

Teacher information: Places at our school

The worksheets of P11 are examples. There must be one sheet for each place identified as suitable. Places are assigned to research questions previously presented by the teacher (P10). 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 or place.

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. School ground exploration and site description can also be applied to many other topics like energy consumption (where is it consumed) or circular economy (what kinds of waste do we have).

During the introduction to this module, the teacher can refer to the research cycle (P3) and can explain the importance of this step for the documentation of the research process.

Places at our school: The stream

What is the quality of the water?

Description of the place:

(What does the stream look like? How fast is it flowing? Do you see plants or algae in the water? What is the color of the water? What about its transparency?)

Sketch (rough draft) of the place:

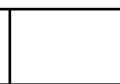
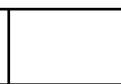
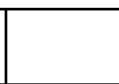
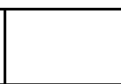
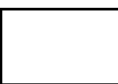
Places at our school: The park

What do the plants look like right now?
How does this change over time?

Description of the place:

(What plants can you see? How big are they?
Do they have leaves/needles? Are the plants
green?)

Sketch (rough draft) of the place:



Places at our school: The school building

Where is it warmer, at the school building or in the schoolyard?

Description of the place:

(What does the school building look like? Are the walls rather warm or rather cold? Is the wind blowing at the school building?)

Sketch (rough draft) of the place:



Places at our school: The schoolyard

How does cloud cover influence ground and air temperature on tarred surfaces?

Description of the place:

(What does the ground look like on the schoolyard? How warm or cold does it feel? What was the weather like during this observation (sunny, cloudy, ...)?)

Sketch (rough draft) of the place:



Places at our school: The sports ground

On which surface can water best infiltrate (seep) into the soil?

Description of the place:

(What different ground surfaces are found on and around the sports ground? What do these surfaces look like? Do plants grow there?)

Sketch (rough draft) of the place:

