Water around us - getting to know the natural water cycle

1 Overall aims:

- Getting to know the essence and importance of water in nature and human life and ways to protect it
- Understanding the cause and effect relationships between evaporation and condensation of water
- Shaping fine motor skills

2 Vocabulary - keywords

Water, rain, evaporation, condensation, water cycle in nature

3 Sustainable abilities developed

- System thinking competency
- Anticipatory competency
- Normative competency
- Strategic thinking competency
- Critical thinking
- Self-awareness
- Integrated problem solving

4 Pillars of sustainability included

- social
- ecological
- economical

5 STEAM domains

S, A, M

Co-funded by the Erasmus+ Programme of the European Union

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6 Teaching methodologies/activity outline

Introduction

The classes can be conducted at any time of the year (preferably in autumn or spring when water-related phenomena can be observed in nature)

1. Conversation

- Where will we find water?
- What is the water like? How can we describe it?
- Who remembers where we met water on a walk? (referring to previous activities - a walk around the neighborhood)
- Where does water in nature come from?

2. Presentation of the water cycle using a graphic/pictorial model

The teacher explains what the water cycle is in nature and how it works. To make it easier, he can use illustrations showing the individual phenomena that make up the cycle in question

3. Artwork: "Images of water drops"

Children use pipettes on a piece of paper to make a few drops and count them. Then, using straws, they blow the drops across the nape. The task of the children is to notice the shapes in the blown drops and to distinguish them with the help of painting accessories. They then give titles to the resulting images.

7 Expected learning outcomes

The child will be able to:

- Describe natural phenomena related to water
- Explain the essence of the water cycle in nature
- Explain what water is used for
- Create new proposals for the care and use of water

8 Assessment

Problem questions:
What do adults do to care for water?
How do we care for water?
Where is the water used?
How can we use water and for what, apart from the solutions we already know?
What if there was no water? - children speculate, hypothesize, search for solutions and analyze their ideas.

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9	**Equipment and materials to be used in learning unit (tools, ingredients etc)** graphic representation the water cycle illustrations of water in nature (rain, evaporation, seas, rivers and lakes, etc.) cards, syringes, straws, water, dyes or paints, crayons (you can use other painting tools - paints, markers, fine-liners)
10	**Kind of setting - lab, kitchen, outdoor etc.** Classroom or preschool garden
11	**References - source:** https://zlocieniaszek.edupage.org/text/?eqa=c3VicGFnZT0wJnRleHQ9dGV4dCUyRnRleHQxMiZ3aWQ9dGV4dDEyX0Jsb2dfMSZhaWRfdGV4dDEyX0Jsb2dfMT02MiZiaWQ9dGV4dCUyRnRleHQxMg%3D%3D
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Examples of artistic expression

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