



# classroom activity - me and others



## The journey of a droplet of water

AGE	3 – 6 years old
VALUES	love for nature
MATERIALS	white & coloured sheets of paper, colours, glue, scissors, YouTube video
TIME	30 minutes
GROUP SIZE	5 - 15 children
OBJECTIVES	<ul style="list-style-type: none"><li>• Understand the need for water</li><li>• Understand how water travels</li><li>• Knowing why we need to save water</li></ul>
METHODOLOGY	role-play, discussion, KWL (Know, Want to Know, Learned) strategy
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## STEP BY STEP IMPLEMENTATION

### Step 1)

The facilitator asks the children to sit in a circle and starts asking questions to find out what children know:

- What do you know about nature?
- How do you understand the love of nature?
- How can you not love nature?
- Why do we need water? What do we need water for?
- How does water form?

Additional questions can be asked:

- What do people use water for?
- Can a person consume rainwater?
- How does water come to our house?
- Does water need to be saved?
- Is there enough water in all countries of the world?

Ask the children what they would like to know. If children can't identify, ask them the following questions:

- How does a droplet travel?
- Where does the rain come from?
- Why do you need to save water?
- How to save?
- Who needs water?
- How does water get on our table?

## Step 2)

The facilitator provides children with two-colour cards. The children pull out a coloured card and, according to the colour, form two teams standing in two lines. A facilitator explains to the children that the team that spills less water wins. It is important to keep in mind that the main idea of the activity is not to speed but to save water.

The first child in the team takes a full plastic glass of water from the chair. He/She has to take that glass and put it on a chair which is 5-10 meters away (depending on the age of the children) and run back to his/her team. After that, the other child runs and brings that plastic glass of water and puts it on the chair which is standing next to the team. The activity continues from the first to the last child bringing a glass of water from one chair and putting it on another.

After the game, ask children's opinion which team saved more water and spilt less. What way would they like to use the left water in the glass (whether they want to water the class plant, or share it as a drink with both teams, etc.).

It can be explained to the children that by working together, we achieve better results in a team.

## Step 3)

The facilitator invites the children to watch videos about water and asks to tell what they saw.

The links of the videos:

<https://www.youtube.com/watch?v=IZCB2PrOkuY>

[https://www.youtube.com/watch?time\\_continue=61&v=TWb4KIM2vts&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=61&v=TWb4KIM2vts&feature=emb_logo)

- Why does the droplet rise?
- How does a droplet travel?
- What do we need water for?
- How does water come on our table?
- Where does the rain come from?
- Why do you need to save water?

## Step 4)

Children can draw the travel of a droplet or create a model of the water cycle.

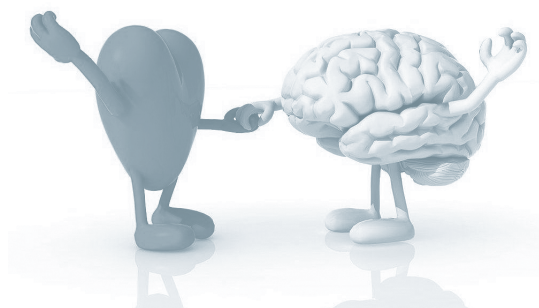
## CRITICAL ASSESSMENT

OBSERVED BEHAVIOR	YES	NO	COMMENTS
The children understood the main idea of the video and retold it independently or with the help of a facilitator.			
The children understood how beneficial water is.			
The children understood the main meaning of saving water.			
The children still need some help in understanding the water cycle.			
The children suggested activities that complemented the understanding of water benefits			

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*Deep water does not flow fast. - Lithuanian folk wisdom*

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### Teachers' Selfcare tips and hints:

Take breaks when you need them. It may seem counter-intuitive to take a break in the middle of a busy workday, but detaching from work for a few minutes can improve your concentration.