

Lack of Water

Created by: Kattia Romero mora, North High School

Lesson Plan Background:

- **Demographics**

- **Theme/Topic:** Exploration of the lack of water
- **Subjects/Grade Level:** Spanish 3, High School
- **Suggested duration:** 1-2 days
- **Introduction to lesson:** Earth is replete with abundant natural resources. Although many steps have been taken through the united efforts of many nations, deforestation, pollution of our oceans and global warming continue to be a worldwide problem. Learning about our environment is one of the keys to protecting our environment. It is important for students to become aware that this change in the world is necessary, complex, and lengthy.

- **Connection to Standards/Common Core**

- **Communication Standard:**
 - Interpretive Communication (Reading, Listening/Viewing)
 - Competency # 1. Derive meaning from messages and texts using listening, reading and viewing strategies.
- **Communication (Speaking/Signing, Listening/Viewing, Reading and Writing)**
 - Competency # 1. Negotiate meaning using requests, clarifications and conversation strategies. Competency
 - Presentational Communication (Speaking/Signing and Writing)
 - Competency # 2. Present information, concepts and viewpoints on familiar and unfamiliar topics from across disciplines.
- **Cultures Standard: Gain and use knowledge and understanding of other cultures.**
 - Competency # 2. Experience the target language and culture(s) and share information and personal reactions with others.

- **Essential Questions**

- Why is water crucial in our lives?
- What would happen if we do not have water in our daily lives?

- **Learning Objectives**

- After completing this lesson students will be able to:
- Think about the problem of having a lack of water
- Connect information with why water is indispensable in our lives.

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- Understand the problem of living without water resources.
- Question and challenge themselves on how to conserve water.

- **Materials Needed**

- Little white boards
- Whiteboard markers
- Whiteboard to project the World Glove
- Internet articles (i.e. [How to save water at home](https://www.cnn.com/2022/11/16/world/ways-to-save-water-climate-environmental-benefits-wellness-scn-lbg/index.html)) <https://www.cnn.com/2022/11/16/world/ways-to-save-water-climate-environmental-benefits-wellness-scn-lbg/index.html>
- Online google translate
- Markers/pens/pencils and construction paper

Lesson Plan Details:

- **Pre-Assessment of Prior Knowledge**

- (March 22, 2023) [Website](#): World Water Day website.
- Prior to the main lesson:
- Watch YouTube video discussing water taking care of the water [Día Internacional del medio Ambiente “Cuida el agua”](#)
- Whole group discussion in English after watching the video, pose the following questions to the group:
 - What are some of the problems the video outlines?
 - Why is it important to bring to the attention of the world that we need to take care of our water and the environment?
 - What can you do to solve this problem?
- Whole group will have [access to a Padlet](#) to share the comments in English after watching the video, pose the following questions to the group: https://padlet.com/kattia_romeromora/water-shortage-ju8pphr7n0xxvu56
 - Backup question: How does water shortages impact your everyday life?
 - How does the lack of water affect (or not affect) how we define life?

- **Teacher-Student Interaction**

**Documents will be shared in our school platform: “Schoolology” and the parameter of positive language needed for the assignment.

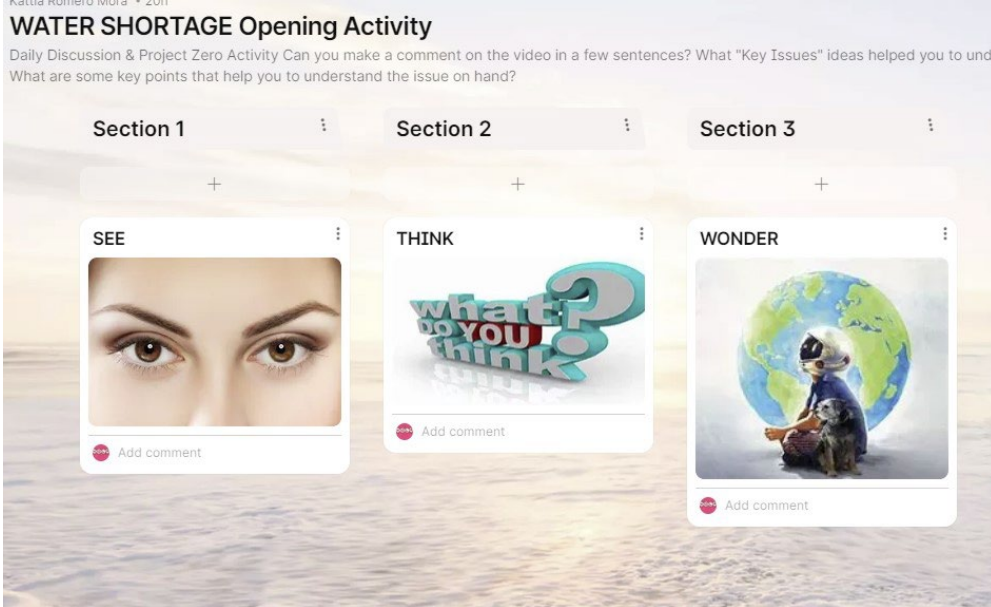
**This lesson will take 2 days and is based on we SEE, THINK AND WONDER:

SEE: Students will think what are some identifying problems on water shortages. (i.e., country, culture, family, etc.)

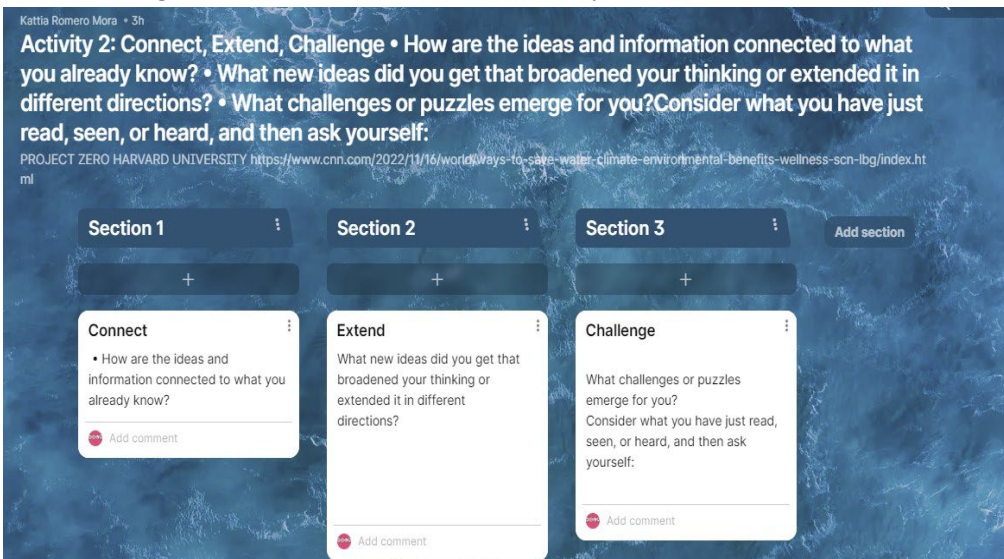
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1. Day 1:

- As a class, the students will watch a [YouTube](#) video on water shortages and then go to a [Padlet](#) where they will express their thoughts using the following cues: (California: <https://www.youtube.com/watch?v=guo4gXeOVOA&t=9s>) Chile (<https://www.youtube.com/watch?v=wCkJJELxxpc>)



- THINK:** Students will evaluate their own experiences with water shortages and compare and contrast information portrayed in the video regarding the water shortages in the world. (Community, state, country, world)
 - WONDER:** Students will create a video narrating their own history with usage of water and how they can contribute to solve the program of water shortages.
- Activity 2: Small group work to whole class discussion**
 - In groups of 2-4, students will read [this article](#) . Students then go to this [Padlet](#) where they will discuss in English what the reading is about. In the Padlet students are to share their own thoughts on this issue (that will eventually be shared with the class).



5.

6. Day 2

7. Activity 1:

- a. Pose this question to be discussed as a class, in English:
 - i. How can I conserve water?
- b. Students will use construction paper and students will write:
 - i. o "I can"
 - ii. o Underneath, they will write "I will ..."
- c. Students will tape the paper onto their backs so that others can answer. Students will go around and write down a descriptive word or small phrase onto someone else's paper on why we need to conserve water. (5-10 minutes)
- d. Afterwards, students will have time to read on their own what other people wrote about them. Teacher will ask for a whole class discussion: (15-20 minutes)
 - i. What are others' perspectives of how to save water?
 - ii. Do/How do other people's perspectives influence and affect how I am going to save water?
 - iii. Why do you think people do not take care of our water supply?
 - iv. How does culture impact how others view the problem of water scarcity and/or how you want to motivate/educate others to work on solving this problem with you?

8. Activity 2: ASSESSMENT via FlipGrid

- a. Students will create a video in [FLipgrid](#) following the instructions in this [google slide](#). The students will create an original video on how to protect our water supplies.
- b. When doing the project keep in mind the activity of perceptions and stereotypes as you think of ways to take care of our water supplies. Include at least three problems and three solutions to this problem. This video should be no more than 15 minutes long. Use the keywords that we discussed in class.
- c. This video should be no more than 10 minutes long. Use the keywords that we discussed in class.

● **Rubric**

LINK: <https://flip.com/d0935d51>

Students will create a video in FLipgrid narrating

Create a video in English a video on how to conserve water using as an example videos from youtube from on DÍA INTERNACIONAL DEL MEDIO AMBIENTE "CUIDA EL AGUA" :

<https://www.youtube.com/watch?v=oKlhNpJWpXg>

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Haz un clic: [Rubric](#) (World Languages Standards)

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9. Activity 3:

- a. Post Flipgrid reflection/in whole class discussion:
- b. Ask students to reflect on their experience.
- c. Why do we brainstorm as many ideas as we could instead of just trying to think of one to three ideas?
- d. Are there easy solutions to the water issues you learned about when doing your video? Is there only one solution to each issue?
- e. When thinking about which of your solutions might be the 'best,' what was your criteria? For example, did you think about the potential environmental impacts of the solution, or how expensive the solution would be to carry out?

Lesson Plan Resources/Next Steps:

• Resources

- [Department of Economic and Social Affairs Sustainable Development](#)
- [Resources for Africa](#)
- [Resources for East Asia](#)
- [Resources for Latin America](#)
- [Resources for Middle East](#)
- [Resources for Eastern Europe/Eurasia](#)
- [OSU Summer Global Teacher Seminar Resources](#)

• Extension Activities/Cross-Curricular Connections

- I will connect lesson plans from this Unit that I have already included in a previous GTS seminar.
- I have already made two lesson plans on the Water shortages in Costa Rica. So this lesson I could use as an opening then present use the other two lessons I made on this topic.
(<https://u.osu.edu/globalteacherseminar/teacher-resources/lesson-plans/>)

Resource Support:

This lesson plan was developed by Kattia Romero mora, who participated in the [Global Teacher Seminar 2023: Global Movement of Goods and People](#). The seminar was a partnership with the Center for African Studies (CAS), Center for Latin American Studies (CLAS), Center for Slavic, East European and Eurasian Studies (CSEEEES), East Asian Studies Center (EASC), and Middle East Studies Center (MESOC) and funded in part by U.S. Department of Education Title VI National Resource Center grants to The Ohio State University. The content of this lesson plan does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Lesson plans are available online for classroom use worldwide and can be accessed at the [Global Teacher Seminar Resource page](#).



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