

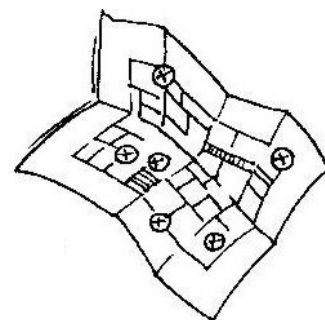
### **ACTIVITY THREE: A WATER STUDY AROUND OUR SCHOOL**

This NATURAL SCIENCES lesson looks at water in your school. Learners map out where water enters and leaves the school and areas, within the school grounds, where it is used.

*Teacher, before you start this activity, find out where your school's water meter is located. Try to get plans of where the water pipes are in the school and the latest water account. These will be useful to show the learners during this lesson.*

#### **GET THE LEARNERS TO:**

1. Sketch a plan of the school and show where:
  - the water supply enters the school (if there is no piped water, show the water tanks or where water for school use is stored);
  - the water is used (such as toilets, swimming pool, playing fields, gardens, outside and inside taps).
2. Sketch on your plan where the water goes to, after being used (include waste water, rain water, hose water run-off).
3. Look along the street to see where the gutters go. Where are the stormwater drains? What happens to the water when it rains? Does water lie around the playgrounds or playing fields?
4. Find out how much water the school uses in a month. Find out how much this water costs.



#### **LEARNERS, WORK OUT:**

- If 12 litres of water is used every time a toilet is flushed, how much water would be used if every learner in the school went to the toilet once a day?
- Make a list of ten ways you use water at school. Now imagine that there is a shortage of water and cut out five of the ways you use water. Which would you cut? How might this affect the school?

## TEACHER, WITH YOUR CLASS:

- a. Discuss all the ways the learners use water at school. List them on the chalkboard.
- b. Discuss practical and possible ways that you think your school could reduce the amount of water that is being used and so save water. List these on the board.
- c. Discuss practical and possible ways in which you, the teacher, and the learners can reduce the amount of water you use. List them on the chalkboard. Let everyone choose one and see what happens over the following week. *(Some ways we can all reduce the amount of water we use is to have shorter showers or make sure we don't fill the bath too much; turn off taps when brushing our teeth; washing our cars and bicycles using a bucket, not with a running hosepipe; watering our flower and vegetable gardens during the early morning or late evening; asking our parents to fix leaking taps in and around our homes).*

### Criteria to assess learners during this natural sciences lesson

Criteria	Exceeded requirements of the Learning Outcome	Satisfied requirements of the Learning Outcome	Partially satisfied requirements of the Learning Outcome	Not satisfied requirements of the Learning Outcome
The learner was able to follow instructions and draw a map of the school				
The learner was able to mark the places on their map where water is used				
The learner was able to contribute to discussions of what would happen if there was a water shortage				