

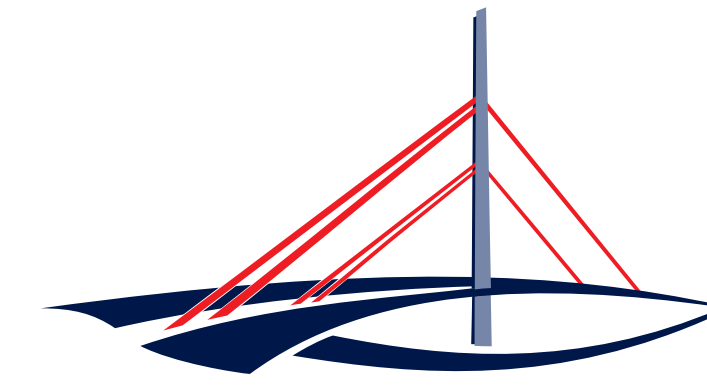


Strategic Alliance for integrated Water management Actions

Final
Conference

DykeDefenceClass – SEC Hamburg

Agency of Roads, Bridges and Waters (LSBG), Germany



Landesbetrieb
Straßen, Brücken
und Gewässer

Main Idea

Today, many local societies exist in floodplains, i.e. originally amphibious areas, without a socio-cultural relation to this quality of their living environment – the source of the known difficulties. In the times, when every inhabitant of such an area had the obligation to participate in dyking, very specific local cultures evolved, introducing a notion of this local quality into every aspect of local life, influencing behaviour and rules – without establishing permanent fears. The DykeDefenceClass aims towards such an “amphibious society”.

Approach

School classes accomplish phases of interdisciplinary project work in the fields of dyking and dyke defence, attended by selected experts. Integrated disciplines shall comprise language, geography and history, science and social sciences: self conducted in-School experiments – e.g. with a “DykingCrate”, exploration of the pupils living environment, “real life” experiments in natural settings and finally a competition for the best dyke defence, carried out on the premises of the training centre for dyke safety. Optional: accompanying artistic project work.

Results

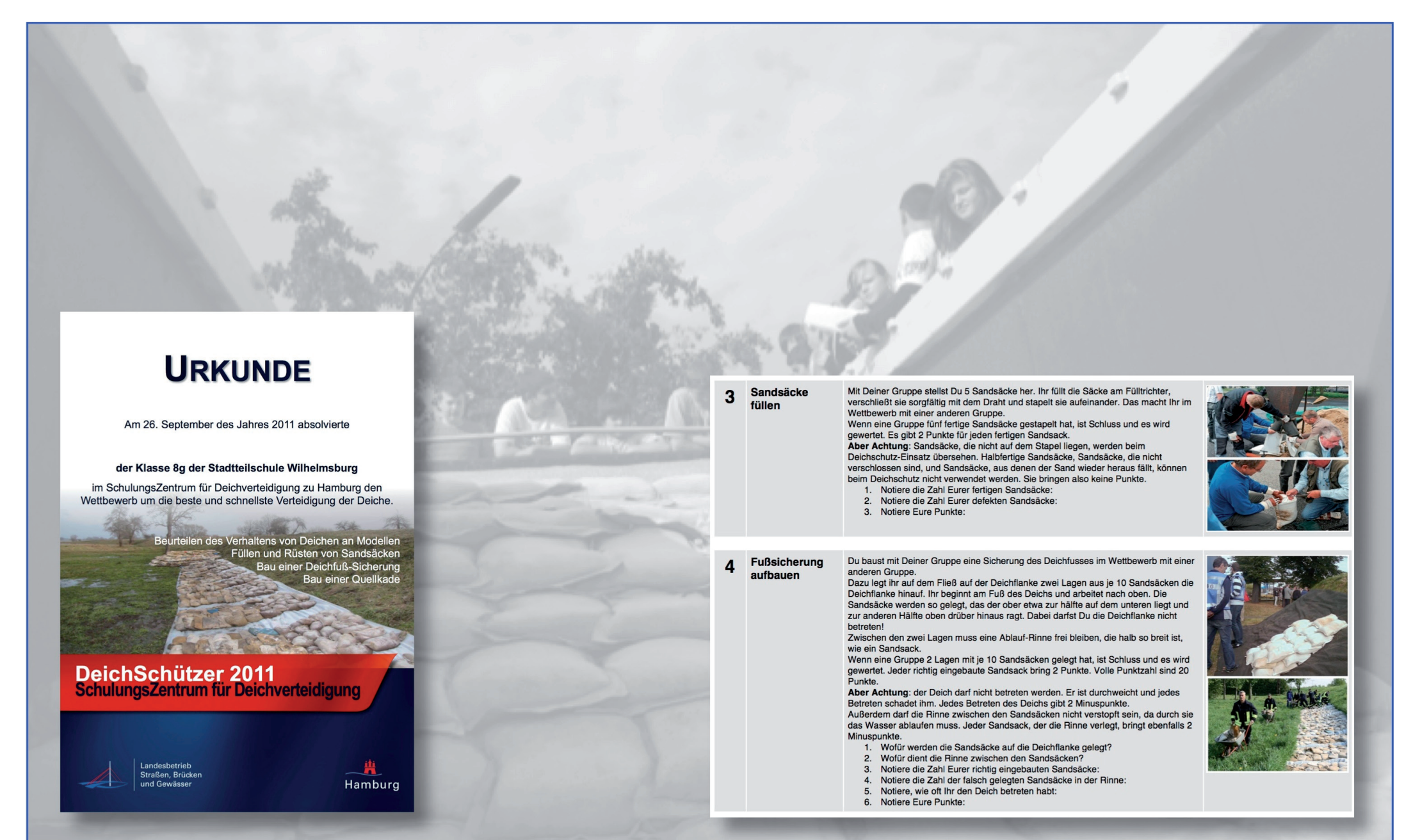
An 8th grade class of a comprehensive school in Hamburg-Wilhelmsburg has completed a first conceptual and abbreviated program. A brief introduction to the topic in class was followed by a self-staged dyke-breach-in-a-box experiment in class (DykingCrate) and the competition for the best dyke defence. The respective class has chosen dykes & storm surges as a central subject over the coming three years. At the end, the pupils intend to share their experience and knowledge, storm-surge-scouts in the favour of an adopted culture. Presently, they are very much at the beginning of this journey. This first cycle conducted brought forward two aspects: the things done and experienced in short had a strong impact and the sketched project phase and intended results surely require a broad and in-depth approach, rather expanded over a longer period of time to permit encounter and re-encounter, experience and recovery towards familiarity.

For the future...

It is intended to reserve an annual budget for a certain number of classes to conduct the project phase. Respective teaching material will be designed, produced and provided for each project class: preparative and teaching material for teachers and accompanying material for pupils (The DykingBook). Further information: Jeff Marengwa, LSBG

Contribution to SAWA

The idea evolved from the theoretical approaches to “Capacity building”, developed within SAWA, thus presenting one exemplary implementation of these approaches.



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