Stage 4 – Water in the World
Teacher lesson plan – Water Cycle Lesson Plan

Sydney WATER

Key inquiry questions
- How do natural and human processes influence the distribution and availability of water as a resource?

Time: 45-60 min

Syllabus Outcomes
A student:
- communicates geographical information using a variety of strategies GE4-8
- describes processes and influences that form and transform places and environments GE4-2

Syllabus Content
The water cycle - Students investigate how the operation of the water cycle connects people and places, for example:
- identification of water cycle processes **VR**
- explanation of water flows within a catchment area **M ST**

Geographical concepts, skills and tools
Processing geographical information - analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships
Visual representations - photographs, aerial photographs, illustrations, flow charts, annotated diagrams, multimedia, field sketches, cartoons, web tools

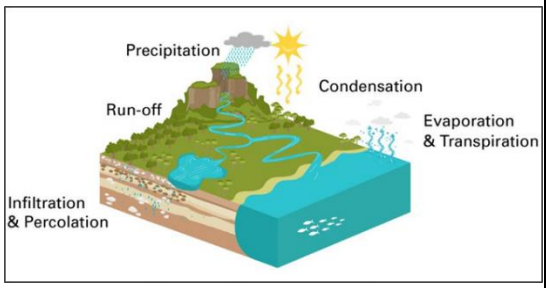
Sydney Water aim for activity
- Understand the importance of the natural water cycle, the processes involved and how it effects our lives.
- Gain an understanding of the importance of water to support life on earth.

Teaching and learning

Introduction

Ask students **where they think water comes from …** when they answer, ask where that water comes from.

For example,
- if they say the tap, ask how it gets to the tap?
- if they say the dam, then where does that water come from?



Explain that this process is called the **Natural Water Cycle.** Go to our Natural water cycle webpage for more information.

Did you know that water is continuously recycled over and over again from the Earth to the atmosphere and back again?

Resources

Sydney Water Resources

Natural water cycle

Body Write up a glossary of terms. Instruct to write down any key words they hear. Watch the **Natural water cycle video** - *If needed watch a 2nd time and pause in key places.* Students prepare a drama, song, or poster to demonstrate their knowledge. This can work well as a group work activity. Why not try a poem or rap? This activity requires creative thinking to explain the various physical processes involved in the water cycle - *If needed watch video another time and pause in key places.*	**Sydney Water Resources** Natural water cycle Glossary
Extension 1. An extension project idea would be to use Sydney Water's Website to map out the flow of water to your school or suburb, so the students know exactly how Sydney Water provides safe, clean drinking water right to your tap! 2. Do an investigation on the availability of water in other countries and how they deal with water shortages. One example is Singapore. How does this tiny island cope with the pressures of water security? To learn more, visit PUB Singapore at https://www.pub.gov.sg/	**Sydney Water Resources** Water Network
Assessment activity Students present their work to the rest of the group as a demonstration or display. **Evaluation questions** • Can human's impact on the water cycle? • Explain how the water cycle is continuous? • What is the importance of the sun in the water cycle? **Reflection activity** - Students finish these statements 1. I used to think ……(at the start of these lessons) 2. But now I think …….(at the end of these lessons)	**Sydney Water resources** **Find out more** • Sydneywater.com.au/education • facebook.com/SydneyWater • instagram.com/sydneywater • twitter.com/SydneyWaterNews

