the middle of a grey natural landscape that lacks in green spaces (*if possible, we may consider putting the students outside, walking near a crowded street*). A passer-by stops by them and asks them to look closely at the scene and identify the sustainable solutions that may contribute to the greening of the community. Students are supposed to choose from a list the solutions that are valid, on which their passing to the next level depends.  **Cycling cities are sustainable cities**  When at the third level of the game, players walk on a street and meet a cyclist who talks to them and describes the types of urban mobility. Based on his presentation, Based on his presentation, students have to solve a quiz on the types of urban mobility. | 50 min |
| After the game: | Upon their return to school, students are asked to write an article on the topic “How to make life more sustainable in our city” based on the knowledge acquired during the game and suggest solutions meant to facilitate a better understanding of the notion of sustainable community. | 45 min |
|  | **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 of sustainable practices |
| Infrastructure/ equipment needed for implementing the scenario: | Mobile devices with data-internet connectivity |
| Other learning resources needed: | <https://www.coursera.org/lecture/gte-sustainable-cities/the-urban-green-part-i-zDw0J>  <https://www.youtube.com/watch?v=7kfpgS_XcQ8>  <https://www.euro.who.int/__data/assets/pdf_file/0010/342289/Urban-Green-Spaces_EN_WHO_web3.pdf%3Fua=1>  <https://www.youtube.com/watch?v=o86Ut6kAEMQ> |

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