

Lesson plan **Me and nature** **Waters of the world**

1. **Theme:** Me and nature: Waters of the world
2. **Grade:** 4th
3. **Lesson type:** for acquiring new knowledge
4. **Duration:** 40 min.
5. **Basic terms:** nature, environment, ecology, water conservation, water pollution, notions of water conservation in religion, religious rituals with water
6. **Pedagogical methods:** storytelling, presentation, discussion, dialog, reflection, group work, brainstorming
7. **Means:** board (interactive or otherwise), markers, laptop/computer, multimedia (screen/projector), ppt presentation, flipchart (optional), Kahoot test (optional), everyday objects or pictures of them (glass jar, plastic bottle...) (optional)

8. Goals:

○ Educational:

The students

- ✓ List different types of water bodies (oceans, rivers, lakes, ponds, glaciers, groundwater)
- ✓ Explain why water is important for people, animals, plants, and the Earth
- ✓ Identify ways humans use water in daily life (drinking, farming, energy, transport)
- ✓ Describe the effects of pollution and overuse on water bodies and living beings.
- ✓ Recognize that many religions see water as sacred and encourage respect for it, and relate this to the need for conservation today
- ✓ Suggest solutions for water challenges (pollution, climate change, waste)
- ✓ Propose personal or group actions to conserve water and protect aquatic life

○ Formational:

The students

- ✓ Show attentiveness to the importance of water in the environment and daily life
- ✓ Take part in class discussions and activities about water and pollution
- ✓ Express care for rivers, lakes, seas, and oceans by speaking against pollution and waste
- ✓ Begin to develop personal habits of saving water at school and home (e.g., turning off taps, reusing water when possible)

- ✓ Develop respect for how different religions and cultures honor water (e.g., ritual washing, holy rivers, water blessings), and connect this respect to their own responsibility in conserving water
- ✓ Adopt a respectful attitude toward water as a shared global resource, showing readiness to protect it in everyday choices

9. Cross-curricular connections: Biology, Religious studies, Geography

10. Intra-subject connections: with the lesson plans on the themes: I support others, Me and my environment, Me and health, and the other modules from the Me and nature theme

11. Expected results:

- ✓ Students can name at least three types of water bodies and explain why they are important
- ✓ Students can give at least two examples of how humans use water in daily life
- ✓ Students can explain how pollution or overuse affects water and suggest one possible solution
- ✓ Students express care for clean water by speaking against waste and pollution during class discussions
- ✓ Students identify one small personal action (e.g., turning off taps, reusing water bottles) they are willing to practice to conserve water
- ✓ Students recognize that many religions consider water sacred and show respect for the idea that caring for water is both a cultural and environmental responsibility

12. Preparation

○ For the teacher: Reading the theoretical base, downloading the presentation, preparing a Kahoot test (optional, it could be performed by reading the questions and/r writing them on the board), preparing objects for the sorting activity (optional, they could be shown through pictures)

13. Structure of the lesson:

Me and nature: Waters of the world

1. Waters of the world
 - Different types of water bodies
 - What resources do we use them for?
 - Why is water important?
2. Saving water from pollution
 - What are the current challenges

- How are different cultures and religions helping water conservation
- How can we help
- 3. Activities – a short quiz and a sorting activity
- 4. Reflection and discussion
- The students are prompted to answer several questions on the subject, reflecting on their thoughts and feelings and engaging in a discussion.

14. Structure, content and timeline

1. Introduction (5 min.)

- Teacher activity:

- Actualization of prior knowledge on the subject: How many different ways do you use water throughout your day?; When you look outside or think about places you've visited, what different types of water have you seen? Why do you think water is important for people, animals, and plants? (2 min.)

- Introduction of new information and terms: (3 min.)

Water is one of the most important things on Earth. Without it, no people, animals, or plants could survive. But water is not always the same – it exists in many different forms and places around the world.

Our planet has many different types of water bodies that are important for life. The biggest water bodies are oceans and seas, which contain salt water and cover most of Earth. Rivers are long streams of fresh water that flow across the land, while lakes are large areas of fresh water surrounded by land. Smaller bodies of water include ponds, which are like tiny lakes. Water isn't just found on the surface – groundwater is stored underground beneath soil and rocks. At the North and South Poles and on tall mountains, we find glaciers and ice caps, which are huge amounts of frozen water.

People use water in many ways every single day. We drink water and use it for cooking our food. We also use water for washing ourselves, our clothes, and cleaning our homes. Farmers need lots of water to grow crops and give their animals fresh water to drink. Water can even make electricity when it flows through special machines called hydropower dams. Ships and boats use water for travel, and many people enjoy water activities like swimming, fishing, and sailing.

Water is incredibly important because it's the source of all life on Earth. Without water, people, animals, and plants cannot survive. Water helps plants grow and creates the different landscapes we see around us. Oceans and rivers connect different countries together, and water gives us food like fish and seaweed.

- Student activity:

- Participation in the dialog, asking questions, active listening

- Methods and tools:

- Methods: dialog, storytelling
 - Tools: board, marker or an interactive whiteboard (for outlining the theme and the terms; optional, for writing down student's ideas, thoughts)
2. Stating the theme of the lesson: Me and nature: Waters of the world (30 min.)
- Teacher activity:
 - Short presentation, focused on water bodies current challenges in protecting the water, how are different cultures and religions helping water conservation (7 min.)
 - Theoretical overview, performed with the presentation:

Unfortunately, human activities are making our water dirty and unsafe. When people throw trash into rivers and lakes, spill oil, throw chemicals, or let sewage flow into water bodies, they create pollution that harms fish, birds, and even people. This pollution makes the water dangerous to drink and destroys the homes of water animals. Keeping our water clean is one of the most important things we can do for our planet.

Right now, waters around the world are facing serious problems. Pollution from plastics, chemicals, and oil is entering our oceans and rivers every day. Climate change is melting glaciers, making sea levels rise, and changing when and where it rains. People are also using too much water from rivers and lakes for farming and factories, which means there isn't enough left for nature. Because of pollution and overfishing, many water animals like sea turtles and fish are in danger of disappearing forever.

These challenges are addressed by different faiths that teach people to care for nature in general, and for water conservation. People from various religions work together to clean up pollution and keep our water safe because they believe water is sacred and precious. Major religions like Judaism, Christianity, Islam, Hinduism, Buddhism, Sikhism, and indigenous spiritual traditions all teach that humans have a responsibility to take care of water as a gift that must be protected.

Jewish, Christian, and Muslim people believe they are caretakers of God's creation, so they work hard to use water wisely and keep it clean. Hindu and Buddhist people believe all living things are connected, so they respect water as something that gives life to everything. Many indigenous peoples see water as sacred and have special ceremonies to keep it pure and clean.

Religious communities put these beliefs into action in many practical ways: teaching about water protection, collecting rainwater or recycling water, and cleaning rivers and lakes.

There are also several religions that use water in their rituals. In Christianity, water is very important for a special ceremony called baptism. When people get baptized, they are dipped in or sprinkled with water to show they are joining the Christian faith and becoming clean from mistakes. Christians also use holy water, which is regular water that a priest has blessed with special prayers. This holy water is sprinkled on people and objects to give them spiritual protection and blessings.

Muslims use water to get ready for prayer through a washing ritual called wudu. During wudu, they wash their hands, face, and feet to become spiritually clean before praying to God. There is also a special well in Mecca called the Zamzam well that Muslims believe has sacred water with healing powers.

Jewish people have a special ritual bath called a mikveh that must be filled with natural water like rainwater or spring water. People completely dip their whole body underwater in the mikveh to become ritually pure and ready for important religious activities.

Buddhists use water in special ceremonies called water offerings. They pour water as a gift to Buddha to show respect and kindness. For Buddhists, water represents having a clear mind and reminds them that everything in life changes, just like flowing water.

By connecting their spiritual beliefs with caring for water, religious people around the world are making a real difference in protecting this precious resource that all life depends on.

We can also help with protecting the water. We can use less plastic and always recycle when possible. We should never throw trash into any body of water, whether it's a river, lake, or ocean. At home, we can save water by turning off the tap while brushing our teeth or taking shorter showers. Learning about water and sharing what we know with family and friends helps spread awareness. You can also ask your family to join local clean-up events at beaches, rivers, or ponds in your community.

The waters of our world are like a precious treasure that gives us life, food, transportation, and natural beauty. However, these waters are in danger and need our help. By taking care of water and preventing pollution, we protect not only nature and animals, but also ourselves.

3. Activities: A short quiz (optional – in Kahoot) and a sorting activity (23 min.)

a) Test (9 min.):

✓ The teacher gives instructions for the students:

- There are 5 questions
- Each question has only one right answer
- The winner will become the class's Water champion
- (if the test is in Kahoot/ <https://kahoot.com/>) – the teacher explains how the students can access the test (through the provided from the teacher link or a QR code); how to write their names; how to select the correct answer

✓ The teacher reads the questions one at a time and summarises the correct answers:

- Which of the following is the largest type of water body on Earth? a) Rivers; b) Oceans and seas; c) Lakes

**Correct answer: b) Oceans and seas*

- What happens when water gets polluted? a) It becomes safer to drink; b) It helps fish grow bigger; c) It hurts fish, birds, and people

**Correct answer: c) It hurts fish, birds, and people*

- How do people use water in farming? a) Only for washing farm equipment; b) For watering crops and giving water to animals; c) Just for making the soil look pretty

**Correct answer: b) For watering crops and giving water to animals*

- What do most religions teach about taking care of water? a) Water is not important to protect; b) Only some people should care about water; c) Humans have a responsibility to protect water as something important

**Correct answer: c) Humans have a responsibility to protect water as something important*

- Which of these is a good way to help protect our water? a) Throw plastic bottles into rivers; b) Use less plastic and never throw trash into water bodies; c) Use as much water as possible at home

**Correct answer: b) Use less plastic and never throw trash into water bodies*

b) Sorting activity “Using the three Rs to help saving the water” (14 min.):

- ✓ The teacher divides the students into small groups
 - ✓ The teacher shows (in person or just mentions) common items (plastic bottle, paper, glass jar, banana peel, reusable bag, broken toy, aluminium can, old t-shirt) and writes the names of the items on the board
 - ✓ Each group works to decide which “R” each item belongs to:
 - Recycle: plastic bottle, paper, aluminium can
 - Reuse: glass jar, old t-shirt
 - Reduce: reusable bag, turning off lights, carrying a water bottle instead of buying many plastic ones
 - Compost (optional extra): banana peel
 - ✓ The students also think of ways these rules apply to water conservation
 - ✓ Each group present their choice for one of the R’s (if the groups are more, they repeat one or two of the R’s)
 - ✓ Each group presents their ideas on how to these rules can help preserve the water clean
- Student activity:
 - Participation in the dialog, taking notice of the presentation, asking questions, active listening, participating in the test activity, participating in the sorting activity, proposing ideas
 - Methods and tools:
 - Methods: dialog, presentation, storytelling, testing, group work, discussion, brainstorming

- Tools: interactive board or a screen, laptop/computer, board, marker, flipchart (optional, for writing down students' ideas), Kahoot test (optional), pictures of objects (optional)
- b) Reflection and discussion (5 min.)
 - Teacher activity:
 - Posing questions for a discussion:
 - ✓ Which type of water body do you find most important or interesting, and why?
 - ✓ How do you think our lives would change if there were no rivers or lakes nearby?
 - ✓ How do you feel when you see or hear about polluted water?
 - ✓ Why do you think many religions and cultures treat water as something sacred and important?
 - ✓ What is one new thing you could start doing to help keep water clean?
 - ✓ Imagine you are a fish or turtle living in a polluted river – what would you want humans to know?
 - ✓ How do you think the world would look in the future if everyone started taking better care of water?
 - Engaging the students with prompts:
 - ✓ “I’ve always found the ocean fascinating because it’s so big and mysterious. What about you”?
 - ✓ “When I see pictures of plastic in the ocean, I feel sad for the animals. How does it make you feel”?
 - ✓ “I want to try using a reusable water bottle more often. What could you start doing”?
 - ✓ “If I were a fish, I’d probably say: ‘Please stop throwing plastic into my home!’ What would your animal say”?
 - ✓ “I imagine a future with clear rivers, safe drinking water, and lots of fish. What future do you see”?
 - Answering questions and clarifying information
 - Student activity:
 - Engaging in the discussion
 - Reflection on their ideas and emotions on the subject
 - Methods:
 - Methods: reflection, discussion, active listening
 - Tools: flipchart or a board and a marker to write down some of the students' ideas

15. Variations:

- “Water body detective” activity: The teacher prepares cards with names of water bodies (ocean, river, lake, pond, glacier); On the back, the teacher writes short clues (e.g., “I am the largest water body on Earth” → Ocean); Students take turns picking a card, reading the clues aloud, and the class guesses the water body.
- “Water in our lives” activity: The teacher starts a brain storming activity by saying: “We use water for drinking”; One of the students volunteers or is chosen by the teacher to add another use (washing, farming, making electricity, etc.); The rest of the students continue, until no new ideas are left.
- “Water map” activity: The teacher divides the students into groups; The teacher gives a blank world map to each group of students; Together, they mark and label the oceans and a few famous rivers or seas (with the teacher’s help); Each group colours their map and present it to the class.
- “Water-saver” role-play activity: The teacher writes different everyday situations where water can be wasted or saved (leaving the tap running while brushing teeth; collecting rainwater in a barrel for the garden; taking a very long shower vs. turning it off quickly); The students take turns to draw a card and act out a situation; After each role-play, the class decides: “Was this wasting or saving water”.
- The students can calculate their own water waste - <https://watercalculator.org/> (in English) and then discuss how it can be reduced.
- Discussion about the most effective ways to reduce water use - <https://wateruseitwisely.com/100-ways-to-conserve-water/> (in English).

16. Interesting facts (from https://www.thinkh2onow.com/water_conservation_facts.php; <https://www.omo.com/za/sustainability/sustainability-for-kids/water-saving-facts-for-kids.html>; <https://www.wwf.org.uk/learn/fascinating-facts/oceans>; and https://maritime-forum.ec.europa.eu/theme/ocean-literacy-and-blue-skills/ocean-literacy/make-europe-blue-campaign-make-pledge-help-ocean/did-you-know-exciting-facts-about-ocean_en)

- ✓ Less than 2% of the Earth’s water supply is fresh water.
- ✓ Of all the earth's water, 97% is salt water found in oceans and seas.
- ✓ Only 1% of the earth's water is available for drinking water. Two percent is frozen.
- ✓ A dairy cow must drink four gallons of water to produce one gallon of milk.
- ✓ Doctors recommend adults drink 2.2 litres of water each day – that means that a deep bath uses enough water for one person to drink in a month!
- ✓ The oceans cover about 70 percent of the planet's surface.
- ✓ The ocean is incredibly biodiverse; a home to over 240,000 known species with millions more believed to be undiscovered.
- ✓ The ocean provides around half of the Earth’s oxygen.
- ✓ Coral produces its own “sunscreen”.
- ✓ The Black Sea was a freshwater lake around 7,000 years ago? The rise of water levels in the Mediterranean Sea caused saltwater to enter the lake.

- ✓ Messages in bottles were already used by the Ancient Greeks (310 B.C.) to study ocean currents.
- ✓ The Pacific Ocean was named in 1520 by Portuguese navigator Ferdinand Magellan when his fleet entered an unfamiliar calm ocean after passing through what are now known as the Straits of Magellan from the Atlantic Ocean.
- ✓ Greenland sharks can live over 250 years.
- ✓ The ocean regulates the climate of our planet; is home to 90% of the world's biodiversity; absorbs 1/3 of CO₂ and the majority of solar radiation; transports 80% of global trade; gives work to 200 million people; and is the most important place of leisure for the world's population.
- ✓ Around 40% of the world's population lives within 100 km of the coast.