**Learning scenario with MARG - Template**

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| PART 1: General information | | |
| Title of the scenario: | **In the Park** | |
| Keywords: | Endangered animals and plants, preserving wildlife, quality education | |
| 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: | Environmental education, Physics, Biology, Mathematics | |
| 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 | [ ] 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 |
| [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 is the role of wildlife? * How humans can contribute to preserve nature diversity? |
| In terms of skills | The learner is able to:   * Work with concepts from sciences |
| In terms of competences | The learner is able to:   * Solve problems. |

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| PART 3: Description of the game | |
| Narrative description of the game plot: | Every year, sixth graders test their knowledge of mathematics, physics, biology in a national exam organized in June. The game takes the students in an adventure in the park on the bank of the Arges river where they observe nature and recap the knowledge. |
| Game objectives: | The main objective of the game is to solve logic and calculation problems involving information about nature and thus to collect as many points as possible to take the exam. |
| Does the scenario refer to a specific location? If yes, specify. If no, write everywhere. | Yes, in the Park, at the bank of the Arges river in Pitesti, Romania |
| Characters: | The students in the park, at the mountains, during a school trip. |
| Scenes: | The game consists of 4 scenes/places of interest:   1. Planting flowers 2. Looking at the mountains 3. The biology projects 4. The school trip |
| Type of work: Individual/ collaboration | Students play the game in small groups |
| 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 small groups. | 5’ |
| During the game: | The game takes place in the Lunca Argesului Park. During the game, students visit 4 areas /scenes. More specifically:  **Scene 1: Planting flowers**  At the entrance to the park, students learn about how to plant flowers, the vulnerable plants and how to protect them  **Scene 2: the mountains**  Students observe the mountains and they answer questions about the plants and animals in the mountains and the properties of water.  **Scene 3:**   **The biology projects**  In this area, students observe animals and explain how they are adapted to the environment.  **Scene 4:**  **The school trip**  In this area, students are encouraged to observe nature while traveling and to reflect on the vulnerability of nature due to human activity.  During the game the students answer 10 questions and get points. | 45’ |
| After the game: | After the game, students exchange on the information’s they achieved and they make a list of learnings situations and learning strategies. | 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 about wild animals. |
| Infrastructure/ equipment needed for implementing the scenario: | Mobile devices with data-internet connectivity |
| Other learning resources needed: |  |

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