

# Year 3

## Lesson 3

### 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
- understand how local water environments are used and valued
- recognise how some environments can have significance for people.

#### Learning outcomes

Subject	Strand & content descriptors
Science	<p>Science inquiry skills</p> <ul style="list-style-type: none"> <li>• With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge. (AC SIS053)</li> <li>• Represent and communicate observations and ideas in a variety of ways such as diagrams, physical representations and simple reports. (AC SIS060)</li> </ul>
Geography	<p>Geographical knowledge &amp; understanding</p> <ul style="list-style-type: none"> <li>• Place: People are connected to places in different ways and have feelings about them.</li> <li>• Space: Maps are geographical tools to locate and represent places and their relationship to other places.</li> <li>• Space: Natural resources are found in particular locations or environments.</li> <li>• Environment: Our use of natural resources and disposal of waste affects the environment.</li> <li>• Environment: People are able to influence the capacity of the environment to sustain life into the future.</li> </ul> <p>Geographical skills &amp; inquiry</p> <ul style="list-style-type: none"> <li>• Planning collecting &amp; evaluating: Suggest some inquiry sources and use a range of oral, graphic, written and digital information sources, including spatial technologies where appropriate.</li> <li>• Planning collecting &amp; evaluating: Use appropriate materials, geographical tools or equipment to collect data or observations, using formal measurements, digital technologies and spatial technologies as appropriate.</li> </ul>
English	<p>Literature</p> <ul style="list-style-type: none"> <li>• Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations. (AC ELT1676)</li> <li>• Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume. (AC ELT1792)</li> </ul>



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### 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 50-65 five per cent 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.

Water also plays an important part in the social and psychological well-being of people. Water environments provide opportunities for relaxation, entertainment and exercise. Some places may be of spiritual significance to people, such as the Ganges River in India

### 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 water was in limited supply.
- Brainstorm and list what water is used for. Include examples of water use outside the home or school, for example the water used to make soft drinks or bread, and remember the fun things water provides, such as swimming and surfing.
- Using a globe, map or Google maps/earth, illustrate how planet Earth is mostly water and is sometimes called the blue planet. Point out key features such as major oceans, rivers and the poles.
- Students select a water environment or place, such as a creek, river, or beach that is significant to them. Students then identify tools and procedures that will allow them to collect information to describe how this place is used by people, including historical perspectives if relevant; the health of the environment associated with the site and how the place is protected or cared for.
- Compare and contrast student research compiling a record of the various uses and significance of water locations.



### Resource requirements

- Activity sheet 1 'The water cycle'
- Student self-evaluation sheet 1

### Additional activities

- Research how people in other parts of the world access and use water each day. What significance does water have for their spiritual lives? Present this information in a short speech or play.
- Aboriginal people and Torres Strait Islanders have strong emotional and spiritual connections with places and environments. This includes aquatic places such as rivers and oceans and with plants and animals such as dugongs, turtle and magpie geese. Investigating and reading these stories will provide important perspectives.