MY WORLD, MY WATER & ME!
(Story Outline)

The story outline provides continuity for the unit. It also allows students to use their imagination in a way which incorporates the data and concepts they have learned. In order to create an original adventure story which follows the outline, students should be encouraged to brainstorm and write ideas at the conclusion of each section. This evolving adventure story becomes a summary of the material. The adventure story could be an individual or class assignment.

Students should have more questions at the end of the journey. Answering these questions should involve creative thinking and problem solving skills.

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OBJECTIVE: Students will create an original vehicle in order to investigate the path of water from the drain through the water treatment process.

I. **TOPIC:** The importance of water in our daily lives.
PREPARING FOR THE JOURNEY. Teacher asks: How much water is there in the world? What would happen if suddenly there was no water? How would life be different without water? How do we use water in our daily lives? What happens to water when it goes down the drain? Let's find out.

ACTIVITY: Design a vehicle which is both see-through and waterproof. Through the miracle of modern technology and a creative imagination, the vehicle can shrink 1,000 times its size with four passengers inside. Students design this vehicle and bring pictures and/or models to class.

Teacher says: Now that your vehicle is ready, let's begin our journey. Turn the spigot and we'll go down the drain in the school sink and through the sanitary sewer system.

II. **TOPIC:** What pollution is and how it is generated
THE JOURNEY - DOWN THE ROAD. Pollution is TOO MUCH of a given substance in the air, on the land or in the water. Living things are harmed by pollution. Students observe potential pollutants in the water such as soap, grease, ink, metals, paint, toys, diapers, motor oil, spaghetti, coffee grinds, etc. As the vehicle passes various businesses such as the dry cleaner, fast-food restaurant, car wash, office buildings, stores, movie theaters, various waste is observed such as _____. (Discuss pollutants resulting from these types of businesses.) The pipes get larger and larger as they lead to the treatment plant.

III. **TOPIC:** How water is processed in a treatment plant
THE JOURNEY CONTINUES - INFLUENT BECOMES EFFLUENT. Drive the vehicle through the treatment plant and observe the various stages of treatment. The vehicle finally goes down the effluent outfall and out into the river.