Rain Dance

Youth will explore the various stages of the water cycle. They will see how damaged air and water pollution effect this cycle.

Age Appropriateness:

5-8, 9-12

Key Topics:

Water Cycle,

Water Conservation,

Watershed,

Weather,

Pollution

Skills:

Drama,

Critical Thinking,

Writing,

Artistic Expression

Materials:

Water cycle diagram, pens and paper

Action Time:

1-2 hours

Resources:

The Water Cycle by: Helen Frost

www.safewater.org

www.readwritethink.org (Search for “Fish Story)

OBJECTIVES

- To introduce youth to stages of the water cycle such as evaporation and condensation.
- To understand how air pollution can affect the water cycle.
- To learn how water pollution can affect watersheds and the habitats they support.

Preparation

Review the different parts of the water cycle with the youth. What are the different ways that water moves through the system? What are pollutants? Have youth come up with some examples of pollution that enters our water and air. How do you think these pollutants affect the water cycle? What happens to plants, animals, people, and our soil as water moves through the cycle? What happens to the pollutants? Explain to youth the meaning of a watershed.

Action

- Ask the youth to imagine they are water. Have them work individually or in groups to write a song or skit to show the various stages of the water cycle. For younger youth, or for a simpler activity, describe various stages of the water cycle and various types and bodies of water. Have youth use their bodies and body language to act out the types of water.
- Have youth select a song or skit, or have them prepare multiple pieces to prepare. On the day you choose, incorporate the performance (s) into the entertainment or ceremonies for the day.
- Have youth also consider how water will be used at the build (for drinking, for mixing concrete, washing paint brushes, etc.). Where will that water go? Help the youth to create a plan to prevent pollutants from entering the watershed and to conserve water.

Reflection

How else do we use water on a daily basis? Can you think of any ways that we could conserve our water resources and keep pollutants from entering our watershed?