IO1. STEAMitUP Toolkit

Materiaal & Leermiddelen

Workshops en Thematische schooldagen

Lancaster & Morecambe College

Fundación Sigló22

fip Future In Perspective

DOUKAS SCHOOL

CARDET

university of groningen

Educatief materiaal en vrije leermiddelen’

Implementatiefase van het project: thematische schooldagen en workshops

Overzicht

Tijdens de implementatiefase van het project werden docenten en studenten als mede-ontwerpers betrokken bij het maakproces om educatief materiaal te produceren dat de onderwijs- en leerervaring kan verrijken. Er is een verscheidenheid aan educatief materiaal en Vrije Leermiddelen (Open Educational Resources - OERS) voor STEAM-gerelateerde thematische schooldagen en workshops geproduceerd, die direct zijn gelinkt met de implementatiefase van het project (bijv. Video's, afbeeldingen, posters, spellen, werkbladen, wedstrijden, activiteiten, liedjes, podcasts etc.). Deze artefacten kunnen worden geïntroduceerd als OER's in het curriculum van primaire en voortgezet onderwijs om STEAM-onderwijspraktijken te ondersteunen.

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Materials & Resources

Title	"Introduction to Coding"
Type	☐ Workshop Plan ☐ Thematic School Day Plan ☒ Poster ☐ Video ☐ Other
Evidence *(e.g. video or image)*	Poster (PDF file)
Content	

Title	'Exploring Geometric Solids'
Type	☐ Workshop Plan ☐ Thematic School Day Plan ☐ Poster ☒ Video

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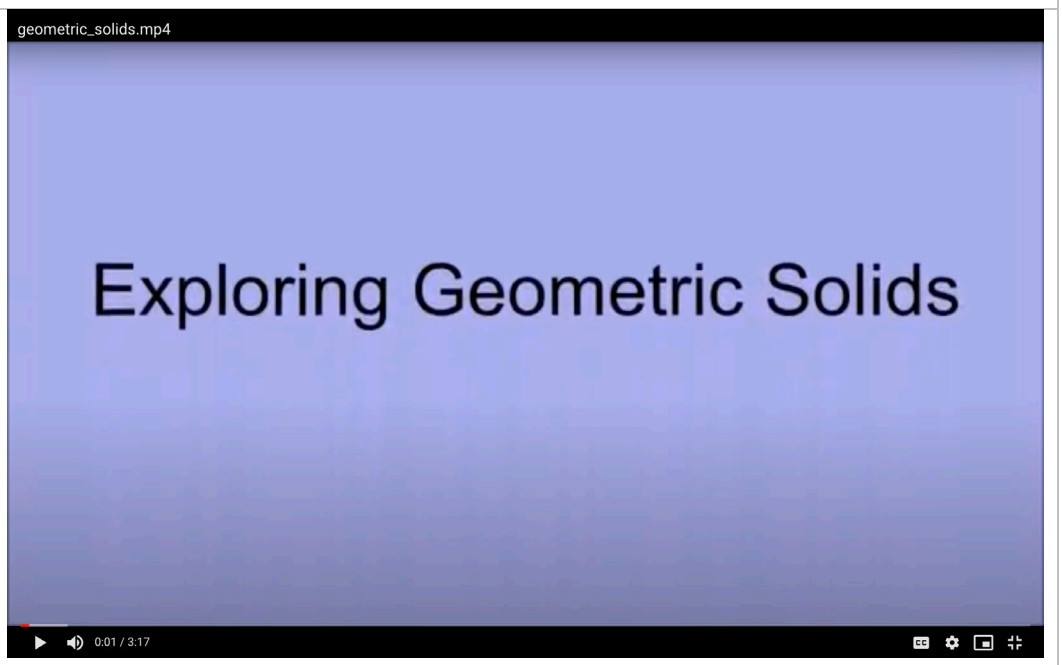
	☐ Other
Evidence *(e.g. video or image)*	Insert link of YouTube video here (geometric_solids.mp4)
Content	
Title	Activity on robotics
Type	☒ Workshop Plan ☐ Thematic School Day Plan ☐ Poster ☐ Video ☐ Other
Evidence *(e.g. video or image)*	Image (Total 6: Fix The Bug 1-3.jpg, Scratch Project.jpg, Demonstrating Scratch Project.jpg, Algorithm Al.jpg)

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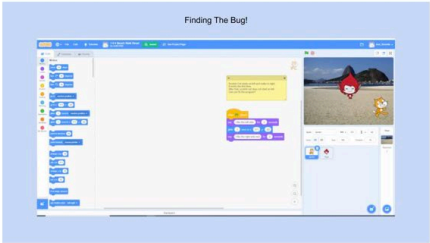
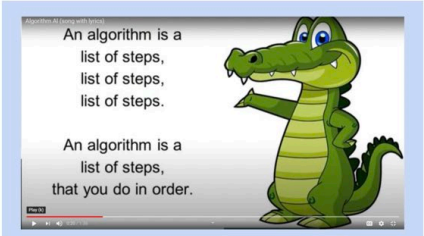
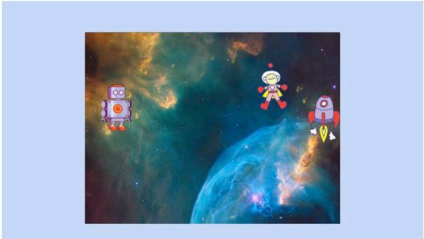
Content	**Group 1:** What they did – At the beginning of the session, the teacher introduced the STEAM lesson plan on robotics, and engaged all pupils in a warm-up activity where pupils were given different commands that they had to act out. This was a short icebreaker that gave pupils an introduction to how commands work in practice. Each pupil had the opportunity to take turns and give commands to other pupils. Commands like raise right arm' and 'pat head' and 'point to nose' where given, and all pupils had to follow the commands. This showed students how commands can lead to responses and actions. What they learned – After this ice breaker activity, pupils then completed some simple challenges 'Finding the Bug' and 'Fixing the Bug' to further develop their coding skills, through simple techniques and activities. To introduce the pupils to coding, the Teacher first played the 'Algorithm AI' song, and the pupils sang along. What they enjoyed – The pupils engaged very well with the coding activities and will collaborating to 'Find' and 'Fix' the 'Bug'. They enjoyed the challenge in this activity.
Title	"WebQuest activity for Ada Lovelac"
Type	☐ Workshop Plan ☐ Thematic School Day Plan ☒ Poster ☐ Video ☐ Other
Evidence *(e.g. video or image)*	Images (AdaLovelace 1-4.jpeg)







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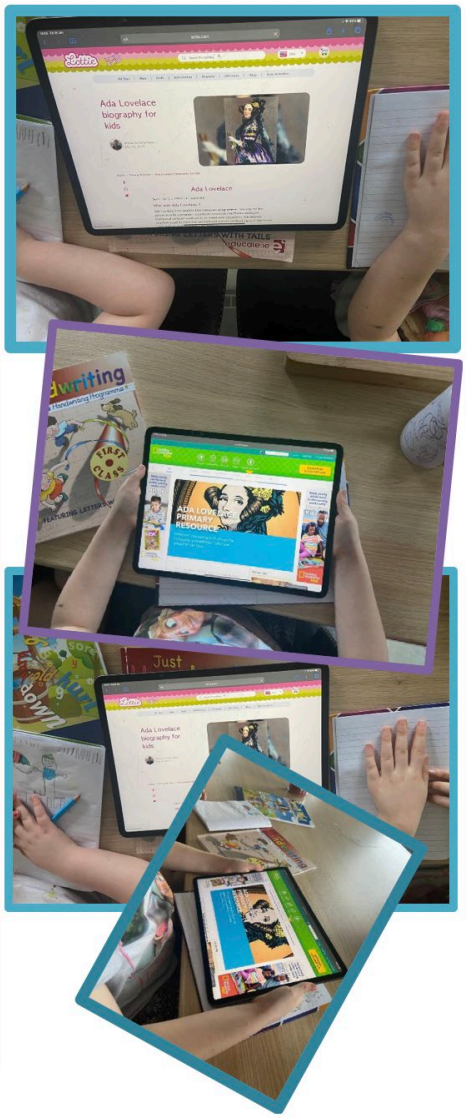
Content	**Group 2:** What they did – As all schools in our region are currently closed due to level 5 COVID-19 restrictions, it was decided that the WebQuest activity for Ada Lovelace would be tested as part of a home school activity. For this activity, the school provided students with access to the WebQuest and an iPad, and the parents were instructed on how to complete the task included in the WebQuest. What they learned – The pupils who participated in this home-schooling testing enjoyed the experience. Their parents helped them to complete the WebQuest about Ada Lovelace and women in STEAM, and the pupils learned a lot about female role models in this sector. The parents also fed-back that this was an enjoyable experience, as the parents and pupils could work together to follow the links in the WebQuest and complete the task together – learning along the way. What they enjoyed – The pupils enjoyed using technology to support their learning and having a challenge or puzzle to solve with their parents. Through this testing, the feedback was very positive, with Teachers in the local school suggesting that the format of WebQuests could be adapted to home-schooling in the future, should the school closures due to COVID persist. 
Title	Potential Social Impact of Solar Cooking
Type	☒ Workshop Plan ☐ Thematic School Day Plan ☐ Poster ☐ Video ☐ Other
Evidence *(e.g. video or image)*	Images within experimental workshop plan (STEAMitUP_IO1_Workshop plan - Solar Ovens.pdf)

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Content	See Experimental workshop plan	

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What they learned – After this ice breaker activity, pupils then completed some simple challenges 'Finding the Bug' and 'Fixing the Bug' to further develop their coding skills, through simple techniques and activities. To introduce the pupils to coding, the Teacher first played the 'Algorithm Al' song, and the pupils sang along.

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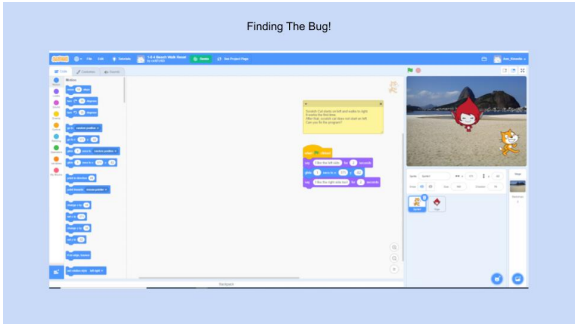

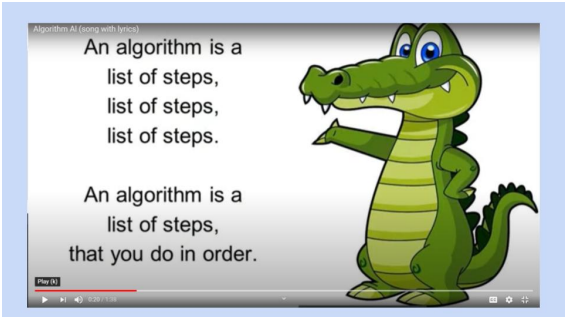

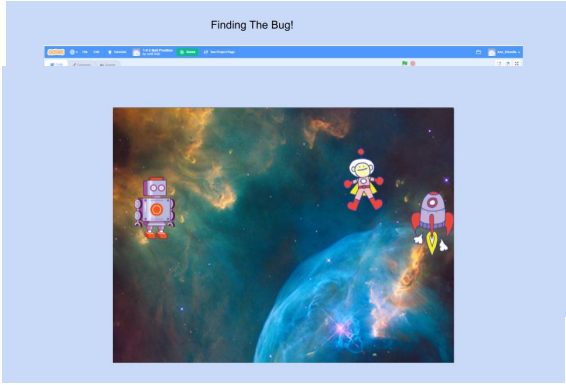

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What they did – As all schools in our region are currently closed due to level 5 COVID-19 restrictions, it was decided that the WebQuest activity for Ada Lovelace would be tested as part of a home school activity. For this activity, the school provided students with access to the WebQuest and an iPad, and the parents were instructed on how to complete the task included in the WebQuest.

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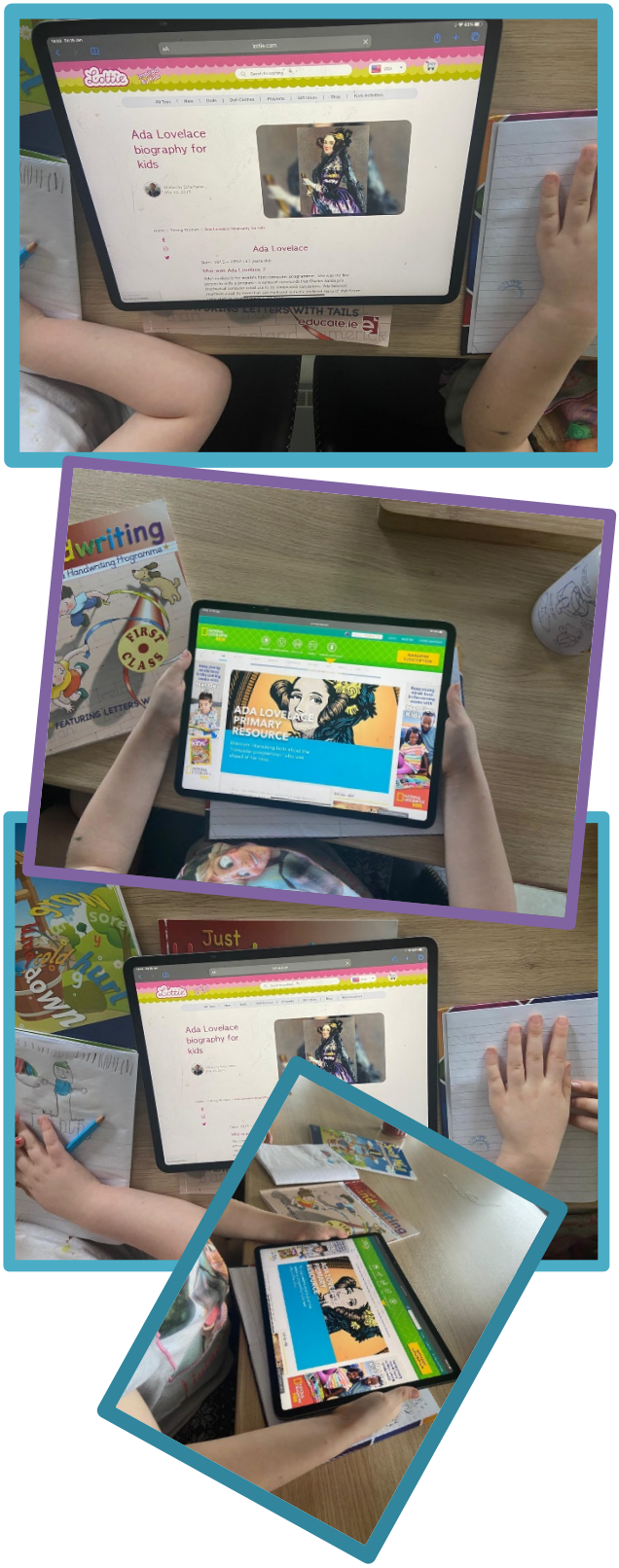

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Title	Potential Social Impact of Solar Cooking
Type	☒ Workshop Plan ☐ Thematic School Day Plan ☒ Poster(s) ☐ Video ☐ Other
Evidence *(e.g. video or image)*	Five Posters
Content	See Experimental Workshop

Workshop Overview:

- A more detailed look at the concept of solar ovens and the potential impacts on the global population and energy usage. Groups will build a more advanced version of a solar oven to heat water. This is to replicate the possible way in which water sources can be made safer for consumption in areas where energy sources are scarce or how to conserve energy for warming water for hygienic purposes.

Objectives:

Upon completion of this workshop students will;

- Understand that there are nearly a billion people (13% of the global population) that do not have access to a stable source of electricity and 3 billion (40% of global population) who do not have access to clean fuels for cooking. Understand there are more than 3 million premature deaths each year due to cooking pollution
- Research the activities undertaken by people to find fuels sources and the dangers associated with this process and the use of such fuels
- Consider the impact of the human activities on the environment and society
- Build a basic solar oven using limited resources
- Attempt to use the solar oven to heat water for either safe consumption or for use for hygiene purposes
- Complete various calculations and extrapolate data values
- Apply critical thinking to solving the cooking and heating related problems in the world
- Experience team building and real-world problem solving.

Material / resources:

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1. Medium sized cardboard boxes or shoe boxes
2. Rolls of aluminium foil
3. Sheets of black paper / card or black oven tray that will fit within the boxes
4. Sticky tape and / or glue
5. Scissors
6. Digital thermometers (one for measuring ambient and one for water temperatures)
7. Water source
8. Measuring cylinders
9. Black liquid container or small cooking pan
10. Insulated gloves for handling containers carrying hot liquids
11. Graph paper, timer / stopwatch and a pencil
12. **If possible, sheets of polystyrene of the same size as the size of the sides of the box to increase insulation and help to keep more heat inside the oven**
13. **Sheets of Perspex, Plexiglas, actual glass and mirrors if working with older students or making a more advanced solar oven**
14 **If attempting to undertake this activity on a day where there is little or no sun light then you may need to use halogen lamps to recreate the light and heat necessary to warm the solar ovens**

****This activity works best on a sunny or partially sunny day****

Workshop Activities:

1. *Introduction and context*

The problem (Teacher delivery):

- More than 3 billion people in the world do not have sufficient energy for cooking and heating and they often have to cut down and burn trees to cook or to pasteurize water to make it safe for drinking - https://ourworldindata.org/energy-access
- There are more than 3 million premature deaths each year due to open-fire cooking pollution - https://www.who.int/news-room/fact-sheets/detail/household-air-pollution-and-health
- Cutting down trees for cooking and heating accelerates deforestation. Burning fuels indoor for cooking and heating represents a significant health problem. Spending time looking for trees or spending money for buying cooking and heating fuels also limits the resources for social development.
- For some context to these problems please watch: https://www.youtube.com/watch?v=x6AGXne27kY and / or https://www.youtube.com/watch?v=EoAfXfparNY

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Workshop discussion (small group breakout activity):

- Participants to work in small groups (3-4 people per group)
- Ask the groups to spend some time thinking about the different types of alternative cooking fuels used where electricity is unavailable (e.g. Wood, Kerosene, Charcoal, Coal and Dung)
- Next, the groups should discuss what activities and problems could be associated with sourcing these different types of energy sources (e.g. mining, deforestation, risk of fire, diseases, risk of injury or even death)
- Finally, the groups should brainstorm some ideas on how this problem could be addressed and identify some potential solutions for safer sustainable energy sources.

One potential solution (Teacher delivery):

- Introduce the concept of community-oriented solar cooking technology and how developing user-friendly solar ovens can help to solve the environmental, health, and social development issues linked to this problem. Please watch the following for more context - https://www.youtube.com/watch?v=Ofn7jqPDTeY&t=45s

Important information (Teacher delivery):

- **Contrary to what many people believe, it is not necessary to boil water to make it safe to drink. Heating water to 65° C (149° F) for 6 minutes, or to a higher temperature for a shorter time, will kill all germs, viruses, and parasites. This process is called pasteurization*.*

2. *Building a simple solar oven (practical workshop activity with Teacher guidance):*
    - The groups will now engineer and produce a simple DIY solar oven.
    - Keep the participants in the groups assigned earlier and provide them with all the necessary materials mentioned in materials / resources section above.
    - The groups start by lining all the inner areas of their cardboard boxes (including the folding over flaps or lid) with aluminium foil. This can be done using either glue or sticky tape (see example images below).

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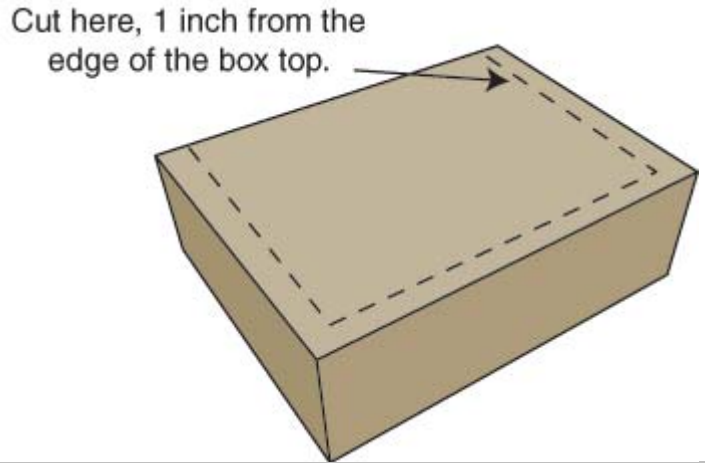
- **If using polystyrene sheets for added insulation within the box, then groups should cover the polystyrene with the aluminium foil first and then place them inside the box to cover all four internal sides*.*
- **If using shoe boxes, then the groups will have to cut into the lid to create an opening flap as in the images below*.*



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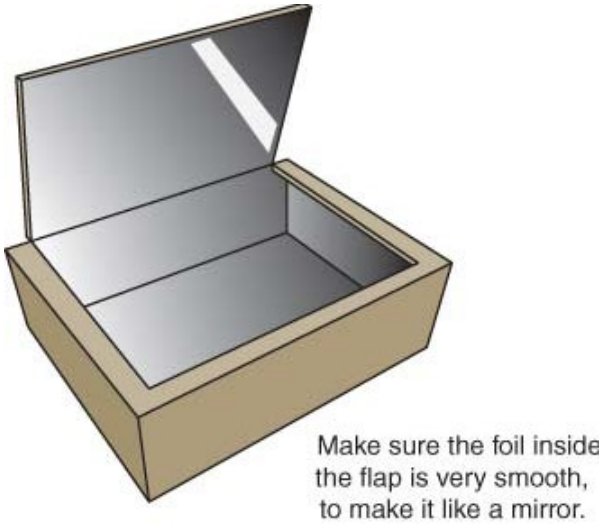

- The groups should then cover the inside base of the box with either the black paper / card or by placing a black oven tray within the box to increase the radiating effect within the oven.

- **If the groups have access to Perspex, Plexiglas or glass sheets then these can be added as a covering over the box to help to keep the heat within the box and improve the heating process (see diagrams below)*.*

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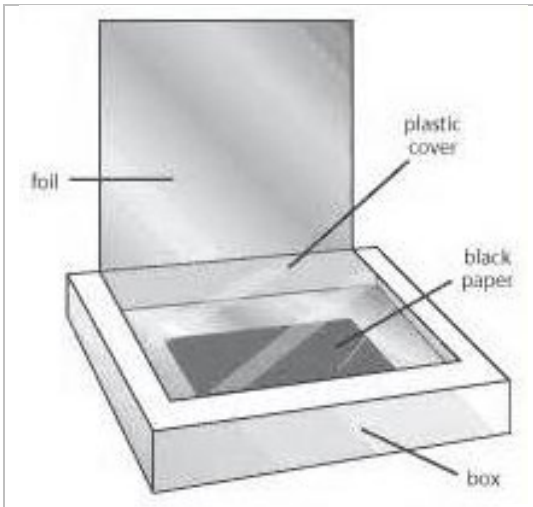
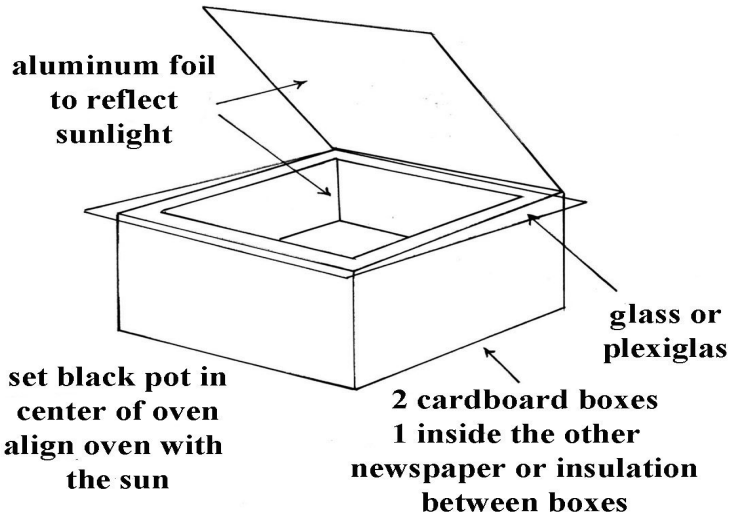


Solar Oven



There are several ways in which the groups could make a solar oven, the above is just one of these ways, here are some additional resources to guide the production process;

1. https://www.greenmatch.co.uk/blog/2016/08/build-your-own-solar-oven-in-5-steps
2. https://www.fix.com/blog/solar-cooking/
3. https://sciencing.com/make-shoebox-solar-oven-5240773.html
4. https://www.dummies.com/home-garden/green-living/energy-sources/how-to-make-a-solar-oven/
5. https://www.wikihow.com/Make-and-Use-a-Solar-Oven

Video guides to making basic solar ovens;

1. https://www.youtube.com/watch?v=v5CdNH3sQT0
2. https://www.youtube.com/watch?v=qofh1vy2XzI
3. https://www.youtube.com/watch?v=xXxrX0JvKa8

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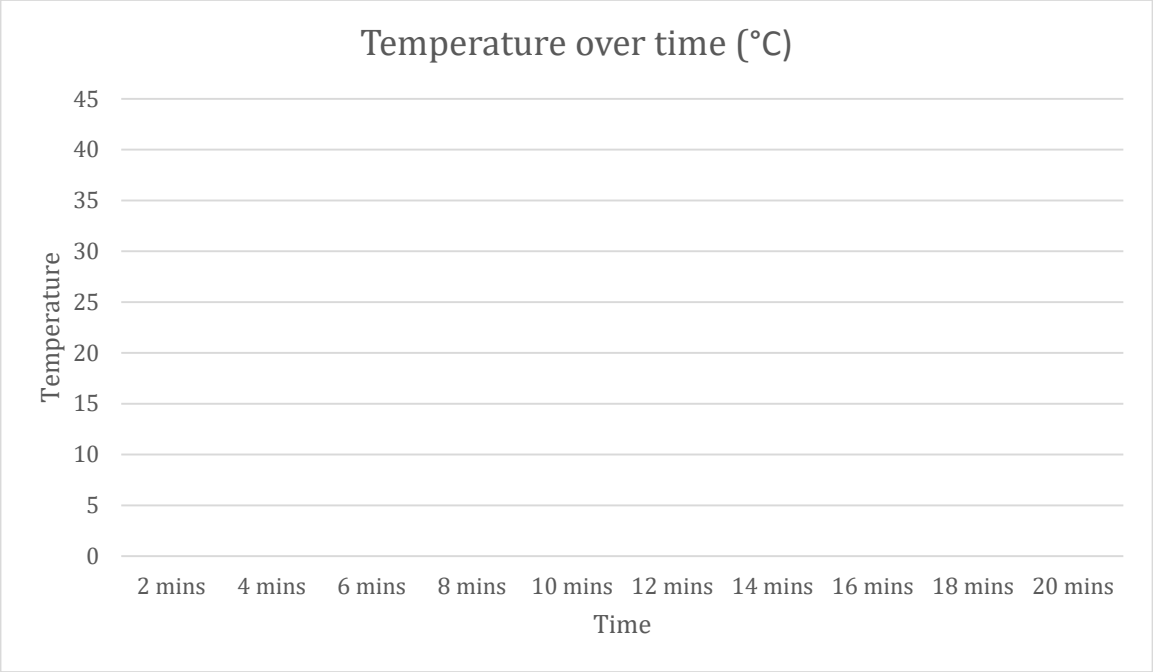
4. https://www.youtube.com/watch?v=wGfgjXJ__rE (aimed at a younger student cohort)
5. https://www.youtube.com/watch?v=tDB3zP9MEZc (more advance solar ovens using wooden box, glass and mirrors)

3. *Use your solar oven to heat water (group activity with Teacher guidance)*
   - The groups will now try to use the DIY solar ovens to heat a container of water.
   - Ideally, the groups will allow the solar ovens to heat up first, they should place a thermometer into the ovens to monitor the ambient temperature within.
   - Place the ovens in direct sunlight with the reflective surfaces facing the sun, this could be done outside or inside next to a window facing the sun.
   - **If you are attempting to undertake this workshop on an overcast day or during the winter where temperatures will not reach sufficient levels, then halogen lamps can be used to recreate the light and heat generated by sunlight*.*
   - The groups should begin to monitor and record the ambient temperature within the ovens at regular 2 minute intervals. They should record their figures on the graph paper provided *(with the horizontal axis recording time and the vertical axis recording temperature as shown below).*



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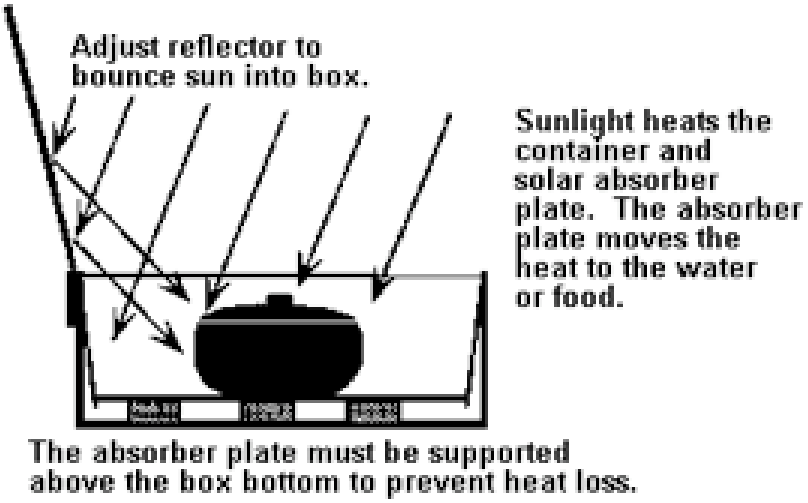
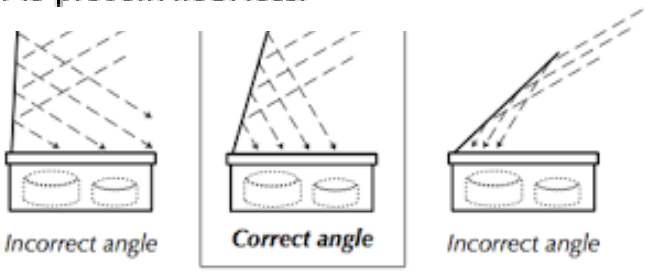
- Once the ambient temperature within the solar oven reaches 30°C / 86°F then gro
- ups should add their liquid containers / cooking pans containing 300ml of water.
- The groups should place their ovens in the optimal position to absorb the most amount of light and heat possible to ensure efficiency (please see the diagrams provided).



- Groups should now place a liquid thermometer into the container of water and again begin to monitor the temperature reading at regular 2-minute intervals as they did with the ambient temperature within the ovens.



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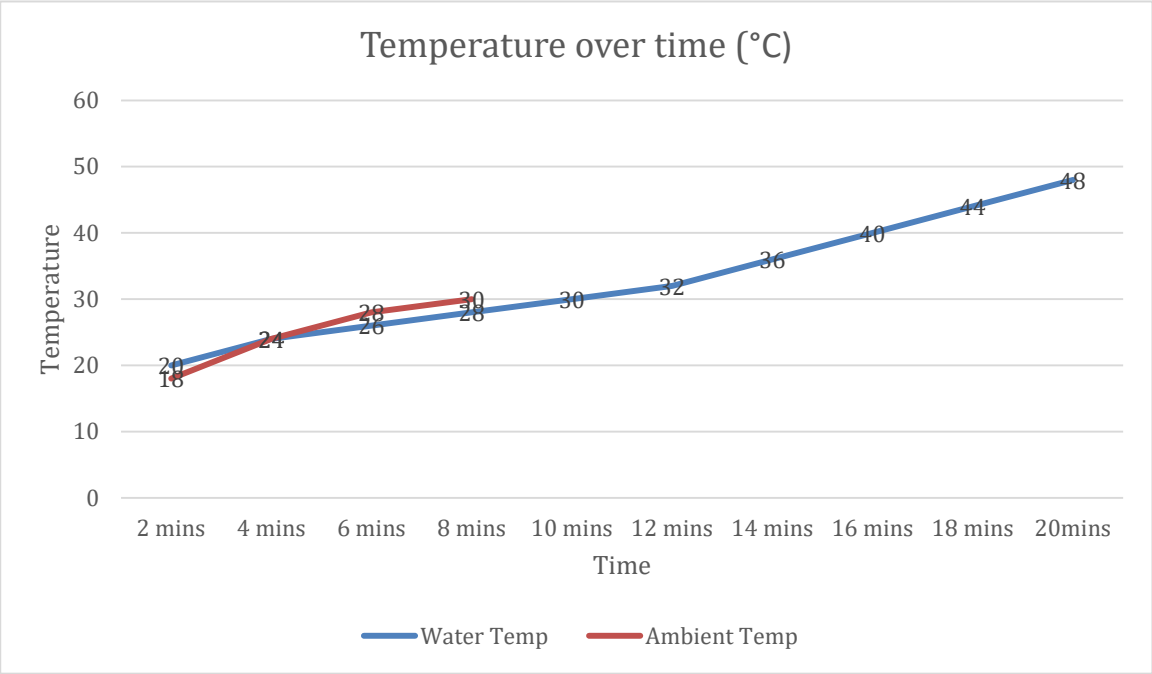
- These figures can be recorded on the same graph as used for the previous records, however it will likely take longer to heat the water to the sufficient temperature than it took to heat the solar ovens to 30°C (please see the diagram below for an example).



- If the aim of the activity is to pasteurize water for safer consumption, then groups are aiming to heat the water to a temperature of 65°C for a 6 minute period. If the aim is to show how water can be heated using solar energy for hygiene purposes then a temperature of 45 – 50°C will be sufficient (this is around the temperature of warm water from a standard household tap).

- **It is worth noting that the rate in which the solar ovens will heat the water will vary dramatically depending on the temperatures achieved within the ovens. If the experiment is taking place on a hot sunny day in a country with a warm climate then the process will be far more effective and quicker than if taking place on a day with limited sunlight in a more temperate climate. The use of Halogen lamps will help to speed up the heating process if required and available*.*

- **it is also important to consider that if the conditions are extremely warm then the process of heating the water will also cause evaporation of the water, if this is the case then the groups may have to start with a larger volume of water (e.g. 500ml instead of*

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300ml) in order to factor in the effect of evaporation. This issue could also be addressed by covering the water container with a lid to reduce water loss through evaporation.*

There is a lot of information available regarding the pasteurization of water;
1. http://www.solarcooking.org/pasteurization/metcalf.htm (information about solar water pasteurization)
2.https://sswm.info/sites/default/files/reference_attachments/ANDREATTA%202007%20A%20Summary%20of%20Water%20Pasteurization%20Techniques.pdf (detailed research on the pasteurization of water)
3. https://solarcooking.fandom.com/wiki/Water_pasteurization (more information regarding water pasteurization)
4. https://www.youtube.com/watch?v=9KVhjnp40ck (more specifics behind the idea of pasteurizing water using solar ovens)

4. *Do the Math….potential scalability (group activity with Teacher guidance)*

- So, the groups have made their solar ovens and demonstrated how it is possible to warm water using the power of solar energy. Now, they will investigate how this process could work on a larger scale to help address some of the issues outlined at the beginning of the workshop.

- From the graphs each group created when recording the ambient and water temperatures within their solar ovens, there should be some useful data that can be extrapolated.

- Each group should now use their graphs to identify the following data;
  1. Calculate the time needed to pasteurize a cup of water (300ml)
  2. Calculate the volume of water that could be pasteurized in 1 hour
  3. Calculate the volume of water that could be pasteurized if there were 12 hours of sunlight in a day
  4. Finally, calculate the volume of water that could be pasteurized in a month if there were 20 sunny days.

Different Measures of Volume

10 millilitres (ml)	=	1 centilitre (cl)
100 millilitres	=	10 centilitres / 1 decilitre (dl)
1000 millilitres	=	1 litre (L)

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10 litres	=	1 dekalitre (dal)
100 litres	=	10 dekalitres
1000 litres	=	1 kilolitre (kl)

- **Each group should have slightly different figures as they will be extrapolated via the data gained from their own individual solar ovens*.*

5. *<u>In conclusion……..what have we learned?</u> (whole class discussion and debrief)*
   - Hopefully, this workshop has been fun and informative for the participants and it has opened their eyes to a real global issue.
   - They should now be able to reflect on the following;
     1. How a large percentage of the global population have no access to a stable source of energy
     2. How millions of unnecessary premature deaths could be avoided if alternative, safer and more sustainable forms of cooking / heating water could be implemented
     3. How, using limited resources, you can sometimes overcome complex problems
     4. How they can utilise Science, Design Technology and Math in everyday situations
     5. How they can extrapolate data values from a data source.

Additional information for workshop delivery:

- There are other types of solar ovens that can be used for different purposes. This workshop has focused on using a solar oven to heat water, however they can be, and are used all over the world to cook food without using any energy source other than sunlight.
- The potential positive impacts of using solar ovens for providing a sustainable source of energy and reducing the negative impact of deforestation and pollution from
- using other cooking methods is yet to be fully explored.

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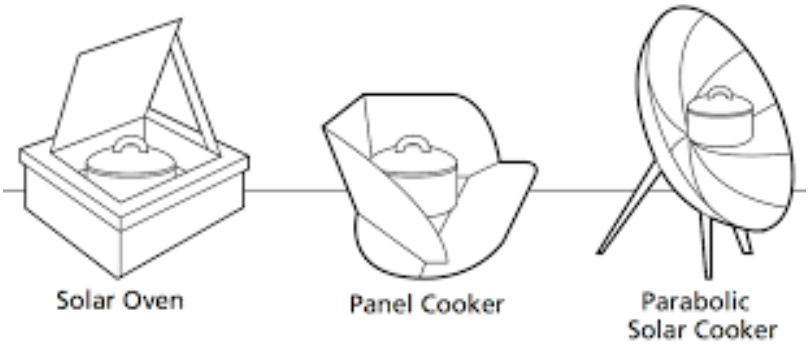
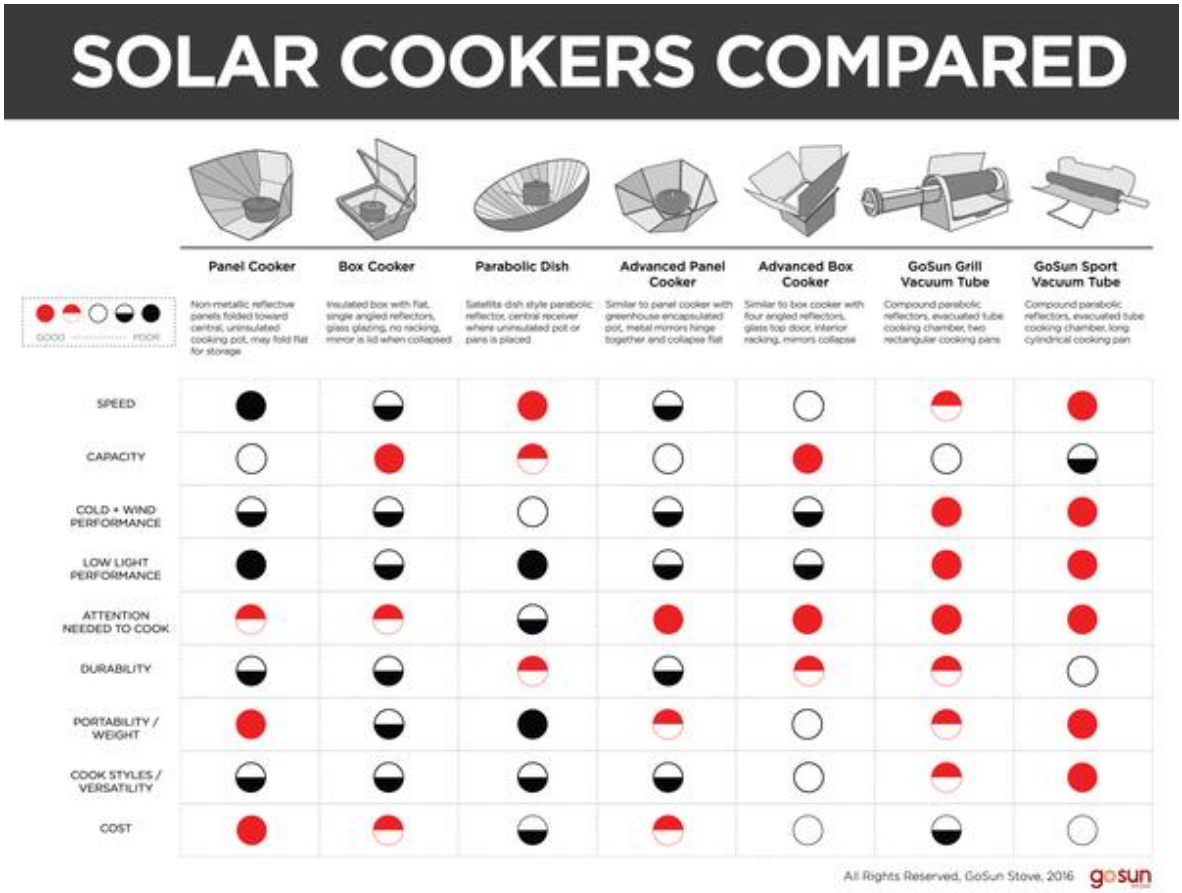


- Different types of solar ovens have different attributes that make them suitable for different purposes, the chart below gives an overview.



Other useful references:

1. https://ourworldindata.org/energy-access (information regarding access to energy sources globally)
2. https://www.who.int/news-room/fact-sheets/detail/household-air-pollution-and-health (World Health Organisation Data on air pollution caused by cooking)
3. https://gosun.co/blogs/news/top-solar-cookers-compared (more information about different types of solar ovens)
4. https://www.thecalculatorsite.com/conversions/liquidvolume.php (liquid volume conversions)

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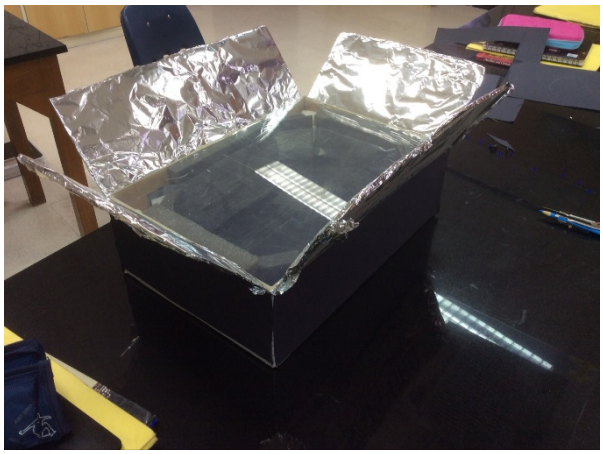
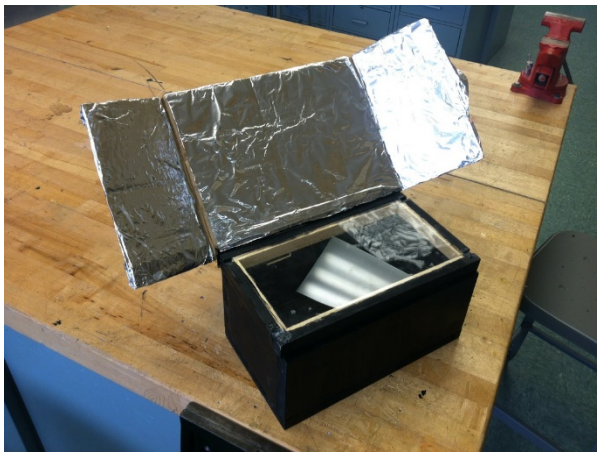


Group 1:

What we did – In the morning we had to listen to a presentation on the STEAM project and the subjects. We then used some basic resources and templates to make a skewer cooker that we had to try to use to melt marshmallows. We then spent the rest of the day making a cardboard box solar cooker that we had to try to heat water in. We then spent some time discussing the activities and thinking about the different skills we were using.

What we learned – We learned how to work as a team to build things using only the items we were given. We learned about solar energy and how it can be used to cook or heat things if the weather is right. After we had finished all the activities, we talked about what we had done and realised that we had learned lots of different skills, we had used Maths, Science and Engineering.

What we enjoyed – Our group had lots of fun even though our cookers were not very

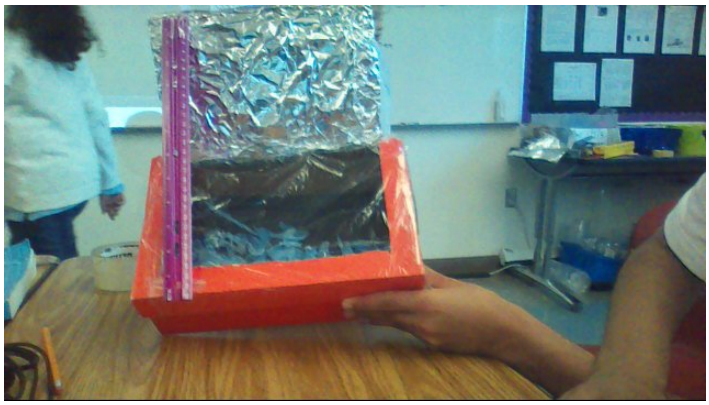


Group 2:

Our group really enjoyed the STEAM day and all the experiments we did. It is not often we get to spend a whole day making things and trying them out. Our groups worked well, and everyone helped each other to complete all the tasks.

We learned a lot about the world and how lots of people do not have clean water or electricity. We learned about how solar energy works and how you can use it to cook food or warm water if the temperature is high enough. We also learned about parabolas, energy conversion and graphs.

Our experiments work quite well but we found it hard to get our oven warm enough to get the water to the temperature we needed to. It was not a sunny day so we had to use a lamp to generate light and



Group 3:

This STEAM day was a lot of fun and we learned a lot from the lessons. We spent lots of time talking in our group and trying to make our solar ovens together. Our group worked well but we all had different ideas how to do things and that sometimes made things harder.

It was interesting to learn about people in other countries who don't have access to water and power and we didn't know how big a problem it was. Making the different kinds of solar ovens was fun and it was interesting to see how they are supposed to work. The weather was too cold to use them outside, so we had to use lamps to melt the

Group 4:

The STEAM activity day was very interesting and we all really enjoyed it. We leant a lot of different things through the day including how solar energy works and how you can use the sun's energy to heat things. We had to use some materials to make some different types of solar ovens to cook marshmallows and to try to heat some water and record the temperatures.

We were split into 4 groups and each group had to work together to do all the tasks, this was fun as it made us all a bit competitive against each other.

We learned about how lots of people in the world do not have running water or electricity and have to find other ways to cook or wash. We learnt about how shapes can focus light energy and change it into heat energy. We learnt about how to make water safer to use for cooking or drinking and how to make a solar oven using simple household materials.

Class 6: Cathedral Catholic Primary School

Our class participated in a STEAM related day of activities with the support of Lancaster and Morecambe College as part of their Erasmus+ school project STEAMitUp.

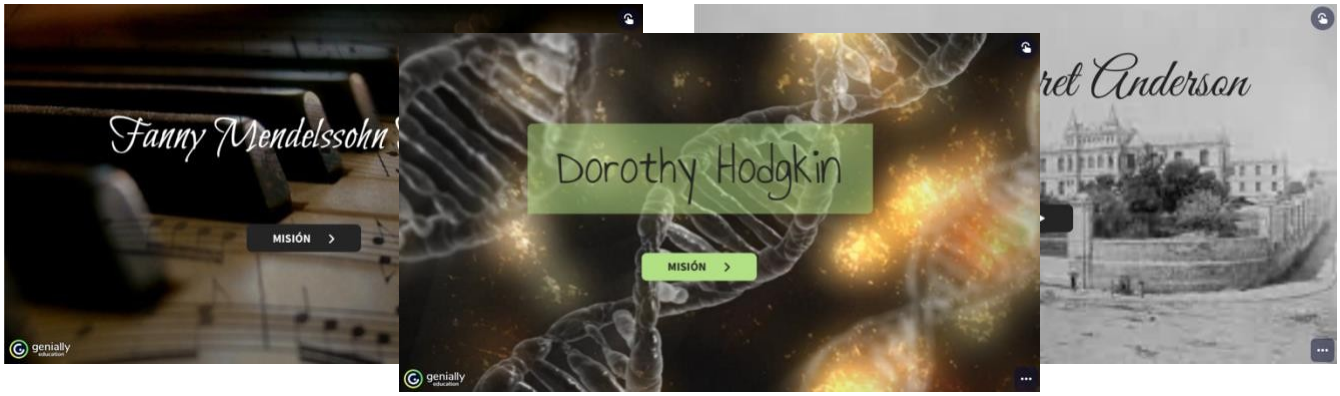
The College provided us with a selection of resources based on the topic of solar energy and the concept solar cooking. The resources included a lesson plan and an extended workshop outline that we used to guide our activities.

LMC kindly presented the class with a short online introduction to the project and explained what we would be doing throughout the day. Unfortunately, they were unable to participate during the day as we were not allowed to welcome visitors to the school due to the national lockdown.

The day was a great success (despite the lack of actual solar energy) and the groups loved undertaking the different activities and experiments. We had to simplify some of the experiments as they were slightly too advanced for the students. We also did not have all of the necessary resources to complete every stage of the activities, this was due to the

Title	Women in Science: Scratch and HTML
Type	☐ Workshop Plan ☐ Thematic School Day Plan ☒ Poster(s) ☒ Video ☒ Other
Evidence *(e.g. video or image)*	Video (Makey-Makey.mp4) Images (Cartel_thematic-day.png, Taller de Programacion-1.png, Taller de programacion-2.png) File (STEAMitUP_IO1_Implementation_ES.docx, STEAMitUP_IO1_Implementation_ES.pdf) YouTube Videos (https://www.youtube.com/watch?v=wlcVoFZvtj0 and https://www.youtube.com/watch?v=KLOxIPhK3EM) Final challenge: Breakouts Videos
Content	Within the artefacts

Final challenge: Breakouts



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Title	"How can masks prevent the transmission of germs through the air?"
Type	☒ Workshop Plan ☐ Thematic School Day Plan ☐ Poster(s) ☐ Video ☐ Other
Evidence *(e.g. video or image)*	Presentation ((PDF file in English and Greek language))
Content	Within the PPT (PDF file)
Title	Covid-19 Mask: "The warrior has his shield…We have our masks!!"
Type	☐ Workshop Plan ☐ Thematic School Day Plan ☐ Poster(s) ☐ Video ☒ Other
Evidence *(e.g. video or image)*	Leaflets (PDF file in English and Greek language)
Content	Within the files (Covid-19 Mask leaflet, Sign, Tips, Masks.pdf)
Title	"Building a Balloon Tower"
Type	☒ Workshop Plan ☐ Thematic School Day Plan ☐ Poster(s) ☐ Video ☐ Other

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Evidence *(e.g. video or image)*	Presentation (Balloons-Presentation-ENG.pdf, Balloons-Presentation-GR.pptx, Balloons-Presentation-ENG.pptx)
Content	Within the PPT (PDF file)
Title	"Building a Balloon Tower"
Type	☐ Workshop Plan ☐ Thematic School Day Plan ☐ Poster(s) ☒ Video ☐ Other
Evidence *(e.g. video or image)*	Video (Balloons-Video.mp4, Ballons-Video_ENG.mpeg both in English and Greek language, respectively)
Content	Within the Videos (Balloons-Video.mp4, Balloons-Video_ENG.mpeg)
Title	Colorful Cabbage
Type	☐ Workshop Plan ☐ Thematic School Day Plan ☒ Poster(s) ☐ Video ☐ Other
Evidence *(e.g. video or image)*	Images (Colorful Cabbage_01-07.jpeg)
Content	Within the Posters
Title	Skittle Rainbows (water, Milk and other candy)
Type	☐ Workshop Plan ☐ Thematic School Day Plan

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	☒ Poster(s) ☒ Video(s) ☐ Other
Evidence *(e.g. video or image)*	Videos (Skittle Rainbow-water.mp4, Skittle Rainbows_Milk and other candy.mp4) and images (Skittle Rainbow_01-03.jpeg)
Content	Within the Poster and Video
Title	Salt Activities
Type	☐ Workshop Plan ☐ Thematic School Day Plan ☒ Poster(s) ☐ Video ☒ Other
Evidence *(e.g. video or image)*	Images (Salt Sculpture_1-4.jpeg, poster salt.jpg)
Content	Within the Poster and Logbook (Salt_Logbook_English.docx, Salt_logbook_Dutch.docx, Poster_Salt.pdf)

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