

GRADE 2 LEARNING PACK

Water in Our Lives: Use, Route & Care

Explore everyday water use and model simple responsible choices without oversimplifying water systems.

LEARN • PRACTISE • CREATE • REFLECT

Original BrightPencil Kids resource - adult-led where appropriate

A4 edition • 12 purposeful pages • review copy

Print. Learn. Grow.

Grown-up guide

Learning objective

Explore everyday water use and model simple responsible choices without oversimplifying water systems.

Use this pack well

- Model the first example aloud, then let the learner try.
- Ask “How do you know?” more often than “Are you finished?”.
- Use real objects, talk, movement or observation when the activity suggests it.
- Stop or shorten the session if attention or enjoyment drops.
- Open-ended pages can have many successful answers.

Quality note

This resource was written originally for BrightPencil Kids. Curriculum sources informed scope and progression only; no third-party worksheet or story text is reproduced.

Learn the idea

1 People use water for drinking, hygiene, food, cleaning, farming and industry.

2 Water reaches communities through managed natural and human systems.

3 Saving water means avoiding unnecessary use while meeting real needs.

Talk about it

Explain one idea in your own words. Give an example from real life, a drawing or an object if that helps.

Sort uses of water into essential, useful and “depends on context” rather than good/bad.

Read a simple diagram: source - treatment - pipes - home - wastewater.

Identify two places where clean water must be protected from contamination.

Compare two tooth-brushing routines and identify which avoids unnecessary running water.

Write one question about where local drinking water comes from for an adult/teacher to research.

Try it beyond the page

Real-world / hands-on connection

With an adult, find one practical way your household/class avoids wasting water without reducing hygiene or drinking needs.

Before you finish

What did you notice?

What evidence, object or example helped you?

What would you change if you tried again?

Create something

Your project

Design a water-care reminder that explains the reason behind each action.

Use this space for planning, drawing, mapping, designing or notes.

CHALLENGE

Think deeper

1. Why is “never use water” not a sensible conservation rule?

2. What must happen before many water sources are safe to drink?

3. What is one responsible everyday water action?

Quick review

1. In one sentence, explain the big idea of “Water in Our Lives: Use, Route & Care”.

2. Draw or write one example that shows you understand.

3. Choose one activity from this pack and explain the strategy you used.

4. Write one question you still have.

Answer & discussion notes

Use these as guidance, not scripts. Open questions can have different successful responses when the reasoning is sensible and evidence-based.

1. Suggested response

People need water for health and daily life; conservation means avoiding waste.

2. Suggested response

Water often requires treatment/quality control.

3. Suggested response

Example: turn off an unnecessary running tap.

Review before publication

Check age fit, factual accuracy, clarity, accessibility, rights provenance and whether the activity works in practice. This file remains a review copy until those checks are signed off.

FINISH

My learning reflection

I finished this BrightPencil learning pack.

One thing I understand better now:

A strategy that helped me:

Something I created or noticed:

My next small question or goal:

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