



Project
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THE AWARENESS CAMPAIGN in Jordan, Lebanon and Palestine

ARCS and The Water Right Foundation (WRF) will implement an awareness campaign involving 18 schools in Lebanon, Jordan and Palestine. The campaign will be implemented through a training of trainers (ToT) methodology.

The WRF and ARCS will produce an educational kit and the WRF experts will train a selected group of students and teachers (one group for each country), during specific field missions in the countries. After the training, the teachers will acquire the competences to replicate the activities to different classes.





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Duration of the training:

- 1) Field visit (half day). The first activity will be a field visit to the pilot projects and to the schools involved;
- 2) Meeting with school teachers and students for the presentation of the materials, adapting the kit to the specific context of the country- 2 hours;
- 3) Training (ToT) of the selected groups of students/teachers and explanation of the educational kit – 3 half days (4 hours each).





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Technical details of the educational kits to be produced in the target countries are:

- 1) four A4 plastic cards (strong paper);
- 2) two A0 boards (thick banner);
- 3) one A4 folder with rubber band, 2-4 cm. high;
- 4) approx. 1 kilo of modeling clay.

The Planet Earth balloon will be furnished by the Italian partners, as well as the electronic file of the materials.





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ACTIVITY 1 – THE BLUE PLANET

The Blue Planet exercise aims at understanding:

- the distribution of water on the Planet
- water is a limited resource

The Earth is commonly called the Blue Planet: can you tell me why?

- *Inflate the planet-shaped balloon*
- *Launch it into the air by asking the students to catch it with two hands*
- *Ask the student who has the balloon if his hands are touching the ground or water (if in doubt, count the tip of the thumb)*
- *Repeat several times, scoring the results on the blackboard*





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ACTIVITY 1 – THE BLUE PLANET

At this point, there will be a discussion on these points:

- *Are fingers touching the ground or the water?*
- *Is the amount of water on the planet huge or not?*
- *If the quantity of water on the planet is so high, why is it so limited in the place where you live?*
- *Is fresh drinking water an infinite resource, or a limited resource?*





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ACTIVITY 2 – THE WATER CYCLE

The activity aims at:

- describing the water cycle
- identifying the three states of water: solid, liquid, gas
- understanding the impact of climate change (global warming) on the water cycle

- *Call three students and give them one of these three signs: H - H - O*

- *Explain the composition/creation of a water molecule and the difference between the three states in which you can find it in nature*

- *By using the game board-water cycle, ask students to "mime" the path of the water during the cycle, providing the necessary explanations.*





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ACTIVITY 3 – THE SUM OF PARTIES

The activity aims at:

- identifying the main water pollutants
- raising the awareness of the students concerning the individual and collective responsibilities related to pollution

Identification of the major water pollutants:

- Distribution of the drawing card to the students. Ask them to explain the different uses of the water as they appear in the card and solicit discussion on the following points:

Do the human activities described in the drawing have an impact on the quality/ quantity of water that have been used?

What impact do these activities have on human health?





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ACTIVITY 3 – THE SUM OF PARTIES

Raising students' awareness about the individual and collective responsibilities related to pollution.

Roll out the game board-river on a table or on the floor. Assign an area of the board to every child-group of children, telling them that they have taken over the management of the sector in which they can decide to start any activity/ industry/ job. Deliver paper and pencils and let the students draw or describe their activities. Put the drawings on the relevant sectors. Ask the students-group one by one to describe their activities, the use of water connected and identify the actions that cause water pollution. Any action which has consequences on the river will be represented by a small object that will be placed on its specific sector. Now the objects symbolizing pollution and pollutants are passed over sector by sector from the first (left) to the last (right).





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ACTIVITY 4 – LET’S SAVE THE RAIN

This activity will focus on rainwater harvesting; school students will be asked to build their own pilot rainwater harvesting system.

This game will be a learning by doing activity since students will understand how a rainwater harvesting system works and may be build on almost every household. A focus will be dedicated to different possible uses of rainwater harvested.

