

# Unit 1 Introduction

## 1. Whole class instruction

**Objective:** To get children to begin to appreciate the importance of water to human existence (For water naturally in our world see River and Caring for our Environment. All three topics overlap.



### 1.1. Water hunt

**“What is water used or? It bet you think that is an easy question to answer. But I bet you cannot think of all the ways water is used. Just to prove me wrong, see if you can make a list of everything water is used for, and I will see if I can add more at the end...”**

- ▶ This is a whiteboard exercise to brainstorm how many uses there are for water. Tell children it is not just in school, but at home, in the street, in the countryside and everywhere. There is only one rule: it must be a USE of water, not something that happens naturally like rain or clouds or rivers or dew.
- ▶ You can use pages 6-7 in the book to prompt ideas after a few minutes when children run out. Emphasise the use outside and inside.

Focus on how many places water can be found in all situations.

Do not introduce the textbook at first. Wait until the children have run out of ideas.

You can now add to their list such things as fire engines, but also things like windscreen washer bottles, car radiators, cooling water for power stations (show cooling towers from the picture gallery if you like), use in factories to make things: show a biscuit and say it is made with water in the factory; show a book – that is made with paper. In fact, you can add, there is hardly any factory that does not use water while it is making things, either to help things combine (such as bread, cakes) or to cool things down (power station or machines like lathes than need drill bits cooling).

## 2a. Group exploration

### Water hunt

- ▶ Now you have given children an idea of how many ways water is used, as a group activity, you can walk around the school looking for water. It will be in the kitchen taps, in the washbasins, in the loo cisterns, and (unseen) in the central heating. It will also be used to water any flowerpots, provide water for anything live kept in classrooms such as stick insects, and so on. It will be in all the food you have during the day, so there is water in every lunch box even if it looks like a soft drink and so on. So you can hunt and hunt and keep finding water.



Focus on the variety of uses of water. What you are trying to achieve is to show that water (and in our case drinking quality water) is used and required in almost everything we do wherever we might be.

## 2b. Literacy activity

### Water pipe (snake)

- ▶ Get children to write out all of the uses they have found as a long curled water hose, fitting all the words into the shape of the hose. It will help if the hose is more like a snake.

This will be the key to understanding that water is a precious resource, which, of course, is where we want to end up at the end of the whole topic.

## 3. Plenary session

- ▶ Get children to say if they are surprised by where we find water and if so, why (and if not why not).

## 4. Further work/homework

- ▶ Ask children to do the same group exploration at home with their parents and see if they can find uses that do not occur in class.