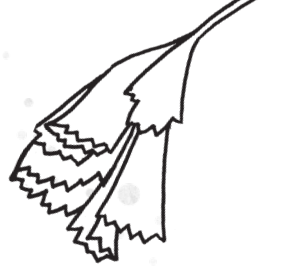


# ACTIVITIES FOR THE CULTURAL TOOL

## ÇEM JIYANÊ NEXŞ DIKIN



**Introduction:** The activities are designed to arouse curiosity and invite people to experience nature and water. The groups can sharpen their awareness of everyday life and culture in contact with water. The aim is to learn to ask questions and find answers with people in their own environment - it is not just about absorbing information. Doing and experiencing are at the heart of the cultural tool.

The workshop hosts do not need any prior knowledge to carry out the activities. More information about water can be found in the tool or through your own research. So think about what you want to discuss with your group and choose the appropriate activities. They can be freely combined and everyone is invited to try out and add further activities.

*The activities in the tool are the result of a collaboration between Lotta Schäfer, Şermin Güven and João Albertini around the exhibition [Wasserspiegel – Water Bodies](#) and the tool [ÇEM JIYANÊ NEXŞ DIKIN](#).*

## ACTIVITIES ON THE RIVER

### FLOWING



*Instructions for the group:*

Collect natural materials along the riverbank from which you can build a raft/boat. It should be able to float, so bear this in mind when choosing the materials. When the rafts are finished, look at them all again and then put them in the water. Follow the raft along the shore as long as you can. When you can no longer see it, come back to the starting point. When everyone has joined the group, tell each other what you have observed.

*Preparation and materials:*

Find a place along the river where the participants can follow their raft for a while or at least watch it float away. Bring a string of natural material to tie the rafts together. If the group finds it difficult to talk about their observations, the following questions can help to start a conversation: What plants, aquatic animals, or water creatures did you spot? Were there different speeds in the river? Or obstacles? Where do you think your raft will end up?

### CREATING



*Instructions for the group:*

Everyone collects shells. Then show each other the shells, are there many different ones? Describe the differences that you can recognize. Why do the waters need the mussels? Get together in small groups (2-4 people) and then create a mandala together from the shells. When everyone has finished, you can put on a small exhibition.

*Preparation and materials:*

Find a place on the shore or beach where you can find lots of shells. If there are not enough shells to be found, stones or leaves can be used to complete the mandala. Talk to the group about the function of shells to clean the water.



# CASTING

## *Instructions for the group:*

Get together in pairs. You each get a landing net and a bucket. Find a shallow spot on the shore and start netting. Be careful, turn the stones carefully and try not to stir up too much sand from the bottom. You can observe aquatic animals and plants in the bucket. How many different creatures did you discover? What did you notice? Do you know the names of the creatures? If not, think of your own names for the animals and plants. When you have finished, empty the bucket back into the water.

## *Preparation and materials:*

You will need landing nets for half of the group - you can also make them yourself from a coat hanger and fine socks. The other half gets a bucket, if possible transparent, so that the participants can observe the animals and plants well. Magnifying glasses or identification books are not necessary, but interesting. Thinking up the names for the creatures yourself helps to build up a relationship with the creatures and at the same time shows the biodiversity of the water habitat.

## ACTIVITIES FOR CULTURAL AND NATURAL EVENTS

# SPRING AWAKENING

## *Instructions for the group:*

You have probably celebrated **Newroz** many times - but have you ever thought about how the spring festival is expressed in the landscape? Take some time to think about what happens in nature in the weeks leading up to **Newroz** and afterwards. Write down three events each. Then ask your parents and grandparents what natural events they remember from their childhood around **Newroz**. Has anything changed over time?

## *Preparation and material:*

Good task for the month of March but can also be applied to other festivals that are based on events in nature. The aim is to become aware of the influence of weather and climate conditions on plants. You can also go out together on three days in the weeks before and three days in the weeks after **Newroz** and observe nature - and, for example, make drawings to record which plants are currently opening their buds and perhaps even blooming.

# LOVE

## *Instructions for the group:*

Today we are making a special **Sêva Mêkêkrej**. As you put the apple on, think about the water landscape and think about what you are grateful to the water for. Now write a short poem or a love letter to the person you want to give your **Sêva Mêkêkrej** to and tell them about your love of water.

## *Preparation and materials:*

You will need an apple per person and enough cloves for everyone. Paper and pens for poems or love letters. Do you know the stories mentioned in the chapter **Firat - Girêdayibûn, Evîn**? Narrate them during the assembly or read out a poem or story about love and water at the beginning.



# RAINING AND SINGING

*Instructions for the group:*

Start your own *Bûka Baranê* in your neighborhood. Make your own *Bûka Baranê* from natural materials and scraps of fabric. Decide on a version of the *Bûka Baranê* song or compose your own song. Knock on the doors and sing for the rain. Take the opportunity to ask your neighbors if and how they collect the rainwater you are singing about.

Ask yourselves as a group: Is there enough water for everyone?

Why is there so little rain?

What else should *Bûka Baranê* bring besides rain?

*Preparation and materials:*

Pieces, broomsticks and scraps of fabric or old clothes. Think about where you could do the ritual and who else you could invite.

## ACTIVITIES FOR CONNECTING WITH THE WATER

### TREE UP

*Instructions for the group:*

Each person looks for a tree in the surrounding area. Does one speak to you personally? Please make sure that you have enough space to be with the tree, undisturbed. You now have time to get to know your tree better in a few steps:

- 1) Lie or sit under the tree and look at the crown. How is it shaped?  
What do you notice?
- 2) Look at the tree up close and from a distance. How has the tree grown in height?
- 3) Close your eyes and concentrate on the sounds around the tree.  
Can you hear the wind moving in the branches or leaves?  
Other living creatures?
- 4) Unobserved by the others, try to put yourself in the tree's shoes.  
Can you imitate it with your posture (trunk), your arms (crown) and your legs (roots)?

When you have finished, come back together as a group and first show each other your trees in pantomime, then the others can try to guess the correct tree.



## TASTE/ TASTE/MAKE IT TASTY

### *Preparation and material:*

Find a place with different and striking trees for the exercise. The focus is on experiencing the uniqueness of each tree and building empathy by representing the tree. Help the group at the beginning with a few associations about the personality of a tree, e.g. through specific growth forms of branches. A slender growth can appear graceful, a broad crown seems strong, and the branches of a willow, for example, are often sad, to name just a few examples. If you have the time and inclination, you can also write a biography of the tree afterwards.

### *Instructions for the group:*

Everyone fills the bottle with water (from the tap or the river). Now each person goes off and makes their water precious. How do you do this? You collect materials that make your water taste better or materials that make your water more beautiful. Give your water a name and write it on the label on your bottle. Think about what makes your water so precious. When everyone has finished, each person presents their precious water to the group.

### *Preparation and materials:*

Each person needs an empty, transparent bottle with a lid. You can also bring materials for signs that can be placed on the bottle or on the neck of the bottle. Find a place outside where you can find water and natural materials or a garden where herbs grow that can enrich the water.

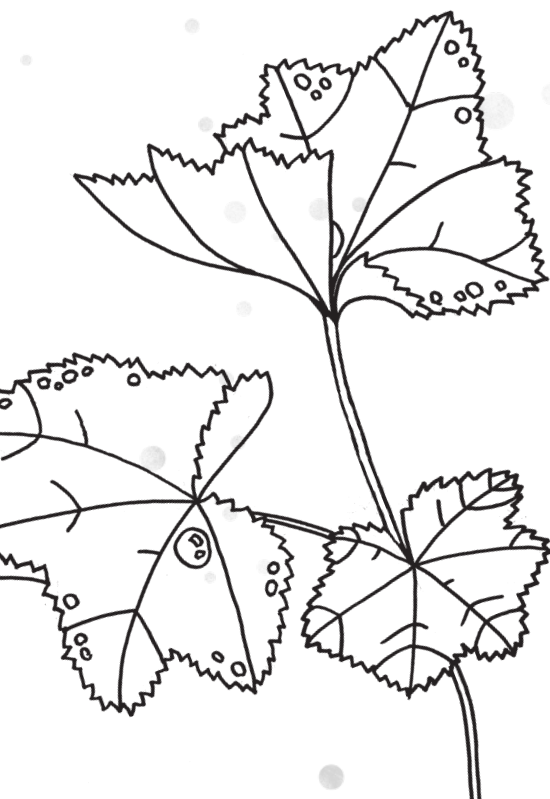
## PUZZLES

### *Instructions for the group:*

Take a close look at the map of the *Euphrat*, *Tigris* and *Khabur* river systems. Then turn the sheet over and cut it into puzzle pieces. When you have finished, swap your puzzle with your neighbor's puzzle and try to put the river network back together again.

### *Preparation and materials:*

Copy the river net from *Şermin Güven* on the inside of the cover. You can make one for everyone or share one as a small group. You will also need scissors for everyone. You can also try to find your location in the river network using online maps for comparison.





# TELLING AND LISTENING

## *Instructions for the group:*

Take a close look at the story of *Narges Mohammadi*. Get together in pairs and tell each other the story of the river. Try to speak from the perspective of the river, as the river is the main character in the story.

## *Preparation and materials:*

The Leporello with the illustrations is set up so that everyone can see it. The focus here is on the imagination of the participants: how many different interpretations of the visual story can you come up with? The river as a personality with needs and the right to a dignified life can also be discussed using the cover of the tool and the group's stories.

## ACTIVITIES FOR THE CARE OF WATER

### LEAD

## *Instructions for the group:*

Go outside and look for a plant or tree that looks thirsty. You each get a pipe. Think together about how you need to line up to connect your pipes so that as much water as possible reaches its destination. When you are ready, pour water into your pipe. Keep doing this until only a few drops are lost along the way.

## *Preparation and materials:*

You will need a pipe, gutter, or hose for each person, and the game leader will have a jug or pot of water. All materials where water can flow through can be used. For inspiration, you can listen to the song *Şamîranê* from the chapter *Kanal û baran di stranên gelêrê de ji bo erdekê zindî*. The aim is to build a common water pipeline in order to think about how people can channel water visibly (irrigation channels, for example) or invisibly (sewage pipes) so that they can use it according to their interests. The dams and lakes as well as the unfair distribution of water (e.g. in agriculture) can be addressed here.



# CARING FOR THE WATER

## *Instructions for the group:*

Think together about how you can take care of the water as a group. Is there a body of water that is endangered in your area? Or an industrial project that uses too much groundwater?

What does it mean to stand up for or against something?

What does it mean to stand up for a body of water and to care for it?

Collect forms of protection and protest that you already know. Then decide together which action you want to implement and invite supporters.

## *Preparation and material:*

Which river is threatened? Which body of water needs protection or care? Where is water scarce? Think about what is feasible in your context and what dangers could arise. In this context, you can decide (alone or with the group) whether you want to deal with the concepts of water protection/concern for water as well as with protests and the addressees such as water authorities, companies, mayors or whether you want to focus on an action.

Examples of water protection: litter clean-up campaigns, planting water plants and riparian plants, filtering wastewater, keeping watch

Examples of protest: flash mob, photo campaigns, posters, demonstrations, writing letters to those responsible

# FARMING

## *Instructions for the group:*

Visit a farm in your area together. Collect all the questions you want to ask the farmers about the use of water in advance. When someone shows you the farm and the fields, observe where water is used and clarify your questions. Reciprocity is important in nature as well as in interpersonal relationships. Ask the farmers how you can support them today. There is a lot to do on the farm.

## *Preparation and material:*

Do you still have farmers in your family or circle of friends? Look for farms in your area that use traditional farming methods. Can you also find agroecological initiatives in your area?

[In this video, farmer Bîşar İçli explains what makes an agroecological farm.](#)

Ask the farmers if your group can come and visit and tell the group about their water use. In return, you can offer to help out on the farm.

Where is water needed? When is it scarce? Does the farm collect water? How do the farmers deal with drought? Do they have a seed bank with old varieties? Why are they important in connection with water?



# REDISTRIBUTE AND PROTECT

## *Instructions for the younger group:*

Listen to the water. Draw what the water needs. When everyone has finished, you can stick the sheets together to form a river and see if you have all heard the same thing.

## *Instructions for the older group:*

The management of water has long been an important issue for people. In Mesopotamian history, there was the *Hammurabi Code*, one of the oldest laws on water use. Take a close look at it. What rights did water have back then? Can you find any information about the fair distribution of water?

Now think about which rights are still useful today and which still need to be added. Each person writes a right on a sheet of paper. When you have finished, stick all the sheets together and look at your own water code together.

## *Preparation and materials:*

Paper and colored pens for everyone. Adhesive tape to create the leporello together. A fanfold consists of several pages which, unfolded, form a large picture. So, you can either fold them like the illustrations in this tool or tape them together on the back. Find books, websites, or ask people around you about the *Hammurabi Kodex*.

