Call2Nature

“Disconnected” Activity:

Performing Sustainability

PROJECT REFERENCE NUMBER:
2022-1-IT03-KA220-YOU-000085032

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Competence Area	2) Sharing multiple worlds		
Topic	*11. Watering seeds of curiosity*		
Transversal competence(s)	☐ TEAMWORK ☐ CRITICAL THINKING	☐ SUSTAINABLE DEVELOPMENT GOALS	☐ SENSE OF INITIATIVE ☐ LEADERSHIP
Name of the activity	***Performing Sustainability***		
Learning Outcomes	• Foster interest and participation in sustainable development through means of art • Identify relevant questions and concepts that define environmental sustainability and/or are relevant for the responsible use of smartphones by youth • Design and perform theatrical scripts related to sustainability concepts and societal issues by utilizing creativity and imagination • Recognize, analyze and imagine alternative ideas, potential solutions and concepts related to the responsible use of smartphones and sustainable development • Develop an argument based on the scientific process and it creatively • Develop soft skills such as teamwork and communication skills as well as a sense of initiative		
Duration	120 minutes		

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Recommended group size	15-20
Method(s) Used	• Experiential Learning • Project-Based Learning • Dialogue and Discussion • Peer-to-Peer Learning • Arts and Creativity • Community Engagement
Step By Step Description	**INTRODUCTION (10')** Participants identify issues and challenges related to the theme, they observe problems, they try to empathise with those affected and make a plan of action based on scientific evidence. In this process creativity and imagination plays an important role, as is the intersection of science and arts. The activity assumes that the participants have a basic prior knowledge on the main themes of the topic. The facilitator summarises the main characteristics of sustainability, sustainable development concepts and the questions and challenges regarding the impact of the irresponsible use of smartphones on young people's and on societies' wellbeing. Then the facilitator will start an open discussion on the differences between arts and science. Participants will point out their opinions and the facilitator will synthesize them. The main point is to highlight the universality of both and to point out that the scientific process is the ideal means of analysing a problem and formulating a valid argument while the artistic process is the ideal means of communicating.

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The activity is structured on the seven steps of the **inquiry-based** science education methodology.

1. QUESTION (15')

Participants are divided into groups. Each group will decide on posing a specific question related to sustainability and the impact of the irresponsible use of smartphones by young people. Through discussion and collaboration participants select one of the issues/challenges that were presented in the sessions preceding the activity for further exploration. The trainer only facilitates the process and potentially provides examples of straightforward questions.

2. EVIDENCE (15')

At this stage, individual and teamwork plays an important role, aiming at finding and gathering the necessary information about the main inquiry question that has been asked. It is also important to strengthen and empower participants to produce individual queries and discuss the evidence they found in the various sources they sought to look for. Access to information on the exploratory question, either via the internet (eg. YouTube videos, information from scientifically valid websites, etc.) or through printed material books. The main aim is to coordinate the group of participants in terms of searching and collecting the necessary information related to the issue in question.

3. ANALYZE (15')

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The main characteristic of this phase is the organization and analysis of the data collected during the previous phase and the dialogue between the participants to categorize the data. Importantly, the students need to link this analysis to their project. Which data can be useful in the development of potential solutions/ideas for tackling the issue? How could those be integrated into an effective and scientifically valid theatre script? Tutors at this point act as facilitators, as the creativity and critical thinking of participants is fostered. Participants make a first attempt to capture the idea and create the scenario on which their theatrical performance will be based. Improvisation also plays an essential role in this step as they attempt to set up a basic skeleton of their performance in a spontaneous way.

4. EXPLAIN (15')

A key feature of this phase is the dialogue between participants in order to extract and decide on the possible explanations and answers for the exploratory question that have been raised and which make sense to the participants themselves. Participants collaborate and talk about making decisions about the basic explanations they will adopt to answer the question they have asked and then proceed with the creation of their theatrical performance.

5. CONNECT (20')

This step constitutes the dramatization phase. Each group will proceed with the dramatization of the given explanation: short story/script will be developed with characters, dialogues or pantomime. Key feature of this phase is interdisciplinarity, as students conquer scientific concepts and knowledge by interconnecting them with various forms of art. To

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	achieve this, each group should allocate specific tasks to each member according to their interests and talents, as theatre is a collaborative art practice and requires teamwork and coordination from different fields (script, acting, directing, music, etc). Participants use all their imagination and creativity to achieve the best possible result and produce the final products in each category. Personification (turning concepts into human beings) and other narrative techniques proposed by the facilitator can be used. **6. COMMUNICATE (10')** Each group will then perform the developed story in front of the audience. Both during their rehearsals and during their final theatrical performance, participants communicate through their bodies and through various gestures the scientific concepts and issues that they have explored throughout the process. After the end of the performance they will present their draft outreach strategy plan on how to communicate the developed solutions/ideas to citizens. **6. REFLECT (10')** Participants reflect on the performance in relation to the theme and their project. Most importantly participant's reflection, as initiated by the tutors is focused on the process and how this approach to educational and learning practices can be relevant for sensitising and raising the awareness of young people on sustainability issues and on the responsible use of technology.
Required Materials	• 5 A3 papers • 20 pencils • 15 coloured markers • Post its

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	• Flipchart • Internet access (optional)
Learning Setting	• Outdoors • Conference Room • Classroom • *(A spacious premise is recommended so that the teams will be comfortable in working separately)*
Activity Evaluation/ Reflection	What aspects of the process did you find the most interesting? What and how did you learn about the theme? Was the intersection between science and art efficient for you? In what way? How will the activity impact local societies?
Useful Resources **(not mandatory)**	

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SMARTUP

Green Village

Civil Connections
Building robust communities

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