



Grade 5: Water Warriors

Term 3: Weeks 6-7

How best can we share our knowledge and ideas with others at Water Warriors Awareness Day so that they know about the importance of water and start to use it with respect?

Our Water Warriors Team: _____

Keep track of how you are doing. At the end of each step, tick the block if you are satisfied

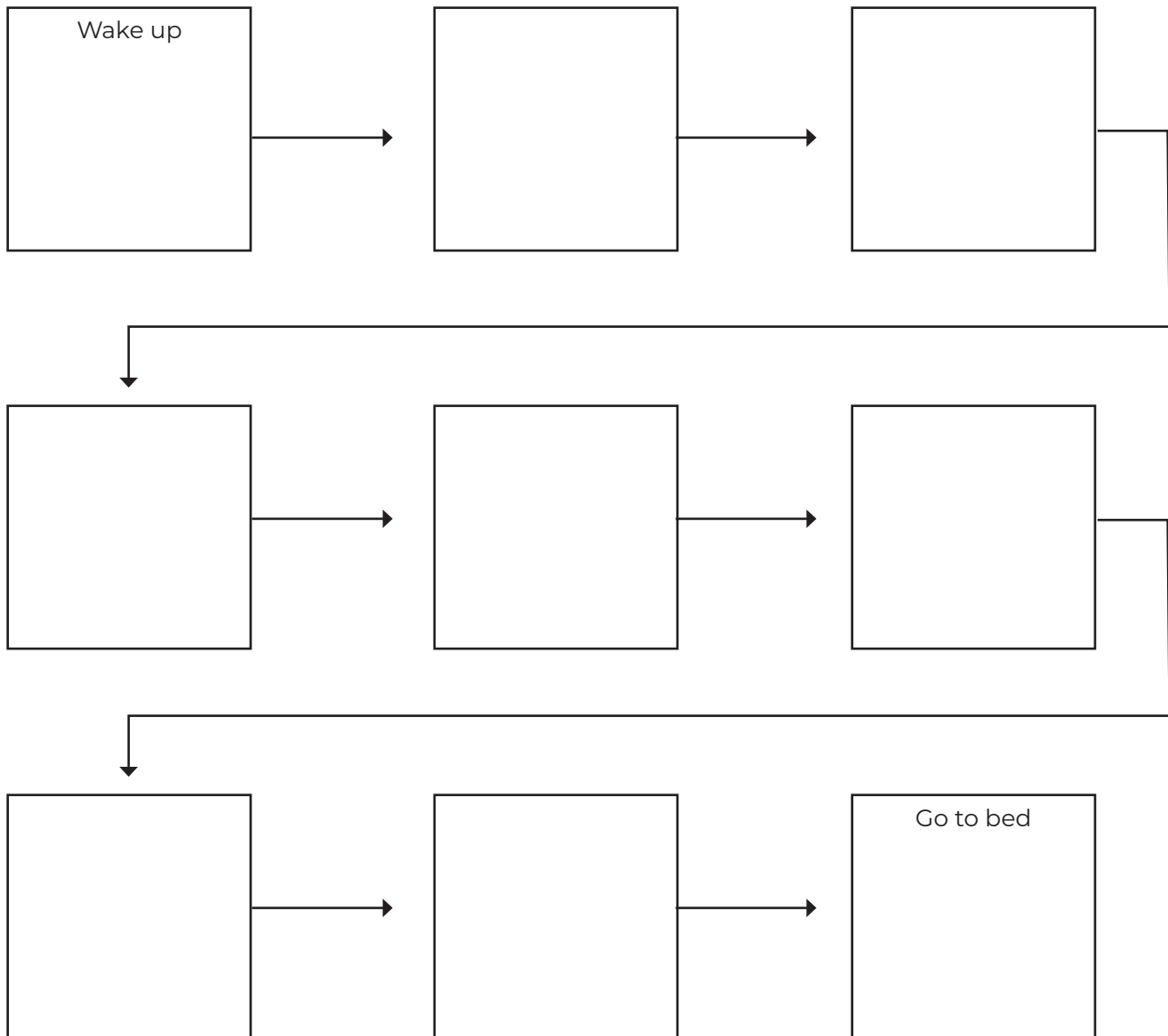
Lesson and Date	What am I doing?	Tick
Lesson 1: Date: _____	Lesson One: The Water Adventure Begins! Why is water important? Get ready to dive into the amazing world of water! In this exciting lesson, you'll play an exciting game that helps you understand why water is so important. You'll also explore a real-life story about water in South Africa, and discover the fantastic mission you'll embark on as a "Water Warrior"!	
Lesson 2: Date: _____	Lesson Two: Water Detectives on a Mission What can we learn about saving and protecting water? Put on your detective hats and start investigating! In this lesson, you'll become a water-saving expert by researching water scarcity and protecting water methods. Your detective work will help your community use water more wisely!	
Lesson 3: Date: _____	Lesson Three: Water Knowledge Superheroes How can we share our knowledge about water with others? It's time to share your water wisdom with the world! In this lesson, you'll brainstorm awesome ideas for teaching others about water at a special Water Warriors Awareness event. Get ready to spread the word and make a splash!	
Lesson 4: Date: _____	Lesson Four: Crafting Creative Water Masterpieces How can we create engaging materials to share our knowledge? Let your creativity flow in this lesson, as you work together with your friends to create amazing materials for your Water Warriors Awareness event! Whether it's posters, models, or presentations, your engaging creations will help everyone learn more about the importance of water.	
Lesson 5: Date: _____	Public Presentation: Water Warriors to the Rescue – Awareness Day! On this special day, you'll shine as true Water Warriors and present your fantastic findings and share your water-saving ideas with your peers, teachers, and community members. Together, you'll inspire everyone to appreciate the importance of water and use it responsibly!	



Lesson 1: Worksheet 1: Why is water important?



Using a flow chart draw pictures of what you use water for from the time you wake up until you go to bed. (you can add as many boxes to your flow chart as you like).



This activity activates prior knowledge and the skill of sequencing.

Go to p. 8 and 9 in the Project Overview for guidance. Go to pp. 29 to 33 if you decide to play the water scarcity game and to pp. 37 and 38 if you need more theory and ideas.

**10 - 15
minutes**

Lesson 1: Worksheet 2:

What can we learn about saving and protecting water?



In groups, read through the text below (or listen to your teacher read the text) and answer the questions that follow. This really happened in 2018!

Case study

In 2018, Cape Town, South Africa, faced a serious drought, which meant there was not enough water for everyone in the city. They called the day when there would be no more water in the taps “Day Zero”. But the people of Cape Town didn’t want Day Zero to happen. They knew life would be tough without enough water, so everyone, including businesses and other groups, came up with ways to save water and use it more efficiently.

Some of the things they did include:

- Encouraging people to take shorter showers and not fill bathtubs.
- Asking people not to water their gardens as much.
- Encouraging people to collect rainwater to use for watering plants and flushing toilets.
- Businesses used water-saving technologies, reused water, and educated employees about water conservation.
- Restaurants served water only upon request and used disposable plates and cutlery to reduce dishwashing.
- The city also installed special devices on water pipes that could find leaks and send alerts to the people who could fix them. This meant that leaks were fixed quickly, and water wasn’t wasted.

All these efforts helped Cape Town avoid Day Zero. The people of Cape Town, including businesses and other groups, worked together to save water and use it efficiently. This meant everyone had enough water to drink, wash, cook, and live their daily lives. It’s essential to remember that we all need to save water, not just during droughts. Water is a precious resource, and we should use it wisely so there’s enough for everyone, now and in the future.



Listening: Comprehension

Read the case study with expression and ask learners to draw pictures of any item that is mentioned in the story. This encourages active listening.

Please feel free to use any case study that shows water scarcity. Give learners some time to read the case study on their own before they create questions to the answers given.

Lesson 1: Worksheet 2: (cont.)



What can we learn about saving & protecting water?



In pairs:

Create questions for these answers. Remember your question mark at the end of each question:

1. **Question:** When

Answer: In 2018

2. **Question:** What

Answer: Day Zero

3. **Question:** What

Answer: Businesses used water-saving technologies, reused water, and educated employees about water conservation.

4. **Question:** What

Answer: They served water only when requested and used paper plates.

5. **Question:** Name 3

Answer: To take short showers, not water their plants and collect rainwater.

6. **Question:** Why

Answer: Because there needs to be enough water for everyone now and in the future.



Creating questions activates critical thinking and the Social Engagement, Purpose, Active Learning and Learner Autonomy in **SP**E C I**AL**

Go to p. 37 and 38 for more information and theory.

Lesson 2: Worksheet 1:

What can we learn about saving and protecting water?



In groups: Read this text and complete the 2 circle maps (Circle map 1: Ways of saving water and Circle map 2: Ways of protecting water).

Water is a problem!

There's a big problem in South Africa because there's not enough clean water for everyone. Lots of people are using up the water, and there's not enough left. This is making it hard for people to drink, cook, and clean. Even industries and businesses need water, which is making the problem worse.

It's important to save water in South Africa because the country doesn't have enough of it. They say that by the year 2030, there won't be enough water for everyone. This is bad for the economy and for nature. Also, the water that is left is often dirty and polluted. This can make people sick and harm plants and animals.

Circle Map 1: Ways of protecting water (Water Conservation)

Frame of reference:
How do I know this information?

How can we save water?



Circle Map 2: Ways of saving water

Frame of reference:
How do I know this
information?

Ways of
protecting water

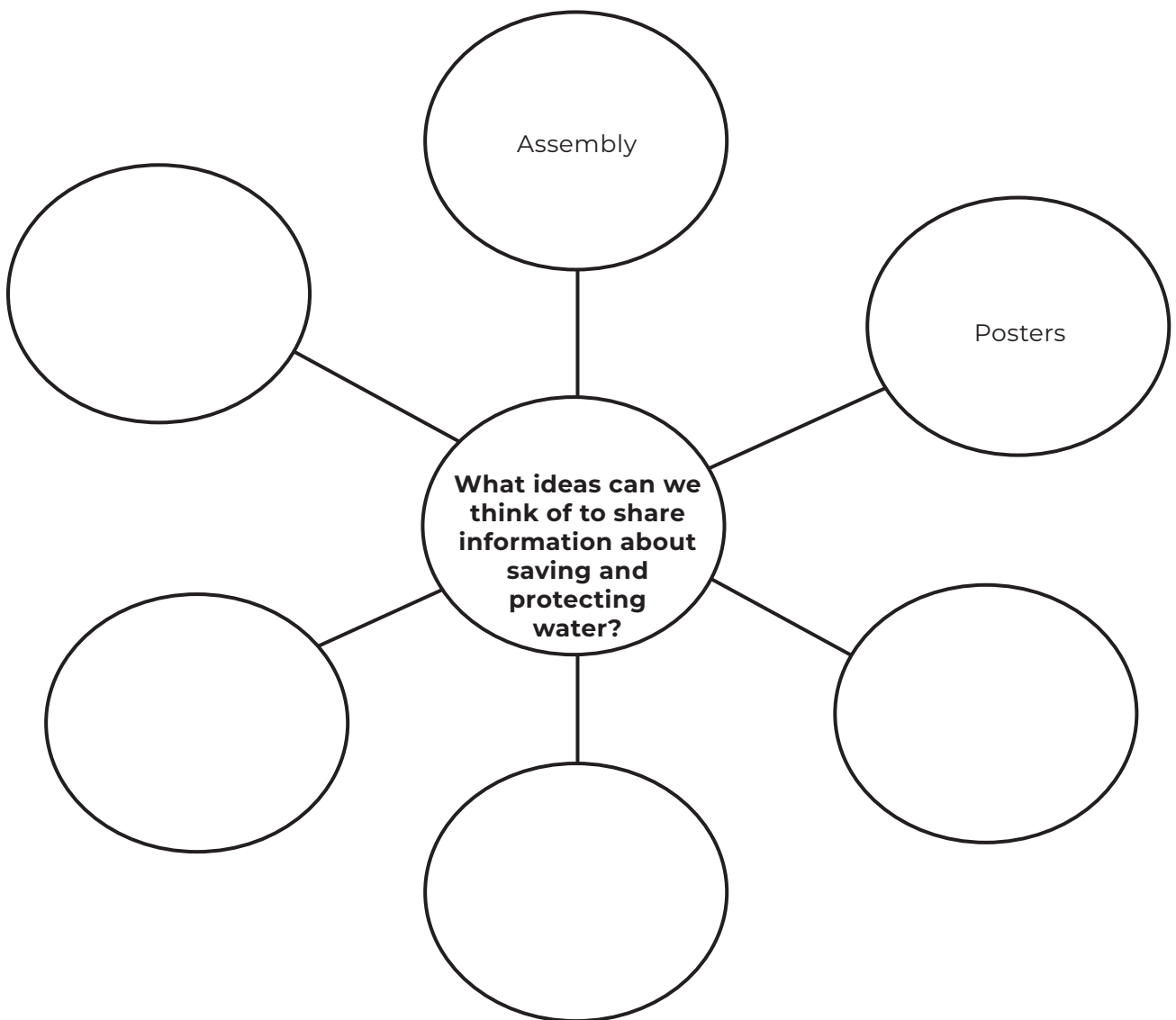
Lesson 3: Worksheet 1

How can we share our knowledge with others?



In groups:

1. You have 10 minutes to think of as many ideas as you can on a creative way of sharing the information you have collected. Complete the bubble map and see how many ideas you can come up with in 10 minutes.
2. Colour in the bubbles of the 4 best ideas (Can we do it? Do we have the resources we need? Is it different?)



See p.15 in the Project Overview on ideas for enhancing creativity, e.g. keep to the time – learners will be more creative if they are working under pressure. Competitiveness (which group has the most ideas in 10 minutes will also help generate ideas). They can add bubbles if they like.

The entrepreneurial mindset is active as the activity encourages Communication, Collaboration, Critical Thinking and Creativity. Go to p. 44 and 45 in the Teacher's notes if there is a scarcity of ideas.

All the skills in **SPÉC①A②L** are activated.

Lesson 3: Worksheet 2

Choosing 4 ideas after analysing them



In the same groups, go back to your bubble map. Discuss, and rate each idea one at a time and give the ideas stars using the guide below:

*=will not work/**=might work/***=will work)

1. Write down and discuss your 4 best ideas using these questions to guide you. Give stars to each question.

Write down each of your 4 top ideas in the blocks below	Can we manage it?	Is possible (we have/can find the resources)?	Is it interesting and different?	Total Stars
Idea 1				
Idea 2				
Idea 3				
Idea 4				

2. Which idea comes out as the best idea? If two ideas get the same number of stars you must decide on one. Colour in the row with the best idea.



This is a higher order thinking activity in which learners use elimination to decide.

All the skills in **SPECCIAL** are activated and all 4 Cs: Communication, Collaboration, Critical Thinking and Creativity are covered.

Lesson 4: Worksheet 1:

How can we create engaging materials to share our knowledge?



In your same groups:

1. Draw a rough sketch of the artefact you have chosen whether it is a model or a poster. Whatever it is, you need to plan before making it. Label the diagram with the resources you need to collect.

2. Discuss where you will find the resources you need and who will bring what.



If learners decide to make a filter, (a model) go to p. 40 to see how it is made. Allow learners autonomy – they need not make a filter. Any object or medium to raise awareness in the presentation will do. (cf p. 40, 44 and 45 in the Teacher's Resources). Try to assist with directing learners to resources especially waste that might be used creatively.

SECIAD are activated as well as Communication, Collaboration, Critical thinking and Creativity.

Lesson 4: Worksheet 2: How can we create engaging materials to share our knowledge?



In groups, complete the steps in making the product you have chosen (steps could include the finding of resources, asking for help, etc.)

Step 1

Step 2

Step 3

Step 4

Final Stage/Product



Learners should try to think of every step and attach names of the group members responsible for the actions in each step.

Help by advising them on how to make their project plan doable. This is a real-life activity and could be used to plan a birthday party. It covers all the skills in **SPECIAL** and communication, collaboration and critical thinking.

Reflection after the presentation of the project:



On your own think of the project and your group's presentation and give your personal feedback:

THINK ABOUT WHAT YOU DID IN THIS PROJECT, AND HOW WELL THE PROJECT WENT. WRITE YOUR COMMENTS BELOW	
Your name:	
Project Name:	
What was the Driving Question?	
Your answer to the driving question:	
What did you learn about working with other people?	
What worked/what did you enjoy?	
What was good about the presentation of your artefact and what did not work so well?	
What do you want to improve when you work with other people?	
How could your teacher(s) change this project to make it better next time?	

Rubric for Grade 5 Water Warriors Project Worksheets (30 Marks)



Criteria	Excellent (5 marks)	Good (4 marks)	Satisfactory (3 marks)	Needs Improvement (2 marks)	Poor (1 mark)	Marks
Understanding of Content	Demonstrates a comprehensive understanding of water importance and conservation strategies. Correctly identifies and explains key concepts.	Shows a good understanding of water importance and conservation strategies. Minor inaccuracies may be present.	Demonstrates a basic understanding of water importance and conservation strategies. Some key concepts are missing or inaccurately explained.	Shows limited understanding of water importance and conservation strategies. Several key concepts are missing or inaccurately explained.	Lacks understanding of water importance and conservation strategies. Most key concepts are missing or inaccurately explained.	/5
Creativity	Presents highly creative and original ideas in the flow chart, circle maps, and bubble maps. Uses innovative approaches to share information.	Shows creativity and originality in ideas presented. Some innovative approaches are used.	Demonstrates some creativity in ideas presented. Approaches are mostly standard with a few original elements.	Shows limited creativity. Ideas are mostly standard with few original elements.	Lacks creativity. Ideas are not original and do not follow standard approaches.	/5
Collaboration	Actively participates in group work, showing excellent teamwork. Contributes significantly to discussions and activities.	Participates well in group work, showing good teamwork. Contributes to discussions and activities	Participates in group work with some contribution to discussions and activities.	Participates minimally in group work. Limited contribution to discussions and activities.	Does not participate effectively in group work. Little to no contribution to discussions and activities.	/5

Rubric for Grade 5 Water Warriors Project Worksheets (30 Marks)



Criteria	Excellent (5 marks)	Good (4 marks)	Satisfactory (3 marks)	Needs Improvement (2 marks)	Poor (1 mark)	Marks
Critical Thinking	Demonstrates excellent critical thinking skills. Analyses information deeply and creates well-thought-out questions and answers.	Shows good critical thinking skills. Analyses information well and creates thoughtful questions and answers.	Demonstrates basic critical thinking skills. Analyses information at a surface level. Questions and answers are adequate.	Shows limited critical thinking skills. Minimal analysis of information. Questions and answers are basic.	Lacks critical thinking skills. Does not analyse information effectively. Questions and answers are poor.	/5
Communication	Communicates ideas clearly and effectively. Uses appropriate language and visual aids to enhance understanding.	Communicates ideas well. Uses appropriate language and some visual aids to support understanding.	Communicates ideas adequately. Language is mostly appropriate, with some use of visual aids.	Communicates ideas poorly. Language is sometimes inappropriate, with minimal use of visual aids.	Does not communicate ideas effectively. Language is inappropriate, and visual aids are poorly used or absent.	/5
Engagement and Participation	Shows high level of engagement and active participation throughout the project.	Shows good engagement and participation throughout the project.	Demonstrates adequate engagement and participation throughout the project.	Shows limited engagement and participation throughout the project.	Lacks engagement and participation throughout the project.	/5
Total Marks:						/30

Marks Checklist: Grade 5 Teacher descriptor checklist



Lesson 1: Worksheet 1 - Why is water important?			
	Teacher's Descriptor Checklist:	Yes	No
1.	Did the learner use a flow chart to represent their daily water usage from wake-up to bedtime?		
2.	Are the pictures or drawings clear and relevant to the activities described?		
3.	Did the learner include a variety of water usage activities throughout the day?		
4.	Was the flow of activities logical and sequential?		
5.	Did the learner demonstrate an understanding of the importance of water in daily life?		
Scoring:			
Each criterion is worth 2 points for a total of 10 marks.			
Additional creativity and detail can earn up to 5 bonus marks.			
Total: 15 marks			

Lesson 1: Worksheet 2 - What can we learn about saving and protecting water?			
	Teacher's Descriptor Checklist:	Yes	No
1.	Did the group read through the text thoroughly or listen attentively to the teacher?		
2.	Did the group answer all the questions correctly?		
3.	Were the answers detailed and did they show a good understanding of water conservation methods?		
4.	Did the group provide examples of how water was saved during the Cape Town drought?		
5.	Did the learners engage in a discussion about water-saving techniques?		
Scoring:			
Each criterion is worth 2 points for a total of 10 marks.			
Demonstrating critical thinking and additional examples can earn up to 5 bonus marks.			
Total: 15 marks			

Marks Checklist: Grade 5 Teacher descriptor checklist



Lesson 2: Worksheet 1 - Circle Map for Water Conservation			
	Teacher's Descriptor Checklist:	Yes	No
1.	Did the learner create a complete circle map with various ways of protecting water?		
2.	Are the methods of water conservation realistic and practical?		
3.	Did the learner correctly indicate their sources of information in the frame of reference?		
4.	Did the learner actively participate in generating ideas within the time limit?		
5.	Did the group come up with a variety of ideas in a collaborative manner?		
	Scoring:		
	Each criterion is worth 2 points for a total of 10 marks.		
	Extra creativity and innovative ideas can earn up to 5 bonus marks.		
	Total: 15 marks		

Lesson 3: Worksheet 2 - Choosing 4 ideas after analyzing them			
	Teacher's Descriptor Checklist:	Yes	No
1.	Did the group return to their bubble map and discuss each idea thoroughly?		
2.	Did the group rate each idea and provide stars according to the guide?		
3.	Were the top 4 ideas written down and discussed using the guiding questions?		
4.	Did the group collaboratively decide on the best idea by comparing star ratings?		
5.	Did the group use elimination effectively to finalise their best idea?		
	Scoring:		
	Each criterion is worth 2 points for a total of 10 marks.		
	Effective use of analysis and decision-making can earn up to 5 bonus marks.		
	Total: 15 marks		

Marks Checklist: Grade 5 Teacher descriptor checklist



Lesson 4: Worksheet 1 - Creating engaging materials			
	Teacher's Descriptor Checklist:	Yes	No
1.	Did the group draw a rough sketch of their chosen artifact (model or poster)?		
2.	Were the resources needed clearly labeled in the sketch?		
3.	Did the group discuss and plan where to find the resources?		
4.	Was there clear allocation of tasks among group members?		
5.	Did the group demonstrate creativity in their planning?		
	Scoring:		
	Each criterion is worth 2 points for a total of 10 marks.		
	Additional points for detailed planning and creativity can earn up to 5 bonus marks.		
	Total: 15 marks		

Lesson 4: Worksheet 2 - Completing the step-by-step diagram			
	Teacher's Descriptor Checklist:	Yes	No
1.	Did the group complete the diagram with all necessary steps for making their product?		
2.	Were the steps logical and sequential?		
3.	Did the group assign responsibilities to specific members for each step?		
4.	Was the final product well-thought-out and feasible?		
5.	Did the group demonstrate teamwork and organisation?		
	Scoring:		
	Each criterion is worth 2 points for a total of 10 marks.		
	Additional points for a comprehensive and realistic plan can earn up to 5 bonus marks.		
	Total: 15 marks		

For each worksheet, the total marks can be adjusted to fit a 30-mark rubric by doubling the base marks (10 criteria x 2 marks each = 20 marks) and keeping the bonus points as is (5 bonus marks x 2 = 10 marks), leading to a total of 30 marks. This ensures consistency and fairness across all assessments.



How did the project help _____ (name of learner) grow his/her skills?	Yes	No
<p>Critical Thinking: is about asking questions to understand the world, it is also about trying to make sense of information, evaluating it and connecting it to other pieces of information.</p> <ul style="list-style-type: none"> • Was there a difference from the start to the end of the project in the learner's critical thinking skills? • Did the learner ask questions? • Did the learner find the relevant and appropriate information, evaluate, and analyse it and apply it to solve a problem? • Did you notice a change in learner's critical thinking skills? <p>COMMENTS: What else did you notice ? _____</p> <p>_____</p>		
<p>Creative Innovation: is the ability to come up with many different ideas and apply them to find realistic solutions to problems.</p> <ul style="list-style-type: none"> • Did the learner grow his/her creative innovation through the project? • Was there a difference from the start to the end of the project in the learner's critical thinking skills? • Did the learner generate ideas and seek solutions? • Did the learner transfer his/her knowledge of and experience about culture to find solutions? • Did you notice a change in the learner's creative innovation skills? <p>COMMENTS: What else did you notice ? _____</p> <p>_____</p>		
<p>Collaboration: is when people work with each other to complete a task. It involves co-operation and teamwork and the sharing of ideas to reach the same goal.</p> <ul style="list-style-type: none"> • Did the learner grow his/her ability to collaborate through the project? • Was there a difference from the start to the end of the project in the learner's collaboration? • Did the learner show an ability to compromise, be considerate of others, and be positive in a conflict situation? • Did the learner leverage on the strengths of others? (Pool their collective resources in terms of strengths and knowledge) • Was the learner willing to listen, empathise, and give and receive useful feedback to the team? • Did you notice a change in the learner's creative innovation skills? <p>COMMENTS: What else did you notice ? _____</p> <p>_____</p>		
<p>Communication: is all about sharing information, it is about what we say (verbal communication) and how we say it (non-verbal communication).</p> <ul style="list-style-type: none"> • Did the learner grow in his/her ability to understand non-verbal cues such as tone of voice, body language through the project? • Was there a difference from the start to the end of the project in how the learner spoke (articulation), e.g., stopped mumbling, talked at the right speed, used the right tone, etc. • Did you notice a change in learner's ability to try and understand things from other people's perspective, e.g., empathy skills? <p>COMMENTS: What else did you notice ? _____</p> <p>_____</p>		