

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 (de lunes a viernes).

1. Guidance by activity

SESSION 1 | ACTIVATION

Activity 1.1

In this activity, the students represent the natural water cycle, while at the same time we guide and say what is happening using different slides and 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

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?*
- *What do people need water for? What about other living things?*

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- *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 purification plant?*

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

Activity 1.3

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

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

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

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

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

A photograph of a dense forest with green and yellowing leaves, serving as a background for the title.

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how 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.

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2. Glossary

Cloud: nube

Contaminant: contaminante

Contaminated water: agua contaminada

Desalination: desaladora

Drain: desagüe

Drop of dirty water: gota de agua sucia

Drought: sequía

Evaporation: evaporación

Groundwater: agua subterránea

Natural water cycle: ciclo natural del agua

Piping: tubería

Rain: lluvia

Reservoir: embalse

Responsible use: uso responsable

River: río

Sea: mar

Sewage treatment plant: depuradora

Snow: nieve

Sun: sol

Tap off: grifo cerrado

Tap on: grifo abierto

Tap: grifo

Water drop: gota de agua

Water management cycle: ciclo integral del agua

Water purification: depuración del agua

Water purification plant: potabilizadora

Water vapour: vapor de agua

Water wastage: malgasto de agua

Well: pozo