

Save Water

Topic: Water shortages

Aims:

- To talk about the use of water in everyday life
- To give advice to others on their roles in water conservation

Level: A2+

Introduction

This lesson looks at the causes of water shortages locally and internationally and learners will produce a poster giving advice on saving water in the home or in the school. Learners are encouraged to ask questions about water conservation in their area and to write to their local authorities with their questions (optional activity). This lesson is suitable for teens who are in elementary level and should be around 60-90 minutes long.

Procedure

Daily activities with water bingo (cut ups and boards)

This first stage introduces daily activities that involve water and provides vocabulary for the discussions in later stages.

Preparation

- Copy and cut out **worksheet A** so that you have enough to give one game board to each learner.
- Copy **worksheet B** and cut out two sets of 8 picture cards per group of 4 learners.

In class

- Divide the class into groups of 3 or 4.
- Give each player a board from **worksheet A** with 4 pictures on it (game boards A-D). Give learners enough time to look at the pictures and decide what is happening. Individuals should ask their group before asking the teacher for help.
- Put a pile of loose cards from **worksheet B** face down in the centre (2 copies of the picture cards is best between 4 players)
- The first player picks up a card and the others have to find out if it's one of their pictures by asking a question such as
"Is she watering the garden?" (they can use he or she)
- Players take turns to ask until the person holding the picture says "yes".
- When the player with the picture answers "yes", the player who asked the right question wins the card and puts it on their board. That person takes the next picture and the others ask them the questions.

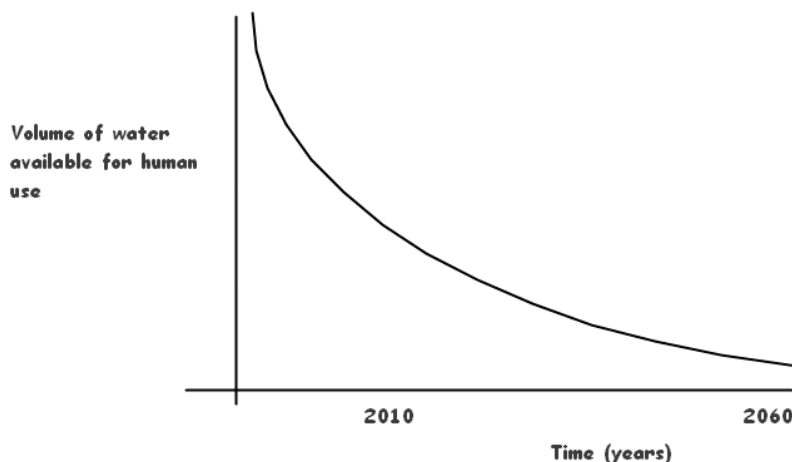
- The winner is the first person to match all 4 pictures on their board. They should shout "Bingo".

What uses the most water?

- In pairs learners put the 8 pictures in order according to which they think use the most water. (or select the three they think use the most water.)
- Teacher reveals the answer or put the answers on paper on the walls around the room and learners do a reading race to find the values (litres per minute) to check their answers and reorder the pictures.
 - Washing the car uses an average of 1,892 Litres
 - Having a bath uses 189 litres
 - Watering the garden uses an average of 76 litres
 - Eating a burger uses an average of 57 litres
 - Washing clothes uses an average of 38 litres
 - Flushing the toilet uses an average of 11 litres per person per day
 - Having a shower uses an average of 8 litres a minute
 - It takes 3 litres of water to make 1 litre of bottled water
- Ask the learners to share any surprises.

Water shortages

- To help learners understand the shortage of water, draw a graph like this on the board and ask the learners what problems we have with water and why.



- Encourage learners to share their thoughts with the class. They should understand from the graph that the volume of clean water is decreasing. Possible answers include less rainfall (droughts); more people wasting water; more cars mean more cars being washed etc. If learners bring up the idea that floods mean more water, point out that we are talking about clean water for human use.
- Explain to your students the importance of saving every drop of water: less than 1% of earth's water can be used by humans, cleaning water for households uses up lots of energy and the more water there is being treated, the less effective the cleaning is (as water is wasted the quality of water declines) and water shortages can have severe impact on wildlife and plants in and around rivers, lakes etc.

- Ask the learners what they can do to help save water.

10 ways to save water

You can use the pictures from the bingo game if you think your learners will have problems with vocabulary such as bucket, hose or cistern.

- Make enough copies and cut up the top ten ways to save water in **worksheet C** so that learners have one or two tips each. They must memorise their tip(s) and then mingle and share their tip(s) with the others. Explain that they should try to remember ten tips in total –no writing them down, just keep repeating them to themselves and visualise the tips. (ten tips sourced from http://www.britishcouncil.org/gl/popularising_science_handouts.doc)
- Repeating the sentences will help learners remember the advice and internalise the phrase *you should + infinitive* to give advice.
Option: you may wish to draw students' attention to the language by asking them questions such as, "What endings do we use with words after should?"

Letters to the local authorities (optional)

- To help your learners find out information about their local area and water shortages you can brainstorm questions they have about drinking water in their area. For example: *Where does our drinking water come from? How is it collected? Where is it stored? What stages are involved in the purification process? and What happens once it leaves their house?*
- Ask learners to choose three questions they'd like to ask and then select from a list who they'd write to, to ask their questions. You need to provide the addresses for the local authorities responsible for providing water, water treatment plants, meteorological department etc.
- Learners should then write letters with their questions. I would not worry about the accuracy / content of the letter but check they have their return address and they explain they are doing a school project.

Posters

- Learners plan and make posters for their school or home giving information on water problems and solutions (if possible learners can use details about their area from replies to letters).
- Display posters around the school to share the message with all other classes.
- An optional game with questions on water use and water saving tips can be found here: <http://epa.gov/WaterSense/kids/games.htm>