**Learning scenario with MARG - Template**

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| PART 1: General information  |
| Title of the scenario: | **Soirée Francophone** |
| Keywords: | Francophonie, France, Belgium, Luxembourg, Switzerland, Monaco |
| 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 |
| Attiribution-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: | French, geography, history |
| 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 |
| [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) | [x] Information and data literacy  | [ ] 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 about linguistic and cultural diversity in Europe through the 5 francophone countries✓ The learner knows about the symbols and values of Francophonie |
| In terms of skills | ✓ The learner is able to identify essential information from short documents in simple French✓ 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 cultural space of Francophonie ✓ The learner is able to develop intercultural skills and adopt an appropriate behavior 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 March 20th, international Francophonie Day, you get an invitation to a Francophone evening. Mandatory dress code: wear a multicolored scarf. Some artists from France, Belgium, Luxembourg, Switzerland, Monaco are expected to attend this event and it would be a good opportunity to meet them and practice French. But can you handle a conversation about their countries?  |
| Game objectives: | The aim of the game is to discover the cultural diversity of Europe through a virtual tour of the 5 European countries where French is the official language and collect all the clues in order to choose the right colors for the Francophonie evening. For each country discovered, the player receives a colored ribbon (red, green, purple, blue, yellow). The 5 colors represent the colors of the Francophonie flag and the collected clues will help the player choose the colors for the scarf he will wear to the Francophonie Evening |
| Does the scenario refer to a specific location? If yes, specify. If no, write everywhere. | Yes. In front of the Alliance Française in Pitesti, near the rectorate of the University of Pitesti, Romania |
| Characters: | Léa, Sophie, Xavier, Walter, Albert  |
| Scenes: | The game consists of a virtual tur of the five countries in Europe where French is the official language: 1. Welcome to France
2. Welcome to Belgium
3. Welcome to Luxembourg
4. Welcome to Switzerland
5. Welcome to Monaco
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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 the Alliance Française accompanied by their classroom teacher(s). In each of the five locations, around the start point, students are watching 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. More specifically: **Scene 1:**  **Welcome to** **France** Students meet Léa. She presents them interesting information about France.**Scene 2: Welcome to** **Belgium**Students meet Sophie. She presents them interesting information about Belgium.**Scene 3: Welcome to** **Luxembourg** Students meet Xavier. He presents them cultural and linguistic information about Luxembourg. **Scene 4: Welcome to** **Switzerland**Students meet Walter. He presents them cultural and linguistic information about Switzerland.**Scene 5: Welcome to** **Monaco**Students meet Albert. He presents them interesting information about Monaco.After every meeting, students are asked questions about the country they just visited and, as a reward for a good question, they receive a colored ribbon. At the end of the game, they are asked what color is the scarf they will wear at the evening. In order to answer that question, the players will use the collected clues. During the game each member of the group complete a worksheet about one of the different aspects related to the five countries: geography, history, touristic attractions, gastronomy and traditions.  | 45’ |
| After the game: | After returning to school, students organize an European Tourism Exhibition for their colleagues. All the 5 countries will be represented by the players who will share their experience as travelers in the respective countries trough the MARG game and use the notes to answer the questions.  | 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 in French (A1.2 - A2 Level of the Common European Framework of Reference for Languages) |
| Infrastructure/ equipment needed for implementing the scenario: | Mobile devices with data-internet connectivityWorksheets prepared by the teachers.  |
| Other learning resources needed: | <https://www.francophonie.org>  |

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