



Water and Sustainability

Duration: 30 minutes

Description: Sustainability is a word that is used all the time, but what does it really mean to be sustainable? And how does it relate to water? Students will first be asked to respond to the word sustainable. Then, they will watch a video and answer questions based on their interpretation of the video. In the next part, students will watch another video to learn about the United Nations Sustainable Development Goals (SDGs) and SDG 6: Ensure availability and sustainable management of water and sanitation for all. After connecting sustainability to water, students will identify sustainable goals they can set in their classroom.

Materials Needed:

- Pencils
- Computer
- Markers or colored pencils
- Posterboard/large paper OR any size paper

Learning Objectives

1. Define sustainability.
2. Understand how sustainability connects to water.
3. Make the connection between sustainability and personal water usage.
4. Devise personal and class goals to conserve water.

Applicable Education Standards

Common Core State Standards/Next Generation ELA	4W1b: Use precise language and content-specific vocabulary 4SL2: Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral). 4L4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
New York State Science Learning Standards	Cause and effect relationships are routinely identified and used to explain change. (4-ESS3-1) Science affects everyday life. (4-PS3-4)
California Science Framework/Next Generation Science Standards	ESS3 A: Natural Resources Principle I: The continuation and health of individual human lives and of human communities and societies depend on the health of the natural systems that provide essential goods and ecosystem services.



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Instructions for Educator:

1. Make sure the video links below are loaded onto computers.
2. Read the following script first:
3. Read the instructions below and have every student write down three words that they think relates to the word sustainable.
4. Ask the students to share what they wrote down.
5. Then, play the video.
6. Have the students answer Question 1 independently and then share with the class. Did their answers change?
7. You can then do the next two questions with the students.
8. Before moving onto the next section, read this:

Sometimes, we don't know we are doing something that hurts the planet, but once we do, we can change our behavior. That's why we set goals! For example, people throw away a lot of trash, and sometimes this garbage makes it into the water. This is bad for the creatures in the water and for us, but we can change this by reducing our waste, composting, and picking up trash. Because there are so many ways to be sustainable, there are 17 Goals people can follow. These are called the SDGs, or Sustainable Development Goals, and there is one just for water. It's SDG #6!

Water is something we can be more sustainable about, and because we use it EVERY day, we can all make changes. Check out the next video, and set some of your own sustainable goals!

9. Ask the students to read the instructions. Have the students come up with one goal to conserve water. Make sure each student has paper and markers/colored pencils and ask them to draw their goal.
Ideas could be: pick up trash along a waterway to keep water clean for people and animals; host a walk for water to raise money for a water filter; make sure all faucets are turned off completely; take shorter showers, etc.

Virtual Learning Adjustment: For the second half of this lesson (setting goals), each student can still make their own goal on a poster, and then set it as a personal goal at home.



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Instructions:

What do you think of when you hear the word sustainable? Where have you seen this word before? Write down three words that come to mind when you think about what sustainable means:

What does being sustainable have in common with water? What does it have in common with *you*? Keep these questions in mind and watch this video: <https://vimeo.com/401662158>

Then, answer the questions below!

1. What do you think **sustainable** means after watching the video? Write or draw a definition:

2. Do you think you are **sustainable**? How?

3. Do you think your class is **sustainable**? How?



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Instructions:



We use water every day! Compared to the oceans, there is only a small amount of water on the planet for us to use, and some people do not have access to the clean water they need. We can all do our part to “conserve” (or save) water and make sure everyone has enough.

Your Sustainable Goals

What are ways you and your classmates can be more **sustainable** with water?

Think of one idea, and draw a poster of that **sustainable** goal.

As a class, choose one **sustainable** goal you know you can achieve.

Choose a spot in the classroom to hang your **sustainable** goals where you will all remember them!