

## ***THE IMPORTANCE OF WATERFOOTPRINT***

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Age:11-12

Language level A2

Lesson 1

1<sup>st</sup> Activity

Time: 10 min

Type of activity: video presentation

[https://www.youtube.com/watch?v=b1f-G6v3voA&ab\\_channel=UNESCOWorldWaterAssessmentProgramme](https://www.youtube.com/watch?v=b1f-G6v3voA&ab_channel=UNESCOWorldWaterAssessmentProgramme)

What is water footprint ?

Class organization: classwork

Actions/Tasks: To capture their attention the teacher shows the students an educational video "What is Water Footprint" which is related to the topic, explaining the concept of Water Footprint.

2<sup>nd</sup> Activity

Time: 40 min

Type of activity: group research, team work

Class organization: groups

Actions/Tasks: The teacher divides the students into 2 groups and asks them to make a powerpoint. Each group will receive a topic and a link where they will find information about the assigned topic. After making the powerpoint, each group will present the result of their research

Group I: What is a water footprint and who are the types of water footprint?

<https://www.repsol.com/en/energy-and-innovation/energy-and-the-future/climate-change/water-footprint/index.cshtml>

Group II: How to reduce waterfootprint?

<https://www.repsol.com/en/sustainability/environment/water-management/index.cshtml>

Lesson 2

1<sup>st</sup> Activity

Time: 20 min

Type of activity:

Class organization: groupwork

Actions/Tasks: Students are asked to calculate the amount of water consumed in 24 hours (i.e. washing their hands, having a shower, drinking a glass of water,

brushing their teeth, flushing the toilet, having a shower, etc.). These topics are explored on [www.watercalculator.org](http://www.watercalculator.org). They need to trace their foot and cut the piece of paper or cardboard which they will then write on every activity with the amount of water used. They may recall that it is not their household's indoor or outdoor water used but rather their virtual water used and particularly their diet – that makes up most of their water footprint. Teacher explains that for most people diet is the biggest consumer of virtual water. In fact, in a typical person's water footprint it is known that approximately two thirds of the water comes from virtual water needed to produce food. Therefore, investing a little time into understanding why our diet has such a large water footprint is the aim of this lesson. Teacher discusses what can be done to reduce the amount of water we consume

### 2nd Activity

Time: 15 min

Type of activity: Fill the H5P questionnaires

Class organization: individual work

Actions/Tasks: To activate the vocabulary, the teacher asks the students to complete some questionnaires using the moodle platform

### 3rd Activity

Time: 15 min

Type of activity: solving problems and discussion

Class organization: whole class

Actions/Tasks: The teacher asks the students to solve the OER [Worksheet1-Water footprint](#) and then discuss with student about the results

