

## Learning scenario with MARG

<b>PART 1: General information</b>		
<b>Title of the scenario:</b>	Save the human rights of children	
<b>Keywords:</b>	Children's rights, human rights	
<b>Name(s) of the scenario's creator(s):</b>	Spyros Spyrou	
<b><a href="#">Creative Commons License</a> of the scenario:</b>	Attribution <input type="checkbox"/> Attribution-NoDerivs <input type="checkbox"/>	
	Attribution-ShareAlike <input type="checkbox"/> Attribution-NonCommercial <input type="checkbox"/>	
	Attribution-NonCommercial-ShareAlike <input checked="" type="checkbox"/> Attribution-NonCommercial-NoDerivs <input type="checkbox"/>	
<b>Estimated duration of the scenario's activities:</b>	120 minutes	
<b>Age range of learners:</b>	9-12 years old	
<b>Learners' special characteristics: (i.e. immigrants, special needs)</b>	None	
<b>Learning subject based on your curriculum to which the scenario relates:</b>	Social and Political Education	
<b>To which Sustainable Development Goal (s) does the scenario relate to : (highlight it/them)</b>	{ X } No Poverty	{ } Industry, Innovation and infrastructure
	{ X } Zero Hunger	{ X } Reduced Inequalities
	{ X } Good Health and Well-Being	{ X } Sustainable Cities and Communities
	{ X } Quality Education	{ } Responsible Consumption and Production
	{ X } Gender Equality	{ } Climate Action
	{ } Clean Water and Sanitation	{ } Life Below Water
	{ } Affordable and Clean Energy	{ } Life On Land
	{ X } Decent Work and Economic Growth	{ X } Peace, Justice and Strong Institutions
<b>Which 21<sup>st</sup> century skill(s) does the scenario involve: (highlight it/them)</b>	{X} Information and data literacy	{X} Critical thinking
	{X} Communication	{X} Active citizenship
	{X} Collaboration	{X} Respect for differences
	{X} Problem solving	

<b>PART 2: Learning outcomes of the scenario</b>	
<b>In terms of <u>knowledge</u></b>	The learner knows and understands: <ul style="list-style-type: none"> <li>✓ The rights of children.</li> <li>✓ The obligations of the children</li> </ul>
<b>In terms of <u>skills</u></b>	The learner is able to: <ul style="list-style-type: none"> <li>✓ To know everything about the rights and obligations of children so that no one takes advantage of it.</li> </ul>
<b>In terms of <u>competences</u></b>	The learner: <ul style="list-style-type: none"> <li>✓ suggests solutions for children whose rights are not respected by adults</li> <li>✓ suggests interventions for children whose rights are not respected by adults</li> </ul>

<b>PART 3: Description of the game</b>	
<b>Narrative description of the game plot:</b>	<p>The game will be held at Rhodes College. The teacher will present images of children whose human rights are not respected around the world. He will then instruct the children to investigate everything about children's rights. Students will be researchers and through the four stages will research the following:</p> <ol style="list-style-type: none"> <li>1. Your survival, your protection and your development</li> <li>2. Your identity, your personal life and your family.</li> <li>3. Your freedoms.</li> <li>4. You and the state.</li> </ol> <p>At each stage the children have to answer all the questions of the quiz correctly, so that in the end they suggest solutions for the children whose rights are not respected in the pictures shown to them by their teacher.</p>
<b>Game objectives:</b>	<ol style="list-style-type: none"> <li>1. Children - researchers should gather all the information from the 4 points to finally suggest solutions for children whose rights are not respected in the pictures shown to them by their teacher.</li> </ol>
<b>Does the scenario refer to a specific location? If yes, specify. If no, write everywhere.</b>	Everywhere
<b>Characters:</b>	Teacher

<b>Scenes:</b>	The game consists of 4 scenes / points of interest: 1. Your survival, your protection and your development 2. Your identity, your personal life and your family. 3. Your freedoms. 4. You and the state.
<b>Type of work: Individual/ collaboration</b>	Students play the game in teams of three
<b>Does the game involve different player roles? If yes, specify.</b>	No

<b>PART 4: Description of the learning scenario activities</b>		
	<b>Learning settings</b>	<b>Estimated time</b>
<b>Before the game:</b>	Students are given instructions about how to use mobile devices and how to play the MARG. They are divided in team of three players.	10'
<b>During the game:</b>	<p>All teams start with the class teacher at Rhodes College. After the teacher presents the problem situation, the first of the four places of interest will appear on the map and the children will select it to start the game. The four locations-scenes in particular:</p> <p>Scene 1: Your survival, protection and development: In the first scene the teacher will analyze the children's rights regarding their survival, protection and development. Researchers will collect the information and at the end they will have to answer the quiz questions to get the first piece from the flag of children's rights.</p> <p>Scene 2: Your identity, your personal life and your family: In the second scene the teacher will analyze the children's rights regarding their identity, personal life and family. Researchers will collect the information and at the end they will have to answer the quiz questions to get the second piece from the flag of children's rights.</p> <p>Scene 3: Your freedoms: In the third scene the teacher will analyze the children's rights regarding their freedoms. The players-researchers will gather the information and at the end they will have to answer the questions of the quiz to get the third piece from the flag of children's rights.</p>	60'

	Scene 4: You and the state: In the fourth scene the teacher will analyze the children's rights regarding them and the state. Researchers will gather the information and at the end have to answer the quiz questions to get the fourth piece from the flag of children's rights.	
<b>After the game:</b>	The players-researchers with the information they gathered will decide what to create to provide solutions for children whose rights are not respected in the pictures shown to them by their teacher. They can create videos, posters, collages.	50'
	<b>Total:</b>	120'

<b>PART 5: Prerequisite knowledge and supportive material</b>	
<b>Learners' prerequisite knowledge:</b>	Basic knowledge about the use of mobile devices, basic knowledge about children's rights
<b>Infrastructure/ equipment needed for implementing the scenario:</b>	Mobile devices with data-internet connectivity
<b>Other learning resources needed:</b>	Under configuration

<b>PART 6: Approach towards the assessment of the learning outcomes</b>	
<b>Learners' assessment approach:</b>	Digital quizzes Questionnaires