

# Water: source of life but fragile resource

Through this activity, students will be able to identify water as a source of life and health, while becoming aware that its distribution is unequal in the world and that fresh water is in low supply on the planet. This awareness aims to lead them to understand the need to preserve this essential resource.

## A few words about the activity



It was carried out by French and Greek teachers as part of the Erasmus+ ENIIDE project co-financed by the European Union in their Village-Monde. It is part of a process of mutual discovery around the theme of "Access to safe water and sanitation", Sustainable Development Goal No. 6 of the United Nations.

## Make way for creation!



### GOALS

- Discover the place of water in different forms on the planet.
- Know the fresh water/salt water distribution
- Identifying inequitable access to fresh water worldwide
- Understanding the role and importance of water for our health and life on Earth



### DURATION

**Session 1: approximately  
30 minutes**

**Session 2: approximately  
45 minutes**

**Session 3: approximately  
45 minutes**



### MATERIAL

- Image of planet Earth to be projected in class and a blank planisphere
- Slideshow: Water in different forms
- Images representing the distribution of population and access to fresh water in the world
- Collective paper and digital poster
- Image of the human body and the distribution of water in the body
- <https://youtu.be/QtFEvWNFv98?feature=shared>
- Fact sheets:  
"Fresh water/Salt water"  
"Water is essential to us"  
"Water is the source of life on Earth"

# Session 1

## The states of water in nature

### 1. Setting up a riddle:

The teacher introduces the theme of water in our lives with a riddle to attract the students' attention.

For example:

"I am something that man depends on to live, but very often I change state. Who am I?"



### 2. Brainstorming:

When students give the correct answer, he begins a brainstorming session by asking the question:

"Why is water so important, so precious for our lives?" The teacher writes the answers on the board and, using software, creates a word cloud that he prints to display in class.

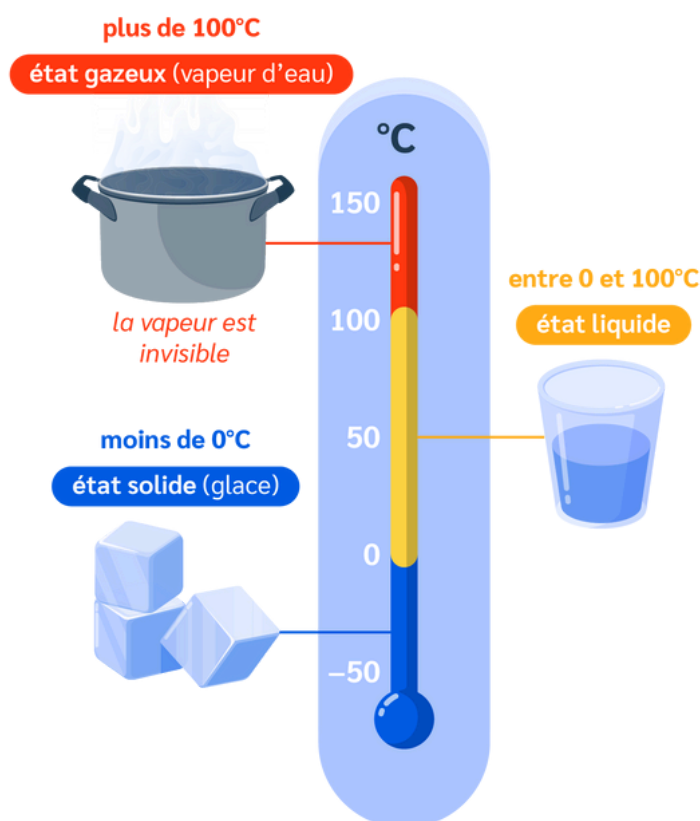
### 3. The different states of water:

To continue, the teacher presents the different states of water in nature by showing images to sort.

He asks the students what states of water they observe. He asks them why water changes.

### 4. Creating a mind map:

Creation of a mind map on the board with the terms SOLID, LIQUID AND GASEOUS with examples given by the students of the different states of water on the planet (e.g.: rivers, glaciers, rain, mist, clouds, etc.)



## Session 2

# The distribution of fresh water on the planet

## 1. Discover the blue planet:

What is our planet called? "the blue planet".

Explain that 72% of our planet's surface is covered by water.

*To explain the distribution of salt and fresh water, the teacher fills a bottle with a few drops of water so that the students understand that only 2.5% of the water on our planet is fresh. It is only this water that is consumable by humans.*

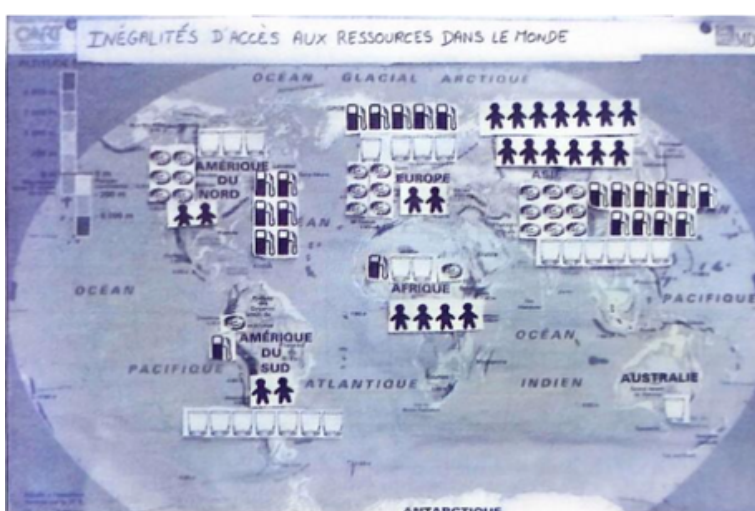


## 2. Inequality in the world:

Then, to highlight the disparities in access to fresh water, he uses a presentation with photos that emphasize the differences between developed countries and developing countries where access to water is difficult.

*The teacher also shows a video with testimonies from children who live in these regions.*

*The teacher divides the class into teams and gives each team small cards with water drops that represent limited or abundant access to water and asks them to place them on blank world maps. He also gives stick figures that show the distribution of the population by continent.*



Then he assigns each group a scenario:

For example a village without access to water, a drought or a flood and ask what actions they would take to manage this situation.

Teams can then discuss and brainstorm possible solutions to address equitable access to fresh water in these countries, such as water conservation, developing new technologies, and other initiatives to help these regions.



### 3. Creating a poster:

Students create a poster with their proposals and share what they have proposed with other students in the school to help them raise awareness about equitable access to fresh water.

## Session 3

### Water preservation

#### 1. Uses of water:

The teacher asks the question: "What are the different uses of water in daily life?" He notes the students' answers and groups the ideas in a visual and/or interactive way by adding photos and/or videos. He can also give the students a summary document of the distribution of water consumption in homes according to their use.

#### 2. The major water issues:

Screening of the video "Why is there not enough drinking water in the world?".

This explains the major water issues and provides solutions to preserve clean water. The teacher encourages discussion between students and the sharing of ideas.

#### 3. Poster creation:

The class creates posters with practical tips for saving this precious resource. The poster can include drawings and slogans to highlight key points.



### To go further:

Students, with the help of the teacher, can create a short advertising video using mobile devices to film simple actions that save water at school or at home.