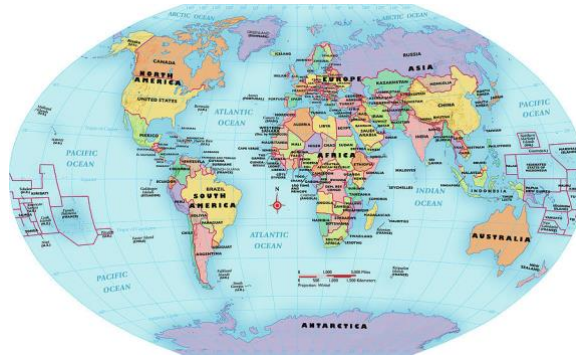


[insert project logo]

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



SCENARIO PLAN INFORMATION

Author(s): Harris Pericleous and Rhiannon Bland

Subject: Global Perspectives

Topic: How are countries different?

Age of students: 10

Preparation time: 1 hour

Teaching time: 80 minutes

LICENCE (??) [SELECT LICENCE]



KEYWORDS

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.

TRADITIONAL SCENARIO BUILDING TEMPLATE

ABSTRACT

By the end of this Challenge, learners will develop their evaluation skills by comparing the accuracy and relevance of sources, and by showing understanding of their findings in their independent research project. They will gather facts about their own and another country, compare them, and consider reasons for the similarities and differences.

LESSON PLAN METHOD(S) INVOLVED (Check more than one, if applicable)

<input checked="" type="checkbox"/>	Face to Face Learning	<input type="checkbox"/>	Blended Learning
<input type="checkbox"/>	On-Line Learning	<input type="checkbox"/>	Collaborative learning
<input type="checkbox"/>	Project-based learning	<input type="checkbox"/>	Inquiry based learning
<input type="checkbox"/>	Peer learning	<input type="checkbox"/>	Hands-on learning
<input type="checkbox"/>	Game based learning	<input type="checkbox"/>	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:

- Evaluation:
 - 56E.01 Discuss a source, considering the author or purpose, and use this to comment on its strengths and limitations.
- Research:
 - 56Rs.02 Identify sources and locate relevant information and answers to questions within them.
 - 56Rs.04 Select, organise and record relevant information from sources and findings from primary research, using an appropriate method.

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	56Rs.04 Select, organise and record relevant information from sources	Draw a map of Cyprus from memory, including cities and oceans.

	and findings from primary research, using an appropriate method.	Write a definition of a country and compare to dictionary definition – discuss answers.
Main	56Rs.04 Select, organise and record relevant information from sources and findings from primary research, using an appropriate method.	Use a map to locate Cyprus and their country of origin. Children to compare where their country of origin is and that of their peers. Discuss human and physical geography features – what is the difference?
Plenary	56E.01 Discuss a source, considering the author or purpose, and use this to comment on its strengths and limitations. 56Rs.02 Identify sources and locate relevant information and answers to questions within them.	Students begin the plan of their research project – a presentation about their country of origin (including human and physical geography features).
<i>Add rows if needed</i>		

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	15
<i>Add rows if needed</i>		

TESTING / ASSESSMENT

Formative assessments – verbally. Assessing their participation and understanding of the classroom discussion.
Looking at their drawing of Cyprus – pre-topic assessment.
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)	Paper Ipads PowerPoint Internet	
Activity 2 (main)	Paper Ipads PowerPoint Internet World map/globe	
Activity 3 (plenary)	Paper Ipads PowerPoint Internet	

Add rows if needed

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

(Maybe a game of World map or Globe to see where everyone is from in the class

We need course content i.e. PowerPoint slides etc.)