

**Service Learning: Water, Water Everywhere and Not a Drop to Drink.
Steve McCarville. Holy Name School-Omaha UNO Oxbow Project TDD July 2019**

Guided Question:

How can we pay it forward?

Learning Goals:

- The students will learn how important how important clean water is for humans.
- The students will learn how to “pay it forward” and help strangers get clean water.
- Students will learn how governmental and non-governmental agencies work to solve the problems generated by natural disasters such as hurricanes or tornadoes.

Nebraska State Standards:

SS 8.1.1.d Evaluate how various United States government decisions

Impact people, places, and history.

SS 8.1.2.c Demonstrate civic engagement.

SS 8.3.3 Explain how the natural environment is changed by natural and

human forces and how humans adapt to their surroundings.

Target audience: grades 6-12

Time: 2-3 class periods, should do prior to service learning activity -Corporate Cup.

Materials Needed:

Powerpoint presentation: Service Learning: Water

Mapping a London Epidemic Lesson- NGS GeoEd

Recycled Poem

Water Testing Chart

Water sample bottles- Aquafina, Dasani, Propel, etc.

Water glasses-small

Pre-Activity Work: Bell work-5 minutes:

React to these pictures of Puerto Rico before and after Hurricane Maria.explain what is going on in either the daylight or night time?

Activity 1 (5 min.):

Ask for volunteers to read this poem about the water cycle.

Have them read it silently.

Give each of the volunteers a glass of water.

Have them read it together with a pause-say “cheers” at the end of each **.

Activity 2: John Snow Lesson (20-25 min.):

- Explain cholera epidemic in 1850 London and also along the Platte River Trail.
- Answer the Cholera mapping lesson questions #1-5
- Explain epidemiology, mapping and GIS which grow out of this early scientific discovery.

Corporate Cup and running a water stop in order to help others breathe easier...

Activity 3: Water Test (10-15 min.):

- Give the teachers/students the evaluation sheets
- Have the students pour themselves a small sample of the water in the cups
- View, smell and taste the samples keeping track of the code names of the water samples and rate them at the end 1-5 with 5 being the highest.
- Discuss the students/ teachers results and then unveil the real names of the samples.

NGO or Private Efforts (5 min.):

- What are the positives of using private entities for relief efforts?
- What are the drawbacks of using private or NGOs to try to make a difference?
- What are lessons can a student learn by helping out for a couple hours for a service project that could be projected to a high school/college level and hopefully, as an adult?

Overview of Hurricane Marie and efforts to help Puerto Rico recover...

Governmental Efforts (5 min.):

- What are some of the positives about having the federal government get involved in the relief efforts?
- What are the drawbacks?
- What would you think would be the government's role in a perfect world? City, state/territory and federal?

Follow-up Questions (5 min.):

- What service projects could your students do to learn about civic engagement?
- What part of your curriculum could be enhanced by service learning?
- Should service learning be mandated?

Extension:

- Use the book **The Water Walker** to explain Native American beliefs on stewardship of land and water.
- Use the Stossel in the Classroom website and lesson **Disaster Relief: Who Does it Better?** to examine how best to solve disaster problems.
- Make a working water filter.

Resources:

<https://www.nationalgeographic.org/activity/mapping-london-epidemic/>

<https://www.nationalgeographic.org/activity/using-fresh-water/>

http://www.ilovenywater.org/wp-content/uploads/2016/02/4-ILNYW_BlindWaterTasteTest.pdf

https://stosselintheclassroom.org/videos/disaster_relief/

Teaching for Joy and Justice: Re-Imagining the Language Arts Classroom Linda Christensen - Rethinking Schools - 2009

The Water Walker. Joanne Robertson. Toronto: Second Story Press. 2018.

Writing for a change: boosting literacy and learning through social action Kristina Berdan - Jossey-Bass, a Wiley imprint - 2006