

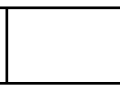
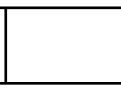
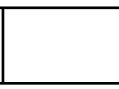
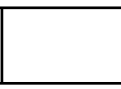
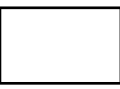
## Teacher information: Setting the research agenda

Worksheet P10 is an example. A sheet like this is intended to be used if the research questions are specified by the teacher. In the list of questions, at least one place is assigned to each topic of the LEAP. The background colors of the boxes are used throughout the material in order to create a visual connection of all documents belonging to the same question.

The places and questions have to be adjusted to the specific situation at a school. School building and schoolyard are usually suitable to do observations on content like temperature, radiation, or clouds. A sports ground and its surrounding often has different surface covers and degrees of sealing which enables infiltration experiments. Similarly, a vegetated place will be found at each school. Observations on water do not require an open water body like a stream, river, pond, or lake. Instead, a place where water accumulates after rain events can be used to study the way of the water into the ground or back into the atmosphere.

Suggestions for extensions:

1. Prior to the presentation of research questions, the students can deal with research questions in general using sheet P29.
2. The research questions can be shown without places assigned. The students use their map (P12) to identify suitable places.



## Research questions

**The stream:** What is the quality of the water?

**The Park:** What do the plants look like right now? How does this change over time?

**The school building:** Where is it warmer, close to the school building or in the schoolyard?

**The schoolyard:** How does cloud cover influence ground and air temperature on tarred surfaces?

**The sports ground:** On which surface can water best infiltrate (seep) into the soil?

