



# Go Green FIGHTING BOTTLED WATER!

## TEACHER'S NOTES 1

Most schools do not include environmental education in their curriculum; however, this type of education is a great motivator for students in an EFL/ESL setting. By establishing an environmental activist role for your students, these worksheets provide unique language learning opportunities. Your students will readily risk new language production because they can make a direct impact on their community.

The recommended age group for these activities is 9-12 and a beginner/intermediate English language level. You can modify the activities for other ages/language levels.

Because each activity may take up to several lessons to complete, you should use a project based approach. **You must create a set of lesson plans for each activity.** You may also need to provide supplementary resources and materials depending on the age and language level of your students.

### Activity 1 – Issue Comprehension

1. Bring in a brand name bottle of water to the classroom and ask, “Who drinks bottled water?”
2. Then you can start by having the students underline words that they have never seen in “Go Green News” parts 1, 2, and 3. The students should not read through the texts, they should just look for the words. You can limit the activity to about 1 minute so that the students scan for the information instead of trying to read every word. Elicit seven of the underlined words and write them on the board.
3. Read the following out loud to the students while they follow along with the text:

**Go Green News 1** – Sections 1 “Thirst for bottled water...” and Section 2 “Nestle bottled water recall”. **Go Green News 2** – Section 2 “Isn’t bottled water safer/cleaner...”

4. Divide the classroom into groups or pairs and have them complete the “Issue Comprehension” worksheet.

You can go from group to group and help. The help will depend on the language level and age of the students. You can stop the activity at any time to explain a word or concept to the whole classroom.

Take up the worksheet; after the discussion, ask the students if they still need clarification for any of the seven words on the board.



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## TEACHER'S NOTES 2

### Activity 2 – Debate

To explain the concept of a debate you can use a sample issue like, “What is your favorite type of ice cream? Vanilla or chocolate?” Divide the classroom in half and state that each side must defend one of the flavors (even if they don’t like the flavor).

The debate on the worksheet is a bit more complex. Create groups by mixing students who like to speak in English with those who do not. Each group will have one or two students who will speak for the group. The rest of the group will come up with arguments and counter arguments for the debate.

Each group should write down their top three arguments on the worksheet and also fill out the other two groups’ spaces with anticipated arguments. They should also prepare for counter arguments to their own arguments.

If they need help with arguments, you can “secretly” give each group one or two arguments.

- a) Tap water is tested more often than any other water source.
- b) Filtered water tastes much better.
- c) Refillable bottles provide safe water that tastes great.
- d) Tap water is always available.
- e) Filtered water is safe and available like tap water but better for your health because it takes the chlorine out of water.
- f) Refillable bottles are inexpensive.
- g) Tap water is the most inexpensive choice.
- h) Refillable bottles are convenient and inexpensive.
- i) Tap water provides flouride for healthy teeth.

The moderator for the debate can be the teacher, but it would be better if you could find a guest to moderate, perhaps the school’s director or principal.

The judges can be three students or three guests (students from another class, teachers, or parents).

Each group presents their three arguments. Then each group is given time to respond to the other groups’ arguments. Debates usually have time limits but you should only use time limits if you have a very language proficient group of students. The debating time for most students will be limited by their language production ability and the fact that the issue has few arguments and counter arguments.



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## TEACHER'S NOTES 3

### Activity 3 – Taste Test Report

This can be a very fun activity. You should plan out all the details before starting. This activity can be expanded into a project that spans a few lessons.

The activity is fully described in the worksheet “Taste Test Competition”. There are more ideas and instructions at [www.thinkoutsidethebottle.org](http://www.thinkoutsidethebottle.org)

### Activity 4 – Poster or Flyer urging others to take action

This activity is fairly straightforward. You can encourage more active participation for this activity by preselecting a display space for the poster in a prominent location in the school, at a community center, or even city hall. A prize can also be a good motivator.

The posters or flyers can be created by groups or pairs. Instructions are on the worksheet.

### Activity 5 – Newsletter

This activity is a chance for the students to put everything they learned from the other activities into one project. The whole class can be involved. You can name an editor who oversees the project and assign each story to a group. Another student can be in charge of photographs and others can do the layout on the computer.

The instructions are on the worksheet but you will have to make your own lesson plans to make sure that the activity works well for your specific students.

## FUTURE ACTIVITIES

Bottled water is not the most pressing issue at the moment, but it's a great starting point for students to become more aware of other environmental issues.

It is also an issue that the students can easily understand, easily present as an issue to the community, and easily see the results of their actions.

If you are successful, you can start to introduce other environmental education activities into your ESL/EFL curriculum – especially if environmental education is not covered in other parts of the students' education.



# Go Green BOTTLED WATER ISSUE!

## Issue Comprehension

1. Do you or your family use bottled water?  Yes  No

2. What is plastic made of? \_\_\_\_\_

3. \_\_\_\_ % of bottled water is the same as water from the tap in your house.

4. What's wrong with selling bottled water?

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5. What type of water is safer?  Bottled water  Water from the tap

Why? \_\_\_\_\_

6. People drink bottled water in Canada because

- A. tap water tastes bad.
- B. they think it's safer than tap water.
- C. convenience.
- D. All of the above.

7. Can bottled water be dangerous?  Yes  No

8. What is the best alternative to bottled water in your community?

- A. Tap water
- B. Filtered tap water
- C. Refillable water containers
- D. Other, explain \_\_\_\_\_

Why did you make this choice? \_\_\_\_\_



# Go Green BOTTLED WATER DEBATE!

**DEBATE:** Which is the best alternative to bottled water?

Moderator \_\_\_\_\_

Judge 1 \_\_\_\_\_ Judge 2 \_\_\_\_\_ Judge 3 \_\_\_\_\_

**Group 1** Refillable bottled water (glass or plastic refilled at local water outlet).

## Arguments



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Group 2** Filtered water from the tap (filter at the tap or in a pitcher).

## Arguments



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Group 3** Tap water (from home, at school, or in public places).

## Arguments



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



# Go Green BOTTLED WATER ISSUE!

## TASTE TEST COMPETITION

You need four different waters for this test. Three of them should be the most popular local bottled water brands. The fourth will be tap water. (One of the three bottled waters can be substituted with filtered tap water if you wish.)

The water should be served in cups labelled "Water A", "Water B", "Water C", and "Water D". All of the water should be the same temperature and the source of the water hidden from the tasters.

After tasting each water, the tasters should rate them on the chart. After the taster has completed the chart you can reveal the source BUT make sure that other tasters don't see the results. You can hand out little slips of paper with the water identities.

Your testers can be the other students in the school, teachers, or even shoppers at a local grocery store or shopping mall.

How does it taste?										
WATER	Rate each water from 1-10									
	< worst					best >				
A	1	2	3	4	5	6	7	8	9	10
B	1	2	3	4	5	6	7	8	9	10
C	1	2	3	4	5	6	7	8	9	10
D	1	2	3	4	5	6	7	8	9	10

After the taste test, you should consider the following questions:

- Which water was the most popular?
- Which water was the least popular choice?
- Were the results surprising?
- What is the cost associated with each water? Do you think the price is worth it?

WRITE A REPORT AND PUBLISH IT FOR THE TESTERS!

[Great ideas for this taste test can be found at [www.thinkoutsidethebottle.org](http://www.thinkoutsidethebottle.org)]



How does it taste?										
WATER	<u>Rate each water from 1-10</u>									
	< worst					best >				
<b>A</b>	1	2	3	4	5	6	7	8	9	10
<b>B</b>	1	2	3	4	5	6	7	8	9	10
<b>C</b>	1	2	3	4	5	6	7	8	9	10
<b>D</b>	1	2	3	4	5	6	7	8	9	10

A = \_\_\_\_\_

B = \_\_\_\_\_

C = \_\_\_\_\_

D = \_\_\_\_\_



How does it taste?										
WATER	<u>Rate each water from 1-10</u>									
	< worst					best >				
<b>A</b>	1	2	3	4	5	6	7	8	9	10
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<b>C</b>	1	2	3	4	5	6	7	8	9	10
<b>D</b>	1	2	3	4	5	6	7	8	9	10

A = \_\_\_\_\_

B = \_\_\_\_\_

C = \_\_\_\_\_

D = \_\_\_\_\_



How does it taste?										
WATER	<u>Rate each water from 1-10</u>									
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<b>D</b>	1	2	3	4	5	6	7	8	9	10

A = \_\_\_\_\_

B = \_\_\_\_\_

C = \_\_\_\_\_

D = \_\_\_\_\_





# Go Green Say NO to Bottled Water!

**Design a poster or flyer to encourage people in your school and community to stop using bottled water.**

Choose a good title.  
What is the key message? Be positive!  
Use a question, a statement, or a famous quote

**Title of the Poster of Flyer**

Draw a picture, use a photo, or make a collage to reinforce the message and to get the reader's attention.



Ask the reader to do something or to stop doing something.

**Call to action!**

Include contact information, dates for an event, or web site links.

Contact information or web site link.



# Go Green BOTTLED WATER ISSUE!

**Create a newsletter to encourage people in your school and community to stop using bottled water.**

Choose a title for your newsletter. It can include the school's name or mascot and words like "green news", "environmental voice", etc.

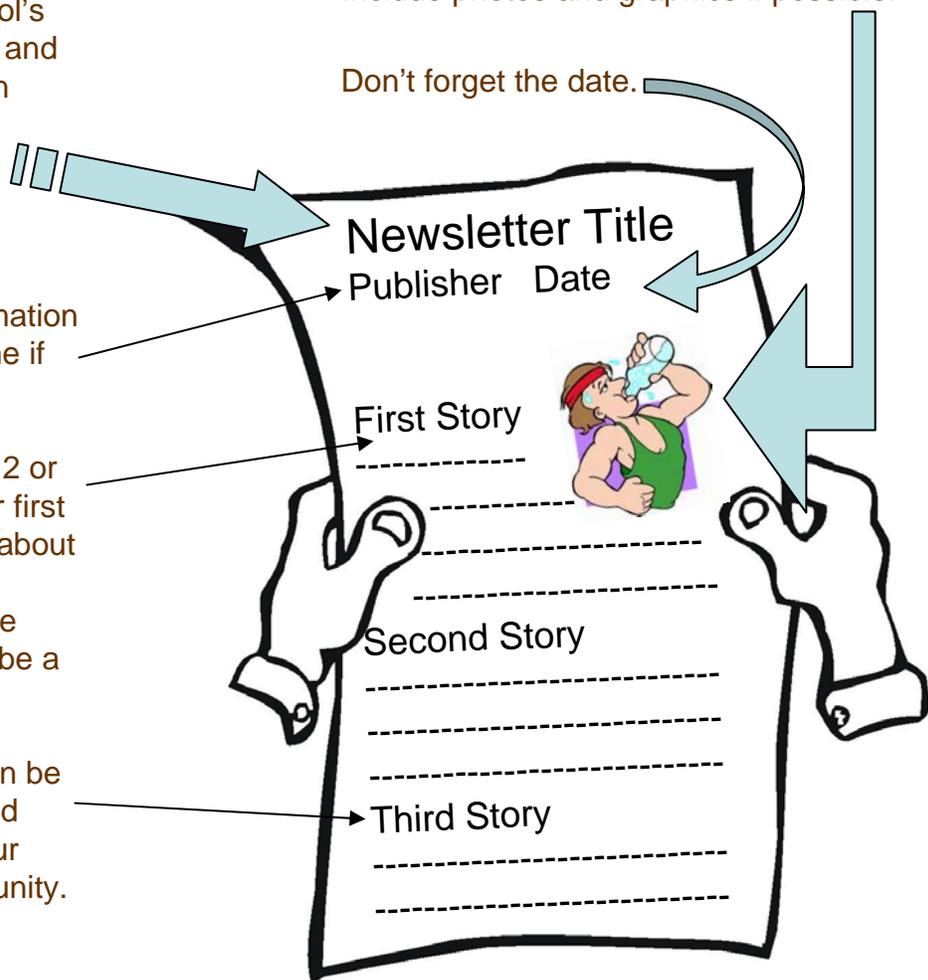
Include your classroom information and editor's name if applicable.

You can include 2 or 3 stories for your first edition. A story about the debate and another about the taste test would be a good start.

Another story can be about how bottled water affects your school or community.

Include photos and graphics if possible.

Don't forget the date.





# Go Green News 1

## **Thirst for bottled water destroying the planet**

*The processes used to manufacture and fill the plastic bottles, as well as transporting and refrigerating the products, leave a major carbon footprint... In America alone it takes 17 million barrels of oil to supply the nation with plastic water bottles each year. [Reuters]*

## **Nestle bottled water recall**

*Food conglomerate Nestle is recalling an exclusively Shoprite sold bottled water. The company sells the water in five northeastern states: Connecticut, New Jersey, New York, Pennsylvania and Delaware. The product is the one gallon container of Nestle Pure Life Drinking Water. Again that's Nestle Pure Life Drinking Water.*

*Nestle reports that up to 150 bottles of it may contain a diluted food cleaning solution. Shoprite has already removed their remaining stock and no illnesses yet reported. [WSTC/WNLK Norwalk, CT]*

## **Many dumping bottled water**

*After years of serving bottled water, restaurants around the country are now thinking outside the bottle and serving only tap water. From New York to California, prominent restaurants like Del Poso and Chez Panisse are removing bottled water from their menus.*

*Chefs and business owners are learning that as much as 40 percent of bottled water actually comes from the same source as tap water. What's more, tap water is much more highly regulated than bottled water. And in the same way restaurants are concerned about the source of the foods they serve, the decision to stop serving hauled water often derives from a concern about what is happening upstream, so to speak.*

*In addition to crowding landfills and contributing to global warming, the bottled water industry is threatening local control of public water. To put five dollar bottles of water on tables here, communities from India to Mexico, Texas to Michigan and Maine to California are losing control of what was once considered a basic human right — something you couldn't put a dollar value on. [Morris Sun Tribune Morris, MN]*



# Go Green News 2

From FAQ at [www.thinkoutsidethebottle.org](http://www.thinkoutsidethebottle.org)

## **How is bottled water and corporate control of water bad for the environment and my pocketbook?**

Up to 40% of bottled water comes from the same source as tap water, but is sold back to consumers at hundreds of times the cost. Producing bottles to meet Americans' demand for bottled water required more than 17 million barrels of oil last year – enough fuel for more than 1 million U.S. cars for a year - and generated more than 2.5 million tons of carbon dioxide.

## **Isn't bottled water safer/cleaner than tap water? Isn't it better regulated or treated?**

Bottled water corporations spend tens of millions of dollars each year to convince us their products are safer and more pure than tap water. But studies have shown bottled water is on average no safer than tap water and can sometimes be less safe. Both tap water and bottled water are evaluated using similar standards, but tap water is tested far more frequently and has more independent oversight by state and federal environmental authorities (EPA and DEP). Lacking adequate capacity to regulate bottled water, the government relies on bottled water corporations to police themselves, which in some cases has resulted in bottled water contaminations that have lasted for weeks before the public was warned.

## **What is the role of bottled water in climate change?**

To bottle, transport, dispose of, and even to recycle bottled water containers requires a massive amount of energy. Making bottles to meet Americans' demand for bottled water required more than 17 million barrels of oil last year – enough fuel for more than 1 million U.S. cars for a year - and generated more than 2.5 million tons of carbon dioxide. To visualize the entire energy costs of the lifecycle of a bottle of water, imagine filling up a quarter of each bottle with oil.

## **What is the global outlook on bottled water and corporate control of water resources?**

The United Nations warns that by 2025, two-thirds of the world's population – more than five billion people– will lack access to water. There are many causes, from pollution to overuse, and corporations have contributed to all of them. Now some corporations are seeking to profit from water itself by bottling it and turning it into a \$100 billion global market.



# Go Green News 3

## Why do people drink bottled water in Canada?

**Your Comments: Top ten reasons you drink bottled water**  
Thursday, June 26, 2008 | 11:56 AM ET [CBC News [www.cbc.ca](http://www.cbc.ca)]



*According to a report from Statistics Canada almost 30 per cent of all Canadian households chose bottled water as their main drinking source in 2006.*

*We asked you why you use bottled water. While several of you weighed in with reasons you stick to tap, others choose the bottled stuff for everything from taste to convenience to safety.*

*Here are your top ten reasons for drinking bottled water:*

"I drink bottled water because of the size of the bottle and the shape of the spout. I've tried several reusable plastic and metal water bottles, but they are so often designed with huge lids that get water all over the place when you try and drink from it (Nalgene bottles, for example)." — S, Vancouver

"My husband and I drink bottled water in our house for the convenience of it. Although I am aware of the environmental concerns, and I feel guilty about that part of it, we have found that we drink at least 6x as much water when we have bottled water on hand." — Brenda, B.C.

"My family and I drink bottled water, for the reason that tap water tastes awful and for the reason we feel more confident in bottled water than tap." — Pamela, Mississauga

"I drink Bottled water mainly for it's convenience and that it is disposable (or widely accepted as such)." — Thirsty, Ottawa

"Why do I use bottled water? Because I know the standards that the tap water is tested too. I care about my body, and I prefer to drink Reverse Osmosis water if I have left the house without any." — Kyle, Alberta

"We used bottled water for about 2 years because we are on a groundwater (non-artesian) well. The water is heavily contaminated with iron and sulphur (makes chlorine smell good)." — Stuart, Kanata

"If I am travelling overseas to a third world country where the quality of the water is questionable, I will not hesitate to buy water in a bottle, as long as it is sealed." — Carolyn Ibis

"I enjoy drinking the flavored bottled water and my family does so as well. We found that we drink more than the recommended daily intake due to it's convenience and taste. Bottles remain cold in the fridge and it's a nice treat in a summer day." — Nick, Halifax

"I do drink bottled water but only if it contains vitamins and antioxidants which to me is no different than any other bottled juice." — Manuel, Toronto

"I drink bottled water exclusively as the drinking water in the Kitchener region tastes absolutely vile." — John L., Kitchener