

Soil 1st project week

Country /number of students participating	Activities	Methods	Conclusions
Germany 66	<ul style="list-style-type: none"> - experiments with soil - erosion - soil layers - geology of the region - ants - planning of the school garden 	<ul style="list-style-type: none"> - learning with models/SOS - IBL - self assessment 	<ul style="list-style-type: none"> - most students enjoyed project based teaching - they enjoyed being active and working on their own in small groups - Teachers: project week needs better planning (too many groups)
Latvia, 27 students	<p>Experiments (soil characteristics, how fast water reach the roots of tree);</p> <p>Models of soil layers</p> <p>Models of slope flushing</p> <p>Models if soil erosion</p> <p>workshop- how to check kind of soil using wet tactile method</p> <p>Guessing (identify) the rocks of other country</p> <p>Planting project tree (rowan)</p> <p>Evaluation</p>	<p>Experiments, small projects, presentation</p> <p>modelling</p> <p>practical method</p> <p>self assessment, questionnaire</p>	<p>Students learned research skills this week: they took samples in nature (soil), did experiments, gained experimental data (observations, photos), analyzed them, made models and evaluated the results of the experiment and compare with other groups. Students trained in IT and cooperation skills, As the evaluation questionnaire shows, students learned about characterics of soil , know similarities and differences of soil in each project country, but it was difficult them to find the rationale for the</p>

			importance of soil for the production of quality drinking water. This could be explained by the fact that the experiments were conducted by pupils 2 years ago and the conclusions may have been forgotten.
Poland 12 students	<p>Experiments (checking PH of different kinds of soil, what is the role of animals, which lived in the soil)</p> <p>trip around the area (checking what kind of rocks are most popular in our territory)</p> <p>analysis rocks of partner countries</p> <p>planting project tree (silver spruce)</p> <p>building model of layers of the earth</p> <p>Evaluation</p>	<p>Experiments, ICT</p> <p>trip, work shops</p> <p>group work, free activity</p> <p>SOS</p> <p>power point presentation, CLIL</p>	<p>Students were very engaged in all activities especially where they were connected with experiments and checking their knowledge by themselves. They really liked working outside the school. What is more students engagement made them remember the new knowledge much better.</p> <p>They improved their language and ICT abilities.</p>
Portugal 17 students	<ul style="list-style-type: none"> - Collecting rocks in the school's surrounding area; - Analysis and identification of the rocks; -Shipping of rock sample to partner countries; - Analysis and identification of the rocks received from partner countries; - Creating a 3D poster with the rock samples; 	<p>SOS</p> <p>IBL</p> <p>Project work</p> <p>Photo reporting</p>	<p>After learning about the different characteristics of rocks, students were then able to recognize its usage in public buildings, private housing, urban furniture, sculptures...)</p> <p>The model allowed students to visualize the soil's different layers, properties and organic and mineral elements.</p>

	<ul style="list-style-type: none"> - Observing the similarities and differences among the rocks from partner countries; - Building model with the different layers of soil; - Experiments on the permeability of soil; - Photo report of granite monuments in the villages where the students live. 		<p>Students improved their ICT skills by doing a photo report of the different monuments in their villages.</p>
<p>Slovenia 115 students</p>	<ul style="list-style-type: none"> - Lecture on different kinds of soil (dr. Vrščaj, The Institute of Agriculture of Slovenia). - Visiting the workshop at The Forestry institute of Slovenia: the pupils got to know the forest soil and the importance of living organisms in it for the forest. - Making the water filter from different materials from soil, determining the ph value of soil and determining the correlation with the type of vegetation growing on it. - Determining soil permeability. - Preparing Powerpoint presentations of all the activities at The Forestry Institute of Slovenia. 	<p>SOS IBL ICT CLIL Project work Free activity Foto gallery and making documentary Powerpoint presentation</p>	<p>Pupils were involved in all the phases of the learning process (planning, activities, evaluation). They did a lot of field work which gave them the opportunity to explore, research, do models, gain scientific data, do analysis and synthesis, draw conclusions and deepen their knowledge about the topic of the project week (soil: different soil layers, the forest soil and the importance of living organisms in it for the forest, how water filter is made, how we can measure the soil permeability, the ph value, which plants grow best in soil that has certain ph value).</p>

			<p>They did sensorial learning and were active participants in the learning process. They improved their ICT skills and communication, cooperation as well as presentation skills. They practiced debating on a certain topic, expressing their opinion, making suggestions and searching for solutions. They improved their English skills as their presentations of the activities performed in this project week were done in English and consequently they learned a lot of new terms.</p> <p>In their evaluations they emphasised their risen motivation and sense of well-being as well as their deepened an more sustainable knowledge on the topic.</p>
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