

Water and us

Stage 1 lesson plans


Exploring our connection with water



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Sydney
WATER



Stage 1 – Water and us		
Aim This module aims to develop students' understanding of the central role water plays in their lives and the lives of others. The suggested learning sequence will: <ul style="list-style-type: none"> • identify how water is essential for life • discover how we connect with water • explore ways we feel about and enjoy water. Students are asked to recognise the ways we connect with and feel about water by considering the value of water in their lives.		Time ~120 minutes
Key inquiry questions <ul style="list-style-type: none"> • Why is water essential for life? • How do we connect with water? • How do I experience water? 	Background information Water underpins our everyday lives. It's essential for life. We need water to help keep us physically healthy, but it plays a much bigger role in our wellbeing. We need water to thrive not just survive.	
Syllabus outcomes English EN1-10C - Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts. EN1-11D - Responds to and composes a range of texts about familiar aspects of the world and their own experiences.	Water has an obvious role in health, hydration and hygiene. Consider the role water plays in recreation, culture, spirituality and creating liveable cities. How we feel about water connects us with our environment and each other.	
Geography GE1-1 - Describes features of places and the connections people have with places	We use water to: <ul style="list-style-type: none"> • learn, make things, and do our jobs (education, employment opportunity and economic success) • make sure we're safe and healthy physically, emotionally, and socially (accessible water encourages social stability and equity) • enjoy and connect to our culture (recreation, cultural, spiritual and aesthetic values). 	
Creative Arts VAS 1.1 - Makes artworks in a particular way about experiences of real and imaginary things. VAS1.2 - Uses the forms to make artworks according to varying requirements.	Syllabus skills English <ul style="list-style-type: none"> • Develop knowledge, understanding and skills to communicate through speaking, listening, reading, writing, viewing and representing. • Express themselves and their relationships with others and their world. Geography <ul style="list-style-type: none"> • Develop skills to acquire, process and communicate geographical information. Visual Arts <ul style="list-style-type: none"> • Apply skills and understanding in making artworks informed by their investigations of the world as a subject matter and use of expressive forms. 	

Teaching and learning	Resources
<p>Introduction: Wondering about water (20 min)</p> <p>Preparation: Download lessons, worksheets and PowerPoint. Create a large wonder wall to visually map students' thinking, questioning and learning throughout the lessons. Create a word wall to build vocabulary throughout the lessons.</p> <p>Activity: Thinking about water (20 min)</p> <p>Using a wonder wall and Water and us PowerPoint get students thinking, questioning and sharing to understand their level of knowledge and interests. Ask students:</p> <ul style="list-style-type: none"> • What do these pictures make you think? • What do you notice? • How do they make you feel? • What do you know about water? <p>Either the teacher or students record statements and questions on cards and place on the wonder wall.</p> <p>Throughout the lessons, encourage students to reflect, ask questions and look for questions that have been answered.</p> <p>Use a word wall to capture any new vocabulary.</p>	<p>Sydney Water resources</p> <p>Primary school resources</p> <p><i>Wondering about water</i></p> <p><i>Module 1 Water and us</i></p> <ul style="list-style-type: none"> • Water and us lesson plans • Water and us PowerPoint • Water and us worksheets <p>Materials</p> <ul style="list-style-type: none"> • Scissors • Poster paper • Blank cards • Sticky tack or tape • Markers • Blank cards
<p>Lesson 1: Our connection with water (30 min)</p> <p>Inquiry question: Why is water essential for life? How do we connect with water?</p> <p>Explore the connections and relationship between water, people and the environment.</p> <p>Activity: Water is essential to survive and thrive (30 min)</p> <p>Using the PowerPoint as a prompt, explore why we all need water.</p> <p>Using the Survive and thrive worksheet, ask student to work in pairs. Cut out the ways we connect with water and place on the worksheet. Ask students to share ideas on how we use water to survive and explore:</p> <ul style="list-style-type: none"> • What is important to you? Drinking for surviving or celebrating and playing? • Is it all important? • Is water important to how we feel? <p>Choose a few pairs to share and compare. Does everyone feel the same way?</p>	<p>Sydney Water resources</p> <ul style="list-style-type: none"> • Water and us PowerPoint • Survive and thrive worksheet • Liveable cities <p>Vocabulary</p> <p>Essential, survive, thrive, value, hydration, health, hygiene, physical, emotional, society/social, wellness, recreational, spiritual, culture/cultural, aesthetic, liveable relationship and connection.</p>
<p>Lesson 2: How water makes us feel (40 minutes)</p> <p>Inquiry question: How do we connect with water? How do I experience water?</p> <p>Explore how we have our own special connection to water. Explore how water can make you feel emotionally.</p> <p>Activity 1: My connection with water (20 min)</p> <ol style="list-style-type: none"> 1. Using the PowerPoint as a prompt, explore when and why we connect with water. 2. Then ask students to close their eyes and remember or imagine a time or place with water. Then, ask students to think about: 	<p>Sydney Water resources</p> <ul style="list-style-type: none"> • Water and us PowerPoint • Recount worksheet • The water story mp4 • The water story script <p>Other resources</p> <ul style="list-style-type: none"> • Ghost net art - The Australian Museum

Teaching and learning	Resources										
<ul style="list-style-type: none"> • What do you like about the water? Why? • How can you describe the water? Did it make you cold, wet, relaxed, excited? • What other words can you use to describe the water? • How does it make you feel? <p>3. Use the PowerPoint to help students identify words they can use to describe emotions.</p> <p>4. Add the descriptive words to the word wall.</p> <p>5. Ask the students to create an artwork that reflects their special place and connection to water. The artwork should be inspired by students' sense of wonder or appreciation for water. Students could use a variety of natural and recycled man-made materials (see other resource as example).</p> <p>Optional</p> <p>Ask students to write or draw their answers in the Recount worksheet 5Ws and 1H.</p> <ul style="list-style-type: none"> • When was it? Where were you? Who were you with? What were you doing? Why were you your there? How did it make you feel? <p>Activity 2: Listening water story (20 min)</p> <p>The water story is a descriptive listening activity to explore how water makes us feel. Using The water story mp4 recording or The water story script, ask students to consider how descriptive language is used.</p> <ul style="list-style-type: none"> • What thoughts, emotions or feelings arise from the story? • Did the storyteller involve your senses? • What does the storyteller want you to feel? • What words are used to create images in your mind? <p>Allow students time to share with each other and compare thoughts.</p> <p>Optional</p> <p>Ask students to write or draw their answers in the Recount worksheet answering the 5W and 1H.</p>	<p>Vocabulary</p> <p>Empathy, emotions, feelings, physical, story, experience, language, storyteller</p> <p>Words to describe water</p> <table border="1" data-bbox="1563 331 2128 805"> <thead> <tr> <th>Type</th> <th>Words</th> </tr> </thead> <tbody> <tr> <td>Noun (things)</td> <td>water, rain, snow, puddles, lake, river, ocean, pool, ice, wave, rain, bubbles, drop...</td> </tr> <tr> <td>Adjective (describe things)</td> <td>clear, warm, blue, clean, wet, calm, fun, rough, still, slimy, smooth, little, some, none...</td> </tr> <tr> <td>Verbs (doing)</td> <td>swimming, dripping, rippling, bubbling, flowing, drinking, pouring, splashing, kayaking....</td> </tr> <tr> <td>Adverbs (describe doing)</td> <td>gently, quietly, quickly, often, always...</td> </tr> </tbody> </table>	Type	Words	Noun (things)	water, rain, snow, puddles, lake, river, ocean, pool, ice, wave, rain, bubbles, drop...	Adjective (describe things)	clear, warm, blue, clean, wet, calm, fun, rough, still, slimy, smooth, little, some, none...	Verbs (doing)	swimming, dripping, rippling, bubbling, flowing, drinking, pouring, splashing, kayaking....	Adverbs (describe doing)	gently, quietly, quickly, often, always...
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<p>Lesson 3: Water is my friend (30 min)</p> <p>Inquiry question: How do I experience water?</p> <p>We all have our own special connection to water. We can express our relationship using art, imagination and empathy.</p> <p>Activity: 'Water is my friend' (15 min)</p> <ol style="list-style-type: none"> 1. Using the Water is my friend worksheet. Ask students: <ul style="list-style-type: none"> • What would your water friend look like? • Where would you like to hang out with your water friend? • What do you think your water friend would enjoy? • How do you care and connect with your friend? 2. Ask students to share who their water friend is and what they like about them. 3. The character can be attached to the summative task activity below. 	<p>Sydney Water resources</p> <ul style="list-style-type: none"> • Water is my friend worksheet 										

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<p>Summative task: What I learned about water</p> <ul style="list-style-type: none"> • Direct students to write or draw their answer to one of the inquiry questions on a <i>water droplet template</i>. • Droplets can be attached to a ribbon or string and hung from the ceiling, wall, or across the room. • The water droplets can be used towards assessment. 	<p>Sydney Water resources</p> <ul style="list-style-type: none"> • Water droplets template
<p>Reflection</p> <p>Revisit the wonder wall and reflect on concepts covered in the lesson. Allow students time to share with each other and compare thoughts and questions. As a group look for questions that have been answered and adjust on the word wall. Either the teacher or students record new statements and questions and place on the wall.</p>	
<p>Homework task</p> <p>Using a <i>Venn diagram worksheet</i> ask students to interview someone at home. Ask what they like about water and how does it make them feel? Write or draw the interviewer's thoughts on the left, the interviewee's answers on the right, compare what's the same in the middle.</p>	<p>Sydney Water resources</p> <ul style="list-style-type: none"> • Venn diagram worksheet
<p>Teacher reflection/evaluation</p> <p>Consider what worked, what didn't and changes for future delivery.</p>	