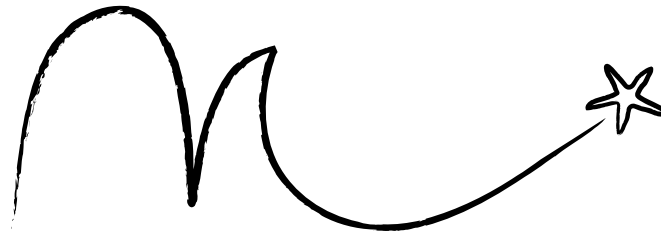
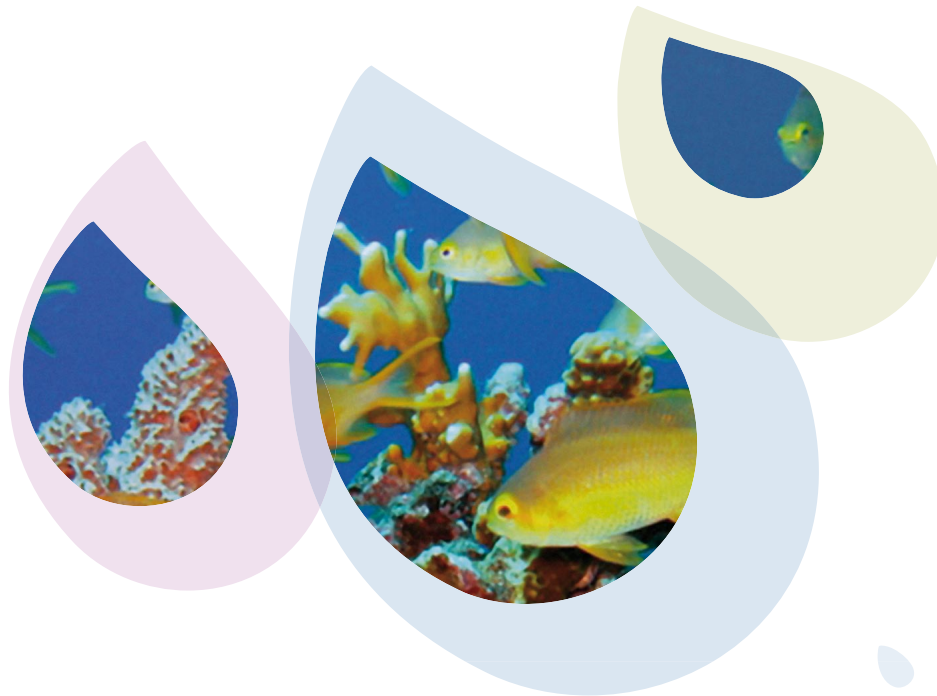


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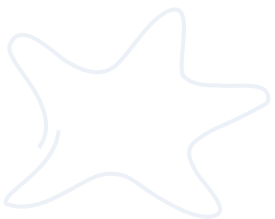
**Fondation Maud Fontenoy**

Oceans Are Humanity's Future



**Primary**  **2012/2013**   
**school pack**

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**Fondation Maud Fontenoy**

Oceans Are Humanity's Future

## Saving the oceans to save humanity!

*A blue marble floating in space – this is how astronauts see our planet.*

*The oceans make up 71% of the globe's surface and have always been indispensable to life on Earth.*

*Over half the oxygen we breathe is produced by the oceans.*

*After spending over half my life sailing the planet's seas, I want to show people how vulnerable and finite the ocean's wealth is.*

*Since my childhood on our family's sailboat, I've seen coastlines suffer from unchecked planning – while far out at sea, rubbish such as bottles, pieces of polystyrene and disposable nappies drift, even off the Antarctic coast...*

*This is why, during my own sailing adventures – crossing the ocean in a rowboat and sailing round the world against the current – and in creating my own Foundation, I decided to dedicate myself to saving the seas.*

*To raise everyone's awareness, I've decided to speak directly to you: the new generation.*

*I love your curiosity, your sincerity, your authenticity, your love of innovation, your wish to act differently. You are the best possible ambassadors! Together, we can imagine tomorrow's world.*

*Through this primary school pack, together with my Foundation's team and partners, I will tell you about water, the source of all life – a source that is precious, fragile and endangered.*

*I hope that this pack will allow you to be as amazed as I am by the planet's beauty – and that it will make you want to find out more, get involved and do your bit, day by day, to save this wonderful resource that is our planet.*

*We have before us an unbelievable challenge – to build a society that both respects our environment and allows economic development beneficial to all.*

*My own adventures have taught me that we can achieve things greater than ourselves – so don't give up!*

*With best wishes,*

**Maud Fontenoy**

Spokeswoman for UNESCO's International Oceanographic Commission and the World Ocean Network

Vice-President of the French coastal-protection agency (Conservatoire national du littoral)

Member of the Economic, Social and Environmental Council (Conseil économique, social et environnemental)



**Fondation Maud Fontenoy**

Oceans Are Humanity's Future

## The Maud Fontenoy Foundation

### Red alert!

The ocean is the very machinery that allows life on Earth: it provides the planet's oxygen reserve, a food-cupboard for over 3.5 billion human beings, sources of energy and medical solutions.

But our seas are in danger, victims of climate change and pollution. Rising sea levels, overwhelming pollution, black tides and an alarming drop in fish stocks all bear witness to the changes buffeting our planet. This is why we must act now to protect the oceans! This mission is at the very heart of the Maud Fontenoy Foundation.

### Educate to save

Throughout her seafaring adventures, Maud Fontenoy has realised the urgency of the situation. She has witnessed first-hand the ocean's health taking a turn for the worse and the harm we inflict on our planet. This experience led her to set up the Maud Fontenoy Foundation in 2008, which from the start

has worked to raise public awareness about the challenges we face. The Foundation works closely with the scientific community to spread knowledge about the oceans as widely as possible. These ecosystems represent nearly 71% of the Earth's surface – yet we know less about them than we do about the moon! The Foundation offers solutions so everyone can, at his or her own level, help save the seas.

### We can all take action!

To achieve this ambitious goal, the Maud Fontenoy Foundation organises programmes and events throughout the year for the young people and, more broadly, the general public. It also works closely with teachers in France and abroad. These activities take place thanks to the support of institutional and scientific partners renowned for their ecological and environmental work. Helping people understand and appreciate the planet better is the best way to protect it.



Working together for children

*Water is both a source of life and a source of danger for humanity.*

*Lack of water and polluted water are major health risks, especially for children.*

*Water is essential if children are to grow up strong and healthy.*

*When there isn't enough clean water in a village, the children, especially the little girls, must sometimes walk hours on end to the nearest well. This means they cannot go to school.*

*But sometimes, on the other hand, there is too much water – this too can put children and their families in danger. This is what happens when there are floods or tsunamis.*

*And yet, all children have the same rights, wherever they're born. This is UNICEF's role – to make sure children's rights are respected everywhere in the world. These rights include good health, going to school, having a place to live – and the right to clean drinking water.*

*In many countries such as Ethiopia or Togo, UNICEF transports water and builds schools with toilets and taps, even in remote villages. In Pakistan, when terrible floods devastated entire regions, UNICEF brought drinking water to tens of thousands of families who had lost their homes. This water meant life.*

*Climate change has extremely serious consequences for Earth's inhabitants. Global warming makes the oceans more fragile; some parts of the world could disappear under rising sea levels; and in other areas, water is becoming ever harder to find. For children, this can mean having to move, becoming very ill in an epidemic or from malnutrition, or never being able to go to school.*

*This is why UNICEF has joined forces with the Maud Fontenoy Foundation to create this programme and help people understand how precious water is, and how each one of us, big or small, near or far, must protect it. No matter how old you are or where you live, you can do things – even small things – that make a big difference for the planet and all the children who live on it.*

*I hope that this programme will help each child better understand the importance of protecting water for all children.*

*Enjoy!*

**Jacques Hintzy**

President of UNICEF France



## UNICEF Around the World

UNICEF is the [United Nations Children's Fund](#). It is an organisation that helps the poorest children [throughout the world](#), especially in [the poorest countries](#).

UNICEF works to ensure that [children's rights](#) are respected: the right to health care, to get enough healthy food to eat, [to have drinking water](#), to be safe from violence, not to go to war, and to go to school ...

These rights are guaranteed by an international treaty, the [Convention on the Rights of the Child \(CRC\)](#), which names UNICEF as the organisation responsible for overseeing children's rights.

## UNICEF in France

In France, UNICEF has two missions:

- [informing the public](#) about how children live throughout the world, and about action taken by UNICEF; and
- [collecting money](#) to help children in the poorest countries.

## UNICEF's action for water

### More than 40 years of action

In accordance with article 24, paragraph 2c, of the CRC, UNICEF considers access to water and sanitation a [fundamental right](#).

This is why UNICEF provides water and basic sanitation to people in [over 90 countries](#).

UNICEF intervened for the first time to provide water and sanitation during a drought in northern India in 1966.

Whether digging a well, building latrines, improving water quality or transporting water-tankers during a natural disaster or conflict, UNICEF is always there.

## The water decade

The [international decade for action, "Water for Life"](#), was launched on 22 March 2005. The objective is to halve the percentage of the world's population without drinking water and basic sanitation by 2015.

## UNICEF and water in emergencies

In moments of crisis, UNICEF provides [drinking water to families](#), and repairs damaged draining and sanitation systems.

During a conflict or natural disaster, people flee, abandoning all they have, and go to refugee camps. Water stations in these camps are rare and far apart; it is women and children who have to fetch water, and who risk being attacked on their way.

[In the first 72 hours](#) of a crisis, UNICEF distributes drinking water and "family kits" (buckets, soap, water-purification tablets and basic hygiene guidelines in the local language).

## UNICEF and water day by day

UNICEF doesn't just respond to emergencies – it fights day in, day out, everywhere in the world, to ensure children have the water they need to flourish.



*Essential to life in all its forms, water covers nearly two thirds of the Earth's surface. Linked to each other, rivers and oceans are Earth's veins, through which water travels in an endless cycle, crossing all borders.*

*Our modern lifestyle has created immense challenges, which endanger the wellbeing of both aquatic ecosystems and the people who depend on them to survive and thrive. In sea as on land, these water-based ecosystems rely on each other to sustain life. So much is at stake in our oceans and water sources that we must act, both individually and collectively, to conserve this immeasurably rich common heritage.*

*Water is what connects all human beings. With this in mind, we are delighted to join forces with the Maud Fontenoy Foundation to deliver this educational toolkit to young people, who are the leaders of tomorrow. Together, we can create a domino effect.*

**Guy Laliberté**

President of ONE DROP



## ONE DROP

ONE DROP – an initiative of Guy Laliberté, founder of *Cirque du Soleil*<sup>®</sup> – is an NGO created in Canada in 2007. Its mission is to combat poverty through projects designed to provide access to water, as well as through raising awareness with its distinctive use of social art and adult education.

ONE DROP has a presence in France, most notably through its public awareness campaigns and the participation of Maud Fontenoy, who is a member of ONE DROP's Board. ONE DROP FRANCE informs individuals and communities about what is at stake. The organisation wants people to take

action to create universal access to water, and to inspire them to adopt sustainable habits that will conserve this precious element for future generations. Moreover, ONE DROP FRANCE organises fund-raising, an activity essential to providing water to all, now and in the future.

To find out more, visit [ONEDROP.org](http://ONEDROP.org)



Te mana o te moana

L'esprit de l'océan

*The ocean has always fascinated me and inspired my vocation in life: to teach people to know and love the sea, so that they respect and protect it. Water, whether fresh or salt, is indispensable to our survival, but we need to act quickly, now. There is too much inequality on the Blue Planet, too much ignorance about the fundamental and irreplaceable nature of water.*

*Through this new educational pack for primary schools, the Maud Fontenoy Foundation will awaken young people's interest and, throughout the school year, inform them about such critical topics as the planet's water resources, pollution on land and at sea, and how climate change is affecting both the oceans and the food they give us...*

*It's time to act and change our behaviour. We are very happy to have been chosen as partners with Maud's team, and we are convinced that this pack will have a major impact on primary school children in France and overseas.*

*Our sponsor, astronaut Jean-François Clervoy, sums it up: "From space, seeing Earth and how thin its atmosphere is made me realise how fragile life is on the surface. The damage caused by humans is already visible to the naked eye, in contrast with the beauty of some areas that are still unspoiled. Earth is our natural spaceship, and its resources are as limited as its physical dimensions. We must urgently change our behaviour and respect our planet for everyone's future."*

**Dr Cécile Gaspar**

President of TE MANA O TE MOANA





# Te Mana O Te Moana

Te Mana O Te Moana was founded on 23 September 2004. Through research, conservation, communication and education, this association works to protect the marine environment and raise awareness in French Polynesia.

## Research...

Te Mana O Te Moana is involved in research projects into Polynesian sea fauna, flora and the islands' ecosystem, in partnership with other associations and universities.

## Conservation...

Te Mana O Te Moana sets up protection and monitoring programmes for the marine species native to French Polynesia: whales, turtles, fish and corals. Within the scope of this work, the association managed [the Clinic for Sea Turtles](#) in the Intercontinental Hotel Moorea Resort & Spa.

## Education...

Te Mana O Te Moana strives to raise public awareness within the local population and especially children. Its educational programmes and aids contribute to a greater understanding of local natural heritage and its fragility.

# Take action in two steps with the Maud Fontenoy Foundation!

Throughout this pack, you will discover why we must conserve water, whether fresh or salt.

The Maud Fontenoy Foundation invites you put this learning into practice with two activities open to all.

The prizes are €1,000 for educational trips and a day's sailing with Maud at La Rochelle.

Sign up now!



## Take the Maud Fontenoy Foundation Challenge!

### How?

- 1 Set up a classroom project to save water.

Collect rainwater to water plants; install water economisers; nominate someone to check taps are turned off; organise an exhibit about water and the oceans, so that other students can learn from you... All ideas are welcome!

- 2 Next, put together a report about your project.

Send the Foundation a two-page document, together with five to 10 photos, to tell us about your project: how you set it up, what the results were and how everyone in the class got involved.

- 3 Prizes for the best projects!

A panel of judges will select the three best projects. The winning class will receive a day in La Rochelle with Maud Fontenoy and a cheque for €1,000 to fund a class trip. The second and third prize-winners will each receive a cheque for €1,000. All participating classes will receive a book and a certificate.

### What are the deadlines?

### Whom should I contact?

- 1 Sign your class up for the Challenge by 15 January 2013.

It's easy to do – each teacher must send an email with his or her full name, address, email address and telephone number to the Foundation's Educational Team: [defiprimaire@maudfontenoyfondation.com](mailto:defiprimaire@maudfontenoyfondation.com)

- 2 Send your completed report and photos detailing your project by 30 April 2013.

Send it to [defiprimaire@maudfontenoyfondation.com](mailto:defiprimaire@maudfontenoyfondation.com)

- 3 The judges will meet in May 2013.

- 4 Prizes will be awarded by Maud Fontenoy on 8 June 2013, World Oceans Day. You can find all the information on the Foundation's website: [www.maudfontenoyfondation.com](http://www.maudfontenoyfondation.com), under "Programmes pédagogiques".

## Become a Maud Fontenoy Foundation Ambassador!

The Maud Fontenoy Foundation wants primary school students to help save the seas by becoming its Ambassadors.

All classes who want to can take part.  
This will begin at the start of the 2012-13 school year.

### How does it work?

- 1 With his or her pupils, each class teacher is invited to nominate an Ambassador from a group of volunteers.
- 2 Throughout the school year, the Foundation's Educational Team will maintain contact with the Ambassadors so that they learn more about how to protect our planet.
- 3 Each year, the Ambassadors will get together on 8 June, World Oceans Day, to participate in a Parliament organised by the Foundation.
- 4 During this Parliament, the Foundation's Ambassadors will decide on projects to protect the oceans and marine wildlife. Their proposals will then be put forward to politicians, economic decision-makers, charities and business leaders.

### How do I register?

### What are the deadlines?

- 1 Ambassadors can register until 15 January 2013.

Just send an email to:

[ambassadeurprimaire@maudfontenoyfondation.com](mailto:ambassadeurprimaire@maudfontenoyfondation.com)

You should tell us the full name, age, class year and address of the class's Ambassador, as well as all the contact details of the relevant teacher, so that the Foundation can get in touch.

We'll send you all the necessary information to create meaningful contact with each Ambassador.

Together, we will prepare the 8 June Parliament to save the seas.

- 2 The first Ambassadors' Parliament will take place on 8 June 2013.

You can find all the information on the Foundation's website: [www.maudfontenoyfondation.com](http://www.maudfontenoyfondation.com), under "Programmes pédagogiques".



# User's manual

## How does the pack work?

Welcome aboard!

We're happy to welcome you on a great voyage around our planet.

The Maud Fontenoy Foundation, in partnership with UNICEF, is pleased to offer you this educational pack.

With the help of our partners, the Canadian NGO ONE DROP and the Polynesian charity Te Mana O Te Moana, we'd like to talk you about water.

Whether fresh or salt, water is the source of all life on Earth. It is crucial for both daily life and the future of all.

But nowadays, oceans face ever-increasing pollution, climate change and the disappearance of numerous species. Throughout the world, millions of people do not have access to drinking water.

Throughout this pack, you'll discover the challenges we must face, as well as solutions that exist.

There is every reason to be hopeful – and we can all take action!

**Learn, understand and take action...  
while having fun!**

### 1 A practical and playful educational tool

This pack has 10 thematic sections, split among three booklets.

The sections are made up of diagrams, words and pictures that we wanted to make as clear and accessible as possible to the greatest number of children.

In each section, the main topic is accompanied by games that allow each student to check his or her understanding.

Simple, everyday actions also allow children and adults to help protect the planet.

### 2 Learning at an individual pace

The thematic sections can be studied at a pace chosen by the teacher and class throughout the year. They allow you to explore different subjects of the curriculum, such as geography, citizenship, science, design and technology, and mathematics.

And, of course, each student can choose to explore the pack individually to learn more.

### 3 Let the symbols guide you!



When you see this symbol, just look at the Planisphere at the start of the pack to locate the places mentioned.



This symbol is for teachers. Each section suggests complementary material that will help you explore further, at a level appropriate for your pupils.

### 4 A glossary

You will find a glossary, Section 13, at the end of this pack. It defines all the key words relating to water mentioned throughout the pack. You can refer to it whenever needed.

### 5 An educational pack available throughout the world

The pack will be available on both the Foundation website and the “Education” section of UNICEF’s site:

[www.maudfontenoyfondation.com](http://www.maudfontenoyfondation.com)

[www.unicef.fr/node/15169](http://www.unicef.fr/node/15169)

ONE DROP will also put the pack online through the platform ePals: [www.epals.com](http://www.epals.com).

### Adopt the Maud Fontenoy Foundation Charter!

In addition to the pack, you can get involved further by adopting the Charter to Save the Oceans: 10 key actions that each person can take to conserve the seas. The Charter is available in Section 11, after the three thematic booklets. You can also display the Charter in your classroom using the poster you’ll find in this pack.

### Bring the UN Convention on the Rights of the Child (CRC) to life

The CRC applies to all children, from birth to 18 years old. Display it in your classroom so that children can become familiar with it.

Happy sailing!



# Table of contents:

## Planisphere

### Booklet 1: Water, source of life

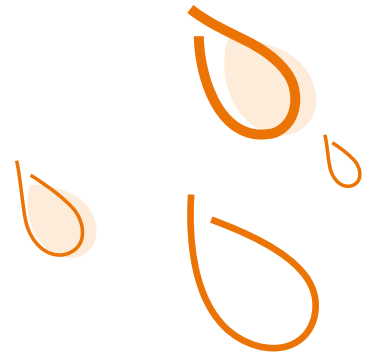
- Section 1: ..... Welcome to Planet Sea!
- Section 2: ..... Oceans: cradles of life
- Section 3: ..... Water, a rare and precious resource

### Booklet 2: On land or at sea, let's save water!

- Section 4: ..... Fresh water, salt water – it's all connected!
- Section 5: ..... Oceans imperilled by plastic
- Section 6: ..... Drinking water for every child

### Booklet 3: Water, the future of people and the planet!

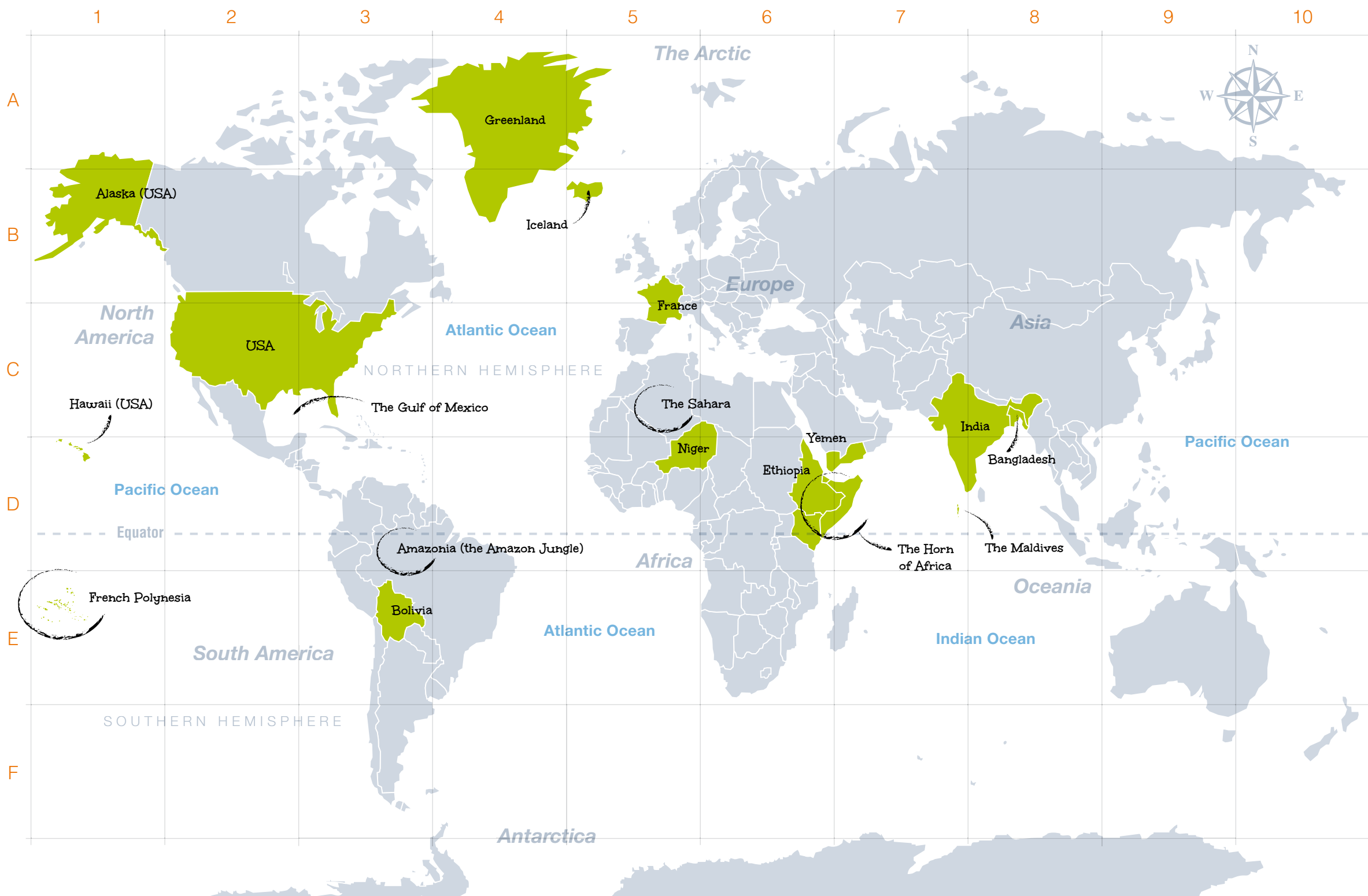
- Section 7: ..... Our planet's heating up!
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- Section 10: ..... Water, the future of humanity!
  
- Section 11: ..... Adopt the Maud Fontenoy Foundation Charter
- Section 12: ..... Discover the UN's Convention on the Rights of the Child
- Section 13: ..... Glossary
- Section 14: ..... Credits and acknowledgments





# The Planisphere

in partnership with **unicef** 



Find here all  
the places mentioned  
in this school pack

- D3 Amazonia (the Amazon jungle)
- C2 North America
- F4 Antarctica
- A5 The Arctic
- C8 Bangladesh
- E3 Bolivia
- D7 The Horn of Africa
- C2 USA
- D6 Ethiopia
- B5 France
- C2 The Gulf of Mexico
- A4 Greenland
- D1 Hawaii (USA)
- C8 India
- B5 Iceland
- D7 The Maldives
- D5 Niger
- E1 French Polynesia
- C5 The Sahara Desert
- D7 Yemen

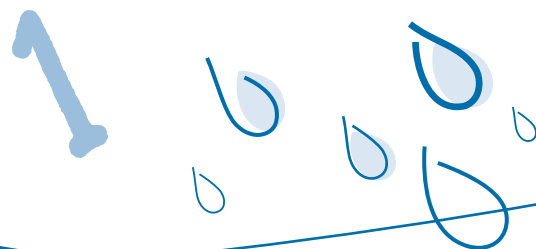




Fondation **Maud Fontenoy**

Oceans Are Humanity's Future

# Water, source of life



in partnership with **unicef** 

# Welcome to Planet Sea!

1

## A nickname from space...

Do you know what the Earth's nickname is?

It's called the "Blue Planet".

You only need look at a photo taken in space, like the one you see here, to understand why.

Earth looks like a huge blue marble lost in darkness.

This lovely nickname comes from above – it was the bright idea of astronauts, those lucky men and women who get to travel the universe and admire our planet.

## Why is Planet Earth blue?

What do you think – is there more water or land on our planet? Think carefully...

If you said water, well done! That's the right answer.

On Earth, we find both fresh water and salt water. Fresh water is in rivers, lakes, water tables and even glaciers. Salt water is in seas. These seas are the oceans that take up the most space on our planet. Their surface is far greater than that of dry land.

This is why Planet Earth could just as well be called Planet Sea or Planet Ocean!



## What is the water cycle?

The water on our planet is constantly traveling. It goes through the soil, oceans, lakes, rivers and sky.

This circuit never ends – it's called the water cycle.

This diagram shows the six stages of the water cycle.





# Oceans: cradles of life

2

## The planet's pantry

Water is the source of all life on Earth,  
and the ocean reminds us of this every day.

A simple example allows us to understand why:  
the planet's seas are a gigantic  
food-cupboard for all humanity.

Fish, shellfish, crustaceans...  
Half of all people on the planet rely  
on seafood to survive.

It's as if in your class, half of all  
the pupils could only eat thanks  
to the oceans.

## The sea's wealth under attack



People now fish far more than they should.

In the past, most fishermen went to sea in small boats.  
They took only what they needed to feed their families  
and the people in surrounding villages.

But nowadays, enormous boats cross the oceans searching  
for fish. Their nets catch everything they come across.

The quantities of fish landed are far larger than nature  
can afford. This is called over-fishing.

One day, there may no longer be any fish in the sea.  
This is already the case in some parts of our planet.

It's hard to imagine the sea without sharks, grouper or sardines!  
And yet, if we do nothing, this is what can happen  
in less than 40 years...

The disappearance of fish is a problem for oceans,  
but also for humans, big and small.

The Convention on the Rights of the Child says that children  
have the right to have enough nutritious food.

But this right cannot be respected if sources  
of food – such as fish – disappear.

So saving the ocean's animals means helping feed thousands  
of children in the world!

*You can find the Convention on the Rights of the Child in Section 12.*





## Saving the oceans to save humanity!

The oceans feed us – but that's not all.

They also provide half of all the oxygen we breathe, as well as precious natural elements that can make medicine.

The currents and sea winds allow us to produce clean energy.

This is why human life cannot do without the oceans.



## Reasons to be cheerful!

Throughout the world, men and women work to save marine life. The USA has decided to protect three immense sites off the Hawaiian coast, in the Pacific Ocean, where fishing will be banned for several years. The protected zones are huge – the size of France! Hundreds of fish and bird species live there, and turtles like to lay their eggs there.

 Find the USA, Hawaii and the Pacific Ocean on the Planisphere.



## I can help, too!

Our oceans are in danger, but we can take action! Through these simple steps, each of us can help our planet breathe more easily.

To protect fish, we need to choose carefully what we eat.

How? Ask your parents to buy different types of fish. This will be a chance for the whole family to discover new flavours and, what's more, it's healthy.

Next, as with fruit and vegetables, it's best to eat fish seasonally and to avoid endangered species. This is easy – websites such as [www.mrgoodfish.com](http://www.mrgoodfish.com) or [www.consoglobe.com](http://www.consoglobe.com) (in French) give lots of advice to help you make good choices.

## The quiz!

How about a game?

Answer the questions below.

The answers are on the same page. Good luck!

### Why do we say that the sea is our pantry?

- a** Because half of all people rely on fishing for food.
- b** Because we can make ice from seawater in order to keep our food cold and fresh.
- c** Because many countries use the seas to store their food.

*The right answer is A – the oceans allow three billion people to eat every day.*



## Teachers' corner

Some facts to go further:

- Oceans cover 71% of the planet's surface.
- At the current rate of fishing, scientists estimate that there will be no fish left in the sea by 2048.

# Water: a rare and precious resource

3

## Nearly 800 million people don't have access to drinking water

Drinking water is water that has been cleansed of all its impurities. So we say that water is drinkable when people can drink it without any risk to their health.

Drinking water is very easy to come by for inhabitants of developed countries like France. So it's easy to forget how precious this liquid is.

There are over seven billion of us on this planet. Unfortunately, nearly 800 million of us don't have decent drinking water – water that is clean and safe to drink.

And yet, there's enough water on Earth to meet everyone's needs. But we have to make sure everyone has access to it and that we don't waste it.

## Issa's bath

Issa lives in a small village in Niger. There is no water in his house. Every day, his mother has to walk a long way to fetch it. She brings back just enough to drink and to cook vegetables. But not enough for her little boy and the rest of the family to have a bath every day. And soap is so expensive! Issa can only bathe once a week, when he goes with his mother to the village. He'd like to have a bath every day, but the village is too far, and walking there is too tiring for his little legs.

🌍 Do you want to see where Niger is? Look at the Planisphere.



## Lack of drinking water is linked to poverty

Issa isn't lucky enough to have drinking water straight from the tap. In Niger, where he lives, less than half the population has access to this vital resource.

The inhabitants of many countries have the same problem. There are several reasons for this.

First, not all countries have the same amounts of water in them. In certain areas of Niger, the rains are rare and light. On the other hand, in tropical forests such as the Amazonian, it rains much more.

This inequality explains some of the problem. But poverty also makes access to drinking water difficult. Infrastructure and equipment cost a lot of money and are often too expensive for local populations.

What's more, human activity can quickly pollute water. So water must be sanitised, or cleaned. Sanitation is also difficult to set up when a town or village doesn't have enough money.

Organisations like UNICEF and ONE DROP work with governments and local communities to improve access to clean water.

In 2000, several countries got together to choose Eight Objectives for the Millennium. These objectives aim to improve people's living conditions throughout the world by 2015.

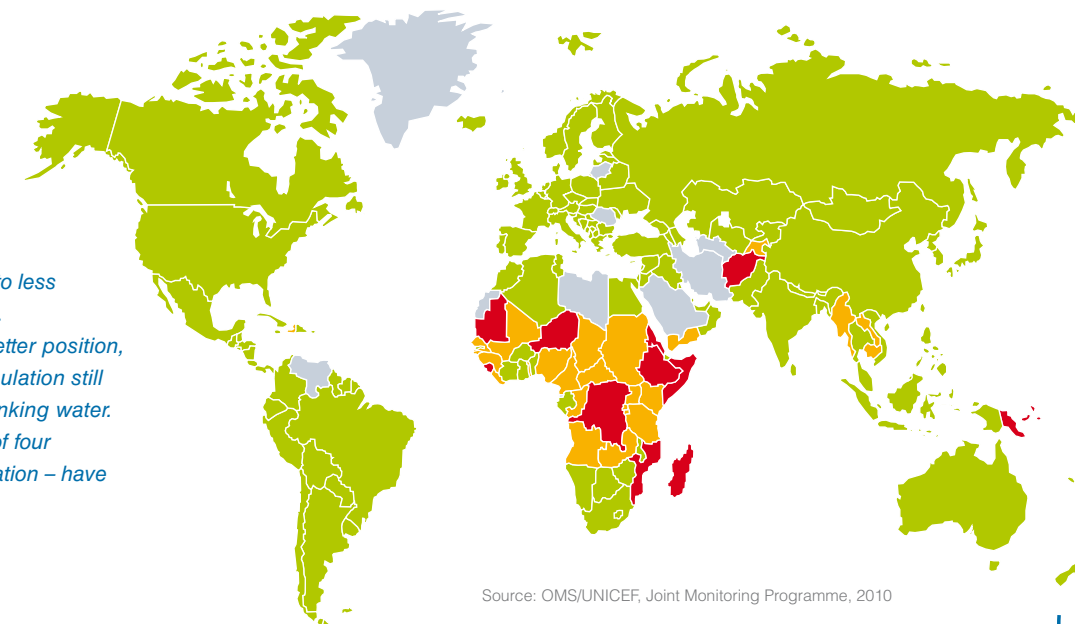
They include one objective that aims to reduce by half the number of people without access to drinking water.



🌍 Look at the Planisphere to find Niger and Amazonia.

## Not all countries have the same access to drinking water

- In these countries, access to drinking water is limited to less than 50% of the population.
- These countries are in a better position, but 25% to 50% of the population still doesn't have access to drinking water.
- In these countries, three out of four people – 75% of the population – have access to drinking water
- Numbers unavailable.



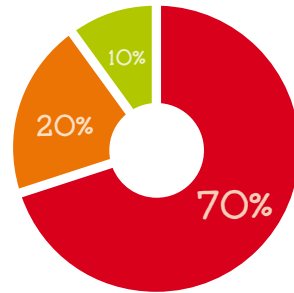
Source: OMS/UNICEF, Joint Monitoring Programme, 2010





## People use water for all their activities. How?

- **Agriculture and raising livestock are the human activities that consume the most fresh water (70% of available resources).**
- **Industry also consumes large amounts (20% of available resources).**
- **The rest is for domestic purposes: drinking, bathing and washing dishes etc. (10 % of available resources).**



Source: ONE DROP



## Water is fundamental to humankind...

Poverty makes it hard to get drinking water.

But the opposite is also true: access to drinking water is necessary for health, which in turn allows children to go to school and adults to work.

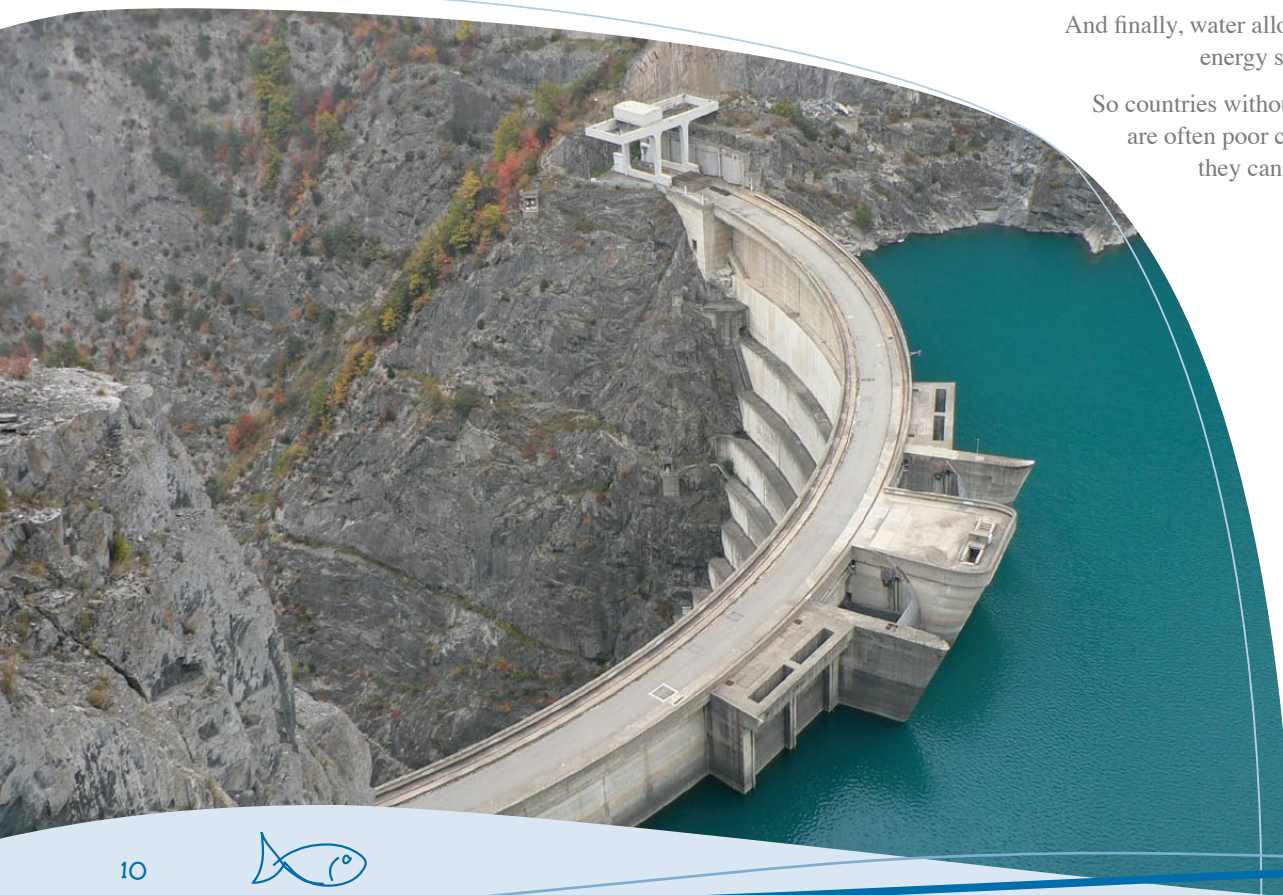
Fresh water, which is not necessarily safe to drink, is essential to many activities.

Without it, you can't grow fruit and vegetables, and farmers need it for their livestock.

It's also necessary for industry, which produces our everyday objects.

And finally, water allows us to produce energy such as electricity.

So countries without access to water are often poor countries, because they cannot develop fully.



## I can help, too!

I share what I know with my parents and friends.

Tell your friends and parents what you have learned about the inequalities among different countries. This is one way you can help countries without easy access to drinking water. It's never too early to be aware of this. The more you and your friends understand about this inequality, the more you can become good citizens of the world. And later, as adults, you will be able to express your views and help improve conditions in poorer countries. Two ways to do this: organise an exhibit about water, or wear a badge with a drop of water on it to draw people's attention to the problem. People will ask questions when they see your badge.

## Riddle

Think you're unbeatable on the topic of problems linked to access to water? Then read the clue below and find the mystery word. It's easy – the answer is in this very Section you've just read.

I am useful for human activities such as growing vegetables and bathing children, but unfortunately, I'm hard to find in some parts of the planet. What am I?

*And the answer is: fresh water!*



## Teachers' corner

Some facts to go further:

- Less than 1% of the water on Earth is appropriate for human use (0.003 % exactly).
- 70 % of fresh water is in glaciers.
- In the Sahara Desert, it rains less than 5cm a year in certain regions. That's less than a glass of water.
- Water is spread very unequally. Nine countries share 60% of the world's resources.
- 100 million children don't get the bare minimum of 20 litres of drinking water a day.



*The Sahara is on the Planisphere.*

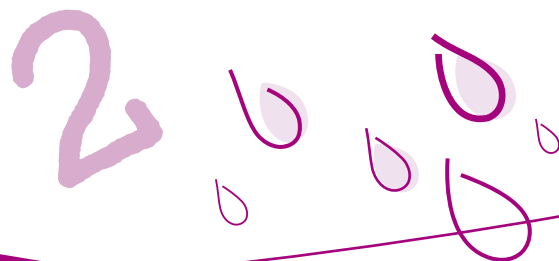




Fondation **Maud Fontenoy**

Oceans Are Humanity's Future

On land or  
at sea,  
let's save water!



in partnership with **unicef** 



# Fresh water, salt water – it's all connected!

4

## Not much fresh water for people

Let's imagine putting all the water on Earth into a hundred huge swimming pools.

The fresh water that can be used for human activity wouldn't even cover the bottom – that's not much! We cannot get to the water trapped inside glaciers. What's more, the water in the ocean – salt water – is no use to us. So we have only the water from lakes, rivers or water tables at our disposal.

People need to know that the amount of water on Earth has always been the same and will always be the same. The water we drink goes back to the time of the dinosaurs!

The amount of water isn't getting any greater, but people are constantly consuming more. There are more and more of us, and our activities – agriculture and industry – need a lot of water.

3

*So there's very little water left for people to drink, wash in, cook with and use for growing things...*

*This water is found in lakes, streams and water tables (large areas of fresh water found in the soil).*

2

*Most fresh water is also inappropriate for human use.*

*Most fresh water on Earth is within glaciers, so we can't get to it.*

4

*Of all human activity, agriculture uses the most fresh water.*



## Sea pollution comes from the land

As you can see from this illustration, fresh water is essential to all human activity.

Unfortunately, much of what we do pollutes lakes and streams.

And this pollution usually finds its way to the ocean.

This illustration will help you understand why.

1

*Oceans cover nearly three quarters of the planet's surface. But they contain salt water, which can't be used for human activity.*

8

*Polluted water from rivers goes into the oceans. This is why the pollution we find at sea has usually come from land.*

5

*Industry – which makes our everyday objects – also needs a lot of water.*

6

*Fresh water is also very important in our daily lives for bathing, washing dishes and laundry...*

7

*Unfortunately, human activity often creates dirty water, which makes its way into rivers and lakes.*



# Oceans imperilled by plastic

5

## Polluting the land is polluting the sea

Let's start with a riddle.

In your opinion, does most of the rubbish found in the ocean come from the sea or from land?

The answer is that most of it comes from land.

So it's not sailors and fishermen who are polluting our oceans the most, but our own rubbish – from those of us on land.



## How can a piece of rubbish end up in the sea?

Sadly, it's all too easy.

When you pollute water on land, you also pollute the seas.

Let's go back to the water cycle: rivers flow into larger rivers, and these larger rivers flow into the sea.

Now imagine a family picnicking next to a river.

At the end of the day, one of the children leaves behind a small plastic sweet-wrapper.

The rain and wind are likely to send this small wrapper into a waterway.

Then, carried by the current, it will arrive at a larger body of water before ending up at sea.

Every time a piece of rubbish is disposed of other than in a rubbish bin, there's every chance it will end up in the water – and finally on a beach or in the ocean.







## A plastic sea?

Most of the rubbish in the ocean is plastic, which is very dangerous for sea animals. Turtles, for instance, can confuse plastic bags with the jellyfish that they usually eat. A turtle could choke on this kind of mistake!

Plastic also hurts sea birds and mammals such as dolphins.

Unfortunately, when this kind of rubbish flows into the sea, it's there for a long time. It can take centuries to rot away.

So on average, we use a plastic bag for 20 minutes – but that same plastic bag will take 100 to 400 years to disappear.

## We can all help the oceans!

No question about it – reducing our rubbish on land is a simple way to protect rivers and oceans. Among the most common items of rubbish found at sea are lollipop sticks, and buckets and spades left behind on beaches.

So if you throw away your rubbish properly – in rubbish bins – and keep all your things with you during and after a visit to the seaside, you'll help the oceans.



## The long journey of rubbish at sea



In 2011, the Maud Fontenoy Foundation team led an expedition in Antarctica.

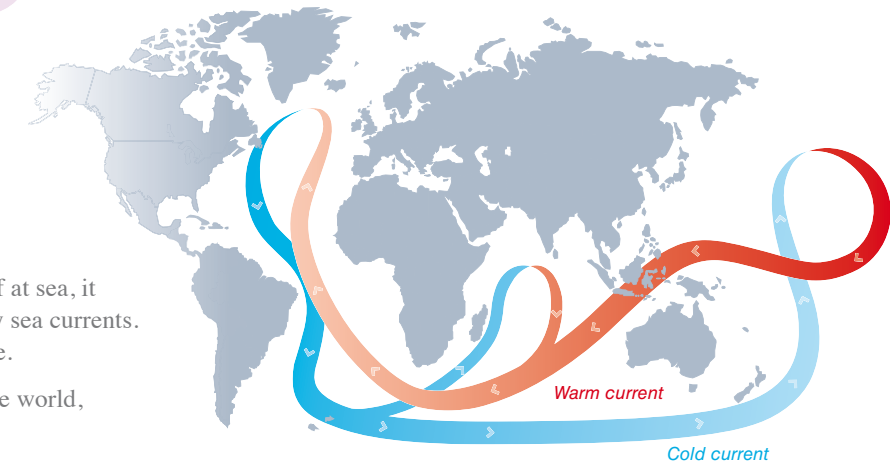
It found rubbish even on the banks of the white continent – astonishing, since these uninhabited lands are thousands of kilometres from the nearest town.

So what was the reason? When rubbish finds itself at sea, it sometimes goes on a very long journey, carried by sea currents. The rubbish surges along, sailing around the globe.

Sea currents cross all the oceans and go around the world, as you can see on this map.

They're very important for our climate, because they bring warmth from hot climates to the colder areas of the globe – for instance, from the Gulf of Mexico to the North Atlantic.

Thanks to sea currents, a tiny drop can make a round-the-world trip – but it will take it 1,000 years to do so!



*Sea currents go around the world.  
They carry warmth from hot climates to the  
colder areas of the globe.*



*Turn quickly to the Planisphere to find the  
North Atlantic and the Gulf of Mexico.*



View of Antarctica







### I can help, too!

What do I do with my rubbish at the seaside?

When you go to the beach, act responsibly. In summer, the rubbish bins are full because there are so many of us at the seaside. A gust of wind and whoosh! Everything spilling over from the bin will fly out onto the sand and into the sea. To avoid polluting, the simplest thing is to take your rubbish home. Then, you can sort your rubbish and put it into the right bins, whether for rubbish or recycling.

Doing this will make you a model eco-citizen – this means someone who protects the planet.

If you want to learn the best way to preserve the seas, get involved by adopting the Maud Fontenoy Foundation Charter to Save the Oceans – ten key steps that everyone can take, every day. You'll find this in Section 11 of this pack or on the internet: [www.maudfontenoyfondation.com](http://www.maudfontenoyfondation.com).

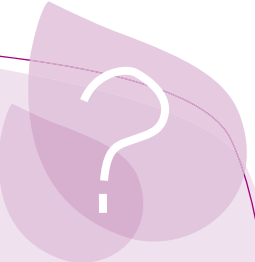


### Teachers' corner

Some facts to go further:

- According to estimates, 80 % of pollution in the seas comes from land.
- Plastic kills a million sea birds each year.
- The world produces 260 million tons of plastic annually – 20% of this is neither recycled nor picked up.

## Super-Quiz!



Answer the following five questions and increase your knowledge of the oceans.

1 Which is the largest ocean on the planet?

- a The Pacific.
- b The Atlantic.
- c The Indian.

*You should have chosen A – the Pacific Ocean. It alone takes up nearly a third of the globe.*

2 Where do most people live?

- a On flatlands?
- b On coasts?
- c In mountains?

*Well done! Two thirds of all people live on coasts.*

3 Where are the biggest icebergs on Earth?

- a Off the coast of Greenland?
- b Off the coast of the Antarctic?
- c Off the coast of Iceland?

*Right answer: off the coast of the Antarctic.*

4 Where do you think most pollution in the sea has come from?


- a From the sea.
- b From the sky.
- c From land.

*Answer: C. Most of the pollution at sea comes from human activity on land.*

5 What's the best way to deal with rubbish responsibly when we're at the seaside ?

- a Bury it under the sand.
- b Throw our rubbish into one of the bins on the beach.
- c Take our rubbish home, sort it and then put it into recycling or rubbish.

*Did you choose C? Well done – you win!*

 To find the Antarctic, Greenland and Iceland, go to the Planisphere.



# Drinking water for every child

6

## When water becomes dangerous



“In my country, it’s difficult to get drinking water, especially in the desert area of the Andes. Most people are poor, and we don’t have many toilets or much drinking water.”

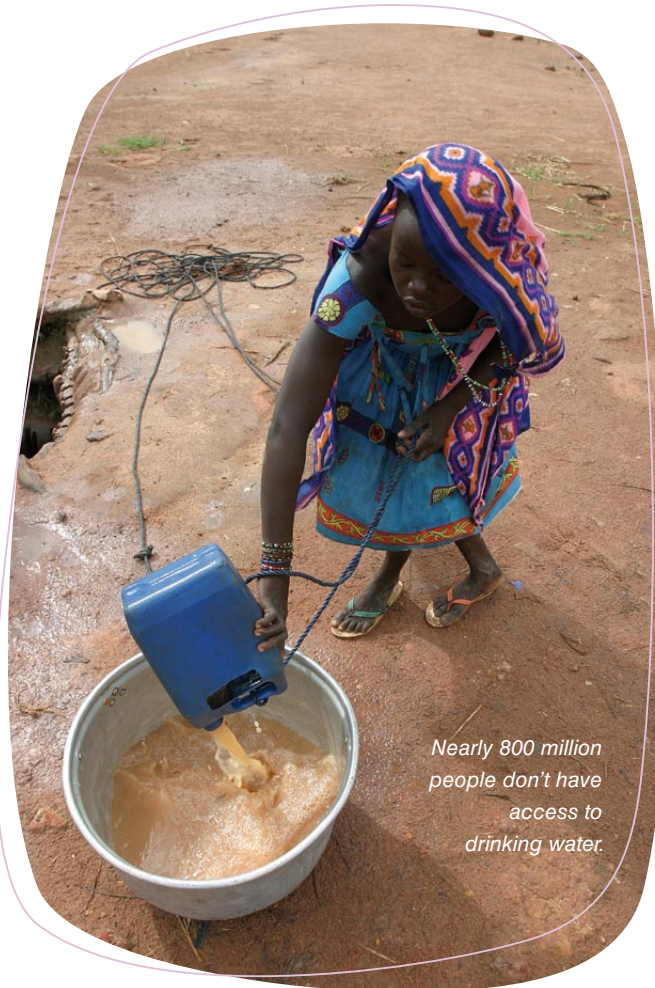
Like Nina Parena, a little girl who lives in Bolivia, nearly 800 million people have no access to drinking water – clean water that you can drink without any risk to your health.

Unfortunately, this has serious consequences. Each year, dirty water creates more victims than any war or virus. It’s one of the main causes of death in the world.

Many illnesses like cholera or malaria develop because of dirty water.

These illnesses endanger anyone who drinks dirty water – especially children. “My little brother, Eduardo, fell ill because he drank contaminated water,” says Nina Parena. “He has trouble breathing and suffers from diarrhoea.”

 Find Bolivia on the Planisphere.



Nearly 800 million people don't have access to drinking water.



Water pump in an African village.

## Health is a human right

The right to health is a fundamental right inscribed in the International Convention on the Rights of the Child. All children should benefit from it.

In France, people are safe from illnesses linked to water.

But too many young people throughout the world suffer from these illnesses. Far too many children still die from diarrhoea. In many developing countries, it’s difficult to sanitise water and make it drinkable because it costs too much.

What’s more, many people don’t have access to decent sanitary facilities – toilets, sinks or taps – which guarantee good hygiene. Half of all people don’t have this.

These hygiene problems are the source of many health problems.

## There are solutions!

However, it’s possible to prevent catastrophic illnesses caused by unclean water.

Building wells and toilets and installing water pumps in villages are solutions that have allowed important progress in less than 20 years. Nowadays, nearly 90% of people can drink water without risking their health.

Nina Parena’s village received help from UNICEF, which has improved the inhabitants’ lives. “My little brother is doing better because a nurse is taking care of him,” says the young girl. “I’m happy because it’s the first time my village has toilets! Before, we had to go in the hills behind our school. The girls had to go higher up to be certain the boys wouldn’t tease them.”







## Learning good habits

One simple movement will also help fight against water-borne illnesses – washing your hands!

Simply doing this can save a million children under the age of five every year.

Handwashing is widespread throughout the world – but using soap less so.

Washing your hands with soap and water is one of the simplest ways to avoid water-borne illnesses.

October 15 is Global Handwashing Day.

In over 80 countries, there will be activities to help children adopt this good habit.



## I can help, too!

In my own way, I can help children who don't have access to water.

You can help boys and girls your age, and their families, who don't have access to drinking water. Each year, UNICEF organises a Water Night in pools throughout France. The goal is to collect money to help children in a developing country. It's a useful thing to do – with less than €2, we can provide 200 water-purification tablets to families who need them. To know more, go to [www.lanuitdeleau.com](http://www.lanuitdeleau.com) (in French).



## Save water in your classroom!

Take the Maud Fontenoy Foundation challenge! With your classmates, imagine a way to save water and put it into practice.

Then send a brief report about the results of your experiment to the Foundation's team. The best projects will receive a prize!

To learn how to participate, go to the page "Take action in two steps with the Maud Fontenoy Foundation!" at the start of this pack.



## Teachers' corner

Some facts to go further:

- Over two and a half billion people do not have basic sanitation.
- 63 % of the world's population *does* have access to basic sanitation.
- Access to drinking water throughout the world has progressed from 77% in 1990 to 89% in 2010. This means the Millennium Objectives target has already been met before 2015.



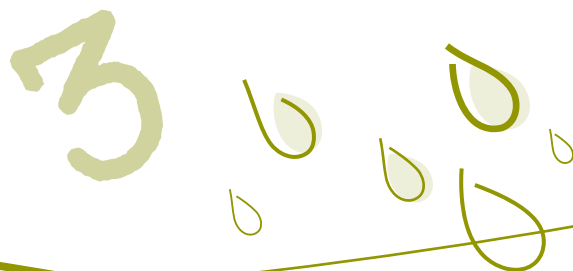





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Oceans Are Humanity's Future

Water,  
the future of people  
and the planet!



in partnership with **unicef** 

# Our planet's heating up!

7

## What is the greenhouse effect?

Life is possible on Earth thanks to the greenhouse effect.

- 1 As you can see on this diagram, all the heat we receive comes from the sun.
- 2 When it gets to our planet, part of the heat is sent back into space. The rest is absorbed by the Earth and its atmosphere.
- 3 A collection of gases (called “greenhouse gases”) retains energy on the Earth’s surface.

Together, these gases form a barrier. They act in the same way as a lid on a pot – keeping the heat inside.

So the greenhouse effect is essential to our survival.

Without this barrier of gases, the average temperature on Earth would be *minus* 18°C!

Thanks to this barrier, the average temperature is about 15 degrees higher, which is much more liveable.

## We emit too many greenhouse gases

Unfortunately, just as with cars, airplanes and factories, many human activities produce far too many greenhouse gases.

The result is that the gas barrier gets stronger. It becomes harder and harder for heat to escape the planet.

This is why the planet’s average surface temperature is rising. Human activities play an important role in climate change.





# When sea levels rise...

8

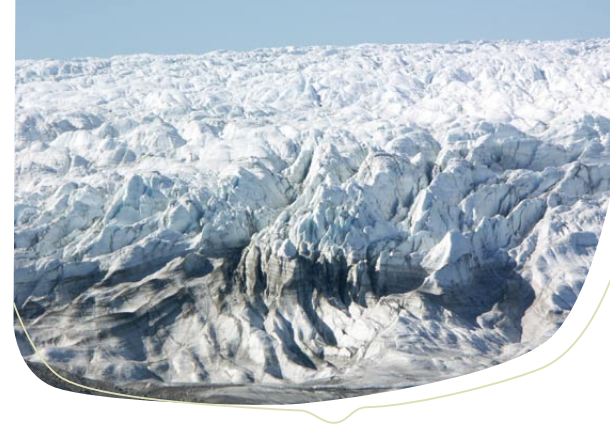
## What is climate change?

The average surface temperature of our planet is rising. This phenomenon is called global warming.

Nowadays, this is happening more and more quickly. Temperatures have never before been so high on Earth.

The most pessimistic forecasts say that temperatures could increase by five to six degrees by the end of this century.

On our planet, the last 50 years have been the hottest for 2000 years.



## French Polynesia: a jewel facing rising seas

Among the places directly threatened by rising sea levels is French Polynesia.

This huge archipelago is like a pearl necklace in the South Pacific. It comprises 118 islands and is like Paradise on Earth.

The Polynesian islands fall into two categories:

- High, mountainous islands.
- Atolls, meaning lower-lying islands, which are practically level with the ocean.

In the South Pacific, sea levels are predicted to rise by 35cm by the end of the century.

Many coastlines on the Polynesian atolls are therefore in danger.

They risk being swamped by the ocean. This could reduce the size of the atolls and force people living near the seaside to move. In some countries facing the same problem, people will have to leave their houses behind as they flee from rising waters.



*Find French Polynesia on the Planisphere.*

## What are global warming's effects on the oceans?

Climate change will bring about many major changes on our planet.

One of the most dramatic is the rise in sea levels, which is a threat to entire countries.

How can we explain this phenomenon?

The rise in temperatures melts glaciers – look at the photo above – and icecaps in the Arctic and elsewhere. This adds a huge amount of extra water to the oceans.

Sea levels are likely to rise 20 to 60cm between now and the end of the century.

In several countries, the ocean is likely to soon be nibbling away at a large part of the coastline.

This will doubtless happen to the Maldives, in the Pacific.

They are not very far above sea level, so are at risk of being submerged by rising seas.



*Do you want to know where the Arctic and the Maldives are? Go to the Planisphere!*



*Polynesian atoll. As in the Maldives, these low-lying lands are likely to be submerged one day by rising oceans.*



## But climate change has other consequences for the ocean...

The list is depressingly long ...

One consequence of climate change is that corals are at risk of being damaged – or even killed off entirely. These small organisms, which you can see on the photo, are essential to ocean life. They cover only a small part of the ocean but are home to one in four marine species.

Corals are the ideal habitat for numerous types of fish and crustaceans. These animals find food in the reefs, and shelter for their young.

To be healthy, corals need water at the right temperature. If one day the water gets too hot because of climate change, the corals could die.

Numerous species would then be in danger of extinction.

In French Polynesia, the islands are surrounded by lush corals. It's partly thanks to them that the waters of this archipelago are so rich in fish. Many Polynesians live on fish – so if climate change damages the corals, the population could be in a difficult position.



Moorea, a raised island in French Polynesia



### Auguste, the Moorea fisherman

Moorea is a raised island in French Polynesia. Auguste has lived and fished there since childhood. Now he has decided to get involved with the Te Mana O Te Moana association to help protect the oceans. "I've been fishing for 25 years," he says. "Everyone in my family is a fisherman – we head out to sea in our little boat whenever we can. But this is becoming harder and harder. Sometimes we go several days without catching anything. We don't understand why. Probably we've fished too much..."

"Pollution? Climate change? We've heard a lot about that. In any case, we understand why conservation matters. We fishermen are usually sensitive to nature. We'll do what we must to protect our beautiful planet.

"We want to be active participants in our future; for our children, too. We want our traditions to last, especially our fishing customs."



### I can help, too!

#### I say NO to greenhouse gases!

To put the brakes on rising sea levels, we need to reduce our greenhouse gas emissions. Here are some tricks to help: you can turn off electrical appliances rather than leaving them on stand-by, and go to school on foot, bike or public transport. These easy steps will reduce levels of CO<sub>2</sub>, the best known of the greenhouse gases. It's also called carbon dioxide. You can also suggest that your parents use lids on pots and frying pans when cooking. Lids conserve heat, so you need less energy to cook food. This can help a family save 50 to 71kg of CO<sub>2</sub> a year.

## Challenge from the end of the Earth!

Take the challenge to find the ends of the Earth.

Split your class into several teams.

Next, with your teammates, find the names of five French Polynesian islands: two raised islands, two atolls and one raised atoll.

Atlases, encyclopaedias, globes, internet – get researching!

The team that gets five correct answers first will be the winners.

Good luck!



### Teachers' corner

Some facts to go further:

- Coral reefs represent only 0.2 % of the ocean's surface, but are home to 25% of sea species.
- 20 % of the world's corals have been destroyed; 24 % are in imminent danger of extinction; and 26 % are in danger in the longer term.
- There is now 40% more carbon dioxide in the atmosphere and twice as much methane as there was 200 years ago. These greenhouse gases are partly responsible for climate change.



# Improving access to water = improving access to education

## Without access to drinking water, it's difficult to go to school

Over 93 million children don't get to go to school.

This problem is partly due to lack of access to drinking water.

Children, especially little girls, help their parents by fetching this precious liquid as part of their household chores.

Sometimes they must walk hours on end to get to the water and to bring back enough for their family's needs.

This means they don't have time to go to school.

## Education and health go together

Lack of access to drinking water and to adequate sanitation means hygiene and health problems. Children run the risk of falling ill.

In these conditions, they can't go to school. They miss classes and miss out on their education.

Some children who fall ill because of dirty water sometimes manage to keep up with their schooling. But they have lots of trouble concentrating and learning.



## Tilalem's dream



Tilalem Kiros, 13, lives in the north of Ethiopia, an African country. Her dream is to become a doctor when she grows up. But she worries that her struggle, day after day, to find water will stop her achieving this. Three times a week, Tilalem and her mother, Medhin, go to the nearest spring to find water.

They must spend an hour getting there on foot, and Tilalem – who has been helping her mother since she was nine years old – is often too tired to go to school. Her grades are now suffering. “If we don't get up early, the water will be dirty by the time we get to the spring, because the people who live upstream will have washed in the water already, and polluted it,” Medhin explains.

“And when there's a lot of sunshine, the spring dries up, so we have to fetch water from the ponds. But this water isn't good.”

 Look on the Planisphere to see where Ethiopia is.



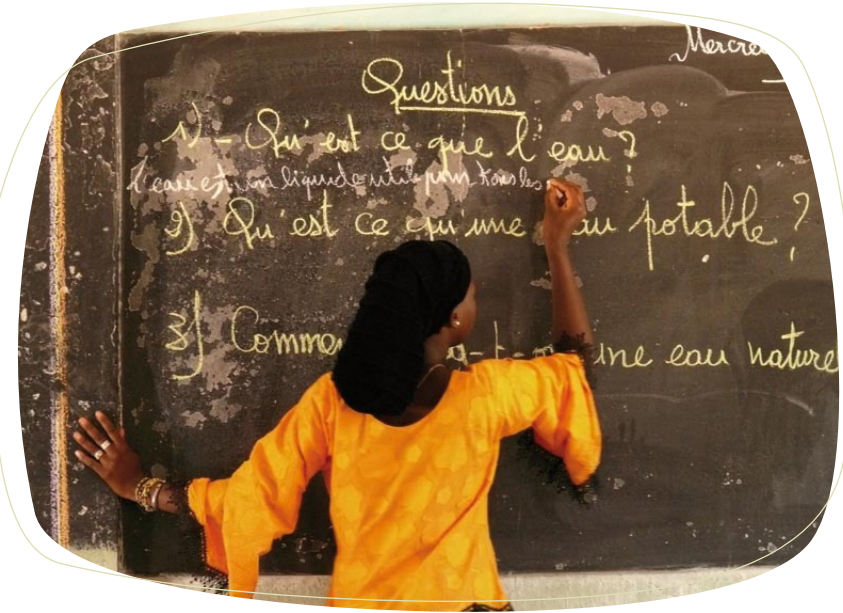


Girls are most affected

Like Tilalem, little girls are the most immediately affected by lack of access to education. It's often girls who fetch water, a time-consuming chore. Some parents prefer to send their boys to school. Girls aren't encouraged to go unless their families don't need their help to do the housework or work in the fields.

So they risk having to abandon their schooling.

And when schools don't have separate toilets for boys and girls, some families refuse to send their girls to school. They fear that their daughters' privacy, dignity and safety will be compromised.



Each child should be able to learn to read and write



The right to an education is in the International Convention on the Rights of the Child. Countries that have signed it have promised to put everything in place so that young people can be schooled in the right conditions.

Whenever hygiene and access to drinking water improve, so do children's chances of going to school. This is what happened in the village of Chinwaghari, in Niger. Manual pumps or wells were installed in the village. This meant the villagers no longer had to go to far-off wells. Now, children spend less time fetching water, so many more of them go to school.

Find the International Convention on the Rights of the Child in Section 12.

 If you want to find where Niger is, look on the Planisphere.



I can help, too!

I consume less water.

Water is a rare and precious resource that we should save. Here are some tricks to help. When you wash, it's better to take a shower than a bath. You'll use a third of the water! You can also water flowers with your parents in the evening, rather than during the day. This way, the water won't evaporate too quickly because of the sunlight. Finally, make sure you turn taps off when you brush your teeth and when you're finished in the bathroom.

Hidden words

Complete the following sentences and circle the missing words in the grid below:

« In order for children to receive an (WORD 1), they should not have to walk long distances to fetch (WORD 2). Each school should have separate (WORD 3), and (WORD 4), so that children can wash their hands and have a good standard of (WORD 5). »

E	R	C	H	D	H	D	C	I	T	E	S
N	D	J	A	S	A	F	U	O	A	P	N
E	E	U	W	E	S	H	I	Y	P	A	L
I	S	M	C	W	G	L	G	O	S	H	I
G	B	C	Q	A	E	T	U	F	G	G	U
Y	X	F	V	T	T	Z	A	D	M	Y	D
H	M	N	S	E	B	I	I	X	F	Ç	Y
P	R	I	W	R	T	Y	O	R	Q	Y	C
J	J	H	D	S	A	E	Y	N	U	U	A
T	Q	F	O	K	M	E	I	N	G	Z	Z
S	M	G	G	L	H	Z	J	O	Y	O	E
O	X	Ç	Ç	O	M	P	Z	H	N	E	M

The words are: 1) education, 2) water, 3) toilets, 4) taps and 5) hygiene.



Teachers' corner

Some facts to go further:

- More than half the schools in the world do not have sanitary facilities.
- In Bangladesh, studies showed that school attendance increases by 15% when people can reach water in less than 15 minutes on foot – rather than an hour's walk or more.
- In the Alwar district of northwest India, a water-sanitisation programme increased girls' attendance by a third. The school's results, for both boys and girls, improved by 25%.

 India and Bangladesh are on the Planisphere.

# Water, the future of humanity!

10

## A fragile planet

Because of global warming, cyclones, storms and floods are more numerous and more violent.

In 2008, a major tropical storm struck Yemen, and the population suffered a great deal. The rain and flooding destroyed houses and crops, as well as killing people.

This storm was the consequence of climate change. The country had seen nothing this destructive for 600 years. Its inhabitants had been used to building their houses from dried mud, but these structures could not resist the massive tide of water.

When these kinds of catastrophes take place, people are left without access to drinking water. Help must arrive quickly. In Yemen, basic hygiene kits were provided to storm survivors. These kits contained buckets, soap, towels and water-purification tablets.

Alongside these storms and floods of extraordinary force, droughts are also more and more severe.

This was the case in 2011, in the region known as the Horn of Africa. Because of the drought and many other problems, people had to flee their homes. The lack of water made it impossible to grow crops, and people couldn't feed themselves.

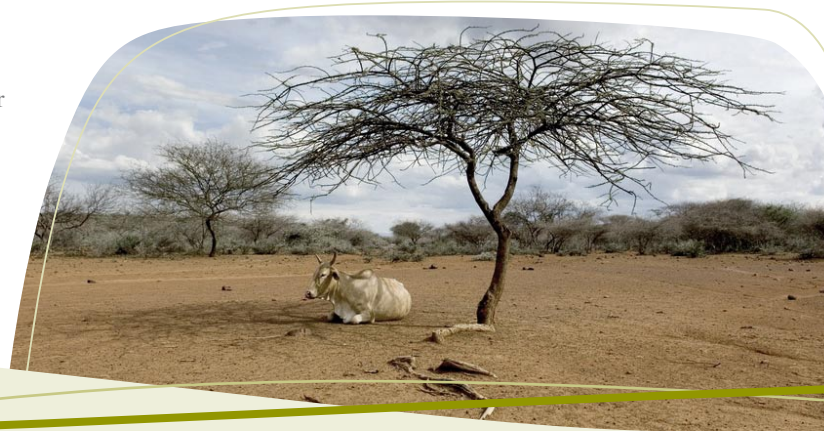
Entire families set out on the roads. Humanitarian agencies had to mobilise very quickly to help them. Refugee camps were set up to receive people and give them food and water.

In this kind of situation, aid workers must also help children, care for them and give them the chance to go to school.

When the planet becomes more fragile and certain natural phenomena become dangerous, it's essential to give people the help they need.

In the same way, some human activity makes the environment even more vulnerable.

 *Go to the Planisphere to find Yemen and the Horn of Africa.*



## Oceans and humans, a unique link

The oceans are vital for humankind. But for too long, their rich natural resources were plundered without any thought for the future.

Two examples illustrate this.

Whales came close to extinction in just a few decades.

Throughout the nineteenth century and even into the twentieth century, whales were hunted for their oil. People used it for lighting in the big cities of Europe and North America.

This hunting is now banned. The situation is getting better for many species like the humpback whale. But it will take a long time to repair the damage inflicted on nature, and whales are far from being saved.

Sharks are also threatened.

These majestic predators are caught far too often.

The ocean is a huge chain of life. When one link disappears, all the living beings are endangered.

Human beings are part of this chain.

On the East Coast of the USA, fisherman understood this only too late.

They lived thanks to catching a single species of shellfish – the scallop.

But in this part of the world, they also caught a lot of sharks. Down the years, the great predators started to disappear from the waters. But the most astounding thing was that the scallops disappeared too.



Why?

The sharks ate the fish that ate the scallops. Without their natural predators – the sharks – these fish became more and more numerous and ate more and more scallops.

Within time, the fishermen no longer found enough scallops to live on, and they could not continue to live as they had before. This was a disaster for the fishermen, who had to give up their work.

This is why saving species, whether animals or plants, is a way of looking after each of us.

 *A quick look at the Planisphere will show you the USA, all of North America and Europe.*





## Earth - a living being?



For many people, Earth is a sacred place. In French Polynesia, people don't distinguish among the sea, rocks, plants, animals and humans. They think that each one is a living being, and that we all belong to the same family. There aren't people on one side, their environment on the other. What's more, the word "nature" doesn't exist in the Polynesian language.

The sea is also very important in the legends and beliefs of the South Pacific, where Polynesians live. So turtles, dolphins, whales and manta rays are key motifs in tattoo art. These designs on the skin are part of the great traditions of these islands' inhabitants. Each family considers that a sea animal watches over its members and protects them. And from generation to generation, each family features this animal in its tattoo as a mark of respect.

So when humans destroy nature, they also destroy many traditions and customs.



*Traditional  
Polynesian tattoo*

Preserve our planet  
for children - today  
and tomorrow

Throughout the world, signs of hope are popping up.

Given how much the ocean is suffering, the Pacific peoples have signed an important declaration.

This document declares, “There are sacred and intrinsic links with land, sky and ocean.” The ocean, they say, is “their identity, way of living, values, knowledge and practices”.

It represents what their ancestors gave them – and what they hope to pass on to their children in turn.

The peoples of the Pacific have called on all humans to unite to protect the ocean “for our ancestors and future generations”.



I can help, too!



Become an Ambassador  
for the Maud Fontenoy  
Foundation -  
and for the sea!

You too can make your voice heard to protect the planet. The Maud Fontenoy Foundation invites you to become an Ambassador of the Seas. Each class should choose a pupil for this role. Every 8 June, this child will be invited to join all the other Ambassadors, and together they will decide which steps to take to save the oceans. These steps will then be communicated to politicians and business leaders. Do you want to become an Ambassador? Go to the Section "Take action in two steps with the Maud Fontenoy Foundation" at the beginning of this pack. You'll find everything you need there.

## The hidden sentence!

Find the coded message using the alphabet key below.



*Answer: Water is our future.*



## Teachers' corner

Some facts to go further:

- Commercial whale fishing has been banned since 1986. Nevertheless, it's estimated that at least 2,000 sea mammals are killed each year. Over half of these are by Japanese whalers.
- 80 to 100 million sharks are killed every year. Most are fished only for their fins.



# You too can adopt the Maud Fontenoy Foundation Charter to save the seas !

1

## I DON'T LEAVE MY RUBBISH ON THE BEACH.

In summer, rubbish bins on beaches are overflowing.  
To avoid any rubbish being blown into the sea, I take mine home  
and sort it for rubbish or recycling.



2

## I FOLLOW COASTAL PATHS.

These paths allow us to appreciate the coast's natural wealth  
without disturbing the animals and plants that live there.



3

## I DON'T WALK ON SAND DUNES.

Sand dunes protect our coasts and, to preserve them and the plants  
that grow there, we mustn't walk or cycle on them.



4

## WHEN DIVING, I LEAVE THE SEABED INTACT.

I take care not to damage the coral by touching it – and I don't  
bring any "souvenirs" back to the surface.



5

## I DON'T EAT ANY FISH IN DANGER OF EXTINCTION.

I avoid endangered species. And just as with fruits and vegetables,  
I buy the right seafood at the right season. This way, I respect the  
well-being and reproduction cycles of sea species. Sites like  
[www.mrgoodfish.com](http://www.mrgoodfish.com) and [www.consoglobe.com](http://www.consoglobe.com) (in French) give  
me all the advice I need to choose well.



6

## WHEN I GO SHOPPING, I BUY PRODUCTS THAT HELP SAVE THE ENVIRONMENT.

Organic fruits and vegetables, "green" cleaning products – buying  
responsibly helps preserve our oceans by limiting our impact  
on the environment.



7

### NO TOXIC CLEANSERS ON MY BOAT.

If you enjoy pleasure sailing, make sure to do your bit for the environment! Here are three simple ways: don't dump rubbish overboard, ban toxic cleaning products and use an anti-overflow system so that no petrol spills into the sea.



8

### AT SEA, I REDUCE MY RUBBISH LEVELS, REUSE WHAT I CAN AND RECYCLE WHAT I CAN'T.

Adopt the three Rs: reduce, reuse, recycle.



9

### I REDUCE MY GREENHOUSE GAS EMISSIONS.

Did you know that the oceans absorb much of the planet's CO<sub>2</sub>? The sea nowadays is getting more and more acidic because of the excessive amounts of greenhouse gases we're producing. We can reduce this in daily life by walking, cycling, using public transport or car-sharing. You can also take the train rather than a plane where possible, which will do a big favour to our planet – on land and at sea!



10

### I GET INVOLVED IN PROJECTS THAT PROTECT THE SEAS.

There's no shortage of activities to choose from! Every summer, for instance, the Maud Fontenoy Foundation organises a tour of French beaches to raise awareness of the need to protect the oceans. You can follow the stages of the tour on line: [www.maudfontenoyfondation.com](http://www.maudfontenoyfondation.com).



To sign the Charter,  
just go to the Foundation's internet site:  
[www.maudfontenoyfondation.com](http://www.maudfontenoyfondation.com)



Fondation Maud Fontenoy  
Oceans Are Humanity's Future



# You have rights...

All the countries in the world have decided that you have rights, as do all other children, without exception. Your opinion counts in matters that directly concern you.

Countries must do all they can to ensure that children have an inherent right to life and that they all grow up in the right conditions.

Identity

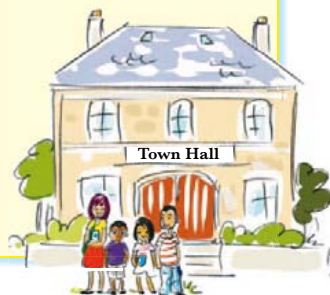


## You have the right to an identity

You have the right to first and last names, which should be declared when you're born. This official declaration helps protect you.

You have the right to a nationality, granted by your country.

You have the right to know who your parents are and to be raised by them. If this isn't possible, your country must help and protect you.



Health



## You have the right to health

You should receive medical care needed to ensure your well-being – for instance, being vaccinated.

You have the right to receive sufficient nourishing food and drinking water.

You have the right to grow up healthy. To achieve this, your country should provide you and your parents with help, support and training.



# You have rights...

## Education



### You have the right to an education

Like all the children in the world, boys and girls alike, you have the right to obligatory primary education free of charge.

You should be able to continue your studies to middle school, high school and beyond, free or with financial help.

This way, you will develop your potential. You will learn to respect others, your parents, your country and nature. You will learn to live in peace, equality and friendship.



## Protection



### You have the right to protection

You have the right to be protected against all forms of violence.

If you are a refugee because you cannot stay in your own country, you must be helped.

You must not work if this stops you going to school and growing up properly.

Your country should protect children from drugs and warfare – no child should be a soldier.

If a child doesn't obey the law, justice will intervene in taking account of the child's age, respecting his or her rights and providing help.



## Participate



### You have the right to participate

You have the right to express your opinion on any matter that directly concerns you.

You have the right to inform yourself, and to think freely according to your religion or ideas.

You have the right to assemble with others.

But, to enjoy these rights, you must respect the laws of your country and the rights and freedoms of other people.

Your country must ensure that newspapers, television, books and the internet are safe for you and appropriate for your age. Your privacy must be protected.



# Glossary

Here are definitions of words and expressions used in the pack.

**Atmosphere:** the gaseous layer surrounding the Earth.

**Biodiversity:** all living organisms: natural environments, animal species and plant species.

**Cloud:** a group of extremely small water particles in a liquid or solid state, suspended in the atmosphere.

**Coastline:** the land all along the coast, next to the sea.

**Coral:** small warm-water sea animal that lives in colonies. A coral is made up of a calcium skeleton with micro-algae.

**Cyclone:** also called a tornado. This is a tunnel-shaped storm formed by very violent winds.

**Desert:** an extremely dry region where there is little water and few people or plants.

**Drinkable:** the term for water that can be drunk safely.

**Drought:** lack of rain. Very dry climate and weather.

**Evaporation:** transformation of a liquid into a gas or steam, caused by a heat source such as sunlight.

**Fishing:** catching sea animals such as fish and shellfish.

**Flood:** when any waterway rises and spills over after heavy rains.

**Glacier:** accumulation of snow that has turned into ice.

**Ice:** water that has gone from liquid to solid. This process is caused by cold.

**Ice caps:** accumulations of snow and ice covering the summits of certain mountains in polar regions. Ice caps are made of land ice – unlike sea ice, which makes up pack ice. The fact that ice caps are melting more quickly because of climate change in many places is an important contributing factor to rising sea levels.

**Industry:** any human activity designed to produce everyday objects.

**Livestock farming:** breeding, feeding and caring for animals in an agricultural setting.

**Mammal:** all vertebrate animals that suckle their young. Humans are mammals.

**Marine food chain:** the system whereby each sea species feeds on another species.

**Natural environment:** also called ecosystem.

Any area, on sea or land, where animals and plants live.

**Ocean:** vast stretch of salt water covering a large part of the Earth. 71% of our planet is covered by oceans.

**Overfishing:** fishing too much. When catches of fish or shellfish are too big to allow the species to renew itself.

**River:** waterway on land that empties into a larger river or the sea.

**Seabed:** all of the space that lies under the oceans.

**Shore:** strip of land bordering oceans, waterways, lakes and any other bodies of water.

**Water pump:** tool that helps pump water.

**Water sanitation:** the action of evacuating and treating waste water to make it fit for use.

**Water table:** large patch of underground water formed by rainwater soaking into the ground. Water tables supply streams and wells.

**Wave:** movement on the water's surface produced by wind and water currents.

**Well:** a vertical hole dug into the ground to reach water.



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**Project managers:**  
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Français



AMF  
ASSOCIATION DES MAIRES DE FRANCE

**Project manager**

Mallorie Minart : [mallorie@maudfontenoyfondation.com](mailto:mallorie@maudfontenoyfondation.com)

**Educational contact**

Gipsy Montigny : [gipsy@maudfontenoyfondation.com](mailto:gipsy@maudfontenoyfondation.com)

**Press and communications**

Valérie Fourrier : +33 6 23 88 45 26 / [valerie@maudfontenoyfondation.com](mailto:valerie@maudfontenoyfondation.com)

**Maud Fontenoy Foundation**

La Maison Champs-Élysées : 8, rue Jean Goujon - 75008 Paris