

Year 1 geography

Year 2 science

No water today – with a puppet

Australian Curriculum links: Year 1 Geography

Activities in the local place and reasons for their location (ACHASSK033)

Year 2 Science

Earth's resources are used in a variety of ways (ACSSU032)

People use science in their daily lives, including when caring for their environment and living things (ACSHE035)

Sustainability cross-curriculum priority

In this lesson, students consider what would happen if there was no water. They explore how our actions can either waste water or save water.

The **Water communicators'** activity is an ideal extension to this lesson.

Equipment

For the class

- class puppet
- **'No water' images**
- interactive whiteboard, screen or butcher's paper

For each student

- paint, brushes and paper

Preparation

If you already have a puppet in the classroom that students are familiar with, that would be ideal to use. If you are introducing a new puppet, consider that you may have to give students some background on the puppet's details, such as, its name, where it lives and who it lives with.

You may wish to display the step 4 tasks for the children.

Activity steps

1. Welcome the puppet by saying something like, 'Did you hear that? It sounded like a knock at the door. I'd better go and check who it is'.
2. Bring out the puppet. The puppet should be flustered and express to students that she or he is very upset because when she or he turned on the tap this morning no water came out. The puppet asks the students to imagine what happened: 'What problems do you think I had?'
3. The puppet displays some pictures ('No water' images¹) about the strange things that happened. Ask students to think about what is wrong in these pictures.

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4. Discuss with the puppet and students that we have to use water very wisely at home and in our school. List the reasons why. The puppet gives students some tasks, such as:
 - Draw and label pictures or make a list of all the ways we use water in the school.
 - Make a checklist for display to show how you can save water at these places.
 - Write to or email your carers or family members (e.g. parents, aunts, uncles, grandparents) telling them what you did to save water and asking for help to do the same thing at home.

A couple of days later

5. Welcome the puppet back to ask the students to share what they are doing at school and home to be Waterwise.
6. Ask students to:
 - work with partners to discuss who else in the school should know about the 'using water wisely' message?
 - list ideas explaining how they would share the message?
 - list what they need to get the message out to others in the school.
7. Support students in planning and enacting their ideas. Remind students to tell others the reasons why we use water wisely (we care for the environment and living things, to save money, to save water in case it doesn't rain).
8. Ask students to paint or draw a picture of themselves doing something to save water.
9. Conclude the lesson by reading a text about a water shortage such as:

Base G. 2001. The waterhole. Penguin, Melbourne. Excellent for teaching the impact of a drying waterhole for animals across the globe.

Hooper M & Coady C. 1998. The drop in my drink – The story of water on our planet. Frances Lincoln, London, UK. Explores where water comes from, how it behaves, and why it matters.

Oxenham H, Stephens B & Brown K. 2008. Whizzy's incredible journeys pick-a-path book. Queensland Government, Brisbane. Enables early years teachers to use narrative fiction to engage students in learning about water conservation and the water cycle.

Rosenfeldt R. 1980. Tiddalik: The frog who caused a flood. Puffin Books, Melbourne. An adaptation of an Aboriginal story about a thirsty frog that drank up all the rivers and billabongs in the land. The other animals had to find a way to get the water back.

Strauss R. 2007. One well. ABC Books, Sydney. Uses the analogy that all the water on Earth is contained in one well and explores a range of topics such as the water cycle, how water is recycled, and how water is used.