

ON WATER

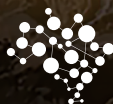
SUR L'EAU

« ON WATER », BY YANN ARTHUS-BERTRAND AND PHILIPPE BOURSEILLER A EUROPEAN INVESTMENT BANK EXHIBITION, BROUGHT TO YOU BY THE SCRIPT

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Teaching material



SCRIPT

Service de Coordination de la Recherche et de l'Innovation pédagogiques et technologiques



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Introduction

You have booked a slot to visit the [On Water](#) exhibition with your students.

In this part, you will find educational materials to prepare your school visit. These include numerous fact- and worksheets that allow you to:

1. prepare the fieldtrip beforehand with your class,
2. let your students explore the exhibition autonomously and
3. follow-up and further delve into some of the issues raised after your visit.

The different materials can be used independently of one another. It is the teachers' decision which ones to use and they are free to adapt the materials as they see fit. While some worksheets are more appropriate for either younger or older visitors respectively, most are adaptable for every age group.

It is recommended that the worksheets are downloaded onto computer tablets or smartphones. Should teachers nevertheless wish to print selected materials, it is recommended they use the more sustainable black and white copies. Pre-printed worksheets of the colouring pages are available on request on the website www.onwater.lu.

Throughout the class-project, we urge teachers to encourage their pupils to be creative and to produce their own photos, paintings, drawings, essays, poems, short videos, or even songs inspired by the [On Water](#) exhibition. Every teacher can easily upload their pupils' creations on www.onwater.lu.

Materials that will be of use to prepare the visit in class

In the first section, you will find different documents and videos to dig into the exhibition [On Water](#). They make great tools to use in class.

One possible starter is to let pupils do a brainstorm on [water](#). The worksheet **Brainstorming** helps to collect first impressions about which concepts the pupils associate with the word [water](#). This worksheet also guides the pupils through different viewpoints. If necessary, the teacher can include more questions that suit his or her class. In some cases, it might be sufficient to only use the first page of the worksheet, especially if the objective is to simply raise awareness about the topic of the exhibition.

The worksheet **Photographers** presents the curriculum vitae of Yann Arthus-Bertrand and Philippe Bourseiller and invites pupils to look up online relevant information on the artists (their past and current jobs, their hobbies and passions ...) and to subsequently present their findings to their peers.

The worksheet **Sustainable development goals** (SDG) introduces the [17 SDGs](#) adopted by the UN. The 17 clickable icons will encourage pupils to explore each one of the SDGs at their own pace on the internet. With regard to the [On Water](#) exhibition, the pupils could explain which SDGs they think would most probably be represented in the exhibition.

Quizzes and colouring activities

The different quizzes can either be distributed during the trip to and from the exhibition or be given to the pupils to do in their free time.

Different levels of water-themed **Sudokus** and **Word puzzles**, as well as a **Mandala** and **Coloring pictures** are the materials available in this section.

During the exhibition

Different worksheets are available to be used during the exhibition.

The worksheet **Exploring** asks pupils to select both their favourite and least favourite photograph. Their selection arguments can be based on either the photograph's compositional features or the content they represent. The pupils will have the opportunity to describe what they see and how that makes them feel, as well as hypothesize about which information or message is conveyed through the image. After the initial description of physical features and thoughts and feelings evoked, the focus can be put on precise visual elements and compositional features, like, for instance, colours and colour-range, shapes and lines, symmetry and balance. This formal analysis can lead to a very personal interpretation of the meaning and/or the message of the image. To further explore the subject, please refer to the [studentartguide](#). Keeping in mind that the pupils might need additional information to completely understand a picture, feel free to encourage them to express their thoughts and feelings freely.

The worksheet **Exploring the SDGs during the exhibition** - ideally to be used as a follow-up to the worksheet **Sustainable development goals** - allows the pupils to explore some of the SDGs in an artistic context. Additionally or alternatively, the teacher might ask the pupils to identify a couple of pictures that relate to one of the following SDGs : *No poverty* (SDG1), *Sustainable cities and communities* (SDG11), *Responsible production and consumption* (SDG12), *Climate action* (SDG13), *Life below water* (SDG14), *Life on land* (SDG15), *Peace, justice, strong institutions* (SDG16). While this worksheet can be adapted to the requirements of any age group, it might suit older students more.

The worksheet **Scavenger hunt** contains multiple smaller scavenger hunts that can either be completed simultaneously or one at a time. The first hunt has the pupils read the captions to identify the authors of the pictures. The second hunt invites pupils to have a closer look at the exhibited pictures to help them recognize that some of the pictures contain water in the three physical states. The third hunt requires students to look at all the pictures in detail. For the fourth hunt, they will need to read the captions again and to identify the location of given countries, pupils might have to use an atlas or Google Earth/Maps or similar apps on their mobile devices. If teachers would like to further delve into the geographical dimensions of the exhibition, they might find the worksheet **Worldmap** come in handy.

The worksheet **Reflections** allows for two alternative approaches. The first one refers to the 13 statements that are displayed throughout the exhibition. Pupils are encouraged to read through them and to discuss the one that speaks to them most. Subsequently, they should identify those pictures in the exhibition that most accurately translate their favourite statement.

The alternative approach is to reflect on one (or more) picture series. What do they have in common in terms of compositional features? What messages do they carry and how are these messages connected to each other? Does anyone of the 13 statements reflect the story the pupil developed?

After the visit – follow-up activities

For educational purposes, photos of the exhibition with the corresponding captions can be accessed online once you have logged on to www.onwater.lu with your teacher credentials. Furthermore, a downloadable PDF catalogue of the exhibition is available. With the help of these tools, the pupils can refresh their memories of some of the pictures and, in turn, reignite their own thoughts and ideas.

Back in the classroom, and depending on the interests the teacher and the students developed during their visit, there are numerous possible follow-up activities. As a start, it can be useful to summarize and discuss the notes taken during the visit. Students could compare their favourite and least favourite pictures. What do these pictures have in common? Is it the artist's style, the topic, the location...?

In case the class worked with the Sustainable development goals, comparing the thoughts the pupils developed during the exhibition and how they relate to them can be an interesting exercise. The pictures show life and water all around the globe. The teacher could invite the pupils to compare their own lifestyle with the depicted situations on a social, cultural, or economical level. One way to introduce this activity is to show pupils the picture of the women carrying water across long distances and then ask students how many steps they have to take to get a glass of water.

The pupils could then learn more about their own consumption by thinking about how much water they use in daily life, real water and virtual water. How are sewage waters treated in Luxembourg? What can each one of them do to reduce their water footprint? Which ideas and actions will the students come up with? These are just a few hints amongst many others. The website of the [Luxembourg water authority](http://www.aewa.lu) can be a useful resource in that respect.

The pupils could also use this opportunity to learn more about life and lifestyles in other countries, for example by locating them on a map and looking up relevant information. What interesting finds will your class make?

Among the tools available on the exhibition-website, you will also find the special edition of the essay [ON WATER](#) by Yann Arthus-Bertrand. Please note that it is also available in a split-up format in worksheet **Split-up essay ON WATER – Special Edition**: (1) *Life with Water*; (2) *Water and the consumer*; (3) *Water: not all is fresh*; (4) *Water catastrophe*; (5) *Water for hope*; (6) *Return to the water of life*. This split-up presentation allows teachers to adapt a variety of activities to different age groups. For example, it is possible to choose to study only one of the chapters in detail, either in the context of group work or individual work. Or else, it is possible to have different groups explore individual chapters and then discuss their results with the whole class afterwards. Another option would be to let the students research the topic they are interested in the most in more depth.

Other follow-up activities would be to make water-based experiments. How can I produce my own drinking water in the midst of the desert? How can I build my own water-filter? How can I reproduce the hydrological cycle in a jar? Links to these and many more experiments are listed on the website www.onwater.lu.

After you have logged onto www.onwater.lu you will find some interesting reviews of fiction and non-fiction books about water both for children and adolescents as well as for adults. The intention is to offer a broad literary overview of the subject, therefore we have included picture books for young children but also illustrated books by the exhibited photographers as well as dystopias and political books on water.

Why not go on a fieldtrip and visit [SEBES](#) or [SEO](#) or a municipal sewage plant? Why not do some water sports at the [Base nautique in Lultzhausen](#) or go on a hike along the [Wassersenneswee](#) to reflect on water and life? Why not visit the [Wassererlebniszentrum Kalborner Mühle: Zentrum für aquatische Umweltbildung](#) or participate in one of the informal activities of Luxembourg's three Nature Reserves.

Just across the border, you will find the [Geysir](#) in the Eifelregion or the [Grottes de Han](#) in Belgium, sites that translate into some of the pictures of the [On Water](#) exhibition.

The website [Bildung fir Nohalteg Entwécklung](#) shows additional workshops on sustainable development offered to schools by Luxembourgish NGOs.

Why not dive into contemporary art and explore Marco Godinho's *Written by water* art exhibition at the 58th International Art Exhibition – La Biennale di Venezia (11.5 – 24.11.2019)? You will find some interesting hints on the [Casino Luxembourg's](#) website.

This is a non-exhaustive list of how to follow – up on the exhibition. Whatever path you will choose to take with your class, please remember that the website www.onwater.lu offers a public platform where teachers can upload their pupils' productions inspired by the exhibition. Every artistic or personal expression format is welcome, be it poems, essays, photographs, paintings, drawings, songs, videos, etc... This will become the exhibition inspired by the exhibition. Do not be surprised to see Yann Arthus-Bertrand or Philippe Bourseiller comment on your students' work!

01 When you hear or read the word **water** what does spontaneously come to your mind?

02 Which movies do you know that relate to **water**? Give a short summary of your favourite!

e.g. Pirates of the Caribbean

03 Which books or stories do you know about **water**? Give a short summary of your favourite!

e.g. Melousina, Finding Nemo

04 Give a few examples of where you use **water** in your daily life?

e.g. waterpainting

05 Which songs do you know that relate to **water**? Can you sing one, or play one?

e.g. Singing in the rain

06 Which sayings relating to **water** do you know? What is their meaning?

e.g. A fish out of water

07 Which sports can be played in and on **water**?

e.g. swimming, skiing



**YANN
ARTHUS-BERTRAND**

Yann Arthus-Bertrand has always had a passion for nature and animals.

At the age of 20, he settled in central France and became the director of a nature reserve. At 30, he and his wife Anne carried out a study on lions in the Maasai Mara reserve in Kenya. As a hot-air balloon pilot, Arthus-Bertrand found his calling using aerial images to bear witness to the beauty of the earth and humanity's impact on it. For the first Rio Summit in 1992, he prepared a major photography project on the state of the world and its people entitled "Earth from Above".

He created the GoodPlanet Foundation, through which he launched the "7 billion Others" project. The basis of this project is simple: to meet billions of people living on the earth and gather their testimonies.

In 2009, he released the feature film "HOME" on the state of our planet, and in 2011 he directed two short films for the United Nations, one for the International Year of Forests and one on desertification.

In 2012, he founded a non-profit company, HOPE Production, and released the film "HUMAN". Together with Anastasia Mikova, Arthus-Bertrand has taken on the challenge of producing "WOMAN".



**PHILIPPE
BOURSEILLER**

Philippe Bourseiller a French photographer, has been exploring the earth's great natural spaces for almost 40 years. After working for the Sygma agency for several years, he went freelance in 1991, specialising in nature and the environment.

Always on the lookout for the perfect light to capture a landscape and the people living there, his wonderful images are a testament to the beauty of our planet and its fragility.

Since the 1980s, his comprehensive work on great natural spaces act as a real collective memory for future generations.

After volcanoes, glaciers, forests and even deserts, Bourseiller's work to immortalise great wild spaces has now brought him to the world of water.

Bourseiller, who works in extreme environments, is also a mountaineer, potholer and diver. A widely published master of lighting, colour and composition, Bourseiller is the only person to have been awarded the prestigious World Press prize five times, and has won the Visa d'or at the International Festival of Perpignan.

He has published 25 books translated into several languages and hundreds of his photos are exhibited in museums. He has had several major exhibitions in France and across Europe.



01 Which one of the SDG's is of most of interest to you? Explain why!

02 Which one of the SDG's do you expect to be represented during the **On Water** exhibition? Explain why!

A - Choose your favorite picture

01 Describe the chosen picture!

02 Who took the picture?

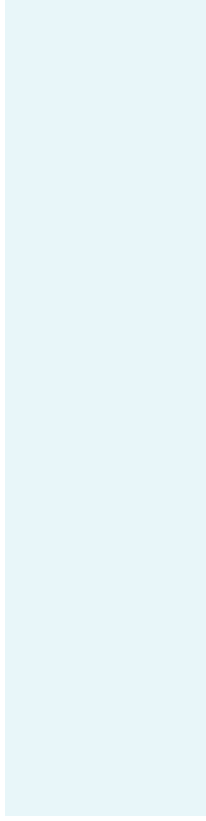
03 Where was the picture taken?

04 What makes you like this picture most/least?

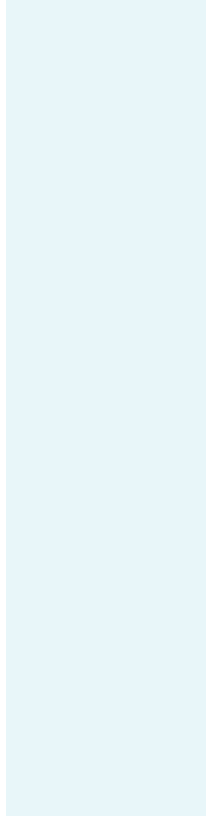
B - Choose your least favorite picture

A - Choose your favorite picture

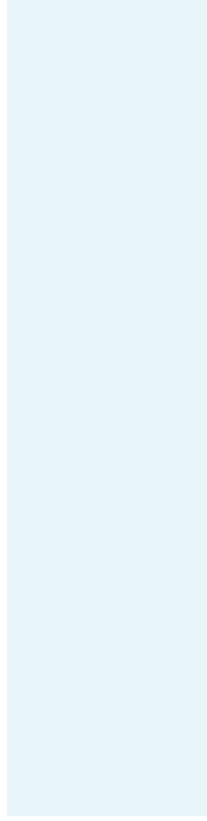
05 Which feelings does this picture evoke in you?



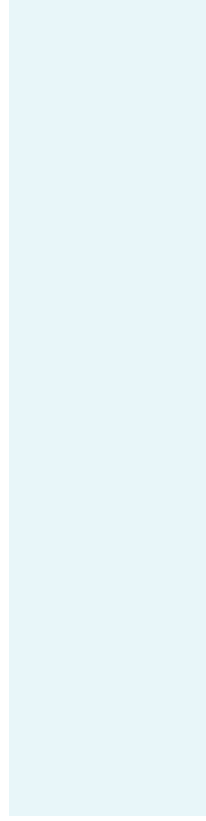
06 Which message does this picture convey?



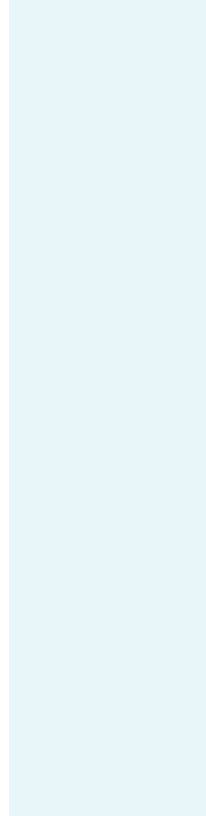
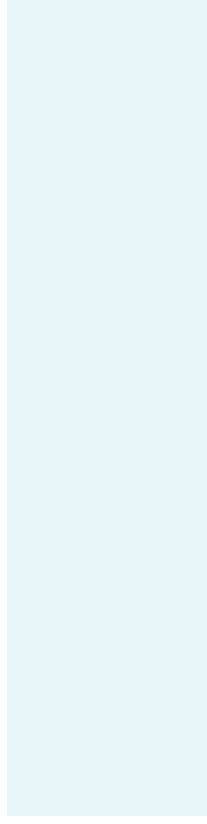
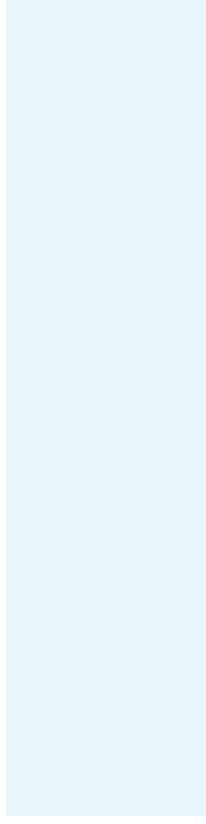
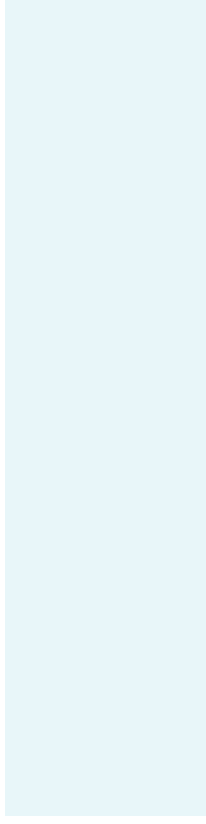
07 Do you see any link with your daily life?



08 Which questions does this picture raise for you?

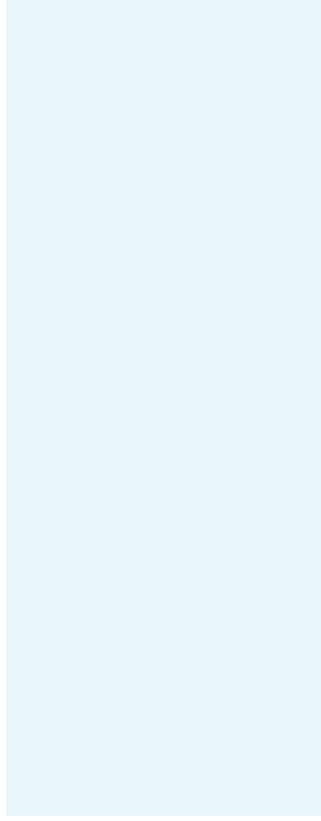


B - Choose your least favorite picture



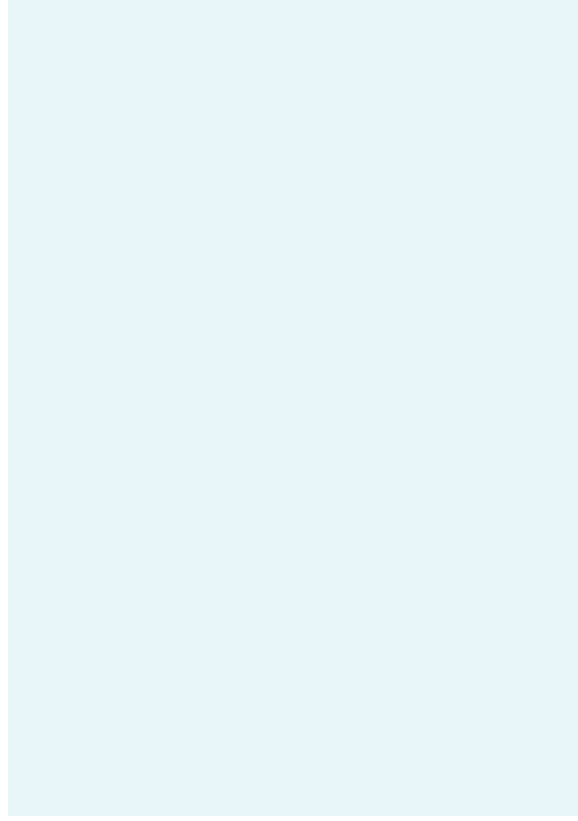
A - Choose your favorite picture

- 09** Which colors and shapes can be seen in this picture and how do they relate to each other?



B - Choose your least favorite picture

- 10** Sketch the picture!



Worksheet
Exploring the SDGs during the exhibition

01 Earlier in class, you have studied the 17 Sustainable Development Goals. Can you describe at least one that particularly appeals to you? Which picture in the **On Water** exhibition does particularly match your preferred SDG?

02 Explain why!

03 Can you describe this picture?

04 Which emotions does this picture trigger in you?

05 How does this picture relate to your daily life?

06 Where has the picture been taken and by which artist?

07 Which other SDGs are represented throughout this exhibition?



Worksheet Scavenger hunt

01 Link each picture to its author!



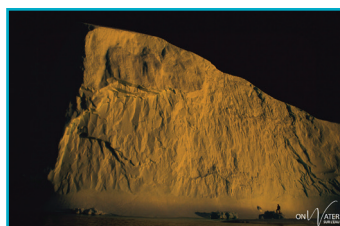
**YANN
ARTHUS-BERTRAND**



**PHILIPPE
BOURSEILLER**



02 Link the pictures to the different physical states in which water can be seen (solid, liquid, gas)?



03 How many... ?

How many pictures in the exhibition depict lakes?

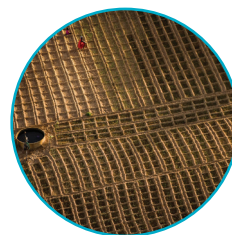
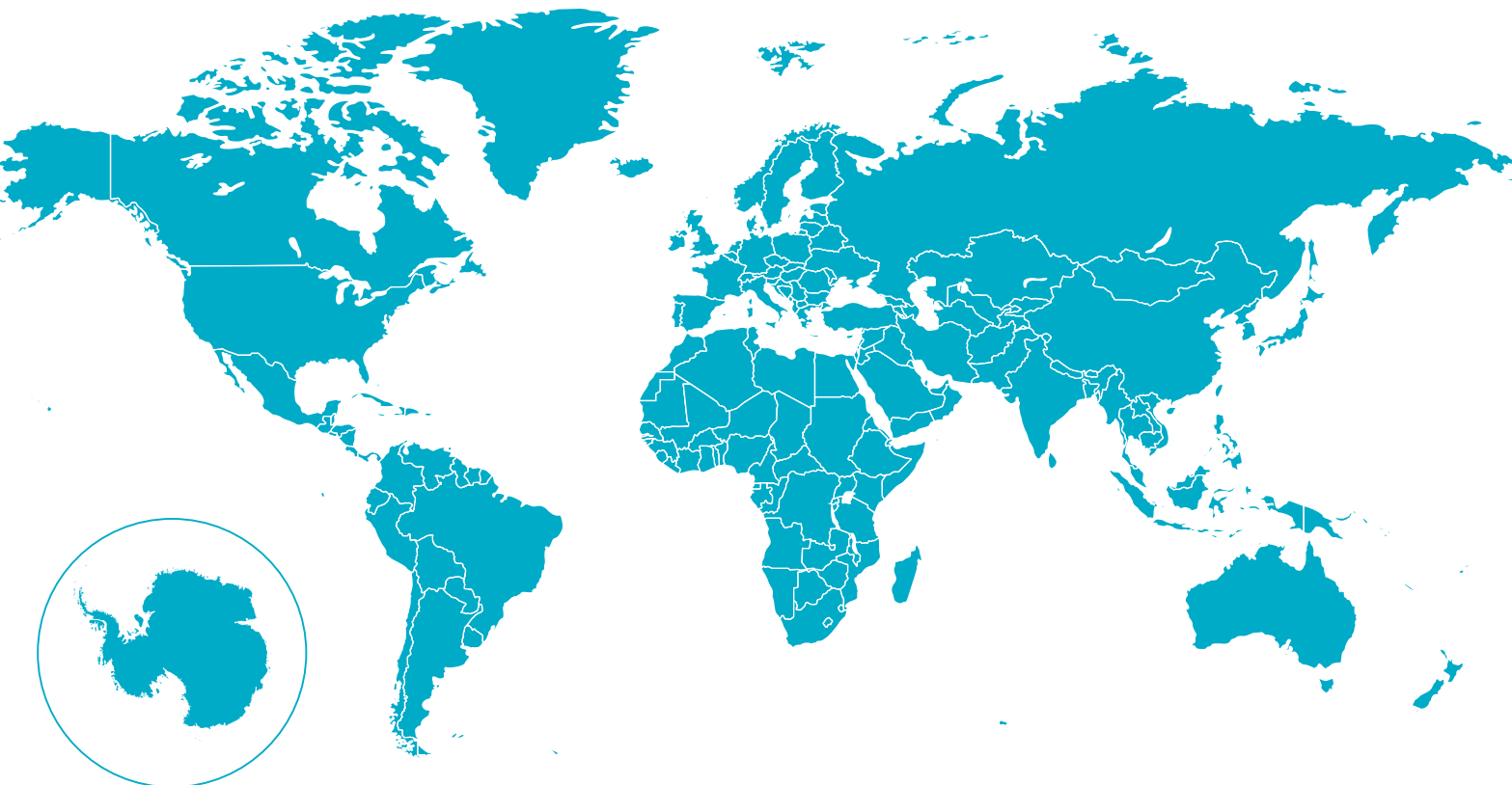
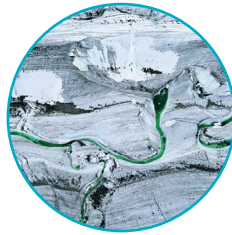
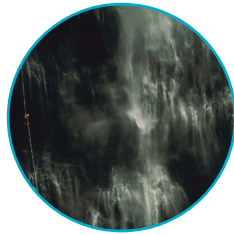
How many pictures in the exhibition depict rivers?

How many pictures in the exhibition depict children?

How many pictures in the exhibition depict animals?

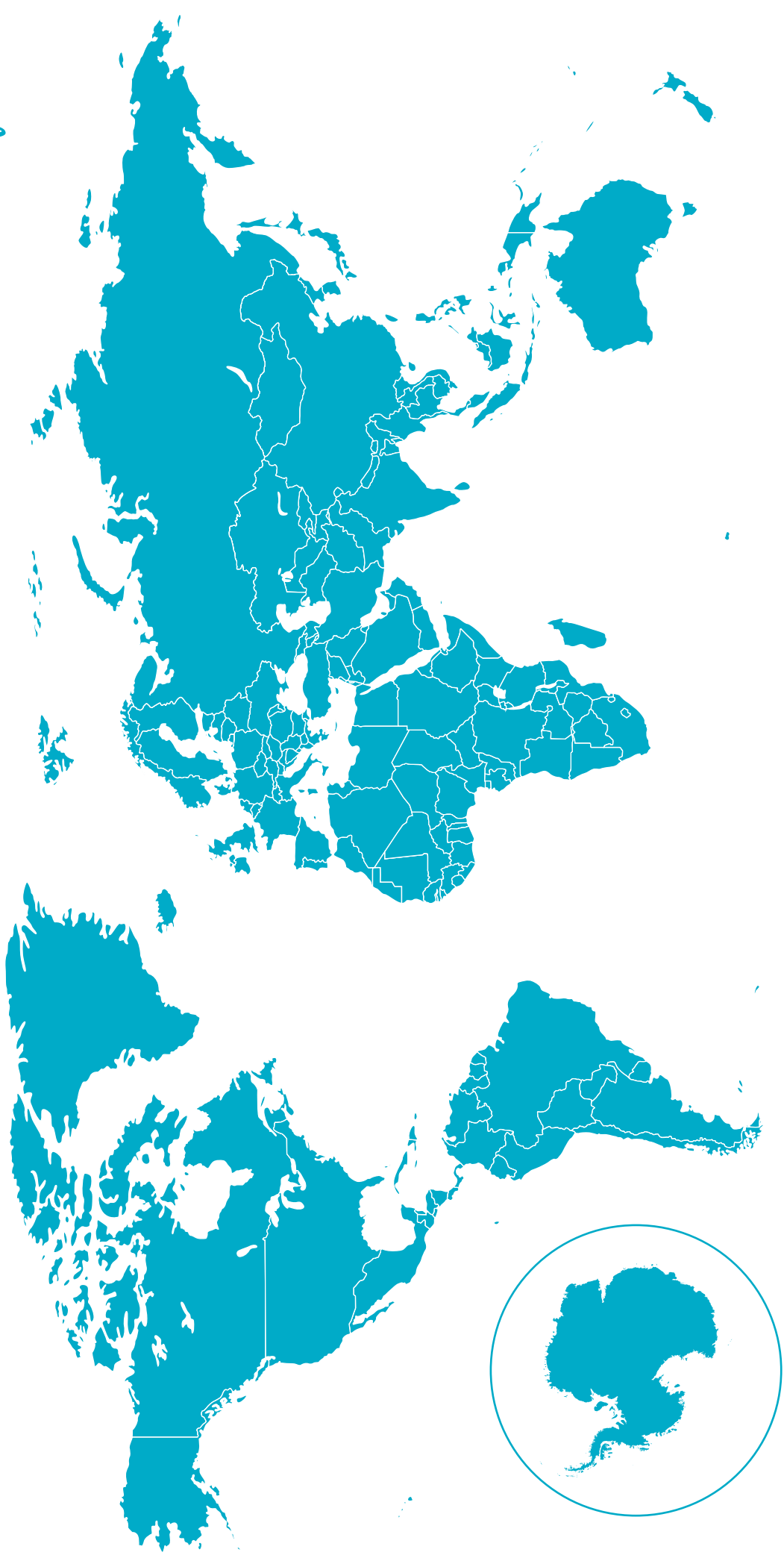
Worksheet Scavenger hunt

04 Link each picture to the country it has been taken in!



Worksheet
Worldmap

ON WATER
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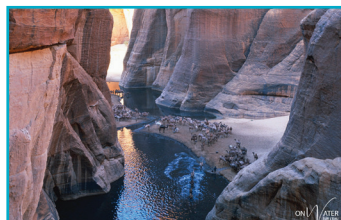
01 13 statements are shown throughout the exhibition. Which one speaks to you most?

02 How is this statement reflected in the pictures? Give an example!

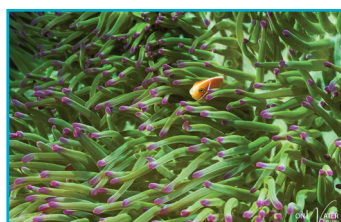
- 01 Choose one from the series of pictures below. What do those pictures have in common and what separates them? Both from the graphic content and the message they convey? Do these pictures inspire a story in you? Write it down.

- 02 13 statements are shown throughout the exhibition. Is any of those 13 statements supporting your thoughts on the series of pictures you described? Which one?

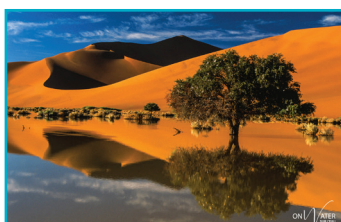
03 Animals & water 1



04 Animals & water 2



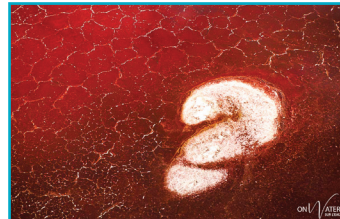
05 Outstanding trees



06 Scarcity



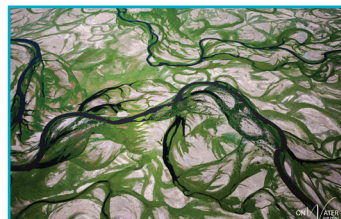
07 Forms and shapes



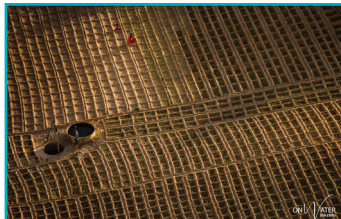
08 Housing



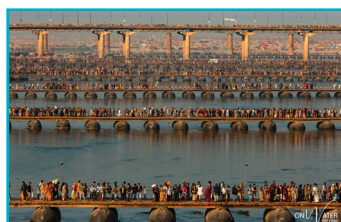
09 Natural designs & cartesian designs



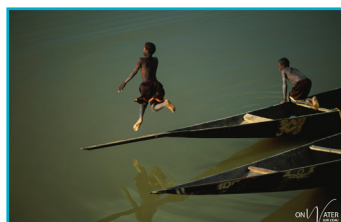
10 Food production



11 Spirituality



12 What does your daily life look like?



Life with Water

Water has been connected to life since the dawn of time. It is one of our planet's vital elements.

The waters of the oceans – which cover 70% of the Earth's surface – play an important role as an ecosystem and food source. The oceans not only house fish stocks but also act as a balancing factor for the climate.

Fresh water is abundant despite accounting for less than 3% of the planet's total supply. But water is very poorly distributed. Our rivers and streams represent a vast web that nourishes the planet's territories, yet too much of the land is forgotten. Today, more than 660 million people do not have safe drinking water and 2.4 billion live without access to proper sanitation.

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***Water falls from the heavens, runs into streams,
flows into groundwater, feeds lakes, then
evaporates.***

”

Water falls from the heavens, runs into streams, flows into groundwater, feeds lakes, then evaporates. It fuels biodiversity, sustains our crops and animals, helps generate energy and supports our towns and villages. Its scarcity affects people's daily lives, even if we tend to forget this all too often in the developed world, as water treatment and distribution investment have brought us water on demand – though not always drinkable – through taps in our homes.

We now effectively use water to feed ourselves, as most water (around 69%) is used by agriculture. The irrigation of 20% of farming land makes it possible to produce 40% of our food. Household water use represents just 12% of total consumption.

Water and the consumer

The point of reference for individual water consumption is essentially the visible quantities of water we use in our daily lives: our morning showers, toilets, washing machines, cooking and washing-up, as well as the watering of our vegetable gardens and lawns. This translates into a cubicmetre figure and euros on a bill, and is tangible, concrete and measurable. Numerous awareness campaigns have led us to install dual-flush toilets and water-saving devices for taps, to avoid leaving the water running unnecessarily, etc. So we know that we have a certain level of control over our water use, yet we can influence just 12% of the total.

What can we do about the remaining 88%? This unseen water used by agriculture and industry is known as “virtual” water. It is needed to produce the goods we consume: from the provisioning of raw materials and processing, through to packaging and distribution and potentially to recycling. Each of these stages in a product’s lifecycle requires water. A cup of coffee provides perhaps the best example. For a kilogram of roasted coffee, 26 400 litres of water are needed to grow the bushes producing the coffee grains in Africa, South America or Asia, and then to transport and roast them. This means that the few dozen millilitres of dark liquid in our cup of coffee leave a virtual footprint of 150 litres of water! This same exercise can be done for a pair of jeans or a steak. Beef wins the virtual water consumption prize, with 15 000 litres per kilogram of meat. A plastic water bottle uses the same amount of water to produce as it can hold (1.5 litres).

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”

John Anthony Allan of King’s College coined the term “virtual” in the early 1990s to refer to the water used in production, but this water could not be more real. International trade circulates 2.32 trillion cubic metres of virtual water a year, or 74 million litres exported or imported every second.

Consequently, just as you can calculate the carbon footprint of an individual, company or country, there is an indicator for the water use of these categories – the water footprint – expressed in cubic metres per person, per day or per year. Globally, the average individual has a water footprint of 1 400 cubic metres per year, or 3 800 litres per day. The disparities are huge. For example, a North American uses 7 800 litres a day, mainly due to high beef consumption of 43 kilograms a year per person.

Water: not all is fresh

As an environmentalist who always tries to look at the big picture, I cannot bring myself to break our world down into its constituent parts. Everything on our planet is connected: biodiversity, air and water quality, the climate, human impact and impact on humans. Water is part of a massive cycle, and I cannot exclude the oceans from this discussion.

The oceans, or should I say the ocean, are bodies of water connected between the latitudes of 40 and 50 degrees south, along the Antarctic continent. Atlantic, Indian and Pacific are actually just names given to the oceans by maritime explorers and geographers. The oceans are crossed by a gigantic current that circulates massive quantities of water, with cold water below and warm water at the surface. These surface currents churn around 10% of the total mass of water in the oceans, and this layer of approximately 300 metres interacts with the atmosphere: evaporation, the effects of wind, the formation of clouds leading to precipitation, oceanic gyres that concentrate waste, etc.

The oceans are suffering as a result of human activities, with clearly identifiable consequences for the future of many populations. Global warming is causing the migration of certain species to cooler waters. The acidification of the oceans due to the excessive absorption of carbon dioxide released into the atmosphere is causing coral bleaching. There is also the loss of biodiversity, the exhaustion of fish stocks, etc.

”

***Everything on our planet is connected:
biodiversity, air and water quality, the climate,
human impact and impact on humans.***

”

Waste is another major issue. The oceans are huge and far away. They are out of sight and out of mind for most of us. Yet they are increasingly polluted by our activities on land. We produce 80% of the waste found within the oceans. A cigarette butt carelessly thrown into the gutter may be at the start of a journey taking it to the coast. A plastic bag used for a few minutes to bring some vegetables home from the market will one day find itself in the huge gyre in the middle of the Pacific Ocean, as part of the so-called “seventh continent of plastic,” a mass of semi-decomposed plastic six times larger than France. And let us not forget its smaller plastic relatives in other oceans! As a visual cue, imagine jettisoning a dump truck full of plastic into the sea every second!

But how, you may ask, is this connected to the topic at hand – water? In fact, it is quite simple. There is no direct cause-and-effect link. Rather, it is a behavioural link that passes through each one of us. It involves our relationship with our environment and with ourselves. If we are unable to protect our environment on a daily basis, we will not be able to understand the water problem in its entirety and fix it.

Water catastrophe

Water's negative impact on ecosystems and the consequences for populations are well-known.

Indeed, the vast majority of natural disasters are connected to water, and floods lead to 70% of the resulting deaths. Climate change is causing more extreme weather events, from heavy rains to persistent droughts depending on the region and season. The warming of ocean surface water often fuels intense cyclones, hurricanes and typhoons.

Urbanisation and intensive agriculture, soil sealing and deforestation are forcing a change in soil use, and therefore an increase in run-off and depletion of groundwater. We destroy around 15 to 18 million hectares of forest (an area approximately the size of Belgium) every year, with 2 400 trees cut down each minute. The use of synthetic fertilisers and poorly managed irrigation has a destructive impact on ecosystems and biodiversity. For the last 20 years, we have been losing 2 000 hectares a day to soil salinisation, affecting more than 62 million hectares, or 20% of irrigated land. Water artificially contaminated with excess nitrogen causes eutrophication and hypoxia in oceans and rivers. More than 500 dead zones covering 250 000 square kilometres have already been identified – and this figure has been doubling every ten years since the 1960s.

”

We destroy around 15 to 18 million hectares of forest – an area approximately the size of Belgium – every year, with 2 400 trees cut down each minute.

”

As far as public health is concerned, diarrhoea originating from contaminated water is estimated to cause 842 000 deaths a year.

I could go on. I have witnessed these phenomena first-hand during my photographic expeditions. I have seen the drying-up of the Aral Sea, the floods caused by Hurricane Katrina, and green algae in Brittany.

A change to our development model is therefore long overdue.

Water for hope

The United Nations has set 17 Sustainable Development Goals. No. 6 on the list is the goal of ensuring the availability of water and sanitation for all by 2030. This goal is intimately connected to the other 16 Sustainable Development Goals, as it is a key part of development, health and food security.

Water is a common good that we must manage sustainably at all levels: from private individuals to industry, local authorities and countries.

In their strategic analyses, many companies have already established that profitability is linked to water management, climate change and environmental impact. In 2017, CDP, an international non-profit organisation, published its Global Water Report, which studied how more than 2 000 companies worldwide manage water. The most advanced companies set an internal price to factor in the environmental and social costs and benefits related to water use. In 2017, these companies committed \$ 23.4 billion for more than 1 000 waterrelated projects in 91 countries. This is a significant investment, but the G20 estimates that water sector investment requirements from businesses, cities and countries will be \$ 7.3 trillion by 2030. Under current projections, there will be an investment shortfall of \$ 1.5 trillion in the water sector.

”

The wisdom of long-term thinking is required if water can regain its main role: as a resource for the future, a source of life.

”

At the country level, catchment agencies have the core purpose of managing resources to guarantee water provision and quality in their areas. To ensure the proper management of water quality, there is a need to work closely with agriculture in the catchment areas. To this end, some farmers have committed to stop using synthetic fertilisers on their lands, making the switch to organic cultivation. This is a positive example of the interconnected nature of environmental issues, because as outlined above, ecosystems are interdependent.

Large-scale water adduction and treatment projects mobilise colossal energy and financing, coordinated by international development and financing organisations or global companies. They are necessary but not enough, as they are mostly connected to urban areas with high populations. In desert countries located next to large bodies of salt water, the use of desalination to make fresh water requires a lot of energy and expense, making this technique difficult to apply to other regions. However, technological progress has made it possible to expect a significant fall in energy needs and, therefore, the associated costs.

At the other end of the spectrum, I would like to pay particular tribute to the non-governmental organisations that work to provide low-cost drinking water where it is needed in rural areas, and to make this supply sustainable by creating local micro-enterprises, a successful form of the social and solidarity economy.

The large-scale works and multitude of local initiatives share the same goal, with different and usually complementary approaches. Often, certain industry players engage in parallel small-scale actions in communities via foundations or local civil society partners. Technology and financing are vital for both water and the climate, but will not be enough to resolve the monumental challenge facing us. The problem is above all related to individual and collective behaviours, conventional wisdom that has to be challenged, together with a development model that is far from sustainable.

We have had all the observation, analysis and dissemination tools for many years, and cannot feign ignorance. In 1972, the Meadows report for the Club of Rome, titled "The Limits to Growth", warned that we were doomed if current growth and consumption trends continued. After the 1992 Earth Summit in Rio, a Nobel laureate in Physics, Henry Kendall, launched an appeal signed by 1 700 scientists to mobilise policy-makers. Now there are 15 000 scientists of all specialisations from 184 countries who are, once again, warning us that we are heading towards the accelerated destruction of the natural world. For myself, I can point out my own 2012 documentary, *A Thirsty World*, which remains entirely relevant.

Return to the water of life

On a fundamental level, we must all be aware that water is part of a global cycle that involves a period of replenishment. It is a closed loop that has its own rhythm, which is not in line with that of our society, where everything is packaged and where immediacy rules. The wisdom of long-term thinking is required if water can regain its main role: as a resource for the future, a source of life.

Worksheet
Mandala

Paint this water-mandala with your favourite colours.



Worksheet
Colouring picture

Paint this picture with your favourite colours!



Worksheet
Colouring picture

Paint this picture with your favourite colours!



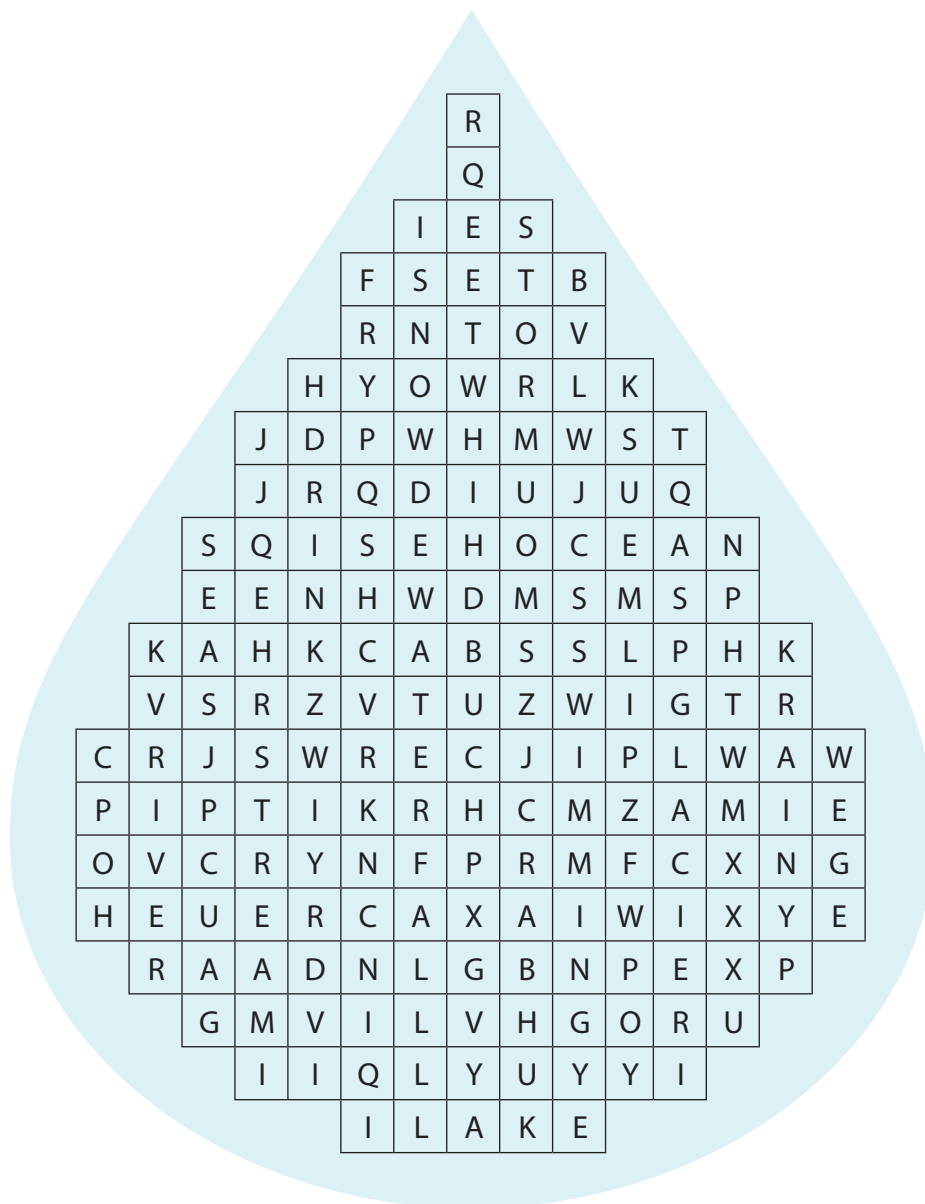
ON WATER
SUR L'EAU

Worksheet

Word puzzle A

Find the hidden words

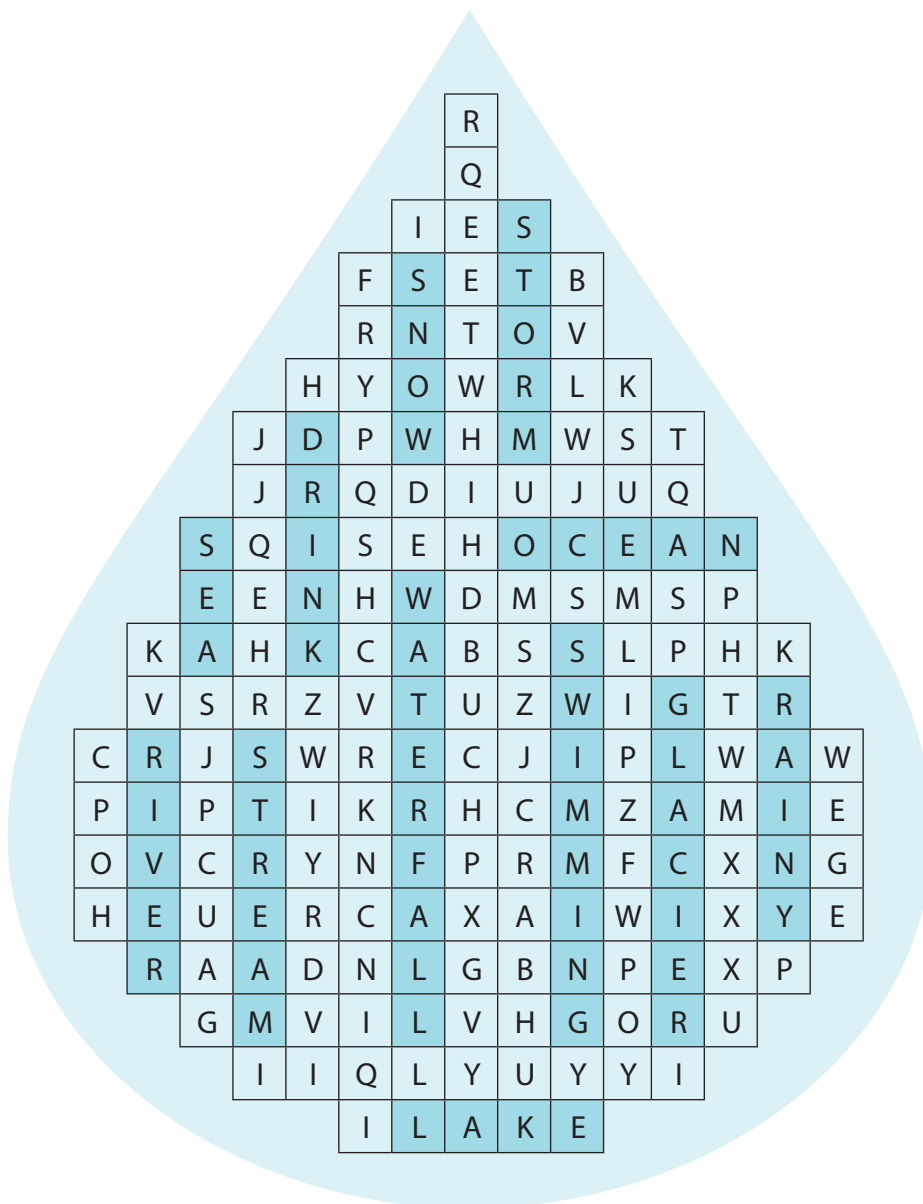
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- 02 GLACIER
- 03 LAKE
- 04 OCEAN
- 05 RAINY
- 06 RIVER
- 07 SEA
- 08 SNOW
- 09 STORM
- 10 STREAM
- 11 SWIMMING
- 12 WATERFALL



Worksheet Word puzzle A

Solutions

- 01 DRINK
- 02 GLACIER
- 03 LAKE
- 04 OCEAN
- 05 RAINY
- 06 RIVER
- 07 SEA
- 08 SNOW
- 09 STORM
- 10 STREAM
- 11 SWIMMING
- 12 WATERFALL

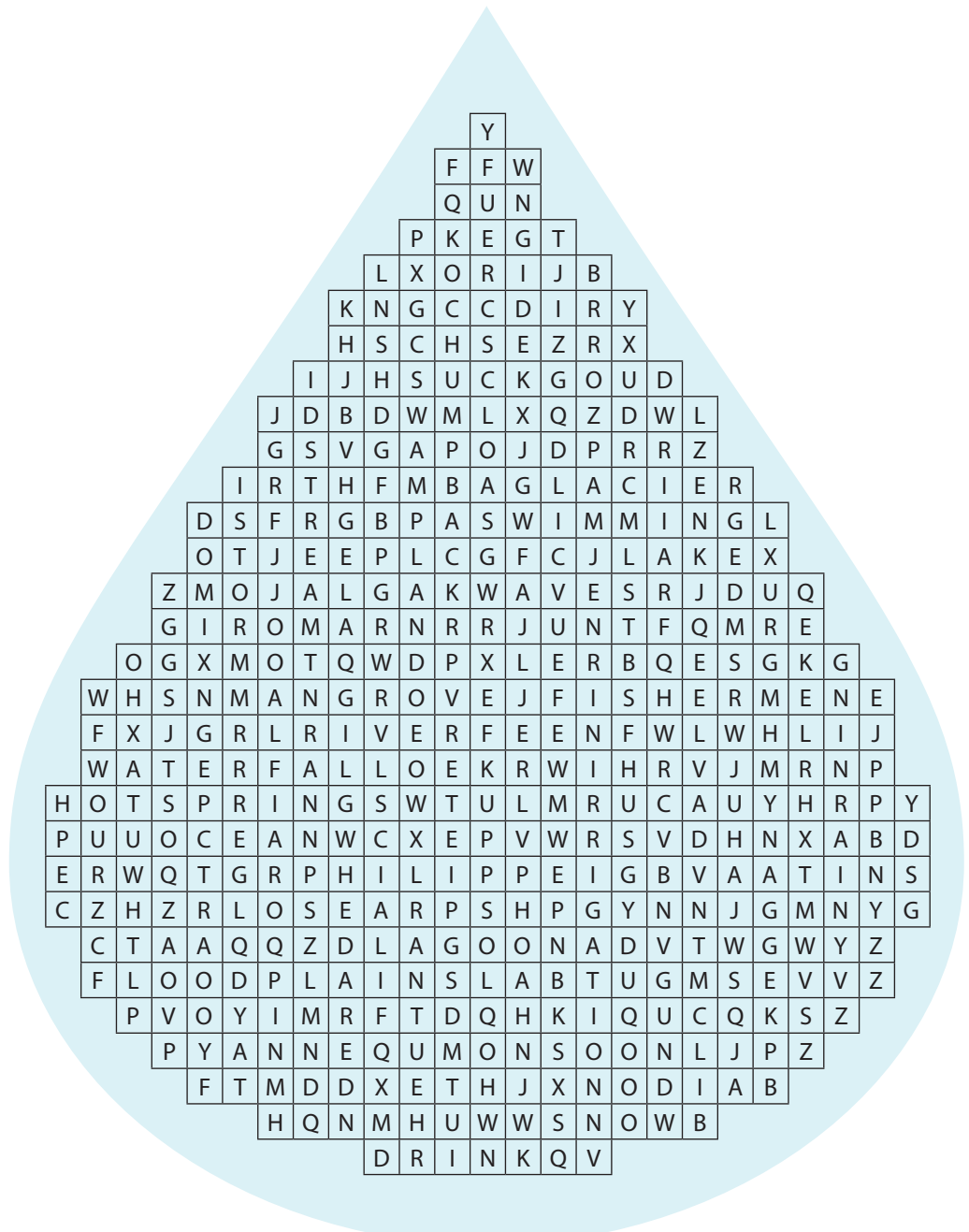


Worksheet

Word puzzle B

Find the hidden words

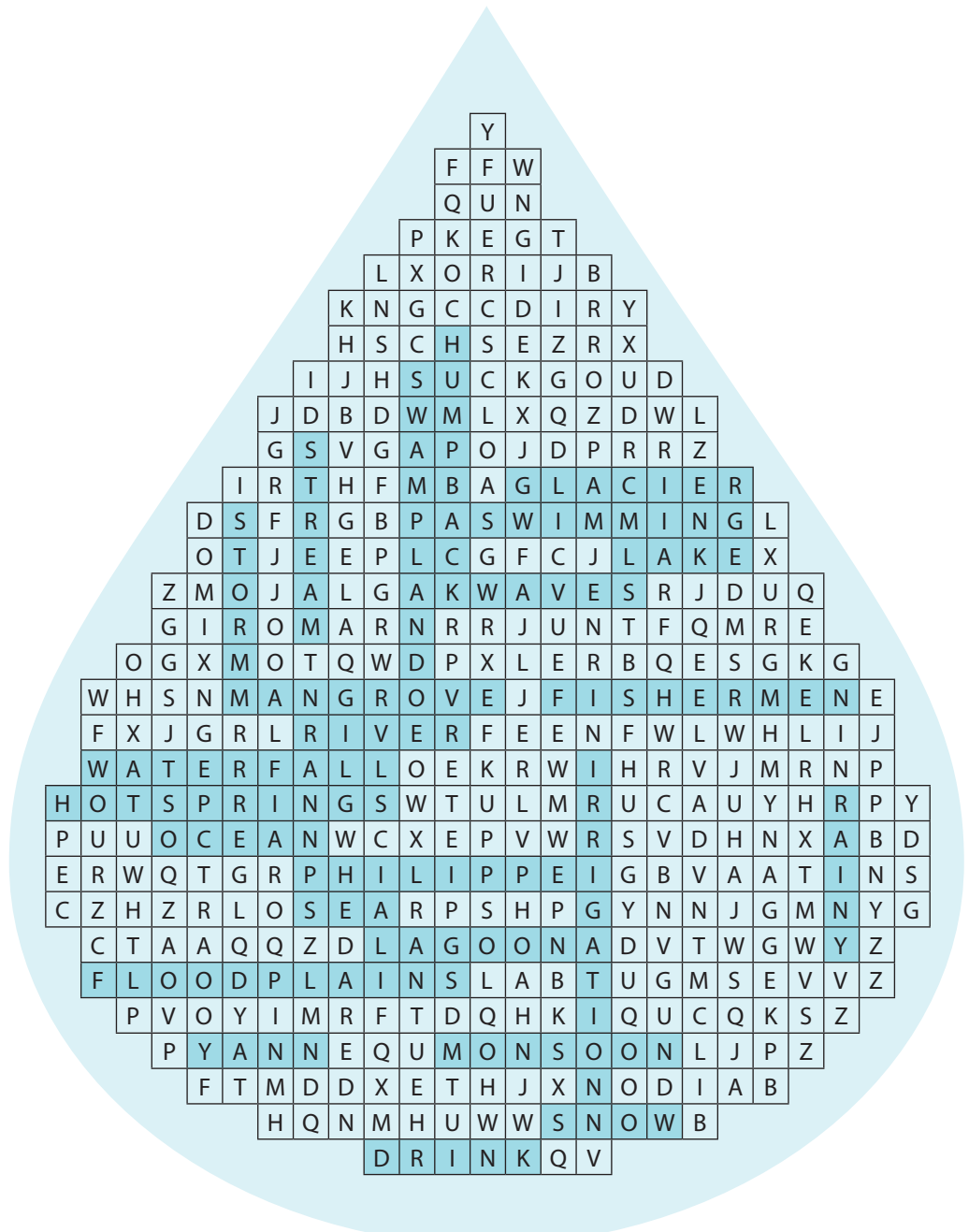
- 01 DRINK
- 02 FISHERMEN
- 03 FLOODPLAINS
- 04 GLACIER
- 05 HOTSPRINGS
- 06 HUMPBACK
- 07 IRRIGATION
- 08 LAGOON
- 09 LAKE
- 10 MANGROVE
- 11 MONSOON
- 12 OCEAN
- 13 PHILIPPE
- 14 RAINY
- 15 RIVER
- 16 SEA
- 17 SNOW
- 18 STORM
- 19 STREAM
- 20 SWAMPLAND
- 21 SWIMMING
- 22 WATERFALL
- 23 WAVES
- 24 YANN



Worksheet Word puzzle B



















Solutions

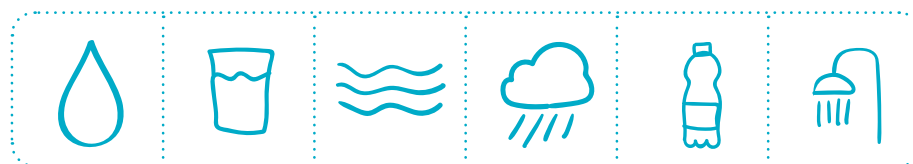
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- 03 FLOODPLAINS
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- 07 IRRIGATION
- 08 LAGOON
- 09 LAKE
- 10 MANGROVE
- 11 MONSOON
- 12 OCEAN
- 13 PHILIPPE
- 14 RAINY
- 15 RIVER
- 16 SEA
- 17 SNOW
- 18 STORM
- 19 STREAM
- 20 SWAMPLAND
- 21 SWIMMING
- 22 WATERFALL
- 23 WAVES
- 24 YANN







































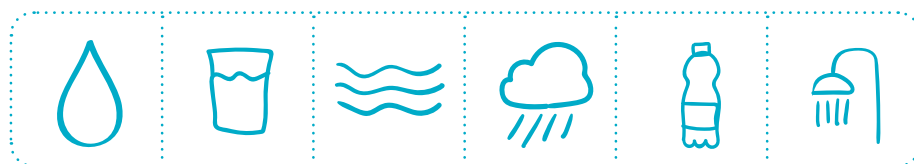
Worksheet
Symbol Sudoku A

Solve the following Sudoku!


































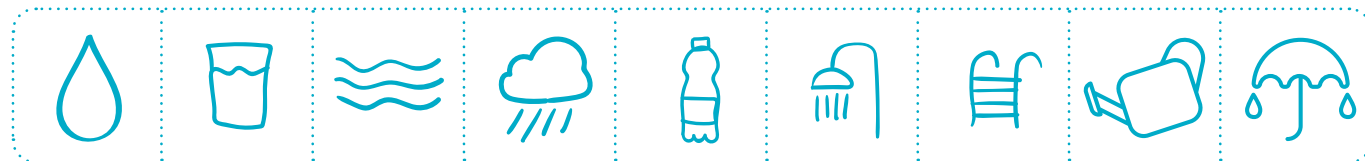
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1						
2						
3						
4						
5						
6						



Worksheet Symbol Sudoku B

Solve the following Sudoku!

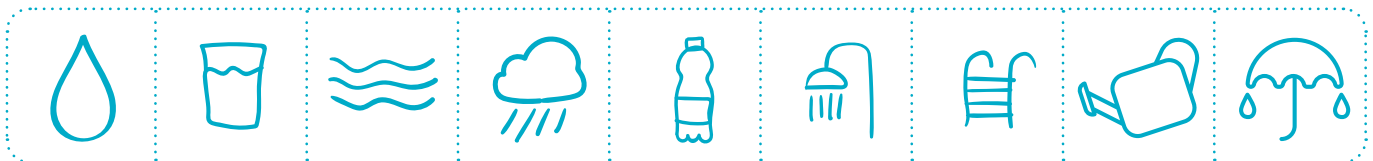
								
								
								
								
								
								
								
								
								



Worksheet Symbol Sudoku B

































Solutions

	A	B	C	D	E	F	G	H	I
1									
2									
3									
4									
5									
6									
7									
8									
9									



Worksheet Symbol Sudoku C

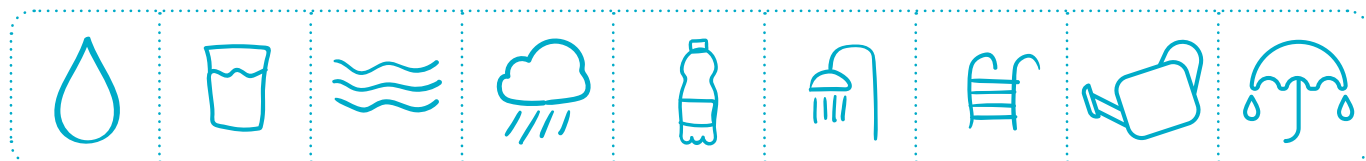
Solve the following Sudoku!




































Solutions

	A	B	C	D	E	F	G	H	I
1									
2									
3									
4									
5									
6									
7									
8									
9									



Worksheet Symbol Sudoku D

Solve the following Sudoku!

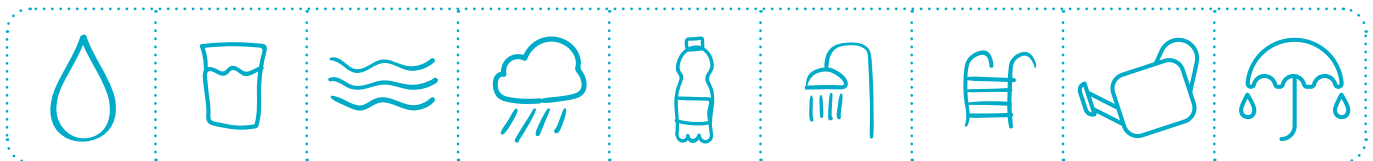
								
								
								
								
								
								
								
								



Worksheet Symbol Sudoku D
































Solutions

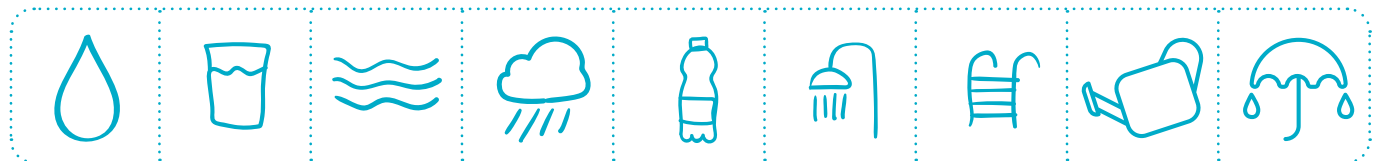
	A	B	C	D	E	F	G	H	I
1									
2									
3									
4									
5									
6									
7									
8									
9									



Worksheet Symbol Sudoku E

Solve the following Sudoku!



Worksheet Symbol Sudoku E

Solutions

	A	B	C	D	E	F	G	H	I
1									
2									
3									
4									
5									
6									
7									
8									
9									

