



# Showtime

<b>1</b>	<p><b>Main objectives</b></p> <ul style="list-style-type: none"> <li>-To collaborate to design and plan a live performance or screening of an original story that relates to sustainability to an audience of friends and family</li> <li>-To use the NASA best engineering model</li> <li>-Identify opportunities to design out waste</li> <li>-Identify opportunities to repurpose materials</li> <li>-Identify opportunities to keep materials in use</li> </ul>
<b>2</b>	<p><b>Vocabulary – Keywords</b></p> <p>Repurpose, waste, design, prototype</p>
<b>3</b>	<p><b>Sustainability skills developed</b></p> <p>Critical thinking</p> <p>Anticipatory thinking</p> <p>Self-awareness</p> <p>Problem solving</p> <p>Normative competence</p> <p>Collaboration</p>
<b>4</b>	<p><b>Pillars of sustainability included</b></p> <p><b>Social :</b> Know how human actions affect the sustainability of the planet.</p> <p><b>Economical:</b> designing using the principles of a circular economy</p> <p><b>Ecological:</b> Organising a gathering with minimal damage to the environment</p>



<b>5</b>	<h2 style="color: #4f81bd;">STEAM domains</h2> <p><b>Science, Technology, Engineering, Art, Math</b></p>
<b>6</b>	<h2 style="color: #4f81bd;">Methodology</h2> <p>The teacher assigns a documentarian. The teacher activates prior knowledge by supporting a discussion around gatherings. She asks: “ Has anyone here ever thrown a party? How many people came? What did you do to prepare? What did you do when they arrived? If we were to invite our friends and families to come and see a play or a film we made, how would we do it? The teacher uses the NASA best engineering model to support the children in planning a gathering to show their play or screen their film.</p>
<b>7</b>	<h2 style="color: #4f81bd;">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 how the art of film and theatre can encourage people to reflect on their own sustainability skills Plan a gathering with minimal waste</p>
<b>8</b>	<h2 style="color: #4f81bd;">Assessment</h2> <p>The teacher assesses learning through attuned interactions, play episodes and reviewing footage gathered by the documentarian.</p>





<b>9</b>	<p><b>Equipment and materials to be used in the learning unit</b></p> <p>Camera, choice of writing tools,</p>
<b>10</b>	<p><b>Environment type: laboratory, kitchen, outdoor</b></p> <p>Classroom and garden</p>
<b>11</b>	<p>References – sources:</p> <p><a href="https://www.teachkidshow.com/teach-your-child-how-to-write-and-produce-a-play/">https://www.teachkidshow.com/teach-your-child-how-to-write-and-produce-a-play/</a></p> <p>Authors: Dr Garret Scally, Isabel Roche, Paula Mackenzie</p>



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