



Our World - does it matter what we do? – VEGA Teaching Scenario

Topic: Our World - does it matter what we do?

Subject(s): Environment, social sciences, english and natural sciences

Age / Grade: 12 + / grade 7th +

Short description of the game:

World Rescue is a narrative, research-based video-game inspired by the Sustainable Development Goals of the United Nations. World Rescue is a single - player game where the player visits Kenya, Norway, Brazil, India, and China. In this country the player meets and helps five young heroes solve global problems such as displacement, disease, deforestation, drought, and pollution at the community level. After all, it's young global citizens like you who have the power to lead us to a more sustainable world! [The game](#) & [Game Instructions](#) & [World Rescue characters](#)



Introduction to the scenario (*incl. possible applications, alternatives, risks, and possible challenges*):

In this scenario students learn about the importance of taking good care of nature and our environment. Students learn about refugees and their livelihoods, the harmful effects of water pollution, the importance of the Amazon jungle, Indian agriculture and air pollution in China. Students need to think about questions such as what can we do to reduce pollution and increase the quality of life of the people in the world.

Learning outcomes:

Students are able to:

- Understand the different living conditions of men.
- Understand the importance of the big forest in the world like Amazon rainforest
- Get familiar with the situation of refugees
- Realized that clean water can make a difference to a person's quality of life
- Learn about the importance of recycling
- Get acquainted with natural disasters such as forest fires and floods

A selection of learning outcomes from the Icelandic Curriculum

Social sciences

- Students can identify patterns of human activity that shape and change the environment and living conditions
- Students can discuss their own activities and their consequences
- Students can step in the footsteps of people with different backgrounds and attitudes
- Students can take examples and explain prevention, which is organized due to natural disasters

Natural sciences

- Students can participate in examining and defining the state of the global environment and discuss goals for improvement
- Students can draw conclusions about the purpose of waste sorting
- Students can critically discuss the production, transport and disposal of materials
- Students can discuss the importance of collaboration in concerted actions that concern their own environment
- Students can obtain information about natural sciences from material in other languages than Icelandic
- Students can notice and discuss issues in their environment, explain their impact on quality of life and nature, show care for the environment and argue their own opinion on it
- Students can explain the difference between clean water and pollution, what can be done to reduce water pollution
- Students can take examples and explain prevention, which is organized due to natural disasters

English

- Students can understand the main content of accessible stories, online media and respond to and discuss their content
- Students can find information in text for the purpose of using in project work
- Students can present original material, short story or narrative

[Formative assessment](#)

Number of students: Duration (estimated time/number of lessons):

- 20 students
- 7x 60 min lessons

Prerequisites (necessary materials and online resources):

- Ipad for each students with the World Rescue

Before the program begins (preparatory work for teacher):

- Download World Rescue game to any ipad to use
- Download Book creator to any ipad to use
- Get familiar with the game
- There are more levels in the game than those are used in this scenario
- Share the material with the students in eg. Google Classroom
- The game is in English. Make a word list [English - Icelandic](#)

The main part of the scenario (number of lessons):

Part one (one lesson 1 x 60 min)

Lesson 1

- Teacher explain the assignment to the students
- Students play level 1 - 5 in the game world Rescue. In this first level students meet the boy Salim. Salim is a Somali refugee living in a refugee camp in Kenya
- Students **choose one** of the following assignments to work on
 - a. Compose a children's book in Book creator about the life of a refugee child who acquires a new life in a new country
 - b. Make Canva brochure about the things that are important to think about and provide when receiving refugees
 - c. Make a slideshow about the lives of refugees, why do they flee their homeland? What are they looking for in a new country? How do refugees adapt to new situations?
 - d. Cholera what is it and how can it be prevented from spreading in areas like refugee camps in Kenya? **Students can choose which method is used to deliver the task**
 - e. What do you think about being a refugee in your own country? Where would we go, how would we be received, what would we take with us? **Students can choose which method is used to deliver the task**



Last 5 min debrief, how is it going. Discussion with the whole group.

- What is the game about?
- How far along did you get?
- Is there anything you do not understand?

Part two (one lesson 1 x 60 min)

Lesson 2

- Students play level 6 - 11 in the game World Rescue. Now they meet the girl Hanna. Hanna is a single mother and lives in Norway. She needs help solving various problems.
- Students **choose one** of the following assignments to work on
 - a. Choose one recyclable material and tell about its cycle on a poster
 - b. Make a slideshow about Norway's most famous places
 - c. Find out about the effects of mercury in freshwater and create news about it. Get your classmate to help you film the news when you read it.
 - d. Make a storyboard comic about the importance of clean water

Last 5 min debrief, how is it going. Discussion with the whole group.

- What is the game about?
- How far along did you get?
- Is there anything you do not understand?
- How do the projects go?



Part three (one lesson 1 x 60 min)

Lesson 3

- Students play level 12 - 17 in the game World Rescue. Here they meet the girl Ama and visit the Amazon jungle in Brazil. She needs help solving various environmental problems in the forest
- Students **choose one** of the following assignments to work on
 - a. Create a slideshow in English about the Amazon rainforest, why are they so important to the environment?
 - b. Find news online about the rainforest, make your own news - be a reporter and take a video of yourself recording the story in English. It would be fun to use the green wall.
 - c. In recent years, there has been a lot of talk about forest fires in the Amazon rainforest. In 2019 there were a lot of forest fires in Brazil. Tell us about these forest fires in English and their consequences for the people and the biosphere in Brazil. **Students can choose which method is used to deliver the task**
 - d. Search online, what are the promises of the Brazilian government regarding deforestation? How do they live up to the promises they make? Tell us what you find and think in English. **Students can choose which method is used to deliver the task**



Last 5 min debrief, how is it going. Discussion with the whole group.

- What is the game about?
- How far along did you get?
- Is there anything you do not understand?
- How do the projects go?

Part four (one lesson 1 x 60 min)

Lesson 4

- Students play level 18 - 22 in the game World Rescue. Here, students travel to China and meet Liang, an auto factory manager in Guangzho. His task is to increase output for his car factory but Liang notices that with increased production, by-products of waste and air pollution, as well as health problems are greater. Help Liang out so find a solution to this problem.
- Students **choose one** of the following assignments to work on. **Students can choose which method is used to deliver the task**
 - a. Air pollution in China is high, are the Chinese doing anything to combat this air pollution? Find out.
 - b. Air pollution is increasing health problems in China, is it being addressed somehow? What are your ideas for improvement?

Last 5 min debrief, how is it going. Discussion with the whole group.

- What is the game about?
- How far along did you get?
- Is there anything you do not understand?
- How do the projects go?

Part five (one lesson 1 x 60 min)

Lesson 5

- Students play level 23 - 27 in the game World Rescue. Here, students travel to the agricultural district of India and assist the girl Sanya with the various problems.
- Students **choose one** of the following assignments to work on. **Students can choose which method is used to deliver the task**
 - a. Tell about the main agricultural products in India
 - b. Floods are common in India, tell about one such flood and its consequences for the people of the country
 - c. The Himalayas are in India, tell me about them, the people there, natural disasters and quality of life there.

Last 5 min debrief, how is it going. Discussion with the whole group.

- What is the game about?
- How far along did you get?
- Is there anything you do not understand?
- How do the projects go?

Part six (two lessons 2 x 60 min)

Lesson 6 & 7

- Watch this 34 min video [Nations United, urgent solutions for urgent times](#) and discuss with the teachers what is said about environmental issues and their impact on the World.
- Students finalize their assignments and submit to the google classroom
- If you have completed all the tasks, then choose another topic that you are thinking about after playing the game, get information about it and tell me about it

What have students learned - Evaluate

- [Google forms Evaluate](#)

Teacher evaluate - each student

Name: _____

	Outstanding	Very Good	Good	Need practice	Significantly deficient
Responsibility and interest	Takes full responsibility of the subject and shows a lot of interest.	Takes responsibility for the subject and shows interest.	Takes some responsibility for the subject and shows interest.	Takes a little responsibility for the subject and shows a bit of interest.	Takes no responsibility for the subject and shows no interest.
Work rate	Activity in class exemplary	Activity in class was good.	Activity in class was quite good	Activity in class was not good enough.	No activity in class
Behavior	The student was always polite and considerate. Exemplary behavior.	Student was polite and considerate. Good behavior	Student was quite polite and considerate. Behavior was quite good.	Was quite rude and did not show other students considerate. Behavior was not good enough	Was rude and did not show other students considerate. Behavior was bad.
Knowledge and understanding	Very good knowledge and understanding of the subject.	Good knowledge and understanding of the project	Quite good knowledge and understanding of the project	Little knowledge and understanding of the project	Very little knowledge and understanding of the project
Documentation	Has searched for a variety of sources. Sources are reliable.	Has searched for good sources and relevant information.	Has searched for several sources and little information.	Has looking for little information and is having a hard time finding sources and processing them.	Has made little effort to search for sources and it's very difficult to obtain and process sources.
Organization and finishing	The content is well organized and the finishing is very good.	The content is organized and finishing is good	The content is organized and finished quite well.	The content is not well organized and the finishing is not good.	Layout and finishing are bad.
Self - assessment	Very good work put into self - assessment	Good work put into self - assessment	Quite good work put into self - assessment	Small work put into self - assessment	None work put into self - assessment