THE RIPPLE EFFECT

WATER TRACKER TRAINING CAMP

TEACHER GUIDE

ESSEX&SUFFOLK WATER *living water*

INTRODUCING THE RIPPLE EFFECT

Water is vital for all life on this planet. It is a precious resource that is essential for the environment and the health of us all. Essex & Suffolk Water wants to support this important work through The Ripple Effect:

When we all make small changes to our water use, we can make big waves in protecting our precious water supply.

By putting children's use of water at the centre of our education resources, children are supported to quickly grasp vocabulary, consider the water cycle from a range of different start points and understand the need for, and impact of, water efficiency and saving. Your class can be part of The Ripple Effect by becoming Water Trackers. Water Trackers are expert protectors of water and guardians of the water cycle.

Your students may have already built their knowledge at Water Tracker House. Now it's time to test their knowledge by collecting badges in the Water Tracker Training Camp, though don't worry if you're starting with the camp – there's plenty to learn here that doesn't rely on the House.

If you do want to have a look, in Water Tracker House children will need to keep their wits about them and move around the rooms to solve water waste challenges and learn from water saving behaviour elsewhere in the world.

Here in the Water Tracker Training Camp, children complete tasks to earn virtual Water Tracker badges.

The Ripple Effect Learning Objectives

1. I can name the different stages of the water cycle.
2. I know how water is treated and why it is important to do so.
3. I know that water is precious and why it is important to use water efficiently.
4. I am able to calculate how much water I use at school and at home.
5. I am able to make changes to my behaviour that use water more efficiently.
6. I am able to encourage other people to use water more efficiently.

Learning outcomes and curriculum links for each activity are included within the guidance for the individual activities.

WELCOME TO WATER TRACKER TRAINING CAMP!

INTRODUCING THE WATER TRACKER TRAINING CAMP

Water Tracker Training Camp is a suite of activities that allows children to collect virtual badges as they complete challenges and gather important facts about water efficiency and the water cycle.

This guidance document provides key learning themes, outcomes and curriculum links for each badge and additional delivery ideas to support the use of this resource in the classroom. This resource can also work effectively for remote learning. Look out for our remote learning tips to find out how.

There are five different badges to collect.

How to run the activities

This resource has been designed to be flexible and easy to use with a range options for delivery. Teachers may decide to:

1. Use the activities within a lesson every week within the normal timetable.
2. Use aspects of the activities as starters and/or plenaries to supplement existing lessons.
3. Run all of the activities across a week as part of a topic focus week.
4. Deliver the activities with school council/eco council/student leadership groups and then cascade some activities through assemblies.

Aspects of Water Tracker Training Camp can be used as starters and plenaries to supplement existing lessons. Additional delivery and differentiation recommendations have been made for each activity. An approximate timing range has been provided with 'only have 15 minutes?' options where appropriate.

DELIVERY

Introduce the Water Tracker Training Camp

- Open up the Water Tracker Training Camp Presentation and tell the children that they are going to be learning important messages about the water cycle and using water efficiently. This new project is part of The Ripple Effect, an education programme that wants to get everyone using water more wisely.
- **When we all make small changes to our water use, we can make big waves in protecting our water supply.**
- Ask the children to have a look at the first slide that shows the five different badges they are going to need to collect. These badges will enable them to become Water Trackers – you can ask the group if anyone knows what a Water Tracker is. Water Trackers are expert protectors of water and guardians of the water cycle... and they've got badges to show for it.
- Water Trackers understand that we are part of the water cycle and need to do our bit to protect our water supply. They will need to complete five different challenges and collect five different badges in an effort to become Water Trackers. Ask the children are they ready to get started!?

WATER TRACKER TRAINING CAMP

WATER WISE BADGE

Overview
Review of the water cycle and the names of the processes involved.

Learning outcomes
- Recognise key processes in the water cycle.
- Recall specific vocabulary associated with the water cycle.
- Use a range of resources to explain the water cycle and it's importance to life on earth.

Curriculum links
Geography:
- Describe and understand key aspects of physical geography: including rivers, mountains, and the water cycle.
- Human geography, including: the distribution of natural resources such as water.

Science: States of Matter
- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Design technology:
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
- Select from and use a wide range of materials and components.

Resources required:
Teacher guide, main presentation, mini whiteboards, Water Wise worksheet for each member of the class, resources for the children to create their own water cycle e.g. Lego, small world items, digital recording devices, paint, collage materials etc.

Format
Introduction: review of what we already know about the water cycle.

Activity: cut and stick, put the water cycle in the correct order.

Plenary: choose materials and items from the selection and create your own water cycle.

Timing
30 minutes.

Only have 15 minutes?
Just use the cut and stick worksheet alongside your own water cycle planning.

Home learning tips

If possible, create a video lesson where you cover the main vocabulary associated with the water cycle. If children have access to a printer they can then complete the worksheet activity at home.

THE ACTIVITY

- Onto the first badge. Are the children ready to complete the first challenge?
- Introduce The Water Wise badge. Tell the children that this badge is all about the water cycle and being aware of how water moves around the world and eventually finds its way to our schools and homes.
- Ask the children to think about what they have learned about the water cycle. Who can remember the different parts of the cycle?
- If you have whiteboards available you could ask the children to draw a quick sketch of what they know about the water cycle (alternatively rough books/ scrap paper can be used to make notes). How does water move around the water cycle? Where does it come from and where does it go?
- Once the children have finished their discussions, ask them to share their drawings and discussions with the rest of the group.
- Move the presentation onto the slide where there is an unlabelled version of the water cycle – compare this drawing with the drawings the children have made.
- Now ask the children to think about the scientific vocabulary for all of the processes involved in the water cycle. You may use the glossary on the following page to help you. Move the presentation on to the next slide where the water cycle has been incorrectly labeled. Ask the children to have a good look at the labels. What do they think of the labels? Can they do a better job on their drawings? Ask them to return to their illustrations and label the different processes correctly.
- Once the children have completed their discussions, ask them to recreate the water cycle using the illustrations and vocabulary from the worksheet.
- When the children have finished this activity they can then choose a different way of presenting the water cycle. Children can choose from a range of media i.e. video camera, small world objects, painting, etc.
- Once the activity has been completed, move the presentation on where a tick will appear against the badge and the class can celebrate the collection of the first badge! Four more to go!

DIFFERENTIATION

Some children may need further support with the spelling and understanding of the different processes involved in the water cycle. Where possible labels should be used with an illustration to support understanding.

Early finishers of the task can consider the implications of melting ice caps/overuse of river and reservoir water for the water cycle running efficiently.

GLOSSARY

Have the following terms at your disposal to help inform your pupils' understanding of the water cycle.

EVAPORATION – a process where liquids change to a gas or vapor.

PRECIPITATION – the release of water from the sky, it can be liquid or solid, for example, rain, sleet, hail and snow.

SEA – a body of salt water not as large as an ocean and often nearly surrounded by land.

WASTEWATER TREATMENT – a process used to remove contaminants from dirty water or sewage so that it can be returned to the water cycle with acceptable impact on the environment, or reused for various purposes.

CONTAMINANTS – substances and impurities that affect the quality of water such as sediment or bacteria.

EFFLUENT – sewage or other liquid waste that's treated so it can safely flow back into a body of water such as a river or lake.

CONDENSATION – the process by which water vapor (water in its gas form) turns into liquid.

RIVERS – a river is a natural flow of running water that follows a well-defined, permanent path, usually within a valley.

STREAMS – a natural flow of water that follows a more temporary path that is usually not in a valley.

CLEAN WATER SUPPLY – water reserved or suitable for drinking.

SUN – the star at the center of our solar system. It is a hot ball of gases that gives off great amounts of energy.

GROUND WATER – the water found underground in the cracks and spaces in soil, sand and rock.

INFILTRATION – the process by which water on the ground surface enters the soil.

TRANSPIRATION – the evaporation of water from plants, especially leaves.

RUNOFF – the part of the water cycle that flows over land as surface water instead of being absorbed into groundwater or evaporating.

WATER FACT BADGE

Overview
Children learn facts about the water cycle and water efficiency by choosing if a range of statements are true or false.

Learning outcomes
- Identify true and false facts about the water cycle and water efficiency.
- Recall key facts about the water cycle and water efficiency.
- Use key facts to persuade others to use water more efficiently.

Curriculum links
Geography:
- Describe and understand key aspects of physical geography: including rivers, mountains, and the water cycle.
- Human geography, including: the distribution of natural resources such as water.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.

Science: States of Matter
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Resources required:
Teacher guide, main presentation, Water Fact True or False statement printables and thumbs up/thumbs down signs printables.

Format
Introduction: Review of the water cycle.

Activity: True or False Game.

Plenary: Ripple Effect ideas, how can the children share the facts with the school community.

Timing
20 minutes.

Only have 15 minutes?
Read out the True and False statements to the whole class and get them to show thumbs up or thumbs down for a quick introduction to some surprising information about water.

Home learning tips
Children can choose three of their favourite facts and create a persuasive PowerPoint. The presentation should include images, their favourite facts and encourage people to make positive changes to the way they use water.

THE ACTIVITY

- Before starting the lesson, make sure you have the printed resources ready for the activity. You will need the thumbs up thumbs down signs and the list of true or false statements. You will need enough copies for the children to work in small groups.
- Review the activity from the last badge. Ask who can remember name for the process where water changes from liquid to a gas or vapour? You can also ask if any of the children have begun thinking about how they can save more water – the facts that come up in the activity may make them want to think about saving water in more detail!
- Now move the presentation on to the Water Fact Badge page – ask the children if they are ready for their next challenge?
- Here we go! The Water Fact badge is all about getting to grips with some amazing facts about conserving water and the water cycle. The facts can be shared with other people to help them realise the importance of making changes to the way we use water. Tell the children that they will need a thumbs up and thumbs down sign – distribute the signs to the children.
- The next two slides will help them warm up. Ask the children to get their thumbs up and thumbs down signs ready. Ask them which one to hold up if a sentence is true or false. Ask the children if they are ready... count down five, four, three, two, one... and bring up the next slide containing the statement 'Fog is a very low cloud'. If you are able to use an egg timer or a timer on the smartboard you can give the children 20 seconds to talk with their partner and choose an option: thumbs up or thumbs down.
- Ask the chldren to make their decisons. Tell the children that chose thumbs up that they are correct! Fog is a cloud that touches the ground.
- One more 'The South East of England has an excellent supply of water'. Again, give the children a time limit and ask them to discuss the statement with their partners/small group. When the time is up, the children should choose either thumbs up or thumbs down.
- In this case the statement is false: the South East of England has a good supply of water, however there is greater demand in this area due to the number of people. In fact, during very dry periods of time the South East relies on water from other areas of the country!
- Put the children into small groups of six. Ask them to cut out the true / false statements. The cards can be folded along the crease so that the children can hide the answer from those guessing the answers. Three children take turns to read the true or false statements out to the other children who will discuss the statement (and hopefully agree!) and then hold up a thumbs up or thumbs down sign.
- You may want to circulate and listen to the discussions around the statements.

DIFFERENTIATION

Depending on age and attainment levels of the class, some children may need additional support to decode the vocabulary of the water cycle (see glossary). As an alternative to small group

work, the exercise can be run as a whole class activity with the teacher reading the statement and explaining new/complex vocabulary. Another option is to ask for volunteers from further up the school to read the sentences out for small groups of children.

Answers to True or False:

1. **True:** The water cycle helps regulate the earth's temperature.
2. **True:** Water exists in more than one state in the water cycle.
3. **False:** Sprinklers and hoses use around 1,000 litres an hour.
4. **True:** The earth has been recycling water for over four billion years.
5. **True:** Adding a washing up bowl or plug into your sink to catch excess can reduce water wastage by 50%.
6. **False:** When water droplets in clouds become too big and heavy for the air to hold them they fall back to earth as rain, snow, hail or sleet.
7. **False:** 70% of the earth's surface is covered in water.
8. **False:** 0.3% of the world's water is available for drinking water.
9. **True:** Fog is a very low cloud.
10. **True:** Water is not only stored underground but also in ice caps, snow and glaciers.
11. **True:** When water evaporates into the atmosphere, it cools and condenses to form clouds through a process called condensation.
12. **True:** Watering the garden on a windy day is a bad idea.
13. **False:** The South East of England has less available water than some African countries.
14. **True:** It takes 2,700L, the equivalent of 34 baths of water, to produce a T-shirt. There are 80 litres in a bath.
15. **True:** It's predicted that there will be 8.7 million more people in England and Wales alone by 2050.
16. **False:** There's no need to continuously water grass over the summer – it will start to regenerate quickly after a rain shower.

- Once the children have played the game and have had an opportunity to share their opinions about the facts, ask them to think about The Ripple Effect. Could some of these facts be useful for changing other people's use of water? Who might be interested to hear about these facts?
- Ask the children either to write on whiteboards or discuss with a partner the different ways these water facts could be shared with the local community to get them to think more about how they use water.
- The children may come up with ideas such as:
  - School council could discuss some of the facts and consider what the school could be doing to save more water.
  - The facts could be added to the school newsletter.
  - Children could be encouraged to create a song/poem/video that makes the facts as interesting and engaging as possible.
- Once the activities are complete and you feel that the group has achieved the outcomes, move the presentation on to the next slide where the children will receive their virtual stamp for this badge.
- Congratulate the class!

WATER ACTION BADGE

Overview

Children will improve their water efficiency behaviour by benchmarking water saving activity in school. They will then use a take home booklet full of water saving ideas to change their water use at home.

Learning outcomes

- Understand how water can be saved by making simple changes to our habits.
- Collaborate with family members and friends to save more water.
- Capture data related to current water use within their class.

Curriculum links

Geography:

- Communicate geographical information in a variety of ways, including through writing.
- Describe and understand key aspects of human geography, including the distribution of natural resources including water, how people use water and their attitude towards it.

English – Writing:

- Write non-narrative material, using simple organisational devices (Persuasion / advertising).
- Demonstrate an increasing understanding of purpose and audience.
- Make deliberate ambitious word choices to add detail.

Maths

- Measure using the appropriate tools and units, compare (including simple scaling by integers) add and subtract using mixed units: volume/capacity (l/ml). (Year 3).
- Solve number problems and practical problems – using digits in a three-digit number (hundreds, tens, ones).
- Solve simple problems in contexts, deciding which of the four operations to use and why.
- Compare and order numbers up to 1,000 (Year 3) / beyond 1,000. (Year 4).

Resources required

Teacher guide, main presentation, Water Action booklet printable, a bucket of water as a visual prop to show how much water 10 litres is (optional).

Format

Introduction: Review of prior learning and the importance of sharing knowledge with wider communities.

Activity: Survey of children's water use and Water Action booklet.

Plenary: Review children's water use and how they have completed the Water Action booklet.

Timing
20 minutes in school session – the booklet should be filled in throughout the week at home.

Only have 15 minutes?
N/A.

Home learning tips
The booklet is perfect for home learning. Children without printers will need to be provided with booklets to fill in at home.

THE ACTIVITY

- Children will need a copy of the Water Action booklet each. This can be printed or circulated through school email/school virtual platforms for the children to access directly at home.
- Review the activity from the last badge – we've looked at some facts that show how precious our water is. Now we're going to start thinking about the positive things we can do at home to use less water... and maybe we can think about The Ripple Effect here too! Can we persuade our friends and family to make the same changes we do to save even more water!?
- Now move the presentation on to the first Water Action Badge page – tell the children that this badge is all about making changes and taking action.
- Tell the children that the first thing this class needs to do is to work out how much water everyone is already using.
- Bring up the next slide where it shows the key activities the children are going to measure their water use against (don't worry, this isn't going to be too precise.) If the children are using hard copies of the action booklet they can fill in page 2 where there is space for them to write the number of children who turn the tap off when brushing their teeth, take a four minute shower, take baths, only flush the three Ps – paper, poo and pee.
- The children should raise their hands when the different activities are called out and a child should tally the total number of children who turn the tap off when brushing their teeth, take a four minute shower etc.
- Tell the children that the plan for this week is to try and get some of those numbers higher and some lower.
- Bring up the next slide where the children need to guess how much water each activity uses.
- Remind the children that a normal bucket of water holds 10 litres.
- Can the children match the water use to the activity? Ask the children to work in pairs and small groups to discuss the activities and different water values.
  - A shower uses 8-10 litres a minute.
  - A running tap uses six litres a minute.
  - A full bath uses 80 litres of water.

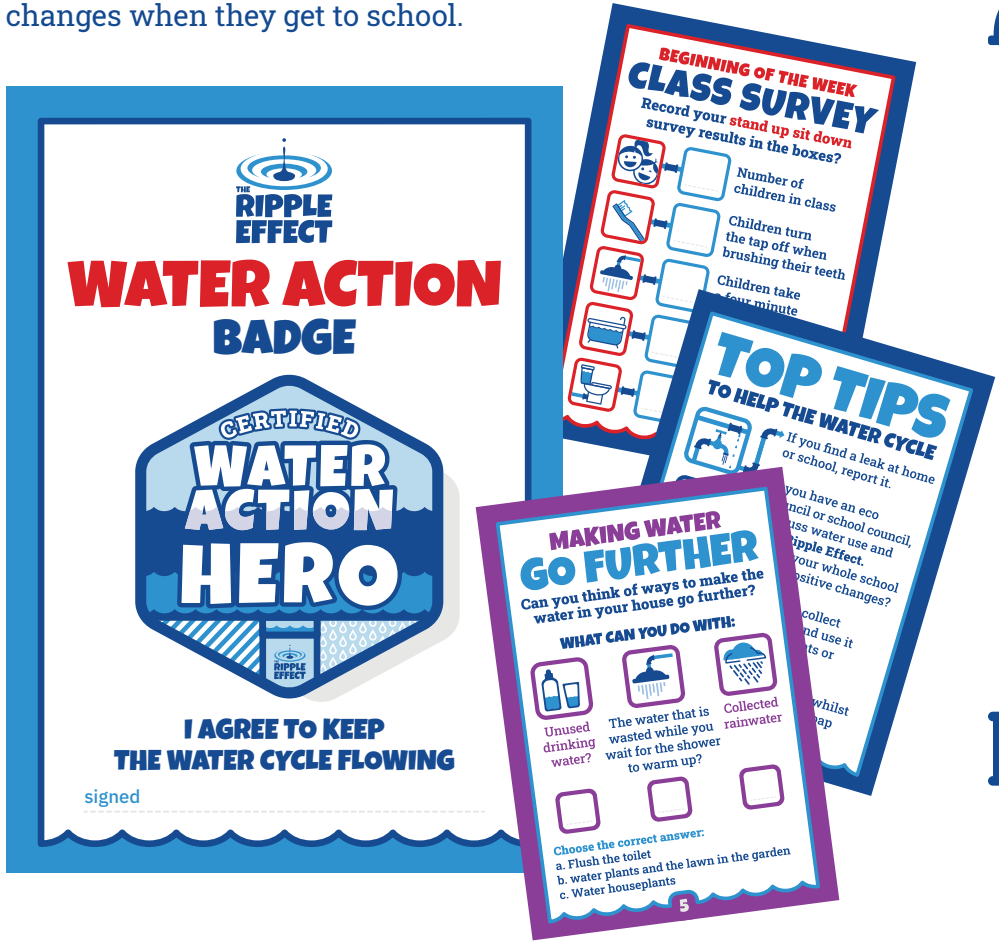
Although there isn't a definitive amount of water that's wasted with blocked toilets, ask the children to think about the water cycle. Our sewer system is part of the water cycle as it's the start of returning some water back to the water cycle – blockages

mean that there is less water in the cycle! Remind the children about the three Ps rule, only pee, poo and paper should be put down the toilet – everything else needs to go in the bin.

- Now bring the Action booklet up on the screen or ask the children to look at their printouts. You may want to talk through the different activities on the booklet and tell the children that they will be using the booklet as a guide when they are at home to help them make positive changes to the way they use water.
- Remind the children that this week's task is to try and change some of the numbers from today. Ask whether a shower or bath will be the best option for the children and which method they plan on taking. Ask them how long they are going to spend in the shower – four minutes!
- During the week of the challenge, ask children how they are getting on with their changes – are they managing to complete the challenges? Have they persuaded anyone else to change their behaviour too?
- At the end of the week ask the children to bring their completed Action booklets into school. Discuss the results.
- Now it's time to complete another hands up survey. Tally the numbers for the different activities – how successful were the children in changing their behaviour? Did anyone else at home change their behaviour too?
- Move the presentation on to the final slide for this badge and collect the virtual stamp.
- Celebrate the amount of water the children have saved!

DIFFERENTIATION

Some children may prefer to keep their booklets at school and to carry out small activities with an adult during school time. They can keep track of their at home activities and record the changes when they get to school.



WATER WORKER BADGE

Overview

Children will use the Water Worker Film to become more familiar with the water treatment process and the people that clean water for us. After watching the film, the children will complete a short comprehension quiz. They will then go on to analyse their own skills and decide which water worker they are most like.

NB: You may recognise this activity if you've already been through Water Tracker House. Feel free to try it again or skip it this time around!

Learning outcomes

- Discuss a range of professions within the water treatment sector.
- Recognise the huge amount of work involved in getting clean water into our homes.
- Consider their own skills and which jobs they may be suited to in the water treatment industry.

Curriculum links

Geography:

- Describe and understand key aspects of physical geography: including rivers, mountains, and the water cycle.
- Describe and understand key aspects of human geography, including: the distribution of natural resources such as water.

Science:

- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Resources required:

Teacher guide, Water Worker Film. You will need to decide if you are going to get the children to work through the quizzes online or on paper. If you using paper, make sure to print out sufficient numbers for the group you are working with. The 'Water Worker Quiz' and 'Where could you work in the water treatment cycle?' is suited for whole class delivery or for students to work through individually on a device or on paper. You may want the children to use a small piece of paper to remember their shapes for the 'Where could you work in the water treatment cycle?'

Format

Introduction: A recap about the water cycle and a consideration of how clean water gets into our houses.

Activity 1: Watch the Water Worker Film and complete the Water Worker Quiz.

Activity 2: Complete the 'Where could you work in the water treatment cycle?' Quiz.

Plenary: A discussion about The Ripple Effect and the actions the children are taking to protect our precious water supply. Children

should also discuss the length water travels from collection through to the journey into our homes, and reflect on how a water company is an exciting place to work with a variety of roles that suit their interests and skills.

Timing

Film: 5 minutes.

Quiz 1: 15 minutes.

Quiz 2: 15 minutes.

Only have 15 minutes?

Watch the Water Worker Film and complete the Water Worker Quiz as a whole class.

Home learning tips

Children can access the film at home if they have an internet connection and can work through both quizzes independently.

THE ACTIVITY

- Ask the children some recap questions about the water cycle such as the following:

  What are the three states that water is found in and where do they sit in the water cycle? Water begins as water on the ground usually in rivers, lakes, seas and oceans. Water is also present as a gas (water vapour) in the atmosphere and as a solid – ice, at the polar ice caps, glaciers and permanent snow.

- Now ask the children how does water get from where it starts, into our buildings? (If you have a tap in the classroom it would be great to demonstrate the next question by turning on the tap.) Does it come straight from the rivers and lakes? Hopefully the children will say that the water needs to be cleaned before it gets into our homes.
- Remind children that, in fact, if the water that came out of our taps looked like the water we get from a river then we wouldn't want to drink it.
- Tell the children that although it may look okay from the riverbank, river water can be dirty and has lots of things living and floating in it. When the water is cleaned, any colour, dirt and any diseases are removed from the water. Given the amount of water we use, it takes a great team effort to get water to our homes that looks right, smells right and tastes right too. Now, let the children know they're going to hear from some of the people involved in treating our water so we can turn the tap and have safe drinking water.
- Watch the Water Worker Film and tell the children to watch carefully because they will need to answer some questions about the information they hear in the film.
- You may want to pause the film in parts to elaborate more on the jobs that the Water Workers do and check for understanding of some vocabulary depending on the age and attainment levels of the group you are working with.
- Once the children have watched the film, ask them if they knew that so many people were involved in keeping clean water flowing into homes and businesses. Are they ready for the Water Worker Quiz, which will ask them questions about the things they have learned from the water workers?

Water Worker Quiz

- Allow the children to spend some time going back through their quiz answers in your preferred manner. The children can work in small groups or independently.
- Once the children have finished the quiz, use the answers below to check their results and assess understanding:

Answers to Water Worker Quiz

Can you remember how many people work at Essex & Suffolk Water and how many different jobs there are?

A: 3,000 people and 800 jobs.

What did Tom speak to farmers, businesses and landowners about?

A: B: How to reduce pollution in water that hasn't been treated yet.

What does Tom use sometimes to quickly find water problems?

A: A: Drones.

What does Diran have a special room for?

A: C: Making sure that water tastes and smells great.

In which season does Katie say we use a lot of water?

A: C: Summer.

Which of the sentences below are true?

A: All of the sentences are true.

- Ask the children to add up their scores and share them with the rest of the group.

'Where could you work in the water treatment cycle' quiz

- Now tell the class that they are now going to have a think about the types of skills that Essex & Suffolk Water need people in its team to have. Can the children think about the sorts of skills that Tom, Steve, Diran, Katie and Denise might need to do their jobs? As they do very different things, they need different skills. Use these questions and answers to help the discussion.
  - What sorts of skills would Tom need to be able to speak to lots of people and to help them stop polluting rivers? **Potential answers:** Communication, problem solving, deep knowledge about water systems, pesticides and fertilisers that farmers use on their crops.
  - What about Denise who speaks to lots of customers? **Potential answers:** Communication, quick thinking, resilience and managing people's feelings.
  - Does anyone here think they have theses sorts of skills and could help keep the water flowing? Ask the children to raise their hands if they think this is the case.
- Bring the 'Where could you work in the water treatment cycle?' Quiz up on the screen. If you are working through the quiz on the interactive whiteboard, you can ask the children to make notes of the answers they give. Each question has four potential answers: circle, star, square or triangle. The children will choose the answer they think best describes them and at the end of the quiz will work out which shape they have the most of e.g. Mostly squares – You'd make a fantastic water supply manager like Katie. You're a great communicator who is able to lead a team.

You like solving problems and have a great eye for detail. Other results are included in Water Tracker House.

- Children can also complete the activity independently online or offline once they've watched the Water Workers film.
- Once the children have finished the activity, ask them to share their answers. Work out how many people might be working together at the treatment centre as they share a skillset. Can the children think of any other jobs where these skills might be useful?
- To complete the activity, bring the children's minds back to the taps in their kitchens and bathrooms. It's important to remember all of our water saving skills to help the teams at treatment centres up and down the country. When we remember The Ripple Effect, and make small changes to our water use, we can make big waves in protecting our precious water supply. Can the children share three things they are going to try and get their family to do to protect our water supply?

DIFFERENTIATION

Children that need additional support can work through the Water Worker Quiz as a small group with support from an adult to recall the different parts of the film. Children that finish the task early can be encouraged to research the different stages of the treatment cycle in more detail: abstraction, clarification, filtration and testing. More information can be found on our website.

WATER TRACKER BADGE

Overview
Children complete the ultimate test to see if they can achieve Water Tracker status.

Learning outcomes
Recall key facts about the water cycle and water efficiency.

Understand that The Ripple Effect is about not only changing our behaviour but encouraging our friends and family to do the same.

Curriculum links
Geography:

- Describe and understand key aspects of physical geography: including rivers, mountains, and the water cycle.
- Human geography, including: the distribution of natural resources such as water.

Resources required:
Teacher guide, main presentation, Water Tracker Badge Quiz (printable).

Format
Introduction: Review of previous learning.

Activity: Complete the Water Tracker Quiz.

Plenary: What more could the children do to improve their score?

Timing
20 minutes.

Only have 15 minutes?
Bring up the quiz on the interactive whiteboard and ask the children to work in small groups to answer the questions together with a quick discussion before giving their answers.

Home learning tips
The quiz is a great home learning activity as it is a self-contained quiz with answers and an assessment of success at the end.

THE ACTIVITY

- Decide if you are going to ask the children to complete their quizzes as a printout or online. If online, the children will need sufficient access to online devices or simply display the quiz on an interactive board. You will also need to consider if you want the children to complete the quiz individually, in small discussion groups or as a whole class activity.
- Review all that the children have achieved up to this stage. They have collected four badges! They are about to embark on the biggest challenge! They will need to test their knowledge and see if they have learned enough to become a Water Tracker. Water Trackers are expert protectors of water and guardians of the water cycle.
- You may want to ask some questions to remind the children of the skills and knowledge they have developed while they have been earning badges.
- Ask the children to open the quiz and wish them good luck – think carefully and remember The Ripple Effect as true Water Trackers always remember the importance of getting as many people changing their behaviour as possible.
- If working in small groups, encourage the children to discuss the answers together and listen carefully to the ideas of everyone in the group.
- Once the children have completed the quiz, ask them to work out their results. How many children achieved Water Tracker status? What actions do the other children need to take to improve their results?
- Move onto the final slide where the children will see all five badges collected – ask the children how they will use their new Water Tracker status? What are their plans to continue their good work in using water wisely? How can they get more people to do the same? They may suggest assemblies at school or continuing to add information to the school newsletter. They may even have plans to work with other community groups to look at how they can save water too.

DIFFERENTIATION

Depending on age and attainment levels of the class, some children may need additional support to decode the vocabulary contained within the quiz. Some children may be able to access the quiz with support to read out the statements.

CONGRATULATIONS

FOR MAKING IT ALL THE WAY THROUGH WATER TRACKER TRAINING CAMP!

To further your class's learning about water efficiency and water cycle, **visit our website** for more resources and water saving ideas to help you and your students be part of The Ripple Effect, protecting our precious water supply.

ESSEX&SUFFOLK
WATER *living water*