

ecoMentors Lesson Plan Template: Helping kids explore the planet! www.ecomentors.ca

Title: Water in Your World

Grade Level(s): 1 & 2

Time/Date:

School:

Teacher:

Directions to school, class:

Ontario Curriculum Connection: Earth and Space Systems: Air and Water in the Environment

Vocabulary: Words & Concepts your class may be learning, look these up yourself too!

To conserve - To protect from loss or harm; preserve: save

Fresh water – Water that we can use as drinking water; not salt water

Salt water – Water from our oceans, salty, not drinkable

Materials and Equipment: List these before and while you plan and revise so you're prepared.

Two glasses, one filled with water

Coloring sheets (from the ecoMentors website, printed on recycled paper) for all students

What is your class accomplishing?: Learning & Activity Goals, Objectives

- **Identify uses of water in daily life**
- **Appreciate the importance of water**
- **Appreciate water's versatility**
- **Learn how and why we should conserve water**

Procedure

The Spark: Introductions, Demonstrations, Intro. Questions, Topic Intro (Break the ice!) ~5-10min

Hi everyone! Today we talk about water. If you have a water bottle with you today, can you raise your hand? Is there anyone who does not drink water at all?

Can you all introduce yourself and name the last time you drank water; how many minutes, hours or days ago?

Is there water in juice? Is there water in soup? Is there water in bread? Is there water in fruit?

*Can you name other foods that have water in them? **Basically, all our foods have water in it!***

Brainstorming, asking the right questions, ideas (assess their knowledge!) ~10-20min

How many times do you drink water each day?

What else do you use water for everyday? Think of ways you use water in the bathroom/bedroom/kitchen/garden/laundry room/ at school/ for cars/ for pets/....

Do you think water is important? Why? Is water only important for humans? For whom else is water important?

Plants, animals

Can we live without water? Why not?

What would happen with us, with plants, with animals, with the world, if water ran out?

What would happen with us, with plants, with animals, with the world, if water gets so dirty and polluted that we cannot drink it anymore?

*How can we prevent that? **We can conserve water.** Does anyone know what the term conserve means? Can someone spell it? How can we conserve water?*

*What is 'Salt water'? **Salt Water comes from the Ocean***

*What is 'Fresh Water'? **Fresh water comes from the mountains, rivers and under the ground.***

*What water can we drink and use for our gardens? **Fresh Water***

Take the two glasses of water and fill one to the top. If available take out a globe and ask students: 'How much water on the Earth is Fresh Water?' Ask the students how much water they think is salt water and pour the according amount in to the glass (97%). Ask the students if they think we can use the other 3% of water. No, we can only use a little bit (2% of the fresh water is in ice caps, leaving 1 % as usable water) 1% ends up being a small drop.

Activity, Game, Exercise, Debate, Puzzles, Problem Solving, Role Play ~10-30mins

Activity 1- Acting out

You will ask the following questions, but instead of answering out loud, each student gets the chance to act out the answer, while the other students guess what is being acted out. Students will have a turn when they raise their hand. Try to give each student at least 1 turn.

Questions:

- 1- Act out a thing you do with water everyday. (**Shower, brush teeth, wash hands, do laundry, cook, clean car, etcetera**) (continue until the class cannot think of any other activities that involve water)
- 2- Act out a game or sport that involve water (**water gun fight, swimming, canoeing, kayaking, surfing, ice skating, ice hockey, etcetera**) (continue until the class cannot think of any other games/ sports that involve water, of course you can help by whispering an sport in the ear of a student who hasn't had a turn yet)
- 3- Act out a way how you can save on using water everyday? (**close the tap while brushing your teeth, no flushing after pee, do not run shower while lathering up, fill sink while shaving instead of running the tap, do dishes by hand instead of dish washer, etcetera**) (continue until the class cannot think of any other actions to save water, of course you can help by whispering an action in the ear of a student who hasn't had a turn yet)
- 4- Act out an animal that spend all or some of its live in water (**frog, fish, crab, lobster, eel, seal, duck, beaver, penguin**) (continue until the class cannot think of any other animals that live in water or until all students had at least one turn, of course you can help by whispering an animal in the ear of a student who hasn't had a turn yet)

Discuss what happens with a seabird/dolphin/humans when their water is :

-polluted with plastic; -polluted with oil; -gone.

The animals and humans need clean water to live (eat, swim, drink, ..)!

Contingency, Plan B, extra game or activities, extra questions (Back up plan) ~5-10mins

How does pollution gets into our water?

Give each student a coloring sheet. *Before we color the sheets, we are going to look carefully at the 2 pictures.*

What can you see in the first picture? Write everything the students say on the black board.

What can you see in the second picture? Write this on the black board too.

How are the two pictures related? **The waste from the first picture ends up in the 2nd picture!** *How does the waste from the first picture end up in the second picture?* **Rain!** Ask the students to get a coloring pencil or crayon, and draw rain in the first picture. *What happens with the waste after it has rained?* **It washes away into our storm drains, creeks, rivers and ends up in our ocean!**

Let the students draw a 'river' that connects the first picture to the second, and then color the picture.

If there is time left; let them think of a slogan or a warning that they can write on their coloring sheet!

Presentation of Findings ~5-15mins

Let the students read their slogans out loud, and explain why they chose that slogan.

Review, Conclusion and steps towards continued action ~5-10mins

What did you learn today?

What did most surprise you about water?

Ask the students how they will conserve water from now on and how they will ask their parents and friends to conserve.

References

1 Yahoo!igans - http://yahooligans.yahoo.com/content/ask_earl/page?d=20030318

2 American Water Works Association www.awwa.org/Advocacy/learn/conserves/resources/ConservationInfo.cfm

3 All the Water in the World, EPA - http://www.epa.gov/region01/students/pdfs/ww_intro.pdf

4 The Otesha Book: From Junk to Funk www.otesha.ca

Great work ecoMentor! After use of Lesson Plan, revise, add ideas and repeat!