Storyline



Astronaut Granny

Plot : technical education, learning about space, ways of communication

Key words: technics, space, communication, grand parents, language, health, food

Storyline Approach : Astronaut Granny

Episode 1: The message

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| **Storyline** | **Key questions** | **Learning activities** | **Materials** |
| Suddenly, we receive a mysterious message in the classroom.  Granny sends a message from space, telling us that everything is going just fine.  She truly enjoys her space travel and simply loves the beautiful images through her window.  In her message, she gives a succinct description of the wonderful planets, stars and the moon,… which are passing by | What does the message say?  Who sent the message?  Where is Granny now?  What is space?  How would Granny look like in space?  What would Granny be able to see?  What are planets? What are stars? How are the planets called? What do they look like (shape, volume, colour, etc?) What is the difference between stars and planets? | The message is analysed in the classroom.  Group discussion, activate prior knowledge  Survey all possible whereabouts of Granny.  First group designs of Granny (head, helmet, suit, gloves, shoes, seat, etc.)  Students can find some inspiration in books or strips with illustrations about space travel, stars,  Group discussion about the design  Create Granny on the basis of 2D or 3D design (in realistic outfit)  Group discussion:  “Class planetarium”, in which you and Granny can lay back to observe the stars.  Individual student information: Find out the distinctive marks of the planets, stars, etc.  Every child makes a drawing, painting, handicraft model of a star/planet | A letter in a previously fabricated “receiver” (= box in aluminium foil with some buttons), or Granny’s recorded voice.  Paper, felt-tip pens or black board  Drawing material  (display all ideas and designs)  Handicraft material for making a life-size doll in a space suit (Granny has a prominent place in the classroom.)  Pliable electric tubes and rope to create an igloo construction  Black sheets or dark blue paper, Scotch tape or pegs  Pillows or carpet to lie down  Paper, drawing material, scissors  Digital camera to make photographs of all activities |

Storyline Approach : Astronaut Granny

Episode 2: The space nose

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| **Storyline** | **Key questions** | **Learning activities** | **Materials** |
| We received a new message from Granny.  The space nose is functioning just fine.  She could only use some additional fuel. | What is a space nose?  How would the space nose of Granny look like ? from the outside ?  from the inside?  How is the space nose linked to our transmitter?  What is fuel?  Why does a space vessel need fuel?  What is the colour of the fuel for Granny’s space vessel? | Group discussion: What is the shape of the space nose.  Draw up a list of components.  Create a large space nose (e.g. painted sheets over a table, or sticks/sheets, crawling boxes, etc.)  Fabricate or select the necessary components: controls, window, a microphone or transmitter, a fuel tank, etc. Granny must sit at the space nose controls, close to the transmitter.  Possibilities for drama, fantasy play  Group discussion:  Make fuel for Granny’s space vessel: mix colours with paint and water. Build up a supply. Take turns to fill the fuel tank every morning.  (teachers drain away some fluid at the end of the day) | Tables and chairs, pieces of cloth or sheets and clothes-pegs, sticks  Large cardboard boxes  Paint  Material to fabricate the controls, a window, a microphone or transmitter  Fuel tank: a transparent bottle or flask of bath foam, etc  Paint, water  Plastic hose, funnel  Digital camera |

Storyline Approach: Astronaut Granny

Episode 3: Help!

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| **Storyline** | **Key questions** | **Learning activities** | **Materials** |
| Granny is not sitting straight into her chair, but is weakly hanging about in the space nose.  The receiver only registered the rescue message “Help!”  An empty bottle and a cardboard food packaging are lying on the floor, next to her (e.g. box of dry cookies, empty instant soup bag)… | What is happening to Granny?  What do astronauts eat? Which of the following space recipes would Granny probably like the most? How would she eat in space?  What will we prepare for her? Where are we going to buy food?  How much money would we need? | Group discussion: Granny is hungry. She is running out of food. Every astronaut needs to eat and to drink. We must urgently send her some food.  The group selects one out of three recipes. We make enough food for everyone, including Granny.  Write down a shopping list (buy Granny a bottle of water and a banana or a muesli bar if you cannot go shopping the very same day)  Group discussion: cost estimate  Run some errands to cook some food for Granny: cookies, soup, cake, lemonade…  Share out the task assignments: who keeps up the shopping list, who wants to count the money, who will pay the bills, etc  Cooking activities (measuring and weighing), solemnly hand over some food to Granny.  Food and beverages  Tidy up. | Empty packaging in a cardboard box, empty bottle  A few recipes  Paper  Money, purse  Ingredients  Balances, measuring cups, oven, cooking plates, etc  Plates, cutlery, jugs, kitchen roll  Digital camera |

Storyline Approach: Astronaut Granny

Episode 4: Granny’s request

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| **Storyline** | **Key questions** | **Learning activities** | **Materials** |
| Granny sends a last message. She would like to thank all children for their tasteful delicacies.  She is afraid that she will be quite busy when she returns from space.  Everybody wants to hear what she has seen in space.  Would the children like to help her in this task?  Granny needs something useful to tell about her space journey.  (If teachers decide this beforehand, Granny’s message should explicitly mention this: “Make a CD of mine/our adventures”) | What will we make for Granny? How do we set about?  (suggest a step-by-step plan)  What did we learn?  What is important?  What is readily available?  What additional information do we need about space? What interesting questions could we ask an expert?  What about the final changes?  To whom will we present our space adventures? | Discuss a step-by-step plan: Task assignment  Sort out all elaborated plans, designs, drawings, photographs, etc.  Decide what information is useful.  Draw a questionnaire with interesting questions.  Visit the observatory or planetarium. etc.  Ask questions to the expert. Answers will be written down (or recorded with a Dictaphone).  Task assignment. Finishing touch.  Teachers are in charge of final editing.  Rehearse and organise the presentation of the result for other classes and/or parents. Exhibition of all materials | Paper or blackboard for an inventory  All the children’s works  All useful pictures  Transport  Dictaphone or paper and stationery  Materials, which may vary according to the product.  Possibly food and beverages, suitable music |