

Lesson Plan Title: **Water Cycle**

Concept / Topic to Teach: To teach children about where our water comes from

Target audience: Primary school students 1st upwards

General Goal(s): Water Awareness

Specific Objectives:

- To get children to think about where our water comes from
- To teach children about the different types of water in nature
- To teach children about different bodies of water
- To give children a better appreciation and understanding about how the water gets to their taps

Seven Step Link: All

Required Materials:

Water Cycle Poster with separate laminated words- 'Evaporation', 'Condensation', 'Precipitation' and 'Collection'.

Preparation Level: Low (once you have made the poster!)

Students' pre-requisite knowledge and skills: Discuss with the class about the different types of water in nature.

Anticipatory Set (Lead-In): This activity would be part of a general workshop on water and where it comes from and how it gets to our taps. Begin the workshop by asking the children why we need water. Talk about how we need water to survive, about how much of our bodies, brains etc... are made up of water. Ask the class to name the different ways they use water.

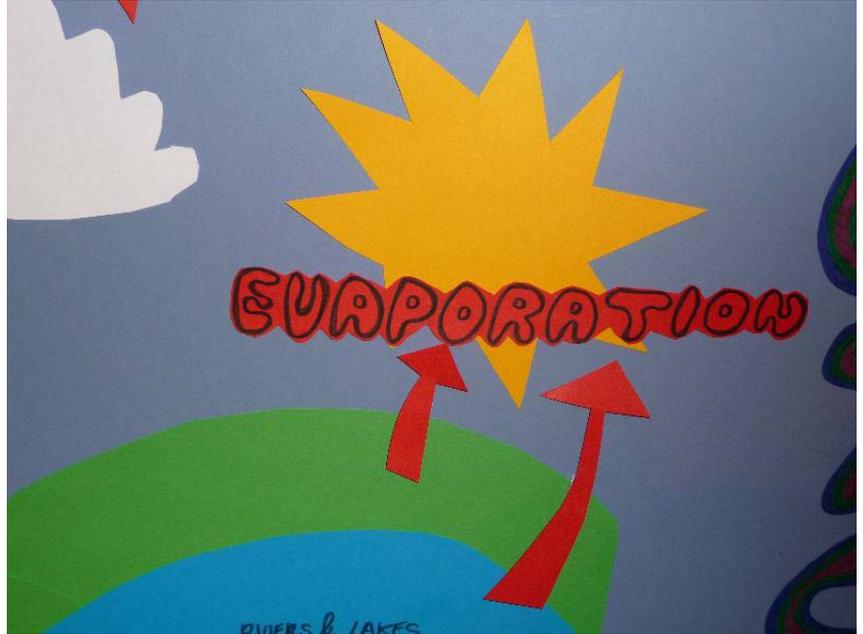
Ask them to name the different places in nature where they would find water. Ask them to name the different types of water in nature i.e. fresh, salt and frozen. Use a globe or a map of the world and ask them which type of water do they think covers most of the world.

Step-By-Step Procedures:

- Ask them have they ever heard of the water cycle. Hold up the poster or balance it on the lip of the blackboard so that everyone can see it. Ask them where they think their water comes from or where do they think the water cycle starts.
- Lay the four words on a table nearby.
- Ask them to put up their hands if they know and ask one child at a time to describe each step of the water cycle. If no-one knows talk them through it and describe it using the poster as a visual aid.



- As a student describes a step ask them what that step is called e.g. 'evaporation' or ask them to come up and pick the matching word from the table and to stick it onto the relevant part of the poster. (This step can be cut out with older students; you can just stick the word onto the poster yourself).
- Continue this process until the water cycle has been described and discussed.



Closure: recap and run through the water cycle again in your own words while pointing at the poster.

Adaptations for students with learning difficulties:

You could cut out the words such as 'evaporation' etc...

Extensions

- Talk about how we collect water so that we can use it. Talk about dams, reservoirs and water towers and show them laminated pictures of these from their local area.
- Talk briefly about water treatments plants and how water travels through underground pipes to get to our taps.

- Ask how many litres of water they think we use in a day- hold up a litre carton to illustrate the size.
- Reveal that each person uses about 150 litres a day. Hand one of the children the litre bottle to hold to see how heavy it is and ask 'Imagine if you had to go to shop and buy 150 litres of water a day and pay for it and transport it home and then when you get it home you would have to find somewhere to store it. And imagine if your Mammy or Daddy or brother or sister had to get their 150 litres' etc...
- Talk about how lucky we are to have as much water as we need, clean and safe and on-tap.
- Ask them about people in poorer countries with hotter climates like Africa;
 - Where do they think those people get their water?
 - Do they think those people use approx. 150 litres a day? Ask them has the water they collect from wells been to the water treatment plant? Tell them how nearly all diseases and illnesses in those places are caused by dirty water and poor hygiene.
- Ask them about people in countries like America or Australia where it's hot and people like to have swimming pools and water their gardens with hoses and sprinklers - ask them how many litres they think they might use on average.
- Round up by talking about how lucky we are to have safe, treated water at our disposal. Talk about why then do people say we need to conserve water? Ask the children to suggest their ideas and make a list on the blackboard to the ways we can save water at school and in our homes.

Round-up activity:

Give each student a colouring sheet of the water cycle to colour in with the four words listed and have them write them the words into the correct place on the picture.

Links to other subjects

English:

Receptiveness to Language

Reading

Developing competence and confidence in using oral language.

Developing cognitive abilities through language.

Emotional and imaginative development through language.

Geography:

Geographical investigation skills- questioning, observing, predicting, estimating and measuring, analyzing and communicating.

Human environments.

Natural environments.

Environmental awareness and care.

Science:

Working scientifically- questioning, observing, predicting, estimating and measuring, analyzing (sorting and classifying) and communicating.

Designing and making- exploring, planning, making and evaluating.

Living things.

Materials- properties and characteristics of materials.

Environmental Awareness and care.

Visual Arts:

Concepts- an awareness of shape, form, texture etc...

Construction- making constructions.

Social, Personal and Health Education:

Myself- Developing self-confidence, making decisions, safety and protection.

Myself and the wider world- environmental care



Evaporation

Transpiration

Precipitation

Condensation