

Champions for Wind

Act The Facts - Project Synopsis

Developed by: Kate Brennan of Act the Facts, North Ferriby, Hull

Resource audience

Age group: Year 9

General ability developed for: KS3

Number of Learning hours: 1

Subject area:

Can be used in any area

Project title: Wind energy through drama

Project synopsis:

	Notes from the author.
<p><u>Offshore Wind: Renewable Energy in The East Riding</u></p> <p>or:</p> <p> <u>Offshore Wind gets some Paddy Love</u> </p>	<p>I really hope you've seen Take Me Out otherwise Scene 3 will make NO sense!</p>
<p><u>Scene 1: The Apprentice</u></p> <p>Four nervous contestants are summoned into the Boardroom, where Lloyd Sugar gives them a roasting because they failed in their task to find sustainable sources of energy for the 21st century and beyond. He lambasts their idea that coal, oil and gas can continue to sustain our energy-hungry way of life.</p> <p>Mick Hewer and Sharon Brady clarify what is meant by 'non-renewable' and 'sustainable' energy resources and the reasons why they are vital to Britain.</p> <p>Contestants are sent off with flea in their ears to come up with a better solution to impending energy crisis.</p>	<p>Geog/Sci and RS exam questions all ask candidates to differentiate between renewable and non-renewable energy</p> <p>Britain's energy needs is a topic in Geog/Sci, RS and PSHE</p>
<p><u>Scene 2: Dragons' Den</u></p>	<p>Feedback from teachers (see <i>Champions for Wind Evaluation Document</i>) called for more concrete examples from the 'real world' so Apprentices' conversation refers to</p>

<p>Anxious contestants brain storm sustainable sources of energy with direct reference to their viability in East Yorkshire.</p> <p>The massive potential of this area gradually dawns on them and they become very excited at the potential of development off the east coast. They decide to pitch their ideas in the Dragon’s Den.</p> <p>The Dragons ask precise questions about energy production, costs, logistics, likely resistance from particular groups – ecologists NIMBYists etc. These are answered by the candidates.</p> <p>Dragons fall over themselves to invest.</p>	<p>the local area. This can be adapted to suit other areas.</p> <p>Debate on advantages and disadvantages of wind energy is topic in Geog , Science, RS and PSHE/Citizenship</p>
<p><u>Scene 3: Take Me On!</u></p> <p>Adaptation of the dating gameshow ‘Take Me Out!’ with Paddy McGuinness (<i>ask your girls, Mike!</i>).</p> <p>Take Me On! is an employment gameshow. 8 very different job seekers line up: some are at school, some at university, some are going to HETA, some know little about wind industry and others have open minds and want to see whether working in the offshore wind industry could be for them.</p> <p>Employers Ray Newable, Win Turbine and Juan Gigawatt enter down the ‘Job Lift’ and give a glowing account of the possibilities afforded by the industry. They showcase the wide variety of jobs on offer and the qualifications needed to perform them.</p> <p>Candidates give their reactions; some turn off their lights to show they are not interested, but this gives the employers the chance to discuss this and dispel a few myths, including the idea that there’s nothing to interest girls. Candidates turn their lights back on.</p> <p>Employers take on all 8 candidates</p>	<p>The Take Me Out format allows the <u>candidates</u> as well as the <u>employers</u> to exercise a choice (the candidates turn off their lights if not interested). This prompts a discussion which dispels common misconceptions about the types of jobs on offer.</p> <p>The relative lack of engagement of girls identified in <i>Champions for Wind Evaluation Document</i> is addressed here.</p>