

# IMPACT PROJECT PERIODIC PROGRESS REPORT

Global Environmental Awareness and Responsibility (GEAR) - a Toolkit for  
Inclusive Environmental Education  
2019-1-FI01-KA201-060721

<b>DESCRIPTION OF PROJECT ACTIVITIES, INCLUDING IMPACT AND DISSEMINATION</b>
<b>Activity Description ( beschrijving van de activiteit)</b>
Making a boat that's navigable and that can be moved by the wind, with a broad range of products (bottles, wood, cork...).5th-6th grade (11-12years)
<b>Impact on Local Community of Practice (welke impact/invloed heeft je activiteit op de lln/school zelf)</b>
The pupils can explain how a boat can sail, with the help of the wind. They can explain the impact of the wind on the navigation. They now know what a good sail has to have, so that it can sail properly. The pupils also know the types of material that can float.
<b>Impact on Transnational Community of Practice (invloed op de samenwerking met de andere landen)</b>
By taking pictures we can show the creations to the different groups, but also to the other countries.  we can talk about the choises they made (for the materials) Some where smart, others not so much...
<b>Impact on Increasing Nature Discourses (invloed op het verhogen van de woordenschat ivm natuur)</b>
Vocabulary about wind, windforce, windspeed, winddynamics... were thought. We also learned words like waves, tides, the parts of the beach (flood, high tide, low tide, braking wave...)  Every student got the opportunity to reflect about their own buildingprocess and his/her experience with the forces of wind/water.
<b>Impact on Developing Skills (basic skills, e.g. group work, and ICT skills) (invloed/impact op de basisvaardigheden, groepswerken (sociale vaardigheden) en ICT vaardigheden)</b>
Making the boat was a groupwork. Pupils helped each other, designed, tested... together. The reflection at the end of the project was done with the entire class.

The pupils made pictures of their artworks (ICT)

**Dissemination (verspreiding)**

Pictures are shown on the schoolwebsite, on facebook...



## **DESCRIPTION OF PROJECT ACTIVITIES, INCLUDING IMPACT AND DISSEMINATION**

### **Activity Description ( beschrijving van de activiteit)**

Making pamphlets about our G.E.A.R. water project (3<sup>rd</sup> grade, age 9 years old)

### **Impact on Local Community of Practice (welke impact/invloed heeft je activiteit op de lln/school zelf)**

The children see the pamphlets in our school and are reminded to our project everytime they see them.

### **Impact on Transnational Community of Practice (invloed op de samenwerking met de andere landen)**

Pictures of the pamphlets are shown to the other countries/ uploaded into peda.net

### **Impact on Increasing Nature Discourses (invloed op het verhogen van de woordenschat ivm natuur)**

By browsing the internet for pictures, children see new photos/image. We talk/discuss/describe all the pictures.

### **Impact on Developing Skills (basic skills, e.g. group work, and ICT skills) (invloed/impact op de basisvaardigheden, groepswerken (sociale vaardigheden) en ICT vaardigheden)**

Children worked individual. They made the pamphlet themselves, using all the ICT-skills they already knew

### **Dissemination (verspreiding)**

Pictures of the pamphlets are uploaded into peda.net

Pictures are shown on the schoolwebsite, on facebook...

## **DESCRIPTION OF PROJECT ACTIVITIES, INCLUDING IMPACT AND DISSEMINATION**

### **Activity Description ( beschrijving van de activiteit)**

Building bridges: the toddlers work in pairs and have to build a bridge over the water. In the room we have put blue paper and all kind of boxes with different building things ( for example, boxes, duplo, wooden blocks, stones, lego ,pipes, clicks...). The toddlers search what is the best way to build a bridge. They try it out and adapt their bridge if necessary.

Toddlers (age 5-6)

### **Impact on Local Community of Practice (welke impact/invloed heeft je activiteit op de lln/school zelf)**

Learn to cooperate, finding a solution for a problem (together).

### **Impact on Transnational Community of Practice (invloed op de samenwerking met de andere landen)**

The toddlers know that the school works on a project that other countries in the world also work on.

### **Impact on Increasing Nature Discourses (invloed op het verhogen van de woordenschat ivm natuur)**

While building, they use vocabulary like: bridge, high, low, water, collapse, firm...

### **Impact on Developing Skills (basic skills, e.g. group work, and ICT skills) (invloed/impact op de basisvaardigheden, groepswerken (sociale vaardigheden) en ICT vaardigheden)**

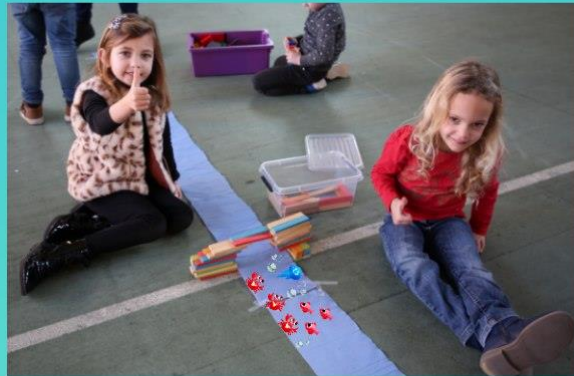
The children worked in pairs with the children from another class. A 6y old with a 5 y old. They communicate with each other and search for solutions together. They learn to persevere. They were very proud if they found the solution! 😊

### **Dissemination (verspreiding)**

Pictures, website of the school, facebook...



Integratie Loeloe  
- Pompomklas  
Samen bruggen over  
water bouwen met allerlei  
bouw materiaal  
**GEAR**



## **DESCRIPTION OF PROJECT ACTIVITIES, INCLUDING IMPACT AND DISSEMINATION**

### **Activity Description ( beschrijving van de activiteit)**

Save the ocean! Fishing waste out of the sea. We have put a lot of pictures (they are up side down and there is a magnet on it) of fish and waste in a tank. The toddlers can fish the waste out of the tank with a fishin rod. They leave the fish in the sea. (age 5-6)

### **Impact on Local Community of Practice (welke impact/invloed heeft je activiteit op de IIn/school zelf)**

Be aware that waste has a huge impact on our environment.

Be aware that we have to recycle our waste, instead of throwing it away.

### **Impact on Transnational Community of Practice (invloed op de samenwerking met de andere landen)**

The toddlers know that other countries work on the same project as our school. They also know that recycling is also very important in other countries.

### **Impact on Increasing Nature Discourses (invloed op het verhogen van de woordenschat ivm natuur)**

**Vocabulary:** waste, recycle, plastic soup, pollution...

### **Impact on Developing Skills (basic skills, e.g. group work, and ICT skills) (invloed/impact op de basisvaardigheden, groepswerken (sociale vaardigheden) en ICT vaardigheden)**

The toddlers work in groupes of 4. They fish the waste out of the 'sea'. Hier kunnen de kls per 4 werken. Ze vissen samen het afval uit de zee en sorteren het. Ze staan samen stil rond het sorteren. Van wat is iets gemaakt, hoe sorteren we het....

### **Dissemination (verspreiding)**

Pictures, facebook, school website, our G.E.A.R. growing board in the school



**GEAR water: afval vissen uit de zee en sorteren**  
**Red de zee ( plasticsoep)**

**DESCRIPTION OF PROJECT ACTIVITIES, INCLUDING IMPACT AND DISSEMINATION**

**Activity Description ( beschrijving van de activiteit)**

Conversation in the class : water

Making a wordcloud. Brainstorming. (age 5\_6).

**Impact on Local Community of Practice (welke impact/invloed heeft je activiteit op de lln/school zelf)**

The toddlers know that water is very important for humans and for nature. They are aware that we need water for a lot of things.

**Impact on Transnational Community of Practice (invloed op de samenwerking met de andere landen)**

The toddlers know that other countries also work on the same project.

Water is important everywhere.

**Impact on Increasing Nature Discourses (invloed op het verhogen van de woordenschat ivm natuur)**

**Vocabulary:** water, washing, toilet, swimming, ice, cook, drink, watering the plants, oceans, blue planet, rivers, plastic soup, boats...

**Impact on Developing Skills (basic skills, e.g. group work, and ICT skills) (invloed/impact op de basisvaardigheden, groepswerken (sociale vaardigheden) en ICT vaardigheden)**

We think about 'water'. We listen to each other.

**Dissemination (verspreiding)**

Pictures, facebook, school website, the wordcloud was put up in the classroom



**DESCRIPTION OF PROJECT ACTIVITIES, INCLUDING IMPACT AND  
DISSEMINATION**

**Activity Description ( beschrijving van de activiteit)**

Art project: plastic soup. Crafts with waste (age 5-6)

**Impact on Local Community of Practice (welke impact/invloed heeft je activiteit op de IIn/school zelf)**

Discovering that some objects float/ sink.

Becoming aware that we have to recycle our waste (at school, at home), and not just throw it away.

**Impact on Transnational Community of Practice (invloed op de samenwerking met de andere landen)**

The toddlers know that other countries also work on the same project.

Water is important everywhere.

**Impact on Increasing Nature Discourses (invloed op het verhogen van de woordenschat ivm natuur)**

**Vocabulary:** waste, recycle, plastic soup, plastic, polute, fish dying...

**Impact on Developing Skills (basic skills, e.g. group work, and ICT skills) (invloed/impact op de basisvaardigheden, groepswerken (sociale vaardigheden) en ICT vaardigheden)**

The toddlers work alone. During their work they talk about 'water' and the plastic soup. They are very proud with the crafts they make.

**Dissemination (verspreiding)**

Pictures, facebook, school website the crafts are put up in the hall. The children take it home later on.



**GEAR water: knutselen met afval.  
Plasticsoep dat is troep**

## **DESCRIPTION OF PROJECT ACTIVITIES, INCLUDING IMPACT AND**

### **DISSEMINATION**

#### **Activity Description ( beschrijving van de activiteit)**

Floating and sinking.

The toddlers work in pairs. All the material is ready for them. They have a paper where they have to indicate if the object sinks or floats. (age 5-6)

#### **Impact on Local Community of Practice (welke impact/invloed heeft je activiteit op de IIn/school zelf)**

They discover that some objects float and that others sink.

#### **Impact on Transnational Community of Practice (invloed op de samenwerking met de andere landen)**

The toddlers know that other countries also work on the same project.

Water is important everywhere.

#### **Impact on Increasing Nature Discourses (invloed op het verhogen van de woordenschat ivm natuur)**

**vocabulary:** float, sink, waste, recycle, plastic soup, plastic, wood, metal, paper...

#### **Impact on Developing Skills (basic skills, e.g. group work, and ICT skills) (invloed/impact op de basisvaardigheden, groepswerken (sociale vaardigheden) en ICT vaardigheden)**

The toddlers work in pairs, they talk about what they see and compare. One object floats, an other one sinks... why?

#### **Dissemination (verspreiding)**

Pictures, facebook, schoolwebsite, GEAR board in our school...



**GEAR water  
drijven en zinken**

# DESCRIPTION OF PROJECT ACTIVITIES, INCLUDING IMPACT AND DISSEMINATION

- 1) Step by step Anna : We wash our hands with classdoll Anna. How do we do it?
- 2) handcraft: the tap : water painting blue paint, coloring page bath with picture of child within.... We wash our hands with water....
- 3) Activity with sounds of water : washingmachine, a boat, washing your hands, the rain, brushing your teeth,
- 4) theatre : Jules en Anna class : We take care of ourselves, we don't like dirty hands, dirty nose.... How do we do that? Juffie Els helps juffie Leila to do it correctly!  
Athene (doll) don't like dirty friends, with lovely friends she likes to cuddle.  
(age 3-4)

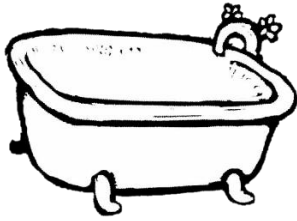
## Activity Description ( beschrijving van de activiteit)

Step by step :



Handcraft : the bathroom from Anna.





**Impact on Local Community of Practice (welke impact/invloed heeft je activiteit op de IIn/school zelf)**

The children know that they may wash their hands when they went to the toilet, when there are filthy....

**Impact on Transnational Community of Practice (invloed op de samenwerking met de andere landen)**

The children know that the teacher goes to another country.... You tell them about it.... They are very excited.... You show them the flag about Finland... you show them the flag of our country...

**Impact on Increasing Nature Discourses (invloed op het verhogen van de woordenschat ivm natuur)**

**Impact on Developing Skills (basic skills, e.g. group work, and ICT skills) (invloed/impact op de basisvaardigheden, groepswerken (sociale vaardigheden) en ICT vaardigheden)**

The children are proud of their work....  
They tell about it to each other....

**Dissemination (verspreiding)**

With pictures!!!!!!

# DESCRIPTION OF PROJECT ACTIVITIES, INCLUDING IMPACT AND DISSEMINATION

## **Activity Description ( beschrijving van de activiteit)**

Water worldwide: the children discover the experiences of other children worldwide. They meet Toui. We compare the different countries (by stories , pictures, postcards...) and see where it is the same and where it is different than in Belgium (age 8)

## **Impact on Local Community of Practice (welke impact/invloed heeft je activiteit op de IIn/school zelf)**

Children learn to use water sparingly, think about their water-use, finding ways to save water in our schools... The children realise that we need water to survive.

## **Impact on Transnational Community of Practice (invloed op de samenwerking met de andere landen)**

By seeing the use of water in other countries, the children feel connected with other children around the world.

The children are aware that we live in a society with different nationalities, religion...

## **Impact on Increasing Nature Discourses (invloed op het verhogen van de woordenschat ivm natuur)**

The children learn about water, the way water takes (from the sea to rain), pollution, daily use of water, consequences for nature/animals...

## **Impact on Developing Skills (basic skills, e.g. group work, and ICT skills) (invloed/impact op de basisvaardigheden, groepswerken (sociale vaardigheden) en ICT vaardigheden)**

Crafts:making wateranimals (co-operating, sink/float, use of small wateranimals...)

Social skills: co-operating, singing and dancing together, explore, experiment...

## **Dissemination (verspreiding)**

Pictures, crafts, poster of the world in the hall (so all parents could see them)





# DESCRIPTION OF PROJECT ACTIVITIES, INCLUDING IMPACT AND DISSEMINATION

## **Activity Description ( beschrijving van de activiteit)**

Visiting a company Vandezande in Esen. It's a company that makes screw pumps and hydropower pivots, water treatment plants and electromechanics equipment of bridges, sluice and propulsion. (age 11-12).

## **Impact on Local Community of Practice (welke impact/invloed heeft je activiteit op de lln/school zelf)**

The children are informed in how everything works. Children can see the components of the sluice, pivots screw pumps... They see how everything is made.

The children learn different places (in Belgium and all over the world) where they build waterplants, or where water is being used to make energy (also in Kortemark we have a small plant that makes energy)

## **Impact on Transnational Community of Practice (invloed op de samenwerking met de andere landen)**

Vandezande has plants all over the world, als in countries that participate in our GEAR-project (for example in Italy). We take a look where everything is situated.

## **Impact on Increasing Nature Discourses (invloed op het verhogen van de woordenschat ivm natuur)**

Vocabulary: screw pumps and hydropower pivots, water treatment plants and electromechanics equipment of bridges, sluice and propulsion.

Hydropower pivots and screw pumps are used to make green energy.

## **Impact on Developing Skills (basic skills, e.g. group work, and ICT skills) (invloed/impact op de basisvaardigheden, groepswerken (sociale vaardigheden) en ICT vaardigheden)**

Group work: searching the internet (on i-pads) for more information about Vandezande, about how sluice work, what hydropower pivots and screw pumps do...

Looking up the different cities where they have plants.

## **Dissemination (verspreiding)**

Vandezande has constructions abroad (also one in Thessaloniki, Greece). The countries that we work with in our project learn that they have similar installations in their country.



# DESCRIPTION OF PROJECT ACTIVITIES, INCLUDING IMPACT AND DISSEMINATION

## Activity Description ( beschrijving van de activiteit)

Visiting the Yser tower in Diksmuide (monument from the Great War) (age 9)

## Impact on Local Community of Practice (welke impact/invloed heeft je activiteit op de lln/school zelf)

The children learn that water was sometimes important in history as well. Thanks to the flooding of the Ijzervlakte, we were able to save our country in World War one.

## Impact on Transnational Community of Practice (invloed op de samenwerking met de andere landen)

A lot of countries were involved (and fighting) in the Great War. We looked up the different countries on the globe.

## Impact on Increasing Nature Discourses (invloed op het verhogen van de woordenschat ivm natuur)

Vocabulary: flood, inundation, sluice, worldware, poppies...

## Impact on Developing Skills (basic skills, e.g. group work, and ICT skills) (invloed/impact op de basisvaardigheden, groepswerken (sociale vaardigheden) en ICT vaardigheden)

It was a guided visit. The children learn to react properly.

Back in school we watched videos and searched for more info on the internet.

## Dissemination (verspreiding)

Pictures, facebook, pictures on the GEARsign in the hall.



