

UNDERSTANDING THE WATER CYCLE

LEVEL: **ELEMENTARY SCHOOL**
AGE GROUP: **STUDENTS AGES 6 AND 7**



ACTIVITY SUMMARY

Students learn about the water cycle and how their actions have an impact on the environment. They participate in 2 activities to learn about protecting the environment: an awareness campaign and a cleanup activity. Then, they evaluate their commitment during the cleanup phase.

FINANCIAL AND COOPERATIVE SKILLS

- Differentiating between competition and cooperation
- Learning how to work as a team
- Responsible consumption

 **AGE GROUP**
Students ages 6 and 7

 **WHEN**
April and May

 **TIME REQUIRED**
8 hours and 15 minutes

AREA OF LEARNING
Environment and consumption

COMPETENCIES

AFFECTED DISCIPLINARY COMPETENCIES

Disciplines	Competencies	Learning progression
English	Read a variety of genres	Identifying text characteristics that focus on choice of words, images and sounds: <ul style="list-style-type: none"> • Slogans • Advertisements

AFFECTED DISCIPLINARY COMPETENCIES (SUITE)

Disciplines	Competencies	Learning progression
Science and technology-The Earth and Space	Communicating using science and technology vocabulary	Describing precipitation (rain, snow, hail, etc.) and the primary steps of the water cycle (evaporation, condensation, precipitation, etc.)
Visual arts	Creating artistic media works	<ul style="list-style-type: none">• Choosing an idea based on message and target audience• Sketching the idea

NON-DISCIPLINARY COMPETENCIES

- Using information
- Cooperation

PREPARATION

STUDENTS LEARN ABOUT THE VARIOUS STAGES OF THE WATER CYCLE AND THAT THEIR ACTIONS HAVE AN IMPACT ON THE ENVIRONMENT.

TASK 1 STAGES OF THE WATER CYCLE



TIME REQUIRED
75 minutes



TEACHING MATERIAL
The Water Cycle
[On desjardins.com](https://www.desjardins.com)

TEACHER'S NOTES

- Examples of thematic words: snow, ice, rain, watercourse, cold, steam, boiling, freezing, winter.
- Examples of words for the concept map:
 - Group the words: water, snow, cold and winter.
 - Group the words: rain, evaporation, clouds, etc.
- Precipitation can be solid (snow, hail) or liquid (rain).

TASK 1 OBJECTIVE

At the end of this task, students will recognize and name the primary stages of the water cycle.

Instructions

1. Together with students, list the thematic words for water. Write all the words that pertain to water.
2. Ask teams of students to group related words on a concept map.
3. Hand out **The Water Cycle** sheet.
4. Explore students' knowledge of the water cycle and ask them to describe, in their own words, its progression (clouds, rain, ground and course).
5. Together, fill out **The Water Cycle** sheet and let them formulate hypotheses before giving any answers.
6. Explain the water cycle and specify the state of water (solid, liquid, gas) at each stage.

TASK 2

UNDERSTANDING HOW ACTIONS AFFECT THE ENVIRONMENT



TIME REQUIRED
120 minutes



TEACHING MATERIAL
The Effects of Our Actions
on the Environment
[On desjardins.com](https://desjardins.com)

Sociogram test
[On desjardins.com](https://desjardins.com)

TASK 2 OBJECTIVE

At the end of the task, students will understand how society's actions (polluting, recycling, reducing, reusing) affect the environment.

Instructions

1. Form teams of 2 or 3 students using the **sociogram test**. Assign a scenario found on **The Effects of Our Actions on the Environment** to each team. Several teams may be assigned the same scenario.
2. Ask students to prepare a response for the scenario's character. Help them do an Internet search if they lack arguments.
3. When all the teams have found an answer, ask them to present their scenario and response to the class. Group presentations according to scenario.
4. With the class, discuss the repercussions of society's negative and positive actions on water quality.

EXECUTION

STUDENTS HELP PROTECT THE ENVIRONMENT BY ORGANIZING AN AWARENESS CAMPAIGN AND CLEANING A PUBLIC SPACE LIKE THE BANKS OF A STREAM OR RIVER.

TASK 1

MAKING PEERS AWARE OF WATER POLLUTION



TIME REQUIRED
3 hours



TEACHING MATERIAL
Clean-up
[On desjardins.com](https://desjardins.com)

TEACHER'S NOTES

- Examples of ways to create awareness: posters, magazine or television advertisements, promotional material (pens, pins, ribbons), shows, etc.
- For this activity, it's recommended that posters be hung up in the school. However, it's possible to use other ways. Every team may work on a different project.
- Remind students of ways to protect the environment (determined in the preceding task).

TASK 1 OBJECTIVE

At the end of this task, students will be able to organize a water pollution awareness campaign.

TASK 1 MAKING PEERS AWARE OF WATER POLLUTION (SUITE)

Instructions

1. Ask students if they think society's behaviour protects the environment. Remind them of the scenarios in task.
2. Ask them if they know situations where people don't show good behaviour. Give examples.
3. Discuss ways to create awareness and help people change their behaviour.
4. Choose a way to create awareness.
5. Form teams of 2 to 3 students.
6. Hand out the **Clean-Up** sheet to teams. Tell students that they need to adapt their message to their target audience, that is, other students in the school.
7. Give a specific amount of time to make a poster.
8. Ask students to hang their posters in strategic locations throughout the school.

TEACHER'S NOTES (SUITE)

- Discuss the characteristics of advertising messages: slogans (give examples), descriptive words, sounds, short and evocative phrases, etc.
- Encourage students to be creative and explain their idea by adding 3D elements, like a plastic bottle or any other object.
- Suggest that students present their poster to the group or call a meeting to make other students aware.

TASK 2 ORGANIZE A CLEAN-UP ACTIVITY



TIME REQUIRED
2 hours



TEACHING MATERIAL
Cooperative Values
[On desjardins.com](https://www.desjardins.com)

TEACHER'S NOTES

- Examples of public spaces: schoolyards, street sidewalks, nearby parks, etc.
- Example of material useful for the cleanup: garbage bags, gloves, bins to sort compost or recycling.
- Clarify that students responsible for a certain type of container are not limited to collecting only that type of garbage.
- Space out teams to ensure a larger area is covered.

TASK 2 OBJECTIVE

At the end of this task, students will organize and participate in a cooperation activity to improve their environment.

Instructions

1. Ask students what they could do as a group for the environment.
2. Suggest that students work together to organize a cleanup activity to actively help protect the environment.
3. Focus on the cooperative aspect of the task: working together to achieve a collective goal. To learn more, see the **Cooperative Values** poster.
4. Lead a class discussion to find community spaces that need to be cleaned up.
5. Select a location and organize a cleanup activity.
6. With students, make a list of required material.
7. Gather the material. For example, students could bring containers or gloves from home to collect garbage.
8. Form teams and make each member responsible for one type of container.
9. Encourage students to cooperate during the cleanup activity.
10. After the cleanup, discuss the types of garbage collected and categorize them. Make sure plastic containers are recycled.

EVALUATION

STUDENTS THINK ABOUT THE EXTENT OF THEIR COMMITMENT DURING THE CLEANUP ACTIVITY.

TASK 1 THINKING ABOUT COOPERATION



TIME REQUIRED
30 minutes



TEACHING MATERIAL
Clean-Up
[On desjardins.com](https://desjardins.com)

TEACHER'S NOTES

You may also evaluate their posters for visual arts competencies. See [Competencies](#)

TASK 1 OBJECTIVE

At the end of the task, students will think about their role on their cleanup team.

Instructions

1. Hand out the self-assessment questionnaire of the **Clean-Up** sheet.
2. Have students fill out the self-assessment questionnaire.
3. As a group, discuss students' commitment during the clean-up activity.

REINFORCEMENT

STUDENTS REINFORCE WHAT THEY LEARNED BY PRACTICING IT IN THEIR DAILY LIFE.



TIME REQUIRED
Variable

Instructions

- Suggest that students commit to an ongoing cleanup and awareness activity:
 - Hang posters in cleaned areas to create awareness and inform the public that a cleanup activity was held in that area.
 - Repeat the activity several times during the year.
 - Organize an event such as a news conference or a small gathering in the area to inform and encourage the public to protect their community.
 - Write an article for the local newspaper.
- Ask students to choose how they intend to apply the new knowledge the gained in this activity.