

# Water resource: knowing and protecting it

## INVESTIGATIVE JOURNALISTS



### SURVEY TO UNDERSTAND THE KNOWLEDGE OF LOCAL COMMUNITIES ON 'WATER' ISSUES

In this activity, pupils are asked to momentarily put their student role aside and put on the role of reporters: how much do you think your parents, friends, neighbours or even your fellow countrymen know about water, especially the little-known aspects of global water crises and other topical issues related to this vital commodity?

We invite you to investigate one or more of the topics addressed in the teaching materials posted on the platform (brochures and fact sheets on the topics "Water: Blue Gold" and "Tap Water"), by creating a multiple-choice questionnaire, to be submitted to your acquaintances or to the pupils of the other classes in the school (or even, in the case of older pupils, to your fellow citizens in public squares, markets or other places they frequent).

Objectives, procedures, specific topics, targets to be investigated and any other aspects will be decided by you together with the teacher.

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### OBJECTIVES TO CHOOSE FROM (even more than one)

It is important to define what the final objectives of the work you want to undertake are. Here are some opportunities.

1. Through the interview provide an opportunity for reflection: each question can be followed by useful insights to raise awareness among the survey recipients.
2. Produce a final report of the responses obtained to understand which aspects are less known to the community, with analysis and reflections.
3. Once the responses have been analysed and the major gaps understood, create awareness-raising actions through posters or information leaflets and creative promotional slogans (e.g. to be distributed in schools).



## MODES OF IMPLEMENTATION (in relation to the age of the pupils)

Choose the most appropriate modalities together with the teacher:

1. Questionnaire to be filled in on paper or on-line forms
  2. Questionnaire that can be carried out individually, in small groups or through a single class activity
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## TARGET (EVEN MORE THAN ONE)

1. Family members/relatives
  2. Friends/neighbours
  3. Students from other classes or neighbouring schools
  4. Interviews with passers-by (at public squares, local markets, etc.)
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## MACRO TOPICS TO INVESTIGATE (even more than one)

Here are some examples of topics. We suggest choosing more than one, mixing them together and including topics that relate to current events and people's lifestyles, in order to pursue behavioural improvement in the community through the work undertaken.

- History of Water on our Planet
- Relationship between humankind and water in the past
- Water availability in the world and the water crisis (reasons and/or consequences)
- Pollution (also in relation to local situations)
- Water in Italy and Europe
- Climate change and water-related migration
- Biodiversity crisis and fish sources
- Wars for the blue gold
- Water and the future: what has changed and how much more needs to be done
- The role of all of us in this crisis scenario



## POSSIBLE OUTPUTS TO BE PRODUCED

1. Billboards, posters with slogans and awareness messages
2. Topic Guides
3. Newspaper articles
4. Photographic report with significant images and accompanying captions
5. PowerPoint presentations illustrating results
6. Other learning outputs

## Important rivers, important cities

Think of all the cities of great geographical importance that were built on rivers: Paris on the Seine, London on the Thames, Rome on the Tiber, etc. The river is a fundamental building block of the city, of its transformations over time and of its image to the outside world.

In this activity, pupils are asked to carry out research to investigate precisely the relationship that exists between the natural element, the river, and the anthropic element, the city.

The work can be carried out in groups or individually and it is possible to carry out differentiated research by analysing different local situations, closer to us (in our regions) or even very far away (in Asia, Africa or America), comparing, at the end of the activity, the aspects that unite (or differentiate) the different contexts.

At this stage, choose a 'city-river' pair and delve into their relationship in the past, their relationship today and their future outlooks, highlighting positive factors and possible negative aspects.

### SOME ASPECTS TO INVESTIGATE

- how and when the city was born
- river-related activities
- river economy
- fishery resources
- links with other territories
- water quality
- pollution
- natural areas and ecosystem
- river-related well-being
- river-related social ties
- symbols, stories and legends of the river
- photographs and other documents that bear witness to the relationship between humankind and the river

