

# Sesión doble de 50 minutos

## 2º de Primaria, Ciencias Sociales

# Vuelta a empezar

## PREPARA TU SESIÓN

### Guía bilingüismo

Queremos orientarte y facilitar tu aplicación en el aula de nuestra propuesta didáctica si eliges la opción bilingüe.

En esta guía recopilamos información complementaria a las secciones de 'prepara tu sesión' y 'tu sesión en el aula', con el objetivo de facilitar la aplicación bilingüe de la programación didáctica propuesta. Incluimos adaptaciones a las propuestas didácticas, apoyo a las reflexiones con el alumnado entorno a los contenidos ambientales y vocabulario técnico que te será de utilidad.

Y si tienes cualquier duda... te ofrecemos atención personalizada a través de la **Oficina de atención al docente** con contacto telefónico 917459351 y correo electrónico [naturaliza@ecoembes.com](mailto:naturaliza@ecoembes.com) (de lunes a viernes).

## 1. Activity by activity indications

### SESSION 1 | ACTIVATION

#### Activity 1.1

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In this activity, the students represent the natural water cycle, while at the same time guiding and saying what is happening. We use different speech bubbles and on the path of a drop of water. We can expand upon the cycle depending on the level of our students. We end with a reflection on the importance of water for life.

### SESSION 1 | DEVELOPMENT

#### Activity 1.2

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We begin by inviting students to reflect on some questions. Depending on their answers, we can highlight the importance of making responsible use of water and differentiate between dispensable and essential uses.

- Why is water so important for people to feel good?

## Sesión doble de 50 minutos

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- What do people need water for? What about other living things?
- What is the difference between the water people drink and the water animals and plants need?

We explain the difference between drinking water and non-drinking water. Subsequently, through a projection of the water management cycle and the cooperative structure "Phrase/Video/Photo mural" we try to answer some questions:

- Which new elements appear?
- To whom are these elements related? (with human beings)
- Why do you think the sewage treatment plant is necessary? And the water treatment plant?

From their answers we highlight the need and importance of returning clean water to nature after the use we have given it.

### Activity 1.3

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We continue the activity by asking the following question:

- Do you want to observe with your own eyes, right here and right now, the magic of a sewage treatment plant?

We carry out a homemade experiment, simulating a sewage treatment plant with simple materials (water bottles, stones and sands). We then analyse what has happened in a simple way:

- What is the water in the mix like?
- What is the water that falls to the bottom of the bottle like?
- Why are they different?

Finally, we comment on the water purification capacity of natural ecosystems, although this capacity is limited, in order to subsequently reinforce the need for water purification before it is returned to nature.

## SESSION 1 | CLOSURE

### Activity 1.4

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We close the session with another reflection:

- Would you drink that water? Do you think it would be healthy for people?

Finally, we simulate with the students the route of a drop of water through the water management cycle.

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### SESSION 2 | ACTIVATION

#### Activity 2.1

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For the activation of the second session we use an "intrusive drop" (a drop of dirty water) that the students must place in the water management cycle. There are different possible answers:

- It can leave the drains of buildings and factories directly to the river or the sea, if it does not pass through the sewage treatment plant.
- It can be dumped directly from ships into the sea.
- It can also come out of the sewage treatment plant, because if we pollute the water so much, the treatment plant cannot get rid of the pollution, and the polluted water reaches the river or sea.

We incorporate this last aspect: water can even come out dirty from a sewage treatment plant, causing damage to nature.

### SESSION 2 | DEVELOPMENT

#### Activity 2.2

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We present the concept of drought using two landscape images (one drier and one wetter). We play a simple game in which the students, in teams, must carry water in situations of greater or lesser availability to cover their daily needs.

Each team shares its experience by talking about its area, whether it is in a zone of drought or abundant rainfall, the use it has made (responsible or wasted), the availability of water at the end, and the quality of water after use (if that variant has been introduced into the game).

We conclude with the importance of taking care of water regardless of the characteristics of the climate or drought situations.

### SESSION 2 | CLOSURE

#### Activity 2.3

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To close the session, we imagine what it would be like to have no water. What things could you not have done today? We encourage everyone to comment on something they have done during the day that they would not have been able to do without water, and how

Sesión doble de 50 minutos  
2º de Primaria. Ciencias Sociales  
**Vuelta a empezar**

they would feel in that situation. We conclude that it is important that we feel that water is a treasure that must be cared for.

## 2. Glossary

**Contaminated water:** agua contaminada

**Groundwater:** agua subterránea

**Water management cycle:** ciclo integral del agua

**Natural water cycle:** ciclo natural del agua

**Contaminant:** contaminante

**Water purification:** depuración del agua

**Sewage treatment plant:** depuradora

**Drain:** desagüe

**Desalination:** desaladora

**Reservoir:** embalse

**Evaporation:** evaporación

**Water drop:** gota de agua

**Drop of dirty water:** gota de agua sucia

**Tap:** grifo

**Rain:** lluvia

**Water wastage:** malgasto de agua

**Sea:** mar

**Snow:** nieve

**Cloud:** nube

**Water treatment plant:** potabilizadora

**Well:** pozo

**River:** río

**Drought:** sequía

**Sun:** sol

**Piping:** tubería

**Responsible use:** uso responsable

**Water vapour:** vapor de agua