**Learning scenario with MARG**

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| PART 1: General information | | |
| Title of the scenario: | The Quest of Colossus | |
| Keywords: | Multicultural Knowledge, universal values Tolerance, Respect, Memory, Cooperation | |
| Name(s) of the scenario’s creator(s): | Thanasis Chatzigeorgiou - Psaras | |
| [Creative Commons License](https://creativecommons.org/licenses/?lang=en) of the scenario: | Attribution | Attribution-NoDerivs |
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| Attribution-NonCommercial-ShareAlike | Attribution-NonCommercial-  NoDerivs |
| Estimated duration of the scenario’s activities: | 180 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: | History – Geography – Civil 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 |
| {Χ} 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 | { } 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 | {X} Respect for differences |
| { } Problem solving |  |

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| PART 2: Learning outcomes of the scenario | |
| In terms of knowledge | The learner knows and understands:   * The traces left by people from different time periods and different cultures in Rhodes same place. * The culture of Rhodes and its cultural monuments. * The history of Rhodes and where exactly was one of the 7 wonders of the ancient world, the Colossus. |
| In terms of skills | The learner is able to:   * to adopt positive attitudes towards their history and their civilization. * to use augmented reality technology for educational purposes |
| In terms of competences | The learner:   * proposes solutions to improve the cultural conditions of Rhodes * proposes interventions in their immediate social environment to address the problems of the wider environment |

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| PART 3: Description of the game | |
| Narrative description of the game plot: | Students will have the role of archaeologists. The goal is to find the real location where the Colossus of Rhodes was built. They start from Elafakia in Mandraki of Rhodes. Archaeologists are informed that the research shows that the Colossus was not set up there but probably in an area where the Medieval City is located today. Different cultures from different historical eras will help in finding the area. Archaeologists will pass through 6 parts of the Medieval City that highlight the multiculturalism. In each place they gain a crystal that represents a universal human value.  When they reach their final destination, they find the treasure trunk that will be the knowledge of all people from all cultures that we need to preserve and pass on to future generations. The trunk will open because archaeologists will have all the crystals with universal values. The Colossus of Rhodes will be built there. |
| Game objectives: | In each scene students must answer a series of questions correctly. If they do not answer correctly, they repeat the question until it is answered correctly. They receive a crystal (picture) as a gift and the location of the next activity is shown on a map. |
| Does the scenario refer to a specific location? If yes, specify. If no, write everywhere. | Mainly in the Medieval City of Rhodes |
| Characters: | Colossus, Goddess Aphrodite, Knite, Ottoman Villager, Jewish martyr, Priest |
| Scenes: | 1. Elafakia in Mandraki, Rhodes 2. Ancient Temple of Aphrodite 3. Archaeological Museum 4. Suleiman Mosque 5. Jewish Martyrs Square 6. Virgin Mary of Burgos 7. The possible location of the Colossus |
| Type of work: Individual/ collaboration | Teamwork . Teams of 3 students. Players will be the following:  1) tablet operator  2) team leader-coordinator  3) map manager |
| 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 on how to play the game and how to use mobile devices in the context of the game. They split into groups of two and begin the search for the Colossus. | 10’ |
| During the game: | The objective of the game is to find the real location where one of the 7 wonders of the world once existed. So the archaeologists and their teachers will start from Elafakia in Mandraki of Rhodes since it is the most famous possible area that has been associated with the Colossus  **Scene 1:** We are located in Elafakia in Mandraki of Rhodes. The Colossus appears to the archaeologists and informs them that this is a very nice area in which he would like to be rebuilt and that he has learned that there is a thought to do something like that.  A video describing the reconstruction project appears. The archaeologists are then asked to answer a quiz regarding the video they watched. After answering successfully the questions, the Colossus says that he is glad that they completed the quiz, gives them the Crystal of Knowledge and informs that although he wants to be here, the original location he was standing is somewhere else and they should find it. It shows on the map that they have to go to the Ancient Temple of Aphrodite outside the Medieval City in order to ask.  **Scene 2:** Ancient Temple of Aphrodite: The Goddess Aphrodite appears in a video and describes her temple, who built it, for what reason and how long and effort it took. She complains because on the one side the temple is hidden because the space is used as a car park, but she tolerates it until people find a better solution. She knows that they are looking for the real location of the Colossus and she will help them find it. They will have to answer a quiz about the Goddess Aphrodite, her Temple and the way the ancients lived and worked together. After completing the quiz, Aphrodite gives the Crystal of Tolerance and shows on the map the Archaeological Museum where a Knight will help to find her Statue. There they will find the next Crystal.  **Scene 3:** Archaeological Museum: A Knight appears. He informs about the order of the Knights of St. John and that the place where they are was a Hospital at those times. It was a place full of pain, tears, but also relief because many recovered. Everyone tried to respect the different needs of the other, the pain of their neighbor and his joy when he was well. He is glad that people are using this large space as a museum that again inspires another respect… of history, human effort and knowledge of another era and gives children a quiz with questions about the previous information. After completing the quiz correctly, the Knight says that the Statue of Aphrodite is inside the museum, that they will respectfully enter to find it and shows on the map where the Statue is.  Goddess Aphrodite appears again, gives them the Crystal of Respect and shows the next area on the map.  **Scene 4:** The mosque of Suleiman. An Ottoman villager appears, explaining what the building they are looking at is. He explains that ordinary Ottomans may be very different in views, ideas and lifestyles but can coexist with other people. He tries to forgive the bad ottomans who did things they should not have done in the past and any other bad man who contributed to the misery of the people. Forgiveness is one of the most important elements of human coexistence. He thanks the people who still maintain this beautiful building respecting a different culture. Gives the children a quiz which when answered correctly shows the next location on the map. The villager gives the Crystal of Forgiveness and urges the children to continue the search for the real location of the Colossus.  **Scene 5:**  Jewish Martyrs Square: A distressed Jewish Witness explains why this square was named after him. He explains that it is good to forgive, but at the same time to remember, so that humanity does not repeat the same mistakes. He gives the children a quiz with questions about what he explained. With the correct completion of the quiz he gives the Memory Crystal and shows on the map the next location.  **Scene 6**: Virgin Mary of Burgos: A priest and a knight appear and describe the history of the temple. They explain how it was used in the past and how it is used now. Each space has its own use in its time and people have the right to change something when it does not correspond to their time. They give a quiz to the students. With the correct completion they give the Crystal of the Right to Change and show the final point on the map which is where the Colossus was probably located  **Scene 7:**  Fallen Medieval Wall near the Palace of the Grand Masters: The Colossus that had also appeared in Elafakia appears again. He congratulates the children who made it to the final location and that the place here is considered the most probable place of existence of the statue. He describes the construction of the Colossus. He explains that it was the result of the cooperation of many people with different thoughts, ideas, economic class, and even nationality. He gives the final quiz and after the correct completion he gives the Crystal of Cooperation. A light covers the screen and a trunk with the treasure of knowledge and human cultures appears. This will open because all the Crystals have been collected. The majestic statue of the Colossus will appear showing what humanity can do when Knowledge, Tolerance, Respect, Forgiveness, Memory, The Right to Change and Cooperation exist in peoples’ minds. | 110’ |
| After the game: | The next day at the school each group undertakes to create a poster or collage on the subject of the values represented by the Crystals. They also create a construction of the Colossus from prefabricated pieces and the crystals they collected from the game are adorned in the rays of its crown. | 60’ |
|  | **Total**: | 180’ |

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| PART 5: Prerequisite knowledge and supportive material | |
| Learners’ prerequisite knowledge: | Basic knowledge of using mobile devices. |
| Infrastructure/ equipment needed for implementing the scenario: | Mobile devices with 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 quiz * Discussion with the learners * Online Questionnaire |