

# Rotary Hands Across Water - graduation final event



Dr. Amnon Shefi  
GG Manger Hi Teach



Shlomo Bronher  
PP - RC Ramla



Marian Jerzy Korczyński  
PDG D-2231 - RC Łódź

Podsumowanie roku pracy on-line „ZOOM” z udziałem 375 uczestników

[illegible]

Izrael  
USA  
Polska  
Albania  
Indie  
Kosowo  
Litwa  
Rumunia

## Schools

Israel 37  
World 15

W spotkaniu om-line brało udział  
375 uczestników programu  
Rotary Hands Across Water



מספר שותף מ"ח ודעת

# Pozdrowienia i życzenia dalszych sukcesów

Zoom Meeting - General Assembly


You are viewing Amnon Shalev's screen

View Options

Recording

Remaining: 00:15:36


## Greeting from Poland



Today I is a "graduation event" - a summary of the achievements of school teams, connected under the Twining Schools program.

As Rotary District 2231 Coordinator, I would like to congratulate to all participants, of the achievements so far, and I wish you to continue your commitment to this world-important challenge, which is THE water.

Prof. Marian Jerzy Korczyński  
Past District Governor  
District 2231, Poland



Amnon Shalev

Zoom Meeting - General Assembly

373

Participants

Chat

Share Screen

Record

Ask for Help

Reactions

Leave Room

בעבר פועלת מים ודעת



Konstancin-Jeziorna  
Lodz, Poland



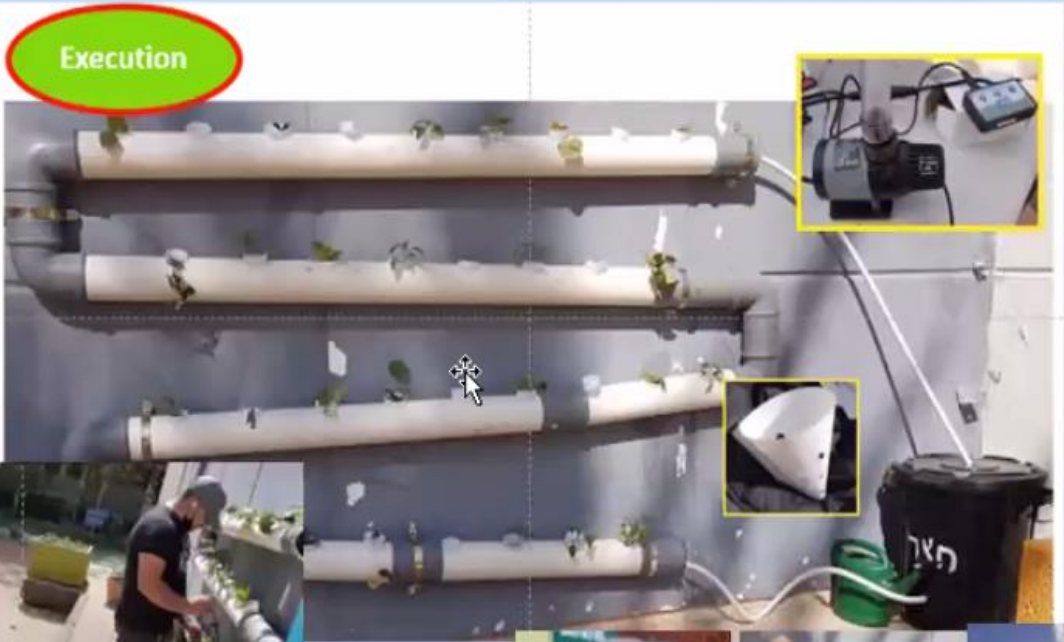
ברנקו וייס באר שבע, ישראל  
Branko Weise Beer Sheva, Israel



Rotary Club  
Lodz, Poland

Rotary Club  
Ramla

Rotary Club  
Beer Sheva



Amnon Shefi

## Poland Children Paint Water



Na początku projektu roku 2020-21 organizatorzy ogłosili konkurs na parce plastyczne, które wykorzystano jako grafikę RHAW.



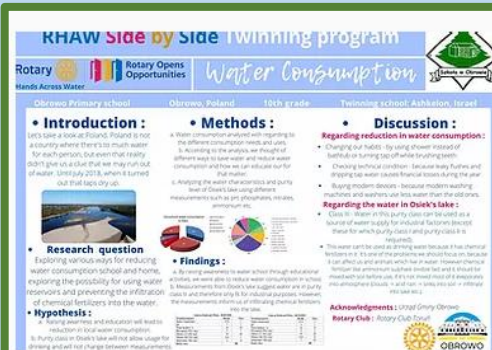




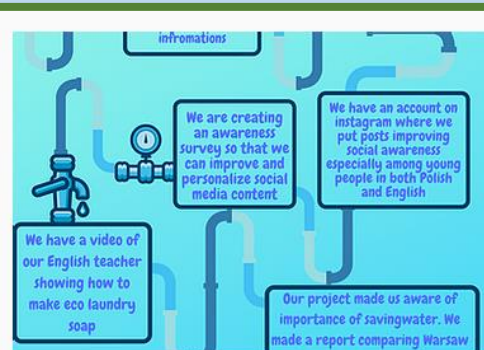
<https://www.hi-teach.org/2021display?lang=en>

Cztery szkoły z Polski sponsorowane przez:

1. RC Toruń
2. RC Warszawski Klub Rotariański
3. RC Łódź
4. RC Warszawa Konstancin



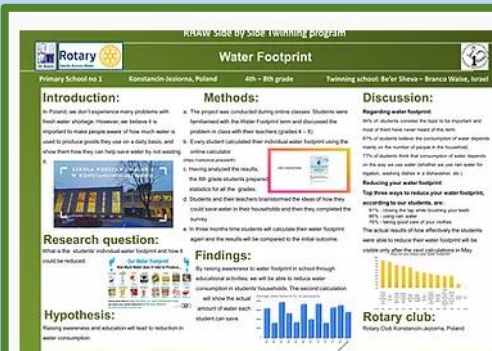
Water consumption  
Obrowo primary school - Poland



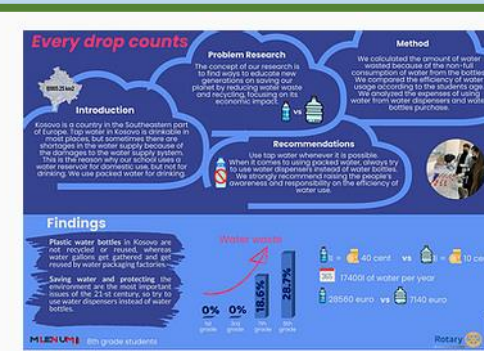
Water Challenges  
American Airmen High School No 43 - Poland



Water consumption  
Specjalny Ośrodek Szkolno-Wychowawczy - Poland



Water Footprint  
Konstancin-Jeziorna - Poland



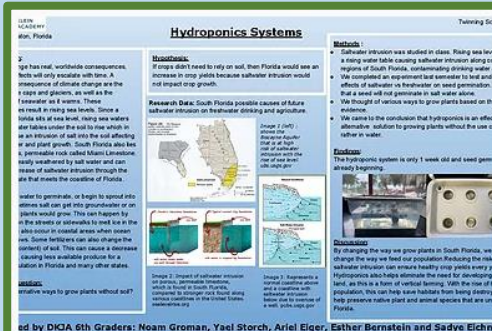
Bottles vs. Gallons  
Shkolla Mileniumi i Tretë - Kosovo



Saving Water  
Shkolla e Gjelbr- Green school - Kosovo

Dwie szkoły z Litwy sponsorowane przez:

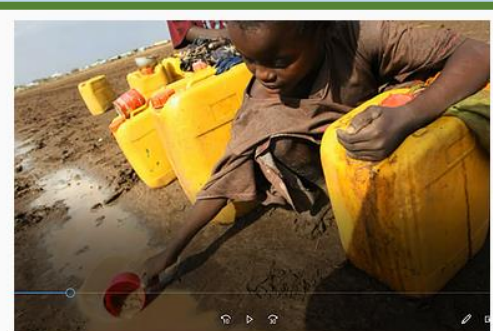
Šalčininkų Rotary Klubas



Hydroponics systems  
Donna Klein Jewish Academy - USA



Water consumption  
Gimnazjum im. J. Sniadeckiego - Lithuania



Water Challenges  
Švenčionių r. Pabradės „Žeimenos gimnazija - Lithuania



Specjalny Ośrodek  
Szkolno -  
Wychowawczy  
nr 3 im. dr. H. Jordana

ul. Tkacka 34/36,  
90-156 Łódź

<https://sosw3.pl/>



## Water Consumption



School  
symbol

SOS-w nr3

Łódź, Poland

SSpdp nr3

### Introduction:

The amount of rainfall does not decrease for years, but their frequency and nature are much more dynamic. As a result, the hydrological conditions in many places indicate the loss of groundwater and contribute to the drying of the area. The observed temperature rise is also a greater intensity of evaporation. It is widely known that in the coming years we must take actions to protect our country's water resources.



### Research question:

Rain is the source of water that cannot be used for food purposes, but it is suitable for watering the garden: vegetable and flower beds. It is soft kind of water, which means it is beneficial for cleaning various surfaces (car, floors). Rainwater can also be collected for household installations, e.g. washing machines. The concern is how can we use the rainwater in our center.

### Hypothesis:

Building up water reserves is a must. In addition to real savings in the consumption of tap water, it is also a way to show respect of valuable resources of drinking water.

### Methods:

- Creating a rainwater collection and use system in the Special School and Educational Center No.3 in Łódź.

Since there is no natural watercourse on our property or in the immediate vicinity, we want to create a kind of water reservoir in the garden by building a pond fed with rainwater. It would be a habitat for small animals (e.g. amphibians) and a watering hole for birds. The system will also be supplemented by ground rainwater tanks located at the downpipes from the roof.



### Findings:

Currently, in the garden, we have temporary rainwater tanks for watering flowers and drinkers for birds. We have also built an absorbent well from which water feeds the lawn. We are convinced that adding a pond and rainwater tanks to our garden will be a great attraction for our pupils. It will also have great educational value.



### Discussion:

- The presence of a water reservoir in our garden would be a great way to improve the well-being and tranquility of our students. Relaxing by the pond would be a lot of pleasure and enable mental regeneration. The gentle sound of water calms and soothes the nerves. A pond would give our garden a unique character. It is widely known that being surrounded by the beauty of nature has a salutary effect on the mood.
- The pond creates a very favorable microclimate. The air around the pond is better humidified, which has a positive effect especially on people suffering from allergies or respiratory problems. A pond also plays a very important role as an ecotone (a transition zone between two ecosystems). It contributes to high biodiversity in the vicinity of the water reservoir and has a positive effect on garden plants.
- Pond garden is a good way to keep the air and soil moist, which contributes to plant growth and facilitates vegetation.

### Acknowledgments:

For many years, we have been cooperating with mainstream schools, orphanages, and nursing homes and we are ready to extend our cooperation also to activities related to the importance of water conservation, its efficient management, etc.

Project Sponsored by RC Lodz, Poland, RC Haifa, RC Ramla, Israel D-2490, Israel and D-2231, Poland

Teachers\Mentors:

Władysław

Students:

Agnieszka

Anna

Piotr

Zbyszek



## Obrowo primary school – Poland

Szkoła Podstawowa im.  
Jana Pawła II w  
Obrowie

e-mail  
szkolaobrowo@wp.pl

ul. Szkolna 4,  
87-126 Obrowo

<https://www.spobrowo.pl>

# RHAW Side by Side Twinning program



Rotary Opens  
Opportunities

## Water Consumption



Obrowo Primary school

Obrowo, Poland

10th grade

Twinning school: Ashkelon, Israel

### • Introduction :

Let's take a look at Poland. Poland is not a country where there's too much water for each person, but even that reality didn't give us a clue that we may run out of water. Until July 2018, when it turned out that taps dry up.



### • Research question

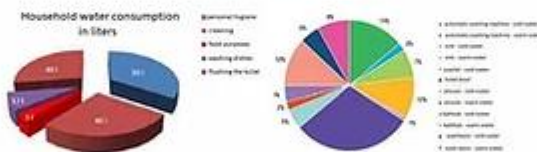
Exploring various ways for reducing water consumption school and home, exploring the possibility for using water reservoirs and preventing the infiltration of chemical fertilizers into the water.

### • Hypothesis :

- Raising awareness and education will lead to reduction in local water consumption.
- Purity class in Osiek's lake will not allow usage for drinking and will not change between measurements.

### • Methods :

- Water consumption analyzed with regarding to the different consumption needs and uses.
- According to the analysis, we thought of different ways to save water and reduce water consumption and how we can educate our for that matter.
- Analyzing the water characteristics and purity level of Osiek's lake using different measurements such as pH, phosphates, nitrates, ammonium etc.



### • Findings :

- By raising awareness to water school through educational activities, we were able to reduce water consumption in school.
- Measurements from Osiek's lake suggest water are in purity class III and therefore only fit for industrial purposes. However, the measurements inform us of infiltrating chemical fertilizers into the lake.

Lake in Osiek and Widy - 05.09.2018				Lake in Osiek and Widy - 08.10.2018			
Tested parameter	Result	Class		Tested parameter	Result	Class	
Surface temperature	10°C	I		Surface temperature	12°C	I	
pH	7	I		pH	8	I	
Water hardness °d	25	III		Water hardness °d	18	II	
Phosphates (PO <sub>4</sub> ) <sup>3-</sup> mg/l	0	I		Phosphates (PO <sub>4</sub> ) <sup>3-</sup> mg/l	0	I	
Nitrates (NO <sub>3</sub> ) mg/l	30	II		Nitrates (NO <sub>3</sub> ) mg/l	50	II	
Nitrites (NO <sub>2</sub> ) mg/l	0.01	I		Nitrites (NO <sub>2</sub> ) mg/l	0.01	I	
Ammonium (NH <sub>4</sub> ) mg/l	1	II		Ammonium (NH <sub>4</sub> ) mg/l	1	II	
Purity class		III		Purity class		III	

### • Discussion :

#### Regarding reduction in water consumption :

- Changing our habits - by using shower instead of bathtub or turning tap off while brushing teeth.
- Checking technical condition - because leaky flushes and dripping tap water causes financial losses during the year.
- Buying modern devices - because modern washing machines and washers use less water than the old ones.

#### Regarding the water in Osiek's lake :

- Class III - Water in this purity class can be used as a source of water supply for industrial factories (except these for which purity class I and purity class II is required).
- This water can't be used as drinking water because it has chemical fertilizers in it. It's one of the problems we should focus on, because it can affect us and animals which live in water. However chemical fertilizer like ammonium sulphate oxidize fast and it should be mixed with soil before use, if it's not mixed most of it evaporates into atmosphere (clouds -> acid rain -> sinks into soil -> infiltrate into lake etc.).

Acknowledgments : Urząd Gminy Obrowo

Rotary Club : Rotary Club Toruń



Teachers/Mentors: Przemysław Piotrowski

Students : Marcelina Mazur

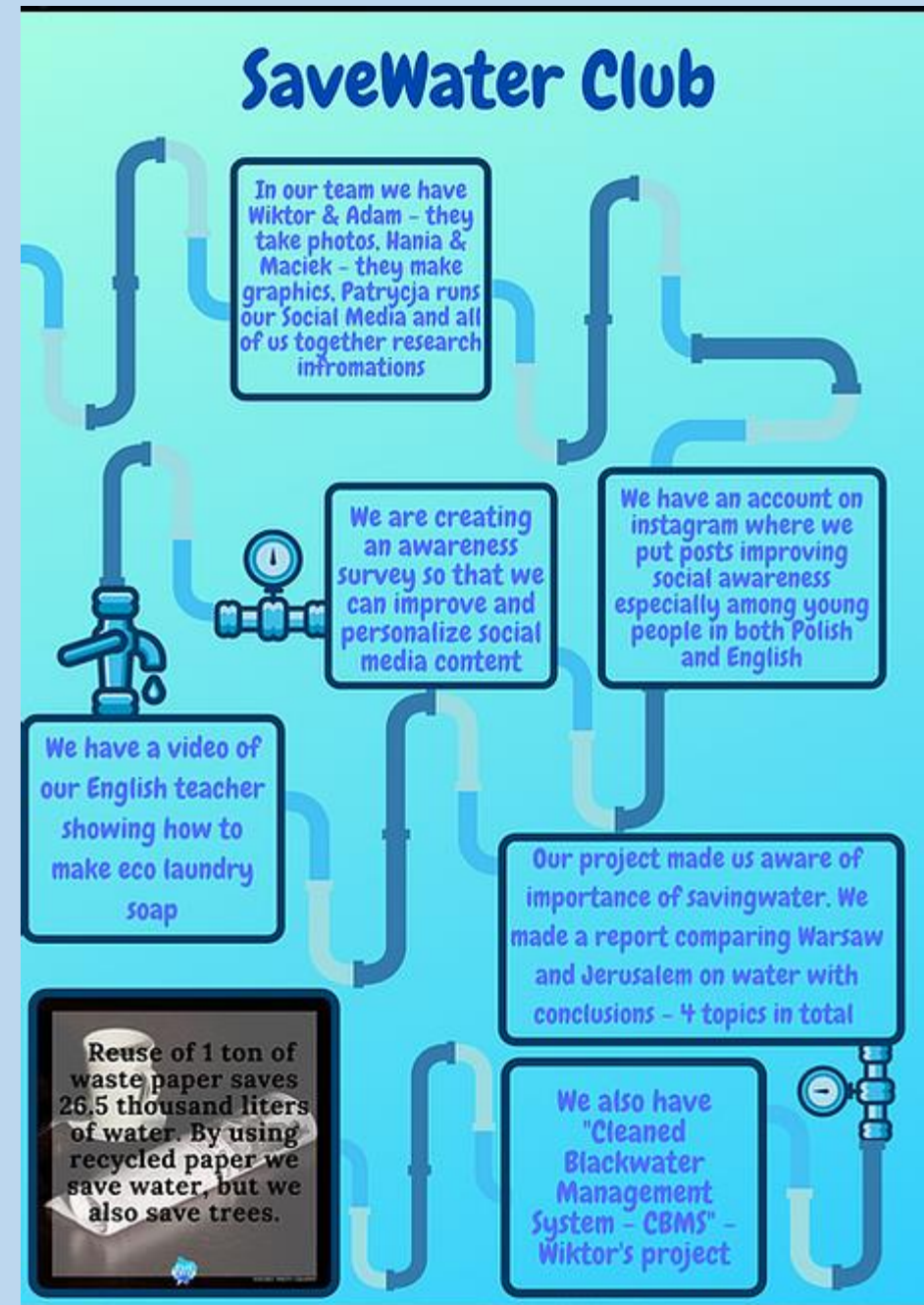
**Water Challenges**  
**American Airmen High School No 43 –**  
**Poland**

Liceum Ogólnokształcące Niepubliczne  
nr 43 im. Lotników Amerykańskich

ul. Wóycickiego 1/3  
01-938 Warszawa

e-mail: **lon43@pspo.edu.pl**

<http://www.pspo.edu.pl/kontakt/>





# Water Footprint

## Bottles vs. Gallons

## Saving Water

## Konstancin-Jeziorna – Poland

Szkoła Podstawowa Nr 1  
ul. Wojewódzka 12  
05-510 Konstancin-Jeziorna

e-mail: [sekretariat@sp1kj.pl](mailto:sekretariat@sp1kj.pl)

<https://zsnr1.szkoła.pl/>



## RHAW Side by Side Twinning program

# Water Footprint



Primary School no 1

Konstancin-Jeziorna, Poland

4th – 8th grade

Twinning school: Be'er Sheva – Branco Waise, Israel

## Introduction:

In Poland, we don't experience many problems with fresh water shortage. However, we believe it is important to make people aware of how much water is used to produce goods they use on a daily basis, and show them how they can help save water by not wasting it.



## Research question:

What is the students' individual water footprint and how it could be reduced.



## Hypothesis:

Raising awareness and education will lead to reduction in water consumption.

## Methods:

- The project was conducted during online classes. Students were familiarised with the Water Footprint term and discussed the problem in class with their teachers (grades 4 – 8)
- Every student calculated their individual water footprint using the online calculator (<https://rankomat.pl/woda/#/>)
- Having analyzed the results, the 8th grade students prepared statistics for all the grades.
- Students and their teachers brainstormed the ideas of how they could save water in their households and then they completed the survey.
- In three months time students will calculate their water footprint again and the results will be compared to the initial outcome.



## Findings:

By raising awareness to water footprint in school through educational activities, we will be able to reduce water consumption in students' households. The second calculation will show the actual amount of water each student can save.



## Discussion:

### Regarding water footprint:

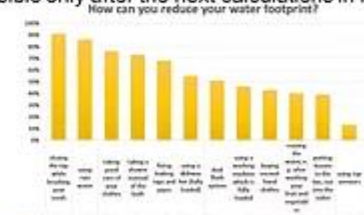
94% of students consider the topic to be important and most of them have never heard of this term.  
87% of students believe the consumption of water depends mainly on the number of people in the household;  
77% of students think that consumption of water depends on the way we use water (whether we use rain water for irrigation, washing dishes in a dishwasher, etc.)

### Reducing your water footprint

**Top three ways to reduce your water footprint, according to our students, are:**

- 91% - closing the tap while brushing your teeth
- 86% - using rain water
- 76% - taking good care of your clothes

The actual results of how effectively the students were able to reduce their water footprint will be visible only after the next calculations in May.



## Rotary club:

Rotary Club Konstancin-Jeziorna, Poland

Teachers\Mentors:

Anna Gorgoń, Anna Jura, Katarzyna Kalmus

Students:

Ignacy Białobrzski

Michał Woźniakowski

Marta Doboszyńska

Jagoda Elias





### Introduction:

Šalčininkai region is not struggling with water crisis, that is why young people are not eager to save that valuable resource. However, experiences of other countries help youth to become aware of the possible dangers and change the attitude towards water and its usage. Prevention is better than intervention, that is why it is crucial to take actions to inform young people and form sustainable water saving habits.



### Research question:

What Jan Sniadecki Gymnasium community knows about water resources and environmental issues, and what steps can be taken to raise awareness?

### Hypothesis:

- Jan Sniadecki Gymnasium community has basic knowledge about water resources and environmental issues.
- Jan Sniadecki Gymnasium community can provide 12 tools to raise awareness about environmental issues.

### Methods:

- Qualitative survey (structured interview), 100 respondents (40 adults, 60 students).
- Brainstorming session of the ideas what could be done during all school subjects to raise awareness about the water resources and environmental issues at all levels of the school community.
- Organizing the ideas into an annual program "AQUA FONS VITAE".
- Presentation of the program to the community and getting its acceptance.

### Findings:

- The first hypothesis is proved with the following results of the survey:  
Water is H<sub>2</sub>O (85%), liquid (82%), drink (69%), rainfall (21%).  
We need water for life (78%), functioning of the body (45%), cleaning (12%), rest (7%).  
Water environmental issues are: water contamination (81%), water scarcity (68%), floods (15%).  
Possible solutions are: save water (88%), stop contamination (86%), use fewer chemicals (74%), improve sewage treatment plants (53%), spread the desalination process (5%).
- The second hypothesis is proved with an annual program „Aqua fons vitae” according to which every month the students of all forms (1-12) are going to participate in at least 12 activities (tools) that are going to raise awareness about environmental issues.

### Discussion:

The annual program "Aqua fons vitae" is created under the assumption, that in order to protect something, it is important to enrich knowledge on the topic. Students are going to: have painting contests; read myths and stories about water; visit the water supply company, drinking water laboratory, sewage treatment plant; participate in the educational programs; calculate water footprint; create films; filter water; organize cleaning events; participate in the meetings with various specialists and conduct mini-projects to cover the topics of healthy swimming, water-related emergencies, water in industry, commerce, agriculture, and thermoelectricity. It is hoped that the program will not only raise awareness but also **unite** the community, build close **cooperation** with other schools, attract **social partners** to school and **enrich** the everyday education of the students. The program aims water-saving to become a habit, not a short-term action, that is why the program was given a **long-lasting format**.

### Acknowledgments:

Teacher of Jan Sniadecki Gymnasium;  
Hi-Teach;  
School from Konstancin Jeziorna;  
Artur Stefanovič, "Etanetas".

### Rotary club:

Šalčininkų Rotary Club

## Water consumption

## Gimnazjum im. J. Śniadeckiego - Lithuania



## Water Challenges

Švenčionių r. Pabradės „Žeimenos gimnazija – Lithuania  
Video” <https://www.hi-teach.org/2021display?lang=en>



Lithuania

# Konkurs dla uczestników – wiedza o wodzie

Recording

Remaining : 00:06:56

Kahoot! - My Kahoots

K! Kahoot!

Roman aqueducts: Longest Roman

Hi - Teach | חייך ללמד

https://play.kahoot.it/v2/lobby?quizId=112cc758-a967-4eb3-9448-b6133e16e14c

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Join at [www.kahoot.it](https://www.kahoot.it)  
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69

Kahoot!

Start

SoaringSeaLion RockyGator ZanyPuffin MysteryWallaby

AmazonAlpaca MightyUnicorn SuperStork SnowyPony

MajesticLizard RedSphinx ArcticGator NimbleStork

GroovyPossum GreatGator GladLeopard CuteFrog

NimbleMeerkat DoctorSable SmartSable BlueBear

17:52  
17/03/2021

Hi - Teach - Dvir Aharon



# Rotary Hands Across Water 2021 Graduation

Konkurs dla uczestników wygrał student z Rumunii

Get feedback



Hi - Teach - Dvir Aharon

Unmute My Audio (Alt+A). Or you can simply press and hold the space bar to temporarily unmute.



You were all great !

Thank You  
See you next year

נוער שותה מים ודעת

Rotary  
Dzyskiel 2281  
Dziękujemy Komitet  
dz. Rotary Foundation  
Pochlebiając do Główny

Jerzy Korczynski

chen marzuk

Amnon Shefi

Hi - Teach - Dvir Aharon

shlomo bronher



# Podziękowania Amnon Shefi – koordynator programu RHAW

RE: RHAW

○ **Amnon Shefi** <amnons@hi-teach.com>

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Odpowiedz

Odpowiedz wszystkim

Prześlij dalej

Usuń



1 załącznik ▶

Widok

Prezentuj

Pobierz

Dear PDG Korczynski

Thank you for your participation, and contribution to the program throughout the year and including the graduation event

What a nice presentation and a warm greeting

On behalf of all the program partners and supporters

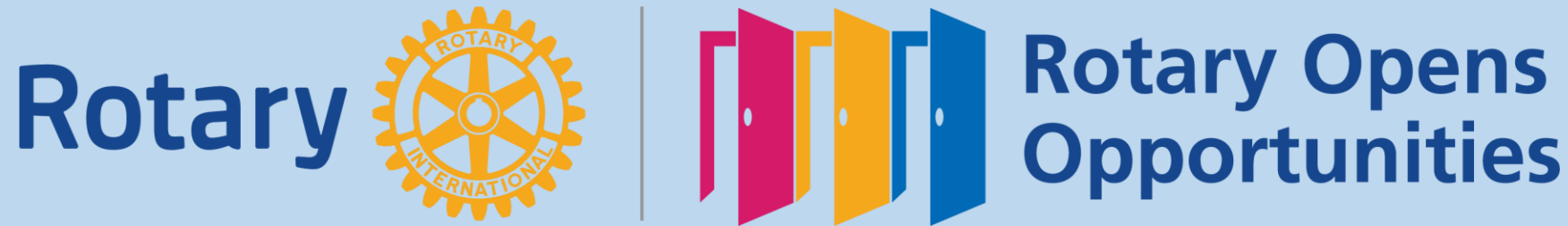
It was a pleasure to work with the Polish / Lithuania team

That you managed to bring to the program

We will surely keep the momentum

Best regards

Amnon



**Z podziękowaniami za dotychczasową aktywność dla wszystkich Uczestników i sponsorujących Klubów i z zaproszeniem do kontynuacji udziału w programie „Rotary Hands Across Water” w roku rotariańskim 2021-22**

Marian Jerzy Korczyński  
PDG, PP, Past DRFC Chair  
i obecnie DGS Chair