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Introduction

As a reminder, my project is focused towards contributing additional activities/projects to the K-5 lesson plan provided by The Water Project. Although there are many great activities that inspire awareness on water scarcity, there really aren't any projects that teach children how water scarcity may impact their own personal lives and how the children themselves can contribute by saving water. It is my hope that these activities will bring more awareness on how water scarcity can impact and inspire children to do their part in conserving water.

Please see the next page for the activities/assignments I've created for this lesson plan.

LESSON: WATER LOGS

WATER LOGS

The goal of this activity is to raise awareness on how water scarcity may impact the lives of each student.

Overview:

This is a two-day assignment that will be completed both in class and at home. Students will be given journal sheets to record the different activities they do throughout their day (in and out of school) that require water. Students will also write about places and things in the community that they notice also require water.

After the two days of journal writing is completed, students will get into large groups of 5-8 and take turns discussing activities they did and the places they observed that require water. Students will then discuss how these activities and places would be impacted if there was no water.

Discussion Question Suggestions:

- Are you able to complete this activity without any water?
- Is there another way to complete this activity if water was no longer accessible?
- How would you feel if you could no longer do these activities because of no water?

LESSON: TRUE AND FALSE GAME

TRUE AND FALSE GAME

Teachers will read students a variety of facts and false statements. Students will decide if the statement is true or false.

Overview:

If the classroom is large enough, teachers will designate one side of the room as the “true” side and the other side of the room as the “false” side. After the teacher reads a statement from the list provided below, students have 10 seconds to decide if the statement is true or false.

If the classroom is not large enough for this game, students can sit at their desks instead. Students will raise their hand if they believe the statement is true and leave it down if they believe it’s false.

True and False Game:

Children will run to the side they believe is true. After every five statements, a bonus round is offered. The teacher will randomly select a student off a class list and give that student an opportunity to win a small prize by repeating back two new facts. (Make sure to let children know about this opportunity before the game begins). This is a helpful way for children to retain and recall new information.

Fact List:

- 1) Turning off the faucet while brushing your teeth can save about eight gallons of water a day. **(TRUE)**
- 2) One flush of the toilet uses about 6 gallons of water. **(TRUE)**
- 3) If fresh water runs out, we can drink sea water. **(FALSE)** *The salt content in sea water is too high for human consumption.*
- 4) Most of the world's fresh water goes to farming. **(TRUE)**
- 5) The United States is not affected by water scarcity. **(FALSE)** *Water scarcity is a worldwide issue.*
- 6) 1 in 9 people worldwide do not have access to clean water. **(TRUE)**
- 7) In many countries worldwide, women and children are responsible for collecting water for the family. **(TRUE)**
- 8) Most women and children in Africa walk $\frac{1}{2}$ a mile a day to get water. **(FALSE)** *Women and children in Africa walk an average of 4 miles a day to get water.*
- 9) Many of the containers that women and children in Africa use to carry water to their homes are over 40 pounds. **(TRUE)**
- 10) A gallon of water weighs 8.34 pounds. **(TRUE)**
- 11) The average adult human body is 10% water. **(FALSE)** *The average adult human body is about 60% water.*
- 12) 1 in 5 deaths of children worldwide are because of water-related diseases. **(TRUE)**

- 13) A person can survive 3 weeks without food. In terms of water, a person can survive 2 weeks without it. **(FALSE)** *A person can survive 3 weeks without food, but less than a week without water depending on different circumstances like weather conditions, for example.*
- 14) Only 10% of the earth's water supply is available for humans to drink. **(FALSE)** *Less than 1% of the earth's water supply is available to humans. The rest of the water is either frozen, underground, or too salty for us to drink.*
- 15) In the United States, a family of four uses an average of 400 gallons a day. **(TRUE)**
- 16) 1 in 3 people around the world do not have access to a toilet. **(TRUE)**
- 17) The best time to water your lawn is in the afternoon when the sun is out. **(FALSE)** *The best time to water your lawn is in the early morning or late evening when it's cooler out.*
- 18) You lose about 1 gallon of water a minute when you leave the water hose running. **(FALSE)** *You lose about 6 gallons of water a minute.*
- 19) Half of the world's hospitals holds people who are suffering from water-related diseases. **(TRUE)**
- 20) It takes 120 gallons of water to produce 1 egg. **(TRUE)**

LESSON: WORD MATCH

WORD MATCH

Children will learn new terminology related to water scarcity. The terms **economic**

water scarcity and **physical water scarcity** should be a review after the activity

Scarcity Scramble, found in The Water Project's downloadable curriculum.

Overview:

The teacher will first go over the new vocabulary with students. Students will then work individually and match the term with its definition.

Vocabulary:

Scarcity: The absence or shortage of something

Economic water scarcity: People don't have access to clean/safe water

Physical water scarcity: Limited or no supply of water

Potable water: Water that is safe to drink or cook with

Natural Resource: A source that is provided by nature that can be used by people

Examples of natural resources include water, light and air

Waterborne diseases: Illnesses that are caused from drinking contaminated or unclean water

Name _____



Word Match

Directions: Match the vocabulary word to its definition

WORD BANK

*Scarcity

*Economic Water Scarcity

*Physical Water Scarcity

*Potable Water

*Natural Resources

*Waterborne Diseases

- 1) _____ : A source that is provide by nature that can be used by people. Examples of natural resources include water, air and light
- 2) _____ : The absence or shortage of something
- 3) _____ : Limited or no supply of water
- 4) _____ : Illnesses that are caused from drinking contaminated or unclean water
- 5) _____ : People do not have access to clean/safe water
- 6) _____ : Water that is safe to drink or cook with

LESSON PLAN: FIND THE ERROR PICTURE

FIND THE ERROR PICTURE SEARCH

This assignment will help children become aware of habits they practice at home that contribute to water waste.

Overview:

Students will look for errors in the following drawing where water is being wasted in the household. Students will then write down what the error is and what the family member can do next time to help preserve water.

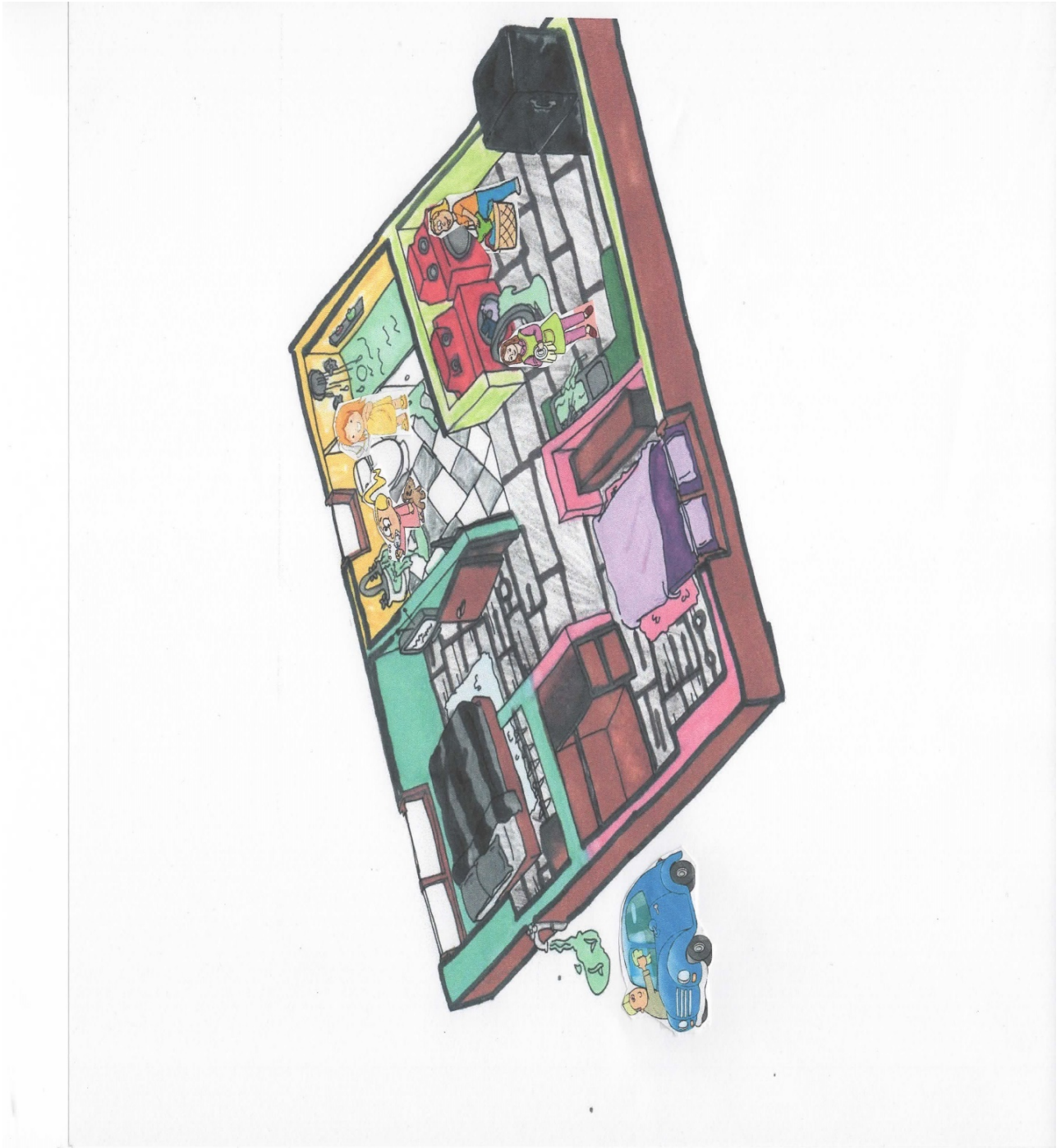
Example

What is the error?

- The little girl is letting the water run while she is brushing her teeth.

What can she do differently next time?

- She can turn the faucet off when she is brushing, then turn it back on when she needs water again.



Name



Find the Error

Directions:

- 1) *Look at the drawing for ways this household is wasting water.*
- 2) *Write down below:*
*What the error is **AND** what the family can do differently next time?*

1) A) What is the error?

B) What can this family do differently next time?

2) A) What is the error?

B) What can this family do differently next time?

3) A) What is the error?

B) What can this family do differently next time?

4) A) What is the error?

B) What can this family do differently next time?

5) A) What is the error?

B) What can this family do differently next time?

LESSON PLAN: IMAGINE A WORLD

IMAGINE A WORLD

This assignment will help raise awareness about how important water is for life.

Students will imagine their world without water.

Objective:

Students will select their favorite outdoor spot. They will then imagine the world and the place they selected, but with an extremely low or non-existent water supply. Students will then illustrate this. Afterwards, they will write about the changes they anticipate when water is no longer available. After they are done, give students an opportunity to share their drawing and the changes they envisioned.



Resources

The Water Project. "Facts About Water: Statistics of the Water Crisis." 2014. Available at https://thewaterproject.org/water-scarcity/water_stats.

EPA Water Sense Kids. "Simple Ways to Save Water." 2016. Available at <https://www3.epa.gov/watersense/kids/simpleways.html>.

Clean Water Clean Choice. "Fun Facts." 2006. Available at http://www.cleanwaterways.org/kids/fun_facts.html.

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