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| Applying modern metaverse enabled pedagogical techniques for civic learning: Supporting K-12 teachers and students.  **WP2:** **A2.1 Identification of traditional effective practices of civic education in primary education** |  | The Ecological Crisis and our Ability to Reverse It - CEOWORLD magazine  ©https://ceoworld.biz/2023/05/10/the-ecological-crisis-and-our-ability-to-reverse-it/  **TRADITIONAL SCENARIO BUILDING TEMPLATE** |
| SCENARIO PLAN INFORMATIONAuthor: Chrysoula RaptiSubject: This is an interdisciplinary lesson. It combines multiple subjects. Specifically, it combines Physics, Geography, Social and Political Education and Language.Topic: Climate change - Who is responsible?Age of students: Grade 6 **Preparation time: 45 minutes**  **Teaching time: 125 minutes** LIcENsE: Creative commonsKeywords **climate change, greenhouse effect, global warming, activists, individual and social responsibility** TEACHER NOTES  * Add here your comments and evaluation AFTER the implementation of this scenario that might help other teachers use it. |  | *ABSTRACT* **The students will get to know in depth the term "climate change", its causes while at the same time they will understand the effect it has on their quality of life. Also, they will be inspired by the action of young people-activists who have been involved in dealing with climate change and will acquire ecological consciousness. Finally, they will work together to propose drastic measures to combat this environmental phenomenon.** *LESSON PLAN METHOD(S) involved (Check more than one, if applicable)*  |  |  |  |  | | --- | --- | --- | --- | | x | Face to Face Learning | x | Blended Learning | | x | On-Line Learning | x | Collaborative learning | | x | Project-based learning | x | Inquiry based learning | | 🞏 | Peer learning | x | Hands-on learning | | x | Game based learning | 🞏 | Other |   ***learning objectives (use Bloom Taxonomy)***  By completing this learning plan, students will achieve learning outcomes and learn skills such as:   * to activate their critical thinking and relate previous knowledge and experience. * to list the main causes of climate change at a global level. * to relate the effects of the climate change on humans and the environment. * to propose elementary measures that must be taken to reduce climate change effects. * to express their point of view based on scientific arguments. * to cultivate ecological consciousness in their everyday life. * to be inspired by the actions of young activists in the 21st century. * to develop their interpersonal relationships.  *LESSON PLAN ACTIVITIES* Describe here in detail all the activities during the lesson and the time they require. Make sure you properly describe the role of the students and teachers as well as how each activity is linked to the learning objectives of the LP.   |  |  |  | | --- | --- | --- | | Name of the activity | Learning Objectives | Description | | Brainstorming and Introduction to the topic *“Climate Change’’.* | -To activate their critical thinking and relate previous knowledge and experience. | The teacher writes the term *“Climate Change”* on the board and asks the students to express their thoughts about this topic. The teacher records their answers in the form of keywords on the board and promotes a short discussion. | | Causes and consequences of climate change. | -Τo list the main causes of climate change at a global level.  -Το relate the effects of the climate change on humans and the environment. | Using the classroom projector, the teacher shows the following YouTube videos about the causes of climate change and its consequences:  *1.*[*Τhe greenhouse effect*](https://www.youtube.com/watch?v=LL4Y2lSWzIk) *(5 minutes)*  *2.* [*Climate change and its consequences*](https://www.youtube.com/watch?v=y-VNfbKEjRU&t=3s)  *(1 minute)*  *3.* [*Climate Change: What Can We Do?*](https://www.youtube.com/watch?v=mULqSzpk_d4) *(2 minutes)*  Then, there is a reflective discussion between the teacher and the students about the content of the videos. Specifically, the teacher addresses the following guiding questions to the students:  *-What is the greenhouse effect and how is it related to climate change?*  *-What are the consequences of climate change?*  *-What can we do to prevent climate change?* | | Young activists: Individual and social responsibility. | - To be inspired by the actions of young activists in the 21st century. | The teacher distributes to each student separately an [*article along with a worksheet*](ARTICLE%20&%20WORKSHEET.docx). The article is about youth action on the climate change.  The teacher reads the article in front of the class and explains any unfamiliar words. Then the students are asked to answer individually the following questions on the worksheet given to them:  *-What is Greta Thunberg asking of the Swedish government, according to the text?*  *-Who of these young people has impressed you the most and why?*    *-Could you take a similar action, like the young people in the text? Develop your answer accordingly.*  Then, the students read their answers. | | Learning through play: *“Snakes and ladders for saving energy”* | -To develop their interpersonal relationships.  - To cultivate ecological consciousness in their everyday life. | Students are divided into groups. Each group has 4 members. The teacher uses the [*online wheel of names*](https://wheelofnames.com/) to randomly separate them.  The teacher distributes a laptop to each group. Students in groups play the online game [*"Snakes and ladders for saving energy"*](https://view.genial.ly/607bff535d85620d3981055f/interactive-content-snakes-and-ladders-for-saving-energy). The game summarizes the ways to deal with the ecological crisis. | | Creating a poster: *“Active citizens”* | - To activate their critical thinking.  - To propose elementary measures that must be taken to reduce climate change effects.  - To express their point of view based on scientific arguments.  -Τo develop their interpersonal relationships. | The teacher distributes to each group a coloured cardboard and markers. The children, inspired by the previous activities, must create together a poster proposing ways to deal with the ecological crisis. Then, they will decorate their classroom with the posters. |  *ACTIVITIES SEQUENCE* Describe here in detail the sequence of the activities during the lesson and the time required. You can divide the activities into phases if needed.   |  |  |  | | --- | --- | --- | | Name of the activity | SEQUENCE No | Duration | | Brainstorming and Introduction to the topic *“Climate change’’.* | 1 | 10 minutes | | Causes and consequences of climate change. | 2 | 25 minutes | | Young activists: Individual and social responsibility. | 3 | 45 minutes | | Learning through play: *“Snakes and ladders for saving energy”* | 4 | 20 minutes | | Creating a poster: *“Active citizens”* | 5 | 25 minutes |  TESTING / ASSESMENT The teacher distributes to each group a coloured cardboard and markers. The children, inspired by the previous activities, must create together a poster proposing ways to deal with the ecological crisis. Then, they will decorate their classroom with the posters (activity No.5). *LEARNING RESOURCES/SERVICES/TOOLS* *Provide information about any learning resources or services/tool that should support a learning activity.*   |  |  |  | | --- | --- | --- | | Name of the activity | Name of *learning resource or service/tool* | Description of *learning resource or service/tool* | | Brainstorming and Introduction to the topic *“Ecological crisis’’.* | -Whiteboard  -Whiteboard markers | The teacher writes on the whiteboard the answers that the students give orally. | | Causes and consequences of ecological crisis. | -Computer  -Projector  -YouTube  *(YouTube source*s:  [*https://www.youtube.com/watch?v=LL4Y2lSWzIk*](https://www.youtube.com/watch?v=LL4Y2lSWzIk)  [*https://www.youtube.com/watch?v=y-VNfbKEjRU*](https://www.youtube.com/watch?v=y-VNfbKEjRU)  [*https://www.youtube.com/watch?v=mULqSzpk\_d4*](https://www.youtube.com/watch?v=mULqSzpk_d4)*)* | Using the classroom computer and the projector, the teacher shows three YouTube videos:  *1.*[*Τhe greenhouse effect*](https://www.youtube.com/watch?v=LL4Y2lSWzIk) *(5 minutes)*  *2.* [*Climate change and its consequences*](https://www.youtube.com/watch?v=y-VNfbKEjRU&t=3s)  *(1 minute)*  *3.* [*Climate Change: What Can We Do?*](https://www.youtube.com/watch?v=mULqSzpk_d4) *(2 minutes)* | | Young activists: Individual and social responsibility. | -One printed article and one worksheet per student  -Pencils | Each student writes the answers on the worksheet. | | Learning through play: *“Snakes and ladders for saving energy”* | -One laptop per group  *(Source of the online wheel:*  [*https://wheelofnames.com/*](https://wheelofnames.com/)  *Source of the game:*  [*https://view.genial.ly/607bff535d85620d3981055f/interactive-content-snakes-and-ladders-for-saving-energy*](https://view.genial.ly/607bff535d85620d3981055f/interactive-content-snakes-and-ladders-for-saving-energy)*)* | The teacher uses the [*online wheel of names*](https://wheelofnames.com/) to separate students into groups randomly.  Each group uses one laptop to play the online game [*“Snakes and ladders for saving energy*](https://view.genial.ly/607bff535d85620d3981055f/interactive-content-snakes-and-ladders-for-saving-energy)*”*. | | Creating a poster: *“Active citizens”* | -One coloured cardboard per group  -Markers | The teacher distributes to each group a coloured cardboard and markers. | |
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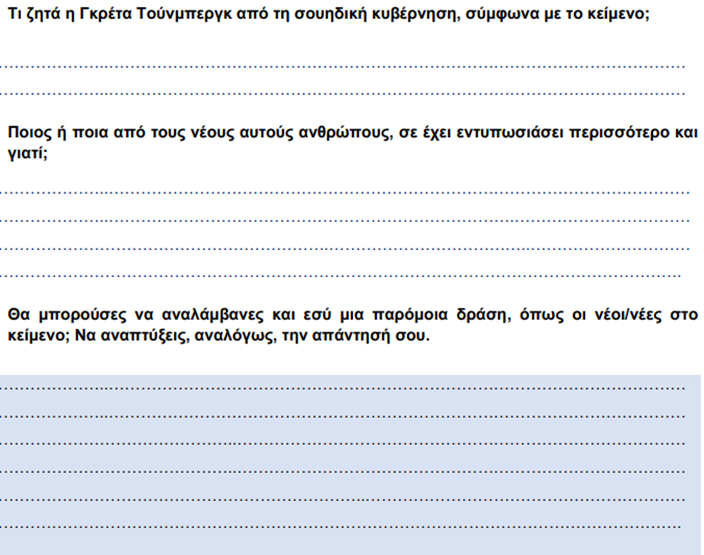
**THE ARTICLE**

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**Εικόνα που περιέχει κείμενο, ανθρώπινο πρόσωπο, άτομο, ρουχισμός

Περιγραφή που δημιουργήθηκε αυτόματα**

**THE WORKSHEET**

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