



### **Wet-Work Shuffle**

*(A Project WET activity)*

Objectives: Students will:

- sequence water-related occupations involved in transporting water to and from the home.
- describe various water resource careers.

Materials

- A set of water career cards for each group of students. (Cards may be pasted to index cards for durability).
- Marking pens and drawing material
- Butcher paper

Making Connections

Most students know that clean, safe water enters their homes with the turn of a faucet, and that a flush of the toilet expels household wastes. But they may not realize the number of people who make these services possible. Introducing students to the professions providing clean water supplies helps them appreciate their water source and makes them aware of a variety of careers related to water.

Procedure

Present students with the following situation. One morning they wake up, they turn on the faucet to get a drink of water, and nothing comes out. To whom would they or their parents go to find out what happened to the water supply? What if the whole community had the same problem? Ask students to list the different professions of the people involved in getting water to and from homes.

Inform them that a fictional town called “Heretothere” has identified a list of people it needs to hire to get water to and from its houses. The cards containing these job titles were arranged in correct order, but someone has dropped them! Now they need to be put back in order. Tell students their challenge will be to put the cards in proper sequence.

Activity

1. Divide the class into small groups and give each group a set of shuffled Water Career Cards. Ask each group to arrange the cards in what they think is the best order. Students should read the career descriptions to help them determine the correct order. If they need more help, provide them with the category headings that describe the various stages of water transport.
2. Ask each group to explain the water career pathways and relationships they have devised. Have groups compare their arrangements, discussing whether or not the town of Heretothere will get its water.



3. Present students with the order given on the original Water Career Cards sheet. Ask students to evaluate their own sequencing and make adjustments. The placement of the profession in the correct category heading is more important than the order of careers within the category. Make sure students understand that these tasks are not necessarily sequential. Activities of some workers occur simultaneously or may overlap.
4. Remind students of the variety of careers related to water other than water supply. These include fisheries specialist, meteorologist, marine biologist, navigator, educator, etc. Some students may be interested in adding cards to the Water Career Cards deck to see how all these professions are related.

#### Wrap up

Ask students to draw a diagram or create a wall-sized mural of water on its pathways. Include drawings of people of different professions working in appropriate settings and with appropriate equipment.

Instruct students to select one or more water-related careers they would like to know more about. They should contact a water professional and ask to interview him or her about a typical day at work. Some questions to ask are: 1. How did you get interested in this work? 2. What kind of education or training did you need? 3. What skills do you need? 4. What do you like the most/least about your job? 5. Is the pay scale satisfactory? and 6. Describe a typical day on the job. Based on the interview, have students pretend they are going to apply for the job and write a resume that fits the job criteria.