

# 112! The World Is Thirsty

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## How did the experience originate? , what concerns or needs do you respond to?

In the field of science, the 1<sup>st</sup> year of Middle School studies the urban water cycle. We wanted to connect this section of the agenda with an attial objective: to make our students feel responsible for the environment and act accordingly. The purpose is for them to be responsible citizens and consumers. To do this, they need not be indifferent, that they value the environment and know how to conserve it.

To get attention, you start with a motivating question: is the water we drink now the same as dinosaurs? And, with a presentation power that makes us aware of the necessary amount of water for consumption and for the industry.

The name of the project puts us on alert:

- 112 is the number of medical emergencies. All the students know it.
- That the world is thirsty is an emergency. In the literal sense, climate change is a reality and the lack of water is and will be an emergency.

## Purposes

Through different tasks and activities, students are informed of:

- Where's water.
- How the water moves.
- Where the water we consume comes from.
- What do you need the water for.
- Why the amount of water on the planet is preserved.
- Which waters are suitable for consumption.
- How water is returned to the medium after use. (visit a sewage treatment plant and make one in the laboratory where they filter different water)
- How water is contaminated and how we can minimize its contamination.
- What we can do to minimize water consumption and maintain more responsible consumption.

## What is it?

It consists of a Learning Itinerary for ESO 1st graders (12-13 years). From the question: If *the water is preserved, why should it be saved?* students, guided by the teaching team, for about 30 hours in which they work for Cooperative Groups, learn more about the urban cycle of water (the natural cycle is remembered although it has already been worked on In Primary). They have, as the final product of the project, a water awareness campaign, in which they involve the entire educational community.

During work, they tell the school administration if there is any water leak at any of the school's water points that need to be repaired, as they are checked. They also signal them with messages that invite them to maintain responsible consumption. They explain their conclusions to all peers of all educational stages of the center: other Middle school courses, Hogh School and Training Cycles. They also explain the result to the families of the level.

**What are the assessments of the experience, what impact does it have on children, families...? (some testimony may be made)**

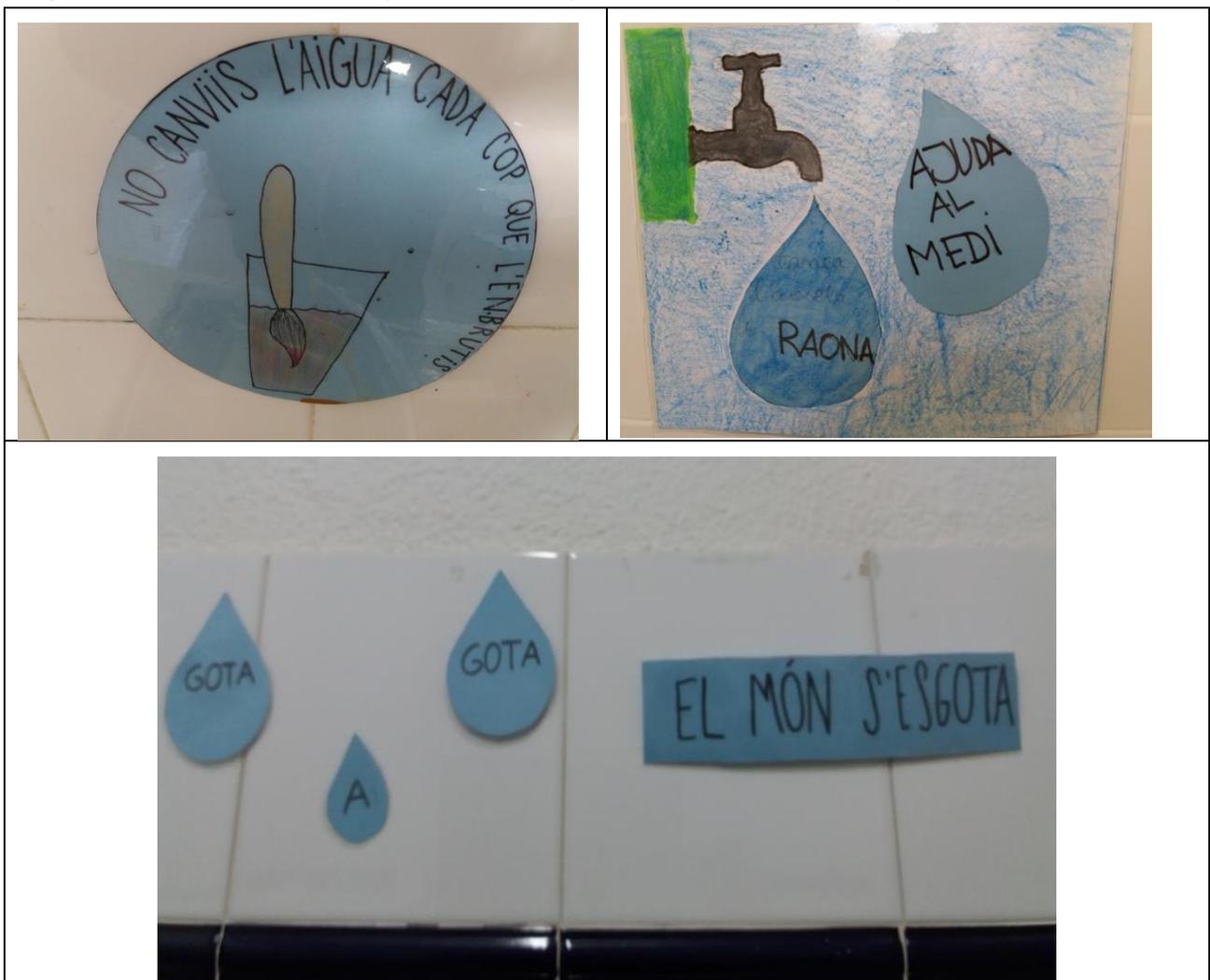
At the end of the work, students know and understand the natural cycle and the urban cycle of water. In addition, they end up highly mentalized about the need to maintain responsible consumption to improve the habitability and conservation conditions of the planet. They, convinced of this need, are their main ambassadors in their immediate school and family environment. They become responsible consumers and try to make others so are.

Families, who have helped them over a project weekend because they had to measure household water consumption, value the experience positively and, when questioned, become more aware of the situation and take action for more responsible consumption.

Students in other school courses appreciate the reflection and remember it when using the school's water points where they find messages that invite them to be consistent and make more responsible use.

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Images of some of the awareness posters that are placed in the different water points of the school:





Visit to an urban sewage treatment plant.



Water treatment plant made by students.



Comparative analysis of water after leaking into the scrubber.



Waters collected at different locations for analysis in the laboratory.



Analysis and research in the lab.



Photo of the exhibition before the students of High School.