



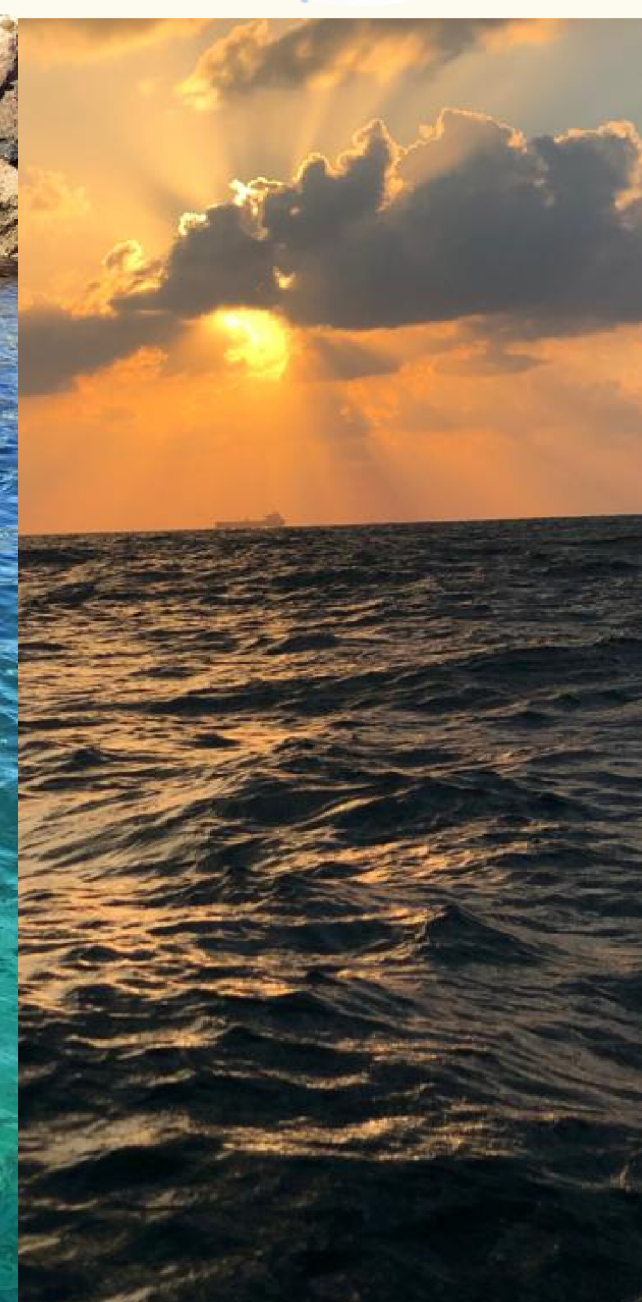
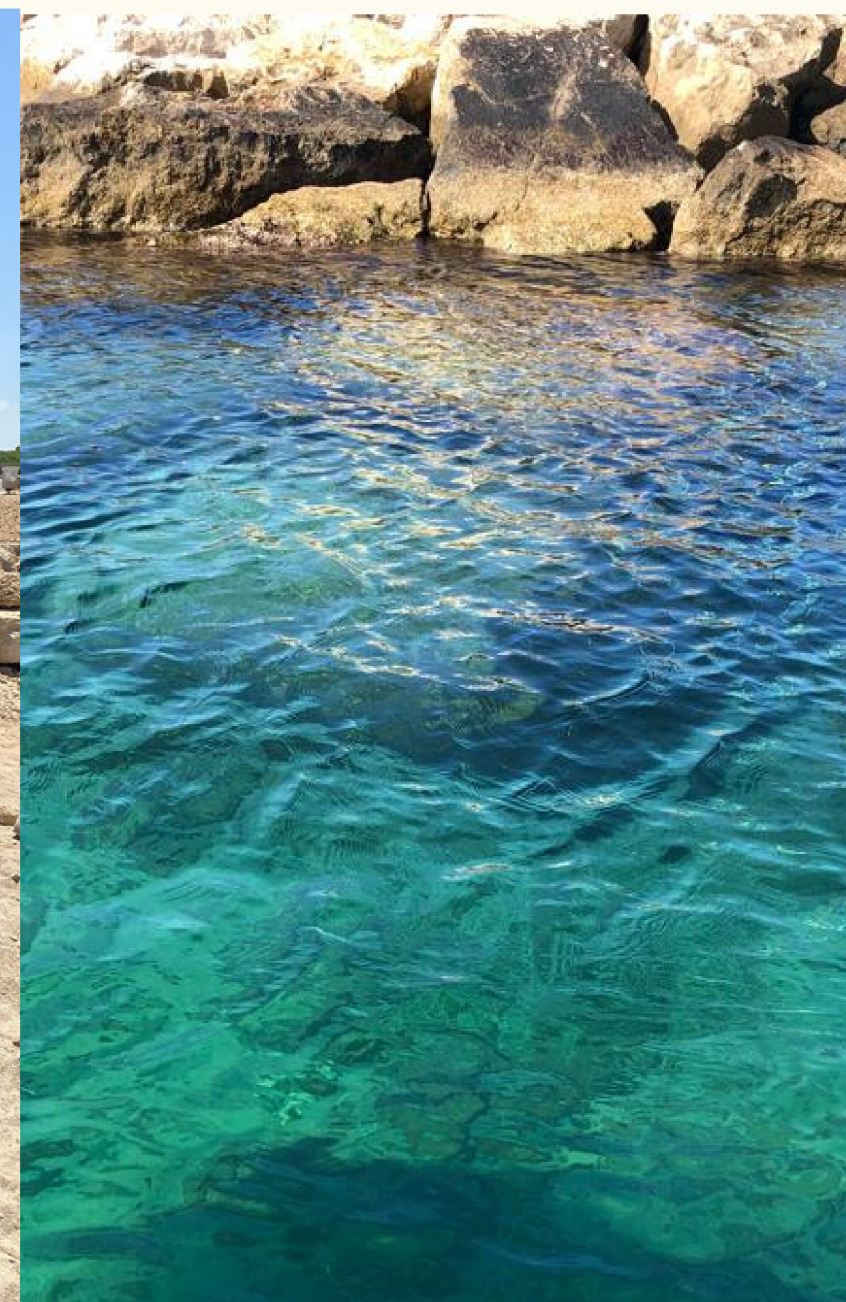
WORKSHOP A: GLOBE has an impact in local communities

Refaela Babish, country
coordinator.
GLOBE Israel





"I Am For The Sea"







אני למען הים – I Am For The Sea

ממומן חלקית על ידי National Geographic Society



05:19

Ziggy Livnat





וכמובן יציאה אל הים

**ניטור איקרו-פלסטיק בחוף הים
סמוך לבה"ס באמצעות פרוטוקול
שפותח ע"י הגלוב**

**And of course, going out to
sea**

**Micro-plastic monitoring at
the beach near the school
using a protocol developed
by the Globe**






glope



Share



Watch on  YouTube



How to start?



"I AM FOR THE SEA"
GOOD IDEA!

1

How to START?

We chose a social scientific topic that is relevant to the students and teachers





How to start?

2

We chose the protocols of the Globe program :
Hydrosphere, atmosphere



How to start?



3

We were inspired by our friends at Globe Italy - and used the micro plastic protocol



How to start?



4





Our stakeholders



Schools that are LOCATED near to the beach/ or have a special interest on the marine area



The Israel Society of Ecology and Environmental Sciences

Scientists who are involved in protecting the sea



Non-governmental organizations for the protection of the sea

Friends overseas - from Malta



NATIONAL GEOGRAPHIC

National geographic explorer: Ziggy Livnat

I am for the sea

We created a community and together we prepared the program that took place in 10 schools in Israel, and one school in Malta:

1. The students were collecting data by the protocols of the Globe program
2. The students collected microplastics data
3. The students went on learning days at the beach
4. The students conducted a survey of knowledge, awareness and behavior among the communities of the participating schools - parents, teachers and students
5. The students wrote research papers
6. The students met scientists from the academy
7. The students prepared video clips in order to raise awareness for preserving the marine environment
8. The students met activists from sea conservation associations and learned about activism





materials and support for teachers

אתר גניאלי



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*The activity is divided into three parts:
in each part we will experience the stages of
learning in a community, shared knowledge, and
common goals*

part one

*Learning in a community, Joint
enterprise*

part two

common goals, mutual engagement

part three

*stakeholders, shared knowledge,
identifying shared repertoire*



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The workshop is divided into three parts:
in each part we will experience the stages of
learning in a community, shared knowledge, and
common goals

part one

Learning in a community, Joint
enterprise

part two

common goals, mutual engagement

part three

stakeholders, shared knowledge,
identifying shared repertoire

part one

write one characteristic of
the aspects of learning in
a community, and place
the squares on the page.
create a connection
between them through
arrows, which will clarify
the existing relations
among them



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in each part we will experience the stages of learning in a
community, shared knowledge, and common goals*

part one

Learning in a community, Joint enterprise

part two

common goals, mutual engagement

part three

*stakeholders, shared knowledge, identifying
shared repertoire*

part two

*what brings us to work
together?*

Why are you here?

*Write down your goals for
participating the GLOBE
project on paper.*



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part one

Learning in a community, Joint enterprise

part two

common goals, mutual engagement

part three

*stakeholders shared knowledge, identifying
shared repertoire*

part three

*On a new page, select the
globe campaign or protocol
you want to focus on.
List all the stakeholders in
your community that the
topic is related to.
For each of them, write
what knowledge they can
bring into the project.*



Thank you

