MAKE EVERY DROP COUNT
POST PRIMARY CLASSROOM ACTIVITIES

> **It is important to remember that although the same volume of water has existed on earth for 2 billion years; only 0.3% of this is accessible freshwater, which we need for drinking, cooking and sanitation. This water supply is steadily decreasing as we overuse it to meet the demands of our current lifestyle.**

As a stimulus, watch Trócaire's Our World, Our Water animation on trocaire.org/education and engage in one or more of the following activities:

REDUCE WATER CONSUMPTION AT HOME

Encourage students to brainstorm ways to conserve water. They must commit to five ways to reduce their water usage at home.

Ask students to journal their experience as they become aware of their water consumption and change their water habits. They could do this over a one-week period and submit their journal as a homework assignment. Include prompt questions in this activity:

- How did you feel having to think about every drop of water you used this week?
- Was it difficult to break your habits? Did you find it annoying or frustrating? Do you think differently about your water usage now? Are you happy you made these small changes?
- Why do you think more people in the world do not follow these simple steps to conserve water? Is there anything you could do to encourage others to change their water habits?

Do you know that the water you drink makes up only a small fraction of the freshwater you use? We don't simply drink water, we eat water; we wear water; we consume water. This is our water footprint. Much of this water is invisible to us. However, vast amounts are used to make the products we buy.
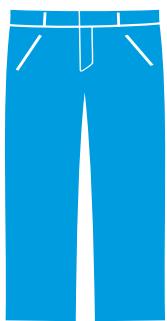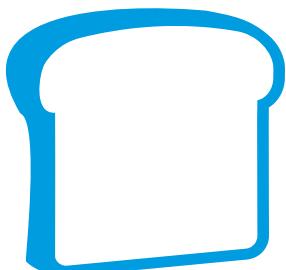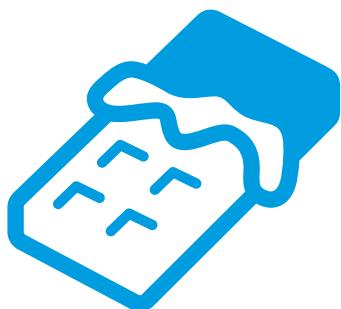
TRŌCAIRE
Working for a just world.

1. T-shirt

2. Hamburger

3. Pair of jeans

4. Cup of coffee

5. Slice of bread

6. Sheet of paper

7. Bar of chocolate

8. Glass of milk

9. Computer micro-chip
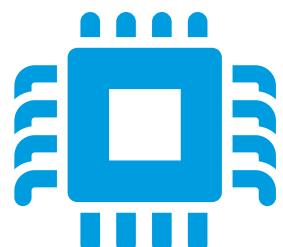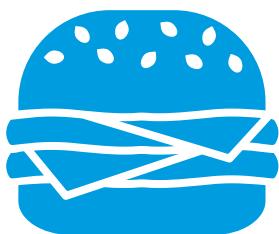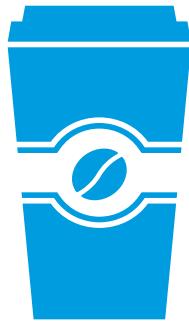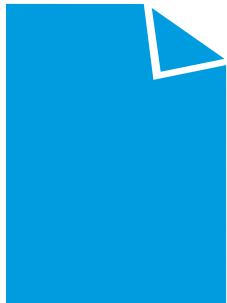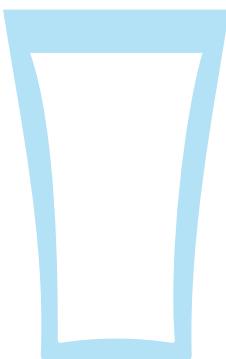
10. 1 litre bottle of water
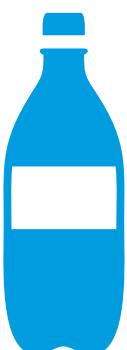
INVISIBLE WATER IN EVERYDAY CONSUMABLE PRODUCTS

Photocopy the 'Invisible Water' sheet. Split students into groups and provide each with a copy of the ten products.

Ask students to rank these products according to three categories:
- Large amount of water needed for production
- Medium amount of water needed for production
- Little water needed for production.
- Facilitate a whole class discussion on how students categorised their items. Provide the actual amount of water required to produce each of these products. Is this a surprise to students? Do they consume many of these products?
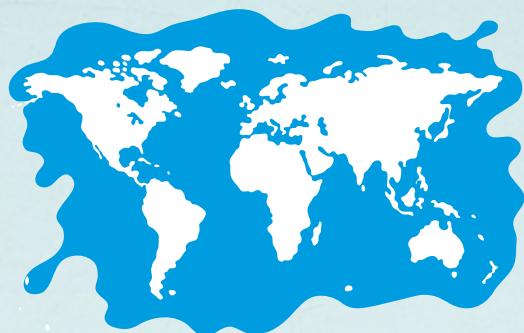
PRODUCT	AMOUNT OF WATER USED IN ITS PRODUCTION
T-shirt	2,700 litres
Hamburger	2,500 litres
Pair of jeans	9,842 litres
Cup of coffee	140 litres
Slice of bread	40 litres
Sheet of paper	10 litres
Bar of chocolate	2,500 litres
Glass of milk	208 litres
Computer micro-chip	30 litres
1 litre bottle of water	3 litres

EXTENSION ACTIVITY

Encourage students to research the topic of invisible water online. With the information they collect, students can either plan a meal or design an outfit for themselves with a low hidden water count. Here are some suggested sites to get them started:

environment.nationalgeographic.com/environment/

freshwater/embedded-water/
trocaire.org/uptous

Invite students to act and reduce their invisible water usage by choosing water-friendly goods. Students could also inform the school populace about the amount of invisible water consumed in everyday products by preparing a display for your notice-board, writing a piece for your school website or organising and delivering an assembly to other classes on this issue.