



## Communicating vessels

### BOX NOTICE

Name of the activity	Communicating vessels
Activity duration	2h
Material needed	Communicating vessels box, 2 Aluminium pans (for the river and the ocean), sand or pebbles (or Lego®, blocks. If you use other materials, make sure they are not able to dissolve in water or float on the water surface), Water, Bottle with a narrow opening, Aluminium foil, Small bowl for water collection, Scissors, Tape, nail, book or box, paper towels, blue food dye
Number of pupils involved (per box)	3-4

### Step 1: Introduction – Storytelling

After introducing the subject by talking about the vocabulary associated with rivers, you can introduce the journey of a rivulet by reading the story.

The story is a good way of introducing the experiences of the two sequences.

### Step 2: Experiment

The creation of a river will enable pupils to understand the path of a drop of water and the principle of communicating vessels.

The sequence can also be linked with other topics such as environment (water can carry other things such as plastic, chemicals, etc.), science with how the water is



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filtered through the soil, even biodiversity to study the various animals that live in the rivers or the sea.

For older pupils, you could also introduce or exercise the principle of volume.

For older pupils, the principle is illustrated using the model made with two bottles of water and a pipe.

## Step 3: Extension

Start by asking the students to describe the water they see in several photos (sea water, cloudy, dirty water, clear, clean river water). Ask them if they know of any ways to make the water clean.

Put the students into groups and ask them to formulate hypotheses and carry out documentary research.

The idea is that they set up a filtration system with several layers to filter the different elements.



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