



GENERATION H₂O AND KEEP SCOTLAND FLOWING

Scottish Water Generation H₂O is a nationwide initiative that aims to empower every young person in Scotland to take positive action to become responsible water citizens and protect the future of Scotland's water. Water is one of Scotland's most valuable and precious resources, and we all have to work together to protect it.

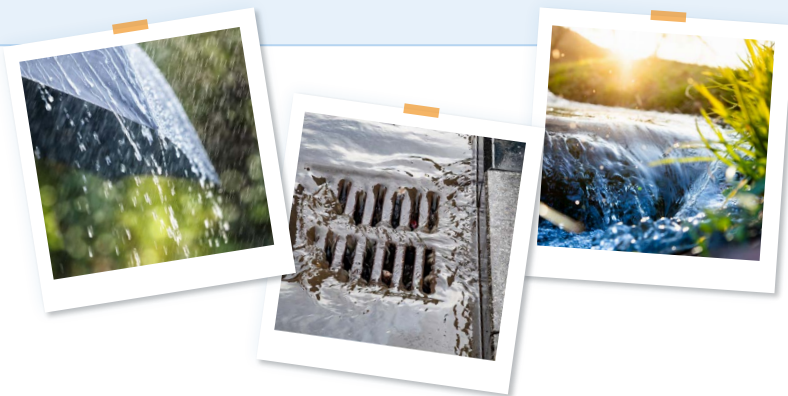


KEEP SCOTLAND FLOWING OVERVIEW

Keep Scotland Flowing inspires young people to explore the water cycle before they consider their role as responsible water citizens. Young people confidently use what they have learnt to develop a campaign to encourage behaviour change in others with the aim of actively protecting water.

Learners embark on an interactive journey through the water cycle, where they are challenged to explore what happens to water and consider how they can be more sustainable with it, and actively protect it. Learners then work collaboratively to create their own powerful campaign to encourage others to take positive action to protect our valuable water.

Keep Scotland Flowing is a fully resourced sequence of two engaging activities for teachers to use with primary learners aged 9-11 years. The content is fully matched to the second level Experiences and Outcomes in Science, Social Subjects, Expressive Arts Social Subjects, along with other cross cutting themes such as Literacy and Health and Wellbeing. Further details on the curricular links can be found on pages 4-5.



KEEP SCOTLAND FLOWING LESSONS

LESSON 1: EXPLORING THE WATER CYCLE

1 HOUR 30 MINUTES

Through an interactive class presentation, the characters Flo and Arthur recruit learners to join them as water Super Sleuths to uncover what happens during the water cycle and where we, as humans, become part of the cycle.

Flo and Arthur interact with the class asking them to make good choices both outside in the environment and inside buildings when using water.

In groups, learners investigate and create a dynamic display of the different elements of the water cycle including how water is managed by Scottish Water that will be added to during the learning.

If time allows, learners could carry out some of their own additional research for extra information to add to the display/poster.

Learning Intentions

- Describe the water cycle and how water is managed on land.
- Explain why we need to manage water for healthy ecosystems and for human needs.
- Apply their knowledge to reduce the risk of disrupting the water system around us.

Resources Provided

- Lesson 1 PowerPoint Presentation.
- Homework Task Sheet (1 per learner).

The Lesson 1 PowerPoint presentation includes step-by-step guidance in the slide notes to assist in the delivery of this activity.

HOMEWORK TASK

In the homework activity, learners can continue their learning as water Super Sleuths. They are asked to observe different stages of the water cycle in their local area. They will need to submit photos or drawings of the different stages, which can then be added to the class water display, if applicable. If you opted for class posters rather than a display, they could add these images to the posters.

Learners should complete this task before Lesson 2.

Use [#KeepScotlandFlowing](#) to share your learners work and help us to protect Scotland's water.

LESSON 2: CHAMPIONING CHANGE

1 HOUR 30 MINUTES

Learners design a campaign to solve the problems they encounter in the water system and encourage others to protect water using the knowledge they gained in lesson one.

Learners share their campaigns with the rest of the class who will review them and provide feedback. Groups can then make any amends to their campaigns before they are presented to the whole school, where the audience votes to choose the best campaign.

As a celebration, all the campaigns can be displayed or added to a class poster where possible.

Learning Intentions

- Collaborate to create a campaign to highlight how to protect our water and environment.
- Deliver a clear, evidence-based message of best practice to their school community.
- Be part of a movement across Scotland to share their ideas on how to protect our water.

Resources Provided

- Lesson 2 PowerPoint presentation.
- Campaign Planning Sheet (1 per group).

The Lesson 2 PowerPoint presentation includes step-by-step guidance in the slide notes to assist in the delivery of this activity.

Here are some suggested activities for young people to take their learning further:

1. [Create a water cycle in a bag.](#)
2. [Create a rain cloud in a jar.](#)
3. [Make your own cloud.](#)
4. [Make your own rain gauge.](#)

Explore and learn more!



KEEP SCOTLAND FLOWING AND THE CURRICULUM

Keep Scotland Flowing supports you to teach the Scottish Curriculum for Excellence across Literacy, Health and Wellbeing, Science, Social Subjects, Expressive Arts and Technologies experiences and outcomes.

Curricular Area	Second Level Experiences and Outcomes	Benchmarks
SCIENCE	<ul style="list-style-type: none"> I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time. SCN 2-05a 	<ul style="list-style-type: none"> Discusses the necessity of water for life, for example, for the growth of crops, for drinking and in river formation/flow. Demonstrates understanding of the processes involved in the water cycle.
SOCIAL SUBJECTS	<ul style="list-style-type: none"> I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. SOC 2-08a 	<ul style="list-style-type: none"> Identifies at least three impacts of human activity on the environment. Suggests at least three ways in which people can live in a more environmentally responsible way.
LITERACY	<ul style="list-style-type: none"> When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear expressive way, and I am learning to select and organise resources independently. LIT 2-10a 	<ul style="list-style-type: none"> Contributes a number of relevant ideas, information and opinions when engaging with others. Shows respect for the views of others and offers own viewpoint. Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas. Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone. Recognises some techniques used to engage or influence the listener, for example, vocabulary, emphasis, tone and/or rhetorical questions. Identifies the main ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose.

Curricular Area	Second Level Experiences and Outcomes	Benchmarks
LITERACY CONTINUED		<ul style="list-style-type: none"> • Makes relevant notes using own words, for the most part, and uses these to create new texts for a range of purposes. • Communicates clearly, audibly and with expression in different contexts. • Plans and delivers an organised presentation/talk with relevant content and appropriate structure. • Uses suitable vocabulary for purpose and audience. • Selects and uses resources to support communication.
EXPRESSIVE ARTS	<ul style="list-style-type: none"> • I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. EXA 2-01a 	
HEALTH AND WELLBEING	<ul style="list-style-type: none"> • I make full use of and value the opportunities I am given to improve and manage my learning, and, in turn, I can help to encourage learning and confidence in others. HWB 2-11a • Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 2-12a • Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 2-13a 	