

Big Idea: Sustainable Practices - Water is essential to all living things

Driving Questions: How might your water use habits change if you had to carry all the water you use into your home? How might your water use habits change if you had to boil all the water you use in your home? What does it mean to conserve water?

Someone who conserves water uses it wisely and uses it sparingly...

Learning Targets: Demonstrating curiosity and a sense of wonder about the world. Engaging with others to share and develop ideas.

Establishing a Need to Know: Share the video clip *Nature is Speaking: Penelope Cruz is Water* (1:28) <https://www.youtube.com/watch?v=fwV9OYeGN88>

Post-video clip partner Turn and Listen: What did you notice? What is the issue you are alerted to in this clip? What do you wonder?

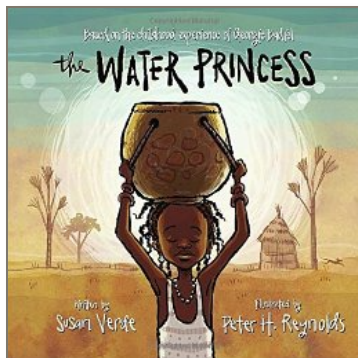
Show a 4 litre jug of water and an 18 litre water container for camping...

Invite students to imagine having to walk to a distant water source every day, filling a container and carrying it back to their home.



Share the video clip “World Vision presents: *The Zambia Project*” (3:45)

<https://www.youtube.com/watch?v=bgLiLMnKD-4>



Shared Reading: the story the Water Princess by Peter H. Reynolds. Pause for Partner Turn and Listen: What do you notice in the book (pictures/words)? What do you think (background knowledge/personal connections/ideas/inferences)? What do you wonder? (deep thinking questions)? Then invite whole group conversation.

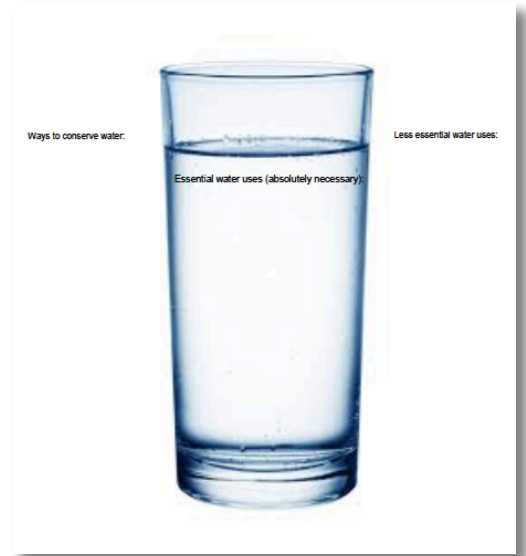
Co-Constructing Ideas: What are some ways we use water in our homes and in our school? Can you come up with 5 different ways? Invite quiet independent thinking followed by partner turn and listen and then whole group sharing...record shared ideas on the chart paper.

Consider the water you consume in your daily life, including the water used to grow the food you eat, to produce the energy you use and for all the product in your daily life- your books, music, house, car, furniture and the clothes you wear...

What are some ways you use water that you *could easily give up* if you had to carry in all of your water? What are some water uses you *would least like to give up* if you had to carry in all of your water?

“Being conscientious about water use in a land of plenty...”

Performance of Understanding: “Water Glass” activity - on the **inside** of the water glass, invite students, in partners, to record their ideas (words/pictures) for what they believe are essential (absolutely necessary) water uses, and on the **outside**, have them record their ideas for water uses they believe are less essential...**AND** to also record possible ways to conserve water...



Closure: Whole group discussion: Project the article *Water Around the World* and together consider the information about water availability, water quality and water consumption. What do you notice? What do you think? What do you wonder?

Georgie Badiel - The Water Princess (3:09)
https://www.youtube.com/watch?v=i0B7ss_fIZc

Possible next steps:

Invite students to keep a *water use diary* over the next few days. Which activities used the most water? What are some ways they can reduce their use of water?

Something to consider: "If you had to haul your own water yourself, assuming you can carry a 4 litre milk jug in each hand, how many trips to the community water tap would it take to have a 5 minute shower?"

Going forward:

Love your Rain Drop: Show students a glass of water. Unless this water came from a rain barrel outside the door, this water probably traveled a great distance to end up in that glass. Challenge students to learn the path the water traveled.

Help students identify their drinking water source. Is their drinking water from a well or from a public water supply? (Their home water source may be different from the school's).

How did your drinking water get to your taps? Using a map and information from your local water office, trace the path of your drinking water. Encourage students to describe the water cycle...how precipitation falls and how it moves to other places. Students could note the different places the water in the glass may have traveled and write/design these ideas on paper...

Example: In the Comox Valley the public water supply is drawn from Comox Lake, or the Allen's Lake, depending on where you live... The water follows this path to get there:

- 1 Water falls as precipitation.
- 2 Once it falls, some water percolates into the ground, but some of it runs off and enters streams that empty into Comox Lake/Allens Lake.
- 3 The Lake empties into the river systems - Puntledge River...etc
- 4 The rivers empty into the ocean... (the Puntledge River Estuary...)

Suggested Activity:

Have students sketch and label a water cycle showing the path of their drinking water from the point of precipitation to where it is drawn as drinking water. The final sketches should show several water features (and the direct source for tap water.)

Closing: Share the video clip *Love Your Raindrop* (2:48)

https://www.youtube.com/watch?v=HYa0A3_Pa4g