



# Environmental: Water



## **The Crean Award:**

### **Discovery:**

Promise & Law  
Patrol Activity  
The Environment

### **Terra Nova:**

Promise & Law  
Patrol Activity  
Environment

### **Endurance:**

Patrol/Troop Activities

### **Polar:**

Patrol/Troop Activity

## **The Activity:**

### **Objective:**

*To explore environmental and social issues relating to water.*

### **Activity Type:**

Patrol/Troop Activity

### **Roles:**

Activity Leaders

## **SPICES**

Character  
Spiritual

## **Special Interest Badge**

Community  
Environment





## Plan...Environmental Activities for Water

This activity is about exploring water. It looks at how important water is and considers some of the social and environmental issues surrounding water.

Without water, earth would be lifeless. All life on our planet depends on water, from tough desert cacti to sticky snails to humans: none of us could survive without it. Water is vital for life and in many parts of the world can be found all around us in a variety of different places. In some parts of the world clean, safe water is not freely available. Once we understand our water and why it is important to us we can begin to learn about water in a global context.

As well as being relevant for areas of the **Character** and **Spiritual SPICES** some of these activities could form the exploration stages of **Environmental** or **Community Special Interest Badges**.

Also on all activities remember to follow the Principles of Leave No Trace. For more a great introduction to Water and some other activities check out the UN's Water Challenge Badge ([goo.gl/sf97xA](http://goo.gl/sf97xA))



Paradise River by Brewbooks on Flickr used under a CC BY-SA 2.0 license



Willima Murphy on Flickr used under a CC BY-SA 2.0 license





# Water Ways

## Water Ways

An activity that explores the environmental, social and economic issues relating to water.

### Opening

Make 5 teams. Read out the scenario and give each of the teams a role card, paper and pens. Explain that they have been invited to a meeting in with the government.

Give each team enough time to discuss their role and come up with some arguments for or against the project. Encourage them to think of as many arguments as possible. The facilitator acts as the government department and calls the meeting to order. Have each group outline their arguments to the government department. At the end, decide which group made the most convincing argument.

**Some of the groups might need support in developing their arguments, a Scouter should be on hand to give advice.**

### The scenario:

Dublin City Council (DCC) plans to pipe water from Lough Derg on the River Shannon to the greater Dublin area. This is because the demand for water is almost higher than the supply available. DCC are planning to create a new reservoir in County Offaly which will hold the water until it is needed. The reservoir will also act as an eco-park providing education and leisure activities for groups.

**Community Group:** You represent the local communities around Lough Derg. You believe that they want to disturb your beautiful environment with big machines, noise and traffic for those up in Dublin who waste too much of their water. That's hardly your fault, now is it? Why is it that your community has to suffer because of the wastefulness of others? They'll take your water and your environment will never look the same again. It's just not fair.

**Local Politician:** You and your family have been representing the needs of this community for 3 generations. If anyone has an idea of what's good for this community, it's you. You own some land in the area that the building will take place. You've heard that there are people opposed to it but they're small in number and don't understand the situation. You see a great opportunity for the community that will help the unemployed and bring money to the region.

**Angling Group:** Your initial reaction was one of shock. This area is renowned for its fishing. In fact, people from all over the world visit just to fish the rivers and lakes. You have questions that still need to be answered – will the construction stir up silt and choke the rivers? Will the river plant life and nurseries be destroyed? Can they guarantee the river won't get polluted? What effect will construction have on the tourists who come to fish? You don't want to cause trouble, but until you get answers, you're not happy for this to happen.





# Water Ways

**Dublin City Council:** The fact of the matter is that, due to urban sprawl and large development in the greater Dublin region, we are facing very serious water shortages in the years ahead. Demand is growing higher than the supply at an alarming rate and there is no time to wait. After much research, you have decided that piping water from Lough Derg to Dublin via Offaly is the most effective and productive thing to do. The piping project and the eco-park in Offaly will guarantee employment in that area for years to come.

**Environmental Group:** You think this is a crazy idea. You know that anywhere between 30% and 65% of the water in the Dublin area is lost because of leaky pipes. So instead of fixing them, they want to pump more water through so that that can be lost too? No way. What about changing sea water to drinking water? There's more water in the sea than the lakes.

## Discussion Suggestions:

Did you reach an agreement? What was the main barrier to doing this? Who owns the water that falls from the sky? Do you think it's fair that people should have to buy water when reservoir levels are low? What are the reasons for low water levels? Who benefits when we waste water?

## Water Facts

- 85% of the world population lives in the driest half of the planet.
- 6 to 8 million people die annually from the consequences of disasters and water-related diseases.
- Various estimates indicate that, based on business as usual, ~3.5 planets Earth would be needed to sustain a global population achieving the current lifestyle of the average European or North American. Global population growth projections of 2–3 billion people over the next 40 years, combined with changing diets, result in a predicted increase in food demand of 70% by 2050.
- Over half of the world population lives in urban areas, and the number of urban dwellers grows each day. Urban areas, although better served than rural areas, are struggling to keep up with population growth (WHO/UNICEF, 2010).
- With expected increases in population, by 2030, food demand is predicted to increase by 50% (70% by 2050), while energy demand from hydropower and other renewable energy resources will rise by 60%.

This activity is a from the NYCI's One World Week 2013 Resource.





# Exploring Water

## **Where is Your Water From?**

Find out where your water comes from. Does it travel hundreds of miles, or is it from nearby? Does your city rely on a lake or on groundwater? Also find out about how your water is treated before and after you have used it. Compare with another town or country – are your findings similar, or different?

## **Water Dance**

In a group, watch the way water flows. Talk about what you see; for example, it can be calm and beautiful, or really fast and exciting. Let yourself be inspired and choreograph a ‘water dance’ together, showing some of the different ways water moves. Perform it for your friends and family.

## **Water Charades**

In a group, create a set of cards, each labelled with a water-related word, such as “sanitation”, “saline”, and “muddy”. Mix all the cards up and split up into teams. Play a game of charades,

## **Water Colours**

Who says water is always blue? Take photographs of different kinds of water in different lights, capturing the different colours and textures water can have. Print your favourite pictures and hold a photography exhibition for your parents and friends.

## **The Future of Water**

Draw or build a model house or town of the future. How could you adapt your home, garden or community to use water more efficiently? Research and include existing technology or come up with your own invention!

## **Where’s the Water?**

Water is not distributed evenly on Earth. Draw a world map, or label an existing one, to show which countries in the world have the largest supply of the world’s available fresh water. Are there big variations within those countries? Where and in what form is their water found? What could be done to increase access to safe drinking water?

These activities are taken from the UN Challenge Badge: Water Challenge Badge.





## Life of a River

**Aim:** This activity is about exploring a river or stream in the local environment and investigating how it changes naturally and through interaction with people.

**Equipment:** Glass jars, paper and pens, camera (optional), canoeing or rafting equipment (optional)

**Preparation:** Identify a suitable stretch of a river or stream accessible in the local environment that can be followed for a length downstream and observe the changes. If conducting activities on the water, ensure suitable safety procedures and experience of participants.

**Ensure a section of river which can be safely and practically accessed is chosen. Also, follow all necessary guidelines for activities in or near water.**

Explore maps of the river system to learn more about the geography of the area, specially features or different habitats and where human settlements occur that need the river or could affect it. Start at an accessible part of the river or further up its catchment, such as a drainage area or smaller stream.

Follow the river downstream and record how it changes. What does the environment look like? How are people interacting with the river? Is the water clean? Take samples of the water in glass jars as you travel along the river and record where each sample was taken.

Include a section of the river where it passes through a built environment, such as a town or city. What happens to the water here and after it has passed by the built environment?

**Review:** Have the patrols present their observations as they followed the life of the river. This could include showing their photographs or sketches, water samples or stories in the order they were collected. Discuss the results and the activity. Use the following questions to help the discussion.

This activity is a modified version of one found in the World Scout Environmental Programme Resources produced by the World Scout Bureau.





# Review "SPICES"

## Social

- Relationships
- Communication Skills
- Other Cultures
- Community Involvement
- Promise & Law

## Physical

- Eat Well
- Personal Hygiene
- Balanced Lifestyle
- How Body works
- Physical Limitations
- Health Choices
- Access Help

## Intellectual

- Achieving Goals
- New Ideas
- Learn from Decisions
- Team Member

## Character

- Promise & Law
- Friends & Friendships
- Plan before do
- Ensuring Fairness
- Respect
- Differences & Views
- Following Dreams
- Live the Scouting Spirit

## Emotional

- Aware of feelings
- Asking/Giving Help
- Responsibility for Emotions
- Controlling Emotions
- Going Further
- Beliefs & Values
- Developing Talents

## Spiritual

- Promise & Law
- Impact on Environment
- Reflection
- Changing Beliefs





# Patrol Review

**Glass half full?**

---

---

---

---

---

---

---

**Glass half empty?**

---

---

---

---

---

---

---

What was the main thing you learned about water?

---

---

---

---

---

---

---

---

---

---

---

---

**Patrol Review**

---

---

---

---

---

---

---

---

***What will we do next?***







## Review Summary

These activities are good for exploring environmental issues which can be related back to Learning Objectives from the *Character* and *Spiritual* area of the SPICES.

These activities are forms of exploring the natural world and thinking about how we might see it differently now. Did the activity help think about the environment in a new way? Had we thought about how important water is in our lives? Also, it is relevant for looking at how we live the Scouting Spirit. Do we use water responsibly? Do we add to pollution? Can we do anything to help improve our local water ways?

Special Interest Badges or Service Projects begin with exploratory stages, by looking at an issue and thinking about something you can do to improve a situation. These activities could be the start of an Environmental or Community Service Project.

Keeping with the water theme, have the review as a glass half full or half empty exercise. List the positives under the glass half full and the improvements under the glass half empty.

### **Future activities/projects:**

Have you any ideas for an Environmental or Community Service Project based on these activities? Build a model or make a poster showing the water cycle.

If you found any water pollution problems in your local area, investigate these more thoroughly. Find out what is causing the pollution and take some action to resolve it.

Look into ways we can be more efficient with our use of water in our day-to-day lives.

