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**PROGRAM GLOBE**  
MIĘDZYNARODOWY PROGRAM EDUKACYJNY W POLSCE



## ***Globe Annual Conference for Europe & Eurasia 2014 Cyprus***

# **2013-2014 in Poland**

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# Every year we do a lot of activities

- GLOBE Schools Directors Conference 2014 - about 60 people
- GLOBE Teacher Conference 2014 - about 60 people



# GLOBE Games 2013 - Darłowo



about 250 people







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# ALBEDO





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# Bunkers





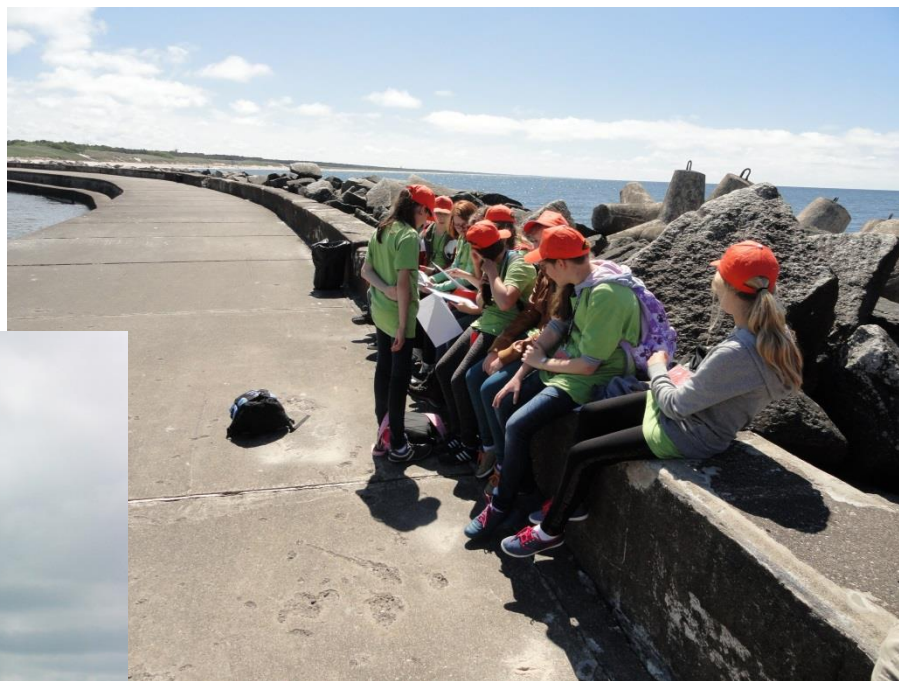
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# How ports looks and WHY, WINDS, DIRECTIONS







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# Repers







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# emergency clothing





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# wind energy, windmills







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# Marine nodes





# timesheets

## • FINAL10



### Test II – 10.05. STANOWISKO B Nr grupy ..... i uczeń .....

Wędy – szkole podstawowe (maks 12 pkt)



1. Obwiąż pętelę jak prawidłowo związany węzeł demonstracyjny graco ucnia ZSII w Carlowie. Węzeł musi być do umocowania na palu i do parowania. Zapewnia mocny chwyt, nie ślizga się i nie zalega. Podwójny chwyt chroni linę od przeszerania się.

2. Podkreśl się związany demonstracyjny węzeł. Skreślaj się z podpowiedzi na rysunkach poniżej. Kolejni uczniowie mogą podjąć próbę. Zadanie zostaje wykonane po osiągnięciu przynajmniej jednego poprawnego węzła graco grupy. (2 pkt)



3. Obwiąż pętelę jak prawidłowo związany węzeł ratowniczy demonstracyjny graco ucnia ZSII w Carlowie. Węzeł używany jest bardzo często, a umożliwiające sprawnego wzięcia obrotowego każdego łopata. Za jego pomocą robi się na łodzi try odo do umocowania, może być także użyty do polgarnia dwóch lin. Jednak jego zastosowanie to zabezpieczenie obrotowe w trudnych warunkach pracy na polach, za burtę lub na wysokości. Pęta tego węzła nie zalega się, nawet przy dużym obciążeniu.

4. Każdy z uczniów związany węzeł ratowniczy na szkie albo w relacji, według instrukcji ucnia ZSII luba punków. Zadanie zostaje wykonane po osiągnięciu przynajmniej jednego poprawnego węzła graco grupy. (2 pkt)







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# 2012-2014



additional subprojects – 3 modules  
Research Campaign in Poland

- extension of the GLOBE Program formula, **additional educational activities**, designed in Poland
- collaboration with **scientists** to extend previous studies of students under 3 modules:

Module A. Diagnosis and counteracting the effects of flooding

**Module B. The study contamination of the atmosphere**

Module C Satellite climate lesson (by teachers) -18 scerios



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# Every year

Basic workshops for  
new teachers spring  
and autumn –  
about 20 teachers  
each







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## additional elements of our workshops

We've added to the our GLOBE training program two elements:

1. planning field classes for students using Google Earth and GPS
2. download satellite images from the EarthExplorer portal and creation composition in MultiSpec



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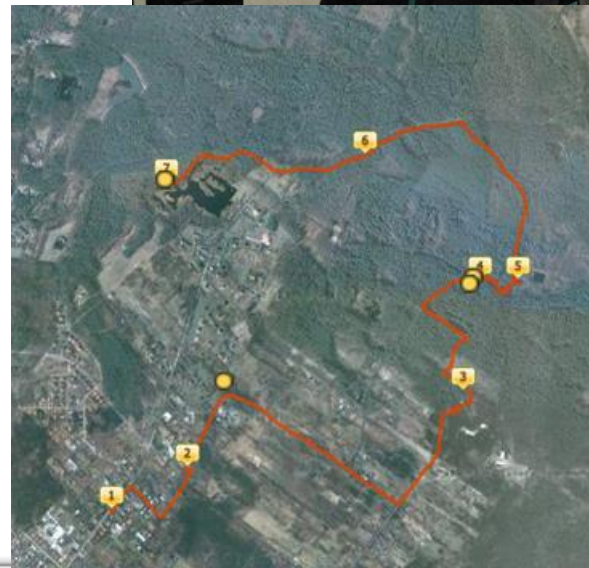


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# 1. planning field classes for students


- a. Preparing points and classes routes using Google Earth and load them into the GPS, or download prepared earlier educational path
- b. register routes in the field using GPS and then importing it into Google Earth to develop the details (eg. assessment of the distance)





## 2. download satellite images from the EarthExplorer

<https://earthexplorer.usgs.gov/>


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Enter your user affiliation and data usage information. This information helps us do a better job of addressing your needs.

1

### User Affiliation/Data Usage Information

In what sector do you work? (Please select only one answer.)

\*Sector: General Public

\*Which of the following characterizes you as a user of remotely sensed data from USGS? (Please check all that apply.)

- ☐ Data provider (provide data for someone else to use)
- ☐ Product developer (create products derived from Landsat imagery, such as land cover maps)
- ☐ Technical user (work on technical issues specifically related to the imagery, like calibration and validation)
- ☒ End user (apply data or products derived from the data to accomplish my work, including scientific research and education)
- ☐ Manager (supervise technical and/or end users; also may make decisions based on work which uses the data)

Other (please specify):

\*Does your work use remotely sensed data from the USGS?

- ☐ Yes
- ☒ No

What is the primary application for which you have used remotely sensed data from USGS in the past year? (Please select only one answer.)

\*Primary Data Usage: Education: K-12

\*In addition to the primary application, in what other areas have you used remotely sensed data from USGS in the past year? (Please check all that apply.)

- ☒ I have not used it in other areas
- |   |  |
|---|--|
| <input type="checkbox"/> Agriculture forecasting                                    | <input type="checkbox"/> Agricultural management/production/conservation |
| <input type="checkbox"/> Alternative energy exploration/development                 | <input type="checkbox"/> Assessments and taxation                        |
| <input type="checkbox"/> Biodiversity conservation                                  | <input type="checkbox"/> Climate science/change                          |
| <input type="checkbox"/> Coastal science/monitoring/management                      | <input type="checkbox"/> Cryospheric science                             |
| <input type="checkbox"/> Cultural resource management/anthropology/archaeology      | <input type="checkbox"/> Defense/national security                       |
| <input type="checkbox"/> Ecological/ecosystem science/monitoring                    | <input type="checkbox"/> Education: K-12                                 |
| <input type="checkbox"/> Education: university/college                              | <input type="checkbox"/> Emergency/disaster management                   |
| <input type="checkbox"/> Energy /metals/minerals exploration/extraction/development | <input type="checkbox"/> Engineering/construction/surveying              |
| <input type="checkbox"/> Environmental regulation                                   | <input type="checkbox"/> Fish and wildlife science/management            |
| <input type="checkbox"/> Fire science/management                                    | <input type="checkbox"/> Forest science/management                       |
| <input type="checkbox"/> Geology  | <input type="checkbox"/> Hazard insurance                                |
| <input type="checkbox"/> Humanitarian aid   | <input type="checkbox"/> Law enforcement                                 |
| <input type="checkbox"/> Land use/land cover change                                 | <input type="checkbox"/> Public health                                   |
| <input type="checkbox"/> Range/grassland science/management                         | <input type="checkbox"/> Real estate/property management                 |
| <input type="checkbox"/> Recreation science/management                              | <input type="checkbox"/> Rural planning and development                  |
| <input type="checkbox"/> Software development                                       | <input type="checkbox"/> Telecommunications                              |
| <input type="checkbox"/> Technical training   | <input type="checkbox"/> Transportation                                  |
| <input type="checkbox"/> Urban planning and development                             | <input type="checkbox"/> Urbanization (e.g., growth, sprawl)             |
| <input type="checkbox"/> Utilities  | <input type="checkbox"/> Water resources                                 |

Other Application:

Over the next year, approximately how much of the remotely sensed data you acquire from USGS will you distribute to others to use as opposed to using it yourself? (Please select only one answer.)

\*Distribution Amount: None of the data

Over the next year, how important will free and open access to remotely sensed data from USGS be to conducting your work? (Please select only one answer.)

\*Access Importance: Very Unimportant

Cancel Continue

\* = Required Field

Contact [Customer Services](#) if you are a business partner or if you qualify for special ordering options.

2

### Contact Information

\*First Name:

\*Last Name:

Company/Organization:

\*Address 1:

Address 2:

\*Country: Select a country

\*City:

State/Province:

Example: SD, South  
Dakota, sd, south  
dakota

\*Zip/Postal Code:

\*E-mail:

Alternative E-mail:

\*Telephone:

Example:  
XXXXXXXXXX, XXX  
XXX XXXX, XXX-  
XXX-XXXX. (Phone  
# used only if we  
have questions  
about an order)

Fax:

Cancel Continue

\* = Required Field

3



USGS Registration

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resolution

## LANDSAT 5 – start 1984

- **Thematic Mapper (TM):** 30 m (MS) i 120 m (IR)

## LANDSAT 7 – start 1999

- **Enhanced Thematic Mapper (ETM+):** 15 m (PAN), 30 m (MS) i 60 m (IR)

## LANDSAT 8 – start 11 luty 2013

- **Operational Land Imager (OLI):** 15 m (PAN), 30 m (MS, IR); TIRS: 100 m





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# MultiSpec

