

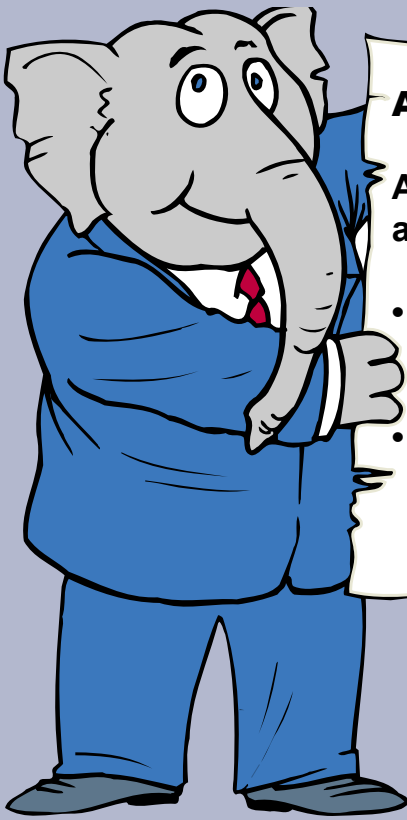
# Table of Contents

|  |    |
|--|----|
| <b>WATER IS LIFE</b> .....   | 2  |
| 1. KEY USES OF WATER.....  | 3  |
| Activity 1A: Things we cannot do without water.....                  | 3  |
| Activity 1B: What is water used for?.....                            | 4  |
| Activity 1C: You can get water from fruit and vegetables.....        | 6  |
| <b>2. FORMS OF WATER</b> .....                                       | 7  |
| Activity 2A: What does water look like?.....                         | 7  |
| Activity 2B: Forms of water worksheet.....                           | 8  |
| <b>WATER USE EFFICIENCY</b> .....                                    | 10 |
| 3. USE WATER WISELY.....   | 11 |
| Activity 3A: Water-saving actions.....                               | 11 |
| Activity 3B: Water-saving rules.....                                 | 11 |
| <b>WATER QUALITY</b> .....   | 14 |
| 4. DO NOT POLLUTE WATER.....   | 15 |
| Activity 4A: Do not throw away water.....                            | 16 |
| Activity 4B: What about dirty water: Can we use it?.....             | 18 |
| Activity 4C: Making tools to clean dirty water.....                  | 19 |
| Activity 4D: You can clean dirty water.....                          | 24 |
| <b>SANITATION / HEALTH AND HYGIENE</b> .....                         | 26 |
| 5. PROTECT YOURSELF FROM GERMS.....                                  | 27 |
| Activity 5A: Dealing with germs.....                                 | 27 |
| <b>6. WATER AND HYGIENE</b> .....                                    | 32 |
| Activity 6A: Steps that can be taken to ensure personal hygiene..... | 32 |
| <b>WATER SAFETY</b> .....  | 35 |
| 7. SWIM WHERE IT IS SAFE TO DO SO.....                               | 36 |
| Activity 7A Safe ways of playing with water:.....                    | 36 |
| Activity 7B: Safe swimming.....                                      | 38 |
| Activity 7C: Swimming using safe devices.....                        | 40 |
| <b>FORESTRY</b> .....  | 43 |
| 8. WHY TREES ARE IMPORTANT?.....                                     | 44 |
| Activity 8A: The functions of trees.....                             | 44 |
| Activity 8B: The importance of trees.....                            | 46 |
| <b>BIBLIOGRAPHY</b>  |    |

**WATER IS  
LIFE**



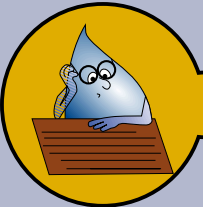
# 1. Key Uses of Water



## ACTIVITY

At the end of this activity you will be able to:

- Identify uses of water from the pictures.
- Mention the things that we can't do without water.



## ACTIVITY 1A: THINGS WE CANNOT DO WITHOUT WATER

NAME: .....

DATE: .....

List the things that you cannot do if you do not have water, either at home or at school.

---

---

---

---

---

---

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---



## ACTIVITY 1B: EXPLORING THE USES OF WATER

### WHAT TO DO:

- Look at the picture below.
- Complete the words and sentences from the pictures.
- Use the following words:

**Bathing, car, finger, standing, teeth, hands, clothes, toilet, pot plant, water, rubbish, fire**

NAME: .....

DATE: .....



Bath.....



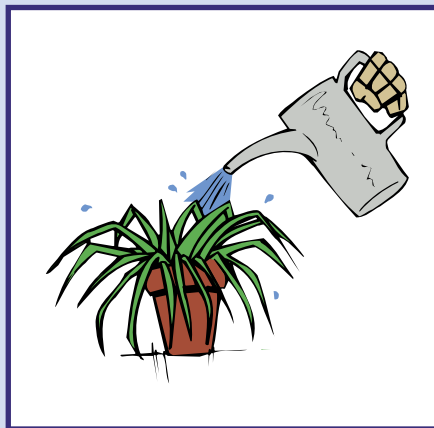
Brushing.....



Washing.....



Washing.....



Watering the.....



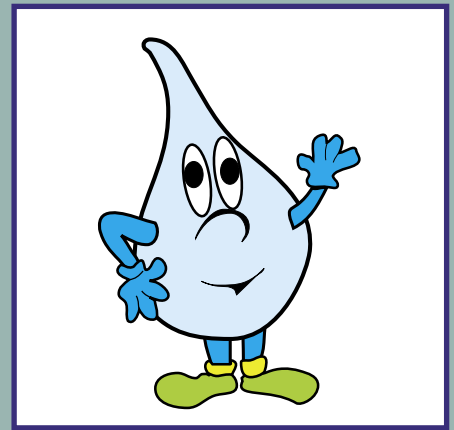
Washing.....



Flushing the.....



Cutting the.....



Sta.....



Drinking.....



Throwing.....



Making.....

**ASSESSMENT**

|   |                                      | Yes | No |
|---|--------------------------------------|-----|----|
| 1 | <i>I completed all the sentences</i> |     |    |
| 2 | <i>I completed half of the tasks</i> |     |    |
| 3 | <i>I completed a few sentences</i>   |     |    |



## ACTIVITY 1C: YOU CAN GET LIQUID/JUICE FROM FRUIT AND VEGETABLES

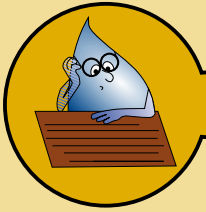
What to do?

- Tick next to those that you can get water from.





## 2. Forms of water






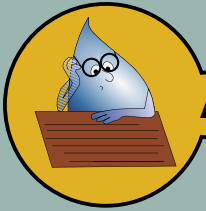
### ACTIVITY 2A: WHAT DOES WATER LOOK LIKE?

NAME: .....

DATE: .....

Place a tick or cross in the relevant block.

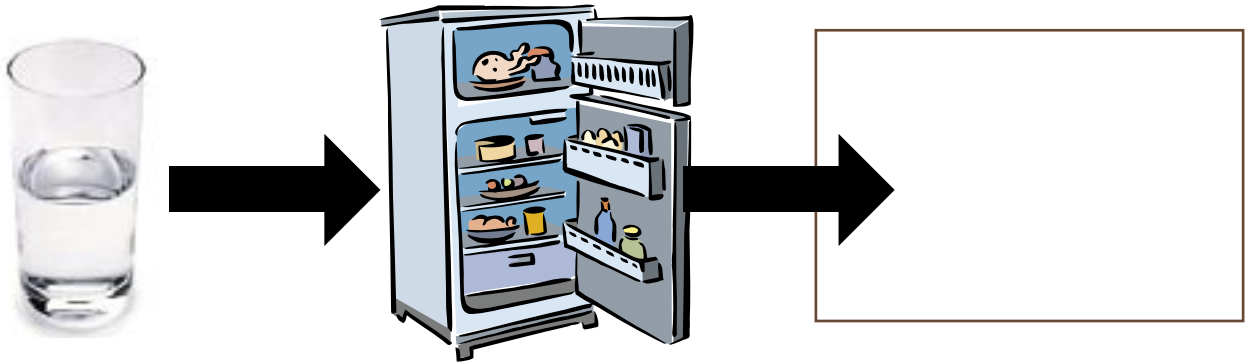
|                        | LIQUID   | SOLID  | GAS   |
|------------------------|--|--|---|
|                        |  |  |  |
| 1. Can pour it         |  |  |   |
| 2. It is hard          |  |  |   |
| 3. It looks like smoke |  |  |   |



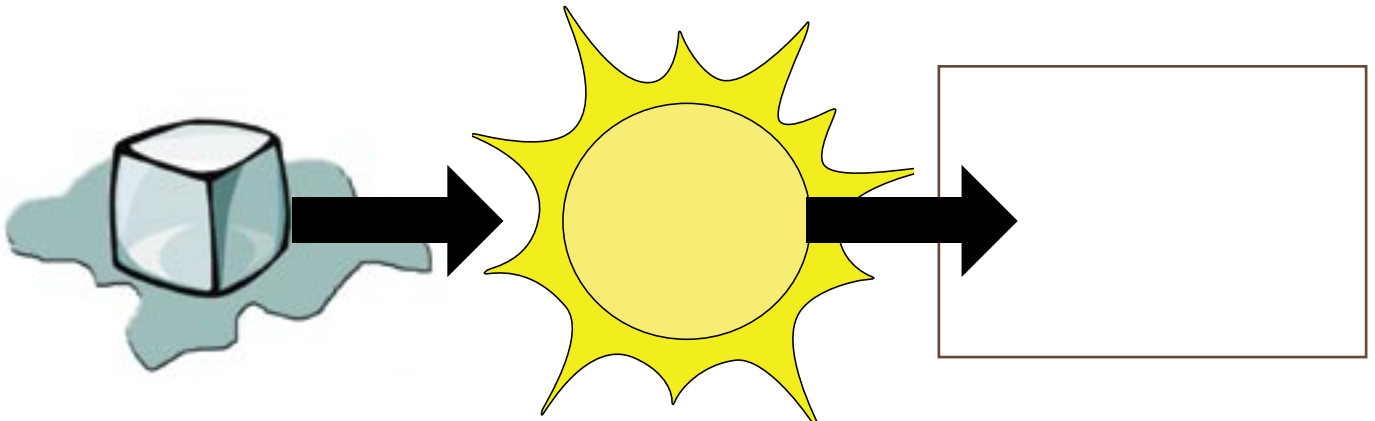
## ACTIVITY 2B:

What happens to this?

- Glass of water put in a deep freezer. What happens?



- Ice heated by the sun. What happens?



- Mouth of boiling kettle on the mirror. What happens?



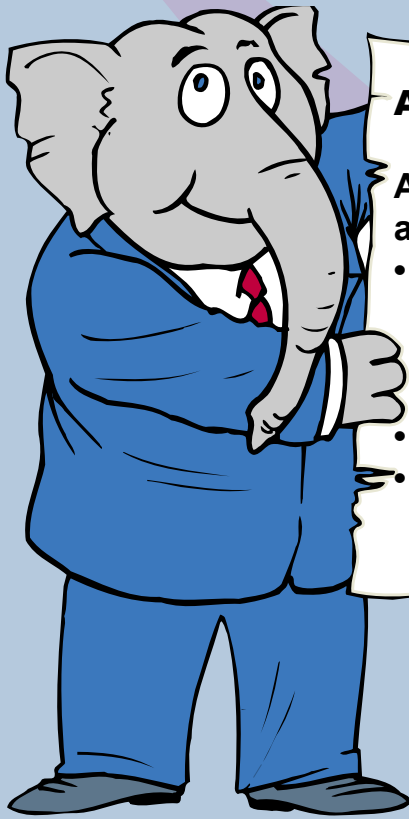
Cut out the following pictures and paste in the relevant block.



# WATER USE EFFICIENCY



## 3. Use water wisely



### ACTIVITY

At the end of this activity you will be able to:

- Contribute towards conserving water by making class rules in order to raise awareness about this at school and at home.
- Identify water-saving actions.
- Suggest ways to save water.



NAME: .....

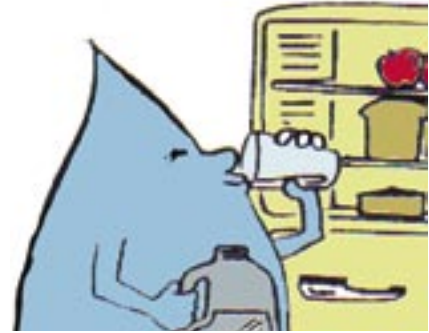
DATE: .....

- Cut out the pictures showing water-saving actions.
- Paste the picture next to the water-wasting action.

#### You will need:

- Worksheet
- Scissors
- Pastic





## WATER SAVING RULES

What to do:

1. Make a poster showing water-saving rules.



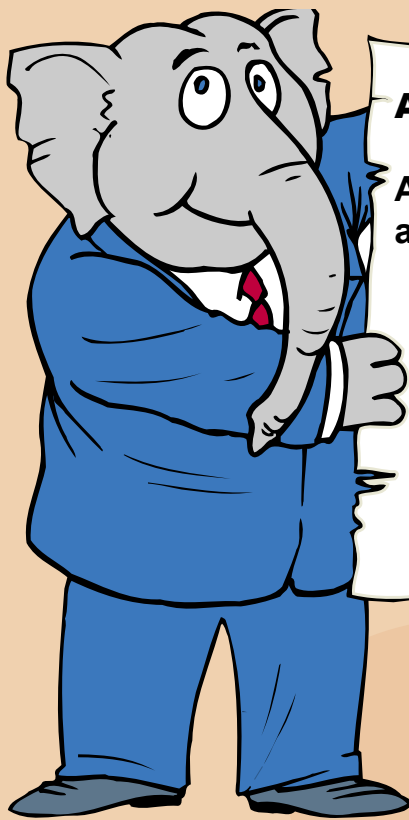
## ASSESSMENT

|   | Yes | No |
|---|-----|----|
| 1. Were you able to identify water-saving actions?            |     |    |
| 2. Were you able to suggest ways to save water?               |     |    |
| 3. Were you able to make a poster showing water-saving rules? |     |    |

# WATER QUALITY



## 4. Do not pollute water



### ACTIVITY

At the end of this activity you will be able to:

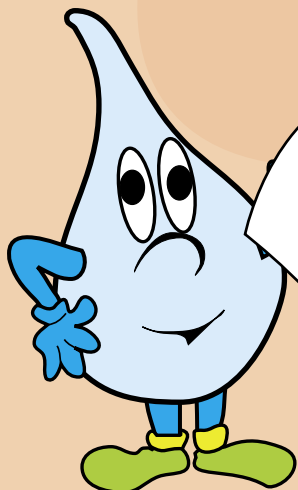
- Clean dirty water.

### You will need:

- Pencils

### What to do:

- Collect 2 litres of water that was used at home, for example, for washing dishes, fruits or vegetables.
- Bring it to class.



Did you know?

Water that has been used at home or at school can be used for other purposes.



# ACTIVITY 4A:

Study the following picture.

(a) Tick the activities that used water can be used for.

NAME: .....

DATE: .....



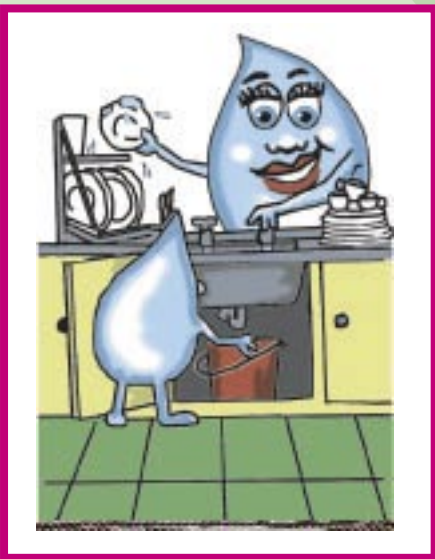
Used to flush toilet



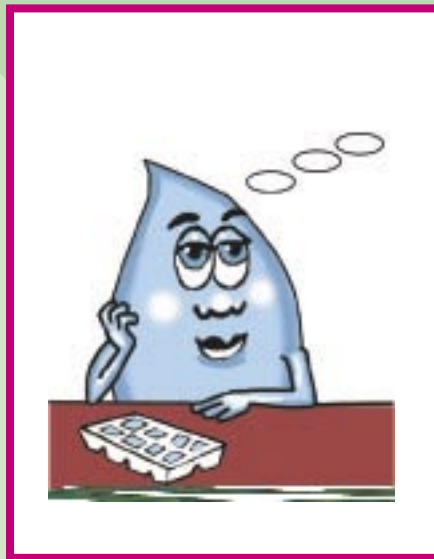
Used to brush our teeth



Used to bath our dogs



Used to wash our dishes



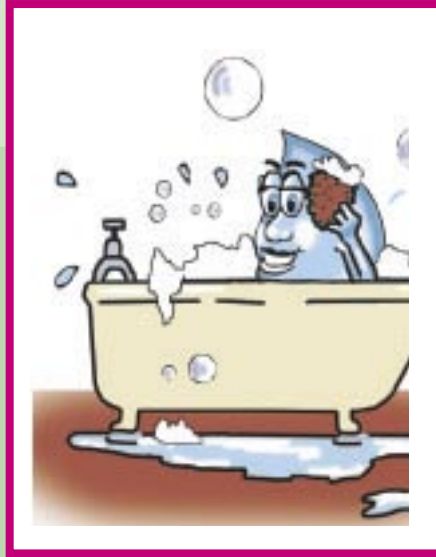
Making ice cubes



Watering our plants



Drinking

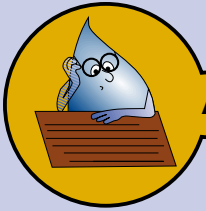


Bathing

**ASSESSMENT**

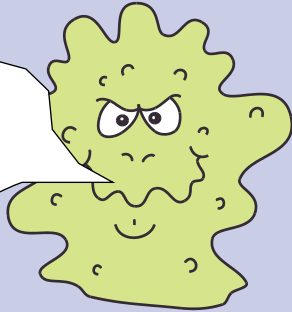
A) Can this water be used for?

|                     | Yes | No |
|---------------------|-----|----|
| 1. Drinking         |     |    |
| 2. Making ice cubes |     |    |
| 3. Brushing Teeth   |     |    |

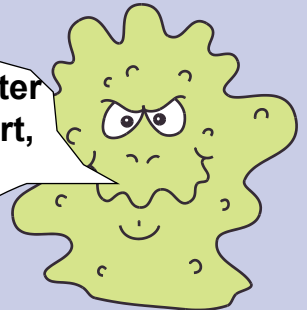


## ACTIVITY 4B: WHAT ABOUT DIRTY WATER: CAN WE USE IT?

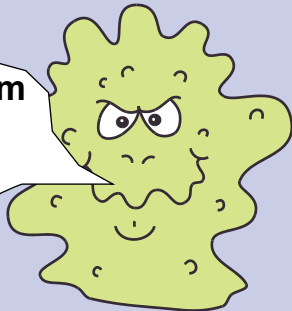
What is dirty water?



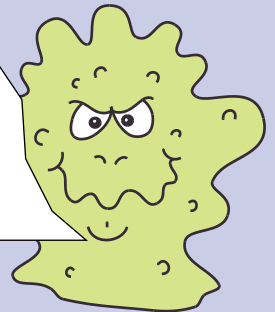
Dirty water is water that has more dirt, like soil in it.



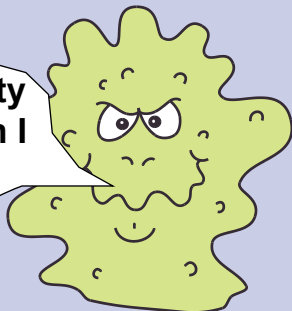
Is it different from used water?



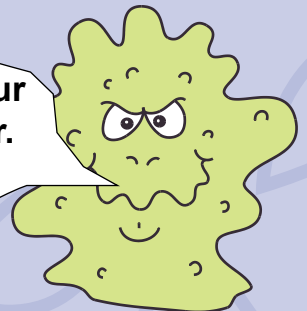
Yes, dirty water can be re-used.



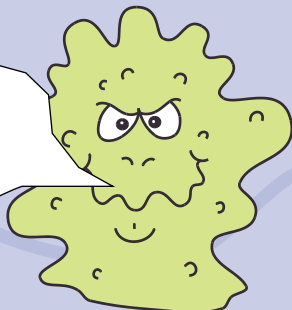
I need to see dirty water, where can I get it?



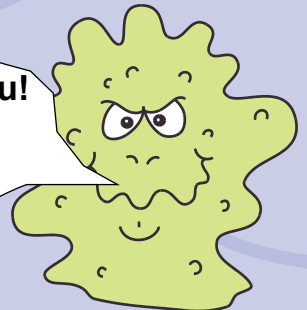
We can make our own dirty water.



How?



Let me show you!

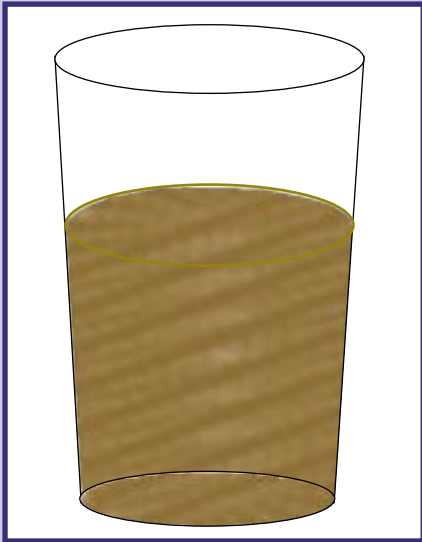


You will need:

- Dirt from the yard.
- Two jars.
- Water.
- A spoon.

What to do?

1. Collect dirt from the back yard.
2. Put water into the glass jar.



3. Add 3 to 4 spoons of dirt into the water.
4. Stir the water.



### ACTIVITY 4C:

In this activity we will:

Demonstrate how to clean water:

- Make a filter
- Make a funnel

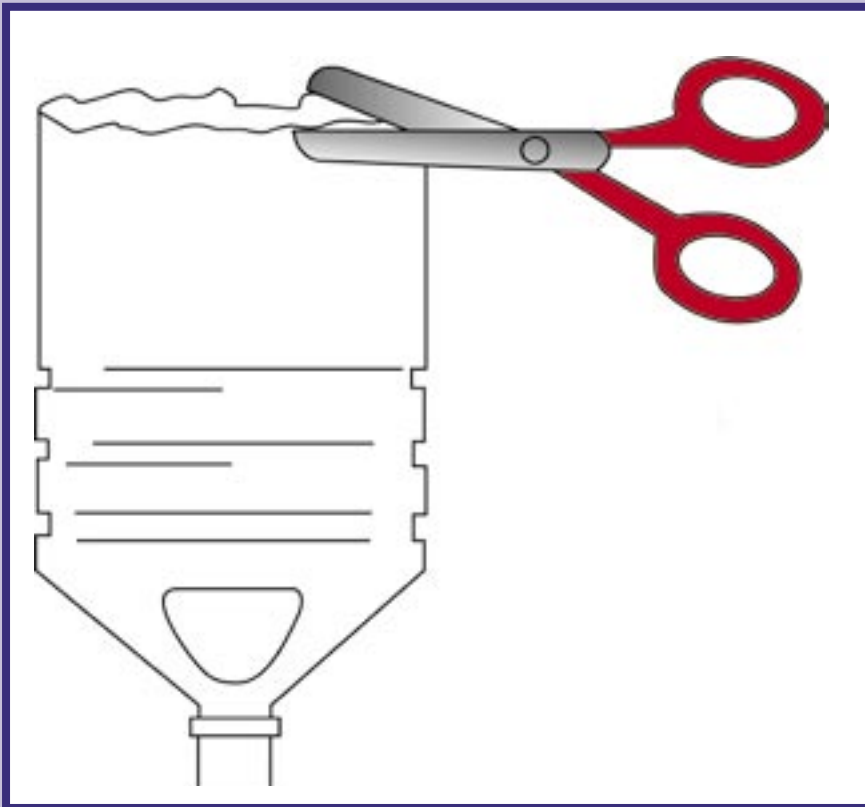
You can clean dirty water.

You will need:

- A paper towel
- Dirty water
- Jars or glasses
- Clean sand
- A spoon

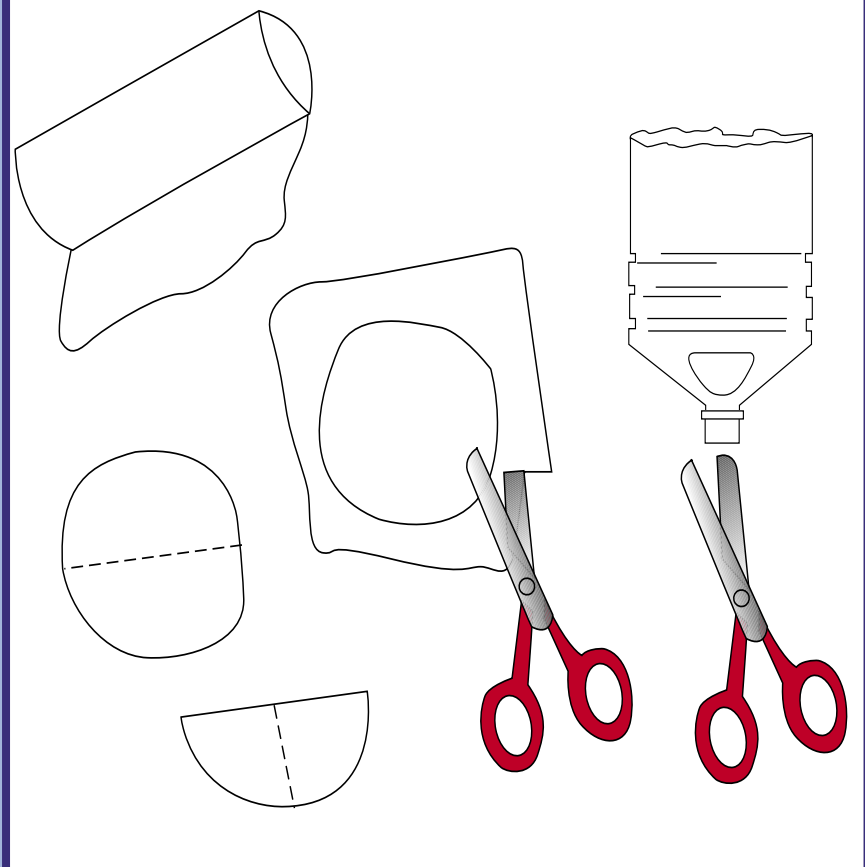


## 1. I can make a funnel



- Take an old cool drink bottle (500ml).
- Cut off the top part.
- Now you have a funnel.

### Make a filter



- Paper towel
- Cut round
- Fold half
- Fold again
- Funnel

In this activity we will:

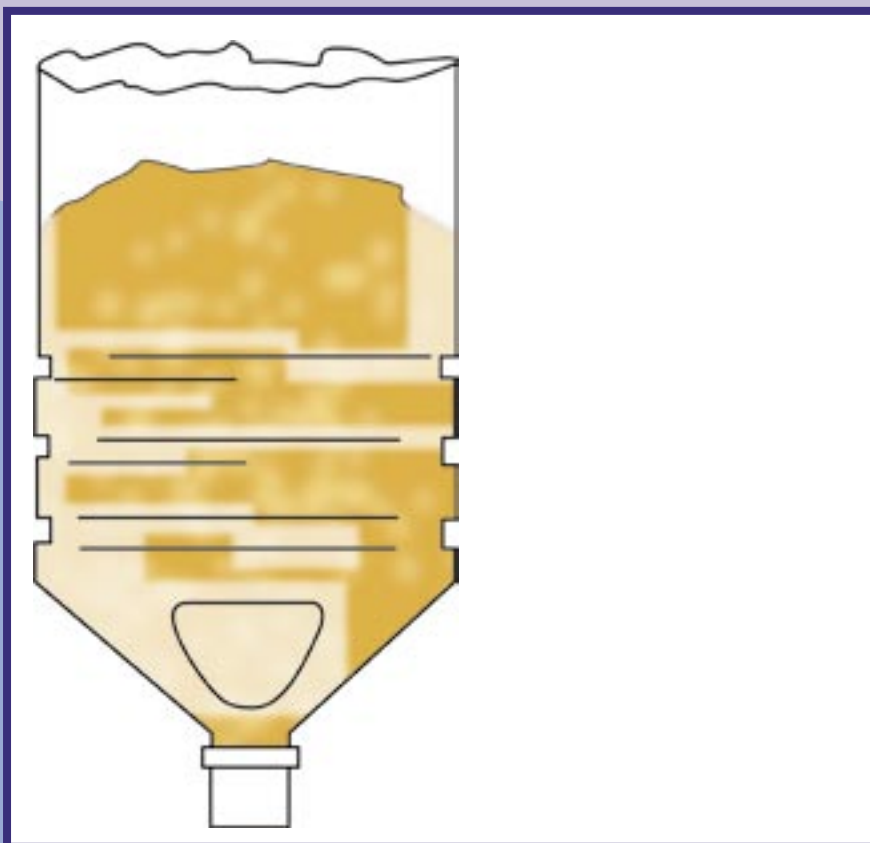
- Clean dirty water.

You will need:

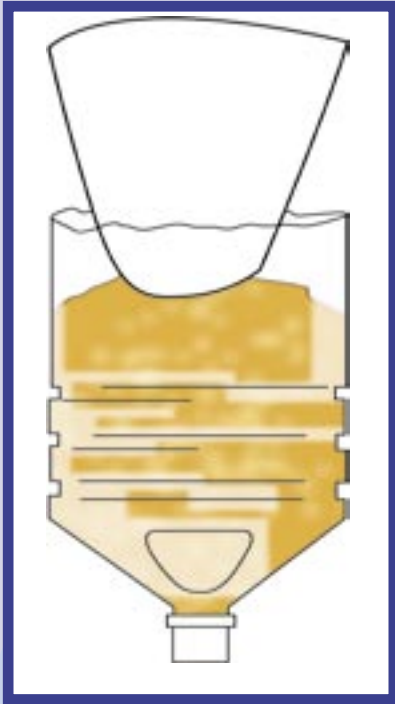
- Dirty water
- Funnel with sand
- Filter + (cone paper)

Follow the steps:

1. Put sand in the funnel.



**2.. Put the cone paper in the funnel.**



**3. Pour dirty water into the cone paper**



## Record what you see (Tick the correct block)

1. The colour of dirty water is:

Brown

Clear

Red

2. When I pour dirty water into cone paper:

Dirt remains

All dirt goes through

3. What is the colour of dirty water now?

Brown

Red

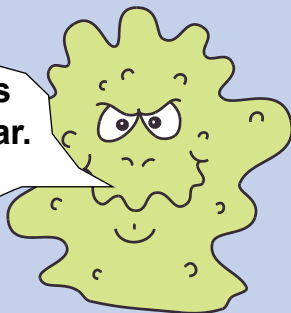
Clear

### Extended Activity

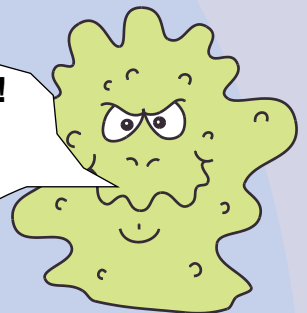
Did you know?

Germs are small organisms that might cause diseases in water.

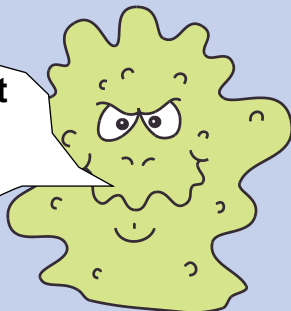
Hoo! Siphon, this water is now clear.



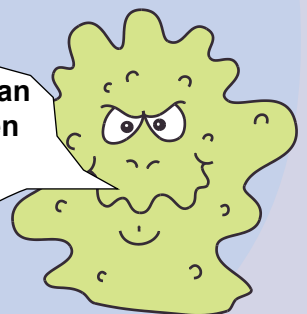
Let me drink it!



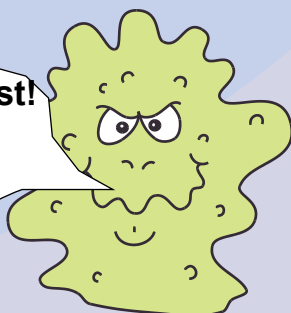
No, it is still not clean.



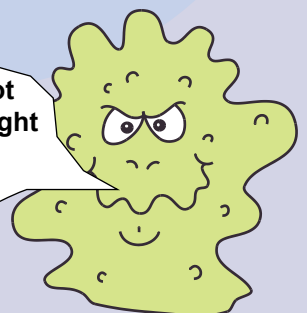
I am thirsty! How can it have germs when it's so clear?



Let us clean it first!



Clear water does not mean it is clean, it might have germs.



What to do:

• Work with your partner for this activity.

1. Look at the steps to clean water.
2. Write in each step what happens.



### 1. Clear water



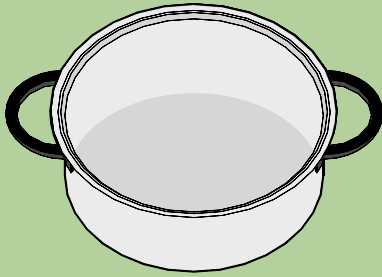
### 2. Pour water in-----



### 3. Boil -----



4. ----- For 2 minutes.



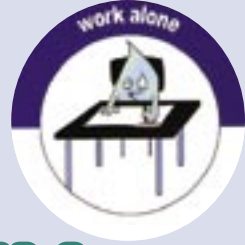
5. Drink water



**ASSESSMENT:**

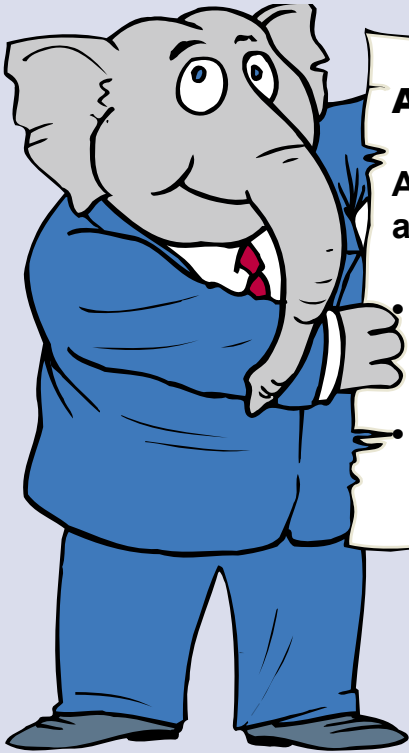
|  | Yes | No |
|--|-----|----|
| 1. Were you able to list activities that dirty water cannot be used for? |     |    |
| 2. Were you able to make dirty water?                                    |     |    |
| 3. Were you able to make dirty water clean?                              |     |    |

# SANITATION, HEALTH AND HYGIENE



# Sanitation, Health and Hygiene

## 5. Protect yourself from germs



**ACTIVITY**

At the end of this activity you will be able to:

- Identify and explain why you think certain situations are safe and some are not.
- Suggest solutions to make your environment safe.



### ACTIVITY 5A:

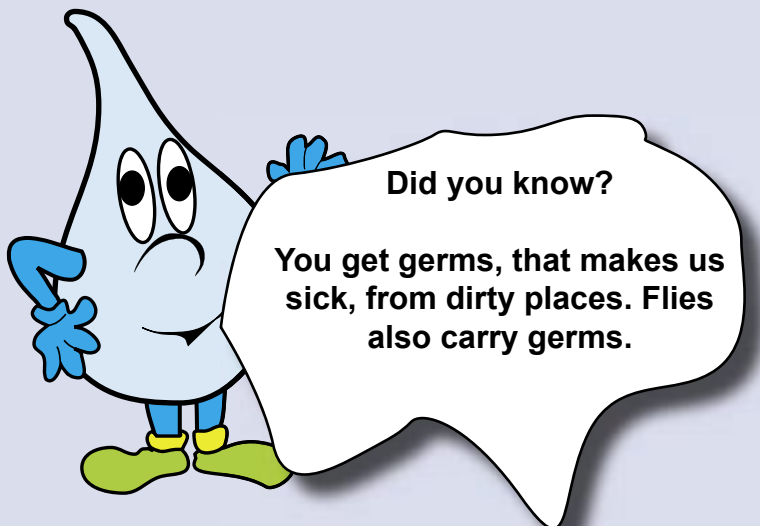
NAME: .....






DATE: .....

What to do:

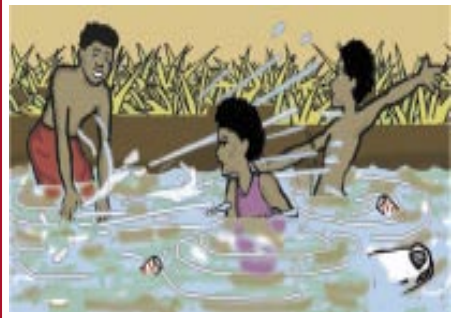
- Discuss ways to make our environment safe.
- Identify activities that can cause diseases.
- Cut and paste the activities with germs on the following worksheet.
- Suggest solutions to prevent germs.

Look at the following pictures.  
Write next to the activity that causes germs, how to correct it.



| Dangerous scenario  | Correct way | Description                                   |
|---|-------------|---|
| <p><b>Burst sewerage pipe</b></p>                          |             | <p>Closed.....</p>                            |
| <p><b>Open toilet</b></p>                                  |             | <p>Close the -----<br/>--- of the toilet.</p> |
| <p><b>Littering</b></p>                                   |             | <p>Throw----- in<br/>the dustbin.</p>         |
| <p><b>Child drinking directly from the fountain</b></p>  |             | <p>Child must drink from the-----.</p>        |
| <p><b>Boy urinating in a stream</b></p>                  |             | <p>The boy must urinate in<br/>the -----.</p> |

**Children swimming in dirty water**



**Children must swim in-----  
-----.**

**Open glass with water**



**Put a -----  
on the glass of water.**



**ACTIVITY 5B:**

• Cut and paste the pictures below in the relevant block.

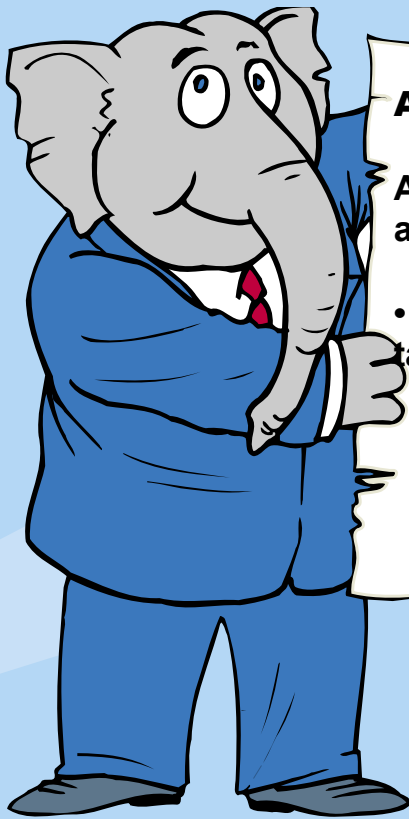


## ASSESSMENT

|  | Yes | No |
|--|-----|----|
| 1. Were you able to identify scenarios that can cause diseases?      |     |    |
| 2. Were you able to suggest solutions to make your environment safe? |     |    |



## 6. Water and Hygiene



### ACTIVITY

At the end of this activity you will be able to:

- Demonstrate steps that can be taken to ensure personal hygiene.



NAME:.....

DATE: .....

What to do:

- Work with your partner.

# THE BIG MISTAKE.

- In the picture, you see Sipho leaving the toilet.



1. What is his big mistake?

Sipho's mistake is.....

2. Look at the picture and list all the places where Sipho will leave germs.

3. Complete the following sentences that explain the results of Sipho's actions.

4. Use the following words:

**Soap, water, plug, baby, food, diseases, wash, sick, germs.**

1. Sipho went to the toilet and did not ----- his hands.

2. He should have washed his hands with ----- and -----

3. Sipho's hands have -----that can cause -----

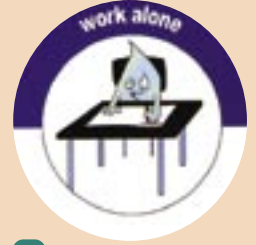
4. He can now leave germs on the ----- and food.

5. These germs will make people -----.

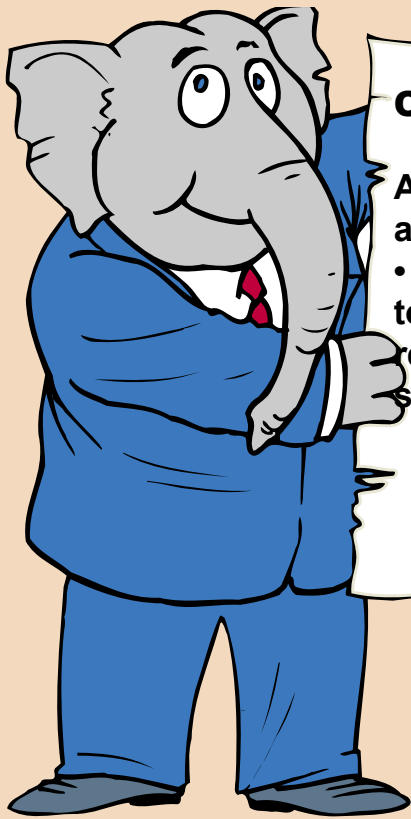
**ASSESSMENT**

|   | Yes | No |
|---|-----|----|
| 1. Were you able to list all the places where Sipho will leave germs?                   |     |    |
| 2. Were you able to complete the sentences that explain Sipho's results of his actions? |     |    |

# WATER SAFETY



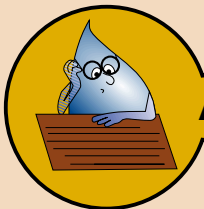
## 7. Swim where it is safe to do so



### OUTCOMES FOR THIS ACTIVITY

At the end of this activity you will be able to:

- Identify objects that can be used to assist a drowning person thus reducing the risk to their personal safety.



### ACTIVITY 7A: SAFE WAYS TO PLAYING IN WATER

NAME: .....

DATE: .....

In this activity we will:

- Learn safe ways in playing with water.

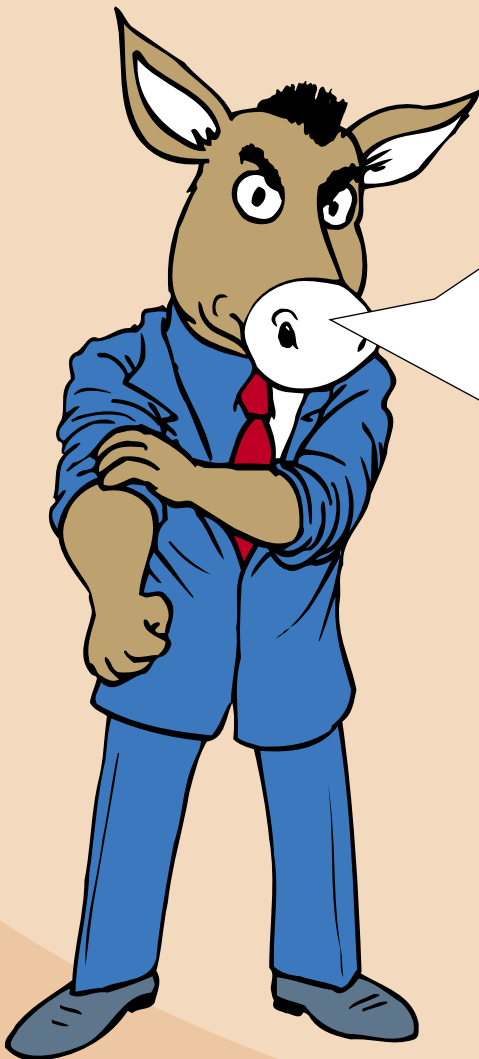
**Today we shall  
have fun in water.**



**Yes, but fun goes  
with playing safe  
in water.**



**Hey! look at those kids  
swimming, is that safe?**





**SWIM WHERE THERE IS A LIFEGUARD**

**RESTRICTED AREA NO SWIMMING**

**1. What is happening in this picture?**

.....

.....

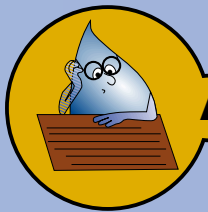
.....

**2. What are the dangers of swimming in a restricted area?**

.....

.....

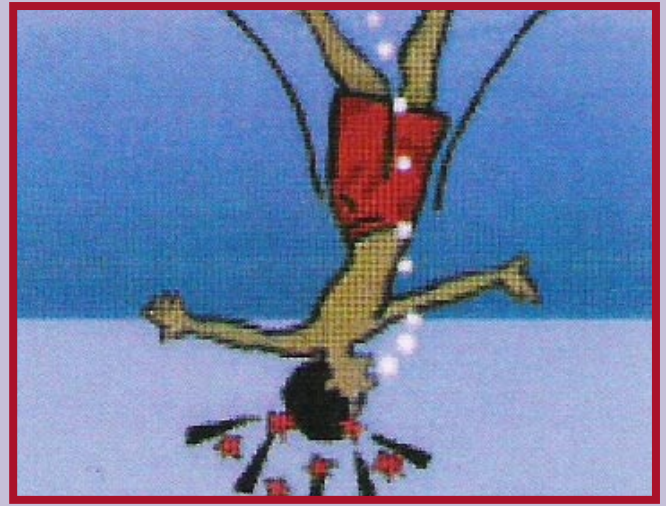
.....



**ACTIVITY 7B: SAFE SWIMMING**



I am so scared to see a child swimming alone. Who can help him/her when he/she is in trouble?



1. What is wrong in these pictures?

I learnt a lot about water safety, but I feel there are things we must not do outdoors!

Yes, like not littering. The river bank must never be used as a toilet



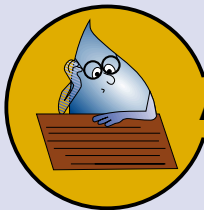


Person littering on the bank of the river.

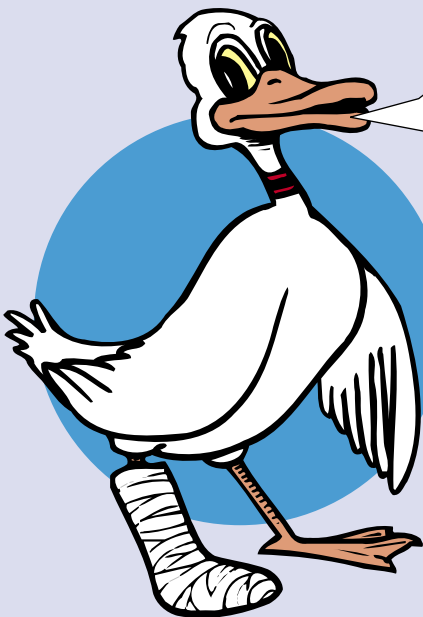


Also cutting trees or damaging them.

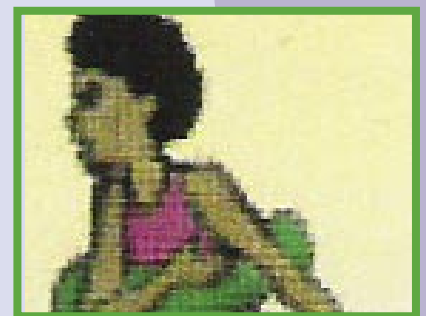
### Extended activity



## ACTIVITY 7C: SWIMMING USING SAFETY DEVICES



Look, they are using swimming arm bands. It is safe and looks like a lot more fun.



1. Which are the safe ways to swim?

## More about water safety



- Kids must always be accompanied by parents.
- Kids should know how unsafe it is to jump or dive into the river or dam.

- Read these sentences

This is the word **the**.  
This is the word **see**.

Now do your own:

I see the \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I see the river



I see the dam



I see the swimmer



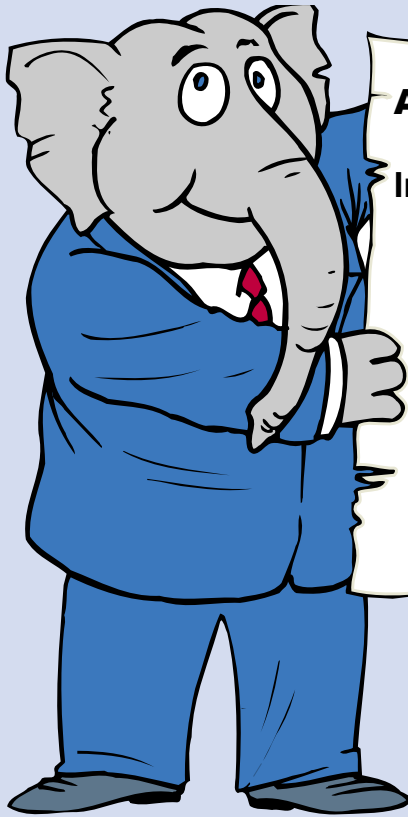
### ASSESSMENT

|  | Yes | No |
|--|-----|----|
| 1. Were you able to understand the things that you can do to assist somebody who is at risk of drowning? |     |    |
| 2. Were you able to answer questions about safety ways in playing with water?                            |     |    |

# FORESTRY



## 8. Why are trees important?



### ACTIVITY

In this activity you will:

- Explore the importance of trees in our lives.
- List all the uses of trees.
- Discuss the value of trees in our lives.



NAME: .....

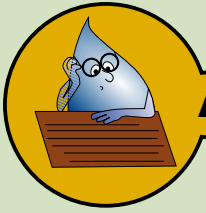
DATE: .....

Work in partners for this activity.

- The picture below shows some importance of trees.
- Look at the picture on the next page.
- List all the functions shown in the picture.

# Why are trees important?





## ACTIVITY 8B:

- You will go to a place where there are trees.
- Study the place carefully.
- Talk about what you see in the picture and mention the importance of trees orally.

### ASSESSMENT.

Do a self-assessment by completing this checklist:  
In your answers, did you list the following?

| Importance | Yes | No |
|------------|-----|----|
| • Shade    |     |    |
| • Shelter  |     |    |
| • Fruits   |     |    |
| • Food     |     |    |
| • Beautify |     |    |

### REMEDIATION

If you have not mentioned all these, use the following words to make sentences that will describe the importance of trees.

**Shade; shelter; fruits; food; fun;  
windbreaks; beautify**

## EXTENSION ACTIVITY

### WHAT TO DO:

In pairs, look at the following picture and answer the questions that follow:



1. In your exercise book, draw a beautiful tree.
2. Write your own sentence under your picture.
3. Match the following sentences. Write the sentences in your exercise books.

- a) The boys
- b) A beautiful tree
- c) Here come
- d) Throw litter
- e) The girls

- in the bin
- some people.
- picked the flowers.
- broke the branches.
- grew in the park.

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