

1. Contestant profile

▪ Contestant name:	Amr Mohamed Hamdy Mohamed Okasha
▪ Contestant occupation:	Deputy Editor-In-Chief of Al-Wafd newspaper
▪ University / Organization:	Al-Wafd newspaper
▪ Number of people in your team:	Only one

2. Project overview

Title:	Raising the level of environmental awareness for primary school students through an illustrated story.
Contest: (Community):	Community project
Quarry name:	Helwan Cement Quarry 11623

Abstract (max 0.5 page):

Helwan Cement Quarry Project aims to develop the environmental awareness of the importance of wildlife conservation by targeting primary school students, between five and 10 years, by writing and drawing a story for children addressing them directly. The targeted age is very important because it is the age that children's personality has been developing and so will influence their life later. This age in particular is considered the active segment of society over the next 10 years.

Helwan Cement quarry has been characterized by the presence of migratory birds and animals such as foxes, dogs, snakes and mice. So, the story is realistic and at the same time attracts the attention of the children. It increase their awareness of the existence of the natural wildlife outside the cities in which they live, of the right way to deal with this, and of the importance of wildlife conservation.

I wrote the story after visiting the quarry several times. I took pictures of the environment there to help in drawing the scenes of my story. I saw many animals and birds there, and I had a look at pictures of migratory birds from previous research on the area, in which helped me a lot in creating the characters of the story.

Recommendations:

- Print the story and distribute it in schools through the Ministry of Education, especially in the community surrounded by quarries, such as schools in Helwan and Tora.
- Conduct competitions on the types of migratory birds that pass by every year to increase the awareness of the children of the mountain environment in Egypt and its geographical locations.
- Using some of the cartoon characters in the story in developing a short animated cartoon to increase the awareness of the existence of the wildlife in quarries.

QUARRY WILDLIFE



By: Amr Okasha

Sara stood in the balcony of her home in Helwan looking at the sun and Listening to birds singing around. Suddenly, she found a tired bird fell in her garden.



Sara ran quickly towards him. The bird looks so tired and weak. So, she decided to take care of him. She brought him water and wheat.



After the bird has rested, he said to her "thank you my friend."

"My name is Sara, where do you come from?" Sara asked.

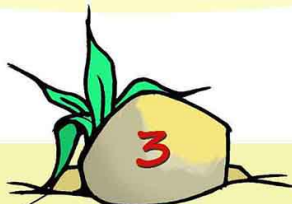
"I came from Europe to spend the winter season here in the Middle East because the weather there is very cold.

I will stay at a nice green quarry in the quarry of Helwan cement company," said the bird



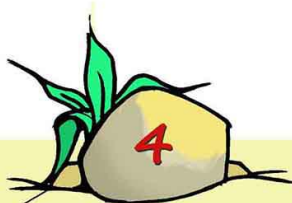


Sara was surprised,
saying: "At the quarry?! but
I know the quarry is a place where
rocks are broken for cement industry!
How come you can live in a quarry
filled of rocks?"





The bird said: "we found a small lake resulting from the quarrying activities and the quarry is maintaining the environment to conceive the biodiversity."



Sarah: "Is there other animals leave there?"

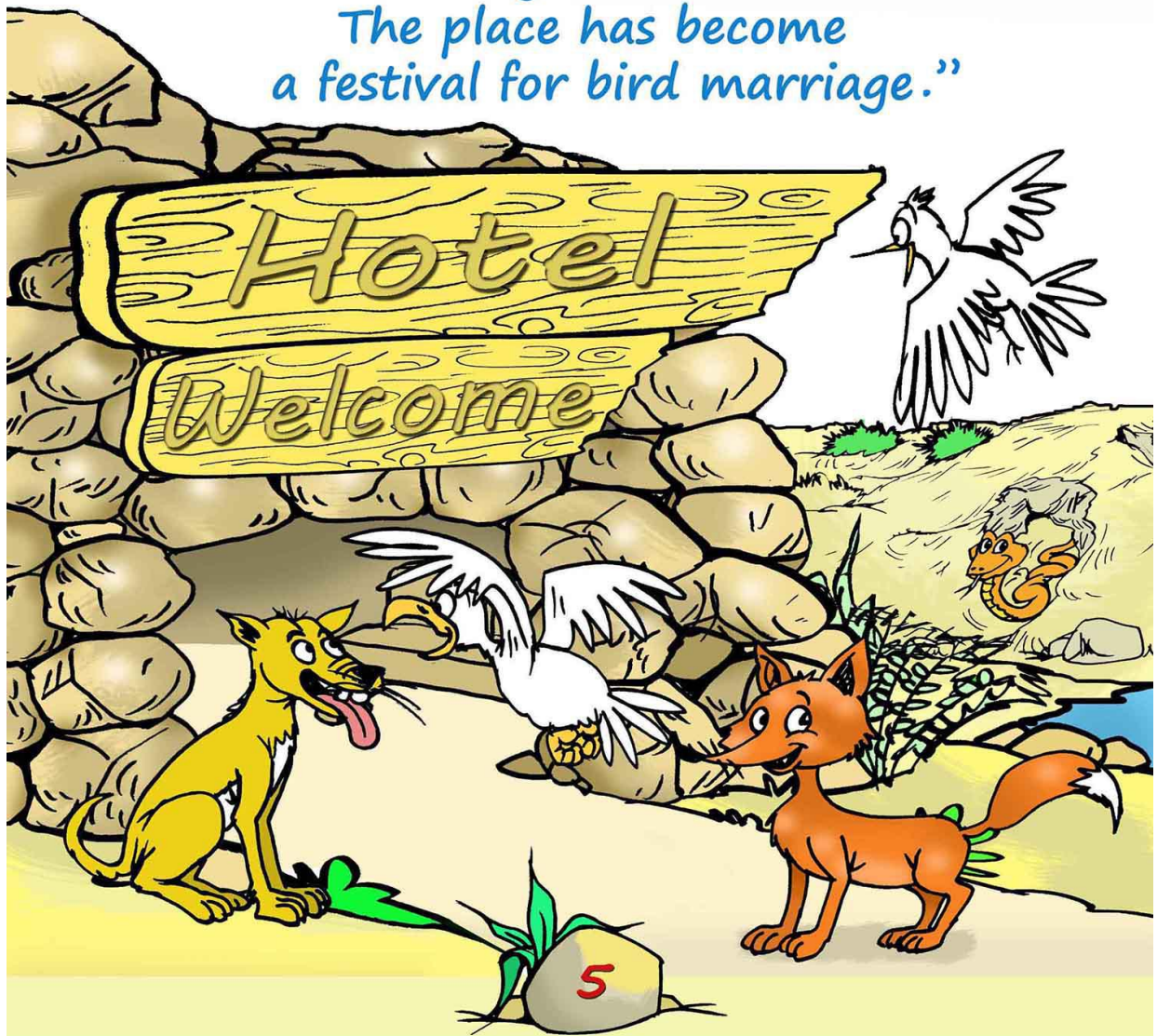
The bird: "Yes I have a lot of friends such as dogs, red foxes, snakes and mice."

Sarah: "Haha this place I think looks like a hotel!"

The bird: "It is a beautiful hotel where dogs guard us."

There, we meet our bird friends from many countries

The place has become a festival for bird marriage."

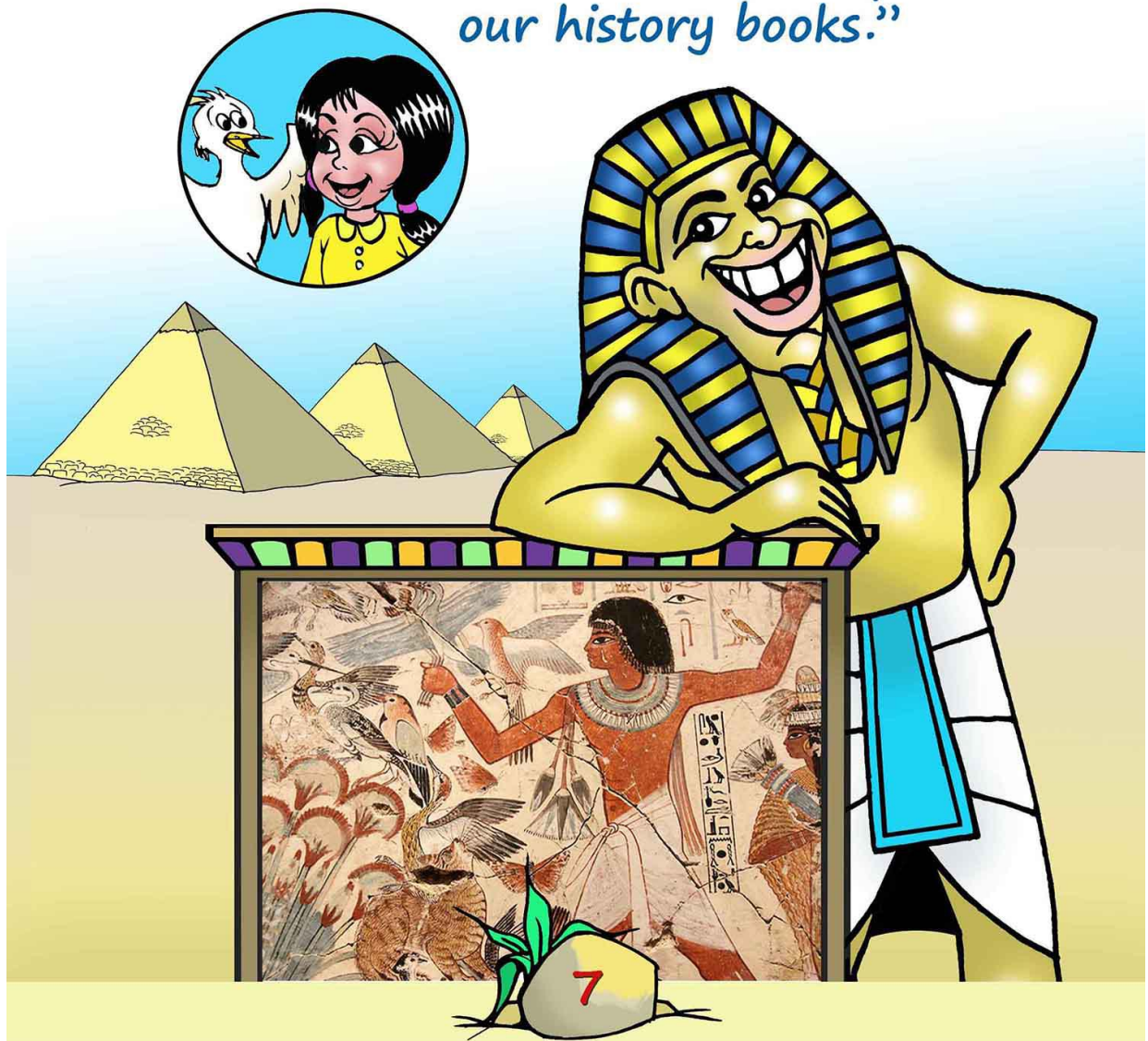


“Mommy birds come here to lay eggs, when the eggs hatch the baby birds learn to fly and then join the other birds in their journey back to their home.”
Sara: “wow! it seems a very beautiful place full of animals water, looks like an open zoo.”



The bird: "Do you know that my ancestors visited Egypt during the migration as we do now! Your ancestors, the Pharaohs sanctified some birds such as falcon and eagles, drawing them on the walls of their temples."

Sara: "Yes I know, I have seen many drawings of birds on the walls of the temples in our history books."

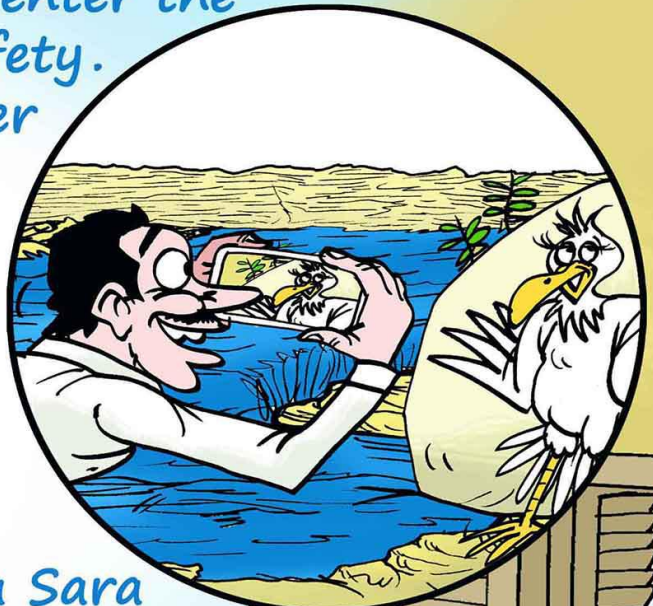




Sara: "Are you going to stay here or leave?"
The bird: "My friends who I was flying with are now on their way to the North. I did not go with them I will stay here in the "Helwan quarry and wait for them when they are back by next summer."

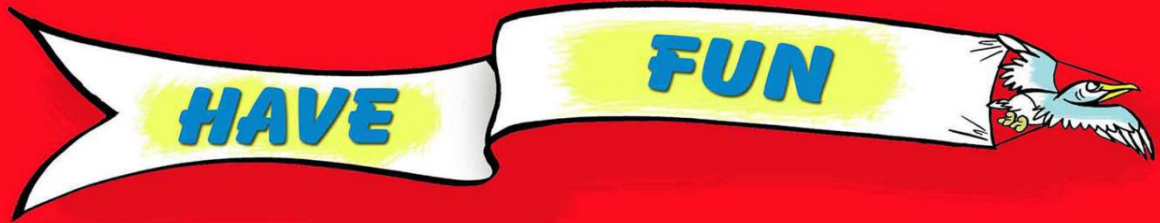


Sara: "I want to visit the Helwan quarry!"
The bird: "There are security and safety rules must be followed by the visitors of the quarry. For example, children are not allowed to enter the quarry for their safety. However, your father can visit the quarry and take many pictures for you."



The bird: "Thank you Sara
I am okay now! I will join my
friends in the quarry.
See you again next time.
Goodbye!"





LOOK AT THE PICTURES AND SAY: TRUE (✓) OR FALSE (X)



children can visit the quarry.



In winter birds migrate from south to north.

COLOR THE PICTURE



To be kept and filled in at the end of your report

<p>Project tags (select all appropriate):</p> <p>This will be use to classify your project in the project archive (that is also available online)</p>	
<p>Project focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Beyond quarry borders <input type="checkbox"/> Biodiversity management <input type="checkbox"/> Cooperation programmes <input type="checkbox"/> Connecting with local communities <input checked="" type="checkbox"/> Education and Raising awareness <input type="checkbox"/> Invasive species <input type="checkbox"/> Landscape management <input type="checkbox"/> Pollination <input type="checkbox"/> Rehabilitation& habitat research <input type="checkbox"/> Scientific research <input type="checkbox"/> Soil management <input type="checkbox"/> Species research <input type="checkbox"/> Student class project <input type="checkbox"/> Urban ecology <input type="checkbox"/> Water management <p>Flora:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Trees & shrubs <input type="checkbox"/> Ferns <input type="checkbox"/> Flowering plants <input type="checkbox"/> Fungi <input type="checkbox"/> Mosses and liverworts <p>Fauna:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Amphibians <input checked="" type="checkbox"/> Birds <input type="checkbox"/> Insects <input type="checkbox"/> Fish <input type="checkbox"/> Mammals <input type="checkbox"/> Reptiles <input type="checkbox"/> Other invertebrates <input type="checkbox"/> Other insects <input type="checkbox"/> Other species 	<p>Habitat:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Artificial / cultivated land <input type="checkbox"/> Cave <input type="checkbox"/> Coastal <input type="checkbox"/> Grassland <input type="checkbox"/> Human settlement <input type="checkbox"/> Open areas of rocky grounds <input type="checkbox"/> Recreational areas <input type="checkbox"/> Sandy and rocky habitat <input type="checkbox"/> Screes <input type="checkbox"/> Shrub & groves <input type="checkbox"/> Soil <input type="checkbox"/> Wander biotopes <input type="checkbox"/> Water bodies (flowing, standing) <input type="checkbox"/> Wetland <input type="checkbox"/> Woodland <p>Stakeholders:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Authorities <input checked="" type="checkbox"/> Local community <input type="checkbox"/> NGOs <input checked="" type="checkbox"/> Schools <input type="checkbox"/> Universities

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