4. USE WATER WISELY

LEARNING PROGRAMME: LIFE SKILLS
LO: LO1 HEALTH PROMOTION
The learner will be able to make informed decisions regarding personal, community and environmental health.
AS2: Describes steps that can be taken to ensure personal hygiene.

INTEGRATION WITH OTHER LEARNING AREAS
EMS: LO1 ECONOMIC CYCLE
The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of the economic problem.
AS1: Identifies own personal role in the home as a consumer.

BACKGROUND INFORMATION
Water is our most valuable resource and we use water in many different ways. But did you know that we use water faster than nature can naturally recycle it? Most people hear the word “conservation” and they immediately think of major changes in lifestyles, especially in the area of water. Not so! Simply stated, conservation means doing more with less. With very few changes in the way we live our lives, we can reduce the water we use in our households and schools. With the little thought you can save a lot.

ACTIVITY
Learners will be able to:
- Find out how people waste water when brushing their teeth.
- Explore ways to avoid wasting water when brushing teeth.

YOU WILL NEED:
- Pencil/ crayons

ACTIVITY 4A- How to brush teeth.

Let the learners sing the “brushing teeth song” below to remind them how to brush their teeth.
(To the tune of “Twinkle, Twinkle, Little Star”)
Here’s my toothpaste
Here’s my brush
I won’t hurry, I won’t rush.
Working hard to keep teeth clean
Front and back and in between
When I brush for quite a while I will have a happy smile.

Let the learners find out:
- How people waste water when brushing teeth.
- Ways of saving water when brushing teeth.

WHAT TO DO:

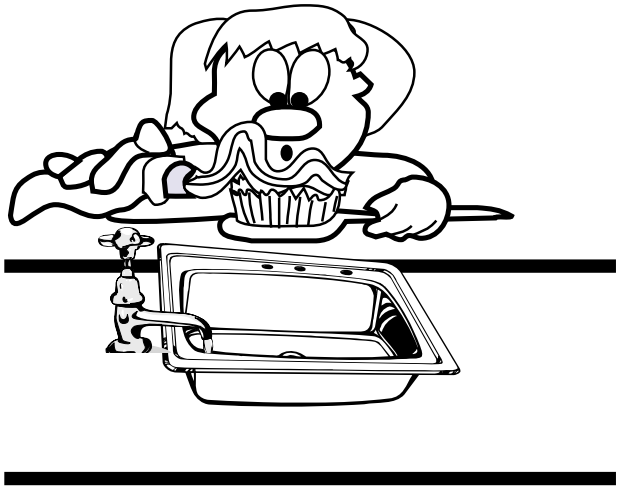
GROUP 1	GROUP 2
WHAT TO DO:	**WHAT TO DO:**
1. One person to show the group how to brush teeth.	1. One person to show the group how to brush teeth.
2. S/he must collect the tooth brush, tooth paste and an empty bucket from the educator.	2. S/he must collect the tooth brush, tooth paste, a mug and an empty bucket from the educator.
3. Group 1 to go to the tap.	3. Group 1 to go to the tap.
4. One of you must put the empty bucket under the tap.	4. Use the mug to collect the water from the tap to rinse your mouth
5. Start brushing the teeth under a running tap and rinse your mouth into the bucket.	5. Start brushing the teeth.
6. Close the tap after brushing your teeth	6. Rinse your mouth into the bucket.

Observations from the whole class

- Discuss with the whole class and choose the best way to save water when brushing your teeth.

Ask the learners to look carefully to the following pictures and colour the correct action.

Child brushing teeth with a cup.

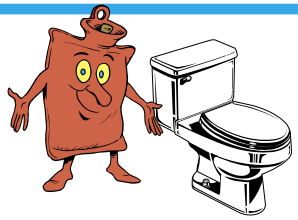


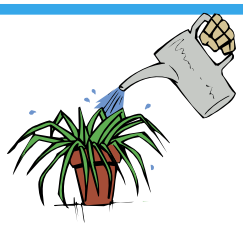
Child brushing teeth under a running tap.

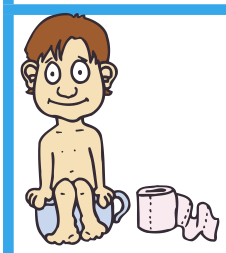
ACTIVITY 4B – WATER AUDIT (PROJECT)

Learners use water anyhow, without being conscience of the effect. Conducting a water audit will enable learners to understand the importance of using water wisely. Instilling this in them at an earlier stage will ensure that the scourge of water shortage is avoided.

ASK LEARNERS TO MAKE A TICK (√) IN THE WORKSHEET EACH TIME THEY USE WATER IN ONE OF THESE WAYS.







WATER AUDIT (PROJECT)

ASSESSMENT

Give all the learners homework to do a demonstration for his/her family on how to brush their teeth and still conserve water, To consolidate the lesson on water conservation write a letter to the parents requesting their assistance in auditing how much water is used for other things at home besides brushing of teeth. A sample of the letter is shown below. The learners will record their findings in the worksheet provided in their workbooks.

Dear Parent/Guardian

This week we are consolidating everything that we have learnt about the uses of water and good sanitation practices. We would like learners to observe their family's rate of water consumption. Could you please assist your child by giving him/ her information required to indicate how many times members of the family use water in one day. Assist him/her to write that information in the appropriate spaces in the worksheet.

Your Cooperation will be highly appreciated.

Sincerely

Teacher

WATER QUALITY

5. DO NOT POLLUTE WATER

LEARNING PROGRAMME: LIFESKILLS
LO: LO1 HEALTH PROMOTION
The learner will be able to make informed decisions regarding personal, community and environmental health.
AS1: Explains the importance of drinking only clean water and eating fresh food.

INTEGRATION WITH OTHER LEARNING AREAS
HL: LO2 SPEAKING
The learner will be able to communicate confidently and effectively in a spoken language in a wide range of situations.
AS5: Asks questions when the learner does not understand and needs more information, and responds clearly to questions asked of a learner.
HL: LO3 READING AND VIEWING
The learner will be able to read and view information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
AS1: Uses visual clues to make meaning: make sense of picture stories.

NS: LO1 SCIENTIFIC INVESTIGATION
The learner will be able to act confidently on curiosity about natural phenomena, and to investigate relationships and solve problems in scientific, technological and environmental contexts.
AS2: Does: Participate in planned activities.
AS3: Review: Thinks and talks about what has been done.

ACTIVITY
Learners will be able to:
- Identify water that is safe to drink.
- Show understanding of the importance of drinking only clean water.
- Answer questions that illustrate understanding of clean and dirty water.

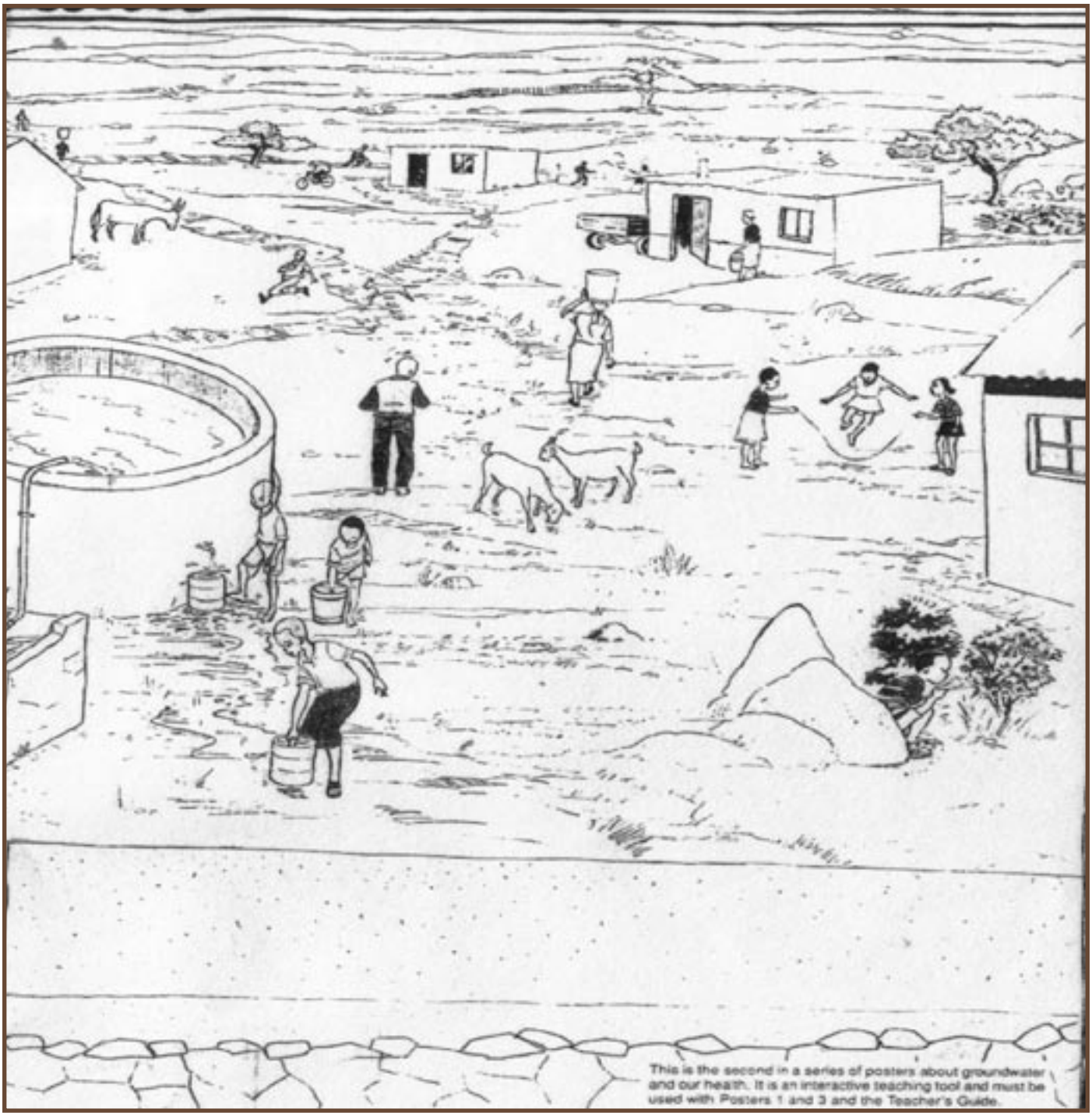
BACKGROUND INFORMATION
Water is a limited resource. Some people have to walk for hours everyday just to get water for basic necessities. With only a limited amount of water available, it is important to keep fresh water clean. Polluted water is not safe to drink and it is expensive to make it clean again. This lesson introduces the learners to water pollution and water quality. It aims to foster Grade R learner's awareness of water pollution as well as expose them to some vocabulary that surrounds these subjects.

YOU WILL NEED
- Pencils and crayons.

ACTIVITY 5A – How to protect our water resources?

Many communities obtain water from the ground water. Unfortunately harmful chemicals, such as lawn care, and household cleaners and any other pollutants, can contaminate ground water. Such contamination can cause a significant threat to human health, hence a need to consceintise young people on the importance of not contaminating water.

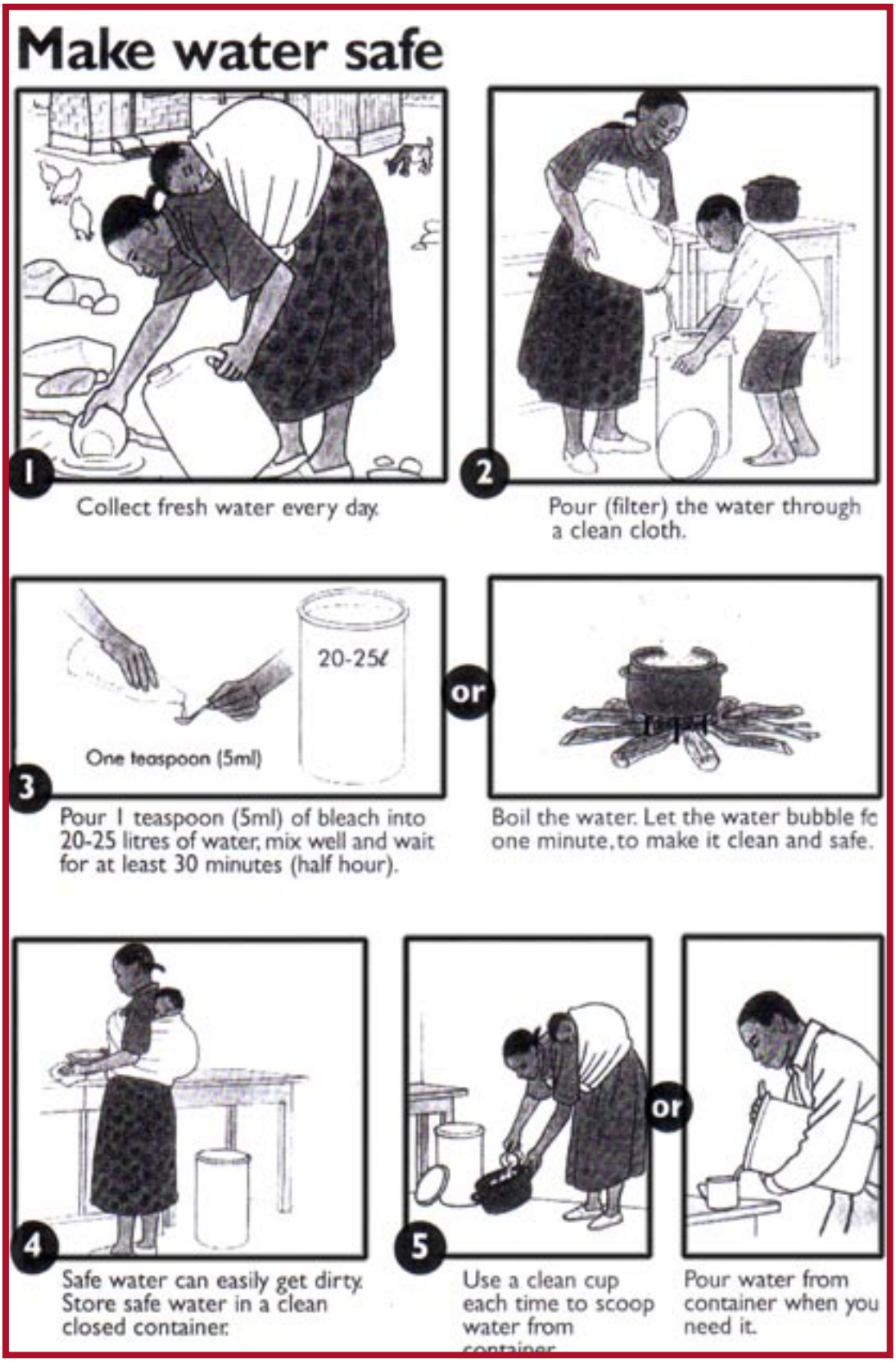
In this activity, learners will engage in exercises that will expose to them the actions that can contaminate water and also protect water. Ask learners to colour the poster .



ACTIVITY 5B- Poster of purification method

Water in lakes, rivers and swamps often contain impurities that make it look and smell bad. The water may contain bacteria and other microorganisms that may cause diseases. It is therefore imperative that water from most surface sources must be “cleaned” before it can be consumed by people.

The following poster demonstrates the procedure that is followed when purifying water for drinking. Let learners study the poster and recite the steps as appearing in the poster. You may demonstrate these steps to the learners in order to enrich their understanding.



You may ask learners the following questions:

(a) What do we use to 'clean' water? *(bleach or fire*)
(b) Where must we store safe water? (*in the cupboard, in the garden*.)
(c) What must we use to scoop water from the container? (*a cup, with our hands)*

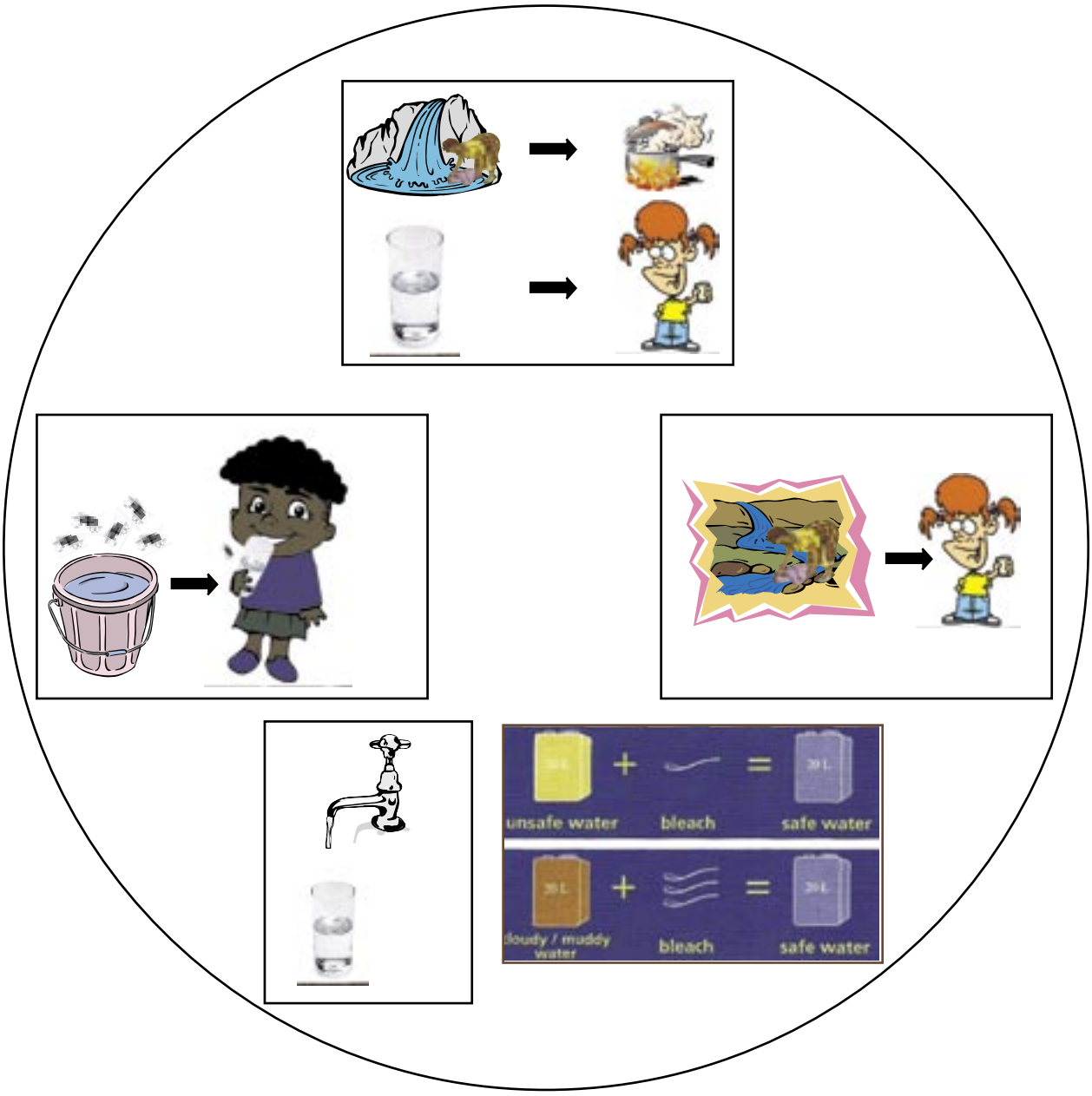
Assessment

You may assess the ability of the learner to:

- Recite the poems step by step.
- Answer some questions that will show their understanding of the importance of purifying water.

ACTIVITY 5C: Always drink clean water

In this activity, learners are assessed on whether they understand the importance of drinking safe water. Learners are supposed to tick the poster that shows safe water to drink.



ASSESSMENT

Assess whether the learners were able to:

- Tick the poster that shows safe water to drink.
- Understanding of drinking clean water.