

# Drinking water sources



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ENVI-MOBILE: Integration of mobile learning into environmental education fostering local communities' development

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# DRINKING WATER SOURCES

## Activity No. 1

**The aim of the activity:** Understand the importance of water, choosing between tap water and bottle water, respect the environment (don't use plastic caps for one use only :)).

### Step 1

Brief description of the activity:

Teacher asks students to consider the answers to the questions below. Students write the answers on piece of paper and sign it. This paper will be used in the next activity. It should take max. 3 minutes.

Instruction (what you need to tell the students):

Work individually and write few notes on following questions:

Do you drink tap or bottled water?

Do you know where tap water comes from?

Do you know where bottled water comes from?

Do you prefer tap or bottled water?

Sign piece of paper on the other side.

### Step 2

Brief description of the activity:

Water taste test (to be done in parallel with step 1).

Prepare two unmarked bottles of water. The first is filled with tap water and the second with bottled water, non-sparkling. Prepare two boxes in front of the bottles.

Let pupils taste the water from the two bottles with a glass, without telling them what kind of water they are being given. After tasting the water, each student puts the previous piece of paper in the box in front of the bottle he/she prefers.

Instruction (what you need to tell the students):

As soon as you finished filling the paper come here one at a time and taste the water from the two bottles, use your glass. Now vote for the water you prefer by putting the piece of paper in the box in front of the bottle.

### Step 3

Brief description of the activity:

At the end, the teacher asks students: What differences did you recognize?

Teacher discusses with students. Students come up with some conclusions and teacher writes down their answers in two separate columns (tap, bottle) on the blackboard.

Instruction (what you need to tell the students):

Think through:

What differences did you recognize?

Why you voted this way?

All the ideas can be written down on a board.

### Step 4

Brief description of the activity:

The pieces of paper in the boxes are collected and counted. The teacher reveals which type of water is contained in each bottle. Then the teacher reveals if the result is correct and discusses it with the classroom (e.g. highlight if students that prefer bottled water, choose tap water during tasting or vice-versa), using the comments written on the blackboard as a support.

**Tools for the activity (everything you need to take to the classroom):** Cap for each student/glass preferably, 2 bottles filled with TAP water and BOTTLED/NON SPARKLING water, 2 boxes for voting, piece of paper for each student, blackboard, crayon, pens for students

**Estimated time (max. 40 min.):** 13 minutes

**Notes:** During the STEP 1-2, while students are tasting the water, teacher draws simple 2 columns (TAP / BOTTLED) on blackboard for STEPS 3-4.

Part of the lesson:  
**EVOCATION**

## Activity No. 2

**The aim of the activity:** Understand processes and distribution of drinking water

### Step 1

Brief description of the activity:

Teacher plays the video from YouTube on water treatment plant (e.g. <https://www.youtube.com/watch?v=tuYB8nMFXQA> approx. 5 min.), that explains the process of transforming fresh water into tap water, which is distributed to our houses. This process is marked by three main phases:

- clarification: removal of suspended matter
- filtration: removal of impurities by filters that use physical barriers and chemical or biological processes
- disinfection: Adding chemical or physical substances to disinfect water, like chlorine.

Teacher asks the students to make notes about the way how the water comes to our table via pipes.

Teacher stops the video at the end of each phase of the process and asks students if they understood what was going on the video and if it is necessary they discuss all together to clarify the doubts.

Instruction (what you need to tell the students):

Watch the video and make notes about the way how the water comes to your table via pipes.

### Step 2

Brief description of the activity:

Students work in groups and put their notes together.

Instruction (what you need to tell the students):

Work in groups. Together write down your notes about what you remember from the video. If there is anything written down differently, agree on what you think is correct.

### Step 3

Brief description of the activity:

Teacher shows another video about bottled water production

(e.g. <https://www.youtube.com/watch?v=2cUgli2g8WA> approx. 6 min.), which explains the process of filling plastic bottles with water, to be later transported for thousands of km to our houses. The whole process, packaging and transportation implies an increase in CO<sub>2</sub> emissions.

Teacher asks the students to make notes again about the way how the bottled water comes to your home.

Instruction (what you need to tell the students):

Watch the video and make notes about the way how the bottled water comes to your home.

Part of the lesson:  
**APPRECIATION**

## Activity No. 2

### Part of the lesson: APPRECIATION

#### Step 4

Brief description of the activity:

Students work in the groups again, putting together their notes.

Instruction (what you need to tell the students):

Work in the groups. Together write down your notes based on the video you saw. If there are any notes different, please agree on their correct versions.

#### Step 5

Brief description of the activity:

At the end of this activity, teacher discusses with students about the process of how the tap water comes to our tables and how the bottled water gets to our homes.

Ask the students to write the key notes they want to remember on the board.

Instruction (what you need to tell the students):

Now one student from one group presents your suggestions about the way of how water gets to our tables via pipes/tap water.

Other groups add their own information.

Other student presents group ideas on how the bottled water gets to our homes.

What do you want to remember from the processes of tap and bottled water getting to our homes? What did you find important?

**Tools for the activity (everything you need to take to the classroom):** Pen, paper, internet connection, overhead projector or interactive board for video projection, blackboard, crayons/ chalk

**Estimated time (max. 40 min.):** 22 minutes

**Notes:** During Step 5 teacher can ask one student to write down the notes in two columns of TAP/BOTTLED water on the board.

## Activity No. 3

### Part of the lesson: REFLECTION

**The aim of the activity:** Choosing responsibly between tap and bottled water.

#### Step 1

Brief description of the activity:

Discuss with the students.

Instruction (what you need to tell the students):

Answer the questions:

What do you think, what is more environmentally responsible approach – to drink tap water or bottled water?

What would you prefer now for drinking – tap or bottled water?

Will you change your habits regarding the drinking water?

**Estimated time (max. 40 min.):** 5 minutes

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