

Youth, Education and Awareness -Creation: Valuing Water

WORKSHOPS VALUING WATER: ENGAGING CHILDREN AND YOUTH

Muscat, Oman, September 18th, 2022



Water and humanities workshops

These two workshops were held under my supervision, together with Iman, a water and irrigation expert.

- Workshop in Kindergarten, Kerman, Iran, Des, 24, 2019
- Workshops in Elementary School, Kerman, Iran, Jan. 15, 2020



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First step: Hidden treasure Brainstorming about what treasure may hide in the middle of the class (A glass of water in a box)



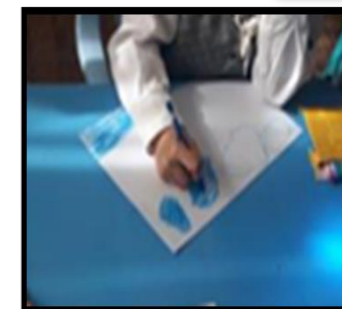
Second step: The cycle of water on earth was explained to the children



Third step: Considering problems and access to water The children discussed with us old and new ways of water preservation, bad usage of water and also what others can do to ensure improvement.



Fourth step: Painting with pastels and pencils



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The Children were encouraged to make vases with clay. During the activity, we explained the old ways of preserving water, especially keeping water in jar then each child was given a jar as a gift. After washing their hands, the children returned to the classroom to have a snack. They ate a sticky cake specially prepared for the occasion. As they were now encouraged to wash their hands, the faucet was turned off and they could not wash their hands. If the tap water was turned on after 5 minutes, but in this short time, in cooperation with their teachers, the children found good solutions to clean their hands and learned about the importance of water as well as ways to reduce water consumption.



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For this program, 4 activities were applied for special age groups; every activity has a special reason; the first activity was used for ice breaking.

In the second activity, the result depends on domains of development, so the methodology must be adapted to the age group. For example, for older children, it is better than the procedure to focus on the technological base of water-related challenges and use PowerPoint presentations and also short films, use digital tools, such as tablets, and also design projects together.

Middle childhood can better interpret others' emotions and are more aware of the emotional display. The 5th graders and preschool children were active and enjoyed the water workshop. They can work more creatively. Many children already at this age have great ideas on how to save water or use local resources, but it is better to help them write their ideas because they have great potential.

With **young children**, because of child developmental domains, it is better to set out art materials, puzzles, and games to involve young children better and also use objective experimental to understand better in the face of child development periods, for example, in the drawing, most of them drew the cycle of water.

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Brainstorming

How are water and mental health related?

How are climate change and mental health related?

How can we convince others to invest in this area?

How can we use technology for this issue?

Who can help us? Stakeholders? NGOs? Organization?

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THANK YOU!

