

Teaching Pack



www.MyFriendBoo.com

The Water Strand of My Friend Boo was produced by the EcoAnimation project with the support of the LIFE+ programme, the European fund for the environment.

EcoAnimation

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Index

A fun and stimulating way to teach children aged 5-8 years old about the importance of water	4
Common Words and Phrases	5
Lesson 1 - Water Pollution <i>'Victoria's Wetland'</i>	6-13
Lesson 2 - Water Conservation <i>'It's Only Water'</i>	14-22
Lesson 3 - Water and the World <i>'The Big Picture'</i>	23-32
References and Further Information	33

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The EcoAnimation project coordinator

A fun and stimulating way to teach children aged 5-8 years old about the importance of water

Water is the most basic natural building block of life. It comes from our natural sources – rivers, lakes and groundwater reserves - and is essential to the survival of all living things. But, water is in limited supply and in future we risk not having enough for our needs... This is why children, the most vulnerable “next generation” in history, need to understand how to ensure that every drop of water we use counts, for today and for their future...



My Friend Boo is a fun-filled animated series supported by the European Commission. The aim of the series is to help young viewers aged 5-8 years old to understand some of today's most important world issues like energy and climate change, the environment and conservation and health. These are some of Europe's most pressing issues but they are often too complicated and just too gigantic for young people to identify with, or to understand.

My Friend Boo's Water Strand has been produced by the EcoAnimation project with the support of the European Commission's LIFE+ Programme. The episodes have been produced by team of independent conservation, pedagogic, communication and animation experts who have worked with focus groups of over 500 children from Belgium, Bulgaria, Ireland, Italy and Poland to produce the three water-themed adventures:

- **'Victoria's Wetland'** - teaches children about preventing water pollution.
- **'It's only Water!'** - helps children understand the importance of water conservation.
- **'The Big Picture'** – shows children how important water is in the world.

The series does not preach. The goal is to use imagination, comedy, adventure and magic to help kids understand the importance of water to humans, plants, wildlife and to the world at large.



We hope Boo, his friends and his inspirational stories reach and motivate millions of European children. The series will be broadcast on TV networks and channels across Europe in several languages and will also be available for educators to download via www.myfriendboo.com.

This complementary teaching pack has also been developed to accompany the water strand episodes of the My Friend Boo series. The pack is intended for educators to use alongside the three episodes and can be used also for groups and in a non-formal educational setting, with or without audiovisual support (storyboards are provided for educators who may not have access to audiovisual material).

The pack provides background information about the issue of water for educators and provides tasks and exercises to set the issues tackled in the episodes into context for our young viewers.

We hope that this new and fun resource, in some small way, encourages educators and children to think about how they can, even with everyday gestures, make a difference to their worlds and the wider world around them. And we hope in turn that their families and friends can too!

Enjoy!

Common Words and Phrases

In the episodes, characters may use words that children might not always understand. Please find below definitions of the more complicated words and concepts, this might help you explain them to children. For each word, it is indicated in which episodes it is used:

Pollution ('Victoria's Wetland' / 'The Big Picture'). Pollution is everywhere... all over our planet and in water. It makes people, other animals and plants sick or even kills them. So what is it? Stinky stuff? Muck? Poison? Yes, all those things... but not always. Some of it may not even be visible: pretty normal looking and smelling water may actually have contaminants in it.

Water pollution occurs when toxic chemicals (like sprays used by farmers, waste from factories, chemical products we use every day) reach the water (e.g. [lakes](#), [rivers](#), [groundwater](#), seas) without being treated to remove the dangerous stuff. If the pollution is properly treated or cleaned then the water can be ok to drink, play and live in, but if not, plants, fish, animals and all the tiny creatures living in water and even humans can suffer the consequences and they can be very serious. In some cases pollution can deprive fish and other aquatic life of the oxygen or sunlight they need, for example when an excess of nutrients causes the intensive growth of algae and weeds these can sometimes use all the oxygen that fish need to survive.

Wetland ('Victoria's Wetland' / 'The Big Picture') is an area of land that is covered by water for some or most of the year. It provides food, shelter and protection for all kinds of plants and creatures from kingfishers to caimans, herons to hippos. Wetlands also have many important benefits to us: they provide humans with fuel, food, recreation and employment; they protect millions of people from the disastrous consequences of flooding. They can be found by the sea and inland and in many forms including marshes, estuaries, ponds, fens, swamps, deltas, coral reefs and lagoons. Wetlands are considered one of the most [biologically diverse](#) of all [ecosystems](#).

Wildlife ('Victoria's Wetland' / 'The Big Picture') means all living things (except people) that are undomesticated, this means are not tame or trained by humans. Wildlife can be found everywhere including deserts, rain forests, fields, rivers, wetlands and other areas—including cities and towns—all have distinct forms of wildlife.

Irrigation ('It's only Water') is when humans or machines add water to soil or plants in order to grow food in the areas where there is not enough rain. As a rule, irrigation usually uses a lot of water and technological improvements can make significant savings.

Water conservation ('It's only Water' / 'The Big Picture') means using water carefully and preserving as much as possible. There are lots of ways this can be done either through an action, changes to the way we behave, using new technology or machines, or improving the design or processes of many of the tools we use each day to help us get water (e.g. to reduce water loss and waste).

Pesticides are substances used to prevent, destroy or control any pests (e.g. insects or weeds) and may contain toxic chemicals. Pests can be insects, mice and other animals, weeds, fungi, or microorganisms such as bacteria and viruses. Some examples of pests are rats or mice, insects causing damage to our homes (like wood worm), dandelions in the lawn, and fleas on our dogs and cats. Pesticides also are used to kill organisms that can cause diseases.

Fertilizers ('The Big Picture') are extra food for plants to help them grow bigger and stronger. They are substances (liquids, sprays, grains or powders) which are put on the soil or sprayed onto leaves to help plants grow. They are usually rich in nutrients (e.g. nitrogen and phosphorus) which in correct doses can be good for plant growth.

Hydroelectricity ('The Big Picture') is electricity generated by water power. Water can be very powerful when it flows or when it falls like a waterfall from a great height. The water is usually held behind a dam, forming an artificial lake, or reservoir. The force of the water being released from the reservoir through the dam spins the blades of a giant turbine. This can have many benefits for creating energy and for irrigation but damming and diverting rivers upstream can have devastating consequences to fish and aquatic life as well as lives and livelihoods downstream – stopping water and sediments from reaching the people and the places that rely on it.

Floodplain ('The Big Picture') is the land next to a [stream](#) or [river](#) which catches the excess water (for example when there is heavy rain). These places are home to lots of plants and creatures.

Lesson 1 - Water Pollution

'Victoria's Wetland'



Lesson 1 - Water Pollution

'Victoria's Wetland'

*Read this section before starting your lesson in order to familiarize yourself with the issues of this lesson plan. We have also provided a couple of visual examples of wetlands to accompany this section that you may choose to show children, particularly in the poster exercise. These visuals are available to download on the **My Friend Boo** website.*

What is water pollution?

Our rivers, lakes and groundwater reserves are often the final recipient and carrier of many of the chemicals and pollutants we release into the environment. These chemicals and pollutants can be released both deliberately and innocently, and can come from many sources; from our homes, factories or even from farmland. An aquatic environment can often break some of these substances down (e.g. healthy wetlands clean up water and detoxify our waste); but in other cases pollutants can stay put for many decades, ultimately ending up in the world's oceans, and in our food.

Why should we care about water pollution?

There are different kinds of water pollution. All have a different impact on our health and the environment. Some chemicals, such as heavy metals or pharmaceuticals, can accumulate in rivers and lakes and harm aquatic life (e.g. substances with hormone-like effects can cause changes – including sex changes – to fish, thus threatening reproduction). Humans are exposed to pollutants by eating fish or seafood, drinking water and possibly recreational activities (e.g. microbial pollutants from sewage can cause infectious diseases such as cholera, typhoid or polio, some of the heavy metals can cause cancer etc.).

Some nutrients, such as phosphates and nitrates which are used for example in farm fertilizers and household detergents, can also have disastrous effects on lakes and seas as they can lead to an over abundance of algae and weeds, which deprive fish and other aquatic life of the oxygen they need to survive.

What can be done to reduce water pollution?

It is easier, less energy intensive and less expensive to prevent pollution in the first place rather than cleaning it up afterwards. Here are just some ways that we can all do this:

- Be careful about what you throw down the sink or toilet. Paints, oils or other forms of litter should not be thrown down the drain. Contact your local authorities who can advise you on the best way to dispose them.
- Do not throw litter into rivers, lakes or oceans. Help clean up any litter you see on beaches or in rivers and lakes. Make sure it is safe to collect the litter and put it in a nearby dustbin.
- Use environmentally-friendly versions of household products, such as washing powder, household cleaning agents and toiletries.
- Take great care not to overuse pesticides and fertilisers in your garden. This will prevent runoffs of the material into nearby water sources.
- Grow more plants in your garden. This helps prevent fertilisers, pesticides and contaminated water from running off into nearby water sources.
- Conserve water by turning off the tap when running water is not necessary. This helps to prevent water shortages and reduces the amount of contaminated water that needs treatment.

Factories and farmers can tackle pollution at source too by:

- Avoiding the unnecessary use of chemicals, pesticides, or fertilizers.
- Substituting hazardous chemicals with safer alternatives which already exist.

Introduction

Before watching the animation, you can ask your group what they know about water pollution. You can ask them: "What kind of words do we use when we think about water pollution? What kind of images do you think of when you hear the term water pollution?" Record the answers on the board so that you can run through them again after watching the episode.

- *Collect the answers without making any judgment in order to fuel the children's involvement;*
- *Facilitate the youngest children's answers by using images and examples from their daily life.*

Viewing the animation

Watch the episode with your group or, if it is not possible, distribute Worksheet I & II (available at the end of the pack). The worksheet outlines the storyline of the episode and provides images and stills from the episode. Children can either read the storylines themselves (depending on their age) or follow the story read out by the teacher.

Activity 1 – Brainstorming: what do we know about water pollution?

Learning objective: Involve all the children in order to create awareness about water pollution and its environmental consequences and to develop the individual sense of responsibility towards our planet.

After watching the animation or reading the story, discuss the previous answers (posted on the board) with the children board and see how they match with the story of My Friend Boo. Then ask the children some questions to gather their feedback and stimulate a group discussion:

- Which part of the episode do you like most?
- Which character do you prefer in this episode?
- What trouble does Lucy make in this episode?
- What does Lucy learn in this episode?
- Have you ever seen a polluted sea, a polluted river or a polluted lake? What does it look like in your opinion?
- What happens to Victoria's friends (animals and plants) near the polluted river in the cartoon?
- Who suggests the creation of the wetland to the factory owner?
- Have you ever seen a wetland?
- Why is Victoria sad at the beginning?
- Before watching the episode, did you know what a water filter is?
- What kind of paint do you use at home?
- Have you ever thought that you can also pollute?
- According to Jaq, Ben and Lucy, who can make a difference in preventing water pollution?
- How can we make a difference in limiting water pollution? ...
- and any other questions that you may want to ask to your children!

Activity 2 – Working in groups: let's create a river!

Learning objective: Help children gain more knowledge about issues surrounding water pollution

Divide the group in two; each group is given a colour: the red group and the green group. Each group will make a poster (drawing, painting, newspaper or magazine cuttings, a collage etc.) which represents the environment of a river wetland like the one in the episode "Victoria's Wetland".

Children are encouraged to include animals, plants, a factory, colours, smells and even sounds! The red group will make a poster with a polluted river wetland whereas the greens will make a poster of a healthy (unpolluted) river wetland.



In making the poster children should refer to the images with particular attention to pollutants and anti-pollution devices.

The outcome is that each group will show and explain its poster to the rest of the group. If necessary, you can stimulate the discussion with specific questions.

Suggestion: Why don't you divide the activity in 2 days and turn the second day into a "special water pollution-day"? Children from each group can bring items for their poster and can wear something red or green or even purpose-made costumes of animals or products. They can also organise role-plays, according to the things/costumes they bring. Parents can stop by, if they want, to watch the show and learn something very important!!!

Activity 3 – Group experiment: what does polluted water look like?

Experiment "Pollution in a basin"

Learning objective: Allow children to handle water and to see with their own eyes the effects of water pollution

In a basin full of water put a paper clip on the water surface.

As you can see the paper clip will float.

But if you put a drop of dishwasher liquid near the paper clip, you will see it fall down into the basin.

Imagine that the same thing happens to bugs like dragonflies in polluted water!



Activity 4 – for families: organise an eco-aware weekend

This section is addressed to parents/carers and provides take-home messages for them and suggestions for activities that they can do together with the children during the weekend. Afterwards children can recount their experience to the group or write a short story.

Learning objective: Help children and their families to develop environmental awareness at home, and encouraging them to take little "eco-friendly" actions in their everyday life.

Children can learn a great deal from family time. Families can play a great part in showing to the children that limiting pollution depends on everybody's habits and lifestyle and that everybody can make a difference.

Moreover, children can be "ambassadors" at home, spreading positive messages and behavior. If they learn how to make their life more environmentally sustainable as a family they can also put positive habits into practice!

Here are some suggestions for family activities:

Many of the detergents commonly used at home can pollute our seas, lakes and rivers, above all if they are not used properly.

- Check the labels of the detergents you have at home: How many warnings about their danger can you find? How many of these warnings say "Keep away from children"?
- Take a look on the ingredients list: Do you recognise any of them? Do the products contain phosphorus?
- Do you know what impact these products have on the environment? For instance, phosphorus can have disastrous effects on lakes and seas as they encourage algae growth and can lead to an over abundance of algae and weeds, which deprive fish and other aquatic life of the oxygen they need to survive. It is very important not to exceed the suggested quantity and to follow the instructions for use! Your family can help keep our water resources healthy and unpolluted!

During the weekend you can ask your child/children to help you wash the dishes or clothes (they will be very happy!). It is the best moment to show them and let them touch the suds and to explain that the water with suds that goes out of the houses ends up in seas, rivers, and lakes. You can also check with them how much water you use to wash by collecting it in a bucket!

Learn how to think and act green and use eco-friendly products! When you go to the supermarket with your children, before choosing a product, try to consider its environmental impact and if possible try to look for an eco -friendly and sustainable alternative. Help your child to make a list of the eco-friendly products you can find at the supermarket or in other specialized shops.

Can you list any natural products which could replace some detergents?

Activity 5 – In the home- water pollution in the past

Learning objective: Link pollution to technological progress and to history

As homework you can assign children an interview task.

Interview your grandparents, the oldest members of your family or a family friend.

- 1) What did they use for washing and cleaning up when they were children?
- 2) Did they use more natural products? (i.e. lye, ash, lemon, metylated spirits, cooking salt, wine vinegar) which polluted less than the ones we use nowadays?
- 3) Write the answers in your exercise book or relate it to your group.

Activity 6 – Wordsearch

Learning objective: To remember the words and concepts explained in the episode

In the letters grid, find the words listed below

BEN
BOO

FILTER
PAINT

POLLUTION
VICTORIA

WETLAND
WILDLIFE

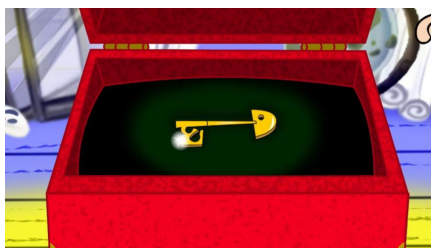
Z	I	B	R	O	L	A	V	D	I
E	P	O	L	L	U	T	I	O	N
C	R	O	D	A	T	O	C	H	E
A	B	R	U	F	I	L	T	E	R
W	E	T	L	A	N	D	O	F	E
O	N	I	V	I	D	O	R	Z	S
R	U	W	I	L	D	L	I	F	E
P	A	I	N	T	H	R	A	X	O

Worksheet I

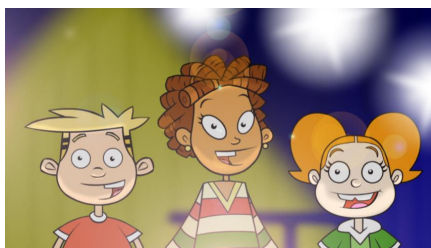
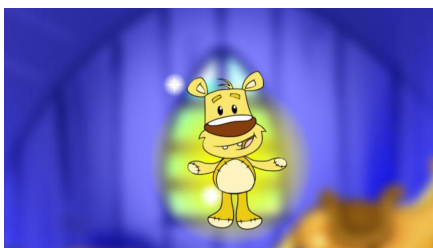
Introduction to the Series

All aboard the Magic Carousel!

One day Ben, his little sister Lucy and Jaq his best friend, are playing in their attic which is full of old junk when they find a very scruffy and old looking toy dog and a broken fairground carousel.



Suddenly, something very unusual and magical happens - the little toy dog comes alive and starts to talk and walk around and the broken fairground carousel starts to twirl around and around it goes!



The toy dog introduces himself as Boo and using the magic carousel Boo takes the children on lots of adventures to weird and wonderful places where they will learn lessons about the importance of water, whilst having a lot of fun!

Character Biographies



BEN is eight years old and is very active, good at sport and loves to skateboard. He's practical and considerate and is the leader of our little group. He's great at getting everyone to rally together to get things done and to think of himself as a bit of a 'cool dude' but he's easily embarrassed by his Little Sister, Lucy who follows him and his friend Jaq around.

JAQ is Ben's best friend and is also eight years old. She's kind hearted and is very knowledgeable about all kinds of issues. She likes to listen to music, ride her bike and loves food!



LUCY is Ben's little sister, she's five years old and quite precocious. She likes to hang around with her big brother and his friend, she thinks of herself as being 'very grown up' and certainly doesn't like being told what to do. She's enthusiastic about practically everything, very inquisitive, has no fear and just doesn't know when to shut up. She has a great knack for accidentally stirring up/ causing trouble and embarrassing her Big Brother.

BOO is a toy dog. He's bit tatty and worn BUT when he becomes a 'real' character he's transformed. Boo is fast-talking and a little bit out there but lots of fun. When they travel to different worlds on his magical toy carousel, Boo shows hints of a previous knowledge of these places/ greater knowledge of things. He's a little mysterious and it's hard to give him an exact age. He's kind, warm and acts as guiding mentor for the children.



Worksheet II

'Victoria's Wetland'

Lucy is disposing of some old oil-based poster paints by pouring them down to the sink, much to Jaq and Ben's horror who tell her to stop! Lucy can't see what the big problem is – surely the tap water will just wash the paints away. Ben decides that they'd better go and have a word with Boo.

Boo knows just the place to take them and summons his magical carousel to take them to a riverbank which looks like it's seen better days. The vegetation around the water has died and there don't seem to be any animals/birds around. Worse still, the water is green, stinky and foamy – decidedly toxic-looking! This stuff is undrinkable!

The kids meet Victoria, a rather talkative vole. She explains that this used to be a thriving area with lots of animals living around here and people visiting and having fun. It was party, party, party every day! And then the water started to get all gunky and animals started getting sick.



She's the only one left around here and even she's thinking of leaving. Jaq asks where the gunk comes from and Victoria explains that she doesn't know. Ben decides that they should follow the river and find the source of the pollution. The kids, Boo and Victoria make their way along the riverbank until they reach a large factory, a waste pipe pumping the green gunk into the water.

The kids address the factory owner and tell him about the damage his overspill is causing. The owner says that's just a bi-product of the paint he produces – he has to get rid of it somehow. Boo tells him that fitting a filter could help.



Ben remembers something he saw on TV about the creation or re-creation of a wetland. Wetlands clean the water naturally and provide an environment for the local wildlife. Victoria pleads with the factory owner to do something to help and he agrees....

Everyone joins in to help create the wetland and we then see the area transformed. The filters are fitted on the factory pipe and a spacious wetland has been created. Victoria is delighted as the water starts to run clean and her friends begin returning.



Back at the attic the kids recap the points they have learnt (Lucy promises to buy water-based paints in future). Boo also notes that paint should be disposed of safely. Lucy decides that she's changed her mind – she's not going to dispose of her paint, she's going to use the rest of it to paint a sign that reads VICTORIA'S WETLANDS which she can place alongside the new environment they've created!

Lesson 2 - Water Conservation

'It's Only Water'



Lesson 2 - Water Conservation

'It's Only Water'

Read this part before starting your lesson in order to familiarize yourself with the issues of this lesson plan. Some supporting information for the exercise on water footprints is also available on the following project website: www.animate-eu.com/eco (click on Wise up to Water).

Why is it important to conserve water?

We live on a blue planet, but most of the Earth's water is salty, and the rest is locked up in glaciers, snow, ice and permafrost. Less than 0,5% of water is found on the surface of the Earth in rivers, lakes, wetlands and forms an indispensable resource for life. But despite what it seems, this resource is finite, its annual availability is limited and demand is constantly growing.

There are not many things we can do without water. We need water for drinking, cooking and cleaning. We need water to grow the food we eat and produce the clothes that we wear. The computers we work on, or the energy to power it – all demand large quantities of water. Water is the stuff of life.

Water crisis

The water we use comes from our rivers, lakes and aquifers, and decades of unsustainable management mean that water shortages have reached crisis point in many regions where rivers are running dry, lakes are shrinking, wetlands are drying, or groundwater is being used faster than it is being replenished. According to the UN, if current consumption patterns continue, nearly half the world's projected population will live in water-stressed areas by 2025. And Europe is not spared. Increasing demand for water and the negative impacts of changing climate are making Europe more susceptible to water shortages. If we don't start using water more carefully and wasting less, there will simply not be enough water for us and for our environment.

The good news is that we can make a big difference just by saving water. By taking only what we need, we can meet the needs of our modern lifestyles and ensure that there is enough water left for the ecosystems around us so that they continue to provide those important services to us such as cleaning and storing water, providing homes to a remarkable number of plants, fish and animals, and remain the places where we can get away from it all, relax and unwind.

We can all save water at home by changing our behavior and choosing more water efficient appliances:

Turn off the tap whilst brushing your teeth, have a short shower instead of a bath. Choose water-saving aerated shower head which can save 75% of the water used by a traditional shower.

If you're in the market for a new toilet, consider buying a water-efficient toilet or one with a dual flush. If your toilet is still as good as new, put a hippo or other displacement device into the cistern to save some water. Often water companies can provide these devices for free.

Stop the drips! A dripping tap wastes at least 5,500 litres of water a year

For those with green fingers, the installation of a rainwater collection butt in your garden can save up to five liters per person per day.

Rather than washing your car with a running hosepipe, try using a bucket and a sponge instead. Just 30 minutes with a hosepipe will use more water than the average family uses in a day.

Businesses and farmers need to:

Develop ways to increase production while reducing impacts on freshwater systems.

Limit the amount of water they take from natural systems by increasing the productivity of rain-fed agriculture, thereby reducing the need for irrigation, and by irrigating more efficiently. New varieties of cereal crops, improved farming techniques, and technological advances in water harvesting are already increasing rain-fed production, but much more needs to be done.

Measures we can take to conserve water:

It is possible to calculate the amount of water being used to produce the goods and services we consume, both individually and as a community or business – it's called water footprint. Your water footprint shows the link that exists between the daily consumption of goods and the problems of water depletion and pollution that exist elsewhere, in the regions where our goods are produced. Understanding the amount of water we need for everything is important to help us see how to conserve it.

Introduction

Before watching the animation, you can ask children what they know about water conservation. Ask them (the oldest): "Is water an unlimited resource or not?" Or you can ask them (the youngest) "Does nature give us water endlessly or not?". Record the answers on the board so that you can run through them again after watching the episode.

- *Collect the answers without making any judgment in order to fuel the children's involvement;*
- *Facilitate the youngest children's answers by using images and examples from their daily life.*

Viewing the animation

Watch the episode with your group or, if it is not possible, distribute Worksheet I & III (available at the end of the pack). The worksheet outlines the storyline of the episode and provides images and stills from the episode. Children can either read the storylines themselves (depending on their age) or follow the story read out by the teacher.

Activity 1 – Brainstorming: what do we know about water conservation?

Learning objective: Raise the children's awareness about the importance of this precious and limited resource and encourage their individual sense of responsibility towards water conservation.

After watching the animation or reading the story, discuss the previous answers (posted on the board) with the children board and see how they match with the story of My Friend Boo. Then ask the children some questions to gather their feedback and stimulate a group discussion:

- Which part of the episode do you like most?
- Which character do you prefer in this episode?
- Who says: "It's only water"? And do you think he or she is right?
- Which character uses water in the most responsible way?
- Where does the carousel land this time?
- What kind of landscape do they see?
- How does the water cycle work?
- Do we really need to save water? Why?
- What happens when we use too much water?
- Have you ever wasted water like Lucy and Jaq did?
- How does Boo transform the watering cans?
- What happens to the river when the water level is too low?
- What do Ben, Lucy and Jaq suggest doing in order to conserve water?
- ... and any other questions that you may want to ask your group!

Activity 2 – Let's advertise water conservation!

Learning objective: Support children in the acquisition of a deeper knowledge in the issue of water conservation and let them know that everyone, even children, can contribute to protect the environment

Ask the group to make a leaflet (see Worksheet IV at the end of the Pack) which encourages people to save water. The leaflet should:

- Be eye-catching in order to attract people's attention. Use attractive colors and images to support the main messages of the poster
- Be easy to read. Use short and clear messages
- Make people understand the value of water. Convey not only information but also emotion and wildlife appeal.
- Encourage people to take actions and change their habits in order to save water. Give simple advice that is easily to apply to their everyday life.

Children, with your support, will have to:

- Propose water-saving tips for the leaflet. These will be based on the suggestions proposed in the cartoon and in the teacher's background notes, and on children's experience and insights;
- Create the name of the campaign and the slogan;
- Create the leaflet following the instructions provided in Worksheet IV.
- Children will take the leaflets home in order to explain to their parents and friends why water conservation is important and how it can be saved.

Suggestion:

If your group has several ideas for the leaflet, you can divide children into small groups and ask each group to create one or more leaflets based on more specific issues on water conservation (for example you can create a group – and then a leaflet –to save water in each room of the house: kitchen, bathroom, garden). The completed posters can be copied and distributed to other children, parents and guardians!

Why don't you suggest that children create posters with a funny mascot that encourages children to save water at school, like in the toilets? So even other children can learn something very important!!!

Activity 3 –Group experiment: Do we know how much water we waste every day?

Experiment "Conserving water"

Learning objective: Allow children to handle water and to watch closely how much water we waste

Put a basin in the sink and observe how much water falls down into the basin while you soap and rinse your hands.

Alternatively, put a basin in a sink at the beginning of the day/session and leave the tap dripping very slightly. At the end of the day/session check how much water has fallen into the basin.

Important:

Once you have collected the water, do not throw it away. Use it, for example to water flowers or a garden!

Activity 4 – For Families: “What is your family’s daily water footprint?”

Prior to starting the activity, explain to your children the meaning of “footprint” in the context of the environment i.e. the effect of our personal actions on the environment.

This section is addressed to parents/carers and provides take-home messages for them and suggestions for activities that they can do together with the children during the weekend. Afterwards children can recount their experience to the group or write a short story.

Learning objective: Involve families in the project, increase their environmental awareness, and encourage them to take little “eco friendly” actions in their everyday life.

Children can learn a great deal from family time. Families can play a great part in showing to the children that limiting pollution depends on everybody’s habits and lifestyle and that everybody can make a difference.

Moreover, children can be “ambassadors” at home, spreading positive messages and behaviour. If they learn how to make their life more environmentally sustainable as a family they can also put positive habits into practice!

Give families the following homework:

“Have you ever thought how much water your family consumes in just one normal day?” The water we consume is not just the water we use for drinking, washing and cooking but everything we eat (cereals, meat, eggs, milk, fruit and vegetable) and everything we use (paper, leather shoes, industrial products, cotton shirt) needs a lot of water to be produced.

You can discover your family’s water footprint and help your children to write to it down in Worksheet V (available at the end of the Pack).

Activity 5 – For families- Living without running water: tell your story

Learning objective: Understand that water is a very precious resource and that living without it (which can still happen in some parts of our planet today) is very hard.

As homework assign children the following questions:

- “Have you ever in your life gone without running water for a day or several hours? Ask your parents/guardian or your grandparents/older family member.
- How did you (or he or she) manage this situation?
- What did you (or he or she) miss most?
- How did you (or he or she) feel?”

Write your answers in your exercise book or relate to your group.

Activity 6 – Wordsearch

Learning objective: To remember the words and concepts explained in the episode

In the letters grid, find the words listed below

- BIRD

CONSERVATION
- IRRIGATION

INSECTS
- LAKE

LUCY
- RAIN FISH

RIVER
- KLEXUS

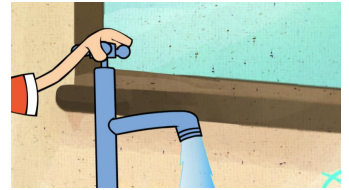
PLANTS

P	R	I	L	A	K	E	D	I	R	E	T
A	O	R	O	T	L	U	C	Y	N	X	I
B	I	R	D	R	E	C	U	X	E	F	I
Q	U	I	S	T	X	A	H	C	G	U	R
U	E	G	L	A	U	S	R	I	V	E	R
P	L	A	N	T	S	T	I	N	A	R	A
F	U	T	E	W	A	F	I	S	H	T	I
H	A	I	T	A	B	O	L	E	R	I	N
C	H	O	M	T	E	D	I	C	E	L	Z
C	O	N	S	E	R	V	A	T	I	O	N
I	S	F	E	R	N	A	G	S	J	E	R

Worksheet III

'It's Only Water!'

Jaq and Lucy are busy filling the watering can from the outside tap in Lucy's back garden. They plan on watering the flowers but leave the tap on – lots of the water splashes away down the grid. Ben comes out and tells them that they're wasting water! Jaq tells him to chill out – it's just water, there's plenty more where that came from – we could never run out. Ben shakes his head and tells the pair of them that they need to go and see Boo!

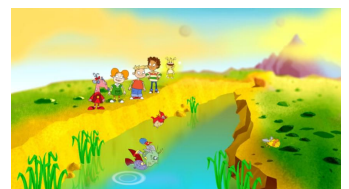
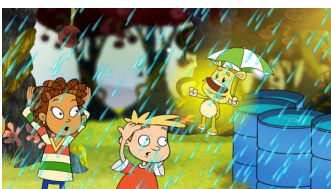


Boo contemplates Ben's question – could we ever run out of water? As usual, Boo knows exactly the place to take them. He summons the carousel and takes them to a place they recognise – it's Klexus' planet. They visited here when they learnt about conserving energy and switching things off. Klexus greets them and is happy to see them. She has made lots of friends since they last met. The planet is also in a better condition after saving energy. Boo comments that Klexus and her people could do with learning to use less water and using it more effectively, too.

The kids notice that the aliens are draining the local lake to water fruit trees they have planted. Their hoses/pipes are in poor condition and are leaking water into the ground. Boo explains that wasting water is bad for the environment as energy is used to recycle and pump water – the more we use, the more we need to recycle, and the more energy we use! Also, water supplies can run short during dry periods so it's better to preserve what supplies we've got. We don't want to be using water faster than we can recycle it / nature can provide it!



Lucy notices alien fish/animals swimming around in the disappearing lake and comments that we shouldn't use all our water supplies as they are often homes to wildlife! Klexus asks if there's a better way of getting water to irrigate their trees. Ben has a great idea and soon the kids have arranged lots of barrels in a line. The sky goes dark and rain falls and is collected in the barrels. Ben explains that this collected rain water can be kept and then used to water the trees/plants when it's dry. Klexus thanks the kids for helping her again.



Back at the attic the kids summarize what they've learnt/discovered, including things like double flushing and making sure a tap doesn't drip. Jaq comments that she's going to conserve water and NEVER have a bath again. Ben doesn't think that's such a good idea. We need to use water and there will be a plentiful supply – as long as we use it wisely!!

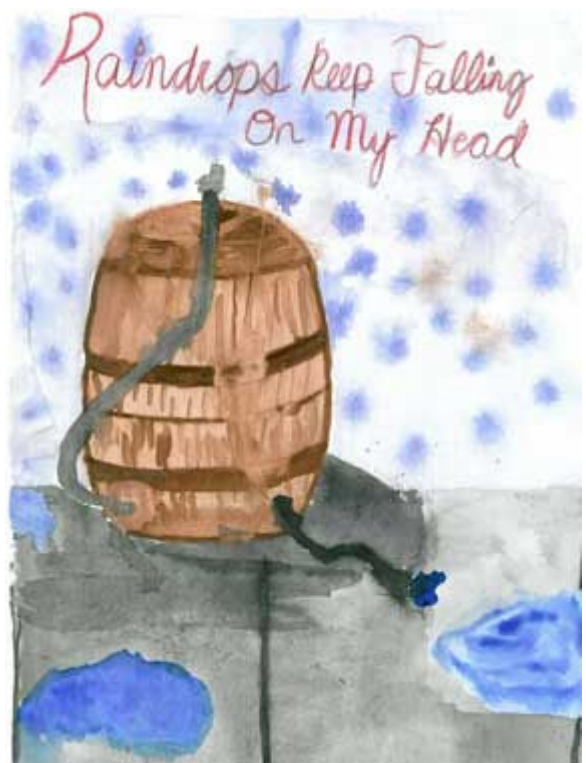
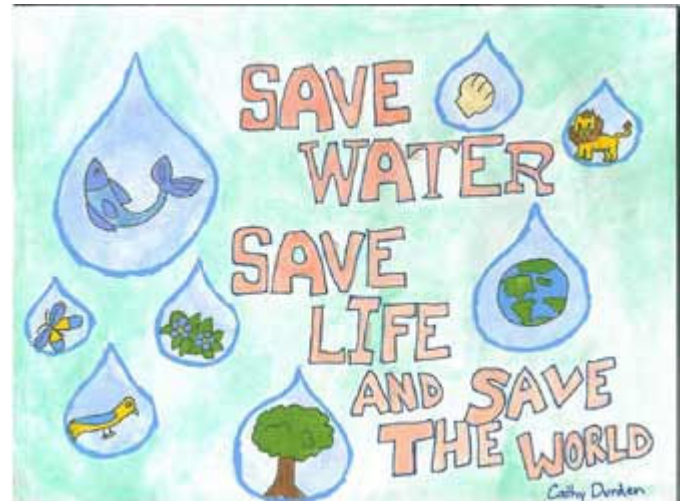
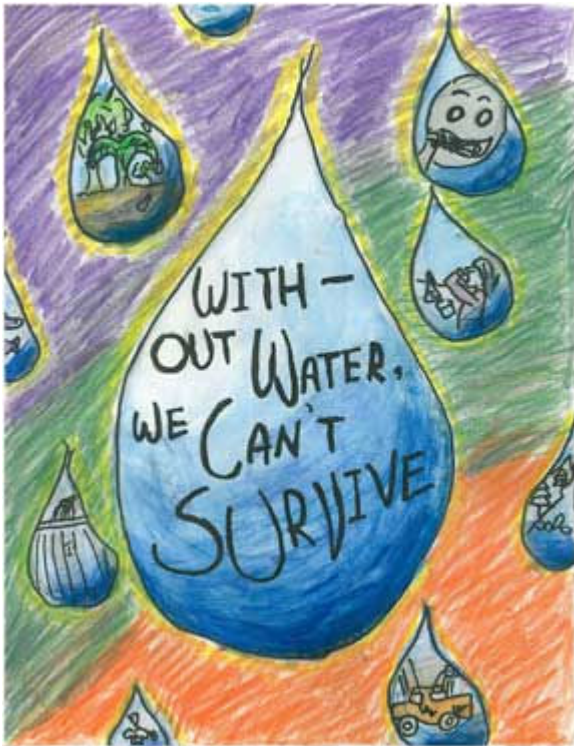
Worksheet IV

Lesson 2—Activity 2

Instructions

- Give all the information needed: the name of the campaign (better short and funny), the slogan, tips to promote, etc.
- Use pictures and different colors to illustrate your point
- Try to arrange things in a bright and eye-catching way

Examples



Source: www.soquelcreekwater.com/Poster_Contest_Page.htm

Worksheet V

Lesson 2—Activity 4

Your Family's Water Footprint – Daily Report

Family name:

Date:

How many times has your family used water today?

Fill in the table below depending on the source of your water.

For example: Have you washed your car? Add a cross under hose. Have you taken a shower? Add a cross under shower

Bucket, Watering can Basin	Hose, Irrigation system	Kitchen Tap	Bathroom Tap	Toilet Flush	Shower	Bath	Washing- Machine, Dishwasher

Direct consumption is only part of our current use of water. Calculate just how much water it takes to produce many of the products we use in just one day

Fill the empty spaces with number or crosses. Once you've completed the table try to add all the obtained numbers.

Product	How many liters of water do we need to produce it?	How many of these products does your family use each day?	Subtotal
Apple (one)	70 lt.		
Coffee (one cup)	140 lt.		
Tea (one cup)	30 lt.		
Milk(one glass)	200 lt.		
Bread (one slice of wheat bread)	40 lt.		
Orange (one glass of juice)	170 lt.		
Potato (1 bag of potato crisps)	185 lt.		
1 portion of beef (100 gr.)	1550 lt.		
1 portion of Cheese (100 gr.)	500 lt.		
1 egg	200 lt.		
1 hamburger (100gr)	2400 lt.		
1 pair of leather shoes	8000 lt.		
Paper (1 A4 sheet of paper)	10 lt.		
1 Cotton shirt	2700 lt.		
Total			

What did you score? Please write it here:

Incredible, isn't it?

Lesson 3 - Water and the World

'The Big Picture'



Lesson 3 - Water and the World

'The Big Picture'

Read this part before starting your lesson in order to familiarize yourself with the issues of this 3rd lesson plan. To help illustrate some of these issues, visuals of wetlands, river stretches (with animals and plants), and dams, are available on www.myfriendboo.com. These may also be useful for poster exercises.

In this lesson, it is very important to highlight the idea that we need to work with nature, not against it, and to help children understand that just a few daily actions can really make a difference.

Flowing rivers or flourishing wetlands, we all depend on water

We all live at the water's edge, even if we're not always aware of it. Whether on the banks of a river, or at the end of a long pipe, we receive water from natural sources. Our rivers, lakes and groundwater reserves all help to nourish crops, produce energy, water industry, and see to our basic needs. It is important that these sources remain healthy.

It is not just humans, but animals too depend on well-functioning natural systems. Freshwater habitats are home to around 40% of our fish species. And when you add amphibians, reptiles, water birds and mammals, it adds up to one third of global vertebrate species living in or on our rivers and lakes.

Unfortunately, we have not been taking very good care of our rivers, lakes and wetlands. We often pollute them or take and waste too much water out of them so they cannot sustain their services to humans any more. We have straightened, dammed and constrained rivers within flood defences; destroyed lakes, river banks and floodplains; and over-grazed, drained and damaged our uplands. 50% of the world's wetlands have been lost, some of the big rivers are running dry or do not reach the sea any more. Freshwater species are disappearing from the planet faster than any other group of species.

We are feeling the consequences of this too: over the last 50 years, the frequency of severe flooding and droughts and the damage it causes have increased, in part due to the degradation of freshwater ecosystems. To add to these problems, climate change is making things worse - maybe much worse. There are many and varied predictions and projections of what exactly the effects of climate change will be, but there is general consensus that where it is wet, it will get wetter, and where it is dry, it will get drier. Floods and droughts are also expected to happen more often and with greater intensity.

Now a spot of good news, for a change. Global reviews have found that – with a revolution in our approach to water – we probably have enough water to sustain us, our needs, and the needs of the planet, now and into the future. So we can all save water if we try hard enough...

How can the people of the watery planet save its waters?

We need to reconnect ourselves with rivers, lakes and aquifers on which we all depend.

- Organise a small journey (or a picnic) with your family to a river/lake/sea/canal and observe all small flowers and insects, fishes and animals that live near or in the water as well as different ways in which we use and benefit from our water environment.
- Get in touch with your water authorities and take part in the public consultations on how our water environment is to be managed.
- Support and pressure the government to fully implement policies relating to sustainable water use such as EU Water Framework Directive.
- Pressure your retailers and food manufacturers to deliver water sustainability through their stores and crucially supply chains.

Water use in the future needs to be managed so that we take into account and, ideally, align with the natural variations that define the water cycle. We need to ensure that our need for water does not destroy the very rivers and streams that provide it and that sufficient water is retained in rivers to sustain them and the fish, wildlife and plants that depend on them.

Introduction

Before watching the animation, ask your group: "In your opinion which are the human activities that can have a negative impact on our rivers, lakes and wetlands?" Record the answers on the board so that you can run through them again after watching the episode.

- *Collect the answers without making any judgment in order to fuel the children's involvement;*
- *Facilitate the youngest children's answers by using images and examples from their everyday life.*

Viewing the animation

Watch the episode with your group or, if it is not possible, distribute Worksheet I & VI (available at the end of the pack). The worksheet outlines the storyline of the episode and provides images and stills from the episode. Children can either read the storylines themselves (depending on their age) or follow the story read out by the teacher.

Activity 1 – Brainstorming: 'The Big Picture' - What do we mean?

Learning objective: Create awareness among children about the relation between water and life and encourage an individual sense of responsibility towards our planet

After watching the animation or reading the story, discuss the previous answers (posted on the board) with the children board and see how they match with the story of My Friend Boo. Then ask the children some questions to gather their feedback and stimulate a group discussion:

- Which part of the episode do you like most?
- Which character do you prefer in this episode?
- What do the kids find during their house inspection?
- What do they want to know from Boo?
- Where do they land with the Carousel this time?
- Can you describe the first stretch of river they see?
- Have you ever seen a river? Can you describe it (color of water, speed of flow, animal and plants, stretches, etc)? What kind of activities can you do in a river (bathing, fishing, rafting etc)?
- Did you know that farmers can use chemicals like pesticides and fertilizers to make plants grow better? And that these chemicals can then go into the soil and reach the rivers and pollute them?
- What is a dam? How does it work? How should a dam be built in order not to harm fish?
- In the episode you see that the river stretches have been reduced and polluted. Which are the effects of this in your opinion? Have you ever seen some of these effects?
- Can you describe the ideal river stretch seen in the cartoon? Who can contribute to keeping rivers healthy and how?
- What are the final suggestions that Boo and the kids give us?
- Have you understood now what Boo meant by the words "the big picture"?
- ... and any other questions that you may want to ask to your group!

Activity 2 – Working in groups: let's create our own 'Big Picture'!

Learning objective: Help children gain more knowledge about water conservation and let them know that with everybody's contribution a cleaner environment is possible.

The group, with help from the teacher/educator, will have to make its own "Big Picture".

Divide the children into 4 groups, one for each issue in the cartoon:

1. Farming

2. Industry

3. Stretches & Dams

4. Daily Actions.

Each group will be asked to produce a poster (drawing, painting, newspaper and magazine cuttings, collage etc) which represents all the possible ways in which each sector can contribute to a cleaner environment, as shown in the episode (*i.e. Farming group will illustrate a field cultivated with fewer pesticides and fertilizers and a wetland with fish and birds*).

All the posters can then be mounted together on a wall, and together will create a "Big Picture for the group". The result is that children can look at the poster and remember that everyone is part of the big picture and can do something positive for it!

Through this exercise children will refer to the images and messages in the episode and also use them if they like. Once the posters are completed each group can be asked to present its poster to the rest of the group. If necessary, you can stimulate the discussion with specific questions.

Suggestion: If you prefer, instead of creating posters, you can help children to invent their own story about water and the world on the basis of the episode. The story could be read or played by children in a special day with families invited!

Activity 3 – Group experiment: The water filter you don't expect...

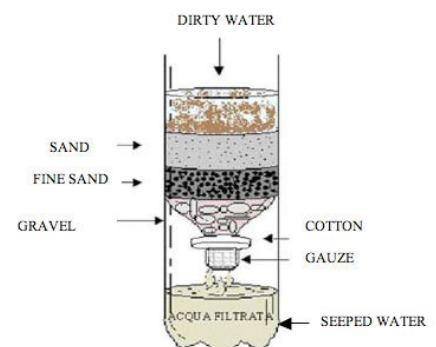
"Funnel" Experiment

Learning objective: Allow children to handle water and to see with their own eyes the effects of pollution on soil and water. In this way they can understand also that nature works with us and not against us

Material required: water, 1 bowl, potting compost, 1 plastic bottle, cotton, sand (very fine and coarse), gravel, gauze

Steps:

- Mix the water in the bowl together with the potting compost
- Cut off the top of the empty plastic bottle
- Perforate the bottle cap in the middle and fix the gauze on it
- Turn the top half of the bottle upside down and put it into the bottom half
- Introduce first the cotton, then the gravel, then sand and lastly, fine sand
- Pour in the water mixed with the potting compost and wait for some minutes.
- The water should pass through the filter.
- What happens? What does the filtered water look like?



Activity 4 – Working in groups: let's play the "Eco Water Quiz"!

Learning objective: The aim of this activity is to help children get some more knowledge and perspective on the importance of water for life on our planet. Who wants to be a water champion?

The group, supported by the educator as a moderator and judge, will play an "Eco Water Quiz". Divide the group into 2 teams. Each team will choose a captain who, advised by his/her team-mates, will answer every question asked by the teacher. Questions will be multiple choice to allow children to guess. Each team has 30 seconds to choose an answer. Each correct answer is worth 1000 points. No preparation is required. The quiz is just an excuse to discover the importance of water for life.

Suggestion: the team that loses could bring drinking water for the rest of the class so that they can all toast the winning team together.

Questions:

1 We can live without water: A: True or B: False

Answer: B: False. All humans need water to live. Without water we die.

2 In which of these places can freshwater be found on our planet? A: in the air B: underground C: in rivers and lakes D: all of these

Answer: D. all of these. Freshwater is on the Earth's surface in rivers and lakes, in groundwater reserves underneath the surface and in the air in the form of clouds and humidity.

3 Only a small fraction of water on the planet is available to be used by humans: A: True or B: False

Answer: A: True. Most of the Earth's water is salty or locked in glaciers and snowfields.

4 Rain water is always new water. A: True or B: False

Answer: B: False. The surprising thing about water is that there is a fairly constant amount of water available on our planet. It is in constant motion, it evaporates, and then falls as rain, but the water we drink today has likely been around in one form or another for hundreds of millions of years.

5 How much water (in water bucket equivalent) does an average European use in a day for cooking, cleaning, and washing? A: 1 bucket B: 5 buckets C: 12 buckets D: 19 buckets

Answer: D: 19 buckets. On average, in Europe we use 150 liters per person per day for our direct water needs at home, which means approximately 19 buckets of water (1 bucket – 8 l).

6 How do we use our rivers? A: to transport goods B: to produce energy C: to catch fish D: all of them

Answer: D: all of them. We use our rivers in a multitude of ways, in some places they are the only way to reach inaccessible places, hydropower produces significant amount of the world's energy and often fish is the key diet and source of protein for many people in some parts of the world.

7 What do wetlands do for us? A: they clean water B: they store water like a sponge C: they are home to many birds D: all of these

Answer: D all of these. Wetlands have many important benefits to us: they provide humans with fuel, food, recreation and employment; they protect millions of people from the disastrous consequences of flooding, as well as provide habitat for all kinds of plants and creatures from kingfishers to caimans, herons to hippos.

8 The only animals that live in our rivers are different kinds of fish. True or False.

Answer: False. Freshwater habitats are home to around 40% of our fish species. But not only as amphibians, reptiles, water birds and mammals also depend on healthy rivers, lakes and wetlands.

9 Danube sturgeons (very special fish which are on the brink of extinction) can live to be 150 years old. True or False

Answer: True. Sturgeons do have a long lifespan and are living fossils; they were present when dinosaurs roamed the Earth 100 million years ago.

10 What can the boto river dolphin, which lives in the Amazon River, stun its prey with? A: its tongue B: a burst of sound C: its tail

Answer: B a burst of sound. The largest of the world's five freshwater dolphin species, it relies on echolocation (it uses sound to 'see') to find prey in the muddy rivers that it inhabits. There are reports that Amazon River dolphins can stun prey with bursts of sound from the "melon" organ in their bulging forehead.

Activity 5 – For Families: “Organize an eco-friendly weekend”

This section is addressed to parents/carers and provides take-home messages for them and suggestions for activities that they can do together with the children during the weekend. Afterwards children can recount their experience to the group or write a short story.

Learning objective: Involve families in the project, increase their environmental awareness, and encourage them to take little “eco friendly” actions in their everyday life.

Children can learn a great deal from family time. Families can play a great part in showing to the children that limiting pollution depends on everybody’s habits and lifestyle and that everybody can make a difference.

Moreover, children can be “ambassadors” at home, spreading positive messages and behavior. If they learn how to make their life more environmentally sustainable as a family they can also put positive habits into practice!

Here are some suggestions for family activities:

Organise a water weekend with your family, trying to do your best to save water. Eco-friendly behavior can easily become a habit!

- First step: Scout your house with your child, and find dripping taps, running taps. Have you overwatered your plants and garden? Play with your child. He or she is a “water monitor”. Try to answer to all your child’s questions regarding what we need water for and how we use it. You could even help him or her to complete the Water Monitor Report. (Worksheet VII).
- Second step: Read and complete Worksheet VIII with your child to discover and put into practice all the daily actions that can make a difference for the environment!

Organise a small journey with your family (or a picnic) to a pond/river/lake/sea and observe all the small flowers and insects, fishes and animals that live near or in water.

- Help your children make a list of the plants, flowers, animals you have seen. He or she will try to describe them to his/her group; you can also take some pictures.
- Does your child already know some of the names of animals and plants?

Activity 6 – Wordsearch

Learning objective: To remember the words and concepts explained in the episode

In the letters grid, find the words listed below

**BARREL
BOO
FARM**

**DAM
FACTORY
FLOODPLAINS**

**FERTILIZER
FILTER
JAQ**

**FLOW
RIVER
TREES**

**PESTICIDES
CAROUSEL
HYDROELECTRICITY**

G	R	O	D	B	A	R	R	E	L	Q	F	L	O	W	T
E	U	V	T	O	F	I	M	H	A	G	N	E	R	I	F
H	Y	D	R	O	E	L	E	C	T	R	I	C	I	T	Y
I	C	H	T	A	R	M	L	X	H	U	V	B	A	R	O
T	A	P	E	S	T	I	C	I	D	E	S	O	D	E	K
V	R	I	C	R	I	C	J	A	G	U	E	F	L	E	T
R	O	U	G	F	L	O	O	D	P	L	A	I	N	S	H
D	U	M	A	L	I	C	R	A	U	J	I	L	U	T	S
W	S	E	T	I	Z	A	C	M	F	A	C	T	O	R	Y
O	E	K	L	U	E	T	I	N	E	Q	U	E	L	L	A
J	L	E	F	A	R	M	O	R	I	V	E	R	D	I	T

Activity 7 – For families - Living with nature: tell your story

Learning objective: Link environmental issues to a child's experience and make them understand that living with nature is not only a desire but is easy to achieve!

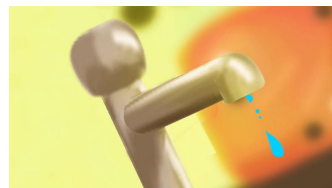
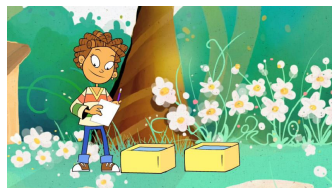
As homework you can assign children with the following questions. Write your answers in your exercise book or relate to your class.

- What kind of water sources have you visited? E.g. (sea, lake, river, countryside, mountain etc) Can you describe it?" (You can bring also photos, postcards etc);
- What did you like most about this place? Do you know how people keep this environment clean and healthy?
- When you were there what did you do in order to keep this environment clean and healthy?

Worksheet VI

'The Big Picture'

The kids are being conscientious in their water consumption. Jaq is making sure she doesn't overwater the plants. Lucy is turning the tap off between brushes when she brushes her teeth. Ben is making sure that no taps are dripping. Lucy asks Ben if that's it – have they now done enough to make a difference to the planet? Ben tells her that it isn't that easy. He suggests they have a word with Boo so he can explain the big picture.



As usual, Boo knows exactly the right place to take them. He summons the magic carousel which spins around and takes them to a riverbank where a boat awaits them.

They sail down the river and enjoy the ride...until they turn a bend and find themselves in a dark, unwelcoming stretch of water. The water level is low. There is no visible wildlife. Surrounding plant life seems dried up and wilting. Worse still, the water is stinky and of a horrible foamy consistency.

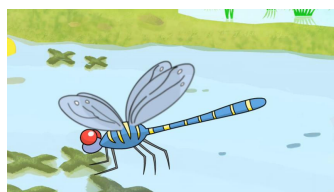


The kids are upset – they've all done their bit to conserve water. Why is there still this environmental damage? Boo explains that it's also up to big companies and farmers to make a difference. This stretch of the river is in bad condition because there is big hydropower plant upstream that is not releasing enough water, plus a local farmer is over watering his fields and then letting his pesticides drain from his fields into the river.



The kids go up and have a word with the Farmer. In fact, they have several words – popping up one by one, all over the farm, reminding the Farmer to clean up his act by leaving enough water for the environment and using the rest properly. The Farmer is eventually bugged into changing his ways and the children continue on their journey along the river.

They arrive in a beautiful lake with clean water and wildlife aplenty. Boo shows the kids why this area is like this – a local factory has a filter on its waste pipe, local farmers aren't over-watering their crops, and local people are using water wisely.



Back at the attic the kids recap what they've learnt – conserving water is down to all of us, the little people and the big businesses. There is enough water for everyone but we have to be careful how we use it. And this is not a short-lived thing – we should make water conservation a way of life to keep our planet safe.

Boo goes back to sleep and all the kids realize they need the bathroom – it's all this talk of water. They race off to get in there first, Ben reminding them that they should double flush to save water!

Worksheet VII

Lesson 3—Activity 5

Water Monitor Report—At Home

Water Monitor (child's name and surname):

Date:

Place :

Do you check taps and pipes for leaks?

.....

In your house does anyone use the toilet as a place to throw things away? e.g. cigarettes, food?

.....

Is there a double flush system in your toilet(s)?

.....

Where does the water that waters your garden come from?

.....

Does anyone in your family take a regular bath? If yes how many times per week?

.....

How many minutes do the members of your household spend in the shower? Time them.

.....

Do you leave water running before it gets warm? How many seconds/minutes?

.....

Do you turn off the water while you brush your teeth?

.....

Ask this question to the grown men of your house: Do you leave water to run while you are shaving?

.....

Do you start the dishwasher and washing machine only when they are full?

.....

How many liters do you think you use when you wash your car? Do you use a hosepipe or a bucket to wash the car?

.....

Do you leave your tap running while you are washing vegetables?

.....

When you water your garden does your water also go on the paved areas?

.....

Worksheet VIII

Lesson 3—Activity 5

The Secret Guide of a Water Saver

Over the last weekend which of these things did you? Mark them with a cross.

Put drinking water in the refrigerator so that you can drink cool water without leaving the tap running for long periods	
Wash dishes by hand, using one bowl for washing and one for rinsing. Bowls are filled with less water than it takes to fill the sink	
Take shorter showers. One way to use less water is to turn off the shower while soaping up, then turn it on to rinse. A four-minute shower uses approximately 75 to 150 liters of water. That's about the same in quantity as 75 to 150 bottles of milk!	
Collect rainwater. You can use it for all kinds of things, such as washing your car or bicycle, and watering plants	
Car washing: it is possible to wash a car with just one bucket of water. Try it and see!	
The garden: To save water and to give plants the maximum benefits from water it is better to water out of direct sunlight, i.e., in the evening. This will avoid water loss and will make them healthier and lusher.	
Avoid sprinklers, which use far too much water and have a terrible aim!, and try to target the water precisely where it is most needed.	
Wash fruit and vegetables in a pan of water instead of in the sink with running water from the tap. You can reuse collected water in the pan to water houseplants.	

References and Further Information

Much of the information in this document was sourced from already existing and useful sources.

If you want to find out more about water issues explained in the document, below are some links.

These sources are all in English but in many cases local language equivalents also exist.

- www.animate-eu.com/eco/ (section wise up to water)
- www.panda.org/water [www.waterwise.org.uk/reducing water wastage in the uk/house and garden/quick tips.html](http://www.waterwise.org.uk/reducing_water_wastage_in_the_uk/house_and_garden/quick_tips.html)
- www.waterfootprint.org
- www.wateruseitwisely.com/100-ways-to-conserve/index.php
- [www.on.ec.gc.ca/reseau/watertips/watertips e.html#kitchen](http://www.on.ec.gc.ca/reseau/watertips/watertips_e.html#kitchen)
- www.watereducation.org/doc.asp?id=873
- www.ccwater.com/education/
- www.water.ca.gov/education/
- www.epa.gov/water/kids.html
- www.watereducation.utah.gov/conservation/default.asp
- www.watereducation.utah.gov/default.asp
- www.scottishwater.co.uk/education/