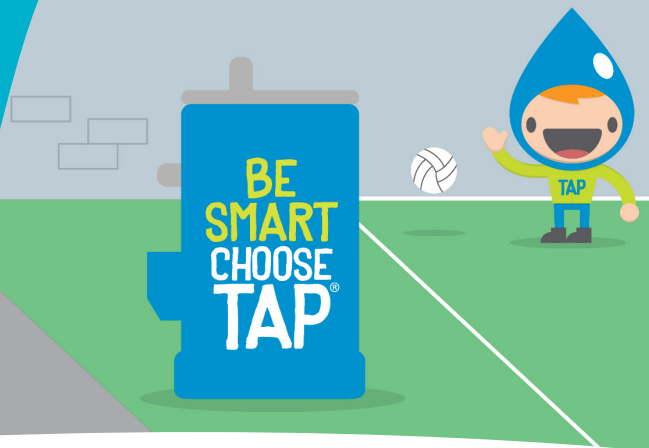


Preschool Clap Clap Choose Tap



Learn about and discuss how water is used in our everyday lives, and the importance of water for our bodies in this interactive and fun session.



Resources

- Clap Clap Choose Tap [book](#) (including song words)
- Clap Clap Choose Tap [video story and dance](#)
- Clap Clap Choose Tap [song](#)
- Paper, pencils, crayons for drawing activity
- Clap Clap Choose Tap [colouring in sheet](#)

Curriculum, Learning Intentions and Success Criteria

Victorian Early Years Learning and Development Framework

- Children will notice and talk about how water is used in daily life and in nature (Outcome 2: Children are connected with and contribute to their world).
- Children will begin to understand that water is a precious and limited resource, and all living things need water to survive (Outcome 2, Outcome 3: Children have a strong sense of wellbeing - health and hygiene).
- Children will share their ideas and experiences about water use with others (Outcome 5: Children are effective communicators).
- Success criteria – child friendly statements and educator observations:
 - **I can notice** how we use water when we drink, wash, play and water plants.
 - **I can understand** that water is precious and we need to drink water for healthy and happy bodies
 - **I can talk** about water and share my ideas with my friends and teachers.
 - **Educators observe** - children linking water use to body parts (heart, teeth, brain) and demonstrating through role play and responses.

Outline

1. Introduction (5-10 minutes)

- Ask the students - How do you use water? Do you need to drink water?
- Explain that water is essential for all living things - plants, animals, pets, people.
- Show the students various images of water being used - use printed images or display images on a screen.
- Before asking, "What do we use water for?", show students the picture cards and encourage them to make connections.

For instance: When looking at a picture of someone with a hose, a student might say, "I help my mum water the garden." When viewing all the images together, they might conclude, "All these pictures are things we do with water."

- This visual approach can be a powerful way to activate prior knowledge and spark meaningful conversations about the topic.
- Extension prompt - "What would happen if we stopped drinking water?"



2. Read the book - Clap Clap Choose Tap

(10 minutes)

- Ask children to look out for the cockatoo on each page - select a child to find the cockatoo throughout the story. The book is available as an [eBook](#).
- At the end of the story, see if they can remember what parts of the body water is important for teeth, heart and mind.
- As an extension, you could ask: "Are there any other ways water helps our bodies?"
- Physical response: Ask students to stand on one leg. Explain that concentration is needed, and drinking water helps the brain focus. Ask students to do 5-star jumps. Explain how water helps the heart pump blood to help us move.
- Add guiding questions during reading to support comprehension, e.g. "Why do you think the cockatoo drinks water too?"

3. Dance to the song - Clap Clap Choose Tap

(5 minutes)

- Music supplied or available with book. The words are on page 14-15 of the book.
- You could also use our Clap Clap Choose Tap [video story and dance](#)
- Demonstrate the actions: water everyday (rain from sky), make a house, out to play (dance), drink from bottle, point to teeth, heart and mind, dance and tap toes, then clap hands at end.

Encourage all children to join in with movements, provide simplified versions for those who need additional support.

4. Colour in the Clap Clap Choose Tap colouring in sheet

(10 minutes)

- Extension: children could draw themselves drinking water and draw/label body parts that benefit from it (e.g. heart, brain, lungs).
- Ensure copies are printed for all children, provide crayons and pencils for colouring.

This could also be completed as a whole class activity - trace a child's body outline and draw/cut and stick on the heart, brains and lungs, as well as an image of a cup or bottle of water.

Assessment and reflection

Educators observe and note:

- Do children make the connection between drinking water and health (teeth, heart, mind)?
- Do children actively participate in the story, song and movement activities?
- Are children able to describe why drinking water is important?

Reflection for educators:

- Which activities were most engaging for children?
- Did children demonstrate understanding through their drawings or responses?
- What adjustments could improve engagement or understanding for the next time?

Educational resources