

Year 2

Lesson 4

What we drink comes back

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Learning objectives

Students will be able to:

- recognise how water is vital for human health
- understand how water is a precious resource and should be used wisely
- recognise how some environments can have significance for people.

Learning outcomes

Subject	Strand & content descriptors
Science	<p>Science understanding:</p> <ul style="list-style-type: none">• Earth's resources, including water, are used in a variety of ways. (ACSSU032) <p>Science as a human endeavour</p> <ul style="list-style-type: none">• People use science in their daily lives, including when caring for their environment and living things. (ACSHE035) <p>Science inquiry skills</p> <ul style="list-style-type: none">• Respond to and pose questions, and make predictions about familiar objects and events. (AC SIS037)• Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play. (AC SIS042)
Geography	<p>Geographical knowledge & understanding</p> <ul style="list-style-type: none">• Place: People are connected to other places.• Environment: The environment is the source of every material things we use.• Environment: The significance of an environment or place contributes to how it is managed or used. <p>Geographical skills & inquiry</p> <ul style="list-style-type: none">• Observing and questioning: Pose and respond to several questions for an inquiry, based on a variety of question stem and stimulus.• Communicating: Present findings, using appropriate communication methods, geographical tools and skills and geographical vocabulary.

Important questions

- How much water on earth can be used for drinking and washing?
- Do people contribute to the water cycle?
- Why is water important to people?

Background information – how our water cares for us

More than 70 percent of the earth's surface is covered by water. Of this, almost 97 percent is salt water, two percent is ice leaving only one percent suitable for human needs. Planet earth could be renamed planet ocean!



A person can survive for up to two months without food, but less than a week without water. The human brain is 75 percent water, while the rest of the body is made up of 50 to 65 percent water. On average, the human body loses three litres of water per day as perspiration, urine, and saliva. Some of this water goes back into the water cycle.

We rely on water to help dispose of waste, as a coolant or solvent in various industries, to wash our bodies and possessions, and to irrigate our crops.

Lesson plan – how our water cares for us

- Review and reinforce knowledge of the water cycle. Use **Activity sheet 1 ‘The water cycle’** if necessary.
- Discuss what life would be like if very little water was available.
- Brainstorm and list what water is used for. Include examples of water use outside the home or school – water is used to make soft drinks or bread – and remember the fun things water provides, such as swimming.
- Using a globe, map or Google maps/earth to illustrate how planet Earth is mostly water; and that most of this water is salt water.
- Ask the students how they feel if they do not drink regularly. Reinforce the need to regularly drink water, particularly during exercise.
- Discuss the importance of water for human health and how water is removed from the body.
- Reinforce the limited amount of water available to people and discuss ways to reduce consumption without affecting our health.

Resource requirements

- Activity sheet 1 ‘The water cycle’
- Student self-evaluation sheet 1

Additional activities

- Research how much water people in other parts of the world use each day. Find out how they conserve water. Present this information in a short speech or play.
- Describe a favourite water place or activity (a rock pool, bath or beach) using terminology associated with the water cycle or other relevant water words.
- Alternatively students select a local water environment, such as a creek, river, or beach and undertake research, recording various geographical features – size, location, key features – and identify why this place is important for local people.