Prep – Year 3 lesson plans

Rationale

Up a Dry Gully is an online education portal that can be adopted by schools and integrated with the curriculum to promote the ‘water story’, from catchment, store, treat and supply in South East Queensland.

Implementation of this program is important to ensure that the community of South East Queensland has an awareness and understanding of water in our region. This project is very topical given the challenge Queenslanders face in securing water in a climate of extremes. The knowledge, skills, perspectives and values this education resource offers will enhance the development of the children and their knowledge of Seqwater infrastructure.

Up a Dry Gully lesson plans are designed to engage all learners in a variety of research and hands-on activities related to water conservation and sourcing in the South East Queensland region. Each learning experience is inclusive of all types of learners. Teachers are encouraged to adapt the activities to best suit the students’ needs.

Key learning areas

- Science
- Geography.
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Lesson one

Water is precious

Student objectives
On completion of this session, students should be able to:
- Recall the three states of water.

Introduction
- Play the YouTube clip Sesame Street: The Water Song - [www.youtube.com/watch?v=CwpHMPH-WbM](http://www.youtube.com/watch?v=CwpHMPH-WbM)
- Pose question: What were some of the things you saw or heard in this song?
- Discuss the song to gauge interest and prior knowledge.
- Start a WonderFULL Water Wall using the water drop templates ([Resource 1a: WonderFULL Water Wall drops - appendix](#)).

Teaching cues
- Using the science thinking strategy POE (Predict, Observe, Explain), brainstorm (predict) properties of water based on the five senses.
- Sensory activity (observe): ask students to use their five senses to discover and describe how water:
  - feels
  - tastes
  - smells
  - looks
  - sounds.
- As a class discuss your findings (explain).
- Add relevant words/pictures to the WonderFULL Water Wall.

Culminating activity
- Pose the question, what happens when water gets really cold and really hot? Introduce the language liquid, solid, gas (predict).
- To observe the three states water can adopt, set up three stations: ice (solid), water (liquid) and a kettle (water vapour) where the teacher aid or teacher is stationed.
- The students move between the stations drawing what they have observed using [Resource 1b: When you are hot and you are cold! (appendix)](#).

Extension activities
- Have students experiment with temperatures (e.g. what temperature does water freeze).
- Have students research the different types of precipitation (e.g. how is snow made or, what makes hail).
Conclusion

- Once all students have observed the three states and draw a picture to show their understanding, share findings as a whole class.
- Add relevant words/pictures to the WonderFULL Water Wall.

Resources

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<thead>
<tr>
<th>For the teacher</th>
<th>For the student</th>
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<tbody>
<tr>
<td>Access to YouTube</td>
<td>Resource 1b: When you’re hot and you’re cold (appendix)</td>
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<tr>
<td>Resource 1a: WonderFULL water wall drops (appendix)</td>
<td>Resource 1a: WonderFULL water wall drops (appendix)</td>
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<td>Water play trough</td>
<td>Resource 1a: WonderFULL water wall drops (appendix)</td>
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<tr>
<td>Ice</td>
<td>Resource 1a: WonderFULL water wall drops (appendix)</td>
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<tr>
<td>Plastic cups or containers of tap water</td>
<td>Resource 1a: WonderFULL water wall drops (appendix)</td>
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<tr>
<td>Kettle to produce steam</td>
<td>Resource 1a: WonderFULL water wall drops (appendix)</td>
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Lesson two

Who needs water?

Student objectives
On completion of this session, students should be able to:

- distinguish between living and non-living
- identify ways we use water at home and school.

Introduction

- Using a bag filled with living and non-living objects, ask students to pull an item from the bag and have the class identify whether it is living or non-living. Continue until the bag is empty (this will help ascertain the understanding of the concept).
- As a group, play the following game to introduce/consolidate living and non-living things - www.sciencekids.co.nz/gamesactivities/plantsanimals.html
- Add relevant words/pictures to the WonderFULL Water Wall.

Teaching cues

- Replay the Sesame Street YouTube The Water Song from the previous lesson - www.youtube.com/watch?v=CwpHMPH-WbM
- Using Resource 2a: How we use water (appendix), have students draw different ways we use water at home and at school as identified in the YouTube clip.
- Add relevant words/pictures to the WonderFULL Water Wall.

Culminating activity

- Using the Resource 2b: I spy (appendix), ask the students to play the game in reference to water at home or at school.
- Students are encouraged (if resources are available) to take photos of or draw water use.

Conclusion

Have students share their findings of water uses at home and or school. Add relevant words/pictures to the WonderFULL Water Wall.

Resources

<table>
<thead>
<tr>
<th>For the teacher</th>
<th>For the student</th>
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<tbody>
<tr>
<td>Bag of living and non-living objects (consists of examples of living and non-living objects)</td>
<td>Resource 2a: How we use water (home, school, outside) (appendix)</td>
</tr>
<tr>
<td>Internet access</td>
<td>Resource 2b: I spy (appendix)</td>
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<tr>
<td>Resource 1a: WonderFULL Water Wall drops (appendix)</td>
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Lesson three

Introducing the water cycle

Student objectives
On completion of this session, students should be able to:
- recall the parts of the water cycle
- explain the basic movement of water
- sequence the water cycle.

Introduction
- Commence the session by singing/reciting the ‘Incy Wincy Spider’ song and have the students join in.
- Pose the question: ‘How does the sun dry up the rain and then what happens to it?’
- As a class brainstorm/discuss what happens. Refer to learning from Lesson 1 (how water can change states).
- Add relevant words/pictures to the WonderFULL Water Wall (Resource 1a: WonderFULL Water Wall drops - appendix).

Teaching cues
- Suggested picture books to read to visualise concept of the water cycle:
  - Whizzy’s Incredible Journeys (Pick-a-path book) by Waterwise Queensland
  - Little Cloud by Eric Carle
  - Raindrop Bill by Ann Bryant and O’Kif.
- Discuss book(s) accordingly.
- Watch The Magic School bus episode 19 ‘Wet all over’.
- Discuss and have students retell information from the episode.
- Add relevant words/pictures to the WonderFULL Water Wall.

Culminating activity
Make a class water cycle. Ask students to make each of the forms of water and place around the classroom. Suggestions:
- Make the sun from a paper plate
- Make clouds using cotton wool balls to represent condensation
- Repeat the making of the clouds but paint these clouds grey and make them bigger
- Cut out rain drops and attach to grey clouds to represent precipitation.

Extension activities
- Visit one of Seqwater’s sites for an excursion – www.upadrygully.com.au
- Introduce the scientific names evaporation, condensation, precipitation, collection or run-off.
- Include scientific names as weekly spelling words.

Conclusion
- Ask the students complete a water cycle sequencing located in Resource 3a: The water cycle (appendix) and in Resource 3b: Water warriors activity book – Prep to year 3
and ask students to label their diagram accordingly to ascertain knowledge attained.

- Add relevant words/pictures to the WonderFULL Water Wall.

Resources

<table>
<thead>
<tr>
<th>For the teacher</th>
<th>For the student</th>
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<tbody>
<tr>
<td>‘Little Cloud’ by Eric Carle</td>
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<tr>
<td>Magic School Bus ‘Wet all over’ DVD - <a href="http://www.youtube.com/watch?v=FQyJt0CJNjo">www.youtube.com/watch?v=FQyJt0CJNjo</a></td>
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<tr>
<td>Resource 1a: WonderFULL Water Wall drops (appendix)</td>
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</table>
Lesson four

Catchments

Student objectives

On completion of this session, students should be able to:
- recall features that make up a catchment.
- identify their local catchment on a map.

Introduction

- Commence the session by showing the students Resource 4a: Seqwater catchments (appendix) and brainstorm features identified.
- Pose questions such as:
  - ‘What would happen if the river dried up?’
  - ‘What would happen if the trees all died?’
  - ‘What would happen if we decided to build houses everywhere?’
- Introduce the word ‘catchment’.
- Using the Resource 4a: Seqwater catchments (appendix), have the students identify the catchment they live in.
- Compare students’ local catchment with the poster.
- Add relevant words/pictures to the WonderFULL Water Wall.

Teaching cues

- In the school sand pit, have the students construct a catchment model using various equipment/materials such as plastic containers, plastic animals etc.
- Have the students explain the model and ask them what is in their catchment?
- Add relevant words/pictures to the WonderFULL Water Wall.

Culminating activity

- Students complete Resource 4b: My catchment (appendix). There are opportunities here for students to use collage materials to compliment drawings.

Extension activities

- Visit one of Seqwater’s sites for an excursion – www.upadrygully.com.au
- Have students construct a catchment from recycled materials.
- Have students label their catchment drawing in detail using geographic labelling.

Conclusion

- Share the different features students used in their catchments.

Resources

<table>
<thead>
<tr>
<th>For the teacher</th>
<th>For the student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource 4a: Seqwater catchments (appendix)</td>
<td>Resource 4b: My catchment (appendix)</td>
</tr>
<tr>
<td>Internet access</td>
<td></td>
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</tbody>
</table>
Lesson five

Meet Seqwater’s catchment creatures

Student objectives
On completion of this session, students should be able to:
- recall at least three of catchment creatures
- associate at least three distinguishing facts about one catchment creature
- complete a life cycle of at least one catchment creature.

Introduction
- Using Resource 5a: Catchment creature jigsaws (appendix) (print in colour, laminate and cut into jigsaw pieces), have students complete puzzles.
- Have students group the different animals into where they live e.g. land based, water based or both.

Discussion points
- Use Resource 5b: Catchment creatures’ life cycles (appendix) referring to the water cycle (print in colour, laminate and cut out)
- Have students complete the life cycle activity Resource 5b: Catchment creatures lifecycles (appendix)
- Add relevant words and/or pictures to the WonderFULL Water Wall.

Culminating activity
- Have students select one of Seqwater’s catchment creatures to research. Note, information should be collated beforehand to assist students with information collection (refer to Seqwater catchment creatures fact sheets – www.upadrygully.com.au).
- Ask students to produce a mini report (hard copy or digitally) on the catchment creature of their choice (using pictures, words or both). The report should include:
  - the name of the creature and a description
  - where the creature lives
  - what the creature eats
  - an interesting fact
  - a picture of the creature.

Extension activities
- Students are asked to produce material to promote conserving their chosen catchment creature either hard copy or digitally.
- Students are asked to use the internet or books to research in more detail.

Conclusion
- Students present their catchment creature mini report
- Add relevant words and/or pictures to the WonderFULL Water Wall.
## Resources

<table>
<thead>
<tr>
<th>For the teacher</th>
<th>For the student</th>
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</thead>
<tbody>
<tr>
<td>Resource 5a: Catchment creature jigsaws (appendix)</td>
<td>Prepared resource 5a: Catchment creature jigsaws (appendix)</td>
</tr>
<tr>
<td></td>
<td>Resource 5b: Catchment creature life cycles (Hugo, Gilbert, Craig) (appendix)</td>
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<tr>
<td></td>
<td>Seqwater catchment creatures fact sheets - <a href="http://www.upadrygully.com.au">www.upadrygully.com.au</a></td>
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<tr>
<td></td>
<td>Seqwater catchment creature pictures - <a href="http://www.upadrygully.com.au">www.upadrygully.com.au</a></td>
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</tbody>
</table>
Lesson six

We are going to build a dam

Student objectives
On completion of this session, students should be able to:
- explain the role of a dam
- recall the name of their local dam
- identify materials used to build a dam.

Introduction
- Revisit their local catchment and the water cycle (lesson 3 and 4), to develop the catchment to tap story (this will set the scene for the lesson).
- Pose the question, ‘Where do we store all the water we catch?’
- As a class research the school’s closest dam and discuss.
- Add relevant words/pictures to the WonderFULL Water Wall.

Teaching cues
- Read the book ‘We are going to build a dam’ by Gillian McClure.
- Ask students if they have ever done something similar at the beach.
- Discuss the purpose of the dam and the materials the children in the story used.
- Pose the question: ‘Would the same materials be strong enough to hold all our water?’
- Alternatively, if the story is not accessible, show the students pictures of different dams and pose similar questions. Images can be found on the internet using a Google search for South East Queensland dams or the Seqwater website, www.seqwater.com.au.
- Brainstorm different materials that could be used to build a dam wall using visuals Resource 7a: Examples of Seqwater dam walls.
- Add relevant words/pictures to the WonderFULL Water Wall.

Culminating activity
- In the school sand pit or similar, have students work collaboratively to design a dam using various materials.

Extension activities
- Visit one of Seqwater’s sites for an excursion to learn more about the water treatment process www.upadrygully.com.au
- Have students compare locations of Seqwater’s dams and research one of Seqwater’s dams.
- Have students research their local dam including the history and other interesting facts.
- Have students compare and contrast five of Seqwater’s dams.

Conclusion
- Have students share what worked and didn’t work. Add relevant words/pictures to the WonderFULL Water Wall.
## Resources

<table>
<thead>
<tr>
<th>For the teacher</th>
<th>For the student</th>
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<tbody>
<tr>
<td>‘We are going to build a dam’ By Gillian McClure</td>
<td>Various materials for sand play (shovels, rocks, sticks etc.)</td>
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<tr>
<td>Seqwater fact sheets about our different dams – <a href="http://www.upadrygully.com.au">www.upadrygully.com.au</a></td>
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<tr>
<td>Resource 7a: Examples of Seqwater dam walls (appendix)</td>
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Lesson seven

Be an aqua ranger

Student objectives
On completion of this session, students should be able to:
- recall ways we use water
- identify ways we waste water
- demonstrate ways we can save water.

Introduction
- Commence the lesson by playing the ‘Is there enough for everyone?’ game. Refer to Resource 7a: Is there enough for everyone (appendix), for explanation of game.
- Introduce the word ‘conserve’ by using it interchangeably with the word ‘save’.
- Discuss the outcome of the game.
- Add relevant words/pictures to the WonderFULL Water Wall.

Teacher cues
- Play the Sesame Street YouTube clip to set the scene www.youtube.com/watch?v=gtcZbN0Z08c
- Brainstorm ways to conserve water.
- Play Water Charades Resource 7b: Water charade cards (appendix). Students are to role play the water using behaviour in small groups. The group needs to identify the behaviour and suggest ways to improve the behaviour to conserve water.
- Add relevant words/pictures to the WonderFULL Water Wall.

Culminating activity
- Option 1 – Students produce posters of ways to save water at school or at home either hard copy or digitally.
- Option 2 – In small groups, students produce a short YouTube advertisement to promote saving water in the community.
- Option 3 – In small groups, students produce a clay animation to promote saving water in the community.

Extension activities
- Visit one of Seqwater’s sites for an excursion (www.upadrygully.com.au).
- Students can play water relay races (using buckets of water).
- Students design their own Aqua Ranger badge (Resource 7c: Aqua ranger badge template).

Conclusion
- Learnings can be shared with the year level and/or even the whole school at assembly.
## Resources

<table>
<thead>
<tr>
<th>For the teacher</th>
<th>For the student</th>
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<tbody>
<tr>
<td>Resource 7a: Is there enough for everyone game instructions and cards (to prepare) (appendix)</td>
<td>Resource 7a: Is there enough for everyone game cards (appendix)</td>
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<tr>
<td>Internet access</td>
<td>Resource 7b: Water charade cards (appendix)</td>
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<td>Resource 7c: Aqua ranger badge template (appendix)</td>
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Culminating project

Future water innovators

Student objectives
On completion of this session, students should be able to:
- demonstrate basic planning skills
- explain their invention and how it saves water.

Activity
Students are required to invent an object that has the ability to save water at school or at home.
- Students can either:
  - draw a plan, showing how their invention is used to save water on a poster
  - make a PowerPoint presentation showing the design and how their invention is used to save water
  - design and construct (make a prototype) their invention and explain to the class how it works.

Discussion points
The project should address the following question matrix:
- Why is the invention needed?
- Who can use the invention?
- What design was used (show a plan/diagram/drawing)?
- When can the invention be used?
- How will it save water?

Resources

For the teacher (to provide to examples of inventions)
Water roller - www.youtube.com/user/hippowaterroller
**Australian curriculum linkages**

Cross curricula priority of sustainability.

<table>
<thead>
<tr>
<th>Year level</th>
<th>Geography</th>
<th>Science</th>
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<tbody>
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Appendix

Resource 1a: WonderFULL Water Wall drops

Introduction
This resource offers a template design for creating a WonderFULL Water Wall. Students can use these templates and add to a wall. The more templates added to the wall the larger your classroom WonderFULL Water Wall will be.
Resource 1b: When you’re hot and you’re cold

Introduction
This resource is a student activity sheet that discusses the various forms of water.

Draw your observations

**Water**

*When water is hot*

*Looks like this*

*When water is cold*

*Gas*

*Solid*
Resource 2a: How we use water (home, school, outside)

Introduction
This is a student activity sheet to discuss water use in their homes. This can be completed as a group, whole classroom or individual activity.

Discuss how many taps each student thinks they have at home. As a group count the number of taps and write the total number in the cloud below. When the students go home, ask them to confirm how close they were to their guess in the classroom.

Ask students to ask other people in their house the same question. Get the students to consider the different rooms in a household that use water, and how they compare.

Ask the students to use the below blank squares and complete a rough sketch of their rooms at home that have taps.
Resource 2a: How we use water (home, school, outside) continued.

Introduction
Use the below activity sheet to examine water use at school. Circle the people in your school community that use water.

- Maintenance man
- Principal
- Teacher
- Fireman
- Astronaut
- Families
- Zoo keeper
- Tuckshop
- Students
Resource 2a: How we use water (home, school, outside) continued.

Introduction
Use the below activity sheet to examine water use outside.

Water use search

pets pool playing
bugs wash flowers
tree tanks

What other words can you find?

pool water
l x f i s z q k r r
a j g l l i f e t e
y k o d o g g r p e
i l o a o w a s h s
n s w i i p e t s h
g t a n k s x r q a
b i r d s b u g s z
Resource 2b: I spy

Introduction
This is a fun activity that can be completed at home or school. Students can add pictures into each magnifying glass picture. Pictures can include people using water in their home or at school. Remind students to get the person’s permission to take their photograph.
Resource 3a: The water cycle fact sheet

Introduction

The water cycle activity is a coloured poster that can be used to display on your classroom wall or offered to students as a regular reference point when discussing the water cycle.
Resource 3b: Water warriors activity book – prep to year 3

Introduction
This resource has been designed to implement a collection of activities into one student booklet. This activity book can be accessed by visiting Up a Dry Gully at www.upadrygully.com.au
Resource 4a: Seqwater catchment map

Introduction
A master copy of this map is located on the Seqwater website (www.seqwater.com.au) and on Up a Dry Gully website (www.upadrygully.com.au).
Resource 4b: My catchment

Introduction
This is an activity for students to draw their own catchment, and identify key features of a healthy catchment.
Resource 5a: Catchment creature jigsaws

Introduction
The catchment creature jigsaw images are coloured templates for students and teachers to use as a classroom activity. Students and teachers can use these to create jigsaw puzzles. This can be used as a group, individual or whole classroom activity.

To prepare the jigsaws, print the below catchment creatures in full colour, laminate and cut into jigsaw pieces. The following catchment creatures jigsaw images are provided:

- Erica the Eel
- Gary the Goanna
- Gilbert the Frog
- Craig the Cocky
- Quincy the Quoll
- Polly the Python
- Peta the Perch
- Barry the Bass
- Katie the Koala
- Hugo the Turtle.
Resource 5b: Catchment creature lifecycles

Introduction
The catchment creature life cycle activity is a template for students to cut out and place into the correct order of the animal’s life cycle. The following life cycle cut out images are provided:

- Hugo the Turtle
- Gilbert the Frog
- Craig the Cocky.

Life cycle template
Resource 5b: Catchment creature lifecycles continued

Hugo the Turtle
Cut out the pictures of Hugo the Turtle and place them in the correct order of his life cycle.
Resource 5b: Catchment creature lifecycles continued

Gilbert the Frog
Cut out the pictures of Gilbert the Frog and place them in the correct order of his life cycle.

Cut out the pictures of Gilbert the frog and place them in the correct order of his life cycle.
Resource 5b: Catchment creature lifecycles continued.

Craig the Cockatoo
Cut out the pictures of Craig the Cockatoo and place them in the correct order of his life cycle.
Resource 6a: Examples of Seqwater dam walls

Introduction
This resource offers a range of images of Seqwater dam walls.

Hinze dam wall

Wivenhoe dam wall
North Pine dam wall
Resource 7a: Is there enough for everyone?

Introduction
This game is a fun and interactive activity for groups or as a whole classroom activity. The game is best for small groups. Instructions, materials, questions and game cards are offered in this resource.

Instructions
- One person in the group is the dam operator and is in control of the jug.
- Remaining participants have the containers that have been labelled as per the behaviours on the Game cards.
- Each student in the group gets to turn over a card.
- The dam operator then pours some water from the jug into the matching container(s).
- It is at the person with the matching container’s discretion as to how much water goes into the container.
- The game continues until the jug is empty.

Note: Observe the conservations and behaviours that the students engage in throughout the game.

Materials
- one jug full of water
- clear plastic cups or containers labelled with water uses
- game cards.

Questions
These questions can be asked throughout the game to promote deeper thinking:
- How can we refill the jug?
- What happens if we can’t refill the jug? What else could we do?
- Is there enough water for everyone to have a turn?
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have a shower</td>
<td>Your little sister brushes her teeth</td>
</tr>
<tr>
<td>Your friend flushes the toilet</td>
<td>You have a water fight with your friend</td>
</tr>
<tr>
<td>Your brother refills his drink bottle</td>
<td>Your mum needs to wash some clothes</td>
</tr>
<tr>
<td>Your nanna waters the garden</td>
<td>You wash your hands before dinner</td>
</tr>
<tr>
<td>It’s time to do the dishes</td>
<td>Your family cook pasta for dinner</td>
</tr>
<tr>
<td>Your dad washes the car</td>
<td>You take a hot bath</td>
</tr>
</tbody>
</table>
Resource 7b: Water charade cards

Introduction

Students role play the water using behaviour in small groups. The group needs to identify the behaviour and suggest ways to improve the behaviour in order to conserve water.

- Washing the dog
- Brushing your teeth
- Having a shower
- Washing the dishes
- Watering the garden
- Drinking water
- Flushing the toilet
- Washing clothes
- Playing with water
- Cleaning
- Cooking
Resource 7c: Aqua ranger badge template

Introduction
This resource is offered as a colour and black and white template for students. Students can design their own aqua ranger badge.

![Aqua Ranger badge template](image)