

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

Sponsored by



LESSON 3.8

Tap Into This

Unit:
FOOD AND NUTRITION

PRECEPTS

- J. Mental Growth
- J2. Think creatively

NATIONAL STANDARDS

- ESS.03.03.01.a. Describe the world's water supplies and discuss the many uses of water.
- ESS.03.03.02.a. Demonstrate knowledge of hydrogeology by differentiating between groundwater and surface water.
- ESS.03.03.04.b. Describe precautions taken to prevent/reduce contamination of groundwater supplies.



Lesson Type:
One-on-One

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

- Have a better understanding of the importance of water in daily life.
- Be able to identify what can be done to conserve water and protect water from being *contaminated*.





TIME

Instruction time for this lesson: **15 minutes.**



RESOURCES

Contaminate. (n.d.) In Ask.com, [www.dictionary.com](http://www.dictionary.reference.com/browse/contaminate) retrieved from <http://dictionary.reference.com/browse/contaminate>



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ Poster paper
- ✓ Crayons and/or markers
- ✓ Glass of water
- ✓ PALS3.8.ONE.ASSESS.A

KEY TERMS



The following term is presented in this lesson and appears in ***bold italics***:

Contaminate



CONTENT OUTLINE

Objective 1. | Have a better understanding of the importance of water in daily life.

1. How much drinking water is used by the average American everyday?
2. Sources of drinking water

Objective 2. | Be able to identify what can be done to conserve water and protect water from being *contaminated*.

1. ***Contaminate*** means to make something impure or unsuitable for further use
2. What can be done to help protect water sources from being ***contaminated***?

INTEREST APPROACH

Set a glass of water in front of your PAL.



Where did this come from?

Get ideas from your PALS about where water comes from. Listen to various ideas, and lead them into the objectives for the day.



Today we have an exciting journey. We will be tapping into water, and discovering where it comes from, how much we use every day, and what we can do to make sure we keep our water sources clean.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. Have a better understanding of the importance of water in daily life.



Humans, plants and animals depend on clean water to live. Americans use more drinking water per person than any other country in the world. Unfortunately, we sometimes take our clean water for granted. How much water do you think the average American uses each day?

Get ideas from your PALS.



Actually, the average American uses about 50 gallons of water every day for washing vehicles, cooking, bathing, watering lawns and gardens, washing clothes and cleaning. Just think, what have you already used water for today?

Have your PALS brainstorm what they have used water for so far today.



See, it is very easy to see how we could take clean water for granted. We use it for so many things we do every single day. We need to remember that clean drinking water is a precious resource that needs to be protected.

OBJECTIVE 2.. | Be able to identify what can be done to conserve water and protect water from being *contaminated*.



Earlier we talked about where our water came from. Where did we decide our clean drinking water came from?

PALS will say the ground.



Correct! The largest supply of fresh water used for drinking is found under the earth's surface as ground water. Approximately 140 million Americans, or 53 percent, get their drinking water from this source. Surface waters such as rivers, lakes and reservoirs, supply drinking water to about 47 percent of Americans. Although the United States has one of the best supplies of drinking water in the world, there are many **contaminates** that can make the water unsafe. What does it mean to **contaminate** the water?

Solicit ideas from your PALS.



If our water supply is **contaminated**, it means something has been added to the water to make it unclean and unusable. **Contaminated** water is a serious environmental health hazard, and threatens the health of all people who drink it. Water's liquid composition makes it vulnerable to natural **contaminates** such as metals and minerals. It is also susceptible to man-made **contaminates** such as pesticides, oil, and other wastes. Let's think about what we can do to help keep our water from being **contaminated**.

Give your PALS a few seconds to think about this statement. Next, use the Hieroglyphics e-Moment® to have your PAL illustrate his or her thoughts.



Using this sheet of paper and these markers, draw four symbols representing what you think we can do to keep our water safe from **contamination**.

Observe your PALS as he or she creates his or her symbols.



Please share your pictures.

Listen as your PALS shares his or her ideas.



Great ideas! We can definitely help keep our water safe by practicing these techniques. We can also remember to be careful about how pesticides and fertilizers are applied to our lawns. We can also be sure to dispose of batteries, oil, and other items like this appropriately so they do not get into our water supply.



REVIEW/SUMMARY

We have tapped into our water supply today, and want to remember that it is necessary to conserve water and keep it safe from **contaminants**. Remember, water needs to be protected as illustrated on your poster. If we all did those things, we would be doing our part to help our clean drinking water supply.



APPLICATION

Large Group Idea

Research the local water supply and locate where students' drinking water comes from.

Continued Discussion

*Further discuss and/or research water **contaminates** where they come from, what harm they can cause and how to prevent them from entering our water supplies.*



EVALUATION

ANSWERS TO EVALUATION:

Complete PALS3.8.ONE.ASSESS.A

1. Water
2. Cloud
3. Fresh
4. Drink
5. Gallons
6. Shower
7. Bucket
8. Family

PALS3.8.ONE.ASSESS.A

Name: _____

Fill in the blank with the scrambled words.

1. All living things need _____ (tawer) to live.
2. When water evaporates, it travels into the air and becomes part of a _____ (dlocu).
3. Less than 1 percent of all the water on earth is _____ (sefrh) water.
4. We _____ (ikrdn) water in the liquid form.
5. Check for leaks and save hundreds of _____ (glloans) of water a day.
6. You'll save water by taking a quick _____ (howser).
7. Wash bikes and cars with a _____ (kecbut) and a sponge instead of a running hose.
8. Ask your _____ (mfaiyl) to look for ways to save water.