

GEAR (Global and Environmental Awareness and Responsibility) – a Toolkit for Inclusive Environmental Education

Project Element: Wind and Kite-flying Day 08.11.2019

Tool: Making a Kite

- **Objectives**

- To involve the school community in our Erasmus + KA201 project
- To encourage problem-solving skills, as well as patience and persistence in building a kite.
- To develop a sense of pride and accomplishment in creating their kite.
- To enjoy and have fun trying to fly the kite, even if it only flies when pupils are running with it. Running with their kite is a great way to develop balance and coordination.
- To apply their scientific and artistic knowledges in order to create the kite.

- **Basic transversal competences:**

Basic competence- 8: Competence for thinking, learning and communicating. Gathering and managing information . Understanding information and expressing what has been understood.

Basic transversal competence -9: Competence for initiative, entrepreneurship and communication. Taking initiative and managing initiative processes decisively and effectively.

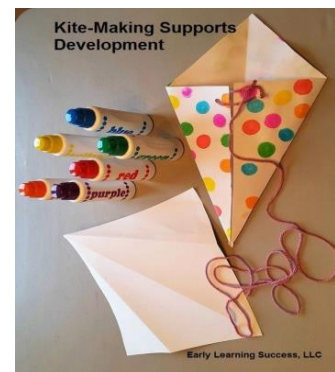
Basic transversal competence -10: Competence for learning and living and communicating together. Taking part in interpersonal, group and community situations in a collaborative manner, recognising one's own and others' rights and duties, for the individual's and everybody's good.

Basic transversal competence -11: Competence to be yourself and communicate: self-regulation. Reflecting on personal activities, behaviour, thoughts and feelings in order to be autonomous and having an appropriate self-concept and self-esteem, and reinforcing or adapting them depending on their assessment.

BELGIUM, FINLAND,GREECE,ITALY,SPAIN AND TURKEY

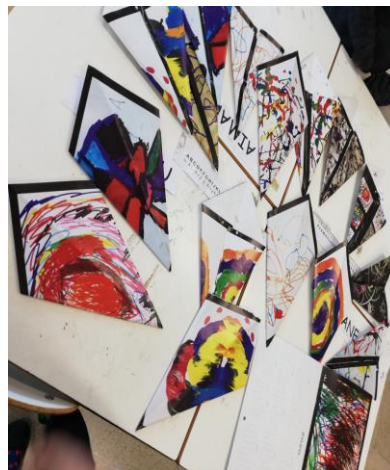
- **Previous steps:**
 - During the dissemination meeting carried out after coming back from the kick off meeting in Greece, the Erasmus+ committee proposed to build kites to the whole teacher staff and all of them agreed.
 - The Erasmus+ committee designed a proposal and spread it out among the teachers.
 - Different options were given as different ages were involved.
- **Getting ready:** Setting the stage for an engaging activity.
 - Tell pupils about the GEAR project. Show them the posters, the countries involved in the project (in Google Earth) and have a look at the school's webpages.
 - Look at pictures of kites around the world and find its different names in each country: "barrilete" in Argentina and Uruguay, "papelote" in Honduras, "Pizcucha" in El Salvador, "Katanga" in India, "komeetta" in Finland, "لعبة طائرة ورقية" in Arabia, "Uçurtma" in Turkey, "vlieger" in Belgium.

([https://es.wikipedia.org/wiki/Cometa_\(juguete\)](https://es.wikipedia.org/wiki/Cometa_(juguete))) and Google translator)
- **Building the kite. Sources:** (Older children may want to investigate building kites on the internet)
 - <https://buggyandbuddy.com/make-kite/>
 - https://www.sciencebuddies.org/science-fair-projects/project-ideas/Aero_p016/aerodynamics-hydrodynamics/fly-a-kite?from=Pinterest#procedure
 - <https://babbledabbledo.com/how-to-make-a-kite/>
 - <https://www.wikihow.com/Make-a-Fast-Kite-with-One-Sheet-of-Paper>
 - <https://www.wikihow.com/Make-an-Easy-Kite>



BELGIUM, FINLAND, GREECE, ITALY, SPAIN AND TURKEY

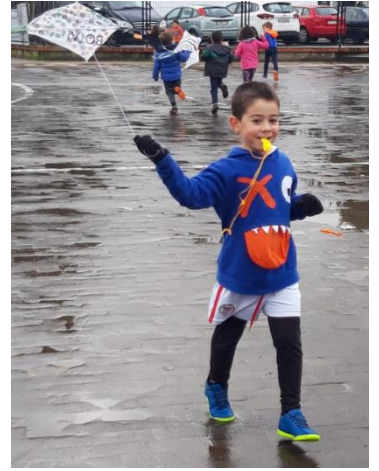
- **Materials:** older pupils decided to reuse and recycle materials we already had at school: newspapers, woollen thread, plastic bags, 2019 left over calendars, sticks they collected outside, wicker we use to make baskets, cello tape.
 - Infants used tissue paper or reused plastic bags, straws and stickers (to decorate)



BELGIUM, FINLAND,GREECE,ITALY,SPAIN AND TURKEY



BELGIUM, FINLAND,GREECE,ITALY,SPAIN AND TURKEY



BELGIUM, FINLAND,GREECE,ITALY,SPAIN AND TURKEY