

Saving Water: ESR : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the uses of water for personal uses as well as virtual water uses.	Children are asked to think about the different ways they use water. They then discuss the wider, more indirect uses of water and define the term 'virtual water'. They are challenged to think about the amount of water their daily lives use and are extended by including the different ways they use virtual water by eating different foods and using different products.	<ul style="list-style-type: none"> • Can children name a way they use water every day? • Are children aware that water is a finite resource? • Can children name a way they use virtual water? 	<ul style="list-style-type: none"> • Slides • Litre of water (optional) • Measuring cylinder showing ml (optional) • Worksheet 1A/1B • Challenge Card 1A • Picture Cards 1A (FSD? activity only) • Measurement Cards 1A (FSD? activity only)
Lesson 2	To consider why we need to conserve water and look at ways to save water in a drought.	Using their learning from the previous lesson the children think about water as a finite resource which can run out if used irresponsibly. They study and discuss the early 2018 Cape Town drought and how people survived on a daily 50 litre water ration. They use these ideas to help give advice on how to manage a water ration during a drought.	<ul style="list-style-type: none"> • Can children explain what a water-stressed country is? • Can children name a source of water that might be used by humans? • Can children describe a way in which people can conserve water? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A /2B • Leaflet Template 2A • Case Study Sheet 2A • Worksheet 2C (FSD? activity only) • Clipboards (FSD? activity only)
Lesson 3	To design different methods and products that could help us conserve water.	Children will discuss and explore some different inventions that have been designed to help people reduce or reuse water. They assess each one then look at and think about advantages and disadvantages of each and think about any improvements they would make. They then design their own water-saving device or a device to fix a specified problem given to them.	<ul style="list-style-type: none"> • Are children able to describe the impacts of water shortage on themselves, a community and other communities around the world? • Can children design a product that fits a desired purpose? • Can children assess the practicality of their designs and add features to make them easy to use? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B • Challenge Cards 3A