



Geography
Age 12-15

Where is all the water?

- Water stores



• Previous learning required

- The water cycle
- Uses and locations of the Earth's water supply

• Learning outcomes

- To understand that water is a finite resource
- To explore the impact of different factors on the Earth's water stores

• Equipment

- Clear mixing bowl or similar
- 1L water
- 1 large car wash sponge
- 1 baby sponge
- Flannel/face cloth

• Activity

1. Label one side of the large sponge with 'atmosphere' and the other side with 'groundwater'.
2. Label one side of the small sponge with 'ice' and the other side with 'living things'.
3. Fill the mixing bowl with the water to represent the Earth's water supply. Mark the water level on the bowl so everyone can see where it is.
4. Discuss water stores on, in, and around our planet with your pupils.
5. Remove the groundwater store by submerging the labelled side of the sponge and gently lifting it out. Ask pupils to note the water level drop.
6. Submerge the other side of the sponge, removing water from our atmosphere. Repeat with the other sponge to represent ice and living things.

7. Explain to pupils that water is a finite resource, and discuss the impact of the reduction of water into these stores.

• Check for understanding

1. Explain to pupils that global demand for water has increased by 600% in the last 100 years. To represent this, submerge the flannel in the remaining water. You should be left with an empty bowl!
2. Ask pupils to debate some key questions surrounding water as a finite resource. For example:
 - Why do we need to control our water consumption to 'save' water?
 - What happens to life on Earth if potable water runs dry?
 - Discuss water scarcity and the impacts on certain communities.



Learning
through
Landscapes

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