

Save the splash

Lesson plan

Year levels: R-3

Time: 60 minutes



Tap into water education

Lesson overview

Students will brainstorm how they use water in their daily lives, take part in a hands-on experiment to measure water used during handwashing, and start considering other ways to conserve water.

Objectives:

- Recognise that water is essential for all life on Earth, including humans, plants, and animals.
- Identify everyday uses of water and the impact of water conservation on the environment.
- Predict and measure the amount of water used.
- Discuss ways to save water in daily life and understand the positive impact on the environment and animals.

Materials:

- 1 or 2 buckets
- Clear measuring jug
- Stopwatch
- Printed worksheets (optional)

Opening

Start the lesson by asking students, “Why do you think water is important?” Allow a few students to share their thoughts to spark interest and engage the class.

Next, facilitate a brainstorming session by asking students to list the different ways they use water in their daily lives. As they respond, write their answers on the whiteboard for everyone to see. Possible answers might include drinking, bathing, washing hands, and watering plants.

Next, prompt students to list things that need water to survive. Encourage students to think of specific examples of things that depend on water, for example, their pets, farm animals, the classroom pot plant.

Sum up by explaining that water is essential for all life on Earth. Emphasise that every person, plant, and animal needs water to survive.

Experiment

This experiment lets students guess how much water is used when washing hands and measure the water to test their hypothesis.

Show students the bucket. Ask them how much water they think you (the teacher) will use to wash your hands. Have them record their guess on the worksheet.

Now run the first part of the experiment (try to use an outdoor tap everyone can gather around):

1. Place the bucket under the tap.
2. Turn on the tap and wet your hands.
3. Apply soap and lather your hands for 30 seconds with the tap running. Use a stopwatch to keep track of the time.
4. Rinse the soap off your hands.
5. Turn off the tap.
6. Show students how much water you used and either complete the worksheet with an estimate or measure the water by pouring it into a measuring jug and record the accurate number of litres.

Now ask the students if they think there is a way to reduce how much water you just used, while still making sure you clean your hands properly.

Encourage them to think about the impact of turning off the water after they initially wet their hands.

Ask students how much water they think they will save by turning off the tap when lathering their hands. If using the worksheet, have them record the change you’re making, and their prediction of the outcome.

Now run the experiment again with yourself or a student volunteer, but this time, invite the student to turn the tap off when lathering their hands. Place bucket under the tap.

1. Turn on the tap and wet hands.
2. Turn off the tap.
3. Apply soap and lather hands for 30 seconds. Use a stopwatch to keep track of the time.
4. Turn on the tap and rinse hands.
5. Turn off the tap.
6. Show students how much water they used and invite them to take a measurement.

Reflection

Talk with the students about how effective this strategy is as a way to conserve water and make a positive impact on the water supply for your community.

Ask them if they know any other ways to save water and have them draw them on their worksheet.

Support

When making predictions, provide students with the possible wording they could use.

- I predict that turning off the tap will use the same amount of water.
- I predict that turning off the tap will use more water.
- I predict that turning off the tap will use less water.

Extension

Guide students to another daily activity that uses water, and they can run a similar experiment.

Curriculum connections

Science	
Reception	Living things have basic needs, including food and water (ACSSU002)
Year 1	Living things live in different places where their needs are met (ACSSU211)
Year 2	Earth's resources are used in a variety of ways (ACSSU032)
Year 3	Science involves making predictions and describing patterns and relationships (ACSHE050) Science knowledge helps people to understand the effect of their actions (ACSHE051)
English	
Year 1	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)
Year 3	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 (ACELY1792)



Save the splash experiment



Tap into water education

How much water do you think is used to wash hands?

A large, empty rectangular box with rounded corners, intended for a student to write their prediction of water usage.

How much water was actually used?

A large, empty rectangular box with rounded corners, intended for a student to write the actual water usage.

Part 2

The time we are going to try _____

I predict _____

How much water do you think is used to wash hands the second time?

A large, empty rectangular box with rounded corners, intended for a student to write their prediction of water usage.

How much water was actually used?

A large, empty rectangular box with rounded corners, intended for a student to write the actual water usage.

Draw three more examples of ways we can save water:

