

1. How do you use water?

Aims:

- To enable pupils to recognise the different ways in which they use water

Materials:

- Worksheet 1 - How do you use water?

Method:

- Hand out worksheet at the appropriate level to each pupil
- Ask them to complete the task
- Discuss the different ways in which they use water - pick out those which are common and those which are more unusual
- Discuss their estimates and explain that they will be finding out how much water they use through an investigation

2. How important is water?

Aim:

- To allow pupils to examine how water is used in school and identify those staff who need water for particular aspects of their work

Material:

- A copy of Worksheet 2 for each pupil
- A two litre bottle filled with water

Method:

- Explain that following their work on how they use water, you are going to consider how water is used in school
- Hand out Worksheet 2 and discuss the tasks
- Ask pupils to complete questions 1-3 and to write down the questions they would like to ask
- As a class identify the staff members whom they have selected and the questions that they wish to ask
- Arrange for these staff to visit the class to answer pupils questions. Following this pupils can complete Question 4.
- Discuss the different ideas that they have for using the final two litres of water. Use the two litre water bottle to demonstrate how much water this is

3a/3b How much water do you use?

The Quiz

Aim:

- To enable pupils to find out how much water they use

Materials:

- Copy of Worksheet 3a/3b for each pupil

Method:

- This is a fun quiz to see how much pupils know about the amount of water that they use
- Hand out Worksheet 3a to each pupil. The quiz can be completed individually, in pairs or in a small group. It can also be a homework task
- Hand out answer sheet and see how pupils scored
- Encourage them to use it on a member of their family

4a/b/c Water use investigation 5a/b How we use water

Aims:

- To experience planning and undertaking an investigation
- To practice producing and interpreting results in graphical form
- To encourage informed attitudes on water usage

Materials:

- Worksheets 4a/b/c
- Worksheets 5a/b

Method:

- This investigation will take 7 days to complete including one weekend
- Explain to pupils that this is a follow up investigation from the work that they have already completed on the use of water in school and other areas. They are to monitor the use of water in their home for 7 days
- Hand out Worksheet 4a at the appropriate level and explain the investigation
- Pupils should complete Worksheet 4a to identify the specific water use they will be monitoring before they take Worksheet 4b home
- After 7 days pupils complete Worksheet 4c in class time and present their results on a graph
- Worksheets 5a/5b provide an alternative way to present results
- The data from this investigation will be useful to refer to when pupils consider how water can be saved

6a/b Why do we use so much water at home?

Aim:

- To enable pupils to consider the reasons why households today use more water than in the past

Materials:

- Worksheet 6a/6b

Method:

- Following their investigation of water use in their homes, pupils will be more aware of how much water is used
- Hand out Worksheet 6a to all pupils
- Discuss the task and hand out Worksheet 6b - once complete, review their ideas
- This would be a suitable homework activity for some pupils

7. How can we save water at home?

Aim:

- To enable the pupils to recognise the difference between saving water and wasting water

Material:

- Worksheet 7
- Plain paper, glue

Method:

- Hand out worksheet to each pupil with a sheet of plain paper
- Remind them about the water investigation they have recently completed and discuss the task
- As a class discuss and collate their ideas for saving and wasting water

8a/b How much water do you use to brush your teeth?

Aims:

- To investigate how much water is used for cleaning teeth
- To identify the method which uses the least water

Materials:

- Worksheet 8a/8b, a bucket, a measuring jug, access to a sink, a tube of toothpaste. Pupils bring a toothbrush from home

Method:

- This experiment should be organised in small groups of 4-6
- Discuss the purpose of the experiment with the pupils
- Hand out Worksheet 8a at the appropriate level and read through the experiment and check understanding
- Supervise the first pupil so that the group understands the process and record water levels as accurately as possible
- Pupils either use graph provided (8b) to record their results or design their own
- As a class discuss all groups results and ask pupils who used the least water to demonstrate



9. Fascinating Facts

Aims:

- To provide pupils with key facts about water use in the past and present

Materials:

- A copy of Worksheet 9 for each pupil. Internet access, reference books

Method:

- Hand out fact sheet
- Ask pupils to find out more about water use over the last hundred years