**Learning scenario with MARG - Template**

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| PART 1: General information | | |
| Title of the scenario: | **A journey through Europe: Discovering European Union’s role** | |
| Keywords: | Freedom, peace, culture, respect for diversity | |
| Name(s) of the scenario’s creator(s): | Flavian Palade, 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 | [ ] 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 | [ ] 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 | [x] Critical thinking |
| [x] Communication | [x] Active citizenship |
| [ ] Collaboration | [ ] Respect for differences |
| [ ] Problem solving |  |

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| PART 2: Learning outcomes of the scenario | |
| In terms of knowledge | * The student learns about the Member States of the European Union * The student learns about the cultural particularities of each Member State * The student learns about the structure of the European Union and its aims |
| In terms of skills | * The learner is able to understand the importance of the European construction and its main mechanisms of functioning |
| In terms of competences | * The learner suggests ways of increasing the awareness among European citizens regarding the impact of the European Union’s decisions on their everyday life * The learner suggests solutions for determining teenagers to take a growing interest in making their voice heard by the European officials * The learner comes up with ideas meant to reinforce the need for human rights to be respected |

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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 becoming worthy European citizens. Throughout the game, they are provided with digital information (video documentaries, websites, virtual maps) based on which they should make logical inferences about the European Union’s goals and values. The game contains three levels and the progress from one level to another depends on the score obtained by each player after answering a quiz related to the information presented in the augmented material. In the beginning, students watch a documentary about the establishment of the EU, then they are asked to identify its Member States. Afterwards, as they move from one room to another, they encounter various prestigious cultural landmarks and they have to associate them with the major cities in which they are located so as to understand EU’s rich cultural diversity. Finally, they are given information about the responsibilities of each country at the level of the European Commission, which is the governing body of the EU and thus students are asked to determine the precise domains each country is in charge of. |
| 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 awarded a certificate of European 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: | Children, Tour guides, European commissioners |
| Scenes: | The school building |
| 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 instructed about 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. | 5 min |
| During the game: | The game starts inside the classroom as students assisted by their teacher watch on their tablets a video documentary about the formation of the European Union. A set of questions concerning the circumstances that led to its creation and the countries that joined it throughout the time are addressed to the players. After paying attention to the information revealed, students are asked to solve the quiz so as to proceed to the next stage of the game.  The second task consists in providing the players on their mobile devices with a virtual map of the European Union and taking into consideration that each room of the school building corresponds to a different Member State, students have to make their way through the school in order to get to as many EU countries as possible. Once they reach a certain location, a virtual local tour guide gives them details about a representative cultural landmark for that country. Players are asked to associate the name of the famous attraction with the name of the city in which this is to be found. *Each location of interest will be password protected. Once students reach this location, they will have to observe their surroundings, spot the password and fill it in the game in order to access the location’s digital content.*  Within the third level of the game, players encounter several virtual characters that embody the European Commissioners. These describe their job at the European Union and what they do on a regular basis to the benefit of the citizens. They also speak about the values and goals promoted by the European institutions. Based on these explanations, students have to determine the domain administered by the representative of each Member State. | 50 min |
| After the game: | Upon their return to school, students complete a questionnaire given by the teacher about the knowledge acquired during the game and suggest solutions meant to facilitate a better understanding of the European Union’s mechanisms of functioning by all the children and teenagers. | 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 about European Union |
| Infrastructure/ equipment needed for implementing the scenario: | Mobile devices with data-internet connectivity |
| Other learning resources needed: | <https://www.youtube.com/watch?v=4VCYHTGjr-U>  <https://www.youtube.com/watch?v=O37yJBFRrfg&t=278s>  <https://en.wikipedia.org/wiki/European_Union>  <https://ec.europa.eu/commission/commissioners/2019-2024_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 |