



# Water

Let's be sustainable

[www.kesab.asn.au/sawater](http://www.kesab.asn.au/sawater)

## Topic 1: Why do we need water?

### Introduction

In Topic 1, students will think about why water is an important resource. They will brainstorm a list of ways that they use water every day, sort and classify these uses and list them in order of importance. This will require class discussion and debate to come to an agreed class list of water uses.

Topic 1 is the first of six topics that can be taught individually or together to form a complete unit of work. Visit the 'For educators' section of the website to access the other topics.

### Learning outcomes

- Students will understand why water is important for the survival of humans, animals and plants.
- Students will be able to list several ways in which they use water and consider which are the most important or necessary.

### Resources

- Interactive whiteboard
- 'Water mind map' activity sheet
- Small pieces of paper (an A4 sheet divided and cut into 8 rectangles)
- Sticky tape or Blu Tack™ (if sticking paper to a wall)
- Word wall

### Lesson steps

Write the word 'Water' on the board (or display a copy of the 'Water mind map' activity sheet). Ask students what they know about water and record their initial ideas. This can be a whole class brainstorm, or you can provide small groups with a copy of the sheet.

If students are having trouble thinking broadly about water, you may wish to ask the following questions:

- How have you used water today?
- How have you seen other people using water?
- Other than people, what else needs water?



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Once you have a variety of ideas, ask students if they could group or categorise their ideas (e.g. showers, cleaning teeth and having a bath, could be grouped as 'hygiene').

When you are satisfied with the number of categories, ask students (in pairs) to record each category on a separate piece of paper.

In small groups ask students to consider how important each category is and rank them in order from most important to least important (e.g. is hygiene more or less important than cleaning, drinking or gardening?). Encourage discussion and debate.

Once groups are finished, have each group display their water uses in order of importance. This can be done by sticking them to the wall or by having students stand in their agreed-upon order, holding the cards and reading them out.

Are students' lists similar? Are there a lot of differences in how students ranked the uses of water?

Working together, compile an agreed class hierarchy of water use. This can be teacher or student led, but encourage students to explain and defend their points of view.

Discuss the final list. Use questions such as:

- Which items from the list could we survive without? For example, what would happen if we had to stop going swimming? What if we couldn't drink?
- Which items are essential to our survival? Why?

During Topic 1, begin a word wall to record vocabulary used throughout the unit (in English and local language). This can be added to if you complete further topics.

### Extension option

Students can further investigate why water is essential to the survival of humans, animals and plants.

How does our body use water? How does water contribute to environmental stability?