

## Human/Water Connections

Lesson Plan Focus	Human/Water Connections
Length	120 mins
Materials Required	<ul style="list-style-type: none"> <li>• Mason jars with lids (1 per writer)</li> <li>• Paint pens</li> <li>• Small plastic bins (1 per 2 writers)</li> <li>• Video interview with Jared McGovern from the National Mississippi River Museum &amp; Aquarium (see <a href="#">Writing Water website</a> for YouTube link)</li> <li>• Map of the changes of the Mississippi river: <a href="https://www.nps.gov/vick/learn/nature/river-course-changes.htm">https://www.nps.gov/vick/learn/nature/river-course-changes.htm</a></li> <li>• Stream table materials, such as sand, gravel, rocks, sticks, water</li> <li>• Notecards</li> <li>• Sticky notes</li> </ul>
Lesson Focus	Explore the connections between humans and water through hands-on and written activities. What is water supposed to do for us and what are we supposed to do in return?
Learning Goals - Writing	The writers will interact with multiple brainstorming and writing techniques that will allow them to become more comfortable with the writing process and reflecting on their own experiences. The writers will walk away with a deeper understanding of their day-to-day use of water, as well as the metaphorical uses for water.
Learning Goals – Water	Writers will experience two different ways water interacts with physical objects and will brainstorm conservation strategies.
Target Audience	All ages
Warm-Up (10 mins)	<b>Brainstorming:</b> “Nothing is softer or more flexible than water, yet nothing can resist it.” - Lao Tzu

	<p>Let's take a moment to reflect on what this quote means to us. Guided questions can include- What does it mean for water to be flexible? What positive experiences do you have with water? What about any negative experiences? How do you use water?</p>
<p>Writing Prompt #1 (15-20 mins)</p>	<p><b>Thinking About How Water Treats Us:</b> Water has always been used as a symbol for things like life, growth, flexibility, and forgiveness. However, it is often also used as a metaphor for sadness, chaos, and change. Water can be used to describe both positive and negative ideas. We expect water to help us through life, but also understand that it can wash things away in the blink of an eye. We are going to explore this seeming contradiction by creating messages in a bottle (tools = mason jars, small sheets of paper, and window markers). Inside the jar, you can place anything that you would like the water to carry for you. However, on the outside, you can use the washable markers to write or draw something you want the water to take away.</p>
<p>Writing Prompt #2 (10 mins)</p>	<p><b>Thinking About How We Treat Water:</b> Now that we have reflected on our expectations of water, let's flip it: How do our expectations shape the water? Let's examine how this map shows changes to the Mississippi River over time. Take a moment and reflect on how water changes. How do you think you impact waterways and water sources? What other things may cause water to change (besides people)?</p>
<p>Writing Prompt #3 (15 mins)</p>	<p><b>Trying it Out:</b> Making small stream tables! The stream table aims to show us how actions can affect the flow of water on a small scale. It is putting into action those things we just talked about. While you build, I want you to think about the impact you are having with every small action. Test and see how big things may affect the table compared to just the smallest action. What happens when you change the environment? (Focusing on how the water continues to adapt, but that it isn't necessarily good for it).</p>
<p>Writing Prompt #4</p>	<p>Let's reflect on this experience using a collaborative piece of</p>

(15 mins, if a 90 min session)	writing. On a notecard, I want you to write one sentence about your experience with the stream table- whether it be a personal reflection, an emotion it caused, or an opinion. Then, we are going to take our notecards and mix them up in the middle of the table. Pick one up and respond. Did you share a similar experience? Can you give an example of what the first person wrote? We will do this a total of three times and then read the notecards as a way to share our thoughts.
Wrap-Up	Lastly use the sticky note in front of you to record one way that, in the next week, you are going to change your water habits. This could be something physical like turning off the water while you brush your teeth, or something as small as just saying ‘thank you’ for water while you are standing in the shower. When you’re done, you can stick it on the wall and we will share when everyone is done!

*This lesson plan is free to download and use. The Writing Water Curriculum Project (WWCP) was developed in 2021-2022 with support from The Colorado Water Center at Colorado State University and in collaboration with interns at the Community Literacy Center. Special thanks to Emily Iskin, our graduate research assistant and expert in fluvial geomorphology, who provided essential consultation in water science and created original water-inspired art for the WWCP webpage.*