

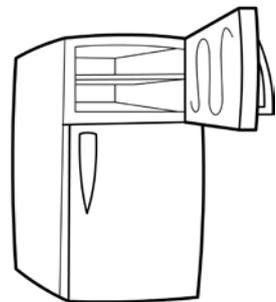
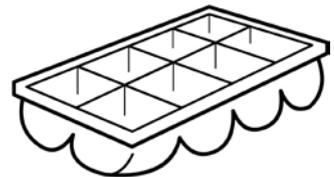
# Stage 3

## Inspect the many forms of water



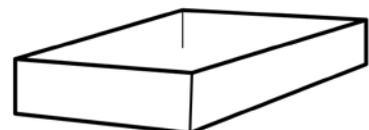
### Station 1 - 'Water changes form from liquid to solid'

- 1 Fill an ice cube tray with water and place it in the freezer section of a fridge.
- 2 Make up a table with 10 minute intervals down one side and water form along the top [eg liquid, part liquid/ part solid, solid].
- 3 Check the ice cube tray on a regular basis [every ten minutes]
- 4 Note any changes you observe. Record your findings on the table.



### Station 2 - 'Displacement / overflow of water'

- 1 Place a smaller container filled with water into an empty tote tray.
- 2 Now place a variety of objects in the water in the small container.[for example a rock].
- 3 What happens to the level of the water in the tray? Record your Findings and discuss them with your group.
- 4 Repeat the experiment with a variety of objects. Record results.
- 5 Discuss this finding-what happens to the water level? If it changes why do you think it does?



## Inspect the many forms of water



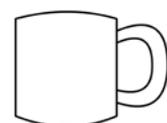
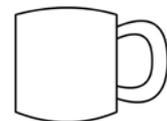
### Station 3 - 'Water movement'

- 1 For this experiment you will need to move to the top end of the concrete path outside the classroom.
- 2 Pour a small amount of water onto the pathway. Where does the water flow record your observations on a table.
- 3 Add different objects to the water trail, eg. leaves and pebbles.
- 4 What happens to the flow of water each time?
- 5 Record your observations. And discuss with the class at the end of the activity

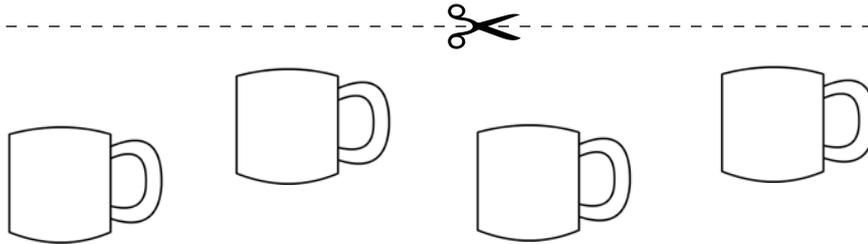


### Station 4 - 'Dissolving substances in water'

- 1 Arrange four clear plastic cups of water on the table.
- 2 Set up four small containers each containing a different substance.[salt, sugar, sand and flour].
- 3 Add the salt to a plastic cup of water. Write the name of the substance on the cup. Observe and record if the salt dissolves into the water.
- 4 Repeat this experiment with the other substances. Record and then compare your observations with the other substances.
- 5 Which substance dissolves best in water and which least? Why?

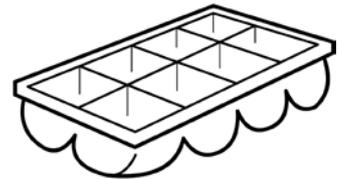


## Inspect the many forms of water



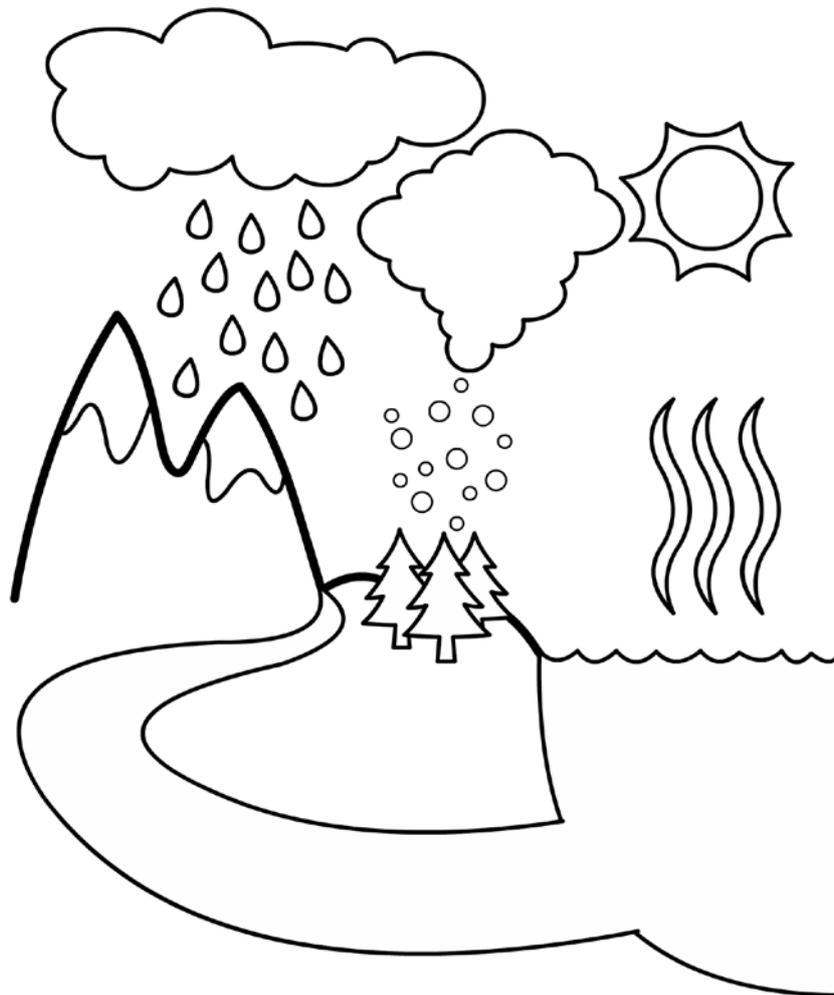
### Station 5 - 'Change of form ( solid to liquid )

- 1 You will need four clear plastic cups.
- 2 Now remove four ice cubes from a tray in the freezer.
- 3 Place an ice cube into a cup of ice cold water from the fridge.
- 4 Place an ice cube into a cup of tap water.
- 5 Place an ice cube into a cup of warm water.
- 6 Place an ice cube into an empty cup.
- 7 Note your observations over a period of time and record findings.
- 8 Did the ice cubes melt at the same rate in each cup? If there was a difference why do you think this happened?



## Discover the water cycle

- 1 Write on the water cycle where Evaporation, Transpiration, Condensation and Precipitation occur on the drawing below.
- 2 Draw arrows to show how water travels through the cycle



- 3 List the ways the water cycle effects our lives:

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# How do we use water?

Work in groups to do a water survey at your school. You need to walk around the school looking carefully at how water is used in the school. You will need to list any problems, such as leaking taps, running bubblers or single flush toilets. Please record the number of problems [for example the number of leaking taps that you see]

- 1 Develop your own survey form to record your results. You may like to take a digital camera with you to record your findings
- 2 Your group can now present your findings to the rest of the class.
- 3 Record these results as a pie graph.
- 4 In class list and discuss the problems of water wastage in the school.
- 5 Discuss solutions to some of these problems. This may involve presenting findings to the School Environmental Management committee [or principal and staff]. The pie graph will be a handy resource for this presentation.
- 6 Including digital photographs as part of the survey will also be a great benefit to the Water wastage report



## Role play activity cards.



# 1

**Show** the rest of the class how we can save water when brushing your teeth.



# 2

**Show** the rest of the class how we can save water in the shower.



## Role play activity cards.



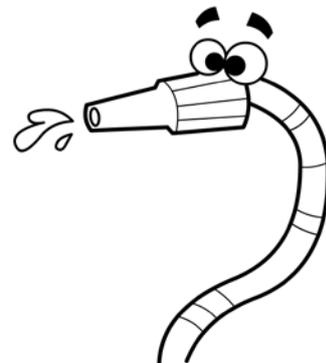
# 3

**Show** the rest of the class how we can save water when washing our clothes.



# 4

**Show** the rest of the class how we can save water in the Garden when using the hose



Stage 3

## Lesson 6



**As a Junior Water Inspector identify the main problems facing the world in regards to our water resource.**

**1** Explain the following water resource issues:

Water wastage:

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Water pollution:

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Recycling:

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Desalinization:

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Water shortages due to climatic change:

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**2** Select one of the above and work in groups to research your selected global water issue

**3** Research your water problem/solution.

**4** Then create a presentation in powerpoint or as a poster to present your findings to the rest of the class. You will need to give the class a definition of your selected topic.



## Stage 3

# Tapstar Quiz for Stage 3

1 Name three ways water can change form?

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2 Describe the natural water cycle on Earth? You can draw a diagram but label it carefully. How does the water cycle affect our lives?

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3 Where is water found on Earth? How much water is available for us and the animals?

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4 Do humans always use water wisely? How do we sometimes waste water?

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5 Make up a sign for the following spots in your home to remind your family not to waste water? Bathroom, Toilet, Laundry, Kitchen, Garden, Drive way.

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6 What do you think is the main water resource problem the world faces? How would you solve this problem?

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