

A DROP OF WATER CAN CHANGE A LOT

Students age	10-12
General topic	Learning for Life. Acquiring life skills.
Leading teachers (Tartu Raatuse School)	Maila Lubi, Tuuliki Vuks
Cross-curricular topics	<p>1. Through the recurring topic of “Environment and sustainable development” the students are guided to:</p> <ul style="list-style-type: none"> ● Develop students communication and cooperation skills; ● Understand nature as one whole system, the mutual connections between humanity and our surrounding nature and humanities dependence on natural resources; ● Take responsibility for sustainable development; choose environmentally friendly and sustainable modes of action; evaluate and if needed change their lifestyle and choices regarding consumerism. <p>2. Through the recurring topic of “Lifelong learning and career planning” the students are guided to:</p> <ul style="list-style-type: none"> ● Develop into a person who is prepared to learn throughout their life; ● Perform different roles in changing learning, living and working environments; ● Shape their life through conscious decisions, including making appropriate educational and professional choices.
Integrated subjects	<ul style="list-style-type: none"> ● Science ● English ● Maths ● Technology ● Art and crafts ● Music
Goals	The student acquires skills for learning with different senses.
Hands-on activities	<ul style="list-style-type: none"> ● Making a model for explaining different water forms and/or water cycles out of reused and recycled materials. ● Experiments with water. ● Cooking and baking. ● Digital skills.
Links with curriculum	<ul style="list-style-type: none"> ● Self-determination competence – the ability to understand and evaluate one’s weaknesses and strengths in an adequate manner, to consider one’s abilities and options; to analyse one’s behaviour in different situations; to behave safely and adhere to healthy lifestyles; to solve problems related to one’s mental and physical health; to behave in an independent manner in human relationships; to acquire information about options for continuing one’s education and finding work, to plan

	<p>one's career;</p> <ul style="list-style-type: none"> ● Learning competence – the ability to organise the learning environment individually and in a group, and to procure the information needed for learning, hobbies, health behaviour and career choices; to find suitable sources of information and supervisors and use their help in studying; to plan studies and follow this plan; to use different learning strategies and learning outcomes in different situations and for solving problems; to associate acquired knowledge with what has been learned before; to analyse one's knowledge and skills, motivation and self-confidence and, on that basis, opportunities for further education; ● Mathematics, natural sciences and technology competence – the ability to use the language, symbols and methods characteristic of mathematics and natural sciences when solving different problems in school and everyday life; to understand the importance of natural sciences and technology and their impact on everyday life, nature and the society; to understand the limitations and risks associated with science and technology; to make evidence-based decisions in different fields of life; to use new technologies creatively and innovatively; ● Entrepreneurship competence – the ability to create and implement ideas using the acquired knowledge and skills in different areas of life and activity; to see problems and the opportunities that lie within them, to contribute to solving problems; to set goals, make short-term and long-term plans, introduce and execute them; to organise joint activities and take part in them, to show initiative and take responsibility for the results; to react creatively, innovatively and flexibility to changes; to take judicious risks; to think critically and creatively; to develop and value one's own and others' ideas; to apply financial literacy knowledge;
<p>Planned activities</p>	<ol style="list-style-type: none"> 1. Making models for explaining different water forms and/or water cycles from reused and recycled materials. 2. Experiments with water (states of matter), water density experiment. 3. "Going for shopping" - getting to know about the information on the price tags and evaluating the nutrition data. 4. Cooking and baking- how to make and follow a cooking instruction or a recipe. 5. Mind mapping strategy activities. 6. ICT activities: theme- based practising and skills-developing systems. 7. Field trip to a river or lake. 8. Curriculum enrichment activities eg board games, songs and games.
<p>Expected learning outcomes/results</p>	<p>Student:</p> <ol style="list-style-type: none"> 1. describes the physical characteristics of water in different environments; 2. knows that there are different states of matter; 3. values the diversity of water and values its importance in nature; 4. gets to know the vocabulary connected to the topic of water; 5. uses reused and recycled materials for the theme-based models; 6. uses measuring instruments, counts and compares details and items; 7. performs different experiment with water; 8. uses effective learning and revision strategies 9. prepares a meal according to the cooking instruction or a recipe.

	10. understands the data on the price tags and nutrition information.
Evaluation/feedback/ of students progress	Throughout the activities the student gets oral feedback about the previous skills and acquired new knowledge and skills.
Blended activities (before and after the exchange week)	<ol style="list-style-type: none"> 1. Creating a video or recording of water made sounds from the natural environment (river, lake, spring, downpour, creek). 2. Creating a video or recording of a poem, song, dance or story.
Teachers involved (Tartu Raatuse School)	Educational technologist, primary school teacher