

Running Water

Objective: To understand the water cycle, to utilize water cycle vocabulary.

Materials: Rope, string, or tape to mark out boundaries, space for students to run around.

Vocabulary: Evaporation, precipitation, condensation, and molecule.

Activity:

1. Set up the boundaries before students arrive. Place one length of rope 30 ft from and parallel to the other on a flat surface like a field or a gym floor. This will be the *lake*. Also, mark off a small circle or square to the side of the lake. This will be a *cloud*.
2. Have students give examples of cycles. Go over the water cycle using the vocabulary above.
3. Assign one student to be the sun. This *sun* will stay within lake boundaries and try to tag the other students who are the *water drops*. The other students will start on one side, until an instructor calls out "PRECIPITATION!" Then they'll run from one side of the floor to the other trying to avoid the sun.
4. If the students make it safely to the other side, they wait for the next round of PRECIPITATION. When the sun tags, he or she calls out "EVAPORATION!" and the water drops that are tagged go to wait in the cloud.
5. If a student is tagged, he or she is experiencing EVAPORATION, however, when three water drops gather in the designated area they can link arms and call out, "CONDENSATION!" Then, during the next round of PRECIPITATION they can drop arms and run back into the lake. They must run to the same side that the other water drops are running to.
6. After several rounds of this activity discuss what is happening with the students. Why does the sun yell "evaporation" when he/she tags you? Ask the sun, is it hard to tag the water drops? Is this really how the water cycle works? What is different? If you were a water drop who waited in the cloud, why did you need to wait for more drops in order to come back into the game? Why did you yell "condensation?"

