

# IS IT HEALTHY OR SICK?

---

## OBJECTIVES

1. At the end of this lesson, the students will be able to do the following:
2. Describe, orally or in writing the difference between a “healthy” watershed and a “sick” watershed.

**SUBJECTS:** English

## PROCEDURE

1. Show students the front cover of the Educator’s Workbook.
2. Ask the students to point out all of the “bad” elements in the watershed and write them down on a sheet of paper.

They include:

- A. An abandoned car
- B. Oil can dumping oil into water
- C. Bleach bottle
- D. Paint can leaking paint
- E. Various containers in water
- F. Abandoned tire around Willie’s neck
- G. Man dumping oil into river
- H. Overturned trash can
- I. Pollution on both Willie and Callie
- J. River dried up in a few locations

**(English TEKS K.1A,B,D,E, K.3C, K.16B, 1.1A,B,D,E, 1.3C, 1.12F, 1.18C,F, 2.1A,B, 2.3C, 2.12H, 2.14A,D)**

3. Ask students if this watershed is “healthy or sick”.
4. Discuss with the students what should be done to solve these problems.
5. Show them the back cover of the Educator’s Workbook and ask them if this watershed is “healthy or sick”.
6. Point out to the students that the picture on the back cover can be every-one’s watershed if we protect it.

## RESOURCE

Watershed Protection and Management: Stormwater Division, San Antonio Water System, March 1999.

## **MATERIALS:**

- \* “The Adventures of Watershed Willie and Cactus Callie” Educators Workbook
- \* Blank paper
- \* Pencil or pen