



Water cycle

SEQUENCE 1

Age group	6-9 y.o.
Prior knowledge	None
Material needed	The water cycle box, plastic bottle
Subjects	Water cycle-clouds-rain
Skills involved	<ul style="list-style-type: none">- Know and represent the path taken by water in nature.- Identify changes of state and their consequences in the cycle.
Time to carry out the sequence	2 hour

Step 1: Introduction

For a short introduction to the subject, you can go outside and look at the clouds, finding shapes, similarities and differences between them.

Alternatively, leave a measuring cup outside for a while and check the water level daily. Has it rained? Is the water level always the same?

Step 2: Initial concepts

If the subject has not yet been discussed with the pupils, it might be interesting to gather their initial ideas by asking them questions like: In your opinion, how are clouds formed? Where does the rain come from?

Take note of the students' hypotheses so you can return to them later.



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Step 3: Discovering the content of the box

This step aims at having pupils look at the box content: the material and the notice. Children should have enough time to discover and familiarise themselves with the box.

Step 4: “Build” the water cycle

With the help of the materials in the box, you can reconstruct the water cycle.

Try to represent (or complete a simple diagram) the water cycle using what they have learned from the box.

Step 5: Extension/reinvestment

Form several teams, and each team has to write (or tell, depending on the level of the pupils) their own story (along the lines of the storytelling elements) of a drop of water, respecting the water cycle. The first team writes the story of a drop of water that begins in a river, team number 2's drop of water is a raindrop, team number 3 begins its story with a drop of water in a cloud, and the last team writes the story of a drop of water that starts in gaseous form as it is in the process of evaporating. Each team wrote about the 4 steps of the water cycle, but their story begins in a different stage. The aim is to continue the story while respecting the natural water cycle.



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SEQUENCE 2

Age group	9-12 y.o.
Prior knowledge	concepts of the water cycle
Material needed	The water cycle box,
Subjects	The water cycle, clouds, rain
Skills involved	<ul style="list-style-type: none">- Know and represent the path taken by water in nature.- Identify changes of state and their consequences in the cycle.
Time to carry out the sequence	1 hour

Step 1: Research

Ask the students to draw the water cycle (based on their knowledge or by trying to guess). If they have no ideas, do a little research. This is also an excellent time to learn how to do a good internet search (use keywords, search engines, and trust a source).

Step 2: Discover the box

Give the students time to observe the different parts of the box and ask them what they think can be done with the material.

Create the box using the materials provided.

Step 3: Formalisation

Look back at what they have done with the box.

Draw a simple diagram of the water cycle.

Step 4: Extension/reinvestment

From this sequence, you can start a sequence on the weather, wind, different clouds, atmospheric pressure, etc.



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SCIENCES

It might be an exciting project to build a small weather station with a thermometer to measure the temperature, a rain gauge to measure the amount of rain, a weather vane to determine the wind direction and an anemometer to measure the wind speed. Throughout the year, pupils can take measurements and create graphs.

The storytelling elements can also be used to create a model of the water cycle using simple materials such as cardboard and absorbent cotton.



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MY BOX OF STEAM (project nr. 2022-2-EE01-KA220-SCH-000099273) is funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.