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# Teaching in Europe : Freshwater Crisis



## Guide for Kindergarten and School Teachers

Prepared in the frame of Erasmus+  
Cooperation for innovation and exchange of good practice

Strategic Partnership for Schools Only

2017 – 19



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## Project partners:

**Stadtteilschule Arheilgen**

**Darmstadt /Germany**

[www.sts-arheilgen.de](http://www.sts-arheilgen.de)



**Základní škola**

**Tomase Garrigua Masaryka**

**Blansko /Czech Republic‘**

[www.zstgm.cz](http://www.zstgm.cz)



**Private Primary and Secondary Language School**

**DRITA**

**Sofia /Bulgaria ‘**

[www.dritaschool.com](http://www.dritaschool.com)‘



**Scoala Primara ‘Hänsel und Gretel’**

**Iasi /Romania**

[www.feas.ro](http://www.feas.ro)‘



**Vali Sabahattin Cakmakoglu Ortaokulu**

**Mersin /Turkey**

[www.vscakmakogluortaokulu.meb.k12.tr](http://www.vscakmakogluortaokulu.meb.k12.tr)



**Rotebergs skola**

**Edsbyn/Sweden**

[www.ovanaker.se](http://www.ovanaker.se)





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## About .....

# Stadtteilschule Arheilgen

a Cooperative Comprehensive School and the coordinator of this project  
offering first stage of secondary education for pupils aged 10 to 16 (grade 5 – 10):

Grammar school (grade 5 – 10)

Orientation Stage (grade 5 + 6), then streaming starts in grade 7:

Secondary Modern School (3 years)

Secondary School leading to Intermediate Qualification (4 years)

Two Integration Classes for new pupils with no or hardly any knowledge of German due to their migrant or refugee background. They get extra training in German so that after some time they will be able to take part in mainstream lessons.

812 pupils (443 boys, 369 girls)

73 teachers

2 secretaries

1 caretaker

2 colleagues employed in the frame of school social work and

to organize and supervise extracurricular activities in the afternoon

Committed participation of parents & 'Friends' Association of Stadtteilschule Arheilgen'

Our pupils come from more than 30 countries from all over the world. We are teaching them to value different cultures brought into our school by pupils from all over the world.

All pupils start learning English in grade 5.

Spanish or French as a second foreign language starts in grade 7

### Stadtteilschule Arheilgen focusses inter alia on:

- Extra support lessons to overcome learning difficulties
- Teaching values (behaviour training, education towards democracy)
- Project "Learning by adventures / acting environmentally sustainable"
  - Lessons making pupils ready for choosing a career
- Extracurricular activities e.g. subject "Glück": Activities to prepare pupils for a successful life by helping them to detect their assets and weaknesses and to designate goals.



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## About .....

# Základní škola T. G. Masaryka

Primary and lower secondary school Tomáše Garrigua Masaryka Blansko is the oldest school in town Blansko, with its history lasting for nearly ninety years. It is situated in the southeast part of the Czech Republic, in protected area called Moravian Karst. Our surrounding area is really rich in natural beauties. Our region also has a long industrial tradition and farming is very important here, too. About 20000 inhabitants live in Blansko and Czech second largest town Brno is in a convenient distance from us.

Our school offers primary and lower secondary education for pupils from Blansko and neighbouring towns and villages. The school building is situated near the very town centre. Our present number of pupils is about 600, about 40 teachers and 30 other operational employees work here. There are twenty-seven classes at school now, fifteen primary classes (grades 1 – 5, age 6 - 11) and ten lower secondary classes (grades 6 – 9, age 12 - 15). The school curriculum concentrates in language teaching, our pupils can learn English from grade 2 on and German, Russian or French – according to pupils' choice from grade 6. We can use language labs, two IT labs, two gyms, school sportsground and school canteen which provides lunches for our pupils and employees. We provide afternoon school club for youngest pupils, many out-of-school activities, sports courses, trips in our country and abroad and a huge variety of other activities.

The school motto is „With school into life“. Our goal is to equip young people not only with the knowledge but also with social sense and right set of values. That is why, since 2001, the school is being involved in inter schools projects within Socrates, Comenius and now Erasmus+. The school also takes part in other smaller projects focused on environment, art or science.



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## About .....

# DRITA School

a Private Primary and Secondary School and Kindergarten,

situated in Sofia, Bulgaria

DRITA was created in 1990 as the First private kindergarten in Bulgaria. Later it was developed into a Primary (1994) and Secondary School with language and science departments (2000). It is the official representative of Anglia Examination Syndicate, Chichester College for Bulgaria, Founder and member of the Bulgarian Association of Private Schools and the Movement for Modern Schools in Bulgaria. It is also an authorized member of OPTIMA (Bulgarian Association of Quality Language Services), accredited in 2003, 2006 and 2015.

about 310 pupils

32 teachers

We work so that our students are self-confident, conscious of their potential and proud of their achievements.

In order to achieve this we:

- » build up safe and stimulating surroundings, in which every child advances academically, socially, emotionally and physically as a part of a bigger, supporting community;
- » encourage the achievement of high personal goals;
- » recognise the importance of all kinds of success;
- » provide a choice of activities, enabling every student to show his/her worth;
- » keep close contact with parents in order to support the efforts of the children;
- » provide qualified teachers with extensive professional experience and interests, who direct and support the individual development of the students;
- » have appropriate facilities and modern equipment.

### Our Values

Honesty and integrity in the relationships.

Quality in everything we do.

Everyone matters.

Upbringing is as important as education.;

We love what we do!

The syllabus, the various development activities, the location, the excellent school equipment and, mostly, the people, make our school unique.



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## **About .....**

# **Scoala Primara ‘Hänsel und Gretel‘**

**Hänsel und Gretel` Primary School is a private elementary school who educates kindergarten and primary school children. It was inaugurated in 2012 in Iasi, a town full of culture and history. The school’s activity started with 20 preschoolers and 6 pupils. At this time (2018-2019) we’re working with 16 teachers, 140 preschoolers and 52 pupils. We grow slowly but we know we’re heading the right way. We have a qualified and well prepared staff appreciated by our pupils and parents. We have implemented local and regional projects with other schools, kindergartens and NGO’s. Our main partners are the parents, which help us in educating the children. Therefore, in the project will take part not only the children and teachers but also the parents.**

**The FRESH WATER CRISIS project is very appreciated in our school. We have promoted the project in our community and have informed the parents, pupils and teachers about our activities in the Opening day of the school. The activities realized together with the pupils in the Erasmus + project brought more control over the school and the children were encouraged to be more responsible and respectful. We received a very good and genuine feedback over the project as we constantly informed the parents about the project’s evolution and the children’s progress.**

**We are very grateful to our international partners from the FRESH WATER CRISIS Project for their support and very good cooperation.**



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# About .....

## Vali Sabahattin akmakođlu ortaokulu

**Vali Sabahattin akmakođlu Secondary School is situated in residential area including 3200 houses built by Mersin Municipality under the World Bank loan within prevention of slums. It was built in 1987 in Akbelen District. We are in Toroslar County of Mersin City**

**It was named Vali Sabahattin akmakođlu in order to recognize his success job and to be an example to the next generation**

- **The education started in 1987-1988 period.**
- **In 1993-1994 education year annex was built in addition to the main building including 21 classes and 6 toilets.**
- **In 1992-1993 education year our school was converted from primary part to both primary and secondary parts.**
- **In 2013-2014 another primary school named Durmuş Ali Toksoy Primary School had to be transferred to our school both with its staff and pupils as their building was in danger and had to be destroyed. In 2014-2015 the staff of secondary part of that school had been sent to other schools.**
- **There are 63 teachers and 1080 pupils in our secondary part.**

**Age Range:10-14**



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# About .....

## Rotebergs skola

Rotebergs skola is a public primary school with about 130 pupils. The school has its origin in the 19<sup>th</sup> century, though rebuilt a few times.

The school is situated in the region of Hälsingland, just below the middle of Sweden, about 300 km north of Stockholm. The region, like the most of Sweden, consists of hills covered with vast forests and the products out of forestry are the raw materials to the industry here. Through the landscape runs the river of Voxnan and creates a valley, Voxnadalen, with small lakes, fields, meadows and farmhouses. Though farming is not common in the area nowadays. The old farmhouses of Hälsingland are now a world heritage. Our local municipality, Ovanåker, has about 12000 inhabitants and Edsbyn is the centre of Ovanåker's Municipality. About 5000 people live in Edsbyn and Roteberg is a very small countryside "village" just outside the centre.

Rotebergs skola offers primary education for pupils from the surrounding small places and therefore many of the pupils travel by bus. There are seven classes at the school, grades 1 to 6 and a pre school class. There is also an afternoon school club for the youngest ones. In all there are 18 teachers/assistants in the staff. The school follows the curriculum of the public Swedish school system. There is a gym, a library and canteen at the school. Lunch is served every day.

The school has participated in a couple of Comenius and now this Erasmus+ project since the year 2000.

The school is working on the solution-oriented education. It is an attitude that is pervaded by confidence in the individual's own resources and competences and a respectful response. Focusing on what works and giving positive feedback are two important parts. Instead of getting caught in trouble, we try to see solutions and opportunities. It makes a big difference when we highlight what works and think about opportunities, successes and strengths instead of problems, difficulties and shortcomings. It creates a positive mood and gives job satisfaction. We are all unique and learn in different ways. Being aware of it also increases the tolerance of inequality and inequality is an asset.

### Values

Everyone is equally important and everyone has the same value

Differences instead of similarities

There are no limits

Learning and development take place in meeting with others

All students must develop optimally based on their prerequisites



## **About the rationale of the project in terms of objectives pursued and needs to be addressed**

**Competences support learning and problem solving. They make people more capable of acting and enable them for independent learning. Our schools - each in its way - help our pupils to acquire manifold competences. But the number of pupils (with and without migration background) who have difficulties in understanding texts and expressing their point of view and who are therefore less successful at school, increases in our schools as well. Some of them get frustrated and leave school education earlier than necessary.**

**Discussions in our schools and during project meetings made us aware that we have to focus on language and creative competences as they are the precondition for learning, for acquiring knowledge and media competence. These competences develop the abilities to articulate and share ideas, to communicate, to reflect and connect old and new knowledge. They are the foundation for acquiring more competences, for seizing opportunities, for an active, successful life and for equal opportunities. Good language competence and the ability to communicate in foreign languages is a forceful communication tool that supports the intercultural competences.**

**We are worried that it gets more and more difficult for our pupils to make their own experiences and to be creative in the way they think and act. Their world has been made so perfect that they only need to consume. But the creative competence, the ability to solve problems and to develop new ideas, is important in our versatile world. Being able to perceive the world in new ways, to make new connections and generate solutions helps build your own experiences, develop as an independently minded and autonomous person who does not just adopt and use other's patterns of thought and action.**

**We need more ideas how we can help our pupils to improve these competences. When teachers from different schools and countries meet to get more insight how teaching is done at other schools and when they discuss their observations and exchange their experience we will gain new ideas how to approach the current deficits.**



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**But just acquiring competences is not enough to make qualified decisions and to assess actions. Hence we will be working on acquiring the competences in the frame of subject teaching with focus on gaining more science knowledge.**

**In the past people had to adapt largely to their environment. Today they form their environment to a great extent. But they can only inadequately assess what they are doing. Therefore it is very important to make our pupils aware of the consequences of man-made environmental changes. Our pupils know that we have a problem with global warming, but they do not know that the increasing shortage of freshwater worldwide will become an even bigger problem - not only for our environment but also for our society and the manhood as a whole. Only 2,5% of all existing water on earth is freshwater - two-thirds of that is accumulated in glacial ice at the poles. During the last 100 years, the consumption of freshwater decupled. Since the World Water Forum in Den Haag in 2000 water is regarded as merchandise, no longer as common property. Around the world water runs short, conflicts get worse and the depicted consequences are frightening. That is why we want our pupils to know more about the topic of freshwater, understand its value and treat water mindfully.**



## Reports about and suggested exercises

- A.1 Logo competition
- A.2 Adjectives, antonyms and water alphabet
- A.3 Wiki & doing presentations
- A.4 About dealing with water footprints
- A.5 Use of water
  
- A.6 + 7 Proverbs and pieces of wisdom
- A.8 About water biotopes
- A.9 About life in water stressed areas
  
- A.10 Contaminated freshwater
- A.11 The water cycle
- A.12 Freshwater in Europe: protection & at risk
- A.13 Stations for learning
- A.14 Compound water words
  
- A.15 Rivers are lifelines
- A.16 The power of water
- A.17 Legends & fairy tales related to water
- A.18 Virtual water



## ACTIVITY:

### A.1 Logo Competition

Number of Teachers involved: 3

Number of Pupils/Students involved: ca. 80

Secondary School

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	<p>1. In the first step we used one lesson (45 mins) for an open discussion about water. Questions that had to be answered were, amongst others: <b>What is water?</b> <b>What importance does it have for humans? Why do we need it?</b> <b>What role does it play for the planet?</b> <b>What problems do we face at the moment that have to do with water and what are possible predictions for the future?</b></p> <p>2. The next step was to find out ways to express either personal associations with water, general problems and/or solutions to the problems and how to depict them in a piece of art. <b>Since the task was done with students of different ages and school types, some of the questions/ tasks had of course been altered and/or simplified accordingly.</b></p>
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	<p>1. Considering questions, tasks that can be accomplished by the particular age group 2. Materials that are available at school 3. Time frame</p>
<b>3.</b>	<b>What materials did you use?</b>
	Paper, water colors and cardboard
<b>4.</b>	<b>What was the impact of the activity?</b>
	The students were involved in conversations about pollution, sustainability and consumerism, topics that are, especially for future generations very important. Whether it made an long lasting impact remains to be seen.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	<p><b>In phase one</b> the focus was on reflecting on ourselves and what we can contribute to a better world. Also a kind of creative thinking about solutions to today's problems.</p> <p><b>In phase two</b> the focus was, depending on the level of the class, the idea and the effort that went into the picture. Depending on the students, sacrifices had to be made, e. G. diligence was often one of the main criterias.</p>



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## ACTIVITY:

### A.1 Logo

Number of Teachers involved: 1

Number of Pupils/Students involved: 1 class

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	The pupils designed a logo for the entire current project. First, we talked about the project - what will be the topic for the next two years. We talked about fresh water with the pupils and how we can/cannot manage it. It was important to discuss how the pupils should design the logo of the entire project. We talked about symbols, simplified drawing, and the possible art techniques.
2.	<b>Describe your preparation for the activity.</b>
	First, tutors studied the freshwater crisis; next, they prepared information on how to create the logo and how it should look (clear, well-arranged etc.). We showed the pupils a couple of universal logos of various institutions, and we also used well-known symbols for water. First, pupils drew small designs and then they chose what technique they wanted to use on their own.
3.	<b>What materials did you use?</b>
	First drawing study - soft A4 paper, pencils; custom design - hard A4 paper, pencils, coloured pencils, felt-tip pens etc. Some older pupils also took advantage of being able to use computer programs.
4.	<b>What was the impact of the activity?</b>
	Pupils tried to design their own logo, oftentimes creating complicated designs. They had to redesign their drafts and simplify them. They chose simple and easily internationally recognisable symbols to create logos. They also used the Internet as a source of information, as well as a variety of art techniques (drawing, painting, PC work).
5.	<b>Competence/s focused on and additional comments/notes:</b>
	<ul style="list-style-type: none"><li>- gaining information from different sources</li><li>- working with well-known symbols, their use in the pupils' own work, creative approach</li><li>- planning individual art activities, choosing the most appropriate art method and procedure to create a logo</li></ul> thinking about the effect of the logo (whether it fulfilled its purpose - accurate, clear, well-arranged)



## ACTIVITY:

### A.1 Logo Competition

Number of Teachers involved: 3

Number of Pupils/Students involved: 211

Primary and Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	<p>The competition was done as part of the regular Art classes, during which we discussed what a logo should be, how a message can be delivered by a simple image, studied the main terms in graphic design. In the classes students discussed the issues of fresh water crisis, gave different ideas and spent time drawing.</p> <p>Then all suggestions were placed on a wall and all students and teachers were given the chance to vote for the best one. The box for the votes was specially prepared by a student and its shape was the one of a water drop.</p> <p>After collecting the votes a winner was nominated. Then the picture was processed so that it could be in the right digital format for a logo.</p>
2.	<b>Describe your preparation for the activity.</b>
	<p>A research on types of logos and unique ideas in business and social life. Examples of successful and not so successful logos. Talks with the students from the upper grades about digital formats and the way to convert a picture into a logo, motivating them to help in the final steps.</p>
3.	<b>What materials did you use?</b>
	<p>Colour pencils and paper, felt tips, computers.</p>
4.	<b>What was the impact of the activity?</b>
	<p>The students were motivated to work and contribute and eager to see the final results.</p>
5.	<b>Competence/s focused on and additional comments/notes:</b>
	<p>We expected the students to use already known images and to produce results resembling pictures. Actually a lot of them used their abstract thinking and created interesting logos. Some needed more help but at the end also successfully finished the task. It was a very useful activity for our Art classes!</p>



**ACTIVITY:**

**A.1 Logo Competition**

**Number of Teachersinvolved:1**

**Number of Pupils/Students involved: 15**

**Secondary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	The pupils were reminded the term “logo”, what it means and for what it is used. Also so many examples were shared with them. Especially it is focused on the significance of how a logo should be. Then all together the project title discussed and so many examples designed. The pupils worked on logos actively. The logos were exhibited on the project wall.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	Research on the topic was done. The pupils who would like to be included in the activity were determined.
<b>3.</b>	<b>What materials did you use?</b>
	Drawing block, crayons
<b>4.</b>	<b>What was the impact of the activity?</b>
	It had a positive effect on pupils that they become aware of , understand and assimilate the project.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	It was a creative competence. By this activity the creative sides of the pupils had been brought forth. It was inoculated the consciousness of the apprehension of the proper freshwater usage. It was a productive and enjoyable activity for all of us.



**ACTIVITY:**

**A.1 Choosing the winner of the logo competition**

**Number of Teachers involved: 13**

**Number of Pupils/Students involved: 120**

**Secondary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	<p>Logo competition had been started after determining ones to be in. As known before, the pupils had drawn, colored and completed their own logos by the leadership of their technology and design teacher.</p> <p>The works exhibited on our project wall in order all our pupils and teachers to see and evaluate them.</p> <p>Then the logos were enumerated and put to vote. The most voted and liked work was the one Selin Özbalta from 7/C did.</p>
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	<p>The works exhibited on our project wall in order all our pupils and teachers to see and evaluate them.</p>
<b>3.</b>	<b>What materials did you use?</b>
	<p>Project wall, logos</p>
<b>4.</b>	<b>What was the impact of the activity?</b>
	<p>Visual awareness was the most significance impact of the activity. Enumerating and putting to vote the logos created a rivalry atmosphere.</p>
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	<p>The most voted and liked work was the one Selin Özbalta from 7/C did. Also the others that involved in competition were thanked so the activity reached its goal.</p>



**ACTIVITY: A1. Presenting the project, partners and activities planned to teachers, pupils, parents & local press  
and Logo Competition**

Number of Teachers involved: 10

Number of Pupils involved: 42 (S), 30 (K)

Primary School and Kindergarten

1.	<b>Describe the procedure - what did you do?</b>
	We have presented the project, the partners and the planned activities to teachers, pupils, parents & local press. Dissemination, information and communication activities were held on the first day of school (11th.of September). Our school organised discussion sessions with the teachers, pupils and parents and distributed flyers with information about the project. The Logo competition was held on the date of 26th of September. The logo competition was preceded by a brainstorming session and a discussion on the topic of Freshwater Crisis.
2.	<b>Describe your preparation for the activity.</b>
	The teachers have prepared the flyers with the information about the project. The logo competition was preceded by a brainstorming session and a discussion on the topic of Freshwater Crisis.
3.	<b>What materials did you use?</b>
	Flyers Paper, colored crayons, felt-tipped pens, blackboard
4.	<b>What was the impact of the activity?</b>
	Our project was disseminated in the school and the local community. - number of posters proposed by the pupils: 10 - number of voters: 49 (children between 5 and 10 years old) - the result of the vote: no. 5 (first prize, 10 votes), no.8 (second prize, 8 votes), no.9 (third prize, 4 votes)
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Dissemination Creative competences



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## ACTIVITY:

### A.1 Logo-competition

Number of Teachers involved: 6

Number of Pupils involved: 110

Primary School

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	Lessons on freshwater in the classes. Introducing different logos, discussing the meaning of a logo. Introducing the logo-competition and that one winner in every class will be selected by a jury. Art-lessons for every class.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	Preparations were made by each teacher. Facts about freshwater was handed out to the teachers. We decided that one winner from each class will be chosen by a jury.
<b>3.</b>	<b>What materials did you use?</b>
	Magazines, computers, photos, papers, art pencils, water colours, etc.
<b>4.</b>	<b>What was the impact of the activity?</b>
	It raised the awareness about freshwater. The pupils were very enthusiastic about the task and they shared many ideas with each other. It also gave the pupils more knowledge about the meaning of a logo.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Improving creativity and communication skills.



**ACTIVITY: A. 1 Presenting the project, partners and activities planned to teachers, pupils, parents.**

Number of Teachers involved: 1

Number of Pupils/Students involved: 60

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	Collecting information , pictures, fotos and some data about the topic. Presenting the subject of fresh water crisis in the English classes. Project team pupils prepared a presentation about the fresh water and they presented the project briefly in the classrooms. They also prepared some pictures to show the importance of th topic. Parents and teachers were also informed and scheduled a meeting to inform them. The topic presented in the meeting room.
2.	<b>Describe your preparation for the activity.</b>
	Having information about the subject. Preparing a powerpoint presentation. Giving information to the project team. Making presentation of the project to the staff, parents and students. Project team draw some pictures and coloured them about fresh water. Presenting some photos and pictures about the topic on the project board.
3.	<b>What materials did you use?</b>
	Smart board, flash memory(power point presentation),pictures, photos
4.	<b>What was the impact of the activity?</b>
	Having more information about fresh water and how important it is, expanded the pupils awareness towards water. They thought the things they could do to reduce the usage of the water.Parents and stuff also realized the importance of the fresh water and they started to think how can they use the water more effective and if there is something they can do individually not to waste or pollute the water. Parents' getting informed about the project increased the awareness of the students towards water as they changed their habits about water in their homes.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	The activity focused on raising awareness of fresh water and the things can be done to save fresh water. Presenting the project raised the awareness of the fresh water in respect of pupils, parents and staff and gained them a new point of wiew towards fresh water. They started to think the things they could do to contribute to save the fresh water.



## ACTIVITY:

## A. 2 Words related to Water

Number of Teachers involved: 13

Number of Pupils/Students involved: 274

Primary and Secondary School

1.	<b>Describe the procedure - what did you do?</b> The activity had two sections – a language section and an art section Language section Discussion with the Czech language teachers of the 4 <sup>th</sup> to 7 <sup>th</sup> grade Explaining the activity, setting conditions - pupils in groups assembled vocabulary related to water (nouns, adjectives, verbs, names of watercourses, related words, and words expressing the use of water ...). The task was partly done at school, partly at home. Art section Discussion with the Art teachers of the 4 <sup>th</sup> to 7 <sup>th</sup> grade Explaining the activity, setting conditions - pupils in groups created a collage of the given words. The pupils completed the task in groups at school, the necessary materials and tools were brought from home.
2.	<b>Describe your preparation for the activity.</b> Explaining the activity, assigning group work. Pupils first wrote down the necessary words and then they began to make the artwork.
3.	<b>What materials did you use?</b> Language section Dictionaries, language guides, world atlas, pupils' own knowledge Art section A3 and A4 papers (white, coloured), glue, cut-out letters from newspapers or magazines, pictures, fabrics, wool, cotton, coloured pencils, felt-tip pens, watercolours, glitter ...
4.	<b>What was the impact of the activity?</b> Some groups did not know what to do at first, but after a mutual discussion, the situation improved. Sometimes pupils had difficulty selecting important information. Some groups worked very well from the beginning, the pupils themselves appointed the head of the group as well as the main coordinator,



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	<p><b>other groups negotiated during the work, in some groups, the communication could be better.</b></p> <p><b>The pupils enjoyed the task of creating the custom collage more; they divided the tasks and agreed on what to do. It is true that the situation in each class differed. In some, the tasks were coordinated by teachers, in others, the pupils worked completely independently and with enthusiasm. Many tried to make their collage not only interesting in terms of their content, but also to make it unique using non-traditional artistic techniques.</b></p>
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	<b>Competence to learn, to solve problems, communicative, social and interpersonal competences, work competence</b>

ZÁKLADNÍ ŠKOLA TOMÁŠE GARRIGUA MASARYKA BLANSKO, RODKOVSKÉHO 2

PRIMARY SCHOOL OF TOMÁŠ GARRIGUE MASARYK BANSKO, RODKOVSKÉHO 2



## ACTIVITY:

### A.2 Collecting adjectives and antonyms to do with water

Number of Teachers involved: 14

Number of Pupils/Students involved: 260

Primary and Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	First we started with a discussion about water and its importance for life. Then in some of the classes pupils watched short films, in others they read fairytales, followed again by discussions. After that the students were given creative tasks to do with water – draw, paint, make collages, short texts or haiku poems, photos, etc. When the results of the creative tasks were ready, children started describing them with words. The words were collected, some more ideas came, while listening to the ideas of the others. When each class came up with a list of adjectives, they were asked to find the opposites or the antonyms of the collected lists of adjectives. Students from the 10 <sup>th</sup> grade volunteered to translate the words in English and while doing so they added more words. The pairs were made into posters in each classroom.
2.	<b>Describe your preparation for the activity.</b>
	The teachers discussed the task together and came up with different ideas. Then each teacher chose which approach to use. According to that they either searched for videos and pictures, or for stories. Then the pupils and students were informed about the task and in a number of classes/ lessons they were given the time to work.
3.	<b>What materials did you use?</b>
	Videos, photos, stories, computers, paper, water colours, newspapers and magazines, etc.
4.	<b>What was the impact of the activity?</b>
	The pupils and students got really involved into the tasks. There was an intense process of sharing ideas and opinions, of expressing themselves in various ways. Despite raising awareness about freshwater crisis the activities also positively influenced the language of all involved, both in their mother tongue and in English, as they learned new words and expressions.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Language competence was the main to be developed, but all the tasks led to improving creativity and communication skills as well.



**ACTIVITY:**

**A.2 Adjectives and Antonyms**

**Number of Teachers involved: 1**

**Number of Pupils/Students involved: 30**

**Secondary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	The activity was applied on the fifth grade pupils by the leadership of Turkish teacher. Firstly we determined which words (adjectives and antonyms) we will use via brainstorming. We took care the selected words to be noteworthy. Then we made sentences within those words including messages. We built up the sentences by visuals and presented what we tried to say on visuals. So that we completed our activity. We shared the collages prepared by the other fifth grade pupils. So that we took attention to the consciousness of the freshwater saving.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	I informed the pupils on the topic and determined their duties. We compiled the adjectives and antonyms and selected the most significant ones. Also we compiled visuals on our topic.
<b>3.</b>	<b>What materials did you use?</b>
	Computer
<b>4.</b>	<b>What was the impact of the activity?</b>
	By this activity the pupils became aware how valuable the freshwater was in our life and they were aware of the duties and responsibilities they all had to prevent the probable freshwater shortage in the future. Also impact on the pupils the consciousness of the freshwater saving. They involved in the activity passionately and inquired. The most important thing is that they became aware and learnt to drain freshwater consciously. All the pupils involved in the activity voluntarily. They were all active by researching on the subject and collecting documents
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	It was noteworthy and expressive activity. Language competence was focused on by determining the words "adjectives and antonyms" and making sentences within those.



## ACTIVITY:

## A.2 Water Alphabet

Number of Teachers involved: 3

Number of Pupils/Students involved: 28 (G6) + 5 (R9)

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	<p>This activity was prepared for our project- kick-off ceremony that took place when all school coordinators were meeting for their first work session at the coordinating school beginning of October 2017.</p> <p>A few days before the ceremony took place the class teacher of a Grade 6 introduced the topic to his pupils. Each pupil was asked to find for a specific letter at least one word relating to water preferably freshwater. Then all words were written in the correct sequence onto the blackboard. If no words were found only the first letter was written. Then all tried to find a word for the gaps.</p> <p>Finally the pupils were asked to write each word on a small piece of paper, to keep this paper and to bring it for the ceremony.</p> <p>At the same time an arts teacher asked students of her Grade 9 also to prepare a list with words and to bring this list for the ceremony.</p> <p>A third teacher had prepared a poster for the water alphabet.</p> <p>At the ceremony the students of Grade 9 helped the younger ones to glue their little pieces labeled paper to the poster and added words that were missing from their own list.</p> <p>Finally only for I, X and Y no words were found.</p>
2.	<b>Describe your preparation for the activity.</b>
	<p>Small pieces of paper were all cut of identical size.</p> <p>The poster was prepared with the task, all letters of the alphabet and some pictures referring the topic.</p> <p>Before the ceremony started the poster was attached to a movable wall.</p>
3.	<b>What materials did you use?</b>
	<p>Colored cardboard (size 75x50cm), white Din A4 paper (120g/m<sup>2</sup>) for cutting small pieces of size 2,5 x 15 cm, pins for attaching the poster to the movable wall, glue, black felt pens</p>



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4.	<b>What was the impact of the activity?</b>
	<p>This activity made our pupils aware that to find suitable words they had to think of areas of application or use. But at a certain point they realized they didn't get on any more and started area thinking and were thinking outside the box.</p> <p>In addition being an active part of the ceremony was for our pupils of Grade 6 a special situation - not only because it took place in some kind of a ceremonial atmosphere but It also made them more than by other ways aware that our school is cooperating with schools in other European countries. Their headmistress held a speech in German so that they could follow it and then it was translated by the deputy headmaster for our guests from Europe standing/sitting vis-à-vis of them.</p>
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Enlargement of word pool and promotion of area thinking.

STADTTEILSCHULE ARHEILGEN, DARMSTADT/GERMANY



## ACTIVITY:

## A2. Water Qualities, Adjectives and Antonyms

Number of Teachers involved: 4

Number of Pupils involved: 32

Primary School

1.	<b>Describe the procedure - what did you do?</b>
	<p>The activity involved four steps:</p> <ol style="list-style-type: none"><li>1. The students and the teachers discussed the role of water in our lives and about what can we do to reduce water consumption.</li><li>2. The students were divided into teams and they had to identify as many adjectives/attributes of the water as they could. Teams 1 and 2 had to find adjectives beginning with letters from A to I . The 3 and 4 Teams had to find adjectives beginning with letters from J to Z. Hereafter, teams have experienced results obtained by filling out lists of words together.</li><li>3. All the words the students have found were exposed on the board, using magnetic letters.</li><li>4. Students have formed sentences using the words they have found, which were turned into advices for people:<ul style="list-style-type: none"><li>- "Do not throw garbage in the water!"</li><li>- "Drink two litres of water a day!"</li><li>- "Keep the waters clean!"</li><li>- " Clean the fountains! "etc</li></ul></li></ol>
2.	<b>Describe your preparation for the activity.</b>
	<p>The students from our school were informed about the topic of work .The teachers asked them to pay attention to all their actions involving water, to talk with their parents about the importance of water in our lives and make the difference between potable water and the non-drinkable one, for the next two weeks. During this period, the school purchased magnetic letters and teachers have designed the activity.</p>
3.	<b>What materials did you use?</b>
	<p><i>Resources:</i></p> <ul style="list-style-type: none"><li>-magnetic sheet</li><li>- magnetic letters</li><li>-board</li><li>-individual/team records</li><li>-colored cards</li><li>- room for activities</li></ul>



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<b>4.</b>	<b>What was the impact of the activity?</b>
	<i>List of words:</i> blue, deep, bitter, alkaline, good clean, crystalline, warm, clear, sparkling, flowing, expensive sweet, harsh, dynamic, energizing, hot, filtered, fantastic, fabulous, delicious, smooth, noisy, moisturizing, nourishing, colorless, odorless, tasteless, important , playful, low, clear, glossy, light, filthy marvellous untreated, normal, muddy , irreplaceable, payment, drinking, dangerous, polluted, cold, refreshing, reflective, salty, stale, stagnant, cloudy, wet, thermal, single vineyard, valuable, vital, turmoil
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	language competence



## ACTIVITY:

## A.2 Collect adjectives

Number of Teachers involved: 1

Number of Pupils involved: 16

Primary School

1.	<b>Describe the procedure - what did you do?</b>
	<p>This activity was made by our fifth-graders, they are eleven years old. The teacher wrote the word "water" on the whiteboard and told the class to collect adjectives about water. They came up with words like, for example: wet, drinkable, dirty, slippery, and more. After gathering adjectives the class collected antonyms to the adjectives, for example: wet-dry, drinkable-undrinkable, dirty-pure(clean).</p> <p>The next step was to make sentences about the gathered adjectives:</p> <ul style="list-style-type: none"><li>-You get wet when you swim in the water.</li><li>-It is important to have drinkable water.</li><li>-In some areas there is only dirty water, but the people still have to drink it!</li><li>-Walk carefully on water, it might be slippery.</li></ul>
2	<b>Describe your preparation for the activity.</b>
	<p>Before the lesson, the teacher prepared by gathering adjectives, so that she had a better view of what words the pupils might gather.</p>
3.	<b>What materials did you use?</b>
	<p>In this activity the teacher only used the whiteboard.</p>
4.	<b>What was the impact of the activity?</b>
	<p>The impact of the activity was that the pupils learned more about adjectives but also, once again, they were reminded that fresh drinking water is not to be taken for granted by every human being on this earth!</p>
5.	<b>Competence/s focused on and additional comments/notes:</b>
	<p>The competences we came in contact with during this activity were: language skills, science and social science.</p>



## ACTIVITY:

## A.2 Creating a Water Patchwork Picture

Number of Teachers involved: 1

Number of Pupils/Students involved: 38

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	<p>First the pupils of grade 6 collected words from A-Z related to water. We made a list. By thus they built a water alphabet (e.g. aquarium, Abwasserrohr=waste pipe, Äquadukt=aqueduct, Bach=stream, Babybecken=pool for babies, Bewässerungsanlage=irrigation system .... Wasserfarben=watercolours, Wasserwerk=waterworks, Welle=wave, Wasserfall=waterfall)</p> <p>Then each pupil choose a word and made to it a little painting using watercolours (some in upright format, but most in landscape format). The paintings of all pupils were fixed to a blue (like that European blue colour) cardboard. A picture frame (firm base and Plexiglas cover) was organized. The caretaker of our school installed the picture (size about 2m x 1m) at the school hall's wall. An information text about the reason for making and the making of the picture was fixed next to it at the wall.</p>
2.	<b>Describe your preparation for the activity.</b>
	nothing special
3.	<b>What materials did you use?</b>
	Drawing paper about size A4, some were a bit smaller, watercolours, picture frame size ca. 2m x 1m, fastening material
4.	<b>What was the impact of the activity?</b>
	We like it very much. The picture with blue and green as the dominating colours fixed to the yellow school hall's wall in a central position looks great.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Creative Competence



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**ACTIVITY: A.3 Guidelines for preparing good presentations and presentations  
to inform pupils at meetings about how Wiki will work**

**Number of Teachers involved: 2**  
**Secondary School**

**Number of Pupils/Students involved: 45**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	At first we watched some Ted Talks presentations and started a discussion on what makes a good presentation. In small groups then students started writing down guidelines for a successful presentation. All groups then prepared the guidelines as a presentation and showed them in front of the smaller grades. A Wiki page was also presented to the students as a way to collect information.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	The teachers have to prepare a selection of talks and be ready to offer help in writing down the guidelines.
<b>3.</b>	<b>What materials did you use?</b>
	A laptop and a multimedia projector. INTERNET.
<b>4.</b>	<b>What was the impact of the activity?</b>
	We talk a lot about presentations and presentation skills at our school. The activity added to the discussion and built on the previous activities.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Linguistic competence, presentation skills, internet safety and use of information.



**ACTIVITY:**

**A.3 A Wiki is a Dictionary**

**Number of Teachers involved: 1**

**Number of Pupils/Students involved: 50**

**Secondary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	Firstly the pupils were asked if they know anything about Wiki and then gave information about it and informed them about the role of Wiki in our project and also that activity. Wiki was pointed that it was a dictionary. So the pupils were asked which words related to “Freshwater” they’d like to have in that dictionary and write them in a piece of paper. They were presented also information about freshwater and what it is. The most written words were” life, necessity, sea, drought and rain. Especially we focused on the word “life” after evaluating the papers that how important freshwater is in our life. On their papers they were also asked to write what freshwater was and how it occurred. The notes were so significant and showed how they were aware of the importance of the freshwater.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	Collecting information about Wiki and the subject Freshwater, what it is and how it occurs and preparing a presentation about it.
<b>3.</b>	<b>What materials did you use?</b>
	Smart board, paper
<b>4.</b>	<b>What was the impact of the activity?</b>
	At the end of the activity the pupils were aware of the importance of the freshwater. They really enjoyed the activity. They had a chance to express themselves in a comfortable atmosphere. They knew about the wiki and improved their language competences by reproducing words about freshwater.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Language competence by reproducing words and writing about freshwater.



**ACTIVITY:**

**A.3 What is Wiki? How do children use the internet?**

Number of Teachers involved: 6

Number of Pupils involved: 42 (Primary School) 45 (Kindergarten)

<b>1.</b>	<b>Describe the procedure - what did you do?</b>	
	<b>Kindergarten</b>	<b>Primary School</b>
	The children were asked about what they know about internet. We have presented to the children which are the ways one can learn with the help of the internet. The teachers have shown each one of them what they wanted to learn about. So, we learned together a song, we learned to dance, we talked about the water circuit in nature and we looked at a video about water pollution.	A Wiki page was presented to the children, as a way to collect information. We talked about clean water and pollution. They searched on the wiki website for more information about the Bicaz dam and saw a documentary on how to clean the garbage collected in the water.
<b>2.</b>	<b>Describe your preparation for the activity.</b>	
	<b>Kindergarten</b>	<b>Primary School</b>
	The teachers have collected information about the internet and about water pollution	Collecting information about Wiki and the subject of Freshwater.
<b>3.</b>	<b>What materials did you use?</b>	
	<b>Kindergarten</b>	<b>Primary School</b>
	laptop video-projector	laptop video-projector
<b>4.</b>	<b>What was the impact of the activity?</b>	
	<b>Kindergarten</b>	<b>Primary School</b>
	The children felt very good. It was a successful activity. They learned a lot of things about water and internet and they were very pleased.	The children learned about Wiki and understood that it works like a dictionary. It was an interesting activity. They saw the Bicaz dam and understood how the waste was collected from the water.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>	
	Language competence by reproducing words and writing about freshwater.	



## ACTIVITY: A. 3 Guidelines for Reports about “Biodiversity acting as an indicator for clean Water“

Number of Teachers involved: 1

Number of Pupils/Students involved: 12

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	<p>Prior to this activity my pupils of a grade 7 had made posters showing the course of a stream from spring to mouth with village , town and industrial area at its bank. At several places they noted information about quality of water and stock of little animals (nymphs, worms, leech). Now each pupil had to prepare and bring forward a report about his/her poster. Before they started preparing it we discussed what’s typical for a report, the course of action and what they need to take notice of when reporting and why. The items were written to the blackboard and also transferred to a poster (size Din A2) that we hung up in the classroom.</p> <p><b><u>The items on the poster are:</u></b> It’s important that for 4 minutes reporting time the correct information are prepared</p> <ul style="list-style-type: none"> <li>- prepare memos (cards) as mnemonic</li> <li>- don’t read from the memos, speak freely, but don’t memorize your report</li> <li>- explain pictures/photos, present numbers for comparison</li> <li>- catch your classmates eyes</li> <li>- present your own texts</li> </ul> <p>- your amount of work needs to be in a reasonable proportion to your working time</p>
2.	<b>Describe your preparation for the activity.</b>
	Nothing special
3.	<b>What materials did you use?</b>
	White poster paper (Din A 2), felt pen (fat line)
4.	<b>What was the impact of the activity?</b>
	My pupils had carefully prepared their reports and tried to follow the guidelines. It was a good help for them.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Language competence, competence to give a report



**ACTIVITY:**

**A. 3 Guidelines for preparing good presentations**

**B. Water-Wiki**

Number of Teachers involved: 4

Number of Pupils involved: 90

Primary School

1.	<p><b>Describe the procedure - what did you do?</b></p> <p><b>A. Guidelines for preparing good presentations.</b> In many subjects students have to perform presentations and it is a goal to achieve in the Swedish curriculum. So discussing what a good presentation should include, is something that is a recurrent event in the Swedish classrooms.</p> <p>Before a presentation the teacher tells the students what a good presentation should include. Firstly: remember to speak slowly with a loud and clear voice and to make eye contact with the audience. Secondly: start your presentation by telling the audience what the presentation will be about. If you have a poster or showing something from a screen you must remember to point at it and make it a part of your presentation.</p> <p>After the students have made their presentations they get feedback from the other students in the classroom - "the audience" and from the teacher. We often use something called "two stars and one wish - two good things about the presentation and one thing that could have been developed.</p> <p><b>B. Water-Wiki</b> We first introduced the meaning of "wiki". Looking at some webpages like "Wikipedia" explaining to the students that we are going to make our own wiki wordlist about words related to water called "Water-Wiki". Then the students came up with water related words and explanations for the words and after that they translated it to English.</p>
2.	<p><b>Describe your preparation for the activity.</b></p> <p><b>A. Make a list of how to perform a presentation. Preparing material to show on a screen.</b></p> <p><b>B. Looking at webpages and finding out what the meaning of "wiki" is. Collected water related words to help the students in case they can't come up with enough words.</b></p>



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<b>3.</b>	<b>What materials did you use?</b>
	Computer, OH-projector, whiteboard, paper and pencils.
<b>4.</b>	<b>What was the impact of the activity?</b>
	Learning new words related to water, both in Swedish and in English.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Language skills.

ROTEBERGS SKOLA, EDSBYN/SWEDEN



## ACTIVITY:

## A.3 Wiki

Number of Teachers involved: 1

Number of Pupils/Students involved: 22 (9. A, B)

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	The task was to introduce pupils to the term “Wiki”, its function and usage. After learning about the task, we used the Internet to research what Wiki means and what can it be used for. In addition, pupils, after splitting into small groups, prepared presentations summarizing the findings. They showed their presentations to others, so everyone shared the results. We also discussed the technical level of their work and suggestions for possible improvements during the presentations.
2.	<b>Describe your preparation for the activity.</b>
	To prepare, we reviewed various Wiki encyclopaedias and examined their function. Pupils knew how to work in the used applications.
3.	<b>What materials did you use?</b>
	Work on the activity took place in a computer lab on computers with an Internet connection, while using school licences of MS Office tools or, if needed, Office365 school student accounts.
4.	<b>What was the impact of the activity?</b>
	Pupils have learned that Wiki does not mean only Wikipedia, but the use of the term is much wider. There are various narrowly focused Wiki. We were also interested in the history and origin of the word Wiki. Pupils will be able to repeat the process of creating a presentation and its rules when making presentations of their final works.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Work skills - processing and completing a task. Communication skills - teamwork, as well as the ability to present the results of said teamwork. Language competency in text processing and presentation of results - some sources in English.



**ACTIVITY:**

**A.3 Doing a Presentation: How does a Wiki work?**

**Number of Teachers involved: 1**

**Number of Pupils/Students involved: 1**

**Secondary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	<p>In the frame of my IT lessons in grade 7 about preparing power point presentations (PPT) I offered different topics to my pupils. One girl choose the topic “How does a Wiki work?”. She searched the internet for a video about “What’s a Wiki” and watched it, looked for several texts about the topic and did read them. With her own words she wrote down how a Wiki works. As she didn’t understand all context immediately she asked for explanation - also people outside of her classroom.</p> <p>After she had finished preparing the text I did read it and we discussed inaccuracies. Then she had to draw a rough plan how she wanted the individual pages to look like and showed it to me. With my feedback’s help she prepared the PPT.</p> <p>At the Open Day of our school she presented the PPT to her classmates and visitors three times.</p> <p>After her presentations her classmates made compliments on her presentation and suggestions for improvement.</p>
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	No special preparations were necessary, just for the Open Day I had to book a classroom with smart board.
<b>3.</b>	<b>What materials did you use?</b>
	Din A4 paper, PC with internet access, memory stick, pens, room with smart board for the presentation
<b>4.</b>	<b>What was the impact of the activity?</b>
	The topic was a challenge for my pupil, she was proactive to get the information and help she needed. As she’s a reticent girl it was also a challenge for her to present the PPT to an audience she only knew partly. Having managed to present the PPT well and getting positive feedback made her looking happy and smiling.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Language competence because my pupil had to reflect on what she’d read about a Wiki with her own words and because she had to give a lecture. Creative competence was promoted because she had to design the PPT with pictures, texts and suitable animations.



## ACTIVITY:

## A.4 My Water Footprint

Number of Teachers involved: 7

Number of Pupils/Students involved: 211

Primary and Secondary School

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	First we got acquainted with the questionnaire ourselves and adapted it for the primary school. The pupils and students above the age of 10 worked in English, those below 10 were given the task in Bulgarian. The translation of the task was done by volunteers from grade 10. Then we had some special classes where first we showed two videos ( <a href="https://www.youtube.com/watch?v=otrpxtAmDAk">https://www.youtube.com/watch?v=otrpxtAmDAk</a> , <a href="https://www.youtube.com/watch?v=phnuizjfP70">https://www.youtube.com/watch?v=phnuizjfP70</a> ) and then discussed the water consumption and water pollution. Later the My Water Footprint tool was introduced to the students and examples of how to use it and how to measure the amounts. Then information about the tool was also uploaded on the electronic school platform so that the parents could see it and help the children in the process. In a week time all results were collected and each class calculated its footprint. Then students from the upper grades did the final calculations. The footprint of our school is 125 liters per person per day. Discussions and ideas how to reduce our consumption followed. Some parents were invited to these discussions as experts.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	First the teachers got acquainted with the tool. It was translated into Bulgarian. We wrote down some more instructions suitable for younger children. We found the two videos to use as introduction to the topic. We included the activities into the plans for the science and languages lessons. We sent information to the parents.
<b>3.</b>	<b>What materials did you use?</b>
	Media, computers, online school platform. We are proud that we did not print individual copies of the questionnaire.
<b>4.</b>	<b>What was the impact of the activity?</b>
	The pupils were astonished to see how much water is used in a day. As a result they were more willing to do something to reduce their consumption.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Language competences as well as mathematical and communication skills were developed. Pupils' awareness of their impact on the resources on our planet was enforced.



## ACTIVITY:

## A.4 Water Footprint

Number of Teachers: 1

Number of Pupils/Students involved: 26

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	In this activity our aim was to measure our water footprint. First I gave some information from the internet about the importance of water. Then I asked some questions about the consumption of water in their daily life. Pupils talked about their family members and their attitudes about water.
2.	<b>Describe your preparation for the activity.</b>
	I prepared a questionnaire including the questions that our partner sent. I prepared some posters then I hanged on the board. I asked their opinions about the pictures related to importance of water in our world. I wrote their opinions on the board to pay their attention. Then we prepared some posters as group works with the materials that they took beforehand. I also showed some cans to learn their usage of drinks in cans.
3.	<b>What materials did you use?</b>
	I used questionnaire, posters, flashcards, cans
4.	<b>What was the impact of the activity?</b>
	The students were shocked about how much water they use in their daily lives. They also learned the impact of using cans to the water consumption. They were more conscious about the water after the activity. The activity was really useful in terms of pupils. They promised to be more careful about the wasting water.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Communication competence



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## ACTIVITY:

### A.4 “My Water Footprint”

Number of Teachers involved: 6

Number of Pupils involved: 32 (S) 10 (K)

Primary School and Kindergarten

1.	<b>Describe the procedure - what did you do?</b>
	We have created and implemented the questionnaires on the subject of the Water Footprint in our school and Kindergarten.
2.	<b>Describe your preparation for the activity.</b>
	-The teachers have written a questionnaire, adapting the one received from the partners -The questionnaire was sent to the parents, who were asked to have a conversation with the children about the water consumption to solve the quiz. -The teachers also had conversations with the pupils, with the purpose of inspiring responsible attitudes toward water consumption.
3.	<b>What materials did you use?</b>
	Resources: <ul style="list-style-type: none"><li>- Questionnaire „My water footprint”</li><li>- Google Forms App</li></ul>
4.	<b>What was the impact of the activity?</b>
	We have collected the information from all the questionnaires and have discussed the results with the scholars and preschoolers. We have reflected on the consequences of the water consumption and searched for solutions on reducing the water consumption
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Language competence



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## ACTIVITY:

### A.4 My Freshwater Footprint

Number of Teachers involved: 2

Number of Pupils involved: 42

Primary School

1.	<b>Describe the procedure - what did you do?</b>
	The teachers informed the pupils about the questionnaire. The pupils got the questionnaire for homework. Back at school the teacher and pupils together made a summary and talked about differences between girls/boys/ages and water usage.
2.	<b>Describe your preparation for the activity.</b>
	The teachers made a questionnaire about freshwater usage that the pupils got for homework.
3.	<b>What materials did you use?</b>
	Whiteboard, papers, pencils and calculators.
4.	<b>What was the impact of the activity?</b>
	Raise the awareness about how much water is used during a shower compared to a bath.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Mathematics and language skills.



## ACTIVITY:

## A.4 Water Footprint - Strategies for reading specialized texts

Number of Teachers involved: 1

Number of Pupils/Students involved: 25

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	I asked my pupils of grade 7 to search the internet for a specialized text about water consumption/water footprints and gave suggestions for searching and examples (links). Then they read the texts they had chosen, wrote down some W-questions (see No.5) and responded themselves to the questions. With the help of their notes and illustrated by sketches on the blackboard they finally had to give their classmates a summary of their texts.
2.	<b>Describe your preparation for the activity.</b>
	I looked for suitable texts in the internet and booked one of our school's computer labs.
3.	<b>What materials did you use?</b>
	PC with internet access, black board, crayon, notebook, pen
4.	<b>What was the impact of the activity?</b>
	My pupils wondered to which extend it was intended that the texts act educative on them.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	The objective of the lesson was to learn explaining by own words and visual means complex contexts.  W-question words are questioning adverbs and questioning pronouns that begin in German with the letter "w": Who, whom, whose, what, why, how, what for, whereby, whereat, where about, whereof, in/at which, what from, where, whereto, in front of what/what of, under which, whereon, wherein, whatever



## ACTIVITY:

## A.4 Water Footprint

Number of Teachers involved: 14

Number of Pupils/Students involved: 135

Primary and Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	Teachers of the different classes familiarized pupils with the activity, explained why was the water footprint calculated, and explained how to fill out the questionnaires. The children monitored their water consumption at home for one day and filled out their questionnaires. From the recovered data, the teachers were able to find out the water footprint of the class using a prepared form, which they then discussed with the children. The tracked footprint consisted only of the direct water consumption of individual pupils during activities such as showering, flushing, cleaning and drinking and did not include a number of other influences. Still, the result is an indicator of the necessity to think about water conservation.
2.	<b>Describe your preparation for the activity.</b>
	First of all, the teachers studied the materials related to the water footprint and how to calculate it. Together with the 7 <sup>th</sup> year students during their IT lessons, we prepared a form for processing the results of the individual classes and the questionnaire cards for the individual pupils. A task guarantor compiled the information material for teachers in each class and created a table for transferring the data to graphical form.
3.	<b>What materials did you use?</b>
	The processing was done using computer technology (MS Office tools), returns were printed on cards that the children filled out with their parents at home. The evaluation was again done electronically, as well as the distribution of the results.
4.	<b>What was the impact of the activity?</b>
	The activity served as an interesting discussion topic in classrooms. There were a relatively large number of pupils across the years who took part. For the older pupils a follow-up activity was carried out during the Ecological practice lessons, when students discussed not only this basic and inexact method, but with the help of a web application <a href="http://waterfootprint.org">waterfootprint.org</a> they also considered the impact of getting dressed, eating, transport, housing and other activities on the size of their water footprint.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Pupils used their civic competences and showed interest in their influence and the impact of their activities on the environment. They used ICT to prepare and evaluate the results. Advanced calculation of the water footprint within the subject of Ecological practice took place in English, so pupils also used their foreign language skills.



**ACTIVITY:** **A5. Making an Exhibition: “Water Source of Energy”**

**Number of Teachers involved: 6**

**Number of Pupils involved: 24 (K), 42 (S)**

**Primary School and Kindergarten**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	On 30 January 2018, teachers and students arranged the exhibition "Water-source of energy". On 31 January, 2018 the exhibition took place. The children pleased the audience of the exhibition with suggestive, dynamic, interesting and well-documented presentations.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	Between 22-29 January, pupils and preschools, guided by teachers and parents, collected information on water use in our country and in other countries, prepared photos, plans, layouts, and PPT presentations.
<b>3.</b>	<b>What materials did you use?</b>
	-maps, encyclopedias, atlases -collective plans -colored cartons - activities room
<b>4.</b>	<b>What was the impact of the activity?</b>
	<b>Results:</b> -panels with the results of project work -the presentations held by the pupils -activity dissemination on the Facebook page (813 views) and on the socialization group of the teachers of Iasi educonsis@yahoogroups.com  <b>Proofs:</b> -photos, the project panel, the working sheets of every team, dissemination on Facebook and on teachers group educonsis@yahoogroups.com.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	language & creative competences



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## ACTIVITY:

### A. 5 What is water used for in our and other countries?

Number of Teachers involved: 3

Number of Pupils involved: 54

Primary School

1.	<b>Describe the procedure - what did you do?</b>
	In Geography and Biology students get to learn about the difference between countries and their access to water, since water is a prerequisite for life. We started with a discussion and listing what we use water for (to: drink, shower, wash, watering plants in the garden, swimming, fishing from land and by boat.) Then we read and saw films about how it is in different parts of the world, and also in different biotopes. We also looked at world maps showing the access to water in different parts of the world. The students wrote and coloured their own world maps about access to water in different biotopes.
2.	<b>Describe your preparation for the activity.</b>
	Gathering information in books and films. Finding maps that shows the access to water in the world.
3.	<b>What materials did you use?</b>
	Computer, OH-projector, whiteboard, paper, pencils/colouring pencils, books.
4.	<b>What was the impact of the activity?</b>
	Our students learned more about the importance of water and how different parts of the world differ from Sweden, where we always are guaranteed 100 % access to water!
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Language and creative skills.



**ACTIVITY: A.5 Questionnaire Activity: About Freshwater in other countries**

**Number of Teachers involved: 3**

**Number of Pupils involved: 12 of grade 7 & 11 of Integration class (IK)**

**Secondary School**

1.	<b>Describe the procedure - what did you do?</b>
	<p>For this activity three teachers cooperated: A class teacher and her grade 7 (interviewers), the class teacher of pupils of one of our integration classes (respondents) and a geography teacher, who prepared the questionnaire.</p> <p>The grade7-teacher talked about our Erasmus+ freshwater project to her pupils. They searched a world map to find out where the countries and towns/cities of our partner schools are located. Then this activity was discussed and what needed to be done.</p> <p>At the agreed date they met the pupils of the integration class. The interviewers informed about the activity and the project. They said that with the help of a questionnaire they wanted to find out what water is used for in other countries and if there is enough or a shortage of clean freshwater. Small groups with pupils from each class were set up. They got for each respondent a copy of the questionnaire with spaces to note down the answers.</p> <p>In each group the questions were read aloud. As IK-pupils have not been for a long time in Germany, most of them were from Syria and Afghanistan, one of each was from Poland, Somalia and Moldova. As some of them didn't understand all questions well both teachers helped pupils to understand the questions by using other expressions or translating them into English and English answers into German. That way the communication worked. Also a mother from Syria who happened to be present helped.</p> <p>During the interview more questions were asked so that at the end there were 10-12 on each form. All answers were accurately written down. At the same time answers were discussed - again with the help of the teachers and the mother. Thereby the pupils of grade 7 have immediately experienced completing the work satisfactorily as the results of the survey were visible.</p>
2.	<b>Describe your preparation for the activity.</b>
	<p>Agreeing on the date for the meeting and preparing and copying the questionnaire.</p> <p>These were the (initial) questions :</p> <ol style="list-style-type: none"><li>1. Which country are you coming from?</li><li>2. Did you live in a village, a town or a city?</li><li>3. Did you have tap water at home? A) If "Yes" . Have there been times without tap water? B) If "Yes" : When and what did you do then?</li></ol>



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	<b>4. If you had no tap water at home: Where did you get your freshwater from? 5. What did your family use the water for? 6. How was the water? Was it clean? Was it potable water?</b>
<b>3.</b>	<b>What materials did you use?</b>
	World map, questionnaires, writing utensils
<b>4.</b>	<b>What was the impact of the activity?</b>
	When the teacher told her grade 7 about the topic at first her pupils were not very enthusiastic about doing it. But when they had finished doing it they sensed the activity as very interesting. As soon as the inhibition threshold had been overcome they were interested in inquiring and discussing.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Communication competence

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## ACTIVITY:

## A.5 Use of Water

Number of Teachers involved: 3

Number of Pupils/Students involved: 15

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	We searched for the information on the internet and we processed them.
2.	<b>Describe your preparation for the activity.</b>
	We divided the topic among the teachers and classes and they processed the information they found individually.
3.	<b>What materials did you use?</b>
	Internet pages, paper maps
4.	<b>What was the impact of the activity?</b>
	Enhancement and intensification of pupils' knowledge about water usage
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Working with information resources, autonomy, graphical processing level

ZÁKLADNÍ ŠKOLA TOMÁŠE GARRIGUA MASARYKA BLANSKO, RODKOVSKÉHO 2

PRIMARY SCHOOL OF TOMÁŠ GARRIGUE MASARYK BLANSKO, RODKOVSKÉHO 2



## ACTIVITY: A.5 What is water used for in our country?

Number of Teachers involved: 4

Number of Pupils/Students involved: 149

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	<p>This activity was implemented in the grades 5<sup>th</sup> to 10<sup>th</sup> in their Man and Nature, Geography and IT classes. Depending on their grade the students had to:</p> <ul style="list-style-type: none"> <li>- Fill in information about the water sources and colour a black and white paper map of Bulgaria;</li> <li>- Make group posters with a map presenting how water is used in Bulgaria;</li> <li>- Choose a country or a continent and make a research about the water consumption in it. Make presentations – PowerPoint or Prezi, with the findings;</li> <li>- Make interactive maps with pop-up information about the sources and consumption of water in different areas in Europe.</li> </ul> <p>All results were exhibited in the school's foyer for two weeks and the parents were invited. During our planned twin-classes meetings the students presented their outcomes to the pupils from grades 1 to 4.</p>
2.	<b>Describe your preparation for the activity.</b>
	<p>We first had a meeting of the teachers where we discussed different activities and approaches to the task, according to the age, knowledge, skills and previous experience of the students. When the tasks were given as project work each group had two weeks to finish it. Different materials and media were supplied.</p>
3.	<b>What materials did you use?</b>
	<p>All sorts of stationery, old newspapers and magazines, computers.</p>
4.	<b>What was the impact of the activity?</b>
	<p>The two weeks were extremely lively and colourful. Everyone was engaged. A lot of parents supported their children in the preparation too. We want to believe that our students are now better informed.</p>
5.	<b>Competence/s focused on and additional comments/notes:</b>
	<p>Creativity was fostered, language and presentation skills enhanced, the ability to work with a map and read its symbols was improved.</p>



**ACTIVITY:**

**A.5 What is water used for?**

**Number of Teachers involved: 1**

**Number of Pupils/Students involved: 15**

**Secondary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	<p>The pupils were charged on searching about the usage of the freshwater and what it is used for in our country and other countries. They shared the datas they got about the subject. We discussed what we can do in order to save water individually. Discussed also using water sources properly and the precautions on wasting freshwater. We prepared our project wall about the works on “What is water used for in our country/ other countries?” Also prepared graphs and maps showing the water sources in the world.</p> <p>Drawings had been made on the usage of freshwater. The search results were evaluated. We prepared graphs, world maps about “What is water used for in our country and other countries?” Visual awareness was created on the pupils.</p> <p>Our goal was to make aware of saving freshwater. It was noticed that the necessity of freshwater was at the field of the agriculture, industry, animal husbandry and our needs, so everywhere. Freshwater is very significant on life continuousness.</p>
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	<p>Preparing space on the project wall.</p>
<b>3.</b>	<b>What materials did you use?</b>
	<p>Project wall, drawings, graphs. crayons</p>
<b>4.</b>	<b>What was the impact of the activity?</b>
	<p>We made aware of the right usage of freshwater and where to use. Other pupils were enabled to join in the activity. The pupils and the teachers (staff) also the parents and any visitors got interested in the works on project wall.</p>
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	<p>It was focused on the significance of right usage of freshwater. The goal was achieved. The activity was so efficient and productive. Thus we focused on language &amp; creative competences.</p>



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## ACTIVITY:

## A.6 Collecting proverbs and pieces of wisdom

Number of Teachers involved: 3

Number of Pupils involved: 40

Primary School

1.	<b>Describe the procedure - what did you do?</b>
	Explaining the meaning of proverbs and pieces of wisdom. Which proverbs do they know? Listing on the whiteboard. The meaning of them? Discussion in class. Working in pairs: The pupils writing down proverbs about water. Using the Internet in searching for proverbs about water. Looking at examples of posters. Discussion in class: What is a good poster? Pairwork: Creating posters. Presenting the posters.
2.	<b>Describe your preparation for the activity.</b>
	Writing down proverbs about water. Searching on the Internet for proverbs about water. Looking for good examples of posters.
3.	<b>What materials did you use?</b>
	Whiteboard, A4 paper, A3 paper, pens, crayons, Internet, video projector
4.	<b>What was the impact of the activity?</b>
	Learning what a proverb is. The meaning of different proverbs. Learning new words. Improving drawing and painting skills. Cooperation.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Language competence: Familiar with proverbs and their meaning, new words Art skills: Creativity, drawing and painting skills. Internet searching.



**ACTIVITY:**

**A. 6 Creating Pictures about sayings related to Water**

**Number of Teachers involved: 1 + 1 (freelance artist)**

**Number of Pupils/Students involved: 15**

**Secondary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	<p>This teaching lesson was done in our Integration class where pupils have already advanced knowledge of and ability to speak German. Their class teacher made a list with popular sayings related to water. She explained their meaning. These explanations were added to the list. Jointly examples for the use of these sayings were compiled and also added to the list.</p> <p>The artist introduced the pupils to different methods of art work. The pupils choose nine sayings and made for each saying a picture. The text of the saying was integrated into the painting. The base of the picture was generously covered with water colour that was then worked on with different techniques and materials and a lot of imagination while the base was still wet.</p> <p>All paintings were hung up on a washing line in the classroom.</p> <p>Documentation: Photos were taken from all paintings, information about the making and its connection to acquiring language competence were written and all was arranged as a collage. In a copy shop posters (80x80 cm) were printed. One poster is now hanging on the wall in the headteacher's room, a second one in the pupils' classroom and a third one is kept for exhibitions.</p> <p>In addition a brochure (Din A3, spiral binding) was made that includes information about the relevance of sayings, about the teaching unit, copies of all pictures on the back pages the sayings are exemplified (illustrated) and photos that were taken during the lessons.</p>
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	<p>Date agreed on with the artist, list of sayings made, material organized</p> <p>At the end of the activity: Photos were made, supplementary texts written, printing/copying organized</p>
<b>3.</b>	<b>What materials did you use?</b>
	<p>Drawing paper (white Din A3), water colours (mainly shades of blue), brush</p> <p>The materials for the different techniques were: Sand, salt, waterproof foil, rough fabric, pieces of wood, straw, toy cars, stamps, wax, paper</p>
<b>4.</b>	<b>What was the impact of the activity?</b>
	<p>At the evaluation lesson with the project coordinator the pupils said that they enjoyed doing the activity very much. They looked very proud</p>



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	<b>when they presented their results and explained what they'd done. The photos that had been taken during the lessons illustrate that they have been working very focused.</b>
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	<b>Creative competence, competence to communicate. Sayings are an important part of communication competence. For those who are learning a foreign language such as the pupils in our Integration class they are major obstacles, because generally speaking the meaning of the words is not directly made accessible. A lack of knowledge about the cultural context makes it difficult for them to understand the figurative language.</b>

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## ACTIVITY:

## A. 6 Proverbs are fun !

Number of Teachers involved: 4

Number of Pupils/Students involved: 136

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	We explained the pupils what to do. Then we read some sayings for inspiration. We helped the pupils with their writing – grammar – and with their art work.
2.	<b>Describe your preparation for the activity.</b>
	We searched for sayings and proverbs about water. We got ready materials for drawing (papers, pencils, coloured pencils). We made graphic design of the final wall display. We coordinate the works.
3.	<b>What materials did you use?</b>
	Internet, books, magazines, personal diaries with sayings, drawing utilities.
4.	<b>What was the impact of the activity?</b>
	During the lesson pupils were quite amused by the activity, they tried to think of more sayings and make their own as well. They acted actively, learning a bit and thinking of their lives. They also revised grammar, developed their communication and art skills.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Vocabulary development, working with information sources, fixing the grammar, understanding the text, development of graphic skills. -



**ACTIVITY:**

**A.6 Proverbs and pieces of wisdom about water**

**Number of Teachers involved: 15**

**Number of Pupils/Students involved: 260**

**Primary and Secondary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	This activity was done by all the class teachers with their classes. The youngsters had to ask their parents and grandparents and then bring information in the classroom where they discussed the meaning of the proverbs and made illustrations. The pupils aged 9 to 12 had special classes where they read different traditional stories where water played some part. They took out words of wisdom, discussed them and again made illustrations or sketches. The secondary school students searched such proverbs in different sources and tried to explain their meaning and make them sound more up-to-date. The biggest wrote down their own versions of the proverbs or invented new ones.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	The preparation depended on the level of the students. As a whole it included some research of either proverbs or stories and fairy tales about water and providing materials for the creative activities that followed.
<b>3.</b>	<b>What materials did you use?</b>
	Internet, books, encyclopedias, old newspapers and magazines, colours, etc.
<b>4.</b>	<b>What was the impact of the activity?</b>
	The children enjoyed the activity and themselves. Lot of illustrations and posters were created, new proverbs and words of wisdom exchanged.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Language skills and creativity were developed.



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## ACTIVITY:

## A. 6 Water - Proverbs and wise Sayings

Number of teacher involved: 1

Number of pupils involved: 25

Secondary School

<b>1.</b>	<b>Describe the procedure. What did you do?</b>
	The proverbs and wise sayings were combined about water. They were explained and posters were prepared.
<b>2.</b>	<b>Describe your preparation for the activity</b>
	The students were guided to decide the proverbs and wise sayings about saving water. The materials were prepared for the posters.
<b>3.</b>	<b>What materials did you use?</b>
	Dictionary and some posters.
<b>4.</b>	<b>What was the impact of the activity?</b>
	The students learned the sensitivity towards water and faced with new sayings and proverbs. The activity was interesting and educative.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	It was enough for the aim. So language competence was focused on by collecting proverbs and pieces of wisdom about water, explaining their meaning, preparing posters for the project wall

VALI SABAHATTIN CAKMAKOGLU, MERSIN/ TURKEY



**ACTIVITY:**

**A.6 Proverbs and pieces of wisdom on Open Day**

**Number of Teachers involved: 6**

**Number of Pupils involved 42 and 20 parents**

**Primary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	On February 15, during the Open Day, we have organized the exhibition of the proverbs about water. Each student presented a proverb to the audience and explained its meaning.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	The students have searched Romanian proverbs about water, they selected them together with the teachers and composed phrases about water and its usefulness. In the next stage, they have drawn all of them on colored cards and have arranged the exhibition.
<b>3.</b>	<b>What materials did you use?</b>
	hall for activities, books of proverbs, exhibition panels, colored cartons, markers
<b>4.</b>	<b>What was the impact of the activity?</b>
	Results: -the exhibition of the proverbs -the students presentations - the dissemination of the project activity on the Facebook school page -The work was highly appreciated by all those present, and students expressed their joy once again to participate in such activities.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	language competence



## ACTIVITY:

## A. 7 Drop everything and read an English Book

Number of Teachers involved: 1

Number of Pupils/Students involved: 23

Secondary School:

1.	<b>Describe the procedure - what did you do?</b>
	In 2018 I attended an advanced training for English teachers at Goethe University in Frankfurt. I was made aware, once again, how important it is to bring students in contact with English fiction and non-fiction books. First, not many students in my classes read books in their free-time and most often it's the girls only. Second, they are often scared of reading English books by themselves, expecting not to understand much. Third, reading authentic language instead of texts in English textbooks which have been mainly designed to teach grammatical aspect is so much more rewarding. Finally, reading fiction written for young readers such as graphic novels and non-fiction books without pressure, without being graded can be fun.
2.	<b>Describe your preparation for the activity.</b>
	I created a list of the most popular English books for young readers (age: 13-14) which focus on topics teenagers are interested in. I informed the parents that every week we will "drop everything and read" for one lesson. To make the students more comfortable I organized big mats from the gym, the students also bring blankets and cushions. I want the students to read in a comfortable position.
3.	<b>What materials did you use?</b>
	I ordered books of very different topics to really offer a choice. Every student can pick the book of her/his liking. To support weaker students and to get the boys to read I ordered comics and graphic novels. I also ordered nonfiction books, mainly on water: water sources, its importance to our planet, and its endangerment to get them used to read also more scientific texts.
4.	<b>What was the impact of the activity?</b>
	We have just started the project but what I can already say is that the students are very much looking forward to our reading sessions. It's their special time where they are allowed to read whatever they like and choose. The atmosphere is relaxed and quiet. Since I was able to order two copies of the same book, friends read the books together and ask each other for words. Especially the boys seem to enjoy the comics and nonfiction books.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	For sure it's a very useful activity which results in better reading comprehension and greater range of vocabulary. But most important, my students are having fun with books.



Activity						
A. 7 Equivalent sayings: Sayings in England & in the partners' countries						
The meaning of the saying & saying in England	Saying in Bulgaria & direct translation	Saying in Czech Republic & direct translation	Saying in Germany & direct translation	Saying in Romania & direct translation	Saying in Sweden & direct translation	Saying in Turkey & direct translation
Something is by far not enough. <b>A drop in the ocean</b>	<b>Капка в морето.</b> A drop in the sea.	<b>Капка v moři.</b> A drop in the sea	<b>Ein Tropfen auf dem heißen Stein.</b> Drop on a hot stone.	<b>O picătură într-un ocean</b> A drop in an ocean	<b>En droppe i havet.</b> A drop in the ocean.	<b>Devede kulak</b>
Someone who is quite reticent did something other believed he'd not be capable to <b>Still waters run deep.</b>	<b>Тихите води са най-дълбоки.</b> Still waters run deep.	<b>Tichá voda břehy mele.</b> Still water washes the banks off	<b>Stille Wasser sind tief.</b> Still waters are deep	<b>Apele line înșală</b> till waters mislead	<b>I de lugnaste vatten går de största fiskarna.</b> In the calmest waters you find the biggest fish.	<b>Yere bakan yürek yakar</b> Still waters run deep.
Something did not happen <b>It was a rain-off</b>	<b>Пиши го дъждовен</b> Call it a rainy day		<b>Etwas ist ins Wasser gefallen.</b> Something fell into the water	<b>A fost o ploaie de vară</b> It was a summer rain	<b>Det rann ut i sanden</b> It poured out in the sand.	<b>Suya düşmek</b> Something fell into the water
Someone makes the first move. <b>Someone jumps into the cold water.</b>	<b>Скачам в дълбокото</b> Someone jumps in the deep waters.		<b>Jemand springt ins kalte Wasser</b> Someone jumps into the cold water.	<b>A sparge gheața</b> To break the ice	<b>Att ge sig ut på okänt vatten.</b> To go out on unknown waters.	<b>Başına iş çıkarmak</b>
Something is quicken someone's appetite. <b>My mouth waters.</b>	<b>Напълни ми се със слюнка устата.</b> My mouth is full		<b>Mir läuft das Wasser im Mund zusammen.</b> Water flows	<b>Îmi plouă în gură</b> It's raining in my	<b>Det vattnas i munnen.</b> My mouth is	<b>Ağzı sulanmak</b>



	of saliva.		together in my mouth.	mouth	watering.	
Someone is in big difficulties.  <b>I'm up to the neck in water.</b>	<b>Затънал съм до гуша.</b>  I am up to the neck.	<b>Je v tom po krk</b>  Up to the neck in	<b>Mir steht das Wasser bis zum Hals.</b>  I am up to the neck in water.	<b>M-am afundat până la gât</b>  I plunged up to the neck	<b>Att ta sig vatten över huvudet.</b>  To take water over the head.	<b>Başı dertte olmak</b>  To be in trouble
Each wrongdoing will be punished in the long run  <b>The pitcher goes often to the well but is broken at last</b>	<b>Веднъж стомна за вода, дважд стомна за вода, на третия се счупи.</b>  Once pitcher for water, twice pitcher for water, on the third it broke down.	<b>Tak dlouho se chodí se džbánkem pro vodu, až se ucho utrhne</b>  The jar goes often to the well but is broken at last.	<b>Der Krug geht so lange zum Brunnen bis er bricht.</b>  The jar goes often to the well but is broken at last.	<b>Urciorul nu merge de multe ori la apă.</b>  The pitcher doesn't go too many times to the water/well	<b>Den som illa gör, han illa far. Så har det varit i alla dar´.</b>  One who makes trouble, gets into trouble.	<b>Su testisi su yolunda kırılır</b>
Something went wrong, a flop <b>Striking a rock with an egg</b>	<b>Удрям си главата в стената.</b>  Striking my head in a wall.	<b>Hlavou proti zdi</b>  Striking somebody's head against the wall	<b>Ein Schlag ins Wasser</b>  A blow/strike into water.	<b>A da cu bâta în apă</b>  To hit the water with the stick	<b>Det gick åt skogen.</b>  It went to the forest.	<b>İşi sarpa sarmak</b>
I am feeling very well  <b>I'm fit as a fiddle.</b>	<b>Като риба във вода./</b>  As fish in the water	<b>Cítím se jako ryba ve vodě</b>  I feel like a fish in the water.	<b>Ich fühle mich wie ein Fisch im Wasser.</b>  I feel like a fish in the water.	<b>Mă simt ca un pește în apă.</b>  I feel like a fish in the water	<b>Mår som fisken i vattnet.</b>  Feel like the fish in the water	<b>Turp gibi olmak</b>
Someone is oversensitive	<b>Някой, покрай когото трябва да стъпваш на пръсти.</b>  Someone you have to tip-toe around.	<b>Je jako z cukru</b>  Someone is like sugar.	<b>Jemand ist nah am Wasser gebaut.</b>  Someone is built close to water	<b>A fi precipitat</b>  To be precipitate	<b>Att har känslorna utanpå.</b>  To have the feelings on the outside.	<b>Havadan nem kapmak</b>
Two persons are very different, they don't match.	<b>Като огън и вода</b>  As fire and water.	<b>Jako oheň a voda.</b>  To be like fire and	<b>Wie Feuer und Wasser sein</b>	<b>The opposite: a semăna ca două picături de apă</b>	<b>Som hund och katt.</b>  Like dog and cat.	<b>Kedi ile köpek gibi olmak</b>



		water.	To be like fire and water.	To be alike, like two water drops		Like a dog with a cat.
Someone does something that is nonsensical. <b>To carry coal to Newcastle</b>	<b>Преливам от пусто в празно.</b> Pour from deserted into empty.	<b>Jako nosit dříví do lesa.</b>	<b>Jemand trägt/gießt Wasser ins Meer.</b> Someone carries/pours water into the ocean/sea.	<b>A duce apă cu ciurul</b> To take water with the bolter	<b>Gå över ån efter vatten.</b> Go over the creek to get water.	<b>Havanda su dövmeğ</b> Someone beats the water in the air
To have just enough money to manage living <b>Someone gets by.</b>	<b>Едвам свързвам двата края.</b> Barely able to tie both ends.	<b>Držet se nad vodou</b> To keep above water	<b>Sich über Wasser halten.</b> To keep above water	<b>A fi pe linia de plutire</b> Being afloat	<b>Att hålla sig flytande</b> To stay floating.	<b>Ucu ucuna yetişmek</b>
Something plays to someone's arguments <b>That's grist for (to) the mill</b>	<b>Наливам вода в мелницата на някого.</b> Pour water into someone's mill		<b>Etwas ist Wasser auf den Mühlen.</b> Something is water on the mill	<b>A da apă la moară</b> To give water to the mill	<b>Hälla vatten på kvarnen.</b> Pour water on the mill.	Birinin yararına olmak
It will take a long time till something will happen	<b>Много вода ще изтече дотогава.</b> A lot of water will flow down the stream.	<b>Ještě mnoho vody proteče, než...</b> But a lot of water will flow ...	<b>Bis dahin wird noch viel Wasser den Bach hinunterlaufen.</b> Until then a lot of water will flow down the stream	<b>Mai curge multă apă pe Dunăre.</b> There has to flow a lot of water on Danube.	<b>Droppen urholkar stenen.</b> A drop will slowly hollow the stone.	<b>Köprü'nün altından su akması</b> Water will flow under the bridge
Something that is no longer important <b>That's all water under the bridge.</b>	<b>Отминава като ланшен сняг.</b> Goes away as last year's snow.	<b>Jako voda pod mostem/loňský sníh</b> As the water under the bridge/last snow	<b>Das ist Schnee von gestern</b> That is snow of yesterday	<b>Multă apă pe pârau.</b> A lot of water on the fleet	<b>Gårdagens nyheter.</b> The news of yesterday.	<b>Dün dünne kalır</b> Remain yesterday yesterday
Someone does not bring the same results as somebody else.	<b>Не може да стъпи на малкия пръст на някого</b>		<b>Jemandem nicht das Wasser reichen können.</b>	<b>Nu ești capabil să (a)duci o cană cu apă.</b>	Lika goda kålsupare. Equally bad.	<b>Eline su dökememek</b> Not being able to



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<b>Not to be able to hold a candle to someone.</b>	Can't step on someone's toe.		Not to be able to pass someone the water	Someone is not capable to bring a water mug.		pour water
Someone is surrounded by resources that can't use.	<b>Вода гази, жаден ходи.</b> Walks in water, but is thirsty.		<b>Mit Scheuklappen durch die Welt gehen</b> To walk through the world with blinders.	No equivalent saying In Romania		





## ACTIVITY:

## A. 7 Czech proverbs and English equivalents

Number of Teachers involved: 2

Number of Pupils/Students involved: 45

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	Based on the results of the A6 activity, we, together with pupils, completed an assignment on English sayings and proverbs about water during the English Conversation lesson. First, we searched for English proverbs on the topic of water, which we translated and then looked for the Czech equivalent. It was interesting to compare proverbs from different countries and different continents (European, American, African proverbs) that corresponded to the geographic and climatic conditions of the country. Then, we looked at the results of the A6 activity on the project wall and pupils tried to translate the selected proverbs to English in small groups. Subsequent graphic depiction took place during art lessons.
2.	<b>Describe your preparation for the activity.</b>
	Researching proverbs on the topic of water on the Internet, preparing for a discussion on the topic of proverbs.
3.	<b>What materials did you use?</b>
	Working with the Internet, dictionaries and online dictionaries. During art lessons also art supplies.
4.	<b>What was the impact of the activity?</b>
	Pupils verified that water is crucial to all nations, and many of them have similar proverbs and sayings as we have in Czech. During the translation they relied on similar proverbs that we went through beforehand, seeing as proverbs usually cannot be translated literally. Because of the difficulty of the task, we chose to work with older pupils.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Linguistic competence was met by working with proverbs and their translations. Pupils worked in pairs while some chose to work alone. Pupils demonstrated the ability to use dictionaries (not online translators) and the ability to process the results.



## ACTIVITY:

### A.7 Investigating Proverbs

Number of Teachers involved: 1

Number of Pupils/Students involved: 30

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	Our activity is comparing the proverbs, idioms and wise sayings in English and Turkish. It was discussed the common sides of them and from which necessity is driven from. It's seen that water has an important effect in each society. Goal: list with same saying in our languages & English for our website and project wall.
2.	<b>Describe your preparation for the activity.</b>
	Students are informed about the activity. They are entrusted a task to find the equivalent of English idioms, proverbs and wise sayings. They are asked to bring the materials for the poster work.
3.	<b>What materials did you use?</b>
	Turkish -English Proverbs and Idioms Dictionary, fotos, crayons and handcrafted papers.
4.	<b>What was the impact of the activity?</b>
	The students realized that water is all and end all to take turn life all the time for all countries. They explored the position of water in world languages. They have learnt many proverbs and idioms.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	As a Turkish teacher I have realized that investigating proverbs and idioms which are essential in all languages is enriching and useful. I think they have comprehended how water directs societies' life not only nowadays but also in the past. Language competences were focused on by looking for similar proverbs etc. in English, preparing a comparison list, describing the meaning in English.



**ACTIVITY:**

**A.7 Looking for similar proverbs in English**

**Number of Teachers involved: 5**

**Number of Pupils involved: 7 pupils and their parents**

**Primary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	The pupils from the 4 <sup>th</sup> grade received the list of the Romanian proverbs about water and had to find with their parents at home similar proverbs in English. Our English teacher has collected the new lists and merged them in a final list.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	A6 Activity was the preparation stage of the A7 Activity.
<b>3.</b>	<b>What materials did you use?</b>
	<ul style="list-style-type: none"><li>- The list of Romanian proverbs</li><li>- Books of proverbs</li><li>- Exhibition panels</li><li>- Internet</li></ul>
<b>4.</b>	<b>What was the impact of the activity?</b>
	Working on the list, our pupils realized once more that there are a lot of similarities in the way of thinking around the world.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Language competence and IT- competence



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## ACTIVITY:

## A.7 Similar proverbs in English

Number of Teachers involved: 2

Number of Pupils involved: 26

Primary School

1.	<b>Describe the procedure - what did you do?</b>
	The pupils worked in pairs and searched on the internet for proverbs about water in English. They worked together to find out the meaning of the different proverbs. They wrote down the proverbs in English and the meaning of them in Swedish in a list.
2.	<b>Describe your preparation for the activity.</b>
	I linked to the introduction lesson of A.6 Looking for proverbs in English on the internet.
3.	<b>What materials did you use?</b>
	Laptops, papers, pencils, crayons.
4.	<b>What was the impact of the activity?</b>
	Improving the pupils' language skills, both in Swedish and in English, and art skills.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Language competence: New words in English and Swedish, translation into Swedish. Finding the real meaning behind the words. Art skills: Drawing and painting.



**ACTIVITY: A.7 Picture stories about German proverbs and their English equivalents**

Number of Teachers involved: 1

Number of Pupils involved: 2 of grade 7 & 2 of grade 8

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	<p>This activity was done by pupils who will take part in the Learning Activity in Sofia at our Bulgarian partner school.</p> <p>I told my pupils that proverbs are firm connections of words who combined have a certain, mostly figurative meaning. To understand what is meant when using the proverb it's however not enough to understand the single words but one has to know the meaning of the proverb and when it is used.</p> <p>I gave each pupil a paper with two German proverbs relating to freshwater, their English equivalents, a text about the meaning and a link to a website for information about preparing picture stories. The task was to prepare for each proverb a short picture story that depicts the meaning of the proverb. The proverb text had to be integrated into the drawing and an explanatory text in German and English added.</p> <p>I advised the following procedure:</p> <p>Considering the content of the story, discussing the idea with family, friends etc. to get suggestions for executing the task.</p> <p>Then preparing a draft. Time frame for all this was one month. Then we met again and discussed the drafts.</p> <p>Then preparing the final version on white drawing paper. Finally the pupils had to glue their two picture stories on a blue cardboard.</p> <p>Three months after the activity had started the posters and information about the activity were shown in the school hall on movable walls in the frame of the school's Open Day.</p>
2.	<b>Describe your preparation for the activity.</b>
	Proverbs chosen, searching for equivalents and writing down the meaning for each pupil, buying blue cardboards
3.	<b>What materials did you use?</b>
	For each pupil one blue cardboard (size 70x50cm), white drawing paper, glue roller Free choice of drawing/painting instruments
4.	<b>What was the impact of the activity?</b>
	<p>My pupils were quite creative in terms of the story they were telling by their drawings.</p> <p>On the Open Day when I watched visitors as well as pupils of our school stopping for some time in front of the walls I had the impression they examined the posters with particular interest.</p>
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Creativity



**ACTIVITY:**

**A.8 Preparing Rules for Poster**

Number of Teachers involved: 2

Number of Pupils/Students involved: 20

Secondary School

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	<p>This activity was executed in April 2018 when a group of pupils (grade 6-9) was meeting in the frame of our yearly transnational exchange of students and before they started to work on that year's project themed "Holidays/Feiertage".</p> <p>By that project the guests from Stadtteilschule Arheilgen learned that in Czech Republic "Water" is an important part of the rituals at Easter. The communication languages for this activity about preparing rules were Czech and German.</p> <p>The pupils were asked to name what needs to be observed when preparing a poster. The statements were written onto the blackboard and explained. The most important ones were selected and written as questions to the board. The pupils copied the rules into their notebooks. Each rule (question) was also written on a cardboard. The cardboards with the rules and a cardboard with information where and why it had been prepared were later shown on a movable wall in the school hall of Stadtteilschule Arheilgen.</p> <p>The rules are: - Is there something (a word or a picture) on the poster that motivates to stop and to look at it more thoroughly?          - Is the text easy to read (not too much text)? Are the letters large enough?          - Does the poster give a good impression (e.g. because of the layout of texts and pictures, accurateness)?</p>
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	Nothing special
<b>3.</b>	<b>What materials did you use?</b>
	Blackboard, chalk, white cardboard (size Din A3), felt pen
<b>4.</b>	<b>What was the impact of the activity?</b>
	Nice and informative posters have been prepared. Probably the rules that had been discussed added to it. The posters have been displayed at our partner school in Blansko.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Creative competence, competence to present a topic attention-grabbing



**ACTIVITY: A.8 Preoccupation with water biotope of the country and rules for preparing posters**

**Number of Teachers involved: 5**

**Number of Pupils involved: 41**

**Primary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	The pupils have searched at home for information and images about a water biotope of Romania. Finally, at school they were organized in teams and worked together for making the posters. The project team selected the 6 best posters and sent them to a contest named „Good practices for protecting the environment” organized by Al. Ioan. Cuza Highschool, held on 17 <sup>th</sup> of April. At the contest more than 100 pupils from all around the county have participated. Each team had the opportunity to present the poster and to assist to other presentations.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	The teachers explained the pupils what a poster means and the rules of making one.
<b>3.</b>	<b>What materials did you use?</b>
	Markers, panels, fotos, Internet
<b>4.</b>	<b>What was the impact of the activity?</b>
	Once again, the pupils have realized the impact of the water pollution and that it`s upon everyone to change this situation.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Language & creative competences, IT-competences



## ACTIVITY:

## A.8 About Freshwater Biotopes in the middle of Europe

Number of Teachers involved: 1

Number of Pupils/Students involved: 6

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	Pupil in two groups searched for the biotopes in their neighbourhood. They focused especially in the differences between flora and fauna. They also studied the level of pollution of both areas. They took photographs of the areas and made two posters for the project wall.
2.	<b>Describe your preparation for the activity.</b>
	Pupils revised what they knew about biotopes and what types of biotopes occur in our region. The teacher described the activity and how voluminous it is.
3.	<b>What materials did you use?</b>
	Atlases and Biology textbooks, a camera and drawing utilities
4.	<b>What was the impact of the activity?</b>
	Pupils learned about the diversity of natural biotopes in their surrounding area. They learned about the importance of preserving fresh water quality in the period of freshwater crisis. They learned the differences and similarities in the occurrence of plants and animals in ponds and rivers. The awareness of importance of fresh water for life on the Earth and of its protection.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Searching different sources for information Working with specialized literature Planning the activity and choosing the proper tools and procedures Team work and division of tasks in the team Taking photographs to document own work and processing of the photographs taken Developing manual skills Rising the feeling of responsibility to the environment



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## ACTIVITY:

## A.8 Preoccupation with Water Biotope

Number of Teachers involved: 2

Number of Pupils involved: 56

Primary School

1.	<b>Describe the procedure - what did you do?</b>
	A water biologist and fishing expert had lessons in grades 4-6. The subject was different fresh water biotopes. Showing photos of different fresh water biotopes with their plants and animals. Comparing now and before industrialization in forestry. Discussions during the lessons about what we can do to preserve and restore fresh water biotopes. Looking at, and choosing photos connected to water biotopes.
2.	<b>Describe your preparation for the activity.</b>
	Inviting a water biologist/fishing expert.
3.	<b>What materials did you use?</b>
	Video projector, pencils, test on paper at the end of lesson.
4.	<b>What was the impact of the activity?</b>
	Knowledge of different water biotopes with their plants, insects and species of fish. Awareness of how fragile a fresh water biotope is. How we can preserve and restore the biotopes.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Language: words connected to biology, fishing , forestry, new words of plants, species of fish, insects, Creativity: Looking at photos, choosing photos representative to the activity.



**ACTIVITY:**

**A. 8 Adventure in the Woods: Life in a Stream**

**Number of Teachers involved: 9**

**Number of Pupils/Students involved: 23**

**Secondary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	<p>For the Learning Activity in the frame of our water project end of May 2018 in Darmstadt I had booked a workshop in an outdoor lab at the natural part of a stream in the woods for the pupils (aged 7-14) of the six partner schools.</p> <p>First the pupils were asked to investigate at a stream model what running water provokes and how the water animals have to adapt to the running water. The pupils learned where animals are to be found in a stream.</p> <p>The workshop teacher communicated in English. Questions were asked (some also in the first language) to be sure that all did understand what it's about and what needs to be observed.</p> <p>Then we moved on to the stream. The pupils waded as pairs or in little groups persistently searching through the streambed and fished with brailers for little animals in the water. They moved them into glasses filled with water from the stream. Later they discussed their body structure and tried to identify them by comparing them with figures on maps. Finally they put them back into the stream.</p>
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	<p>Booking the workshop, discussing details of contents and implementation of the activity with the workshop teacher because the workshop was a customized one for our project activity</p>
<b>3.</b>	<b>What materials did you use?</b>
	<p>Bioversum, where the workshop took place, provided brailers, glasses with screw top, maps with pictures of small water animals</p> <p>The pupils had to bring Wellington boots and towels</p>
<b>4.</b>	<b>What was the impact of the activity?</b>
	<p>All were eagerly searching and had a lot of fun with the activity - also because temperature were already extraordinary midsummery for the season. One of the two seven- year-old boys even overcame his dread of the water and took off his wellies to wade excitedly in the stream. It was a surprise when an unusual large leech was found. This brought the workshop teacher later to ask the boss what she should do if such a large one would bite firmly, not letting go a workshop participant (because of the heparin it excretes by that).</p>
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	<p>Competence to communicate in English, acquisition of natural scientific competence (identification of species)</p> <p>Positive nature experience: Joy and fun staying in nature</p>



**ACTIVITY:**

**A.8 Preoccupation with water biotopes**

**Number of Teachers involved: 3  
School**

**Number of Pupils/Students involved: 87**

**Both Primary and Secondary**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	This activity was done in grades 4, 5, 6, 7 and 8 with their teachers in Science and Geography. First the teachers asked the students what they know about the words written on the board – gulf, ocean, sea, river, lake, etc. Then they presented a Power point on different bodies of water. Then in 7 groups the students were asked to make a poster about one body of water. Each poster had to contain a title, clear information about the body of water, facts and a 3D image. Then each group had to present its poster to the class. An exhibition was made.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	A PowerPoint presentation about the different bodies of water, some words written on the board in advance – gulf, ocean, sea, river, lake, etc.
<b>3.</b>	<b>What materials did you use?</b>
	Computers, Internet, paper, glue, scissors, maps, pencils, etc.
<b>4.</b>	<b>What was the impact of the activity?</b>
	The students enjoyed the activity a lot. The input was different in the different grades. At the end students were better informed about the different bodies of water and their characteristics.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Focus on geography content combined with teamwork, presentation skills and creativity.



## ACTIVITY:

## A.8 Experiences with Freshwater in Nature

Common activity at all partners' schools (one or two class/classes and teacher each)

1.	<b>Describe the procedure - what did you do?</b>
	<p>Our Swedish partner prepared a questionnaire about pupils' different experiences of freshwater in nature. At a project meeting all partners discussed the questions and the procedure for dealing with the topic.</p> <p><b>1. Dealing with the questionnaire in the classroom:</b></p> <p>a) Discussion about where to find freshwater in nature</p> <p>b) Reading the questions aloud, collecting answers and writing them down.</p> <p>The questions were: What sort of freshwater do you meet in nature?, At what time of the year do you spend your time by some sort of freshwater?, What do you do when you are by the freshwater?, If you are going fishing : (7 questions)</p> <p>We decided on this way because we wanted the activity to aim on motivating our pupils to narrate.</p> <p>We choose this topic because each pupil was able to contribute something and could practice proper fluency.</p> <p>We also wanted to motivate our pupils to spend more time in nature by making them aware how manifold time can be spent at local water bodies.</p> <p><b>2. Studying in an outdoor classroom:</b></p> <p>Measuring for one year once a month the water temperature in a water body close to school and the air temperature.</p> <p>This activity aimed on making our pupils aware the correlation between air temperature and water temperature.</p> <p>Extras were done: E.g. on their way to/from the water body where the measurements were taken pupils collected plants and leaves to classify them after returning to the indoor classroom or notes of the weather were taken and a weather report was written after returning to the indoor classroom.</p> <p>Not all partners had the possibility to do No. 2 on a monthly base because of lack of suitable water body in the area of their school.</p>



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<b>2.</b>	<b>Describe your preparation for the activity.</b>
	For 1. nothing special For 2: informing the school office of the trip (dealing with the formalities), seeing to that the pupils bring suitable shoes, raincoats etc.
<b>3.</b>	<b>What materials did you use?</b>
	For 1. Questionnaire, paper, pen For 2. Thermometer, paper, pen
<b>4.</b>	<b>What was the impact of the activity?</b>
	As we shared the results we became aware that going fishing is very popular in some countries, in other they hardly or never go. Our Pupils liked the outdoor activity and learned that even when the air temperature is minus 30°C water in running water bodies doesn't freeze, although standing water bodies nearby were covered with ice. They also learned – because the summer was very hot – that streams can fall dry and underwent individual perception about the disappearance of that water.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Language competence, competence to collect data and record them



**ACTIVITY:**

**A.8 A Seminar about Water Biotops for Grade 5**

**Number of Teachers involved: 1**

**Number of Pupils/Students involved: 60**

**Secondary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	The activity was applied on the fifth grade pupils by the leadership of English teacher. Firstly we we invited an authority from municipal. He mentioned about the areas that have water shortage all over Turkey and Mersin.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	I prepared a seminar about the biotopes of Mersin city in the school saloon. We had some videos also and some photos.
<b>3.</b>	<b>What materials did you use?</b>
	Computer, graphics, photos, videos
<b>4.</b>	<b>What was the impact of the activity?</b>
	By this activity the pupils became aware how much clean the water is that we drink and the amount of water sources. There are some areas that have a water problem so we should protect the nature well. All the pupils involved in the activity voluntarily. They asked some questions.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	It was an impressive activity in terms of students. They were aware of the importance of water and the ways of protecting it.



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## ACTIVITY:

## A. 9 Awareness Raising Action

Number of Teachers involved: 2

Number of Pupils/Students involved: 16 + 120

Primary School

1.	<b>Describe the procedure - what did you do?</b>
	To prepare the activity, we used information about our involvement in the Centipede project by Bel Gran Jenssen and photo documentation of this project. Pupils from class 4. C proceeded the information into a wall display panel and prepared drawings. They presented the wall display in other classes of primary school.
2.	<b>Describe your preparation for the activity.</b>
	Internet pages about the Centipede project, drawing utilities, printing the photographs
3.	<b>What materials did you use?</b>
	Glue, scissors, colours, colour pencils, paper, wall display
4.	<b>What was the impact of the activity?</b>
	The pupils not only made the wall display, they also presented it to other kids. It contained completely new information for most of them., the vision of lack of fresh water thus became more real.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	The development of organization competences, preoccupation with fresh water shortage in other countries, students' own results presentation.

ZÁKLADNÍ ŠKOLA TOMÁŠE GARRIGUA MASARYKA BLANSKO, RODKOVSKÉHO 2

PRIMARY SCHOOL OF TOMÁŠ GARRIGUE MASARYK, BLANSKO, RODKOVSKÉHO 2



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## ACTIVITY: A.9 Distributing Flyers to raise awareness about life in water stressed areas

Number of Teachers involved: 7

Number of Pupils involved: 41

Primary School

1.	<b>Describe the procedure - what did you do?</b>
	In the second week of May our school organized an awareness action, by distributing the flyers and water bottles on the street.
2.	<b>Describe your preparation for the activity.</b>
	For raising the awareness about the water/freshwater crisis around the world, each teacher led their pupils to find information about a specific continent. After this, the pupils have drawn images and thought about proper slogans and together with the teachers have made flyers, which they distributed together with water bottles on the street and in parks.
3.	<b>What materials did you use?</b>
	Internet, flyers, water bottles
4.	<b>What was the impact of the activity?</b>
	The pupils have learned how to make flyers. By distributing them on the street they have learned to properly express advices for keeping the water clean and not to waste it.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Language and creative competences, IT competences



## ACTIVITY:

## A.9 Awareness raising actions about daily life in water stressed areas

Number of Teachers involved: 1

Number of Pupils/Students involved: 50

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	Investigating the people's daily life living in water stressed areas. Collecting information, pictures, photos and some data about water stressed areas. Giving some duties to the students(bringing white t-shirts and crayons and finding a slogan about water)Presenting the subject of the daily life in water stressed areas in the classes. Project team pupils prepared a power point presentation about the daily life in water stressed areas. They presented the project briefly in the classrooms. They also prepared some pictures to show the importance of the topic. They also coloured their t-shirts with slogans to take attention to the water and to show the importance of the water and the usage of it .They wore their t-shirts and planted saplings and watered them by carrying water with buckets. Watering the trees in the school by carrying water with buckets is an activity for the students to raise awareness. Parents and teachers were also informed about the procedure.
2.	<b>Describe your preparation for the activity.</b>
	Bringing saplings for planting them. Getting information about the subject. Preparing a power point presentation. Giving information to the project team. Making presentation of the project to the students then giving them a duty for investigating the life of water stressed areas. Project team coloured their t-shirts with the slogans about water. They also planted the saplings and watered the trees in the school. They draw some pictures and coloured them about the people living in water stressed areas. Presenting some photos and pictures about the topic on the project board.
3.	<b>What materials did you use?</b>
	Saplings and water, t-shirts, crayons ,buckets, smart board, flash memory(power point presentation),pictures, photos
4.	<b>What was the impact of the activity?</b>
	Dealing with the daily life of people living in water stressed areas raised the awareness of the water. Carrying water by buckets for planting saplings and watering the trees showed how important the water is and how careful we should be when using every drop of water. The difficulties of carrying water showed the value of the water. How priceless it is. Having detailed information about the daily life of water stressed areas and how important the water is, expanded the pupils awareness towards water. They realized that water and usage of it has a vital importance and what is more they put themselves into people'(living in water stressed areas)position. They started to think how they are lucky nowadays but in the future we are not going to see water running out of the taps .Everybody can do something individually not to waste



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	<b>or pollute the water. They changed their habits towards water in their homes and schools.</b>
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	<b>The activity focused on the daily life of water stressed areas. Having detailed information is raised awareness of fresh water and the usage of it. Fresh water gained much more value because of seeing the difficulties to reach to the fresh water .They started to think the ways of saving water .Creating awareness in our families and friends is the first and most important thing that can be done. Creating a steam of using water carefully in their environment make them feel better as they see many things can be done to use fresh water effectively.</b>
<b>VALI SABAHATTIN CAKMAKOGLU, MERSIN/ TURKEY</b>	



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## ACTIVITY:

## A. 9 Daily life in water stressed areas

Number of Teachers involved: 3

Number of Pupils involved: 54

Primary School

1.	<b>Describe the procedure - what did you do?</b>
	Lessons about the daily life in water stressed areas. The three classes discussed the access of fresh water in Sweden, the teachers reconnect to last summer's weather when we had quite an extreme dry season all over the country. Then we compared our daily life with the daily life in water stressed areas.
2.	<b>Describe your preparation for the activity.</b>
	Finding textbooks and films about water stressed areas in the world.
3.	<b>What materials did you use?</b>
	Textbooks, pencils, paper, computer and a digital projector for showing movies and pictures.
4.	<b>What was the impact of the activity?</b>
	The pupils became more aware of how big differences there are between different places on Earth and the access of fresh water. For example, in water stressed areas people often must walk several kilometers to find clean drinking water, if there are any! Here in Sweden we simply turn on the water tap in the kitchen!
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Language skill.



**ACTIVITY: A. 9 Awareness raising action: Paying by “Water drops”**

Number of students acting as teachers involved: 4      Number of Pupils/Students involved: 18 (aged 12 – 15 years)      Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	<p>University students of Technical University of Darmstadt (Regional Group of “Engineers Without Borders”) who work voluntary in a project for development and installation of drinking water abstraction in Africa, Asia and South America (in terms of to help people to help themselves) had offered to prepare and hold a lesson (120 minutes) about water shortage.</p> <p>With a power-point-presentation (prepared by them for this lesson) the students reported in English about their observations and experiences in Africa. They also asked questions in English and got answers in English. Thus it became apparent that also pupils of grade 6 (2<sup>nd</sup> year of learning English) understood what it’s about.</p> <p>The students then broached the issue of “Virtual Water” and raised the awareness for how often for pupils commonplace products are produced in countries with freshwater shortage.</p> <p>Onto the wall they projected a map with products ( food and drinks, clothes like T-shirt). The pupils had to guess how much water is needed for the production of each product. The correct data were written next to the products on the map.</p> <p>For the simulation game that followed and that had been prepared by the students six groups were formed. Each one got a different number of “water drops” as a currency. Thereby living conditions in different parts of the world should be illustrated.</p> <p>The pupils had to shop for everyday commodities with these “water drops” in order to experience concrete, how far their narrow means last.</p>
2.	<b>Describe your preparation for the activity.</b>
	<p>I informed the students about the aim of the project, age and language competences of the pupils. The students suggested several topics for lessons and described them briefly. I choose the topic that was best in line with our project work. We agreed on a date for the lesson and discussed some formalities.</p> <p>The students prepared the power-point-presentation and the simulation game (“water drops” made of a firmer material)</p> <p>I booked a classroom with a smartboard for the activity.</p>



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<b>3.</b>	<b>What materials did you use?</b>
	power point presentation, overhead marker, “water drops”
<b>4.</b>	<b>What was the impact of the activity?</b>
	<p>Then pupils participated very interested after their initial reserve to communicate in English had vanished (their guest pupils had arrived only the night before).</p> <p>They communicated lively (partly in English) during the simulation game and discussed how to use best their amount of money.</p> <p>The amount of water needed is so unimaginable high that it made them very thoughtful. The way they express their surprise proved this.</p> <p>They hadn’t expected that it would be so much.</p>
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Competences to communicate and for strategic planning

STADTEILSCHULE ARHEILGEN, DARMSTADT/GERMANY



## ACTIVITY:

## A.9 Daily life in water stressed areas

Number of Teachers involved: 2

Number of Pupils/Students involved: 90

Lower Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	This activity was done in grades 6, 7, 8 and 8 with their teachers in English. First the teachers asked the students questions about water – what it is used for, where and when do they use water the most, where the water comes from, what will happen if the water supply is reduced. Then they showed a globe and pointed out that although our planet is covered with water, 97% of it is salt water and cannot be used for drinking or agriculture. Only 3% of the water is fresh water. Measurements with big bottles of water were done, marking the salt and fresh water. Then there was a discussion on ways for conserving water at home and at school. Then the students draw maps, showing where salt water, fresh water and frozen water are found on Earth and researched the amount of water people on different continents use per day per person. Divided in groups then they wrote a text called: “ The life of a drop of water in Egypt/ Colombia/ China/ Africa”
2.	<b>Describe your preparation for the activity.</b>
	The teachers read about the topic, found pictures and other relevant materials, prepared bottles with water.
3.	<b>What materials did you use?</b>
	A globe, computers, Internet, paper, pencils, bottles of water, etc.
4.	<b>What was the impact of the activity?</b>
	The students were surprised by what they found out about the water usage and showed their concern about the fresh water shortage problem.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Focus on geography, language competences, teamwork and creativity.



**ACTIVITY:**

**A.10 Avoiding the contamination of water**

**Number of Teachers involved: 2**

**Number of Pupils/Students involved: 16**

**Secondary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	The pupils first discussed the topic with their Chemistry teacher. Then they worked out in written the things that are not to be put in the sink-hole. Based on their theoretical knowledge other group of pupils created graphical not-to-do symbols. We have also mentioned basic information about symbols, simplifying drawings and possible art techniques at this occasion. Younger pupils have visited water treatment plant in Blansko, where they could see how difficult and resources demanding it is to clean water which comes out of our sinks, baths and toilets.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	Chemistry teaches prepared basic information about what should not be put in a sink-hole but he also let the pupils to study the information themselves. They consulted their work on this activity. The art part included preparation of the simple symbol, then we had a meeting where we agreed on common art technique and we all used it for the result to be graphically united.
<b>3.</b>	<b>What materials did you use?</b>
	For theoretical part internet sources, especially those of local water supplying company. For the art part we used A4 sheets and soft pencils to make a sketches, then we used crayons and soft tip pens to finish them. The pictures were scanned into a PC and edited into one file.
<b>4.</b>	<b>What was the impact of the activity</b>
	Pupils have to cooperate in two groups (theoretical background and art work), they used internet as a source of information, also practiced different painting and drawing techniques and computer graphics as well.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Searching for the information, working with symbols and their usage in pupils's own creation, creative approach, activity planning, dealing with effects of warning and chemical hazard signs – did they fulfil the task, were they clear and accurate?



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## ACTIVITY:

## A. 10 Substances that contaminate freshwater

Number of Teachers involved: 3

Number of Pupils involved: 54

Primary School

1.	<b>Describe the procedure - what did you do?</b>
	We looked at films about how water is cleaned and what kind of substances that are especially difficult to separate from the freshwater. We also read about it in books and searched the internet for what kind of products these substances can be found in. The students created a list of substances that are difficult to clean the freshwater of: "Don't throw that in the drain".
2.	<b>Describe your preparation for the activity.</b>
	Searched for facts about the cleaning process of freshwater in books, films and on the internet. Also searched the internet for pages about different substances that should not be thrown in the drain.
3.	<b>What materials did you use?</b>
	Computer, OH-projector, books, paper, pencils, colour pencils.
4.	<b>What was the impact of the activity?</b>
	The students learned more about how different substances can harm the freshwater and also what you should not throw down the drain.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Creative and language skills.



**ACTIVITY:**

**A.10 Cleaning dirty water**

**Number of Teachers involved: 1 + 4 university students**

**Number of Pupils involved: 20**

**Secondary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	<p>Each pupil got a plastic bottle and had to cut off its upper part (at the first narrowing). Upside down the upper part (without the screw top) was fitted as a funnel onto the lower part of the bottle, a coffee filter paper was added.</p> <p>Then the task was explained:</p> <p>There was a bucket with water soiled with earth from the school yard and were bags with different filter material. The pupils had to consider and try out how they could clean the soiled water most effectively. Finally all glasses with the filtered water were lined up and compared. Each pupil explained what he/she had done and how his/her filter/s was/were made up of.</p> <p>This activity had been prepared and executed by engineering university students (who are voluntarily working in projects designing water procurements for developing countries) for our pupils.</p> <p>Communication language was English as also not German speaking guest pupils took part in the lesson.</p> <p>The lesson was done age group overlapping (pupils of grade 6-10) and stream overlapping (pupils of secondary modern school, secondary school leading to intermediate qualification and grammar school).</p>
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	Agreeing on the date with the four students
<b>3.</b>	<b>What materials did you use?</b>
	<p>For each pupil: empty plastic bottle (1,5l contents), several scissors, coffee filter paper, little glasses (1-2 for each pupil, e.g. jam glasses)</p> <p>Filter material (each in a bag): little pieces of wood, pebble stones, soil of different grain sizes and mixture, leaves, activated carbon</p>
<b>4.</b>	<b>What was the impact of the activity?</b>
	<p>This was a lesson for outdoors on the school yard next to a long bench used as a table. The pupils liked this and eagerly experimented with the different materials. They made each other proposals and watched together what happened.</p> <p>The students successfully made the pupils overcoming their initial reservation by asking questions that were easy to answer.</p> <p>That's why also pupils just in their second year learning English not only understood what they had to do but also answered in English.</p>
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Eagerness to experiment, foreign language competence/competence to follow instructions and communicate in English



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**ACTIVITY:**

**A.10 Preoccupation with contaminating freshwater**

Number of Teachers involved: 2

Number of Pupils/Students involved: 50

Secondary School

1.	<b>Describe the procedure - what did you do?</b> Firstly we all together within the pupils searched about the contaminating freshwater, the reasons, results and its effects, solutions to the water pollution, how to prevent it, the freshwater resources and also why the drains got clogged and news about the clogged drains (water block). We prepared a presentation about those and copied. Then informed all the school by disseminating the copies, sharing them with the pupils, teachers and also the parents. The pupils from the project team also read these copies in the classes to take attention more to the activity. Then we prepared some pictures, warning signs for classrooms/website. The pupils voluntarily joined in it. Another group of pupils collected a list of substances, cans, cartoons etc. especially from drains where they drink water and they wash their hands in the washbasins of the toilets. We all took photos of the activities we did and exhibited on the project wall and also on our website.
2.	<b>Describe your preparation for the activity.</b> No special preparations were necessary.
3.	<b>What materials did you use?</b> Rubbish bag, surgical glove, crayons, smart board, flash memory (power point presentation), pictures, photos, papers
4.	<b>What was the impact of the activity?</b> The activity took attention to the subject one more time seriously and increased the awareness to what we have to do immediately. It was really beneficial for all of us.
5.	<b>Competence/s focused on and additional comments/notes:</b>



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Language competence “we will use the warnings on our photos for the Wiki).  
Creating warning signs for classrooms/website improved their creative competences.

These are the warnings on our signs:

- Don't pollute water(POLLUTION)
- Save water(SAVING)
- The world is in your hands(WORLD)
- Clean water starts with you(CLEAN WATER)
- Drains are not rubbish(DRAIN)
- Think seriously and one more time before throwing(THROW)
- Freshwater is health(FRESHWATER)
- Freshwater is a luck for the future(FUTURE)



## ACTIVITY:

## A.10 Contaminating Freshwater

Number of Teachers involved: 12

Number of Pupils/Students involved: 211

Primary and Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	The lesson started with a brainstorming answering the question what according to the students the main pollutants are. The results were written on the board. Afterwards videos on the topic were shown like: <a href="https://www.youtube.com/watch?v=Om42Lppkd9w">https://www.youtube.com/watch?v=Om42Lppkd9w</a> , <a href="https://www.youtube.com/watch?v=yEci6iDkXYw">https://www.youtube.com/watch?v=yEci6iDkXYw</a> , <a href="https://www.youtube.com/watch?v=wjFePGLGo7c">https://www.youtube.com/watch?v=wjFePGLGo7c</a> . The students/pupils divided into groups had to write the main things down. Then the notes were compared to the ideas written on the board to come to the main pollutants. Later the children prepared posters and smaller signs and put them on the walls of the classrooms and in the sanitary rooms. At the end they watched a video about the work of a water cleansing plant and commented on it.
2.	<b>Describe your preparation for the activity.</b>
	The teachers searched for suitable videos on the topic, found pictures and other relevant materials, prepared bottles the materials for the posters.
3.	<b>What materials did you use?</b>
	Computers, Internet, videos, paper, pencils, scissors, etc.
4.	<b>What was the impact of the activity?</b>
	The students showed interest in the topic and were really active. At the end they came up with ideas of reducing our waste and protect the cleanness of the water.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Focus on science, language competences, teamwork and creativity.



**ACTIVITY: A10. „Don`t throw this into the water!” – Workshop for creating warning signs**

**Number of Teachers involved: 2**

**Number of Pupils involved: 42**

**Primary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	The school children participated in an action to raise awareness among their smaller colleagues about water pollution with substances that we find in our own households. It was an exciting activity in which the students learned new things and shared this happily with their colleagues.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	In advance, children were asked to find and draw up a list of pollutants at home, with their parents. The second day, the teachers discussed with the pupils about the subject, read the lists, compared them, and made warning signs for the colleagues.
<b>3.</b>	<b>What materials did you use?</b>
	Cardboard, Paper, Colours, Laptop
<b>4.</b>	<b>What was the impact of the activity?</b>
	It was an exciting activity in which students learned new things about water pollution which were shared with their colleagues.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Children's feedback has been positive, they have decided to avoid using substances that can pollute water, they understand the effects of water pollution, both for humans and for nature. The posters that they created were stuck in the bathrooms, on the hallways so that they could see them and thus recall what they have learned. Children of all ages, parents and teachers have been delighted to be part of this project and participate in reducing the harmful effects of the pollution of the planet, first by raising awareness of this aspect, and then through their actions.



## ACTIVITY:

## A.10 How is filthy water cleaned?

Number of Teachers involved: 1

Number of Pupils: 15

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	<p>This activity was done in one of our two Integration classes. German is for these pupils a foreign language and they started learning it just a few years ago.</p> <p>Always two pupils built a wastewater cleaning station made of a plant pot, a tissue on the base and then filled to the half with a sand-pebble mixture. Water was mixed in a glass with soil from the school yard. Then the soiled water was poured into the plant pot. One pupil was holding the pot above a collection container. They watched what happened. When after some time meagerly a bit of lighter brown coloured water dripped into the collection container, suddenly a pupil said: "Now I'll show you how we clean water in Afghanistan!" He lifted a little stool onto the table, placed on it a glass with soiled water and placed an empty glass in front of the stool. Then he took a shoelace from his shoes, dipped one end into the soiled water and dangled the other end into the empty glass at the lower position.</p> <p>Fascinated his classmates and the teacher watched how very slowly clear water was collected in the lower glass.</p> <p>In the meantime the pupils described what they had done and what happened. That way they practiced to form the beginning of sentences (First..., Then..., After that..., Subsequent to..., Before..., At the end...)</p> <p>Next day they visited Darmstadt's main sewage works. The guided tour was only for them. They got to know the different cleaning stations and the corresponding technical terms.</p> <p>Back at school they did the worksheets "What happens at sewage works?" and "Dangerous wastewater." (Harmful substances from agriculture, industry and households contaminate water and air).</p> <p>The next but one day the pupils were introduced to the word "sustainability" and told what they know about it – especially in connection with water. Then each wrote a text about "Water is an important basic material! Is this statement right?"</p> <p>Finally each pupil read aloud his/her text.</p>
2.	<b>Describe your preparation for the activity.</b>



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	<b>Agreeing on the date for the visit at the sewage works and informing the school management (form), organizing the money for the bus ticket (public transport), organizing the material for the cleaning station, preparing the two worksheets and copying them</b>
<b>3.</b>	<b>What materials did you use?</b>
	<b>Always for two pupils: a plant pot (height 15-20 cm) with a hole in the bottom and a collecting container Bucket with the sand-pebble mixture, a little shovel, bag with soil from the school yard, glasses, water, tissues, writing utensils, workbooks</b>
<b>4.</b>	<b>What was the impact of the activity?</b>
	<b>The pupils were a bit disappointed that their self-made cleaning station didn't work so good, but they fascinated watching how well the shoelace method worked. The visit at sewage works has made a notably impression on them. Two of them asked immediately their guide if it would be possible to do a work experience there (it's in our school curriculum that the pupils of grade 8+9 do an industrial placement for a fortnight each).  At the end of this activity when the class had a meeting with the project coordinator to evaluate the work done it was apparent that the pleasure about participating in the project work and doing activities had an important impact on keeping new words in mind and on the ability to speak more fluently.</b>
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	<b>Language competence, competence to form an opinion and give reasons.</b>

STADTTEILSCHULE ARHEILGEN, DARMSTADT/GERMANY



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**ACTIVITY: A11. Water cycle: workshops for drawings and building models**

**Number of Teachers involved: 2**

**Number of Pupils involved: 42**

**Primary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	The teacher have discussed together with the pupils about the water circle. They have watched together some videos and images about the topic. The children have used the information in creating drawings in which they showed the water states of matter. In the next step, they have built models about the water circle and presented them to their colleagues.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	The teachers have searched for information and have organised them to be presented to the pupils. The teachers have informed the parents about the topic and asked them to have discussions with them at home
<b>3.</b>	<b>What materials did you use?</b>
	Information from Internet, <a href="https://water.usgs.gov/edu/watercycleroanian.html">https://water.usgs.gov/edu/watercycleroanian.html</a>
<b>4.</b>	<b>What was the impact of the activity?</b>
	It was an interesting activity in which the pupils were happy to learn new information about the water circle. They said they will use the information in their daily life.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	This activity was very welcome by the pupils. They enjoyed working in teams.

PRIMARY SCHOOL HÄNSEL UND GRETEL, IASI/ROMANIA



## ACTIVITY:

## A.11 Sketching a water cycle

Number of Teachers involved: 1

Number of Pupils: 32

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	In this activity our aim was to learn more about the water cycle in the nature. First I gave some information from the internet about the water cycle with the help of our science teacher. Then I asked some questions. I drew a cycle on the board as well.
2.	<b>Describe your preparation for the activity.</b>
	Before the activity I asked their science teacher how to combine the two school subjects science and language. He advised some websites to demonstrate the cycle.
3.	<b>What materials did you use?</b>
	Use of internet, black board, writing/drawing utensils, workbook
4.	<b>What was the impact of the activity?</b>
	The students were interested in science as well as the water project. This activity helped them to understand better their science lesson. They have a deep understanding of the events in the nature.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	The activity was really useful in terms of pupils. I also made them examine the nature in rainy and snowy days as a homework and share their opinion with the class



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## ACTIVITY:

## A. 11 The water cycle

Number of Teachers involved: 1

Number of Pupils involved: 20

Primary School

1.	<b>Describe the procedure - what did you do?</b>
	<b>Different activities about the water cycle.</b> The class looked at the water cycle in their science book and made a detailed reading about it, focusing on and explaining words like: a cycle, evaporation, condensation, water drops and steam. They looked at a movie about the water cycle and then they drew a water cycle on their own filling in the meaningful words explaining the water cycle.
2.	<b>Describe your preparation for the activity.</b>
	Finding facts in science books, preparing a text for detailed reading, finding a movie about the water cycle that were suitable for the pupils.
3.	<b>What materials did you use?</b>
	Pencils, paper, drawing paper, colour pencils, computer, OH-projector
4.	<b>What was the impact of the activity?</b>
	The pupils learnt about the water cycle, water moves around in a cycle and consist in different phases due to temperature. They learnt that we can't make water, we only have a certain amount of it in the world, so it is important that we handle it with care.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Language and creative skills.



## ACTIVITY:

## A.11 The Water Cycle

Number of Teachers involved: 2

Number of Pupils/Students involved: 32

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	We talked about small and big water cycle, pupils watched a presentation and then painted pictures themselves. We scanned the pictures and we made puzzles on the internet: we used free webpage <a href="https://www.jigsawplanet.com">https://www.jigsawplanet.com</a> . Some of the puzzle games can be found on <a href="https://www.jigsawplanet.com/sotakova/erasmus-freshwater-project-2018?authkey=678197751eb66ab2fc9beec6d5f4b5b2">https://www.jigsawplanet.com/sotakova/erasmus-freshwater-project-2018?authkey=678197751eb66ab2fc9beec6d5f4b5b2</a> We have also made puzzle games out of the best pictures for younger kids to play.
2.	<b>Describe your preparation for the activity.</b>
	Preparation of the presentation, a lesson about water cycles. We searched the internet for the most suitable tool for making our online puzzle games.
3.	<b>What materials did you use?</b>
	Computers, internet, paper sheets and crayons.
4.	<b>What was the impact of the activity</b>
	Beside learning about water cycles pupils enjoyed playing online games very much as well as assembling paper puzzles during School Open Door Day
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Competencies in Civics, Science, working



## ACTIVITY:

## A.11 Preparing “Water Cycle” Puzzles

Number of Teachers involved: 2

Number of Pupils/Students involved: 23

Primary and Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	The activity was done in the special afternoon art classes for kids with special interest in arts. First the students discussed the water cycle and what they know about it from their science classes. A power point presentation prepared by the science teacher was shown. Then the students had some time to draw, inspired by what they saw and discussed. When the paintings were ready the students decided on which painting will be made into a puzzle. The two best won.
2.	<b>Describe your preparation for the activity.</b>
	The teachers checked the content available for the different grades. A presentation was prepared. The contacts of a publishing house to print the puzzles were found.
3.	<b>What materials did you use?</b>
	Computers, Internet, PPT, paper, water-colours, etc.
4.	<b>What was the impact of the activity?</b>
	The students liked the activity. They were proud with the results.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Focus on science and creativity.



**ACTIVITY:**

**A.11 Water runs in a cycle**

**Number of Teachers involved: 1**

**Number of Pupils: 31**

**Secondary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	<p>The activity was done in grade 6. The lesson started with “How does the water get into the clouds that it can rain?” The pupils told what they already knew about the water cycle. They had to explain the technical term. Each pupil got three worksheets – two with the headline “Water cycle” and one with the headline “Ways of condensation”. Each worksheet consisted of a cloze and drawings. Underneath the texts were several terms that had to be put into the spaces of the cloze.</p> <p>These terms had to be added: Sheet 1: Sun, steam, evaporation, clouds, it rains, it seeps away Sheet 2: stones, groundwater, spring, river, ocean, circulation Sheet 3: Rain, fog, dew, white frost, snow, hail Key/solution sheets had been prepared and when the pupils had finished working on their worksheets they checked their work and corrected their results autonomously.</p> <p>When this was done each pupil prepared a draft of a water cycle, went to the teacher and explained his/her draft with own words. If necessary corrections were discussed. Thereafter each pupil painted on white cardboard a landscape, coloured it and integrated into the drawing the water cycle. The teacher laminated all drawings. The pupils cut their drawings into puzzle piece sizes and put the pieces into a little bag. The teacher collected all bags in a box. Then he gave each pupil one of the bags to piece together the puzzle. Now the box with the bags is kept in the school’s science teaching aid collection and more classes can use it for learning about the water cycle.</p>
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	<p>Preparing and copying the three worksheets, preparing the corresponding key/solution sheets Organizing cardboards and bags for all pupils, organizing laminating film and box</p>



<b>3.</b>	<b>What materials did you use?</b>
	Drawing/writing utensils, crayons, drawing block, cardboard white (size 40x30 cm), laminating film (size a bit wider than the cardboard, little bags made of cotton with cord for closing, storage box, laminator
<b>4.</b>	<b>What was the impact of the activity?</b>
	<p>Because of preoccupation with the topic in different ways now all pupils have understood and taken in the principle of the water cycle on earth.</p> <p>- In line with A.5 (Questionnaire activity about: What is water used for?) that grade 7 dealt also with the topic “Water cycle”.</p> <p>They learned about the difference between potable water and salt-water, one lesson was about drinking water abstraction and another about wastewater treatment</p> <p>Their teacher was amazed when her pupils told her that they think that water from the tap is purified sewage water and that because of that they buy water in the bottle. The teacher told them that in Germany clean groundwater is processed and comes out of the tap. As at the end of the activity she asked her pupils if they would change something in their behaviour. the answers were “I don’t know”. However she watched that many of her pupils had started drinking water from the tap. Obviously her pupils didn’t realize that they had already changed their behaviour.</p>
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Creativity, competence to reproduce facts



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## ACTIVITY:

### A.12 The EU Water Framework Directive (the WFD)

Number of Teachers involved: 3

Number of Pupils involved: 54

Primary School

1.	<b>Describe the procedure - what did you do?</b>
	At the EU Commission's webpage we found a list of what the framework directives is all about, translated into different languages. The directives are concerning the common water that many of the European countries share. We read the directives and discussed with the students the importance for countries to work together to solve issues concerning their common water. We looked at a list with the 12 most important aims concerning the WFD's work and the students, in small groups, made posters about them. The groups then made a presentation informing each other about the WFD's work.
2.	<b>Describe your preparation for the activity.</b>
	Searching the EU Commission's webpage for more information about the EU Water Framework Directive (in short: the WFD) and we read the facts about the 12 most important aims of the directives.
3.	<b>What materials did you use?</b>
	Computer, OH-projector, pencils, colour pencils, paper.
4.	<b>What was the impact of the activity?</b>
	The students became aware that the EU has written different aims for all the European countries concerning the common water that the countries share. The students became aware what the different aims of the directives are.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Language and creative skills.



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## ACTIVITY: A.12 Preoccupation with 'European Water Framework Directive'

Number of Teachers involved: 2

Number of Pupils involved: 42

Primary School

1.	Describe the procedure - what did you do?
	All primary school children attended the presentation of the 'Water Framework Directive', a document underlying the new strategy and policy of water management. After that, there was a debate and a session of questions.
2.	Describe your preparation for the activity.
	We have accessed the Internet information about water quality in Europe (EU Water Framework Directive), <a href="https://eur-lex.europa.eu/legal-content/RO/TXT/?uri=LEGISSUM%3A128002b">https://eur-lex.europa.eu/legal-content/RO/TXT/?uri=LEGISSUM%3A128002b</a> <a href="http://apepaduri.gov.ro/wp-content/uploads/2014/07/directiva-cadru-apa-site-rev-11-final.pdf">http://apepaduri.gov.ro/wp-content/uploads/2014/07/directiva-cadru-apa-site-rev-11-final.pdf</a> We have discussed with the representatives of Apavital society, who provided us with information.
3.	What materials did you use?
	Printed Info material, information from the Internet, information from children and from the Apa Vital representatives
4.	What was the impact of the activity?
	Children learned many new useful things and promised to try to change their behavior regarding drinking water consumption.
5.	Competence/s focused on and additional comments/notes:
	The pupils and teachers have found the 'Water Framework Directive' very useful.
PRIMARY SCHOOL HÄNSEL UND GRETEL, IASI/ROMANIA	



**ACTIVITY: A.12 A conversation based on a human right by UN**

Number of Teachers involved: 1

Number of Pupils: 14

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	<p>The class teacher invited parents of her pupils for a conversation/discussion. Besides pupils from Europe (e.g. Bosnia, Italy, Moldova, Romania) also pupils from Afghanistan, Pakistan, Somalia and Syria are in her class. Parents embraced her invitation and came.</p> <p>To induct into the topic the situation in the world was pictured as follows:</p> <p>The right of access to clean water has been 2010 acknowledged by the plenum of the United Nations as human right. However every third suffers from water shortage. Just for every other clean potable water is available. Diseases and epidemics are the consequences. Each day several thousand children die for this reason worldwide. It is feared that climate change may lead in future to more countries suffering of water shortage.</p> <p>Then pupils and parents described the situation in the countries they are coming from. The teacher took care that with regards to content all understood what was said.</p> <p>Subsequent the pupils prepared with their parents' help reports about the situation in their countries. The reports have been published in the "Book about Water", a little booklet prepared by this class with results of their activities on the topic "water".</p>
2.	<b>Describe your preparation for the activity.</b>
	Parents invited, finding text for introduction
3.	<b>What materials did you use?</b>
	Writing utensils, workbook
4.	<b>What was the impact of the activity?</b>
	Hearing from individual experiences that in war zones the limitation of water supply was used as bargaining chip or that a great deal of the water system was destroyed depresses . Pupils broached in their reports the issue how trouble-free people in Europe obtain potable water whereas in Africa people often have to work several days for it. Pupils wrote that it is unjust that many people in poorer countries don't have clean potable water and that they know first-hand what water shortage means, that this saddens them and that they feel that it's bad because all people need water for life.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Language competence



**ACTIVITY: A.12 Preoccupation with “European Water Framework Directive”:**

**Number of Teachers involved: 1**

**Number of Students: 36**

**Secondary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	<p>Investigating what is European Water Framework Directive. What is the aim and the achievements of the directive and how it can be more effective in terms of preserving fresh water.</p> <p>Collecting information, pictures, photos and some data about it. Preparing a presentation about it and sharing this presentation with the students to make them familiar with the subject. Presenting the subject in the classes.</p> <p>Project team pupils wrote articles about the aim and the achievements of the European Water Framework Directive. They presented their articles briefly in the classrooms. They also prepared some pictures to show the importance of the topic. They showed the pictures of before the directive’s announcement and now to take attention to the water and to show the importance of the water and the usage of it.</p> <p>Arranging the project board and exhibiting the articles and the pictures about the activity to raise awareness of the teachers and students. Parents and teachers were also informed about the procedure.</p>
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	<p>Investigating what is European Water Framework Directive. Getting information about the subject. Preparing a powerpoint presentation.</p> <p>Giving information to the project team. Making presentation of the project to the students then giving them a duty for investigating the directive and writing an article about it..</p>
<b>3.</b>	<b>What materials did you use?</b>
	<p>Papers, smart board, flash memory (power point presentation), pictures, photos</p>
<b>4.</b>	<b>What was the impact of the activity?</b>
	<p>Dealing with and getting to know the aim and the achievements of European Water Framework Directive’ raised the awareness of how important fresh water is and showed us how much urgent we should be about preserving water and the difficulties we are going to face if we don’t take precautions. How priceless it is.</p>



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	<p>Having detailed information about the directive' and how important the water is, expanded the pupils awareness towards water. They realized that water and usage of it has a vital importance and what is more they see that there are many things that can be done as a nation as they preoccupied with water framework directive'.</p> <p>They started to think how they are lucky nowadays but in the future we are not going to see water running out of the taps .Everybody can do something individually not to waste or pollute the water.</p> <p>They changed their habits towards water in their homes and schools.</p>
5.	<b>Competence/s focused on and additional comments/notes:</b>
	<p>The activity focused on the water framework directive' . Having detailed information about the directive' and writing an article about it raised awareness of fresh water and the usage of it. The students think that each country can do many things to preserve water in terms of water framework directive' .They started to think the ways of saving water .Creating awareness in our families and friends is the first and most important thing that can be done. And also creating a steam of using water carefully in their environment make them feel better as they see many things can be done to use fresh water effectively.' European Water Framework Directive' gave us hope to see the aspect of (the importance)other countries towards water.</p>

VALI SABAHATTIN CAKMAKOGLU, MERSIN/ TURKEY



**ACTIVITY:**

**A.12 European Water Framework Directive**

**Number of Teachers involved: 3**

**Number of Pupils/Students involved: 85**

**Lower and Upper Secondary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	The teachers divided the class into small groups. Each group was given a text about the European Water Framework Directive. As a task they had to underline the words and terms they do not understand and find their meaning. Then each group had to try and extract from the text the objectives of the Directive. The students made then posters.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	Search for information about the topic. Adaptation of the texts for the lower secondary students.
<b>3.</b>	<b>What materials did you use?</b>
	Computers, texts, stationary
<b>4.</b>	<b>What was the impact of the activity?</b>
	The students were interested but at the same time it was difficult for them to cope with the texts. They thought about the mineral water they usually drink and compared what different mineral waters contain.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Science, communication, understanding scientific and formal texts.



**ACTIVITY:**

**A.12 Preoccupation with the EU Water Directive**

**Number of Teachers involved: 2**

**Number of Pupils/Students involved: 24**

**Secondary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	EU Water Directive is quite an extensive document that contains terminology from areas which the pupils haven't met before. Therefore Czech teacher has prepared a short digest of the most important parts and she presented it to the pupils in Czech lesson. The language of law used in the text is even for our oldest pupils very difficult to understand. As a follow up pupil in their IT lessons prepared presentation which they presented to the class.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	It was really necessary to prepare the abstract from the Directive for pupils to be able to understand the text. We revised presentation making principles.
<b>3.</b>	<b>What materials did you use?</b>
	EU Water Directive, MS PowerPoint
<b>4.</b>	<b>What was the impact of the activity</b>
	Even if the task was very difficult for them pupils did their best to manage. To us as teacher it seems more reasonable to deal with the outputs and consequences of the directive.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Competences civil and working.



**ACTIVITY:**

**A.13 “Water and me” – a workshop about printing old-fashioned**

Number of Teachers involved: 1

Number of Pupils/Students involved: 13

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	<p>Day 1 (at the print office): My pupils had to write down, what’s for them most important about water and things they link with water. Different techniques of printing were shown to them. After that each of had to prepare a draft about “What’s the first item I’m thinking of when I hear the word “Water”? Each pupil copied the drafted item on a piece of polystyrene by carving with a pen. Printing ink was applied by roll, the polystyrene was covered with a sheet of paper. Then the print was done by a printing machine with rolls. The printed paper was taken off. More printing ink was applied, also a new piece of paper and a print was prepared just using a spoon.</p> <p>Day 2: (at the print office): the same procedure as on day 1 with mirror-inverted written letters and patterns. Also just backgrounds were printed on paper.</p> <p>Day 3 (at school): The thoughts about water that had been noted on day 1 were written on the papers with the printed backgrounds. Postcards were designed, a memory folder was created.</p>
2.	<b>Describe your preparation for the activity.</b>
	Agreeing on a date for the workshop with the print office , funding of the workshop clarified
3.	<b>What materials did you use?</b>
	<p>The pupils had to bring: clothes that could become dirty</p> <p>The print office provided all machines/tools and materials that were needed: e.g. <b>polystyrene</b> (for printer’s copy size about 15x11 cm, 3 for each pupil), white cardboard (for 10 postcards for each pupil), paper, printing ink, material for project folder</p>
4.	<b>What was the impact of the activity?</b>
	The pupils wrote in their reports that they liked the activity, that it was exciting, because they could try out something that was new to them, that it was interesting to learn how printing was done “old-fashioned” and because they got to know how in former times newspapers and books have been printed.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	<p>Creativity</p> <p>Activity for three project days (mornings) for pupils grade 5 – 7.</p>



**ACTIVITY:**

**A.13 Water Learning Stations**

Number of Teachers involved: 8

Number of Pupils/Students involved: 211

Primary and Secondary School

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	<p>We decided to dedicate two weeks to this activity. The teachers developed different activities to do with water and water cycle and arranged them in groups according to the intelligence (Multiple intelligence theory) they triggered:</p> <p>Naturalist – observe and classify the species living in the Simeonovo lakes;</p> <p>Visual – design a mind-map about the issues we face today in keeping freshwater clean</p> <p>Kinesthetic – create a pantomime “The water cycle”</p> <p>Musical – record the sounds of water around us: river, sink, waterfall, boiling water...</p> <p>Logical-mathematical – develop an experiment Water cycle in a bag - <a href="https://www.playdoughtoplato.com/water-cycle-bag/">https://www.playdoughtoplato.com/water-cycle-bag/</a></p> <p>Linguistic – write a poem or a short story about a drop of water</p> <p>Interpersonal – group project Water Cycle Journey - <a href="https://www.bpsma.org/uploaded/TeachingLearning/ScienceResourcesK-8/OtherResources/Grade_4_Science_Water_Cycle.pdf">https://www.bpsma.org/uploaded/TeachingLearning/ScienceResourcesK-8/OtherResources/Grade_4_Science_Water_Cycle.pdf</a></p> <p>Intrapersonal – keeping a diary for the water usage for one week</p> <p>Existential – plan a charity event to help people in water distressed regions</p>
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	<p>The teachers searched for and proposed activities for the various intelligences. After agreeing on them they prepared the materials needed and allocated place and time for the kids and teens to implement them. All stations were placed in areas around the school and the students had 2 weeks to try and bring to its end an activity they liked. It was not obligatory. The parents were also informed=</p>
<b>3.</b>	<b>What materials did you use?</b>
	<p>Paper, pencils, scissors, recyclables, plastic bags, ...</p>
<b>4.</b>	<b>What was the impact of the activity?</b>
	<p>It was a great way to end the school year and to focus on the topic of freshwater once again. The children were involved and active. Although it was not part of a lesson and was not obligatory, most of the pupils and students participated.</p>
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	<p>Science, communication, creativity, languages</p>



**ACTIVITY:**

**A.13 Water and Dance**

**Number of Teachers involved: 1**

**Number of Pupils/Students involved: 6**

**Secondary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	Stage 1: Which forms can water adopt ? Stage 2: How can the movements of water be presented? Which basic choreographic elements are noticed?
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	- choosing suitable music (from classic to modern) - acquiring knowledge about possibilities to create space, time, shape and dynamic (e.g. according to Ellermann & Postuwka) - expressing impulses for pictures and definitions (especially for Stage 1 & 2)
<b>3.</b>	<b>What materials did you use?</b>
	Player, mirrored room, umbrellas, chairs, ( the group declined a tablet for recording and subsequent analysis)
<b>4.</b>	<b>What was the impact of the activities?</b>
	The pupils did have no idea about what would happen in the project. Regrettably only two pupils were willing to play a part in the activities of stage 1& 2. But all pupils were motivated to get engaged with the following choreographic work, but needed maximum support provided by their teacher for preparing the choreography.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Competence to move, creative competence, methodical competence (e.g. group puzzle), competence to solve problems related to movements. This was an activity done at three project days (mornings)



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**ACTIVITY: A13. Water experiments workshop: Water- a miracle of the nature**

**Number of Teachers involved: 1**

**Number of Pupils involved: 14**

**Primary School**

1.	<b>Describe the procedure - what did you do?</b>
	We organised several experimental activity, having as objective the observation of the water states of matter. The first experiment, where the children have melted snow and boiled water, aimed to familiarize the children with all water forms and states of matter. In the following experiments, the children could identify some of the water utilities in the environment. They have burnt an empty balloon and a balloon filled with water and have learnt about the ability of water to extinguish the fire. The pupils also have learned about the use of water for the daily consumption, in a tea making activity.
2.	<b>Describe your preparation for the activity.</b>
	For these experiments we have prepared the necessary materials (water, balloons, bowls). We searched for information, and prepared the presentation for the children.
3.	<b>What materials did you use?</b>
	Information about water experiments from Wikipedia: <a href="https://ro.wikipedia.org/wiki/Experimentecuapa">https://ro.wikipedia.org/wiki/Experimentecuapa</a>
4.	<b>What was the impact of the activity?</b>
	The children were fascinated by the water utilities in the environment. After presenting these experiments, the children have mastered the information we have presented them to their parents and other colleagues.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	This activity aroused the interest of the children. The pupils participated with energy and happiness to the activities. After this experiment the children love water more and are more aware of its utilities.

PRIMARY SCHOOL HÄNSEL UND GRETEL, IASI/ROMANIA



## ACTIVITY:

## A.13 Simple water experiments

Number of Teachers involved: 2

Number of Pupils/Students involved: 4 + 80

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	In cooperation with our Physics teacher we prepared a set of simple water experiments suitable for primary and secondary school pupils. For public presentation we chose the School Open Door Day and thus the experiments could be watched not only by pupils but also by parents and other visitors of school. In front of the room there was a wall display with information about our Erasmus+ project.
2.	<b>Describe your preparation for the activity.</b>
	Four presenters were chosen out of 8 <sup>th</sup> grade pupils and they practiced the experiments before the Open Day. We prepared all necessary things within about two weeks with presenters paying a big contribution to the whole activity. We prepared the scene in our school canteen in the morning. The presentation of the experiments was watched by about 5 classes in their Physics lessons and by many visitors as well. The presenters not only carried out the experiments but they also explained demonstrated principles and phenomenon.
3.	<b>What materials did you use?</b>
	We used simple materials and objects for our experiments: PET bottles, bowls, spoons, chalks, balloons, droppers, glasses, candles.
4.	<b>What was the impact of the activity</b>
	After being a bit nervous at the very beginning, our presenters carried out and explained the experiments really masterfully. Their show was visited by a few classes in their Science lessons. Also during the breaks pupils entered the room and asked the presenters to show them some tricks, younger pupils thought it was a magic. We presented this activity on our school web.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	The presenters have definitely developed presentation and communicative competencies, they were able to entertain the audience and catch their attention which was a bit surprising to us. Many of the visitors were leaving the room with intention to practice the experiments at home themselves.



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## ACTIVITY:

## A.13 Different water experiments

Number of Teachers involved: 1

Number of Pupils involved: 43

Primary School

1.	<b>Describe the procedure - what did you do?</b>
	Preparing and performing experiments about water, for example: the water molecule, float-sink, density, evaporation, the water cycle and surface tension.
2.	<b>Describe your preparation for the activity.</b>
	Gathering facts and films about water, connected to the experiments listed above.
3.	<b>What materials did you use?</b>
	Building blocks (lego) (molecules), subjects of different materials(float-sink), washing-up liquid (surface tension), plate with water (evaporation), paper, pencils, colouring pencils (water cycle)
4.	<b>What was the impact of the activity?</b>
	The pupils learned more about water in different aspects.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Language, science and creative skills.



## ACTIVITY:

## A.13 Doing an experiment

Number of Teachers involved: 1

Number of Students involved: 32

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	In this activity our aim was to review the previous activity about water cycle in the nature by the help of some experiments. First I showed a poster and we talked about it. Then I asked some questions about rain and snow. I reminded them their science subjects. Then we did an experiment about evaporation and condensation.
2.	<b>Describe your preparation for the activity.</b>
	Before the activity I talked about the water cycle experiments with their science teacher. I prepared a poster and did some researches about the activity from the internet.
3.	<b>What materials did you use?</b>
	I used internet and poster. For the experiment I used also hot water, container, some ice and aluminium foil.
4.	<b>What was the impact of the activity?</b>
	It was a good coincidence to have such subjects in their science lessons. That's why they got the matter well. As a whole class they are curious about experiments.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	The activity was really useful in terms of students and as a homework. I advised them to do the experiments at home again to raise their curiosity.



**ACTIVITY:**

**A.13 Three Stations of Learning**

**Number of Teachers involved: 1**

**Number of Pupils: 17**

**Secondary School**

1.	<b>Describe the procedure - what did you do?</b>
	<p>This activity combines the subject chemistry with issues from the area of language.</p> <p>There were three stations of learning:</p> <ol style="list-style-type: none"> <li>1. How can water turn? (characteristics of water) connected with degrees of adjectives (positive-comparative-superlative)</li> <li>2. What is density? (volume and density) connected with getting to know technical terms (density, mass, volume) and causal conjunctions (because, therefore, for this reason)</li> <li>3. Which materials solve in water? (water-soluble /insoluble in water) connected with personal pronouns in accusative, preparing a record</li> </ol> <p>The activity started with a trip to a stream in the nearby forest in winter. The pupils experienced the beauty of nature: a little frozen waterfall and ice cakes on the stream, snow covered scenery and walking in the water wearing wellington boots. Issue was station of learning No.1. On the way back they collected the material for station of learning No. 2.</p> <p>At school they worked on the worksheets for station No. 1, then one after the other on the tasks of stations No. 2+3.</p> <p>There were worksheets for each station to document the experiments and to practice the issues from the area of language.</p> <p>Final product was a also an advertising pillar with results from the area of language that had been worked on.</p>
2.	<b>Describe your preparation for the activity.</b>
	School management informed about trip to the forest (form), worksheets prepared and copied, materials organized
3.	<b>What materials did you use?</b>
	<p>Writing utensils, workbook, towel/cloth,</p> <p>For station No.1: wellington boots and bags for collecting materials for station of learning No.2,</p> <p>for station No.2: little stones, leaves , little branches, little balls of styrofoam, glass and wood, plastic boxes filled with water,</p> <p>for station No.3: water, glasses , material for checking the dissolubility: e.g. oil, washing-up liquid, chalk, ink..</p>
4.	<b>What was the impact of the activity?</b>
	The pupils wrote in their evaluation, that the trip has been "great", the waterfall "really niceul", the wading through the water "very exciting" and the topic "water" because of the experiments "super".
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Language competence, eagerness to experiment, experiencing nature, competence to watch and document processes
STADTTEILSCHULE ARHEILGEN, DARMSTADT/GERMANY	



## ACTIVITY:

## A. 14 Compound words

Number of Teachers involved: 2

Number of Pupils involved: 25

Primary School

1.	<b>Describe the procedure - what did you do?</b>
	Collecting compound words that involves the word “water”. First the teacher explained the task by telling the pupils to find compound words that involved the word “dog”. In Swedish (in English); hundvalp (puppy), hundfångare (dogcatcher), hundvakt (dogwatch), favorithund (favourite dog), fårhund (sheepdog). Then they did the same with the word “water”; vattenskoter (jetski), vattenfall (waterfall), vattenrutschbana (waterslide), dricksvatten (drinking water). Then the pupils draw pictures to go with the compound words.
2.	<b>Describe your preparation for the activity.</b>
	Gathering a list of compound words with the words “dog” and “water” - that kind of words you can expect from the pupils.
3.	<b>What materials did you use?</b>
	Pencils, colour pencils and papers.
4.	<b>What was the impact of the activity?</b>
	To discover that many long words are in fact compound words and in Swedish should be written as one word!
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Language and creative skills.



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## ACTIVITY:

## A.14 Creating compound words

Number of Teachers involved: 1

Number of Pupils/Students involved: 64

Primary School

1.	<b>Describe the procedure - what did you do?</b>
	Pupils' task was to create words containing WATER or words anyhow connected to water.
2.	<b>Describe your preparation for the activity.</b>
	Language preparation in Czech lessons.
3.	<b>What materials did you use?</b>
	Paper, crayons, pencils, felt tips
4.	<b>What was the impact of the activity</b>
	Pupils completed the task in a very nice way and they were surprised by variety of the words.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Vocabulary extension.

ZÁKLADNÍ ŠKOLA TOMÁŠE GARRIGUA MASARYKA BLANSKO, RODKOVSKÉHO 2



## ACTIVITY: A.14 Collecting compound words that begin or end with water & creating Memory game

Number of Teachers involved: 2

Number of Pupils/Students involved: 63

Lower Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	The activity was done during the Bulgarian language classes. The teachers revised the term compound word. First the children brainstormed the compounds they could think of and later searched in dictionaries and the web. Then they tried to use them in sentences and even create short texts. Each class made a poster with the words and the posters were placed in the school's foyer. Some of the students who are skilled in drawing made small memory cards with images to do with water cycle to be used in the summer by the kids in the summer school.
2.	<b>Describe your preparation for the activity.</b>
	The preparation was focused on providing the necessary supporting materials – dictionaries and smart phones.
3.	<b>What materials did you use?</b>
	Smart phones, the net, dictionaries
4.	<b>What was the impact of the activity?</b>
	It was a fun activity for the students. They enjoyed playing with the compounds and even inventing some new ones.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Language and creative competences.



**ACTIVITY: A.14 When German is not the mother tongue: Teaching compound words**

Number of Teachers involved: 1

Number of Pupils/Students involved: 18

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	<p>This activity was done by the pupils of our Integration Class. German is not their mother tongue. Compound words are regarded as stumbling blocks of German language. Only in few languages this phenomenon exists that a word is made of two words and thereupon is written in one word. Most language learners are stumbling upon that.</p> <p>The pupils dealt concentrated and interdisciplinary with this rule in lessons of art and German. Aim was to produce a game as “Memory” with modified rules of the game. Rule of the game is to look for compound words that include the word “Wasser” (water) and to find three matching cards: e.g. Der Regen + das Wasser = das Regenwasser (the rain + the water = the rainwater)</p>
2.	<b>Describe your preparation for the activity.</b>
	<ul style="list-style-type: none"><li>- Planning the activity that offers different aspiration levels and searching for suitable words:<ul style="list-style-type: none"><li>a) noun + noun (suitable for all pupils)</li><li>b) verb + noun (suitable for advanced German learners)</li><li>c) adjective + noun (suitable for skilled learners)</li></ul></li><li>- organizing the material</li></ul>
3.	<b>What materials did you use?</b>
	<ul style="list-style-type: none"><li>- Easy to use cardboard (Finnpappe/Skanpappe 3mm – Finnish wood-pulp board/finnische Maschinenholzpappe)</li><li>- old newspapers or computer printouts,</li><li>- crayons/felt pens,</li><li>- twist-up adhesive sticks</li></ul>



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4.	<b>What was the impact of the activity?</b>
	<p>The pupils liked very much doing this activity. They said that practical doing (preparing the game and playing it) helped a lot to learn abstract grammar.</p> <p>The fact that they had to look for a third card with a new word made the rule clear and thereby the pupils' orthography competence had much improved after the teaching unit.</p> <p>Also for older pupils the game was very interesting because of the different aspiration levels. They are now the specialists who explain the rules of the game to newcomers-</p>
5.	<b>Competence/s focused on and additional comments/notes:</b>
	<p>Language competence (grammar, orthography, vocabulary). creative competence</p>

STADTTEILSCHULE ARHEILGEN, DARMSTADT/GERMANY



**ACTIVITY: A14. Compound words with „Water”**

**Number of Teachers involved: 2**

**Number of Pupils involved: 35**

**Primary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	The teachers have developed a new activity with the students from the first and second class, within the Erasmus Plus project. Basically, on Mihai Eminescu's Day, the pupils not just recited the poem "The Lake", but also remembered that his lyrics are a source of examples about water. Thus, the children were supposed to identify the word "water" in as many compound words as possible. Subsequently, the matching words were used in language games like Memory, realised on the interactive-teaching site „LearningApps”. The activity was a real success, bringing many smiles on our faces and, certainly, new friendships among students.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	The children have identified as many words starting with, containing or ending with the word „APA” (water). They identified more than 40 words. The activity was a very funny one, acquiring more language knowledge. LearningApps platform greatly helps children learn in a different, interactive, way. The activity was a great success due to learning through playing.
<b>3.</b>	<b>What materials did you use?</b>
	Images, the intelligent blackboard, LearningApps platform
<b>4.</b>	<b>What was the impact of the activity?</b>
	The children have learnt new words, have learnt the meaning of a compound word, and have learnt through playing.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Language and creative competences



## ACTIVITY:

## A.14 A Game with compound words about water

Number of Teachers involved: 1

Number of Students involved: 40

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	<p>Within pupils our project “ Freshwater Crisis” was focused on an English class again. All discussed about the subject especially what we can do to prevent the crisis. This took their attention so much even a silence pupil had an idea to say about our subject. Except an English class (tenses, modals, suggestions etc..) they were really comfort to express their ideas in native language. So developed their creative competence. In the second step I asked them to collect compound words that begin or end with water. Then we translated the words into English al together. By those activities their language competence also developed. On another day I asked them to create a game with those words. Creative and language competence were focused on.</p>
2.	<b>Describe your preparation for the activity.</b>
	<p>For the first game the compound words in native language were written on pieces of papers one by one but separating the word water in the compounds. Then cut the words from their separated parts. Those separated parts written “water” were hung on the board by random ignoring they begin or end with “water”. Then hang the pictures of those compounds next to them. On the second part of the game the English meanings were written on pieces of papers one by one and hang on the other side of board mixed In the second game all the words and the pictures were collected in the end of the first game. They are mixed.</p>
3.	<b>What materials did you use?</b>
	<p>Smart board (to hang the materials on), paper, pictures, band, printer.</p>
4.	<b>What was the impact of the activity?</b>
	<p>This took their attention so much even a silence pupil had an idea to say about our subject. Except an English class (tenses, modals, suggestions etc..) they were really comfort to express their ideas in native language. So developed their creative competence. The pupils voluntarily filled the words successfully. They enjoyed so much. They really enjoyed so that their self-confidence raised.</p>
5.	<b>Competence/s focused on and additional comments/notes:</b>
	<p>Language &amp; creative competence are focused on.</p>



**ACTIVITY:**

**A.15 Debate - Why are the rivers vital?**

**Number of Teachers involved: 5**

**Number of Pupils involved: 38; Number of parents: 43**

**Primary School**

1.	Describe the procedure - what did you do?
	The activity took place in Durau mountain resort in the ArtEd camp. The group, formed from pupils, parents and teachers, went hiking to see a river, has received explanations about the importance of maintaining the water clean, about where the river springs and where it flows into another bigger river. Later, the children have made drawings and explained them to their colleagues. Teams of parents and children have created „lossless installations for water transport”.
2.	Describe your preparation for the activity.
	We have planned the activities, have prepared the materials and the prizes. We have organised the mountain trip.
3.	What materials did you use?
	For the drawings: paper, colored pencils, markers; For the water-transport installations: hose, plastic bottles, duct tape, plastic clamps
4.	What was the impact of the activity?
	All were involved in activities and expressed the joy that they have learned something useful in a pleasant manner, through practical activities. The functionality of the water transport installations was carefully evaluated by everyone, as Mr Verebceanu (the father of Victor from the second class) remembered us that „Erasmus project taught us that no drop of water should be wasted.”
5.	Competence/s focused on and additional comments/notes:
	Practical activities, creative competences
SCOALA PRIMARA HÄNSEL UND GRETEL, IASI/ROMANIA	



## ACTIVITY:

### A. 15 Rivers are Lifelines: Creating a picture by wipe technique

Number of Teachers involved: 1

Number of Pupils/Students involved: 12

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	<p>This activity was done in my grade 7. I asked my pupils to look at the wall map and to tell what they notice about rivers in Germany. Then we focused on the major rivers, found out, where they are coming from and where they are going to.</p> <p>I told them that already centuries ago, when Germany was covered by a lot of primeval forest, rivers in Europe had been important for people. My pupils found out that when rivers are navigable they are roads made by nature. They are called waterways and goods and people could move on them more easily from one place to another than on country ways that that were more costly to build. Then I asked my pupils to look for the names of towns on the banks of the rivers. I told them that many have been founded long ago because people moving on the rivers settled there. So rivers became important for the commercial and cultural development of areas and still are.</p> <p>Each pupil got a copy of the worksheet. I gave them the names of eight towns which they marked by red points on the worksheet. These towns are located at the rivers on the worksheet. They also added the names of the towns and the rivers.</p> <p>Then each pupil got a cardboard and a piece of green and brown chalk. They drew - estimated by rule of thumb - the outlines of Germany. In a little plastic bag they broke the chalk into smaller pieces and hatched using little pieces of chalk the differences in altitude in the sketch of the cardboard. They coloured plains light green and mountain ranges in different shades of brown, the higher the darker. Then they wiped the applied chalk with their (dry) fingers.</p> <p>They added the towns (red) and rivers (blue) from their worksheet, named the towns and rivers with a pencil.</p> <p>Immediately after completion we went outside to secure the pictures with hairspray. Without that the posters couldn't be piled.</p>
2.	<b>Describe your preparation for the activity.</b>
	<p>Looking for a worksheet with the main rivers of Germany without lettering and copying it for each pupil.</p> <p>Organizing cardboard size Din A2 (it's cheaper to buy size Din A3 and agglutinate two of them) and the chalk (green and brown) for each pupil.</p> <p>Deciding on the names of the towns to be added to the drawing.</p>



<b>3.</b>	<b>What materials did you use?</b>
	<ul style="list-style-type: none"><li>- For each pupil: copy of Din A4 worksheet with major rivers of Germany and without lettering, cardboard, atlas, pencil, crayons red and blue, coloured chalk (green and brown), two little plastic bags, old shirts/T-shirt (protection for clothes)</li><li>- wall map (geography of Europe), hairspray</li></ul>
<b>4.</b>	<b>What was the impact of the activity?</b>
	<p>When we started my pupils grumbled about having to do this activity. But in the end they liked it. Generally speaking the girls did better than the boys. The girls were more creative. Each pupil had his/her individual style.</p> <p>This is a more sustainable way to learn that Germany is a waterway rich country with orientation towards the North Sea than working with an atlas/a map only. This way is more interesting than preparing the drawing on the computer because then all results would be the same, individual creativity would be restricted, the direct experience doing wipe technique wouldn't be there.</p>
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	<p><b>Creativity</b> The activity exercises looking closely and trains the ability to read maps. It's an activity for 2x 1,5 hours and interdisciplinary (geography and art)</p> <p>When all work was done I had one more idea consistent with the project's topic: adding dams for drinking water to the picture.</p>



**ACTIVITY:**

**A.15 Why are rivers lifelines?**

**Number of Teachers involved: 1**

**Number of Pupils/Students involved: 48**

**Lower Secondary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	The activity was done as part of the history classes in grades 5 and 6. The students were divided in small groups and each group was to represent a tribe living either by the sea, by the river, on the mountains and in the midlands. Each tribe had to think of the positive side of their habitat as well as the challenges they have due to it. Then they watched a presentation made by the teacher on the rivers and searched for an answer to the question why people settle around rivers. The children tried to recall previous knowledge about the most important rivers in the world, compared them, shared personal experience about travelling on rivers.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	The teacher prepared a presentation about the most important rivers in the world.
<b>3.</b>	<b>What materials did you use?</b>
	Internet resources
<b>4.</b>	<b>What was the impact of the activity?</b>
	Not everyone was equally involved but most of the children were very active. They shared personal impressions which contributed greatly to the atmosphere.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Language competences, interpersonal intelligence, creativity



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## ACTIVITY:

## A. 15 Rivers in a History lesson

Number of Teachers involved: 1

Number of Pupils/Students involved: one grade 6

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	Pupils worked out prepared worksheet using the internet in their IT lessons and made and presented presentations about ancient civilizations and our own country's history.
2.	<b>Describe your preparation for the activity.</b>
	Preparation was easy as the topic of the activity was closely connected to the curriculum of subject History in 6 <sup>th</sup> grade as well as practicing presentation creating in IT lessons
3.	<b>What materials did you use?</b>
	Worksheets prepared by History teacher
4.	<b>What was the impact of the activity?</b>
	Pupils learned how to search for the information and find them as well as to focus on the key words and how interconnect information from different subjects.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Learning competencies, communication, social and interpersonal, working and problem solving skills were improved.



## ACTIVITY:

### A. 15 Rivers are lifelines

Number of Teachers involved: 3

Number of Pupils involved: 54

Primary School

1.	<b>Describe the procedure - what did you do?</b>
	<p>We looked at the rivers from a historical prospective, both regarding a food and water source, but also as a mean for transportation. For example; in History we've learned that a very long time ago people used the rivers to transport themselves from one place to another because that was the safest way to travel. In the big forests lived dangerous animals like bears and wolves so the people didn't dare to travel there. In another time, people used the rivers to transport timber long distances from the forests to the sawmills. Since the Stone age people have gone fishing in the rivers.</p> <p>We invited a man that were involved in a fishing project that told us about how the rivers have changed over time and also how human have exploit the rivers (for example; removing stones so that the timber easily can float downstream to the sawmills) and how the EU now want countries to restore the rivers to its originally look, to restore its originally biological diversification. Also he told us, that when you removed all the stones in the rivers the water easier flooded the area downstream, where people nowadays live.</p> <p>The students then, in small groups, wrote and draw posters about how rivers are lifelines and how people throughout time have used them for different purposes.</p>
2.	<b>Describe your preparation for the activity.</b>
	Finding books and films about rivers and inviting a lecturer.
3.	<b>What materials did you use?</b>
	Books, films, computer, OH-projector, paper, pencils, colouring pencils.
4.	<b>What was the impact of the activity?</b>
	The students learned how people in different ways have used the rivers throughout time and what the impact becomes when you change it's appearance.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	Language and creative skills.



## ACTIVITY:

## A.15 Rivers are lifelines

Number of Teachers involved: 1

Number of Pupils/Students involved: 50

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	<p>In this activity firstly it is discussed with the pupils how the rivers are important and lifelines. By the circumstances of our project Freshwater Crisis it is taken attention to "Rivers are lifelines and what the consequences when rivers are running dry are". I asked the pupils to collect news about that subject including especially the rivers running dry and the consequences of that drought. They voluntarily presented their news to their classmates and another class to make aware of the significance of the subject. Then I asked them to search the maps of drought in Turkey and in world. They informed their friends on those maps. They also gave the chance to the class to involve in their presentations by asking and answering questions and discussing. So "creative and language competences" had been practised.</p> <p>We had also printed those maps and exhibit them on project wall to give all the pupils at school the chance to see the work.</p>
2.	<b>Describe your preparation for the activity.</b>
	<p>My pupils prepared presentations on the importance of water especially why rivers had been lifeless recently. They had collected so many news to take attention that rivers got drought and there becomes low water, the reasons and results. And presented them to their classmates willingly. Also my pupils had searched the maps of drought in Turkey and in world. Then informed their friends.</p>
3.	<b>What materials did you use?</b>
	<p>Smart board, paper, maps, printer.</p>
4.	<b>What was the impact of the activity?</b>
	<p>The awareness on the project increased. The pupils got pleasure to participate in the project work.</p>
5.	<b>Competence/s focused on and additional comments/notes:</b>
	<p>Language &amp; creative competence are focused on.</p> <p>Language competence: Collecting news on the subject and the ability of presenting them to their friends.</p> <p>Creative competence: Asking the class their opinions on the news and also maps they present during the presentation. So most of the pupils participated the activity actively by asking and answering questions and discussing on the presentations.</p>



## ACTIVITY:

## A.15 Rhine River – a Symbol of the united Europe

Number of teachers involved: 2

Number of Pupils involved: 18 (grade 6 -10/age 12-15 years)

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	<p>This activity was done by pupils of the project class on the work at school day of our project's first 'Learning Activities'. One teacher had prepared the activity, the other teacher conducted the lesson and helped pupils to manage the tasks. The lesson lasted 75 minutes.</p> <p>Each pupil got a copy with the Rhine River sketch.</p> <p>Then the activity was organized on two different aspiration levels as the pupils had different knowledge of English. Guest pupils and host pupils were working together in pairs or in groups.</p> <p><u>The tasks for group 1</u> (for those with only few years of learning English, tasks were written in English and German):</p> <ul style="list-style-type: none"><li>- Fill the empty map of Rhine River with life.</li><li>- For marking the neighbouring countries draw the frontiers with a pencil/black pen and add the names of the countries in German and English, then mark the confluences of Rhine River in blue and add their names, - for cities/towns make a red dot and add the names,- mountains mark light brown, plains green.</li><li>- When you've finished that search through the atlas for a map of Germany's agriculture and note in German and English the main products that are grown along River Rhine (translations for hop, wheat and sugar-beet root were added).</li></ul> <p><u>The tasks for group 2:</u> (They got the papers with the information and were asked to read the texts first.)</p> <p>Execute jointly as a group the following tasks for "The Rhine River in European Culture":</p> <ul style="list-style-type: none"><li>- Read the first chapter "Architecture",</li><li>- look at the map of Germany (scale about 1.1.500 000) for the places mentioned in the text,</li><li>- insert the places into your map of Rhine River,</li><li>- write aside what's connected to that place or to that area.</li><li>- Then move on to the next chapter (the other chapters were: Literature, Music, Rhine Wines, traditional tastes of the Rhine regions in Netherlands, Rhineland/Germany, Alsace/France, Switzerland).</li></ul> <p>If there were things that referred to River Rhine in its entirety they were asked to make their notes on the empty space at the right hand side.</p>



<b>2.</b>	<b>Describe your preparation for the activity.</b>
	<ul style="list-style-type: none"><li>- Preparing the sketch of Rhine River</li><li>- Searching for suitable texts in English, deciding on the texts about “Rhine River Facts”, “A brief history of the Rhine River” and “The Rhine River in in European Culture” and made it one paper.</li><li>- Preparing the two papers with the duties</li></ul>
<b>3.</b>	<b>What materials did you use?</b>
	<ul style="list-style-type: none"><li>- Copies of sketch of Rhine River (Din A3) and information paper</li><li>- copies of paper with tasks</li><li>- crayon/felt pen/writing utensils</li><li>-atlas (one for two pupils)</li></ul>
<b>4.</b>	<b>What was the impact of the activity?</b>
	<p>This activity was the second one the project class did. It was on the day after of our guests had arrived. Together with the get-to-know games done the lesson before it helped the pupils to get familiar with each other and to get familiar with communicating in English.</p>
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	<p>Communication competence</p>



**ACTIVITY:**

**A.16 Good and bad sides of the power of water**

Number of Teachers involved: 4

Number of Pupils/Students involved: 56

Lower Secondary School

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	The task was set as a HW project for the students. They had to work individually or in pairs to prepare ppt presentations about either the good or the bad side of the power of water. At school we had a set of 2 hours per class to show the presentations, compare the positives and negatives and to prepare posters for an exhibition.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	The preparation included a meeting of the class teachers to discuss how to motivate the task and to allocate time for the presentations.
<b>3.</b>	<b>What materials did you use?</b>
	<a href="https://study.com/academy/lesson/hydropower-pros-and-cons.html">https://study.com/academy/lesson/hydropower-pros-and-cons.html</a> Classroom equipment
<b>4.</b>	<b>What was the impact of the activity?</b>
	The discussion was lively and different viewpoints were presented and supported.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Research, use of IT, language and creativity



**ACTIVITY:**

**A.16 The power of water - downsides and upsides**

**Number of Teachers involved: 3**

**Number of Pupils involved: 54**

**Primary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	We started by repeating that water is a precondition for life, nothing will be able to live or grow without freshwater. Then we talked about how we experience water, what we like to do that is connected to water. After that we looked at different environmental disasters connected to water; drought often leads to famine, heavy rain means a risk for severe flooding, earthquake out at sea can lead to tsunamis causing disaster along the coastline. The students then made posters and gave a presentation about different environmental disasters connected to water.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	Searching the internet for facts, looking for books and films about different disasters connected to water.
<b>3.</b>	<b>What materials did you use?</b>
	Computer, OH-projector, books, paper, pencils, colouring pencils.
<b>4.</b>	<b>What was the impact of the activity?</b>
	The students got more knowledge about the power of water, in a positive and negative way.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Creative and language skills.



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## ACTIVITY:

## A.16 Good and bad sides of the power of water

Number of Teachers involved: 1

Number of Pupils/Students involved: 36

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	<p>We cooperated within the pupils on good and bad sides of power of water. They expressed their ideas. Especially the bad sides made us anxious. And made us aware of many things. They searched the subject on internet and communicated with their parents. They shared the disasters the freshwater causes in our country and all over the world. As a result of our search we realized that extreme water usage may affect our body. Also giving extreme water to the plants makes them decay. The freshwater may also be threat for the nature for instance building houses on the stream bed. It is one of the most dangerous one. So many people may die because of the floods and tsunami.</p> <p>During our meeting on this activity one of the pupils named Sude Ayhan made us remember the results the extreme rain caused in 2016 in Mersin. In this disaster two people died, so many people were stuck in their cars, so many buildings damaged and greenhouses submerged. We shared ideas on this disaster how it affected our city.</p> <p>Also we all talked about some of the disasters in the world. For instance Mozambik flood disaster in 2000, Harvey Irma tornado, Sumatra Indonesia in 2014.</p> <p>They drew pictures describing the bad and good sides of water together. We exhibited them on the project wall and shared with all the other pupils.</p>
2.	<b>Describe your preparation for the activity.</b>
	<p>Investigating the subject. We read the articles on what we would do if there would be no water. Could we live without it? What are the good sides and bad sides? By these questions and answers they became aware of the subject. Also they did brainstorming by means of it.</p>
3.	<b>What materials did you use?</b>
	<p>papers, smart board, crayons, pictures, photos</p>
4.	<b>What was the impact of the activity?</b>
	<p>At the end of the activity the pupils were asked: What is the importance of water for the living beings to live?</p>



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	<p><b>What are the results of extreme water usage for our body?</b> <b>What are the results if we give extreme water to plants?</b> <b>How does the tsunami occur?</b> <b>What should we do to protect the water, to prevent from the water and to benefit for the water?</b></p> <p><b>We all answered them. We reflected our feelings and the things we learnt on our pictures (drawings).</b> <b>It was an efficient activity.</b></p>
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	<p><b>Awareness of the good and bad sides of freshwater and the methods to avoid from the bad sides.</b> <b>Language competence is focused on by especially the question and answer method during the activity.</b> <b>Also creative competence is focused on by their own drawings.</b></p>

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**ACTIVITY:**

**A.16 How to keep the flood out of the city ?**

**Number of Teachers involved: 2**

**Number of Pupils: 23**

**Secondary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	<p>Class R9a took part in a tour about the topic "Flood protection in Cologne". The tour was done by a very competent staff member of the business responsible for drainage of the commune of Cologne. Subsequent the pupils once more occupied themselves at school with safeguards against flooding of River Rhine. They prepared reports about the excursion. All reports and photos were conflated on posters and presented at the school's Open dDy in the school hall.</p>
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	<p>Before the trip started the pupils were working on the topic during biology lessons by means of these subtopics: - Reasons for flooding (e.g. global warming, straightening of River Rhine, sealing of the landscape) - Consequences of flooding (damages to/destruction of houses, businesses and agriculture = loss, high costs and more)</p>
<b>3.</b>	<b>What materials did you use?</b>
	<p>Pens, cardboard, photos, camera, PC, money for the day trip to Cologne</p>
<b>4.</b>	<b>What was the impact of the activity?</b>
	<p>The pupils were very interested in the topic. Their environmental awareness has been honed by the activity. They got better insight into the causes of flooding and information about the possibilities of preventing bigger damages.</p>
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	<p>Language competence, creative competence, more knowledge about how to prepare and do Power Point Presentations, improving competence to do talks</p>



**ACTIVITY:**

**A.16 Good and bad sides of water**

**Number of Teachers involved: 1**

**Number of Pupils/Students involved: 30**

**Secondary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	In the 1 <sup>st</sup> lesson we set our goal, during 2 <sup>nd</sup> and 3 <sup>rd</sup> lessons pupils made presentations which were presented during the 4 <sup>th</sup> lesson. We reflected and evaluated the whole activity in the 5 <sup>th</sup> lesson.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	Discussion with the pupils
<b>3.</b>	<b>What materials did you use?</b>
	Computer, MS PowerPoint software, internet, beamer
<b>4.</b>	<b>What was the impact of the activity?</b>
	Pupils learned some interesting facts about water usage as power plants and also found out many interesting facts about disasters caused by water power like tsunami, floods etc.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Competencies: working, citizenship, communicative and competences for solving problems and learning



**ACTIVITY: A.16 Exhibition of posters - Good and bad sides of the power of water**

**Number of Teachers involved: 2**

**Number of Pupils involved: 28**

**Kindergarten**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	For this activity the teachers did a frontal circle with the children discussing and learning new information about the good and bad sides of the power of water. The activity ended up with an exhibition about the power of the water.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	To prepare this activity, the teachers asked for help from the parents. They talked to the children at home about good and bad sides of the power of water. Besides this requirement, the children presented suggestive pictures about good and bad sides of power of water.
<b>3.</b>	<b>What materials did you use?</b>
	The materials we used were suggestive pictures about good and bad sides of power of water.
<b>4.</b>	<b>What was the impact of the activity?</b>
	The children were very excited to learn a lot of information about the power of water. The children understood the importance of water on the planet and learned how to protect nature.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	After this activity the children are more careful with water consumption. We also created an exhibition with all the pictures we used in the activity.



**ACTIVITY:**

**A.17 Water related fairy tales**

**Number of Teachers involved: 2**

**Number of Pupils involved: 20**

**Primary School**

1.	<b>Describe the procedure - what did you do?</b> Water related fairy tales. At first the class discussed the importance of water for every organism in the world and how little of the water on Earth that is actually fresh water that we can drink. Then the teacher read a fairy tale that was related to fresh water. After that the pupils made stories that were somehow connected to water.
2.	<b>Describe your preparation for the activity.</b> Finding facts about water on Earth. Finding a fairy tale related to water.
3.	<b>What materials did you use?</b> Books, pencils, papers, computers and colour pencils.
4.	<b>What was the impact of the activity?</b> The pupils became more aware of the importance of fresh water.
5.	<b>Competence/s focused on and additional comments/notes:</b> Language and creative skills.



**ACTIVITY: A.17 The legend about Loreley who distracted shipmen on River Rhine**

Number of Teachers involved: 1

Number of Pupils/Students involved: 14

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	<p>I did this activity in my grade 8 and formed five groups each composed of 2-3 pupils. I gave two groups three texts about Loreley . They choose two, read them and summarized each story. Another group got engaged in the Geography text, simplified the wording and presented the text to their classmates. Two pupils with limited knowledge of German wrote down the song about Loreley without making mistakes. A third pupil – he moved on from one of our integration classes to my class but has still problems communicating in German - prepared a drawing of the rock of Loreley.</p> <p>We listened on Youtube to the song of Loreley .</p> <p>The third text (the one that hadn't been chosen by the two groups) was dealt with by all pupils.</p> <p>Lore means in Rhenish language (a dialect of that area) "lure" = summen, lauern (= bumming, couching) and points to a rock that couches in River Rhine. Lur can also come from Middle High German meaning fairy.</p> <p>Ley is from Celtic and means shale or stone.</p> <p>We talked about legends, the straightening of River Rhine and the shallow water close to St. Goar, a town on the banks of River Rhine.</p> <p>All results my pupils had prepared were cut and glued to a large sheet of cardboard.</p> <p>The poster and some more information were displayed on a movable wall in the school hall.</p>
2.	<b>Describe your preparation for the activity.</b>
	<p>I searched the internet for different versions of the legend about Loreley and choose three. I modified the texts into easier to understand wording by changing (nowadays) very uncommon words like "..holde Maid.." (comely maid) or "...es deucht ihm..." (something begins to dawn on him/her) into more familiar ones. I abridged the texts a bit. With the help of my computer's word processor I enlarged the letters.</p> <p>I choose four pictures of that part of the River Rhein (called "Rheinschleife"): 2 upstream and 2 downstream.</p> <p>Then I choose a geography text about that part of River Rhine, abridged it and made the wording easier to understand and work with for my pupils. I copied all texts.</p>



3.	<b>What materials did you use</b>
	Texts, copies, pens, scissors, glue and cardboard
4.	<b>What was the impact of the activity?</b>
	When we started my pupils disliked the activity. But when each group knew their individual tasks they were quite willing to deal with the texts and prepare a nice poster. All spotted that this activity in the frame of our water project bears a major reference to the school subjects German and Geography.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	It was a variegated activity for the school subject German and working with texts. Scarcely anybody of my pupils had heard about Loreley before. The song was entirely unknown. Already last year we had - In the context of the Erasmus water project - worked on an activity dealing with River Rhine. My pupils still remembered wherefrom the river comes and whereto it flows.  About the legend: Nowadays Loreley is a high, steep rock on the bank of River Rhine at its most beautiful part the "Middle Rhine". Connected to this rock there is a famous poem from the 19 <sup>th</sup> century about a beautiful girl, a kind of siren, sitting on the cliff above River Rhine combing her golden hair. She distracted shipmen with her beauty and song causing them to crash on the rocks.



## ACTIVITY:

## A.17 Turning a Legend into a Comic Story

Number of Teachers involved: 4

Number of Pupils/Students involved: 64

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	The task was to turn a story or legend about water into a comic story. Pupils started the activity in lessons of essay writing and were given some suggestions about the topics of their work. Some more topics were given to the pupils in lessons of Czech literature, some literary works were recommended to them.
2.	<b>Describe your preparation for the activity.</b>
	First we chose the stories. Some pupils searched the internet, others knew some stories from TV or books. We read some not very well known fairy tales from the book <i>Mokrý pohádky (Wet Fairy Tales)</i> by Czech writer Zuzana Pospíšilová. Pupils were divided into groups and within the groups they decided themselves how to go on working, which parts of the story were they going to draw and which technique were they going to use. They thought out the conception of their work.
3.	<b>What materials did you use?</b>
	Sketch first - A4 sheet of paper, pencil. The final work - hard A4 or A3 paper sheet, pencils, crayons, etc.
4.	<b>What was the impact of the activity</b>
	Pupils tried to divide the story into parts and had to choose the key points of the story. Sometimes their work was too complicated, they had to remake their sketches and simplify them. As a source of information they used the internet, they used variable drawing techniques (drawing, painting). They had to set the theme, the way of processing it, agree on the cooperation and split up the tasks. Thus they were forced to cooperate and discuss the problem.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	<ul style="list-style-type: none"><li>• Searching for the information, different sources</li><li>• Planning if the art activity, agreement within the group, splitting out the tasks, choosing the most suitable art technique and procedure for making the final comic story</li><li>• Considering of the impact of the whole comic story (clearness, legibility, clear arrangement</li><li>• Timing, schedule and progress of the activity</li><li>• Discussion, agreement and cooperation</li></ul>



**ACTIVITY:**

**A.17 Creating and reading legends and stories regarding water**

**Number of Teachers involved: 4**

**Number of Pupils involved: 42**

**Primary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	Primary School students from Hansel und Gretel School participated with much enthusiasm at the Erasmus Water Crisis Project "The Role of Water in Human Life". Everyone has come up with beautiful ideas to capture the best of this aspect, which, in the end, led to true story books about water and its role. Most importantly, however, students are aware of the importance of water and the fact that it is a limited and exhaustible resource.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	Prior to the implementation of this project, the pupils watched a documentary about countries that have serious drinking water problems, had discussions on this topic with the teachers and their colleagues, and then concluded that they are also responsible for saving resources of water.
<b>3.</b>	<b>What materials did you use?</b>
	Paper, colour pencils, glue, laptop
<b>4.</b>	<b>What was the impact of the activity?</b>
	It was an activity that the students took very seriously and enjoyed a lot. They wrote together books, created characters, and then read what they did to their colleagues. They understood the importance of water and its role in everybody's life, and the fact that at any age you can help reducing the global problems.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Since the announcement of the topic, the students have taken their role very seriously to make the youngest of them aware of the role of water in our lives and have thought about the best way to convey this. Not long after, they decided that the best way to get to a child's soul is the story. So, split into teams, they wrote books on this subject, where they worked with great enthusiasm, the results obtained. It was an activity that students asked us to repeat, and from which all of us learned something.



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## ACTIVITY:

## A.17 Water related legends & fairy tales

Number of Teachers involved: 6

Number of Pupils/Students involved: 91

Primary and Lower Secondary School

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	It was an activity done during the art classes cooperatively by the art teacher and the class teachers. The features of a legend and a fairy tale were compared. Every class then searched for water related legends and fairy tales – both traditional and international. Then they chose a story to read (usually boys and girls chose different ones). The story/stories were then read and the children drew picture stories or cartoons inspired by the original stories.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	The teachers worked as a team. They made a list of water related legends and fairy tales and took the books from the school library. They also discussed the features of picture stories and cartoons.
<b>3.</b>	<b>What materials did you use?</b>
	Books, internet sources, drawing materials
<b>4.</b>	<b>What was the impact of the activity?</b>
	The children enjoyed the activity. They loved sharing the outcomes with the kids from the kindergarten.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Language and creativity



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## ACTIVITY:

### A.17 A Presentation about Water related Legends and Fairy Tales.

Number of Teachers involved: 1

Number of Pupils/Students involved: 360

Secondary School

<b>1.</b>	Describe the procedure - what did you do?
	<p>We have studied legends and fairy tales related with water. The legends and fairy tales are generated extemporally by the students. Firstly students are given some information about improvisation, the steps of it and how can be done. Collecting information , pictures, photos and some data about legends and fairy tales.</p> <p>Preparing a presentation about it and sharing this presentation with the students to make them familiar with the subject.</p> <p>Presenting the subject in the classes.</p> <p>Project team pupils wrote some legends and fairy tales about water. They presented their articles briefly in the classrooms. They also prepared some pictures to show the importance of the topic. They showed the pictures and made up stories.</p> <p>Arranging the project board and exhibiting the tales, legends and stories and the pictures to raise awareness of the teachers and students.</p> <p>Parents and teachers were also informed about the procedure.</p>
<b>2.</b>	Describe your preparation for the activity.
	<p>Students are informed about the subject. Preparing a power point presentation. Giving information to the project team. Making presentation of the project to the students, then giving them a duty for investigating the directive and preparing pictures about it. Each student of the project team made investigations about stories, legends and tales belong to our cultures .They directed to make up some stories and present them in the classroom to the students extemporally. They drew some pictures about the subject and coloured them.</p> <p>Presenting stories, legends and tales, some photos and pictures about the topic on the project board.</p>
<b>3.</b>	What materials did you use?
	<p>papers, smart board, flash memory (power point presentation), pictures, photos, public network</p>
<b>4.</b>	What was the impact of the activity?
	<p>Dealing with water related with legends and fairy tales and preparing pictures, stories, ad-lib the stories with the help of the pictures in front of an audience make students more familiar with the subject raised the awareness of how important is the water and showed us WATER has been in the center of human history and will be forever. We should preserve water if we don't want to live in a water shortage environment.</p> <p>How priceless it is. They realized that water and usage of it had a vital importance in the past and will be much more important in the future .</p>



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	They changed their habits towards water in their houses and schools.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	<p>The activity focused on the water related with legends and fairy tales. Involving with the subject raised awareness of the importance of the water and the usage of it. The students think that each country should be aware of the importance of the water. It has been in the centre of our lives throughout history. They started to think about the ways of saving water. Because they know that it will be in the heart of the world forever. The activity is quite remarkable and impressive. It is exciting to find out new legends and stories.</p>
VALI SABAHATTIN CAKMAKOGLU, MERSIN/ TURKEY	



**ACTIVITY: A.18 Discussions about virtual water consumption and  
the ways of reducing drinking water in household activities**

**Number of Teachers involved: 2**

**Number of Pupils involved: 15**

**Primary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	To raise awareness of the students on the need of reducing the consumption of freshwater, we have organized the competition named „I KNOW and I APPLY”. The students, divided into teams, have made posters with the topic: „Situations in which fresh water can be replaced by rainwater, water from the rivers or water from the fountain”. A „gallery tour” followed, along with presentations for the colleagues and discussions on the subject.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	Prior to the work, we discussed with children about what virtual water means and how it can be obtained, beyond conventional sources. We watched a documentary and read about virtual water, then the students received sheets that they could make posters about the subject under discussion.
<b>3.</b>	<b>What materials did you use?</b>
	Paper, Colour pencils, Laptop, Books
<b>4.</b>	<b>What was the impact of the activity?</b>
	The children were impressed and amazed to learn that water can be obtained from sources other than those they knew, and convinced that from now on they will learn new methods of water saving.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	The joy of finding such precious information enticed both schoolchildren and teachers, the children promising to try as much as possible to consume water from other sources without affecting the planet's water reserves.



**ACTIVITY:**

**A.18 Give yourself rules that are conform to your ideals**

Number of Teachers involved: 1

Number of Pupils: 25

Secondary School

1.	<b>Describe the procedure - what did you do?</b>
	<p>I gave my pupils of grade 7 a text related to the terms “water cycle” and “limitation”. They did read the text and we discussed the terms. Then they searched the internet to find out which quantities of water are needed to produce different products (e.g. food, consumer durables) and that can’t be used again immediately afterwards. They reflected for themselves on their behaviour in terms of the use of these products and their resulting individual water footprints.</p> <p>Then they prepared texts and charts to explained the outcome of their consideration to their classmates by words of mouth and visualization on the blackboard.</p>
2.	<b>Describe your preparation for the activity.</b>
	<p>I booked the computer lab, selected texts about “water cycle” and “limitation” and copied them for the discussion arranged in a circle.</p>
3.	<b>What materials did you use?</b>
	<p>PC with internet access, paper, pens, blackboard, chalk</p>
4.	<b>What was the impact of the activity?</b>
	<p>My pupils are used that other persons want to influence them in an educative manner and accordingly they classified our lesson about virtual water footprints in the sense that more rules of conduct on top of already existing ones (e.g. “Don’t leave the school ground”) would be given to them. But that was opposite to what I had aimed for. I wanted to motivate them to give themselves rules that are based on their ideas of their moral concept.</p>
5.	<b>Competence/s focused on and additional comments/notes:</b>
	<p>Reading competence, competence to communicate, competence to visualize</p>



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## ACTIVITY:

## A.18 Virtual water

Number of Teachers involved: 2

Number of Pupils/Students involved: 60

Upper Secondary School

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	The aims of the activity were to broaden students' understanding of the term virtual water and involving them in analyzing Virtual Water Statistics. It took place in two learning sessions. First they watched a Power Point slide presentation. Then in pairs they analyzed the virtual water quantities in several commodities and considered how that varies from region to region. Afterwards the students were put into small groups and were given time to prepare for the Virtual Water debate. The debate was next week. The topic was More of the world should rely on virtual water trade. The groups had to prepare and present arguments for and against the statement. The debate was led by the teachers and the other students voted for the teams. A third group was given a task to design a strategy for reducing the usage of virtual water.
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	The teachers made a research and prepared a Power Point slide presentation and a worksheet for the students. They also set questions for a debate on the topic.
<b>3.</b>	<b>What materials did you use?</b>
	Power Point slide presentation and a worksheet with questions for students to answer
<b>4.</b>	<b>What was the impact of the activity?</b>
	After the debate the students discussed strategies for raising awareness about virtual water consumption and how to motivate people reducing their share. A strategy was designed and a group of students volunteered to put it into practice the following school year.
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	Language competencies



**ACTIVITY:**

**A.18 Reducing our water consumption**

**Number of Teachers involved: 3**

**Number of Pupils involved: 54**

**Primary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	<p>We first talked about how much water it takes to produce different products. Then we sat in small groups and discussed which products we use and what we do with the products after we have used them, do we throw the empty package in the bin or do we recycle it. We discussed if we can save water by recycling packages instead of throwing them in the bin.</p> <p>The small groups then made a presentation telling the other students about what conclusion their group made.</p>
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	<p>Searching the internet for facts about how much water is needed to produce different products.</p>
<b>3.</b>	<b>What materials did you use?</b>
	<p>Computer, OH-projector, paper, pencils, colouring pencils.</p>
<b>4.</b>	<b>What was the impact of the activity?</b>
	<p>The students discovered that there are a lot of water hidden in the production of different products.</p>
<b>5.</b>	<b>Competence/s focused on and additional comments/notes:</b>
	<p>Language and creative skills and environmental awareness.</p>



**ACTIVITY:** **A.18 Connection between Virtual Water and individual Water Footprint**  
**Number of Teachers involved:** 2 **Number of Pupils/Students involved:** 44 **Secondary School**

1.	<b>Describe the procedure - what did you do?</b>
	<p>We divided the activity into two parts:</p> <ol style="list-style-type: none"> <li>1. Pupils from class 9.A tried to count the water footprint. They used the calculator from the page <a href="http://watercalculator.org">watercalculator.org</a> (available in English). The test on this webpage has two parts - first one is about real water usage indoors and outdoors. Pupils knew all the ways how to reduce water usage at home. The second part of the test is about virtual water usage. Most of pupils heard this term for the first time. Then we discussed the translation of the questions, their results and tried to find the reasons for different scores.</li> <li>2. T-shirt upcycling: during Learning Activity held in our school the participants watched a documentary about water consumption in one T-shirt production. Then they tried to upcycle an old T-shirt into a trendy shopping bag.</li> </ol>
2.	<b>Describe your preparation for the activity.</b>
	<p>Water calculator: <a href="http://watercalculator.org">watercalculator.org</a>, we searched for the further information on the internet but there was not much information or at least not complete information.  T-shirts: preparation of instructions, searching for the video</p>
3.	<b>What materials did you use?</b>
	<p>Pc, internet: <a href="http://watercalculator.org">watercalculator.org</a>, documentary The life cycle of an old T-shirt <a href="https://www.youtube.com/watch?v=BiSYoeqb_VY">https://www.youtube.com/watch?v=BiSYoeqb_VY</a>  Old T-shirts scissors</p>
4.	<b>What was the impact of the activity</b>
	<p>Although pupils recycle paper, glass and plastic, they didn't know that shopping habits can influence our water footprints too. In the class, there is one vegetarian girl and students were very surprised that the diet can influence virtual water usage as well. Just for fun, they tried to generate two results - one for a meat eater (who eats meat twice a day) and one for a vegetarian. We have also discussed possible solutions like second hand shopping, thinking of environmental impact of the goods we buy and sustainable fashion awareness.</p>
e5.	<b>Competence/s focused on and additional comments/notes:</b>
	<p>Cooperative, environmental competencies, critical thinking  The activity was quite demanding as the topic is quite new both for pupils and for teachers but the outcomes were very interesting for all of us.</p>
ZÁKLADNÍ ŠKOLA TOMÁŠE GARRIGUA MASARYKA BLANSKO, RODKOVSKÉHO 2	



**ACTIVITY:**

**A.18 Reflecting on Virtual Water**

**Number of Teachers involved: 1**

**Number of Pupils/Students involved: 360**

**Secondary School**

<b>1.</b>	<b>Describe the procedure - what did you do?</b>
	<p>We have studied on raising awareness about virtual water consumption and how to motivate people reducing their share.</p> <p>Firstly students are given some information about virtual water (What does it mean? How can we reduce the consumption of it? And what can be done to raise awareness about virtual water).</p> <p>The teacher showed a video and made them familiar with the subject. Collecting information, pictures, photos and some data about virtual water. Preparing a presentation about it and sharing this presentation with the students to make them familiar with the subject. Presenting the subject in the classes.</p> <p>Project team pupils collected some information and pictures about virtual water. They prepared some pictures and charts to visualise the hidden water using examples to show the importance of the topic.</p> <p>Arranging the project board and exhibiting the items, some knowledge and the pictures to raise awareness of the teachers and students. Parents and teachers were also informed about the procedure.</p>
<b>2.</b>	<b>Describe your preparation for the activity.</b>
	<p>Students are informed about the subject. Preparing a power point presentation. Giving information to the project team. Making presentation of the project to the students. Then giving them a duty for investigating the directive and preparing pictures about it. Each student of the project team made investigations about virtual water and how its consumption can be reduced. They directed to collect some information and present them in the class. They drew some pictures about the subject and coloured them.</p> <p>Presenting the video of the virtual water, showing the real items; t-shirt, trousers, a cup, a computer... etc. (how much water is hidden in them), preparing pictures.</p> <p>Presenting some photos and pictures about the topic on the project board.</p>
<b>3.</b>	<b>What materials did you use?</b>
	<p>Real items (shirts, trousers, a glass, a bag...etc.) papers, smart board, flash memory(power point presentation), pictures, photos, public network</p>



4.	<b>What was the impact of the activity?</b>
	<p>Dealing with virtual water and discussing strategies for raising awareness about consumption and how to motivate people reducing their share made students more familiar with the importance of virtual water. What's more it aroused an amazement in the students to explore how much water is hidden in the all items around us. We should preserve water if we don't want to live in a water shortage environment. How priceless it is. They realized that the water and the usage of it has a vital importance. There is not only the water we see and touch but it is also hidden in everything around us. They changed their habits towards water in their houses and schools. They know that the amount of water we use each day is not only the direct water but also there is hidden water. So we should be more carefull.</p>
5.	<b>Competence/s focused on and additional comments/notes:</b>
	<p>The activity focused on the virtual water and strategies for raising awareness about the consumption. Involving with the subject raised awareness of the importance of the virtual water and the usage of it. They started to guess how much water is hidden in the items around us. They drew a conclusion that they should recycle, reuse and reduce that not to waste water. The students think that every person should have water responsibility and should use less and pollute less. We need water everyday a lot more of it than most people think. It's hidden almost everywhere in all kinds of things.</p> <p>The activity is quite remarkable and impressive. They take lessons from the activity.</p>



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## ACTIVITY: **A.18 Awareness-raising campaign for reducing fresh water consumption**

Number of Teachers involved: 2

Number of Pupils involved: 15

Primary School

1.	<b>Describe the procedure - what did you do?</b>
	On the World Water Day, we felt the need to celebrate helping the planet, with what we can, after learning so many important things about water resources. Students from the 2nd grade have decided to make a public awareness campaign in the Copou area, where our school is located, about water resources. The children glued posters and offered flyers to the neighborhood.
2.	<b>Describe your preparation for the activity.</b>
	In the preceding stage, there were listed public awareness posters in relation to water consumption, posters made with their colleagues. Before going to the neighborhood to share flyers, we had discussions with the students about this day, we discussed our duties as inhabitants of the planet and we watched a documentary about the subject.
3.	<b>What materials did you use?</b>
	Flyers, Laptop
4.	<b>What was the impact of the activity?</b>
	The children were happy to participate in the rescue of the planet, calling themselves the Planetary Savior.
5.	<b>Competence/s focused on and additional comments/notes:</b>
	The students were very proud to have had a beautiful activity and that they could celebrate Water Day in the most beneficial way.



## **Overview done by Stadtteilschule Arheilgen**

### **– based on all activities and achievements**

**We divided the project work into small tasks. More teachers could participate in the project work without sensing that work as extra strain but as a motivation to look from a different point of view at a topic of their teaching.**

**Originally we had planned to have the project done in the frame of our school Department of Science. After the project had been started quite fast we cooperated with our school's language teachers and thereby we got new ideas how to undertake the project. Planned activities and results were modified. More teachers and their pupils were interested to participate in the project work and we were glad to have mentioned in the application that the results written down in the project application's activity list were suggested and that each teacher would be free on deciding about the way of execution and the final result. This freedom of decision stimulated the project work.**

**Also those pupils who didn't seem to be pleased to hear of the topic of a lesson, said at the end that they liked the work. More responses of our pupils to their project work are in the reports. We were very happy – teachers as well as pupils – about the funding that has been given to us for project management and implementation. It made it easier to organize teaching aids and out of school activities.**

**Especially at the project meetings we got ideas for more activities. That's why we executed more activities than planned. Also these reports have been added to this guide.**

**In October 2017 Darmstadt was host of the first project meeting. We celebrated with a little ceremony in the school hall with our longtime European project partners the start of the new common project.**

**End of May 2018 pupils (aged 7 – 16 years) and teachers from all partner schools were meeting for a Learning Activity in Darmstadt. Topic of the work meeting was “Freshwater Habitats”. The programme: One day project work at school (involving university students of “Engineers Without Borders”) , workshop in an out of school lab, visit to a water work and flood protection area close to River Rhine and trip to Frankfurt . For Sunday the host families had prepared individual activities, whilst the teachers had a nice walk in the area of the Hessian Mountain Road close to Rhine River.**

**Finally - now at the end of Stadtteilschule Arheilgen's 5<sup>th</sup> ‘Comenius Project’ since we started in 2001: Notwithstanding the extra work load on top of our daily duties at school - it was again a pleasure. The cooperation with our partners from Europe was and is trustful and reliable. We are a great team. We have become friends.**



## **Overview done by Základní škola T. G. Masaryka**

### **– based on all activities and achievements**

**The long lasting draught in our area, our country and all over the Europe led us directly to the Fresh Water topic when planning new Erasmus+ project with our partners. As we are schools from different parts of Europe, north to south, east to west we thought it would be useful and enhancing to share our experience from teaching and building awareness about necessity of fresh water protection.**

**As we are a long lasting partnership of schools it was not so difficult to plan all the activities. We added not only chemical and physical features of water observing but also studying the influence of freshwater on our civilization development, impacts on our languages, proverbs, fairy-tales. Also we found useful to compare different sayings about water in our languages and it was surprising how many of them were similar or even the same. We tried to plan the project activities so that the project would be manageable and reasonable in time and resources consumption as well as the activities were aimed as be possible to be processed with different age groups of pupils and school equipment conditions.**

**As well as our partners we've completed all activities planned. Many of our results now have completed the wall displays and decorations inside our school classrooms and corridors from our previous projects. We prepared an iconographic set of things not to be put in the sink which was printed and displayed in every classroom. We measured and discussed our water footprint and took also virtual water in consideration. Cartoon strips, picture stories, presentations, visits to water treatment plants and shows, making puzzles from pupils' own pictures – this all will remain and the best of the activities will become part of our teaching practice and curriculum.**

**Because of variety of our pupils in age, we divided most of the tasks according to grades and sometimes even into smaller tasks and activities. Again we wanted to involve as many pupils and teachers in project work as possible. There was no project team working on our school, mainly the headmaster of the school and school project coordinator took part in setting the tasks and completing the outputs of the project. Thus we tried not to overload teachers with much extra work as many other projects run at school. We realized the importance of feedback and evaluation done both by pupils and teachers and we enjoyed using new available IT tools not only for evaluation purposes.**

**Mrs Sibylle Schaldach as a project coordinator has proved her excellent managing skills and patience as well. Although the communication among partners was clear and quite**



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**sufficient, we as teachers felt the importance of our mutual meeting during our visits, where we could discuss not only project issues.**

**The project work influenced many pupils in our school. Not only those who were chosen to take part in learning activities but also the ones who took part in preparing a learning activity in our school or simply enjoying proceeding the project activities. The pupils again realized the necessity of learning languages, in our case English, to be able to communicate and share ideas and outputs with the others. We as teachers have learned how to use tools like eTwinning. One of the most important outputs of our project together with our final guide, school products and web and eTwinning page was the focus on really important problems with freshwater in all our countries and building the awareness and responsibility for freshwater consumption and treating.**



## **Overview done by DRITA School**

### **– based on all activities and achievements**

**Working on the topic of freshwater crisis was something that we, students, teachers and parents at Drita School, considered a natural continuation of our previous projects on environmental issues. The development of ecological mindedness is part of our school philosophy that we try to incorporate into every part of our school life. That is why the planned project activities were made part of the general activity plan of the school and the work of all classes, class teachers and other specialists at school. The project team, formed of 4 teachers, prepared a clear timetable for each school term which made the process easy to follow. The team was supported by 7 volunteers from the upper secondary school, who took the responsibility to implement part of the activities, designed by the teachers, with the pupils from the primary and lower secondary school. This enabled the teachers to focus more on the planning and outcomes and helped all children at school to feel part of the project work.**

**The displays of the results of our work and the work of our partner schools as well as the moments when the classes shared their outcomes made everyone feel as part of something bigger. As a whole 280 students, 15 teachers and many parents took part in the project activities and benefited by the results that influenced the atmosphere in all the school.**

**All planned activities were implemented and some extra ones were added as a result of the enthusiasm of the students and their teachers. The school had the chance to integrate part of the project activities into its innovative project of introducing Multiple Intelligences into the teaching process which led to a greater variety of the way an activity was implemented. Two of the MI monthly science challenges were focused on the freshwater crisis.**

**The best evaluation was the willingness of the school team to continue working on the topic of water after the project end. This will add value to the sustainability of the project outcomes as well as meaningfulness to the life of each class and the school community.**

**As part of the project our students took part in two Learning Activities for students. Our school hosted one as well which was a great experience.**

**In conclusion it may be stated that our participation in the Project was beneficial for all – students, teachers and parents: it was a valuable experience that enriched our school life, developed our language and communicative skills, made us more creative and more aware o**



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## **Overview done by Primary School „Hänsel und Gretel“ - based on all activities and achievements**

### **Petronela RUBEL**



**The project *Teaching in Europe: Freshwater Crisis* means for us a new challenge, a new collaboration with reliable European partners, many learning activities, the joy of knowledge, appreciation, development of responsible behavior, collaboration among members of the educational community (children, parents, teachers), professional development of teachers by learning new working methods and participating in international project meetings.**

**Challenged by the themes proposed by our partners, the teachers and the students set out the activities they had carried out later on. Thus, students learned to use [wikipedia.org](http://wikipedia.org) platform for information, participated in public awareness campaigns on reducing water consumption and pollution, made posters and wrote stories about water which they presented to their parents, they have understood why fresh water is vital to all living organisms. The parents who participated in the events organized within the project, helped their children to find information and prepare presentation materials.**

**Students and preschoolers have been involved in many activities that imply water: they have made bread and cakes, washed fruit, which they then consumed or made juice of, planted vegetables...**

**The activities were posted on Facebook, articles appeared in newspapers to inform the general public and the teachers' experience was materialized in a guidebook distributed to the schools we collaborate with.**

**At the end of the project, we find that students and preschools have a responsible attitude at school and at home, that all the activities we carried out have had a positive impact on the formation of children's character. The teachers appreciated that the project was a source of extra-curricular activities that contributed to the development of children's linguistic and creative skills, motivating them to learn, collaborate and respect other people's opinions.**



## **Overview done by Vali Sabahattin çakmakoğlu ortaokulu**

### **– based on all activities and achievements**

Aproximately 10 teachers, 100 pupils and 100 parents involved in the project work. Especially under the guidance of the project team determined at the beginning, there had been so many good jobs in circumstances with the activities done for the project. A feedback form had been prepared. At the end of each activity, this form had been filled down. The form held what had been done, reason for choosing it, how it was executed and results. The activities of the first, second, third and fourth terms had been carried out in implementing the project to make sure that they reached their objectives and produced their results.

- Photo wall (Project board) at our school with photos taken during project activities to show the project's progress and to raise awareness that we are working together in an European Project had been prepared.

- Questionnaires for monitoring the project progress and evaluation for pupils, teachers and parents had been done.

- Form for reports at the end of each exercise/activity had been filled.

The activities were adapted according to age and abilities of our pupils.

- The work was done activity- and problem-oriented.

- We promoted acquiring language competence when teaching subjects.

- To reach the objectives of our project we broke the work into small chunks of activities so that more teachers and pupils were able to contribute to the work.

- All teachers elaborated activity plans and filled in a common report form when the activity had been done. The forms were translated into English and were collected in this final guide.

- Autonomous, self-dependent and across subject learning was promoted. Our pupils were working on their own, in pairs and in teams guided by their teachers and mainly during their regular lessons.

- They were made familiar with methods of how to collect and disseminate information, how to spot problems and see their interconnection, how to form concepts. They created products, organized exhibitions and actions. Jointly with peers from our partner schools our pupils were working on the common product.

- All pupils of the school were able to contribute to specific tasks (e.g. logo competition, Freshwater Wiki).



- Results were presented at our schools by appropriate actions (e.g. exhibitions, open days).
- The methodologies for the individual activities were different as our aim was to prepare a variety of plans for our guide. They depended on the specific subject and aspired learning target of each activity. Each report in our guide informs about the method.
- Photos were taken during all project activities for our Erasmus+ Comenius wall and were sent successively to all partners with notes in English to raise the awareness that schools in different countries were working together.
- Articles for school magazines and local/regional press about partnership and project had been done.
- We evaluated the effects on our school with the help of questionnaires at the end of each activity, at the end of the first year and at the end of the project. Teachers who conducted the activities were in charge of opinion survey at the end of each activity. Results were discussed within our school.
- Our pupils took more responsibility for themselves and their actions. They became better qualified and motivated graduates. They acquired skills for a personally satisfying life as active European citizens.

At our school the teachers, parents and pupils were informed by the project via presentations and the exhibitions. We also prepared paper files including a few of project activity photos on its front and back pages to take attention more to the project. And we delivered them to pupils for them to use also. We hang a tarpaulin to the entrance of the school written a short description of project on it in order to increase the awareness of the project more especially for the visitors.

We had some quests from water affair institution (MESKİ called in Turkey). Also they had some information about our project activities.

Our other presentation of the project was at Menteş Secondary School in different district of Mersin named Yenişehir. We presented it to all the teachers of the school and to many foreign teachers from different parts of Turkey having their workshop (seminar) at that school.

We send emails with the final guide attached.

We gave information via e-Twinning.

We disseminated via our project website.

The link of our school is: <http://vscakmakogluortaokulu.meb.k12.tr/tema/index.php>



## **Overview done by Rotebergs skola**

### **– based on all activities and achievements**

**Participating in the different activities have increased our students knowledge about human's different areas of use, concerning freshwater. They have also learned more about how to preform presentations and present pictures and texts to an audience.**

**This project has focused on language and creative skills. By participating in the activities our students have read, written, listened and discussed. They have also, in different ways, expressed their creativity, for example; they have painted pictures, built molecules by using building blocks, made sculptures in the snow and combining text and pictures in stories about water.**

**By participating in this project the students have had the oppertunity to go on LTT and to make connections between countries. Both students and teachers have made new friends from other countries.**

**By using Etwinning students have had the oppertunity to see what other schools have done in the different activities and they have also talked to each other by using Etwinning.**

**In an questionnarie given to the students we can see that almost all are aware of our project and felt that they were participating. We could also see that their awareness about water have increased.**

**To the LTT in Blansko oct. 2018 we couldn't find students who were willing to attend the meeting because we are a small school with young students. We discussed this matter with the coordinating NA and we agreed that none of the project goals were affected due to this change. That is why we changed the LTT in Blansko to a TPM and we had video conference with our students in Edsbyn during the students' activities in Blansko. Due to this change we took an extra teacher to the TPM in Iasi, June 2019.**

**In an questionnaire given to our colleges we learn that all are aware of our project, have taken part in it and they all concidered this project important for our school and have built transnational relations. Almost all can see increased awereness among the students. And the students parents think it is positive for our school and the students to be involed in a transnational project.**



## **General overview and common conclusion**

**Water is a symbol of life and no living species could survive without it.**

**70 % of the Earth is water and yet only 3% of it is fresh, providing drinking water, delivering food through fishing and crop irrigation, helping sanitation and health care, generating power and being habitat of an incredible range of biodiversity.**

**The importance of the topic we have chosen “Teaching in Europe: Fresh Water Crisis” is indisputable. It has been subject to scientific research, national and world policies, debates and action plans.**

**Yet it still needs attention and diverse ways to be approached. As teachers we decided to do what we do best – educate our pupils and students, involve them in meaningful activities, make them think, explore, investigate, compare, use technology, communicate, create, share, write about, present to their peers, parents, community.**

**In other words – we created for them opportunities to develop the skills of the 21<sup>st</sup> century.**

**And for us, the teachers the project was a chance to find ways to explore the topic and create activities that would suit a wide age range of children (from kindergarten kids to upper secondary school students). We worked hard and collected the plans of the activities we implemented in order to share them with other teachers who would like to use them in their classrooms.**

**The variety is stunning as the fresh water problem has been approached not only by science but also by language, art, music, literature, technology, history and geography teachers. All plans can also be seen at our project website [www.freshwatercrisis.eu](http://www.freshwatercrisis.eu) and we do hope that they will sparkle the interest of other professionals to explore the vital topic of freshwater with their classes.**

**Then we will have achieved our goal – to make more pupils aware of the consequences of man-made environmental changes, to make them aware that after all it all depends on everyone of us.**



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# Acknowledgement

**All partners would like to thank the European Union for providing us with framework and grants for our project work.**

**We would also like to thank our National Agencies for their help and support.**

**This guide could not have been prepared without the collaboration of our school managements and the help of many colleagues and parents and many project backers from outside schools involved in particular project activities at certain times and it was just possible because of the committed work of our pupils.**

**To all of you a big 'Thank you'  
for supporting the project implementation and testing the planned activities,  
for their enhancement and writing reports,  
for the contribution of more ideas and their realization,  
for the exchange of ideas and motivating feedback.**