|  |  |  |
| --- | --- | --- |
| 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** |  | Village Life City Life Difference  **©**https://planningtank.com/city-insight/difference-village-life-city-life  **TRADITIONAL SCENARIO BUILDING TEMPLATE** |
| SCENARIO PLAN INFORMATIONAuthor: Chrysoula RaptiSubject: This is an interdisciplinary lesson. It combines multiple subjects. Specifically, it combines Language and Social and Political Education.Topic: Living in a big city or in a village - An extremely difficult decision.Age of students: Grade 6 **Preparation time: 20 minutes**  **Teaching time: 80 minutes.** LICENCE (??) [SELECT LICENSE]Keywords city, village, advantages, disadvantages, opportunities, obstacles, quality of life, debate. TEACHER NOTES  * Add here your comments and evaluation AFTER the implementation of this scenario that might help other teachers use it. |  | *ABSTRACT*Students approach a life dilemma concerning the choice of living in a big city or in a village. STUDENTS ARE INVITED TO COLLABORATE AND PARTICIPATE IN A debate FOLLOWING SPECIFIC RULES ASSUMING THE ROLES OF SPEAKER AND LISTENER.*LESSON PLAN METHOD(S) INVOLVED (Check more than one, if applicable)*  |  |  |  |  | | --- | --- | --- | --- | | x | Face to Face Learning | 🞏 | Blended Learning | | 🞏 | On-Line Learning | x | Collaborative learning | | x | Project-based learning | x | Inquiry based learning | | x | Peer learning | 🞏 | Hands-on learning | | 🞏 | 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 distinguish the perspectives of life in the city and in the village. * to process informational material. * to formulate their point of view with relevant arguments. * to acquire the ability of the active listener. * to collaborate effectively to persuade an audience. * tο work following a specific framework of rules. * to evaluate their individual effort as members of a group with a common purpose.  *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 | | Distribution of informational material to the students and brief reading of it. | -To process informational material. | The teacher distributes the printed text titled [*“I compare life in the city with life in the village*](file:///C:\Users\crapti\Desktop\TEXT.pdf)*”* and a blank [*list*](file:///C:\Users\crapti\Desktop\LIST%20FOR%20THE%20ARGUMENTS.pdf) to students to record their arguments during the activity No.3. The teacher reads the text in front of the class and then explains any unfamiliar words. | | Separation of groups  and definition of the rules. | -Το work following a specific framework of rules. | The students are divided by the teacher into four groups. Two opposing pairs of teams are created. The two groups are asked to support life in the city while the other two support life in the village. The teacher uses the [*online wheel of names*](https://wheelofnames.com/) to create groups randomly.  The teacher sets the following rules:  1.Each group has 15 minutes to discuss and record their arguments on the list given to them.  2. The student from each group has 2 minutes to develop his/her reasoning and 1 minute to answer any question he/she receives from the opposing team. | | Discussion by group and recording of their arguments. | -Τo collaborate effectively to persuade an audience.  -Τo distinguish the perspectives of life in the city and in the village. | The members of each group discuss and record their arguments in the blank [*list*](file:///C:\Users\crapti\Desktop\LIST%20FOR%20ADVANTAGES%20AND%20DISADVANTAGES.pdf) previously given by the teacher according to to the point of view they support (living in a big city or in a village). Students are inspired by the text previously read by the teacher (activity No.1). | | Final debate for all 4 groups. | -Τo acquire the ability of the active listener.  -Τo formulate their point of view with relevant arguments. | The teacher moderates the discussion by delimiting the time frame of each speaker and ensures that there are no interruptions. The teacher uses the [*online timer*](https://www.online-timer.net/). | | Completion of the self-assessment sheet by the students. | -To evaluate their individual effort as members of a group with a common purpose. | The teacher distributes the [*self-assessment sheet*](SELF-ASSESSMENT%20SHEET.pdf) to each student. Each student answers the four self-assessment questions. |  *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 | | Distribution of informational material to the students and brief reading of it. | 1 | 10 minutes | | Separation of groups  and definition of the rules. | 2 | 5 minutes | | Discussion by group and recording of their arguments. | 3 | 15 minutes | | Final debate for all groups. | 4 | 40 minutes | | Completion of the self-assessment sheet by each student. | 5 | 10 minutes |  TESTING / ASSESSMENT Each student fills in the self-assessment sheet after the end of the debate. Each student is asked to continue the following sentences.  **-What I liked most about today's lesson is…**  **-What I found most difficult in today's lesson is…**  **-What I liked most about my collaboration with my classmates is...**  **-What made it more difficult to work with my classmates is…** *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* | | Distribution of informational material to the students and brief reading of it. | 1. Printed text: [I compare life in the city with life in the village.](C:\\Users\\crapti\\Desktop\\CITY vs VILLAGE_TEXT.pdf)  2. Worksheet: [List for the arguments](file:///C:\Users\crapti\Desktop\LIST%20FOR%20THE%20ARGUMENTS.pdf)  3. Pencils | The printed text titled *“I compare life in the city with the life in the village”* inspires students and enriches their thinking. Based on the printed text, the students are asked to elaborate the arguments for life in the city and life in the village and record them in the blank list. In addition, they can also record their own arguments. | | Separation of groups  and definition of the rules. | -Computer  [Online wheel of names](https://wheelofnames.com/)  *Source:* [*https://wheelofnames.com/*](https://wheelofnames.com/) | The *“online wheel of names”* is used by the teacher to divide students into groups randomly. | | Final debate for all groups | -Computer  [Online timer](https://www.online-timer.net/)  *Source:*  <https://www.online-timer.net/> | The *“online timer”* is used by the teacher to limit each student's speaking time during the debate. | | Completion of the self-assessment sheet by the students. | 1.Worksheet: [Self-assessment sheet](file:///C:\Users\crapti\Desktop\SELF-ASSESSMENT%20SHEET.pdf)  2.Pencils | The self-assessment sheet is used at the end of the lesson to give feedback to the teacher as well as to contribute to the student's self-awareness. Students are asked to answer individually the four questions on the self-assessment sheet. | |
| 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** |  |
|  |  |  |
| **Text: I compare life in the city with life in the village**  **List for the arguments** |  | *Εικόνα που περιέχει κείμενο, γράμμα, στιγμιότυπο οθόνης, γραμματοσειρά  Περιγραφή που δημιουργήθηκε αυτόματαΕικόνα που περιέχει κείμενο, στιγμιότυπο οθόνης  Περιγραφή που δημιουργήθηκε αυτόματα* |

Εικόνα που περιέχει κείμενο, στιγμιότυπο οθόνης, αριθμός

Περιγραφή που δημιουργήθηκε αυτόματα

Εικόνα που περιέχει κείμενο, στιγμιότυπο οθόνης

Περιγραφή που δημιουργήθηκε αυτόματα

**Self-assessment sheet**

Εικόνα που περιέχει κείμενο, στιγμιότυπο οθόνης, γραμματοσειρά, απόδειξη

Περιγραφή που δημιουργήθηκε αυτόματα