



Setting the Stage

1 Main objectives

- To collaborate to design and build a set as a backdrop to tell an original story that relates to sustainability
- To use the NASA best engineering model
- Identify opportunities to design out waste
- Identify opportunities to repurpose materials
- Identify opportunities to keep materials in use

2 Vocabulary – Keywords

Repurpose, waste, design, prototype

3 Sustainability skills developed

Critical thinking

Anticipatory thinking

Self-awareness

Problem solving

Normative competence

Collaboration

4 Pillars of sustainability included

Social :

Know how human actions affect the sustainability of the planet.

Economical: designing using the principles of a circular economy

Ecological: Building without disturbing the environment



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5	<h2>STEAM domains</h2> <p>Technology, Engineering, Art, Math</p>
6	<h2>Methodology</h2> <p>The teacher assigns a documentarian. The teacher activates prior knowledge by supporting a discussion around live performances and film. She asks: "Has anyone ever been to a play or a show? Where was it? What did the stage look like? What was on the stage? If we were put on a play or make a film together, where would we do it? How would we create a space that will help us tell our story?" Using the NASA best engineering model, she supports the children in designing and building an outdoor set either for a live performance or a film. One of the constraints that the children need to consider is that they must make what they need with what they already have.</p>
7	<h2>Expected learning outcomes</h2> <p>The child will be able to: Collaborate with others to design and build using The NASA engineering model Develop an understanding of storytelling through film and theatre</p>
8	<h2>Assessment</h2> <p>The teacher assesses learning through attuned interactions, play episodes and reviewing footage gathered by the documentarian.</p>



9	<p>Equipment and materials to be used in the learning unit</p> <p>Camera, choice of writing tools, depending on the story that the children will tell through live performance or film, they will need various materials for their set, including costumes. There is no budget so all materials must either come from the setting or children's homes.</p>
10	<p>Environment type: laboratory, kitchen, outdoor</p> <p>Classroom and garden</p>
11	<p>References – sources: https://www.teachkidshow.com/teach-your-child-how-to-write-and-produce-a-play/</p> <p>Authors: Dr Garret Scally, Isabel Roche, Paula Mackenzie</p>