





OBJECTIVE

The objective of this workshop is to introduce children to the Adriatic Sea ecosystem, enhance their geographical knowledge, and spark their creativity. By participating in the activities, kids will gain an understanding of the marine world, grasp geographical concepts, and express their learnings through artistic creations.







Scissors

Glue stick

Crayons or markers

Straw

Ball









In this game, kids will learn the location they are in. Learn that Island Murter is in Croatia in Europe and the Adriatic Sea is part of the Mediterranean which is also part of the Atlantic Ocean. We will have different sizes of cups with cards drawn on it the following:

- 1- Lantana Cafe
- 2- Murter map
- 3- Croatia Map
- 4- Europe map
- 5- Earth
- 6- The Milky Way Galaxy
- 7- Adriatic Sea
- 8- Mediterranean Sea
- 9- Atlantic Ocean

Kids have to match the card with the suitable cup/container size, then decide which cup will eat which. Each kid will use the cups (bigger cup eat the smaller) titled with cards to say the correct order:

My name is ______. I am in Cafe, Murter island, Croatia country, Europe continent, earth planet, in Milky Way Galaxy.

In front of me is the Adriatic Sea which is part of the Mediterranean Sea which is part of the Adriatic Ocean.



SAME 2: WHAT IS INSIDE THE ADRIATIC SEA?

Gather in a circle at the center of the play area. The leader simulates a diving experience, describing undersea sights. Kids get questions during the game, like imitating an octopus prompts asking about its legs. The Diver (leader) explains actions:

- Fish: Move like a fish, showing gills. Leader: How does a fish breathe? Through the gills.
- Rock: Freeze and crouch.
- Seaweed: Freeze, hands up, swaying.
- Starfish: Freeze, arms and legs out.
- Treasure: Freeze, hands over heart, making a "awww-awww" sound.
- Shark: Move with fin-like gestures, making Jaws "duh-duh" sound.
- Octopus: Swim, swaying arms and legs.

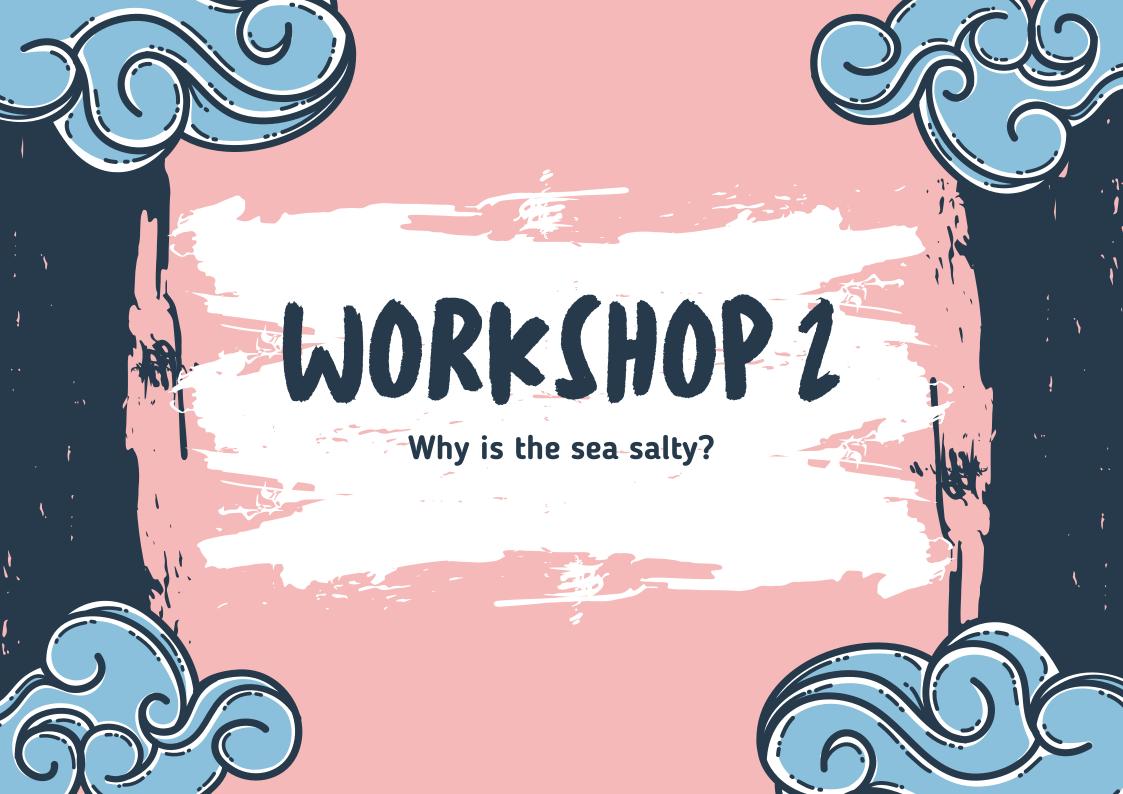


CREATIVE PART: SEA SURFACE CREATION

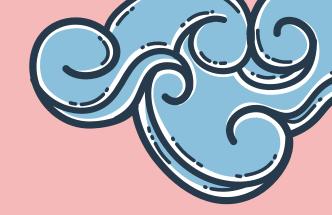


Instructions:

- 1. Provide each child with a paper plate and encourage them to color it using shades of blue and green, representing the sea's surface.
- 2. Assist the children in cutting a hole near the edge of their paper plate, making it large enough to fit a straw through.
- 3. Ask them to draw, and color their favorite marine animal or a boat.
- 4. After coloring, cut out the marine animal or boat from the paper.
- 5. Attach the marine animal or a boat cutout to a straw using glue. Make sure it's securely fastened.
- 6. Insert the straw with the attached cutout through the hole in the plate, positioning the creature or boat on the surface of the "sea".
- 7. Let the kids have fun! They can blow into the straw, causing their marine creature or boat to move along the sea surface. This adds a playful and interactive element to their artwork.







OBJECTIVE

The objective of this workshop is to explore the concept of salt in seawater and its origin, while also learning about the fundamental differences in buoyancy between salty and freshwater environments. Through engaging activities and discussions, participants will gain a deeper understanding of the role of salt in the ocean, how it affects buoyancy, and its significance in marine ecosystems.









SAME 1: WHY THE SEA IS SALTY?

- 1. Draw footprints and handprints on the floor, placing real salt or salt cards beside each handprint.
- 2. Divide kids into two teams, representing water in two rivers.
- 3. Each team has a container and aims to collect the salt (salt cards) to put it at the end of the "river," which symbolizes the sea.
- 4. One child from each team starts jumping in the "river" to collect salt and runs back to tag the next teammate.
- 5. Salt word cards are placed next to each handprint. Each child can take only one card in a round.
- 6. The first team to collect all the cards in the "sea" wins.

Leader's Explanation: "Today, you are the flowing water in a river that goes from here to the sea. As you run to the sea, you carry salt with you and deposit it there. The first river to collect all the salt will win. Each team can choose a name for their river."

Reflection Questions:

- What happened to the salt? It went with the water to the sea.
- · How did the salt get to the sea? The river carried it.
- · How? As the river runs, it hits rocks, which turn into minerals like salt.
- How does salt affect seawater? It makes it saltier.
- · Can we drink saltwater? No.
- Can we drink river water? Yes, because it's fresh.
- Why is the sea salty? Because rivers bring minerals like salt from the land.





SAME 2: FRESHOR SALTY?

Introduction:

- 1. Show the kids the photo of the earth.
- 2. Ask kids to find out what color Earth is from space by looking at Google Earth, a globe, or a photo. Our planet looks so blue because so much of it is covered with water. But there are different types of water and water bodies.
- 3. Ask questions about where it is easier to float.

Leader's Explanation:

Today, we have a fun experiment to help us understand the difference between salty and fresh water. We will use two glasses: one with tap water and the other with seawater. Here's what we'll do:

- 1. Take the glass with tap water.
- 2. Take the glass with seawater.
- 3. Start by adding a pinch of salt to the seawater and stir it.
- 4. Next, put some grapes in both glasses.
- 5. Observe what happens to the grapes in each glass. In one glass, the grapes will float, and in the other, they won't.

Reflection questions:

1. What do you see? Toys floating in the salty water

2.Why? Salt increases the density of water (water becomes stronger with salt :D)

3.In real life where we can float more easily? In the sea or the swimming pool? Sea because salty water has more density so water is stronger to hold us





CREATIVE PART

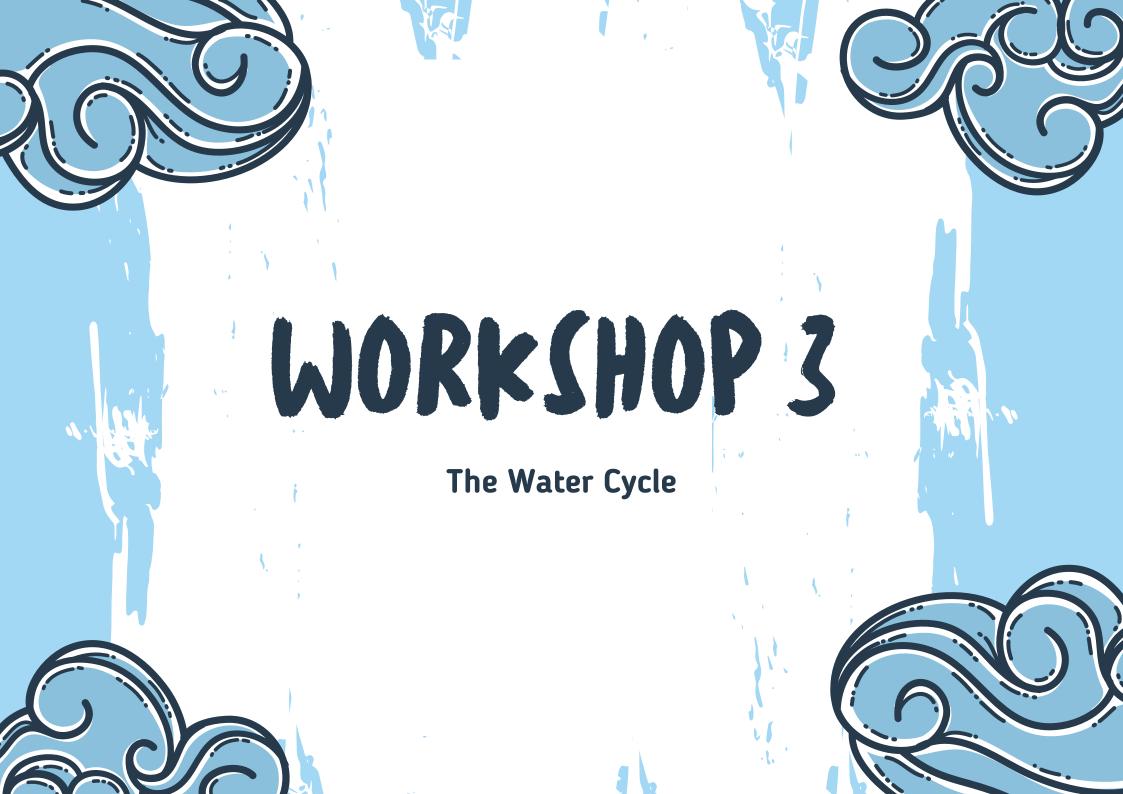






"Let's get creative and make our own miniature sea in a bottle! Follow these steps:

- 1. Take an empty small water bottle.
- 2. Put some sand inside the bottle using a funnel.
- 3. If you want, color the shells with crayons or markers and place them inside the bottle.
- 4. Use straws to create floating fish. Attach a small paper clip to the bottom of the fish cutouts to make them float.
- 5. With the help of our facilitators, carefully pour water into the bottle. Add a few drops of blue food coloring to make it look like the sea.
- 6. Once the water is in, close the bottle tightly."







Swing thread

Music player and music







SAME 1: WHAT IS THE WATER CYCLE: EXPERIMENT TO EXPLAIN THE WATER CYCLE.

For this experiment you will need:

- 1. Cotton balls
- 2. A transparent dish
- 3. Cold water (preferred colored with blue food coloring)
- 4. Water Cycle Chart

Instructions:

- 1. Begin by having the children touch the cotton ball and ask them whether it feels heavy or light, warm or cold.
- 2. Then, guide them to gently hold the cotton ball over the water, ensuring it's slightly submerged.
- 3. Explain to them that the sun warms up the water, causing it to disappear (imagine it's evaporating!) and the clouds play their part by collecting this evaporated water.
- 4. Once the cotton ball is fully soaked, ask them the same questions again: Is it heavy or light? Is it warm or cold?
- 5. Finally, instruct them to lift the fully soaked cotton ball up, and observe as the water starts to drip out, just like rain falling from the sky!



SAME 2: DANCE AND FREEZE

Activity Instructions:

1. Prepare some lively music for this exciting game. The leader will guide the dance moves for each stage of the water cycle, and the children will follow along with enthusiasm. When the music stops, everyone should freeze in their dance pose. If someone moves during the freeze, they will be considered "out" for that round.

Dance Movements:

Leader: Imagine we're tiny water drops in the vast ocean. It's a sunny day, and we're starting to feel warm. The sun's heat will transform us into water vapor.

- 1. Evaporation:
- Dance Move: Stretch your arms high above your head, as if you're reaching for the sky, mimicking the rising steam or vapor.

Leader: Now, we ascend higher into the sky. As it gets colder, we condense back into water droplets.

- 2. Condensation:
- Dance Move: Bring your hands close together in front of you, gently simulating the gathering of water droplets in the air.

Leader: It's chilly up here, so let's come closer together.

- 3. Cloud Formation:
- Dance Move: Form a circle with the kids and sway as a group, imitating the movement and shape of a cloud.



SAME 2: DANCE AND FREEZE

Leader: As a cloud, we're a congregation of countless water drops. Feeling heavy, it's time to return to the Earth.

4. Precipitation:

- Dance Move: Spread your arms apart, then raise them high and bring them down swiftly, fluttering your fingers to mimic falling raindrops. Lightly jumping adds to the effect.

Leader: Now imagine we're heading back towards the ocean.

5. Runoff:

- Dance Move: Take big side steps, swaying your arms like flowing water, symbolizing the movement of water across the ground.
- 6. Repeat the Cycle: The dance starts again, just like the water cycle does, continuing its constant process of change and renewal.

Keep the dance moves energetic and engaging, and have fun exploring the different stages of the water cycle through dance!



CREATIVE PART: 014 40UR WATER CYCLE

Activity Instructions:

For this creative activity, kids will have the chance to craft their own representation of the water cycle. Here's what to do:

- 1. Provide each child with a ready-made drawing of the water cycle on an A4 paper. This drawing will serve as the base for their craft.
- 2. Kids should cut and color the drawing according to their creative preferences. They can use crayons, markers, or colored pencils to add their personal touch to the water cycle illustration.
- 3. After coloring, the facilitators will assist the kids in carefully fixing their finished water cycle drawings onto plates, fix the moving arrow.

By the end of this activity, each child will have a unique and artistic portrayal of the water cycle, showcasing its different stages and processes. This creative craft will help reinforce their understanding of the water cycle while letting their imagination shine!





OBJECTIVE

The workshop aims to educate children about water consumption, freshwater sources, and the importance of water conservation, and engage them in a creative activity.











Introduction: All right, let's get our water wisdom flowing! We've already chatted about seawater and freshwater in our previous chats, right? So, here's a quick memory jog:

· Leader: Can we drink seawater?

Nope, definitely not!

• Leader: Why not?

Well, it's way too salty. If we gulp it down, our tummy won't be happy.

• Leader: So, where does our drinking water come from?

Rain, that's the magic maker!

• Leader: And what happens when rain comes knocking?

It heads to different places like rivers, and lakes, and hides underground as groundwater.

Ready to dive into our first game? Here we go!





SAME 1: WHERE DOES OUR HOUSE WATER COME FROM?

Instructions:

- Gather around as I lay out some A4 papers with river, lake, groundwater, and glacier/snow drawn on them, check the Appendix for materials.
- Picture this: it's like a fun Rock Scissor Paper contest. Every time I say "Rock, Scissor, Paper," the winner dashes onto the next paper.
- As he hops around, shouts out the name of the water body. Imagine you're giving it a high-five!
- Whoever finishes jumping on all the papers first is our water superstar of the day.







- 1. The leader will ask: "Do you think we have more freshwater or saltwater on Earth?" Answer: "Saltwater."
- 2. The leader will show three clear cups. Fill one with water (preferably colored for easy visibility). Label the cups as:
 - Cup 1: Freshwater
 - Cup 2: Saltwater (oceans and sea)
 - Cup 3: Water on Earth
- 3. The leader will say: "Look at this cup. Can you guess how much of Earth's water is freshwater and how much is salty?"
- 4. Choose three to four children to take turns guessing. Have them pour water into the Freshwater and Saltwater cups. Allow them to try multiple times to keep their interest.
- 5. Once they have tried, reveal the correct answer: "97% saltwater and 3% freshwater."
- 6. Initiate a discussion:
 - Ask: "What do you think about this? Isn't it surprising?"
 - Ask: "What does this mean? Should we be careful with how much water we use?"

Discuss: "Why do we use water? Can you name some ways?"
 (Drinking, washing, cooking, etc.)





SAME 3: WATER WISE EXPRESS

- 1. Prepare cards with various water usage activities written on them.
- 2. Ask one child to pick a card from the stack.
- 3. The chosen child should act out the water usage activity silently, without speaking.
- 4. The other children will watch the acting and try to guess the water usage activity being portrayed.
- 5. After each guess, reveal the correct answer.
- 6. During the activity, the leader can interject and ask the participants how they think we can save water while doing each of these activities.
- 7. Repeat the process with different children taking turns to act out different water usage activities.







SAME 3: WATER WISE EXPRESS



- 1. **Faucet Drips:** When you hear a faucet dripping, don't ignore it! Even small drips can waste water. Did you know that leaky toilets can waste as much as 750 liters of water in a day?
- 2. **Brushing Teeth:** Remember to turn off the faucet while brushing your teeth. Leaving it on wastewater. Be water-wise!
- 3. **Shower Tips:** Choose a shower over a bath to save water (baths can waste around 250 liters). Also, turn off the shower while lathering your hair and body.
- 4. **Watering Plants:** When is the best time to water garden plants? Morning or afternoon? The answer is morning! It's more efficient for plants and saves water.
- 5. **Cleaning Bike:** Use a bucket instead of a hose to clean your bike. It's a smart way to save water while keeping your bike shiny.
- 6. **Washing Dishes:** Wait until you have a full load of dishes before using the dishwasher. If you're washing by hand, avoid running the tap continuously. Open it only when needed.





CREATIVE PART: 014 PAPER WATER OROP BRACELET.

Activity Instructions:

- 1. Print the Bracelet: Refer to the Appendix to print the water drop bracelet template. Print both sizes to suit different kids' ages.
- 2. Color and Decorate: Give each child a printed bracelet template. Encourage them to use their creativity to color and decorate the water drop. They can use crayons, markers, or colored pencils to make it unique and vibrant.
- 3. Cutting: Assist the kids in cutting out the water drop shape along the outer edge. Make sure to cut out the hole at the top of the water drop shape, which will be used to wear the bracelet.
- 4. Personalized Message: Inside the water drop shape, kids can write a message to the water drop. It could be a short message about water conservation, a promise to save water or a creative message to the environment.
- 5. Assembly: Once the coloring and writing are done, help the kids to form the bracelet by bringing the two ends of the water drop shape together.









SAME 1: WHERE DOES OUR HOUSE WATER COME FROM?

Materials:

- Small bottle of dirty water (symbolizing pollution)
- · Rope to create a circle

Instructions:

- · Attach a dirty water bottle to one end of the rope.
- Hold the other end of the rope, standing in the center.
- · Explain how dirty water represents pollution.
- · Move the dirty water bottle around.
- Children jump in place, avoiding the "pollution" rope.

Discussion:

- · Pause and gather the children.
- Discuss why they needed to avoid the rope.
- Explain that we must protect water from pollution to keep it clean and safe.
- · Even a little pollution can make a lot of water dirty



ACTIVITY: DIY WATER BOTTLE FILTER

Gather the preschoolers and explain the activity. They'll become "Water Filtration Engineers" creating a DIY water filter using a water bottle. Divide them into groups of 5, working together on the filter.

Step-by-Step DIY Water Filter:

- · Cut a plastic bottle of water and place it upside down.
- Place cotton balls at the bottle's bottom as the final filter to trap small particles.
- · Add small pebbles or gravel over cotton to filter larger debris.
- Layer sand/fine gravel for further filtration of smaller impurities.
- · Place another layer of small pebbles and top it with large pebbles.
- Instruct kids to pour the dirty water into the filter.
- Observe how water appears cleaner, showing how the filtration process works.

Reflection:

- Ask questions like "Did the filter make water cleaner?" and "What do the different layers do?"
- Explain that filters like the DIY one remove impurities, ensuring safe drinking water.

Note: The filtered water from this activity is not safe to drink. The aim is to explain water filtration concept, clean water significance, and the role of water filters.



CREATIVE PART



DIY crystal clouds and a rainbow on a plate.



Instructions:

- 1. Give kids paper plates. They draw a rainbow and clouds using pencils.
- 2. Trace over their rainbow and clouds with glue. They can add cotton for 3D clouds.
- 3. Sprinkle salt on the wet glue lines and clouds, let it dry for 5-7 min.
- 4. Dip a paintbrush in watercolors and touch them to the salted glue lines. Watch the colors spread and blend.
- 5. Let the artwork dry. The salt adds texture, and colors remain vibrant.

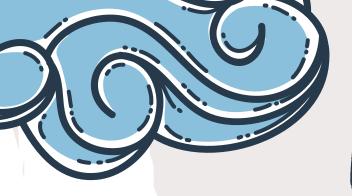


OBJECTIVE

The goal of this workshop is to educate children about the diverse flora and fauna that inhabit the ocean in an enjoyable and interactive manner. Through hands-on activities, visual aids, and engaging discussions, participants will discover the fascinating world of marine life, gaining insights into the importance of preserving and respecting the delicate balance of underwater ecosystems.











WaterColors and brushes

Tape

Scissors

Glue stick

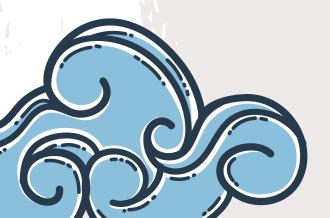
A4 paper

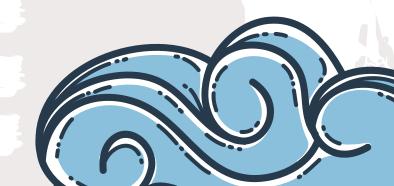
Plastic bags to protect the floor

Threads

Cards (for the first game)

Glass jars







SAME 1: SUESS WHO AM 1?

Introduction: Start by asking the children about their experiences with the sea. Mention that they are about to play a game called "Guess Who I Am," where they'll learn about various sea creatures in a fun manner.

Instructions:

- 1. Gather the children in a circle and explain the game.
- 2. Shuffle the cards with images of marine animals and plants.
- 3. Choose one child to come forward and pick a card without showing it to others.
- 4. The chosen child should imitate the animal or plant they picked they can act out its movement, sound, or appearance.
- 5. The other children take turns guessing what marine creature it is. If they're unsure, offer hints.
- 6. After the creature is guessed, discuss some interesting facts about it.



SAME 1: SUESS WHO AM 1?

Card Descriptions:

- Starfish: Not a fish, no backbone. Uses seawater for minerals.
- Octopus: 8 arms, 9 brains (one in each arm).
- **Seaweed**: Produces 70% of Earth's oxygen, essential for marine life.
- Shark: A fish with cartilage, not bones. Fast swimmers.
- Dolphin: Mammal, communicates with clicks and trills.
- · Coral: Not a plant, provides habitats for marine life.
- Crab: 10 legs, 2 claws, famous for Burger restaurant in cartoons.
- Sea Urchins: Many feet, no bones, edible.
- Black Sea Cucumber: Starfish relative, toxic to touch.
- Seal: Marine mammal that communicates through sounds.
- Seahorse: Fish with unique appearance, and tiny sizes.
- **Sea Turtle**: Can live up to 50 years, endangered due to plastic pollution.
- Whales: Largest animals, eat krill, and communicate through songs.
- **Jellyfish**: 95% water, not fish, related to sea anemones, stings for defense.

Reflection: Engage children in a discussion about the vastness of the sea and its mysteries. Compare what we know about the sea with what we know about outer space. Highlight the importance of understanding and protecting marine ecosystems.



CREATIVE PART: DIY THE SEA IN A DAR

Activity Instructions:

- Allow kids to use their imagination to paint a scene of the sea, including plants, the sun, clouds, and anything else they wish to add. Encourage creativity!
- Provide each child with printed marine animal templates. Instruct them to cut out the animals and color them with colored pencils or markers.
- Once colored, help them punch a hole near the top of each animal cutout.
- Open the small jar lids and have the children tape the end of a thread to the inside of the lid, leaving enough length to hang.
- Tie the other end of the thread through the hole in the marine animal cutout, creating a loop to hang it from.
- Securely close the jar lids, trapping the thread and the marine animal inside.
- Hang the decorated marine animal jars by their lids from a suitable place. As they hang, the marine animals will appear to be floating in the underwater scene painted on the outside of the jar.









SAME 1: PLASTIC OR FOOD?

Instructions:

- Divide the kids into two groups: Sea Creatures (5 kids), Food or Plastic (depends on the card).
- Each kid in the Sea Creatures group chooses their favorite sea creature and imitates its movement.
- The rest of the kids in the Food and Plastic groups are given cards and should not tell if they are food or prey.
- The Sea Creatures group moves around, imitating their chosen sea creatures.
- The kids in the Food and Plastic groups move around in the sea, no one should know if they are food or plastic.
- The facilitator starts with the first sea creature saying that it is hungry and starts to fetch food by touching the other kids.
- If a sea creature touches a kid with a prey card, the sea creature "eats" it and continues fetching.
- If a sea creature touches a kid with a plastic card, the sea creature "dies."
 The kid with the plastic card reads the question on the back of the card related to plastic pollution.
 - The leader facilitated a discussion with the kids about the question, explaining the impact of plastic pollution on marine life, ecosystems, and the environment.



SAME 1: PLASTIC OR FOOD?

Discussion Points:

What is plastic pollution, and how does it affect marine life?

Marine animals often mistake plastic for food, leading to digestive issues, starvation, and death. Entanglement in plastic debris can also harm or kill marine animals.

How much time does plastic take to decay?

Plastic water bottles take 400 years to degrade. We only use them for a few minutes, but they could stay in the sea for centuries!

Do you know that you eat plastic too?

Tiny pieces of plastic called microplastics are often eaten by marine animals, when we eat them we eat the microplastic indirectly.

How many plastic bottles do humans consume?
Worldwide, one million plastic bottles are used every minute.

How much plastic is in the sea?

We're producing more plastic than ever before. By 2050 there could be more plastic than fish in the sea.



SAME 1: PLASTIC OR FOOD?

Discussion Points:

What are some alternatives to single-use plastics?

- Using reusable water bottles, coffee cups, and containers.
- · Using cloth bags instead of plastic bags.
- Choosing products with minimal or no plastic packaging.
- Use metal or glass straws instead of plastic ones.
- Opting for natural materials like bamboo or paper instead of plastic cutlery and plates.





CREATIVE PART



DIY a fish from recycled plastic



Instructions:

- 1. Start by smashing the plastic water bottle from the bottom to flatten it out. This will form the base of your fish.
- 2. Use scissors to cut the flattened bottle into the shape of a fish.
- 3. Distribute watercolor paints and brushes to the children. Let them paint the fish in vibrant colors as they prefer. Encourage them to get creative with patterns and designs.
- 4. Cut out fins from colored paper or cardboard. These can include the dorsal fin, pectoral fins, and tail fins. Help the children glue these fins onto the fish.
- 5. Attach googly eyes or use markers to draw eyes on the fish.
- 6.Allow the fish to dry completely.



OBJECTIVE

To raise awareness among children about the importance of protecting nature, the environment, and specifically the marine environment. Through engaging activities, discussions, and a creative session, participants will learn about recycling, the impact of various types of waste on the environment, and how they can contribute to preserving the planet's beauty.







MATERIAL NEEDED

Colors and markers

Tape

Scissors

Waste to separate

A4 paper

Cardboard box in which the number of years of decomposition of each is written waste.





THEORITICAL PART

- Do you know the difference between this green bin and this red one?
- Do you know what this sign on the green bin means?
- · Which all things go in this green bin and which in the red?
- And why do we recycle at all? Why is it important?
- · How can we help with recycling?
- · Where does this plastic bottle go, in which bin?
- And this apple?
- This can?
- · An eggshell, a glass bottle, a magazine and a plastic bag?



SAME 1: HOW LONS DO I LAST?

- How many times have we seen garbage on the streets, beaches, sea, grass... and just left it like that. What do you think, is it good for our nature? Is it okay to just throw the trash away and leave it? Why do you think it isn't?
- So each product lasts a certain time. Some for a few weeks, some for a few months, some for years, and some even for centuries.
- Now we will play a short game in which we will find out how long each type of garbage lasts. (If there are few children, they can play one at a time, but if there are too many, they can play in pairs).
 Garbage is placed next to and then sorted:

We can use:

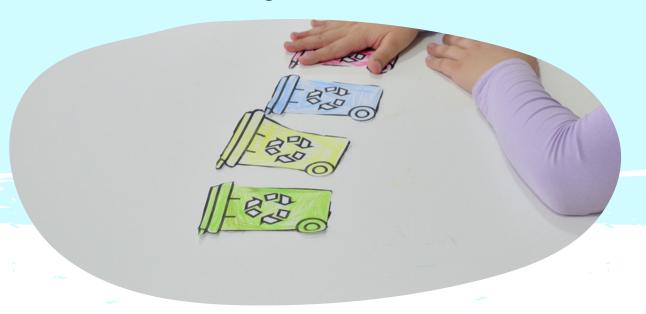
- plastic bottles and baby diapers (450 years)
- newspaper, cardboard box, mostly something made of paper or cardboard (2-3 months)
- glass bottle (million years)
- aluminum (80 years)
- fabric (1-5 years)
- cans (50 years)
- plastic bags (10 to 20 years)







Drawing Waste Bins

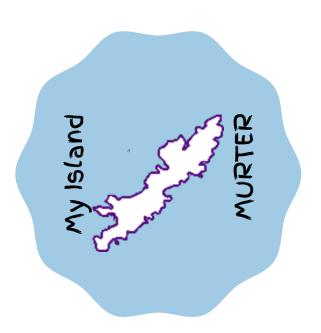


The workshop leader addresses the children: We have acquired the necessary materials, mostly recycled ones. This is important because in this way we will use the old material and will not throw it away.

Today we will recycle our waste. Do you know what this is? - Show the materials

Give them plain white papers on which they will draw 4 waste bins, color them, and write what is what.







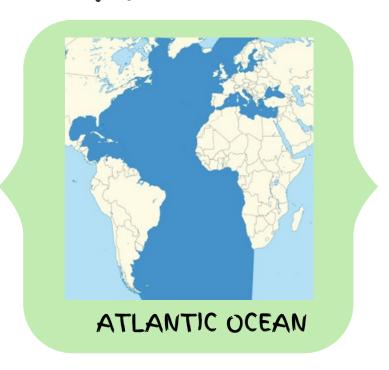


















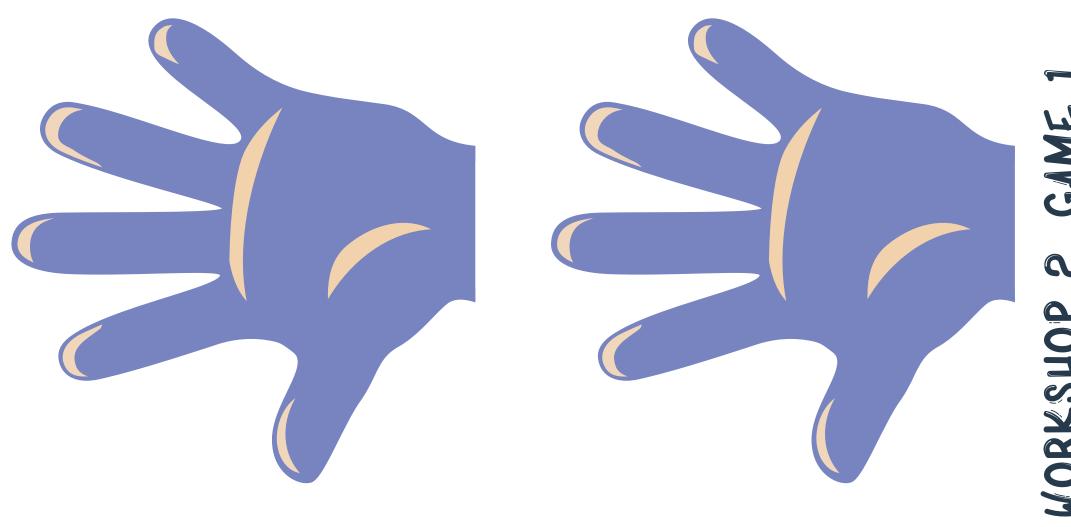




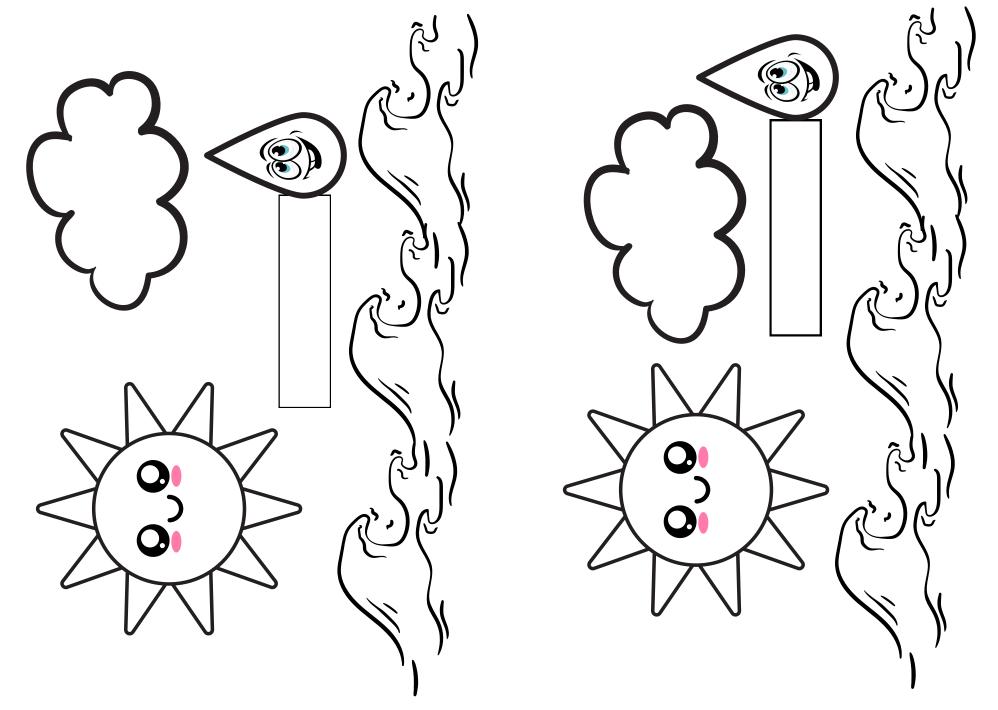




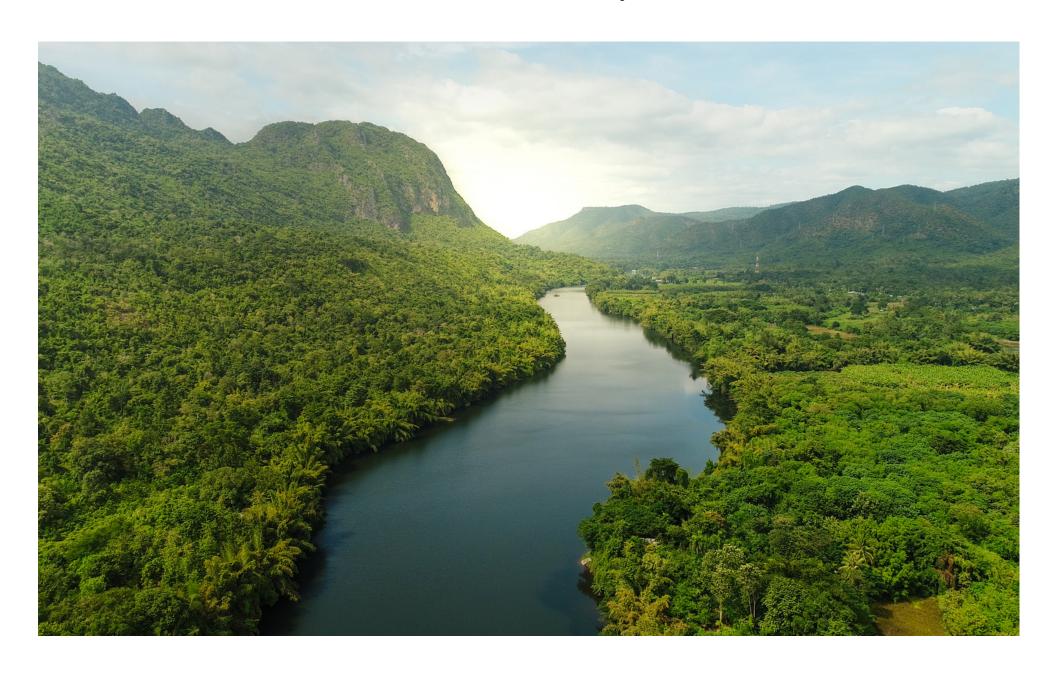




WORKSHOP 3, CREATIVE PART





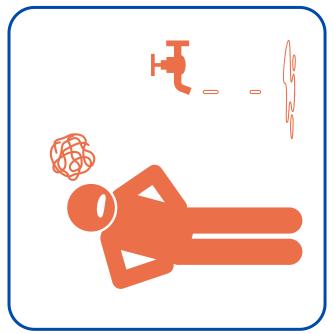








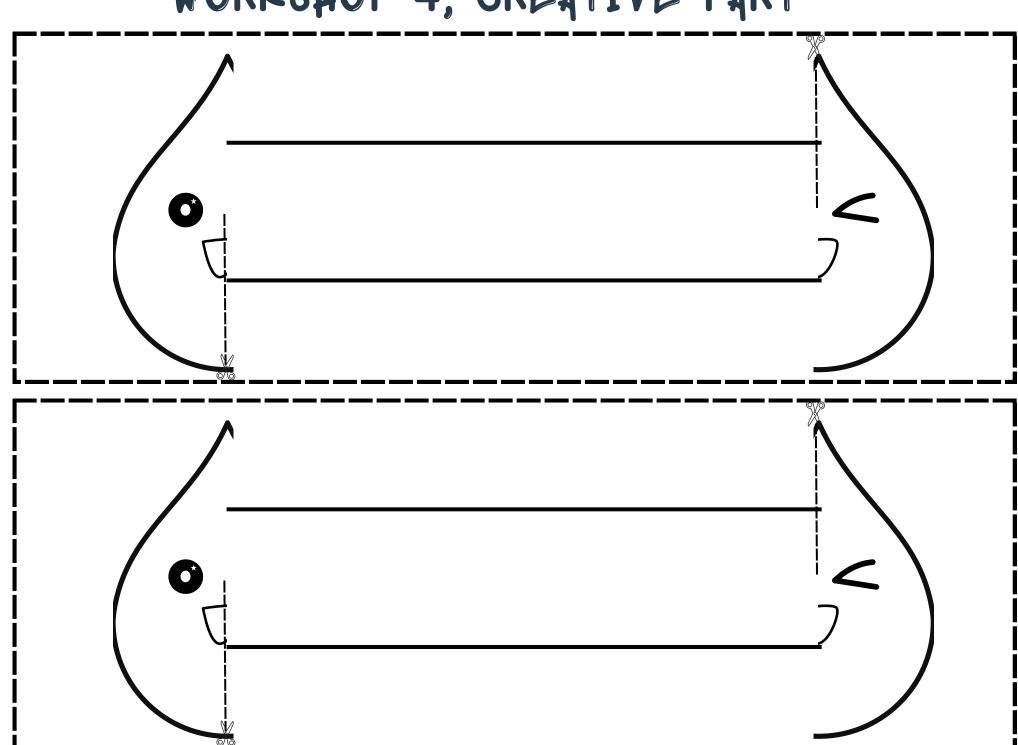




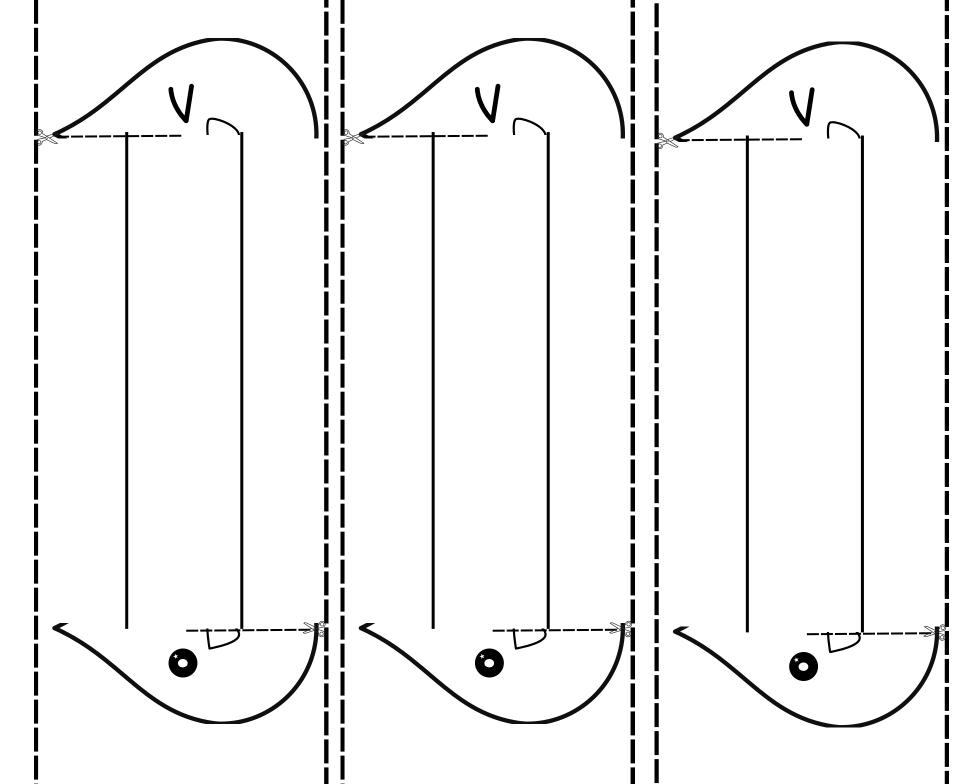




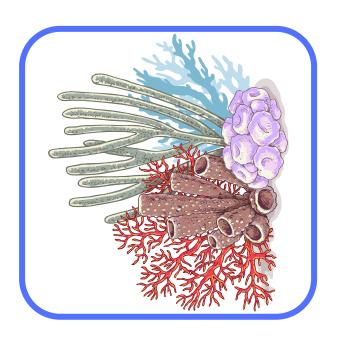


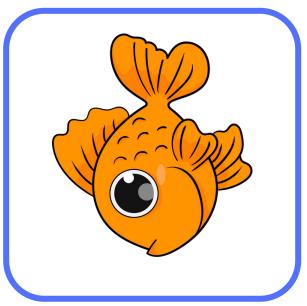


WORKSHOP 4, CREATIVE PART



For 5-7 years old kids





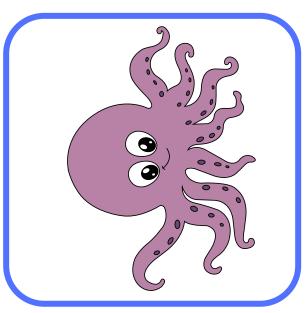




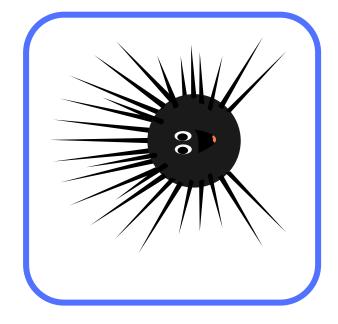




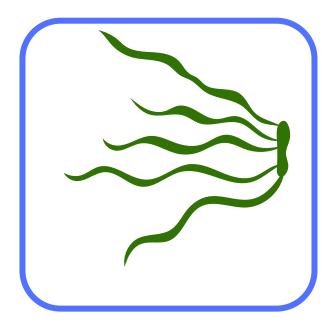




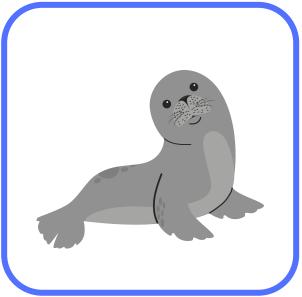






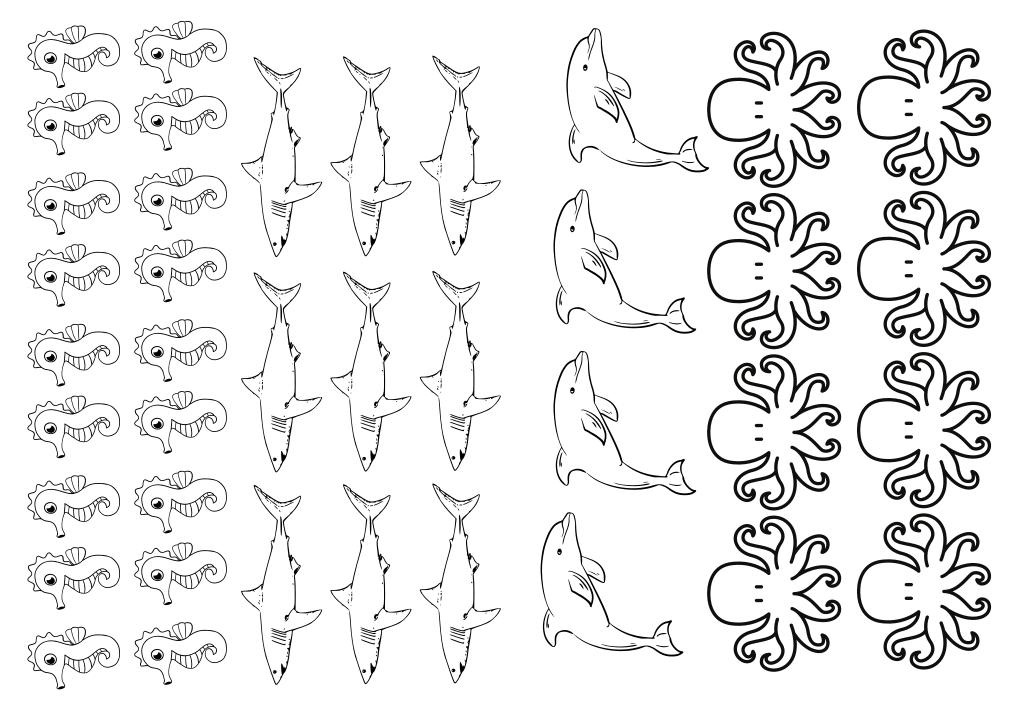


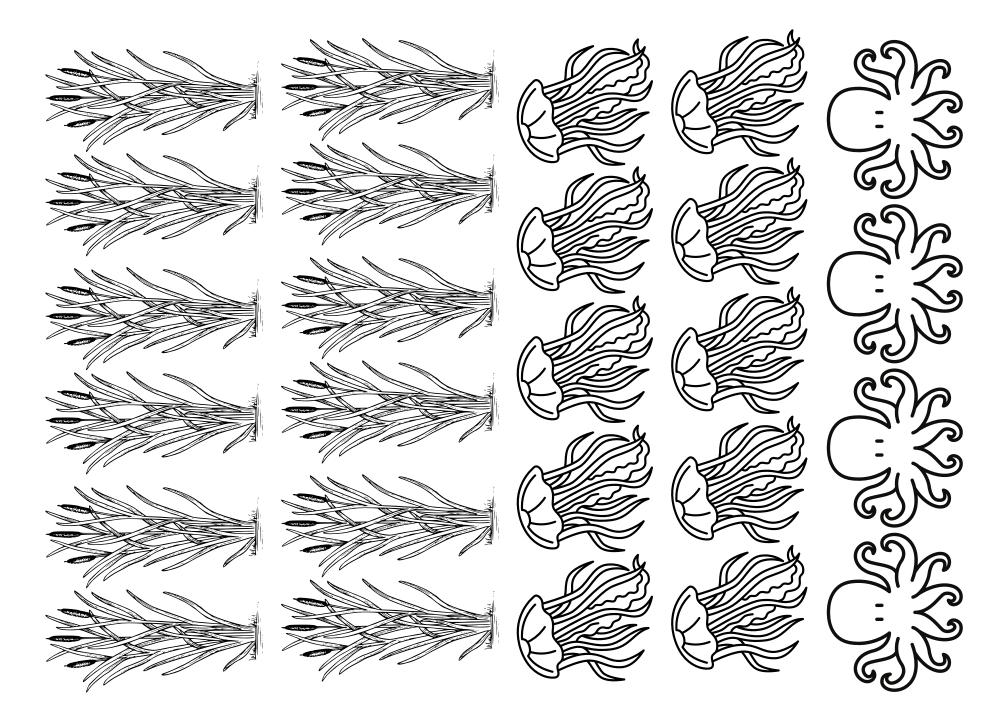


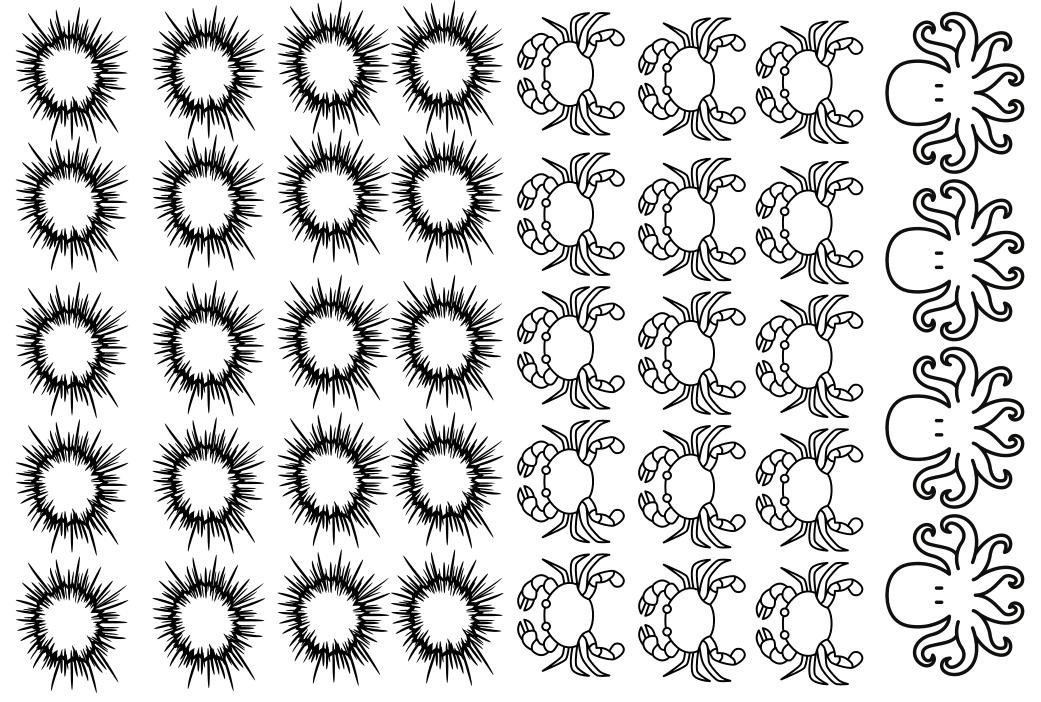


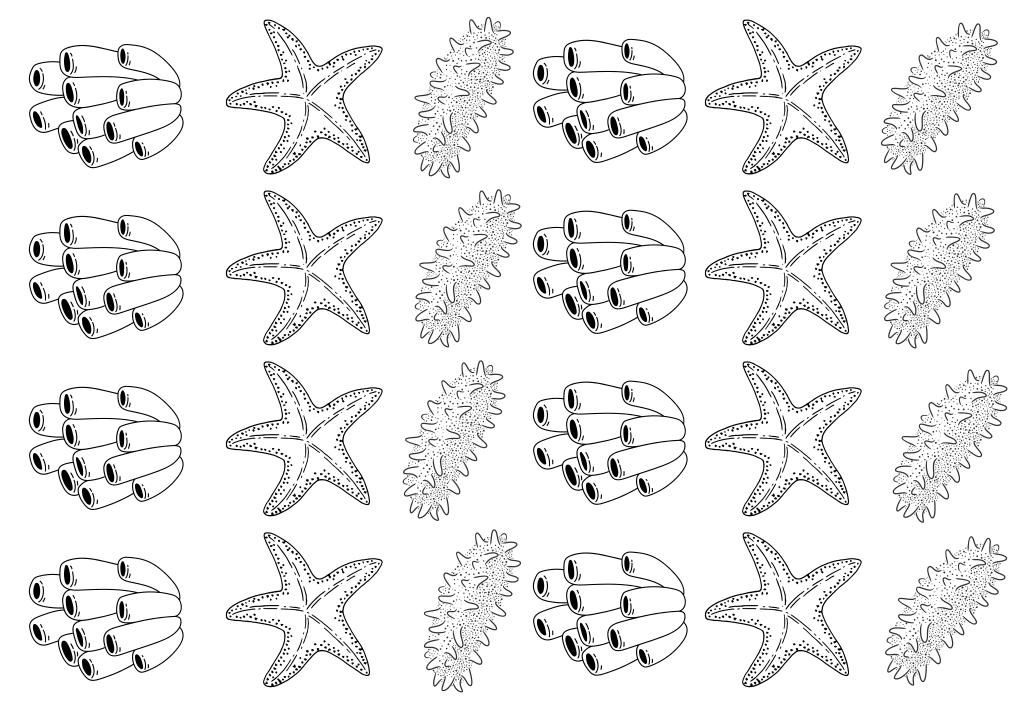


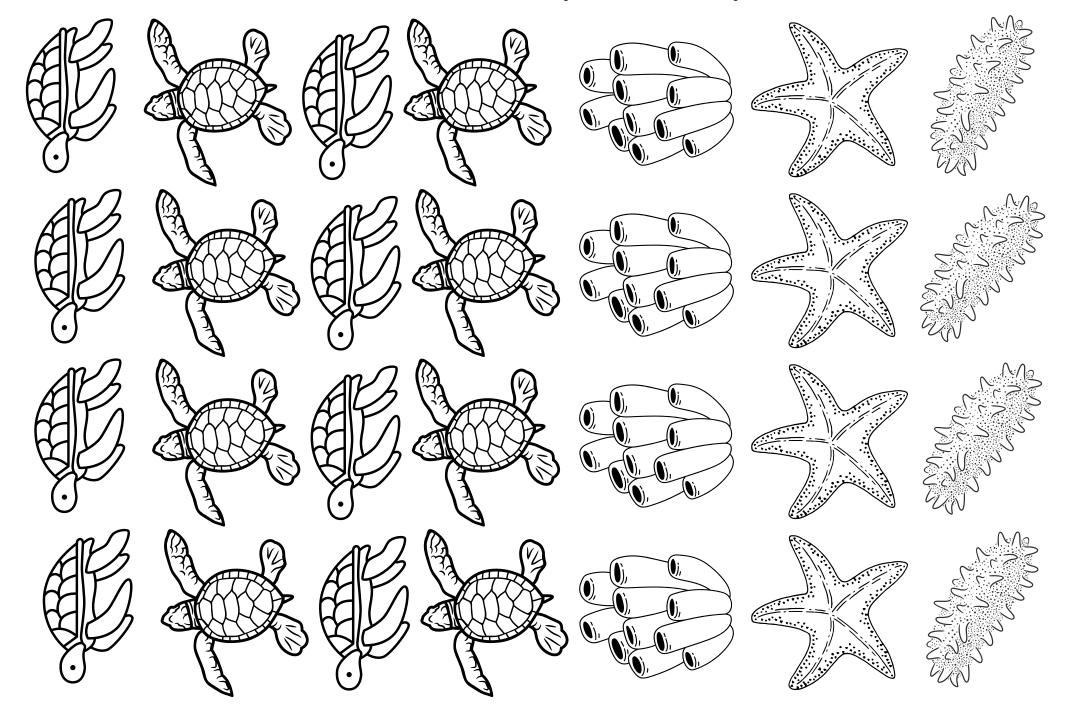
NOTE: YOU CAN USE SOME OF THESE CARDS FOR THE PLASTIC OR FOOD GAME FOR WORKSHOP 7

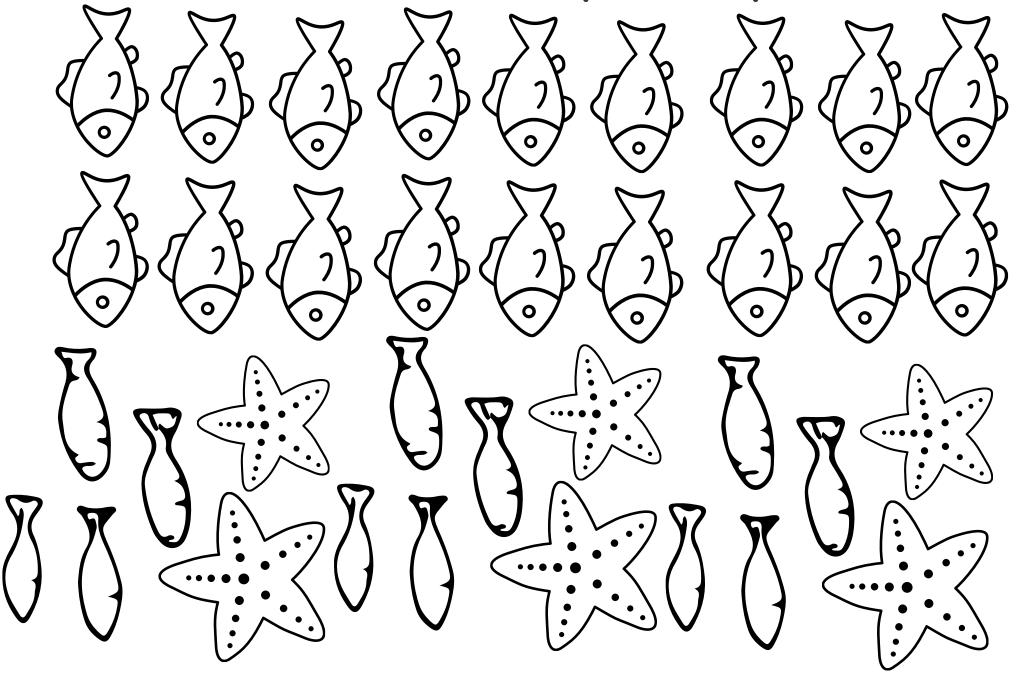












WORKSHOP 7, GAME 1





Znate li da i vi jedete plastiku?





plastika raspadne?

Koliko je vremena

potrebno da se

Koliko plastičnih boca ljudi konzumiraju?



Koliko plastike ima u moru?

