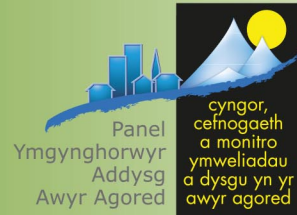


ENVIRONMENTAL LEARNING CARDS



EXPLORE & UNDERSTAND

THE WATER CYCLE EU9

ACTIVITY

Objective and outcomes:

- To understand the water cycle and its importance to life
- To understand the importance of water as a resource

Outline:

- Divide into groups of 7
- Within each group people are given a card describing a different stage in the water cycle and the groups then arrange themselves in a circle in the correct order
- Once in order each person is given a cup
- Water is poured into the first person's cup while they read and explain their card to the group
- The water is passed from cup to cup until all the cards have been read taking care not to spill any
- Bring the groups together to discuss what they have learned

REVIEW & EVALUATION

- Topics for discussion
 - Concept of cycles
 - Why do we need water?
 - What happens when there is drought or flooding?
 - How else is our water supply affected (pollution)?
 - Create posters to illustrate specific examples, e.g. what happens to the water used in the toilet.
 - How do humans waste water?

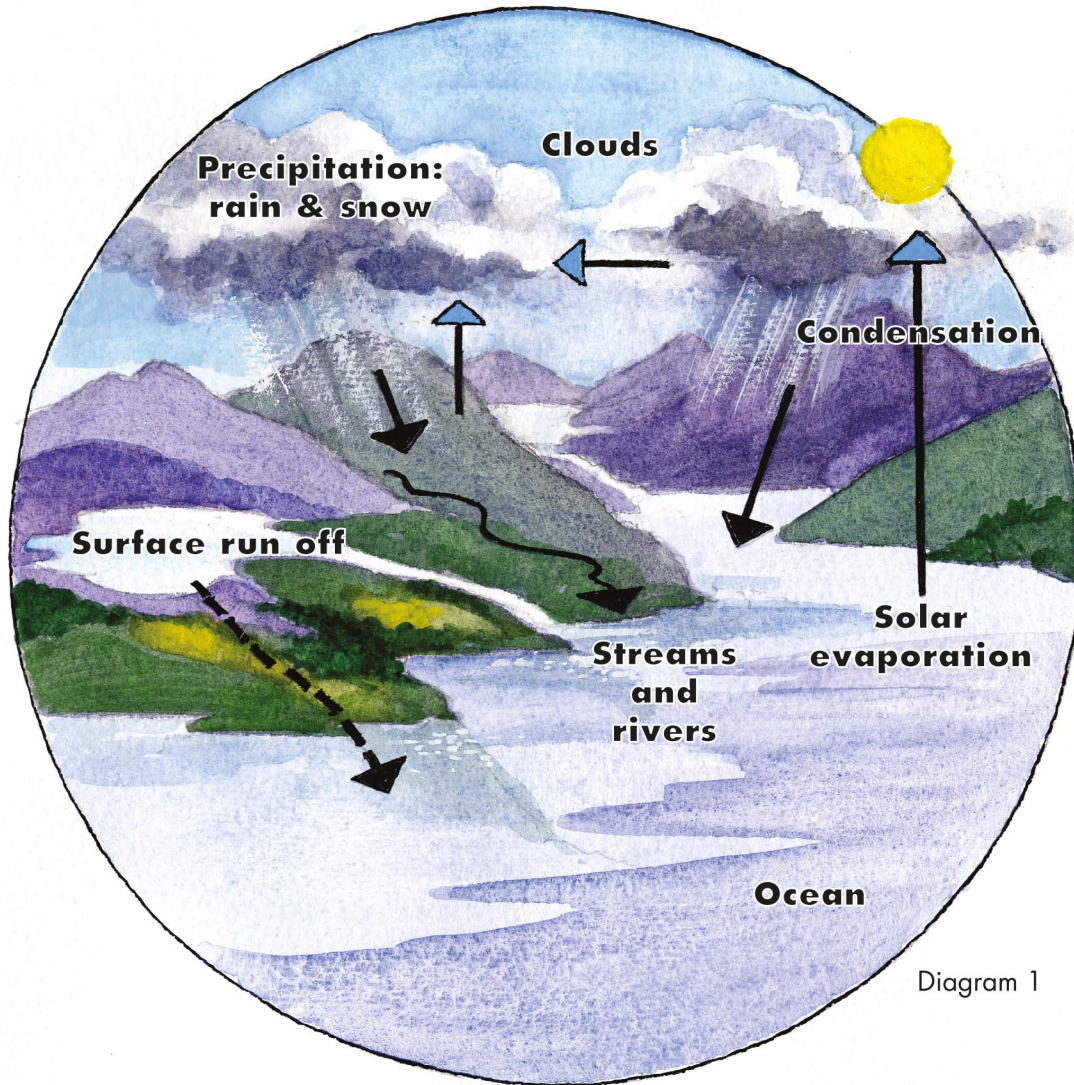


ENVIRONMENTAL LEARNING CARDS



EXPLORE & UNDERSTAND

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LEADER'S NOTES

Preparation

- Consider amount of introduction to give group based on prior knowledge. A basic 'Water Cycle' model is shown in Diagram 1
- Prepare cards so that they can be hung around the neck
- Assemble other resources

Resources

- Plastic cups, water container, water
- Follow-up materials: paper and coloured pens etc.

References

www.kidzone.ws/water
www.bbc.co.uk/schools/riverandcoasts/water_cycle
www.collaborativelearning.org
www.youtube.com (many examples of water cycle songs)

DIFFERENTIATION & PROGRESSION

- Use literature to reinforce the idea of a cycle (see Environmental Literature resource sheet AE 6)
- Explore other cycles, e.g. nitrogen cycle, carbon cycle and rock formation cycle
- Use a saucepan of water to demonstrate the water cycle (this could be done over an open fire). Fire represents sun, heated water evaporates, cold lid held above the saucepan allows for condensation and water falls back into the pot 'as rain'
- Explore cycle in more detail, e.g. infiltration, through flow, percolation, overland flow and channel flow
- Link to Weather study and Water consumption, EU11 and SC13 cards
- Compose music or dance to represent stages in the cycles
- Link to Line up team building card in the OEAP Outdoor Learning Cards
- Reduce amount of water to represent desert environment