



## Project: Conserving water diagram

## Learning outcomes

By the end of the project, children will have:

- practised language from Units 1–6 through a group project
- broadened their knowledge of science and environmental studies
- developed their art, literacy and communication skills
- discussed and written a list of ways to save water
- drawn and labelled a diagram in a group
- presented their diagrams to the class
- thought about their own water usage



## CLIL focus

Science: uses for water

Environmental studies: conserving water

Art: drawing, colouring

Literacy: labelling

Communication skills: presenting to peers

## Skills focus

Reading: information

Writing: notes, sentences, labelling a diagram

Listening: instructions, ideas

Speaking: discussing ideas, negotiating, presenting, asking and answering questions

## Language focus

## Vocabulary

Verbs relating to water use: brush (teeth), cook, drink, pour, rinse, shower, splash, swim, wash, water (plants)

Parts of a house: basin, bath, bathroom, drain, garden, kitchen, shower, sink

## Grammar

Water *is used* by everyone.

The woman *is washing* the clothes.

We *should* turn off the tap when we brush our teeth.

People *must* think about how they use water.

He *ought to* use less water when he washes his car.

Have you *ever* wasted water?

I *will* save water.



## Teaching notes

### Lesson plan

#### Class warm-up

- 1 Tell children that they are going to make a labelled diagram showing the different ways we can conserve water in our homes.
- 2 Write '*Water is used by everyone*' on the board. Elicit things we do with water in the home, and write these on the board: e.g. *washing up, drinking, having a shower, washing the car*.
- 3 Ask children about their water usage: *Have you ever wasted water? Have you ever left a tap running?*

#### Materials

**Template:** house diagram (one per group)

**For each group:** paper to write lists; pencils and pens; coloured pencils

#### Group work

- 1 Divide the class into groups of four children. Give each group a house diagram template. Tell them to draw four people in the house who are all using water irresponsibly, e.g. a boy brushing his teeth with the tap running. Monitor, asking questions: e.g. *What is he doing? (He is brushing his teeth.)*
- 2 Children add labels to the diagram saying how and where water is being used. These should be in the form of short sentences: e.g. *He is brushing his teeth in the bathroom*. Encourage them to draw an outline for each label in the shape of a water-related item, e.g. a kettle.
- 3 Each group discusses how the four people they have drawn could save water. They write notes as they come up with ideas.
- 4 Tell them to write up their water-saving ideas as a numbered list of four sentences using *should, must* or *ought to*.
- 5 Each group presents their diagram to the class, reading out some of their labels and some of the ideas from their list. Other children ask questions about the diagram and the list, and say which idea they like best.

#### Follow-up

- 1 Have a class discussion about which ideas would save the most water. Elicit ideas on how water is used in their school.
- 2 Encourage children to write one promise that they will keep for the next week to save water, using *I will*: e.g. *I will have quick showers. I will not leave the tap running.*
- 3 Children could make notices reminding other children about not wasting water.



## House diagram

