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## STEAME ACADEMY TEACHING FACILITATION LEARNING & CREATIVITY PLAN (L&C PLAN) - LEVEL 1 STUDENT TEACHERS: Escape Doom's Clock Midnight

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### 1. Overview

Title	Escape Doom's Clock Midnight
Driving Question or Topic	<i>Raising awareness among our peers about fast fashion through playing and escaping a room.</i>
Ages, Grades, ...	13-15 years old                      7-9 grade
Duration, Timeline, Activities	6 learning hours
Curriculum Alignment	Biology, Language, Math, Digital Literacy
Contributors, Partners	
Abstract - Synopsis	<i>Doomsday clock is ticking and fast approaching midnight. <a href="https://youtu.be/B20WmMfrlqg?si=krbyssKnDQ3xz78x">https://youtu.be/B20WmMfrlqg?si=krbyssKnDQ3xz78x</a>. There are only 90" left. Will we find a way to make it run slower, or even tick backwards, giving some hope to the earth's future? Taking the right decisions might make a difference. There is an urgent need to escape disaster. Fast fashion is increasingly adding a huge burden on the environment. Rapid production on new inexpensive clothing available to consumers withing weeks negatively impacts the environment in numerous ways. Students in this lesson, design and create their own escape rooms aiming to invite their peers to play, learn and think about fast fashion. A basic requirement of each escape room developed by students is to focus on facts and numbers that indeed surprise, challenge previous knowledge and hopefully become memorable to students. Students are encouraged to study material from the web about fast fashion and search for "fun facts" that may be useful in writing quizzes for their peers to solve and escape the room. They also create a narrative line to make their escape room interesting. Lesson concludes with students presenting their escape rooms.</i>
References, Acknowledgements	

### 2. STEAME ACADEMY Framework\*

Teachers' Cooperation	<i>Educator 1: Biologist Educator 2: Mathematician Educator 3: Language Instructor</i>
STEAME in Life (SiL) Organization	<i>Meeting with business representatives/Applications in real world Entrepreneurship – STEAME in Life (SiL) Days</i>

Action Plan Formulation	Reference to the Stages and the Steps of the STEAME ACADEMY Framework for Project-based STEAME learning (Action Plan Formulation)
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*\* under development the final elements of the framework*

### 3. Objectives and Methodologies

Learning Goals and Objectives	<p><i>Students are expected to:</i></p> <ol style="list-style-type: none"> <li><i>1. Distinguish fast fashion from slow or sustainable fashion.</i></li> <li><i>2. Engage in argumentative reasoning and debate about particular stances/views related to second hand shopping.</i></li> <li><i>3. Develop a narration line, related to fast fashion (if possible) about their escape rooms.</i></li> <li><i>4. Design their escape rooms in powerpoint using hyperlinks.</i></li> </ol> <p><i>Present their escape rooms.</i></p>
Learning Outcomes and expected Results	<p><i>Students:</i></p> <ol style="list-style-type: none"> <li><i>1. evaluate and reconsider their own stances about fast fashion.</i></li> <li><i>2. design and develop one escape room using powerpoint.</i></li> <li><i>3. escape the rooms developed by their classmates</i></li> </ol>
Prior Knowledge and Prerequisites	<ol style="list-style-type: none"> <li>1. Physical and digital escape rooms</li> <li>2. Doomsday clock</li> <li>3. powerpoint as a tool to create escape rooms.</li> </ol>
Motivation, Methodology, Strategies, Scaffolds	<p><i>Inquiry-based learning, cooperative learning</i></p> <p><i>A main scaffold utilized in this lesson, is a powerpoint escape room made available for students to play at the beginning of the lesson, so as to help them learn about fast fashion through playing and enable them see the potential of powepoint as a tool in escape room production.</i></p>

### 4. Preparation and Means

Preparation, Space Setting, Troubleshooting Tips	<i>Design and develop the introductory escape room, groups of 3-4</i>
Resources, Tools, Material, Attachments, Equipment	<i>Laptops for each group</i>
Health and Safety	

### 5. Implementation

Instructional Activities, Procedures, Reflections	<p><b>1. Focus activity (15')</b></p> <p>In groups of 2-3 students take part in a digital escape room. Students are trapped in the warehouse of an old clothing firm and they try to escape by answering a number of questions about climate change and fast fashion.</p> <p><b>2. Fast Fashion (10')</b></p> <p>Students watch a video about fashion showcasing the tremendously negative impact of fast fashion in Ghana.</p> <p><b>3. Second-hand shopping</b></p>
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	<p>Students watch an influencer talking about second hand shopping and are presented with comments shared in social media. They are expected to support a given stance assigned to them using argumentative reasoning</p> <p><b>4. Design and develop the escape room</b></p> <p>Students in groups of 3-4 students develop a narration line to create the context of their escape room. They use the web to search, find and utilize fun facts about fast fashion in order to create their quizzes/puzzles. Finally, they create their escape rooms using powerpoint.</p> <p><b>5. Present the escape room</b></p> <p>Students present their escape rooms and invite other students to play.</p>
Assessment - Evaluation	<i>Formative assessment on the completion of each activity.</i>
Presentation - Reporting - Sharing	<i>Students share and invite others to play</i>
<i>Extensions - Other Information</i>	

# Resources for the development of the STEAME ACADEMY Learning and Creativity Plan Template

## In the case of learning through project-based activity

### STEAME ACADEMY Prototype/Guide for Learning & Creativity Approach Action Plan Formulation

*Major steps in the STEAME learning approach:*

#### **STAGE I: Preparation by one or more teachers**

1. Formulating initial thoughts on the thematic sectors/areas to be covered
2. Engaging the world of the wider environment / work / business / parents / society / environment/ ethics
3. Target Age Group of Students - Associating with the Official Curriculum - Setting Goals and Objectives
4. Organization of the tasks of the parties involved - Designation of Coordinator - Workplaces etc.

#### **STAGE II: Action Plan Formulation (Steps 1-18)**

##### Preparation (by teachers)

1. Relation to the Real World – Reflection
2. Incentive – Motivation
3. Formulation of a problem (possibly in stages or phases) resulting from the above

##### Development (by students) – Guidance & Evaluation (in 9-11, by teachers)

4. Background Creation - Search / Gather Information
5. Simplify the issue - Configure the problem with a limited number of requirements
6. Case Making - Designing - identifying materials for building / development / creation
7. Construction - Workflow - Implementation of projects
8. Observation-Experimentation - Initial Conclusions
9. Documentation - Searching Thematic Areas (AI fields) related to the subject under study – Explanation based on Existing Theories and / or Empirical Results
10. Gathering of results / information based on points 7, 8, 9
11. First group presentation by students

##### Configuration & Results (by students) – Guidance & Evaluation (by teachers)

12. Configure STEAME models to describe / represent / illustrate the results
13. Studying the results in 9 and drawing conclusions, using 12
14. Applications in Everyday Life - Suggestions for Developing 9 (Entrepreneurship - SIL Days)

##### Review (by teachers)

15. Review the problem and review it under more demanding conditions

##### Project Completion (by students) – Guidance & Evaluation (by teachers)

16. Repeat steps 5 through 11 with additional or new requirements as formulated in 15
17. Investigation - Case Studies - Expansion - New Theories - Testing New Conclusions

## STAGE III: STEAME ACADEMY Actions and Cooperation in Creative Projects for school students

**Title of Project:** \_\_\_\_\_

Brief Description/Outline of Organizational Arrangements / Responsibilities for Action

<b>STAGE</b>	<b>Activities/Steps</b> Teacher 1(T1) Cooperation with T2 and student guidance	<b>Activities /Steps</b> <b>By Students</b> Age Group: ____	<b>Activities /Steps</b> Teacher 2 (T2) Cooperation with T1 and student guidance
A	Preparation of steps 1,2,3		Cooperation in step 3
B	Guidance in step 9	4,5,6,7,8,9,10	Support guidance in step 9
C	Creative Evaluation	11	Creative Evaluation
D	Guidance	12	Guidance
E	Guidance	13 (9+12)	Guidance
F	Organization (SIL) STEAME in Life	14 Meeting with Business representatives	Organization (SIL) STEAME in Life
G	Preparation of step 15		Cooperation in step 15
H	Guidance	16 (repetition 5-11)	Support Guidance
I	Guidance	17	Support Guidance
K	Creative Evaluation	18	Creative Evaluation