

# Teacher's Guide

## *Video: Water Conservation*

Southwest Florida Water Management District

Grade 4

This teacher's guide supports the Southwest Florida Water Management District's (SWFWMD) video episode *Water Conservation*, available at [WaterMatters.org/Education](http://WaterMatters.org/Education). This guide includes Florida standards, vocabulary, suggested activities, and links to additional resources. Students will need a computer and internet access for this lesson.

**Lesson Time:** Approximately 2–2.5 hours (divide among class periods)

**Objective:** Students will become familiar with water conservation and why it is important. Students will identify different ways to conserve water. Students will conduct research on water conservation campaigns and create one of their own.

### Vocabulary

**Aquifer:** A spongelike underground layer of limestone rocks that can hold and release water

**Groundwater:** Water that is stored underground below the earth's surface

**Desalination:** The process of turning salt water into fresh water by removing salt and other minerals

**Surface Water:** Water that is found on the earth's surface, such as lakes, rivers, streams or ponds

### **Water**

**Conservation:** To use water wisely and not be wasteful

**Water Reuse:** The process of turning wastewater into fresh water that can be reused for other purposes

### Lesson

#### **Engage:**

(15 minutes) Prior to watching the video, pose the following essential question to your students: Why should we use water wisely?

Watch the video. Review the vocabulary terms and ask aloud the following questions to activate prior knowledge:

- Why is water conservation important in Florida and worldwide?
- Have you ever seen water being wasted before? If so, how?
- How can being wasteful of water impact humans and the environment?
- What are some actions you or your family currently take that help to conserve water?

**Explore/Explain:**

(90 minutes) Have students work in pairs or groups to develop a water conservation campaign for the school or their community. Below are helpful steps to assist students in starting their campaign.

- **Step 1: Identify the overall goal of the conservation campaign.** Ask students to identify what they would like to accomplish with their campaign. For example, do they want people to take on a certain water-saving action or to better understand the importance of clean, fresh water?
- **Step 2: Research similar campaigns.** Have students conduct research to see what type of campaigns or resources currently exist that align with their campaign goal.
- **Step 3: Develop the campaign's message(s).** A clear and concise message is important for any campaign. Have students brainstorm a few different messages they could use to achieve their goal. This may include catchy slogans or simple statements that are easy to understand. Students can use the research found during step two as inspiration.
- **Step 4: Identify the outreach methods the campaign will use.** There are many ways to relay information to the public. This includes newspaper advertisements, radio advertisements, flyers, posters, social media posts, videos and more! Have students outline what outreach method(s) they would like to use and what would ideally be included in each.
- **Step 5: Create the campaign content.** Have students make their campaign become a reality! Based on the information that was outlined in the above steps, each group should choose one or two campaign materials to develop. Highlight what resources are available to students to use to create their materials before getting started.

**Extend:**

(30 minutes) Ask each group to present their campaign materials and overall campaign idea to the class. Have students provide feedback after each presentation to comment on what they liked about the idea or materials, as well as possible suggestions.

Pending the type of materials created, have students share their campaign materials with the larger school community.

**Evaluate:**

Review each groups overall campaign idea and materials to evaluate their understanding of what it means to conserve water and why it is important.

## **Additional Links**

### **WaterMatters.org/Publications**

- Daily Water Use at Home (student worksheet)
- Solving Florida's Water Puzzle (4–7 student booklet and teacher's guide)
- WaterDrops: Water Conservation (3–5 student booklet and teacher's guide)

### **WaterMatters.org/HandsOnActivities**

- Daily Water Use at Home
- We Are Water Users
- Waterful Foods
- Arrest Those Drips
- Water Conservation Game

**Classroom Conservation Challenge:** [Click here](#) to take the Classroom Conservation Challenge

## **Standards**

### **Next Generation Sunshine State Standards:**

#### **Science**

- SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment.
- SC.4.E.6.3 Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.
- SC.4.E.6.6 Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind and solar energy).

#### **English Language Arts**

- ELA.4.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume and clear pronunciation.
- ELA.4.C.4.1 Conduct research to answer a question, organizing information about the topic, using multiple valid sources.
- ELA.4.C.5.2 Use digital writing tools individually or collaboratively to plan, draft and revise writing.