

Module 1: Water and us

Time: 120 min

Aim

To develop students' understanding of the central role water plays in their lives and the lives of others. The suggested learning sequence will:

- 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.

Key inquiry questions

- 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.

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.

We use water to:

- 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).

Syllabus outcomes

English

EN1-CWT-01 Plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure.

EN1-UARL-01 Understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose.

Geography

GE1-1 - Describes features of places and the connections people have with places.

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

- 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

- Develop skills to acquire, process and communicate geographical information.

Visual Arts

- 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

Lesson 1: Our connection with water (30 min)

Inquiry question: Why is water essential for life? How do we connect with water?

Explore the connections and relationship between water, people and the environment.

Vocabulary

Essential, survive, thrive, value, hydration, health, hygiene, physical, emotional, society/social, wellness, recreational, spiritual, culture/cultural, aesthetic, liveable relationship and connection.

Activity 1: Thinking about water (20 min)

Using a wonder wall and Water and us PowerPoint get students to think, question and share their level of understanding, knowledge and interests. Ask students:

- what do these pictures make you think?
- what do you notice?
- how do they make you feel?
- what do you know about water?

Either the teacher or students record statements and questions on cards and place on the wonder wall. Throughout the lessons, encourage students to reflect, ask questions and look for questions that have been answered. Use a word wall to capture any new vocabulary.

Resources

Wondering about water - Module 1 Water and us

- Water and us lesson plans
- Water and us PowerPoint
- Water and us worksheets

Materials

Scissors, poster paper, blank cards, sticky tack or tape, markers.

Activity 2: Water is essential to survive and thrive (30 min)

Using the PowerPoint as a prompt, explore why we all need water.

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:

- what is important to you? Drinking for surviving or celebrating and playing?
- is it all important?
- is water important to how we feel?

Choose a few pairs to share and compare. Does everyone feel the same way?

Lesson 2: How water makes us feel (40 min)

Inquiry question: How do we connect with water? How do I experience water?

Explore how we have our own special connection to water. Explore how water can make you feel emotionally.

Vocabulary

Empathy, emotions, feelings, physical, story, experience, language, storyteller

Discussion notes

Being near water, on the water or in the water can make many people feel relaxed, calm and connected to the natural environment.

In Indigenous cultures, the way the water shaped the environment and brings life is important. For thousands of years Aboriginal people have lived with respect for nature and the environment, including water, because all of nature is sacred.

Resources

- Water and us PowerPoint
- Recount worksheet
- The water story audio or script

Other resources

- Ghost art net – The Australian Museum australian.museum/learn/cultures/atsi-collection/ghost-net-art/
- Illawarra and the five islands dreamtime story dreamtime.net.au/illawarra/

Activity 1: My connection with water (20 min)

Using the PowerPoint as a prompt, explore when and why we connect with water.

Then ask students to close their eyes and remember or imagine a time or place with water. Then, ask students to think about:

- 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?

Use the PowerPoint to help students identify words they can use to describe emotions. Add the descriptive words to the word wall.

Words to describe water

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.

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).

Optional – recount

Ask students to write or draw their answers in the Recount worksheet 5Ws and 1H.

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?

Activity 2: listening water story (20 min)

The water story is a descriptive listening activity to explore how water makes us feel. Using The water story audio recording or the Water story script, ask students to consider how descriptive language is used.

- 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?

Allow students time to share with each other and compare thoughts.

Optional: recount

Ask students to write or draw their answers in the Recount worksheet 5Ws and 1H.

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?

Lesson 3: Water is my friend (30 mins)

Inquiry question: How do I experience water?

We all have our own special connection to water. We can express our relationship using art, imagination and empathy.

Did you know that about 85% of Australians live within 50 kilometres of our coastline? People can feel a connection to where they live through water.

Activity 1: Water is my friend (10 min)

Using the Water is my friend worksheet. Ask students:

- what would your water friend look like?
- where would you like to hang out with your water friend?

Resources

- Water is my friend worksheet

- what do you think your water friend would enjoy?
- how do you care and connect with your friend?

Ask students to share who their water friend is and what they like about them.

The character can be attached to the summary task activity below.

Homework task

Using the Venn diagram worksheet 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.

Summary task: What I learned about water (15 min)

- Direct students to write or draw their answer to one of the inquiry questions on a Water droplet template.
- 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.

Reflection (10 min)

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 wonder wall. Either the teacher or students record new statements and questions and place on the wall.

Teacher reflection/evaluation

Consider what worked, what didn't and changes for future delivery.

- Cultures of Thinking (Harvard) pz.harvard.edu/projects/cultures-of-thinking
- Bloom's Taxonomy bloomstaxonomy.net/