SuDS for Schools - PRIMARY LEVEL

DRAFT 01/03/2021 – TM and TC

Time	Description	Age Group
1.25 hours	Introduction, Part 1 & 2	3rd and 4th Class
2 hours	Introduction, Part 1 & 2 & 3	5th – 6th Class

INTRODUCTION

Introduce the IRT, who we are and what we do. Give each pupil a pencil

What we are going to talk about today: Explain drainage - Movement of Water across our landscape and how it all finds its way down to our rivers. Introduce the word catchment

PART 1 – EXPERIMENT WITH SURFACES

Objective: Examine how water is absorbed by different surfaces

Method:

1. Pupils are split into groups
2. Groups are given different surfaces to play with – plasticine, sponge, sheet of moss, permeable paving, gravel, sand.
3. Pupils our measured amount of water onto tray
4. Pupils record the amount of water that comes through the surface and how long it takes to all come through
    a. Lower classes make any observations e.g. water scattered in different directions, not all came out, pooled etc
    b. Higher classes can make observations and also plot the amount of water versus the time

PART 2 - SuDS House Demonstration

Objective: Show how water can be slowed down and stored.

Method:

1. The SuDS House is set up and the facilitator asks about flooding, pooling of water around their houses, boggy parts of the garden etc.
2. Pupils are split into 2 groups.

    a. Each group is given a jug of water and given instructions on how to pour this onto the roof.
    b. Someone in each group is designated to watch the water as it comes out of the piping and goes into the graduated cylinder. They call out the reading on the graduated cylinder to another pupil
    c. The other pupil records the time.
    d. Higher Classes - Other pupils plot the graph of time versus amount of water
3. Once experiment is finished, ask pupils why do they think the water was slower to drain out of one house and quicker in the other.
4. Ask the pupils what would happen If there was a lot of rain and the houses might get flooded. What would they do? Ask who do they think would solve this problem – architect, engineer, gardener?
5. Explain the words *Sustainable Urban Drainage Systems* is explained to the pupils.
6. Show the pupils what SuDS measures are on the SuDS side of the house. Some pupils may have already noted this.

Part 3 - Soil Filtration Experiment

Objective: Show how water moves through soils and how vegetation effects this

Method:

Set up 3 separate containers with soil in them. Container A

These containers are connected to down pipes and collecting vessels

How does this lesson align with the Primary Curriculum?

Under SPHE – Geography

EQUIPMENT

Amount	Description	Part
	Tray	
	Plastic sheet	
	Jug of water	
	Towel	
	SuDS House	