

Water cycle adventure

Adapted from *Watersense Teacher Resource File* (2007) reproduced courtesy of Brisbane City Council.

» Lesson overview

In the previous lesson, students investigated the natural water cycle, compared it with the water cycle with human impacts, and identified human impacts on catchments. In this unit, students have explored the water cycle and the movement of water through their catchment. In this lesson, students experience the water cycle through drama.

» Lesson objectives

In this lesson, students reinforce their understandings of the water cycle by acting out a drama.

» Equipment

For the class

- a variety of musical instruments such as drums, cymbals, chimes and xylophones
- enlarged copy or overhead transparency of the sentence starters listed below.

For each student

- script for play available at www.enchantedlearning.com/rt/weather/watercycle.shtml
- student journal

» Preparation

Photocopy the script for the play. You could adapt the script so that it reflects the students' understanding of the local water treatment process. You might need to rewrite the script at a language level appropriate to your students.

» Lesson steps

1. Act out the drama of the 'Water cycle adventure'. There are 19 characters and the drama lasts for 10 minutes. Encourage the students to think about their role and what will be required in order to act it out. Remind them of the importance of voice projection, gestures and body movement.

2. Although this script can be used as a ten-minute readers' play, you can enhance the experiential elements of the activity by incorporating musical instruments such as drums for waves crashing, cymbals for rain and thunder, chimes for wind and xylophone for water flowing. Students can also suggest props for their characters.
3. Ask the students to write in their journal a reflection on their learning and experiences in presenting this play.

The students can choose some of the following sentence starters:

- The one thing I'll remember about today's drama experience is ...
- I'm still confused about ...
- What I'm finding hardest to understand right now is ...
- What I learned today fits in with what I already know by ...
- What I understood today that I haven't understood before was ...
- The part of the drama that I liked best was ... because ...
- A new idea for me was ... because ...
- It helps me to understand the water cycle when I ...

» Curriculum links

English

Divide the students into teams of three to write their own drama script about the water cycle or some aspect of it.

ICT

Students can play NASA's 'Droplet and the Water Cycle' game for some light entertainment. The PC or Mac version of this game can be downloaded from <http://kids.earth.nasa.gov/droplet.html>.