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## STEAME ACADEMY TEACHING FACILITATION LEARNING & CREATIVITY PLAN (L&C PLAN) - LEVEL 1 AI ENVIRONMENTAL CAMPAIGN

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### 1. Overview

Title	AI Environmental Campaign		
Driving Question or Topic	Can you utilize AI applications to develop an Environmental Campaign focusing on science facts?		
Ages, Grades, ...	16-18	K10-K12	
Duration, Timeline, Activities	90 minutes	2 X 45 Learning hours	4 activities
Curriculum Alignment	The activity aligns with the curriculum of secondary education and the subjects of science and geography when focusing on Earth and facts and information that relate to our planet. Furthermore, the topic of this set of learning activities address the environmental issue and improve students' awareness.		
Contributors, Partners			
Abstract - Synopsis			
References, Acknowledgements	scitech Australia ( <a href="https://www.scitech.org.au/experiment/disappearing-objects-refractive-index/#">https://www.scitech.org.au/experiment/disappearing-objects-refractive-index/#</a> ) Science World Society ( <a href="https://www.scienceworld.ca/resource/disappearing-glass/">https://www.scienceworld.ca/resource/disappearing-glass/</a> ) Nathaniel Lasry, John Abbott College, Montreal Canada " The Magic of Optics: Now you see it, now you don't", ( <a href="https://serc.carleton.edu/sp/compadre/demonstrations/examples/19252.html">https://serc.carleton.edu/sp/compadre/demonstrations/examples/19252.html</a> ) ) UNIVERSITY of WISCONSIN–MADISON, Department of Physics, ( <a href="https://www.physics.wisc.edu/outreach/wonders-of-physics-outreach-fellows/activities/index-of-refraction/">https://www.physics.wisc.edu/outreach/wonders-of-physics-outreach-fellows/activities/index-of-refraction/</a> )		

### 2. STEAME ACADEMY Framework\*

Teachers' Cooperation	<p>In most EU countries, engineering is being introduced through the subjects of Technology and/or Science. Therefore, the cooperation of these two subject teachers is implied within the context of this activity.</p> <p>Cooperation is more important in the design phase of this activity meaning that both subject teachers meet the prerequisite knowledge and skills to implement the activity individually, nevertheless a cooperation/collaboration is endorsed. The in-service teachers should support student teachers especially in the parts of the activity that laboratory equipment is used to experiment with the refraction of an item in different type of liquids.</p>
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STEAME in Life (SiL) Organization	<i>Meeting with business representatives/Applications in real world Entrepreneurship – STEAME in Life (SiL) Days</i>
Action Plan Formulation	<i>STAGE I: The activity encompasses the cooperation of two or more teachers, mainly the science teacher, with the teacher that is in charge of the school's laboratory equipment, usually a science or a technology teacher. STAGE II: All steps have been considered in formulating the learning activity action plan. The relation with a real-life problem occurs at the end, as the common approach has been reversed and the instruction by the teacher is at the last phases of the activities, as it starts with an experiment, and continuous with a project that aims in explaining the outcomes of the experiment, before the teacher presents the facts and knowledge related to the topic in focus.</i>

*\* under development the final elements of the framework*

### 3. Objectives and Methodologies

Learning Goals and Objectives	<i>The activity aims to support students in understanding the refraction index and how and why it differs between different materials. The activity focuses on interpreting and understanding the science behind the visual effect of the change in refraction of an object going from one material to the other (e.g., air to water).</i>
Learning Outcomes and expected Results	<i>The activity aims to achieve the following learning objectives so that students, upon completion are able to:</i> <ul style="list-style-type: none"> <li>- Identify the effect of the change of index of refraction between air/water/oil</li> <li>- Comprehend the visual effect due to the different refraction index between different materials (water/oil/air)</li> <li>- Comprehend the link in the index of refraction with the visual effect observed</li> <li>- Be able to reconstruct the experiment to test a different material composition (water)</li> </ul>
Prior Knowledge and Prerequisites	<i>Students participating in this activity should have:</i> <ul style="list-style-type: none"> <li>- basic science knowledge (K7-K9)</li> <li>- been introduced to wavelength and frequency of light during its propagation</li> <li>- basic geometry knowledge (K7-K9)</li> </ul>
Motivation, Methodology, Strategies, Scaffolds	<i>This learning activity utilizes a project-based approach by engaging students to work in teams, inquire and explore online information to understand a science experiment, present the refraction phenomenon, and experiment themselves with the visual effect of water refraction. The activity adopts a change of the common sequence of phases, encompassing the instructional presentation of the teacher at the end, following students' own exploration and experimentation. Furthermore, the activity endorses an experimental learning approach. Students participate in the activity both as a whole class and as teams of students working on their project.</i>

### 4. Preparation and Means

Preparation, Space Setting, Troubleshooting Tips	<i>For Phase 1 and Phase 3 it is preferable to be at a school science laboratory so that lab safety equipment and lab equipment is available. Nevertheless, these two phases can be realized in a classroom. Phase 1 and Phase 4 may have a common classroom setting, with the teacher being in front of the classroom and student facing him/her. Phase 3-4 are better</i>
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<p>Resources, Tools, Material, Attachments, Equipment</p>	<p><i>facilitated with a classroom setting of team hubs, formed by connecting multiple student tables to form a larger team table.</i></p> <p><i>For the realization of the activity, the teacher/s will need:</i></p> <p><i>Phase 1:</i></p> <ul style="list-style-type: none"> <li>- 1 laboratory test tube (pyrex)</li> <li>- 1 big bowl</li> <li>- 1 liter of vegetable oil (or glycerin)</li> <li>- 1 set of rubber gloves</li> </ul> <p><i>Phase 2:</i></p> <ul style="list-style-type: none"> <li>- 1 PC per student team</li> </ul> <p><i>Phase 3:</i></p> <ul style="list-style-type: none"> <li>- 4-5 laboratory test tubes</li> <li>- 4-5 big bowls</li> <li>- 4-5 liters of water or an available source of water (e.g., water sink in science lab)</li> <li>- 20-25 set of rubber gloves</li> </ul>
<p><i>Health and Safety</i></p>	<p><i>For Phase 1 and Phase 3, using laboratory safety equipment is advised despite the fact that there is no obvious dangers other than vegetable oil splashing and entering a student's eye. By using the laboratory safety goggles, this danger is easily avoided.</i></p>

## 5. Implementation

<p>Instructional Activities, Procedures, Reflections</p>	<p>Phase 1 (classroom work) – 10 minutes</p> <p>The teacher performs the experiment by following the instructions below:</p> <ul style="list-style-type: none"> <li>- Pour the vegetable oil in the bowl, enough to be able to fit the test tube.</li> <li>- Place the tube in the oil without oil filling the tube.</li> <li>- Fill the tube with oil and place it in the bowl again.</li> <li>- Point out that the tube is almost invisible.</li> </ul> <p>Due to the oil having a similar refraction index as Pyrex the tube seemingly disappears as the reflection of light is the same (similar) for both materials. The teacher mentions that this is due to the refraction index of the medium and provides no further information to students.</p> <p>Phase 2 (teamwork) – 20 minutes</p> <p>Students are asked to work in teams of 4-5 to search their science handbooks and online information, to understand what a refraction index is, how the refraction of light depends on the material composition of the medium it travels through, etc. Their objective is to develop a 5-minute presentation to explain the science behind the disappearing tube.</p> <p>Phase 3 (teamwork) – 30 minutes</p> <p>Phase 3.1 – 15 minutes</p> <p>Students are given the bowls, the testing tubes, the gloves, water, and vegetable oil to replicate the experiment and be able to make their own observations. Safety goggles are to be used by students while conducting the experiment.</p> <p>Phase 3.2 – 15 minutes</p> <p>Following the team experiment, students finalize their projects.</p> <p>Phase 4 (classroom work) – 30 minutes</p>
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	<p>Phase 4.1 – 10 minutes</p> <p>2 of the teams are asked to present their project and explain the phenomenon of refraction.</p> <p>Phase 4.2 – 20 minutes</p> <p>The teacher presents the refraction phenomenon and the refraction index.</p>
Assessment - Evaluation	<p><i>The teacher evaluates the process of acquiring information and knowledge through working in small team projects by observing students in action and by being presented with the outcome of the project. Furthermore, the teacher may evaluate the extent to which students have achieved in describing and understanding the phenomenon based on their own exploration prior to them being presented with the information by their teacher.</i></p>
Presentation - Reporting - Sharing	<p><i>Upon completion of this activity, each student team will have developed a short presentation explaining the refraction of light and how it works. The students' presentations may be shared with their peers and with parents allowing for the recognition of their effort and accomplishments by their surrounding environment (school – family).</i></p>
Extensions - Other Information	<p>The teacher may ask students to experiment at home and fill the tube with water instead of oil and leave the tube empty (filled with air) and then explain why the tube did not disappear as it did in class, when it was filled with vegetable oil. Their findings should be handed-in in the form of a short presentation including the references and sources that they used.</p>

# 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