Water Conservation & Personal Action

Grades 5/6 • Pen Pals for Water

Lesson Details	
Grades	**5-6**
Subjects	**Science** ***Note:*** *Curriculum connections vary by grade and province/territory. Refer to the Curriculum Connections document for more information.*
Topic	**Water Conservation & Personal Action**
Lesson 5	**30-40 minute lesson**
Date Taught	

LEARNING GOALS

By the end of this lesson, students will:

- Understand that freshwater is a limited resource.
- Identify common ways water is used at home, school, and in the community.
- Recognize how human activities impact water availability.

MATERIALS

- Water audit worksheets
- Projector for optional video

Lesson Flow – Quick Guide

1. **Water Conservation Mini-Lesson (10-15 Minutes)**
   Purpose: Introduce why freshwater is important, how humans use water, and why small actions can help conserve it.
   Activity: Discuss as a class where and how we use water at home, school, or in the community. Highlight that water is limited and everyone can make a difference by using it wisely.

   Optional: Watch a short video or share a story about water conservation.

2. **Water Conservation Core Activity (20-25 minutes)**
   Purpose: Help students examine how they use water in their lives, identify practical ways to conserve water, and reflect on actions they can take.
   Activity: Students complete a water audit estimating their water use for daily activities, then brainstorm ways to reduce water use. (e.g., shorter showers, turning off taps, collecting rainwater). Optionally, students can commit to a "Water Saver Challenge" for one week and reflect on their results.

Assessment

- **Formative:** Participation in discussion and brainstorming.
- **Summative:** Short reflection or report on personal water-saving strategies.
- **Self-Assessment:** "One thing I can make to use water more responsibly is..."

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Lesson Info and Teaching Steps

Activity 1: Mini-Lesson/ Introduction

Purpose: Introduce why freshwater is important, how humans use water, and why small actions can help conserve it.

Activity Steps:

1. **Class Discussion - "How do we use water?"**
   - Ask students: *"Where do we use water at home, at school, or in our community?"*
   - Record ideas on the board (drinking, cooking, cleaning, farming, recreation, ect).
   - Highlight that water is limited and must be used responsibly.
2. **Video or Story (Optional)**
   - Show a short video about water conservation or share a story/example of a community conserving water.
   - Ask: *"What small changes can help protect water?"*
3. **Introduce the Idea of Personal Action**
   - Explain that everyone can make a difference by using water wisely.
   - Connect to the upcoming activity: *"We're going to see how much water we use and think about ways to save it."*

Activity 2: Water Audit & Solutions

Purpose: Help students examine how they use water in their lives, identify practical ways to conserve water, and reflect on actions they can take.

Activity steps:

1. Provide each student with the Water Conservation & Personal Action Worksheet.
2. **Part 1: Water Audit**
   a. Ask students to think about how they or their household use water during a typical day.
   b. Have students estimate their water use for each activity listed on the worksheet. They can use numbers if known or classify their use as High,

Medium, or Low.

c. For each activity, have students record at least one idea for how they could reduce or use water more efficiently.
d. Remind students that the goal is not to calculate their exact water consumption, but to become more aware of where and how they use water.

3. **Part 2: Brainstorm Solutions**
   a. Ask students to identify three realistic actions they could take to conserve water at home, at school, or in their community.
   b. If students need ideas, discuss examples such as:
      - Taking shorter showers.
      - Turning off the tap while brushing teeth.
      - Turning off the tap while scrubbing dishes.
      - Running the dishwasher or washing machine only with a full load.
      - Checking for and reporting leaking taps or running toilets.
      - Watering plants in the morning or evening to reduce evaporation.
      - Using a watering can instead of a hose when appropriate.
      - Collecting rainwater for plants where appropriate.
      - Using only the amount of water needed.
      - Encouraging others to conserve water.
4. **Part 3: Reflection**
   a. Have students complete the three reflection questions on their worksheet:
      - What surprised you about your water use?
      - Which action do you think will make the biggest difference?
      - What is one thing you can do to save water starting today?
   b. Invite students to share one observation or conservation action with the class.
   c. Discuss how small individual actions, when practiced regularly and adopted by many people, can contribute to water conservation.
5. **Optional Water Saver Challenge**
   a. Have students choose one of their three conservation actions to practise for one week.
   b. Students use the weekly tracker on their worksheet to record each day they complete their chosen action.
   c. At the end of the week, invite students to reflect on what they did, what was easy or challenging, and whether it is an action they could continue.

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Water Conservation & Personal Action Worksheet

Name: _____
Date: _____

Part 1: Water Audit 💧

Think about how you or your household use water during a typical day.

Estimate the amount of water used for each activity. You can use numbers if you know them, or write **High, Medium, or Low**.

Activity	**Water Use Estimate**
Drinking water	
Cooking / preparing food	
Washing hands / showering	
Laundry / dishes	
Gardening / outdoor use	
Other: _____	

Looking at your audit, which activities do you think use the most water?

Part 2: Brainstorm Solutions 💡

Think about your water audit. What are some realistic ways you could use less water or use water more efficiently?

Choose three actions you could take at home, at school, or in your community.

1. I could:

2. I could:

3. I could:

Need Help Brainstorming? 💡

Think about where and when you use water. Ask yourself:

- **In the bathroom:** When am I using water? Is it running when I don't need it?
- **In the kitchen:** When do we use water for cooking, drinking, or cleaning?
- **For laundry and cleaning:** How often do we use water to wash things?
- **Outdoors:** Where do we use water outside? Could we use it differently?
- **At school:** Where do I notice water being used or wasted?
- **Around me:** Do I ever notice leaks or water being used unnecessarily?
- **Other people:** How could I encourage my family, friends, or classmates to conserve water?

Part 3: Reflection 📝

Answer each question in a few sentences.

1. What surprised you about your water use?

2. Which of your three actions do you think could make the biggest difference? Why?

3. What is one thing you can do to save water starting today?

Optional: Water Saver Challenge 💧

Choose one of your three conservation actions to try for one week.

My Water Saver Challenge is:

Place a checkmark each day you complete your action.

Day	**Completed ✓**
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Challenge Reflection

What did you do to save water?

What was easy or challenging about your Water Saver Challenge?

Is this an action you could continue? Why or why not?