

Water Places

a) Water, water, everywhere

Focus

Where do we see water around and in our community? Visual and performing art activities are used to orientate and extend younger students in their understanding of water link students to the location of water in their personal environment.

Procedure

- Allow for observation and student discussion before directing them to the following exercise to ascertain their pre-existing knowledge about water. This might involve taking the students for a well-planned bus ride or walk around the city.
- Another option could be to use photos of well-known local sites as stimulation for their discussion. (refer to your local government website for a selection of such sites)
- Make lists of places where water is found
- In groups of 4, ask each child to add 1 idea and rotate their sheets around the group.

Home	School
Community	Other places

Conclusions

- Make lists of how or when we might use water?
- Make lists of how or when others might use water?

b) Wonderful Water

Focus

What do we use water for at school, home or in the community? Visual and performing art activities are used to orientate and extend younger students in their understanding of water properties, and the dependence of plants and animals on water. It also provides a way to link students to their personal use of the resource. Some difficult concepts about water properties (fluidity, cohesion, adhesion, buoyancy) are explored through play activities.

Materials

- Water basins, water toys, containers
- Open water-proof space for students to spread out
- Sufficient time to explore
- Rags, paper towelling, mop (for clean up)
- Primary Connection Water Works Lesson 1

Teaching and Learning Activities

NOTE: Try at least one form each group of activities.

Playing with water

Provide students with opportunities to discovery and for physical contact with water

- Make a visit to a water place eg. waterbird habitat, waterfall, fountain, garden, lake, dam, park, reserve. Describe the sounds, smells, visual aspects, animals and plants.
- Show pictures of people swimming, sailing, paddling, skipping stones to evoke memories of contact with water. Describe the sounds, smells, visual aspects, physical elements
- Take them to the swimming pool – experiment with floating apparatus and plastic toys. Record sounds; ask students to describe their experiences.

Provide students with opportunities for play with water

- Discuss what questions they have about water.
- Record these as building blocks – or jigsaw pieces – for a wall of enquiry. [As answers are found then the bricks can be removed to reveal a beautiful water picture or window, or be replaced by a blue piece of card with the water fact written on it]
- Free play – Pouring, floating, mixing, spraying, cleaning, drying up
- See Activities TA1-15, 16, 17, 18
- Set homework for students to do activities in the bath at home

Creating with water

- Listen to music associated with water as a background to play activities, or stimulus to movement (body expression)
- Make up games to express water movement (creek, ocean waves, waterfall, rain etc)

Products/Outcomes

- Exercise fluid movement in (coarse) motor skills
- Movement incorporated in dance and drama

Links to later stages

In celebration activities, tell the story of the life of a river in dance (eg music - Moldau)