

## Sample Water Activities

(Adapted from the *Take Back the Tap* Curriculum by Food and Water Watch and ACPHD Nutrition and UCSF Nursing and Dental Partnership Curriculum)

### Water Taste Test:

Main objective(s):

1. To dispel myths about superiority of bottled water to tap water

Materials:

1. Enough bottled water for each student's tasting cup
2. Tasting cups, one per person
3. 2 pitchers, one labeled "A" and one labeled "B" filled with bottled water (B) and tap water (A)

Content:

1. Discuss with the group:
  - a. What is the difference between bottled water and tap water? (Bottled water comes in bottles and tap water comes from the sink or water fountains.)
  - b. If you drink bottled water, what brands of bottled water do you usually drink and why?
  - c. Why do you drink bottled water/tap water?
2. Conduct the taste test:
  - a. Pass out one cup per person.
  - b. First, pour water A in all of the cups and ask for volunteers to describe how it smells and tastes.
  - c. Next, pour water B in all of the cups and ask for volunteers to describe how it smells and tastes.
3. Reveal which is tap water:
  - a. Ask students to raise their hand to vote for their favorite water, either A or B, tally on the board
  - b. Ask students to guess which water is bottled water and which is tap. Tally on the board.
  - c. Reveal the secret identity of Water A and Water B.
4. Debrief:
  - a. Has this activity changed the way anyone will decide where to get their water in the future?

## Costs of Bottled Water:

Main objective(s):

1. To understand the costs (financial, physical, and environmental) of using plastic bottles.
2. To identify alternatives to plastic bottles.

Materials:

1. "The True Cost of Water" handout (for shorter activity)
2. True Cost of Water Calculation Sheet (for longer activity)

Content:

*Financial cost of bottled water:*

Shorter activity:

1. Ask if anyone knows how much they spend on bottled water per year. Ask if anyone knows how much they spend on tap water per (just for the water that you drink, not the water used for cooking, showering, etc.).
2. Turn their attention to "The True Cost of Water" handout and explain how to read it. All costs listed on the worksheet represent average annual costs. For example, if we spend \$0.50/year on tap water, that same amount of bottled water purchased in bulk would cost \$1898/year.

Longer activity:

1. Use "True Cost of Water Calculation Sheet" with the class to figure out the costs associated with bottled water. Tell students to refer to the "helpful conversions" on the worksheet (cost of tap water, etc.) to help with their calculations. For ease, make sure everyone uses 1 for "Number of bottles of water that you drink per day" in the "Bottled Water Calculations" section and 0.5-L for "Amount of water that you drink per day in liters" in the "Tap Water Calculations" section.
2. Discuss the annual differences between costs of bottled and tap water.
3. Time permitting, have students answer the questions on the opposite side of the Cost of Water worksheet starting with "How does the price of tap water compare to the cost of bottled water?"
4. Ask students "What do you think about the cost difference of bottled and tap water? Does this information make you think twice about anything in your own life/behaviors?"

# The True Cost of Water

## COST PER YEAR

## COST PER .5L





## True Cost of Water Calculation Sheet

### *Bottled Water Calculations*

Number of bottles of water that you drink per day \_\_\_\_\_

Cost of each bottle of water \_\_\_\_\_

Number of days in a year \_\_\_\_\_

**Your total cost of bottled water per year** \_\_\_\_\_

### *Tap Water Calculations*

Amount of water that you drink per day in liters \_\_\_\_\_

Amount of water that you drink per day in gallons \_\_\_\_\_

Price per gallon of your local tap water \_\_\_\_\_

Price per day of your water intake in gallons \_\_\_\_\_

Number of days in a year \_\_\_\_\_

**Your total cost of tap water per year** \_\_\_\_\_

*What is the cost difference?*

**The difference between the yearly cost of bottled water and tap water.** \_\_\_\_\_

### Helpful conversions:

- Typical bottled water volume = 0.5 Liter
- Typical bottled water (0.5 Liter) cost = \$1.50
- 1 Liter = 0.264 gallons
- Price per gallon for EBMUD tap water = \$0.003/gallon

## Fluoride:

Main objective(s):

1. To understand that fluoride is an additive, not a contaminant in tap water.
2. To understand the importance of fluoride and how fluoride contributes to the maintenance of teeth and oral health.
3. To understand the effect of sugary beverages and foods on oral health.

Materials:

1. Anatomy of a tooth image

Content:

1. Discuss the following:
  - a. EBMUD adds fluoride to our tap water. Why do you think that they do that?

Water fluoridation prevents tooth decay mainly by providing teeth with frequent contact with low levels of fluoride throughout each day and throughout life. Community water fluoridation is not only safe and effective, but it is also cost saving and the least expensive way to deliver the benefits of fluoride to all residents of a community.

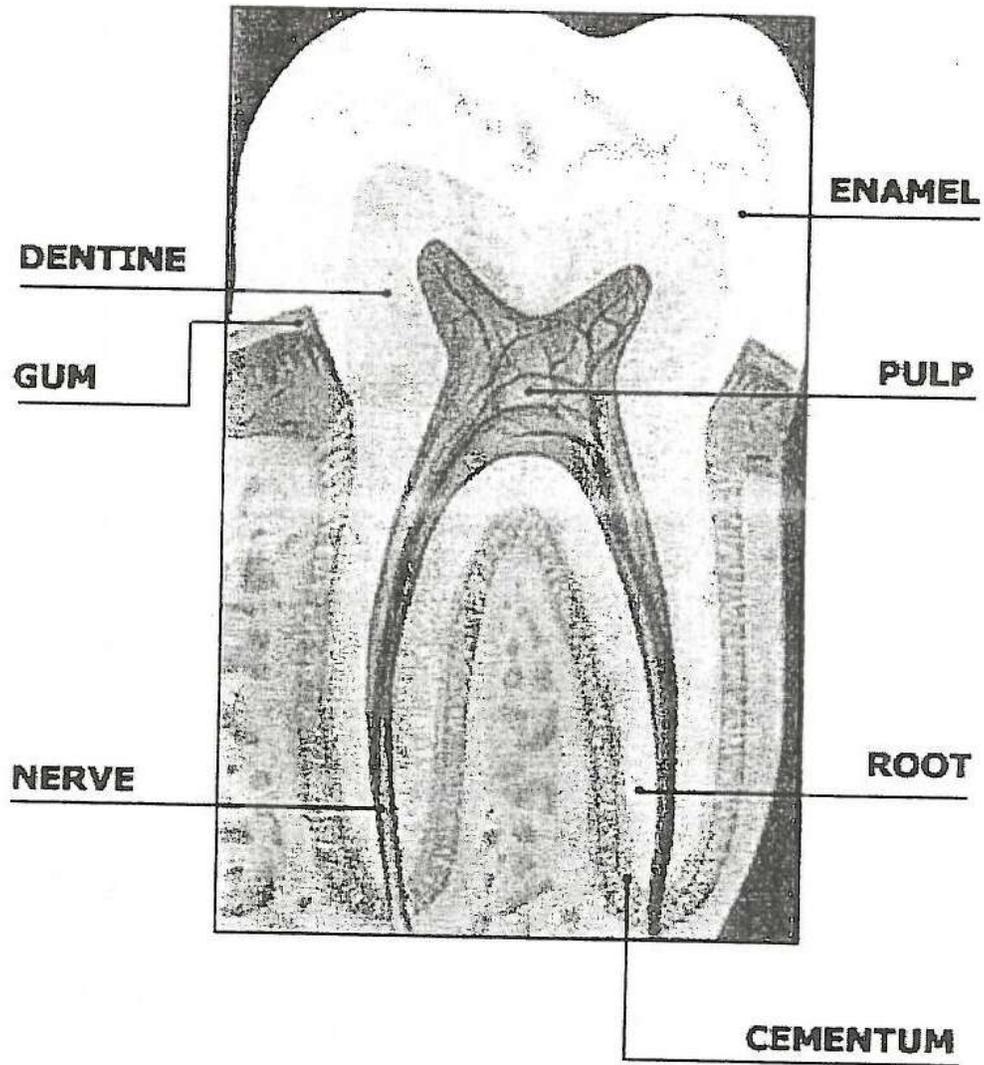
- b. What do you think fluoride does that is good for your teeth?

Fluoride works to strengthen the surface of the tooth, called the enamel. If damage to the enamel is not stopped or treated at the dentist, bacteria can penetrate through the enamel causing tooth decay (also called cavities). Cavities weaken teeth and can lead to pain, tooth loss, or even widespread infection in the most severe cases.

- c. Why is consuming sugary beverages considered bad for your teeth?

When bacteria in the mouth combine with sugars, acid is produced that can get through the tooth enamel and damage the inside of the tooth. Sugars, especially sucrose (table sugar), feed the millions of bacteria already in your mouth. Bacteria feast on your plaque buildup and produce lactic acid, which erodes your tooth enamel.

# ANATOMY OF A TOOTH



## Recipe for Change:

### Main objective(s):

1. To encourage peer promotion of drinking tap water.

### Materials:

1. Recipe for Change worksheet (1 double-sided copy for each student)
2. Butcher paper
3. Markers

### Content:

1. Pass out the Recipe for Change worksheet. Explain that the main goal of these worksheets is for them to use the worksheet to teach someone(s) to drink more tap water. Their worksheet calls for them to come up with a recipe for change. The ingredients in the recipe include a catchy slogan/message that promotes the benefits of drinking tap water (for our health, for our wallets, for our earth, etc.), an appropriate visual that illustrates that slogan/message, and 3 reasons we should choose to drink tap water.
2. Ask for volunteers to give reasons why drinking tap water is beneficial (for the body, environment, etc.) Write their ideas on a piece of butcher paper at the front of the class. Leave the butcher paper up for the students to use as inspiration for their Recipe for Change worksheets.
3. Ask students to share their worksheets with the group when they are finished.
4. Encourage students to use the worksheets (or at least the concepts/ideas from the worksheet) to teach someone(s) to drink more tap water.

## Recipe for Change Worksheet

Explanation of recipe ingredients (Use the other side of this sheet to write out the following items):

1. Catchy slogan/message - Come up with a catchy slogan/message that promotes the benefits of drinking tap water.
2. Visual - Draw a visual that represents your slogan/message.
3. 3 reasons we should drink tap water - Based on what you learned about tap water over this past week, list 3 reasons it is a good idea to drink tap water.

DRAFT



Visual:

