

Say to students, ‘Now that we are familiar with the water cycle, let’s see if we can create our own mini-water cycle.’

Materials required	Number
Large clear glass bowl	1 per experiment
Ceramic mug (shorter than the bowl)	1 per experiment
Cling wrap	
Masking tape	
Ice	
Blue food colouring (optional)	
Hot water*	
Activity 4 – Draw your own water	1 each cycle

\*Use appropriate safety precautions when handling hot water, adult supervision essential.

### Method

- Place the glass bowl in a visible location.
- Place the ceramic mug in the middle of the bowl.
  - This represents a lake, surrounded by mountains.*
- Fill the glass bowl to just below half way with hot water. (Blue food colouring was added at this point).
  - This represents the ocean heated up by the sun.*

*(Hint: hotter water created better results, please use appropriate safety measures)*

- Cover the bowl tightly with cling wrap.
- Use masking tape to secure the cling wrap tightly and ensure there are no gaps.
- Place a large ice cube (or a couple of smaller ones) on top of the cling film directly over the mug.
  - This represents the clouds.*
- Observe what happens.
- After a few minute you will see the water condensing under the ice.
- Carefully dry the ice melt on the cling wrap to see you results.

### Student action (options for assessment)

- Ask students to predict what will happen when the ice is added to the experiment.

- Ask students to draw and label a diagram of the experiment on the blank character worksheet.



Figure 1: Materials set up



Figure 2: Experiment underway

### Extension activities

Explore the importance of heat.

- Try two side by side experiments:
  - one using hot water and
  - one using cold water
- Compare and discuss the results
- Have students draw what they observed and encourage them to use a science word i.e. evaporation, condensation.