| 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** |  | **GREEK GODS** |
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| SCENARIO PLAN INFORMATIONAuthor(s): Harris Pericleous and Rhiannon BlandSubject: HistoryTopic: Ancient Greece – Greek GodsAge of students: 10 **Preparation time: 1 hour**  **Teaching time: 80 minutes** LICENCEKeywords Add here 5 keywords that you think best describe your learning plan. Other teachers will find your learning plan based on these keywords, so please try to be as accurate as possible. TEACHER NOTES  * Add here your comments and evaluation AFTER the implementation of this scenario that might help other teachers use it.   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** |  | *ABSTRACT*This is part of a series of lessons within the ‘Ancient Greece’ topic in science. They will be learning about the beliefs of the ancient greeks.*LESSON PLAN METHOD(S) involved (Check more than one, if applicable)*  | ■ | Face to Face Learning | □ | Blended Learning | | --- | --- | --- | --- | | □ | On-Line Learning | □ | Collaborative learning | | □ | Project-based learning | □ | Inquiry based learning | | □ | Peer learning | □ | Hands-on learning | | □ | Game based learning | □ | Other |   In case of Other, please elaborate: .......................................................................  ***LEARNING OBJECTIVES (use Bloom Taxonomy)***  By completing this learning plan, students will achieve learning outcomes and learn skills such as:   * To understand the religious beliefs of the Ancient Greek people and know some of the gods they worshipped.  *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 | | --- | --- | --- | | Introduction | To understand the religious beliefs of the Ancient Greek people and know some of the gods they worshipped. | What do we know about the religious beliefs of other ancient civilisations? What sort of things might the people of Ancient Greece have believed? How does Ancient Greek religion/gods influence us today? | | Main | To understand the religious beliefs of the Ancient Greek people and know some of the gods they worshipped. | Go through Greek gods power point - discuss similarities and differences with gods from other religions/ civilisations.  Allow the children to choose one Greek god that they will research more about and create a fact file about them. | | Plenary | To understand the religious beliefs of the Ancient Greek people and know some of the gods they worshipped. | Share the information they have found out about their Greek god with the rest of the class.  Compare similarities and differences about their god and that of others. | | *Add rows if needed* |  |  |  *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 | | --- | --- | --- | | Introduction | 1 | 15 | | Main | 2 | 40 | | Plenary | 3 | 5 | | *Add rows if needed* |  |  |  TESTING / ASSESMENT Formative assessments – verbally. Assessing their participation and understanding of the classroom discussion.  Pre-topic assessment – questioning.  No summative assessment. *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* | | --- | --- | --- | | Activity 1 (introduction) | PowerPoint |  | | Activity 2  (main) | Paper  Ipads  PowerPoint  Internet  World map/globe |  | | Activity 3  (plenary) | Created fact files. |  | | *Add rows if needed* |  |  |  *LESSON PLAN ACTIVITIES ASSOCIATED WITH THE METAVERSE* Describe here in detail all the activities during the lesson and the time they require metaverse actions. 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 lesson plan.   | **Name of the Metaverse activity**  **& Sequence No** | **Metaverse application** | **Duration** | | --- | --- | --- | | 1. Greek Gods Game | Avatars in a Museum application | 20’ (the student will click to view each avatar talking about their characteristic and then be assessed based on the prediction of which God it is) |     © https://greece.mrdonn.org/games.html#google\_vignette *GREEK GODS: (3) – 20’*  | Action | Metaverse application requirements | | --- | --- | | Realism | Avatar for each Greek God (12) | | Interactivity |  | | Feedback mechanism |  | | Engagement boosters (i.e. video, audio, graphics) | Audio of Gods to describe their story.  Video/picture of their story. | | Branching paths |  | | Lesson Plan Narrative |  | | Type of immersive scenario (Simulation-based; Story-based; Case-study; Exploratory;) | Story-based – children in the class to be immersed to the story of each God | | Assessment type | Feedback at the end of the class – survey provided from the teacher. |  *TASK FOR VR DEVELOPERS:* **Digital Story:** Half page self-presentation script to describe the digital story with presentation as voice over and images and keywords on map highlighted below for each activity (if activities are connected a flow diagram   *Children around the world - SEQUENCE number: (3) – 20’* *PLEASE FILL IN THE TABLE BELOW:*   |  |  | | --- | --- | | What does the student see? | The students are transported to a virtual reconstruction of a temple in Ancient Greece, richly adorned in the vibrant colours that ancient temples and their statues historically possessed. This immersive environment includes statues of all the major Greek gods, each rendered in colours true to the period to provide an authentic learning experience.  Around the temple, students will find various items, each symbolising a different god and accompanied by the god’s name. These items serve as interactive elements within the lesson, allowing students to engage directly with the material.  As students interact with the environment by moving an item in front of the corresponding statue, they trigger an animation specific to the deity represented by the statue. For instance, before Demeter (spelled 'Dimitra' in some adaptations) manifests, flowers bloom around her statue, signalling her arrival. Similarly, Aphrodite's appearance is preceded by the visual effect of foam, referencing her mythological birth from sea foam.  This sequence of actions and visual effects not only educates the students about the gods and their symbols but also about the rich iconography and aesthetic values of Ancient Greek culture. The correct alignment of an item with its god results in the appearance of the deity’s avatar, accompanied by thematic visual effects that enhance the learning experience through engagement and wonder. | | What does the student hear? | Students are greeted by a calm and serene ambiance as they explore the virtual temple, immersing them in a peaceful exploration of ancient beliefs.  As they approach the statue of a deity, they will hear a narrated story associated with that god, deliberately crafted to omit the deity's name. This encourages students to connect the story with the correct god based on their knowledge and the symbols provided.  A distinct sound effect will signal when a student correctly aligns an item with its corresponding statue, marking a successful match.  Upon the avatar's appearance, it will articulate the values it embodies—be they virtues or vices—and then engage the student in reflection by asking what these values mean to them personally. This interaction is designed to provoke thought and deepen understanding of the moral and ethical underpinnings of ancient Greek culture.  The encounter concludes with the deity avatar delivering a succinct, impactful statement, accompanied by a gesture of approval or disapproval, depending on the student's response. This final interaction aims to reinforce the learning objectives and provide immediate, personalised feedback. | | What does the student think or feel? | Students are likely to be awed by the grandeur and magnificence of the virtual ancient Greek temples, their size and architectural beauty evoking a sense of wonder. The vivid colours decorating the temples and statues may surprise students, challenging the common perception of ancient artefacts as colourless, and sparking curiosity about historical accuracy and the ancients' aesthetic preferences.  The interactive challenge of matching items to the correct god is designed to engage students' problem-solving skills, transforming their learning experience into an active quest for knowledge. This task not only tests their understanding of Greek mythology but also encourages critical thinking and attention to detail.  Upon the gods’ avatars appearing and revealing the deeper meanings and values they represent, students are encouraged to reflect on the complexity and richness of these deities' roles in ancient Greek culture. This moment of revelation aims to shift students' perceptions, illustrating that the gods symbolise more than mere tales or characteristics—they embody complex narratives that resonate with human emotions, ethics, and societal values.  Through this journey, students are guided to appreciate the multifaceted nature of mythology and its significance in ancient Greek society, fostering a deeper connection with the subject matter and a greater appreciation for the nuances of historical belief systems. | | What should the student do? | Students are tasked with identifying which items correspond to each god, using their knowledge of Greek mythology and the clues provided within the virtual environment. Once they have made their selections, they are then asked to articulate the values and morals associated with each deity, demonstrating their understanding of the deeper lessons and attributes these figures represent in ancient Greek culture.  Upon successfully explaining the significance of a god's values and morals, the tutor has the capability to provide immediate feedback through an interactive feature: pressing a button that triggers an animation of the god either nodding in approval or shaking their head in disapproval. This feedback will be based on predetermined responses that align with accurate or inaccurate student explanations.  This process not only engages students in active learning but also encourages critical thinking and reflection on the moral and ethical dimensions of ancient Greek mythology. It fosters an interactive learning environment where students can receive immediate feedback on their interpretations, further enhancing their understanding and engagement with the subject matter. | |
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| **(To use the example that Augoustinos showed the museum with the different Gods**  **We need course content i.e. powerpoint slides etc.)** |  |
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