



*How do you conserve water?*

## Activity: A Day in the Life of a Rain Drop

**Learning Objective:** Help youth understand that water is a precious resource and must be conserved. **Service Objective:** Invite youth to develop and implement a concrete plan for conserving water in the home.

### Activity Instructions

1. Opening prompts: Ask youth to think about all the places they use and see water.
2. Either individually, in pairs, or small groups (of 3 to 4), have youth think about what it would be like to live a day in the life of a rain drop.
3. Invite youth to use their imagination and create a story about their rain drop. Storytelling comes in many forms and youth can select which they want to use! Some include: short story, poem, song, drawing, story board, poster, speech, film, or dance.  
Imagine you are a raindrop, ask yourself:
  - Where are you going? What will you encounter on the way?
  - What do you see, hear, and feel? Where do you want to go?
  - What do you want to be when you grow up?
4. Ask youth to share their story with the class.
5. As a class, have youth process and generalize what they've learned. For example, in small groups, have youth discuss how they conserve water at home and in their life. Have groups report findings to the entire class.

### Taking it Further

- **For young youth:** Invite children to share their story with their families.
- **For older youth:** Ask each group to discuss how water relates to California. For example, the science of water (chemical, physical, biological), water on the earth (watersheds, water cycle, bodies of water), human history of water (water use around the world, transportation, culture, philosophy), the human impacts on water quality and quantity (conservation).
- Link this activity to the food and pollinator activities. Invite small groups to discuss connections between water, pollinators, and food. Have groups present to the class.

**Time: 20-30 minutes**

### Materials

- Paper
- Writing utensils
- Any other materials to aid in the creative process; for example:
  - Construction paper
  - Markers
  - Poster board or flip chart paper
  - Music
- A picture of the water cycle may be helpful, available from [water.usgs.gov/edu/watercycle.html](http://water.usgs.gov/edu/watercycle.html)

### Preparation

None

### Connections to the Next Generation

**Science Standards:** LS2.A: Interdependent relationships in ecosystems. ESS2.C: The roles of water in Earth's surface processes. ESS3.C: Human impacts on Earth systems.

### On May 8: Be a Scientist!

Ask youth to identify all of the ways they conserve water. Record answers from youth and submit using the on-line map at [beascientist.ucanr.edu](http://beascientist.ucanr.edu). Share with youth what others are reporting from across the entire state!



“Day in the Life” idea adapted from *Serving Up MyPlate*, USDA 2012.

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