



Subject, class: CLIMATE CHANGE AND WATER	
Entry Scenario Marina Baixa Region (Valencian Community) You live in a house and you and your family want to make a vegetable garden with dry land and aromatic plants, trees, etc. Which plants would you choose?	Activity product/learning outcome 1. Explain the water problem in our area, there is no water. Why is there no water? 2. Brain storming about have you ever thought about how and from where the water comes to your house. Water treatment and desalination plants. 3. Measures to control the use and abuse of water. Promote a responsible use of water resources. 4. Promote a culture of environmental sustainability. 5. What happens to the water used in our homes? Drinking water treatment plants. 6. Plant rainfed trees (almond, olive, carob, etc.). 7. Planting aromatic plants such as thyme, rosemary, sage, fennel, lavender, savory, chamomile, chives, basil, coriander, parsley. 8. Planting of grey plants such as prickly pears, aloe vera, cactus, etc.
Essential competences – CCL: competence in linguistic communication – CP: multilingual competence – CMCT: mathematical, scientific and technological competence – CD: digital competence	Concretisation of the contents 1. Use and necessity of water for life. 2. Stages and processes that make up the integral water cycle. 3. The properties of water. 4. Vocabulary associated with the water cycle. 5. Problems associated with lack of water and sanitation.



- CPSAA: personal, social and learning to learn competences
- CC: citizenship competence
- CE: entrepreneurial competence
- CCEC: competence in cultural awareness and expression

Subject competences

- Responsible consumption habits
- Habits of care and respect for the environment.
- Understand and relate the key concepts of the water cycle, transferring them to their field of action.
- To know the specific tools to put into practice water saving and reuse.
- To know how to efficiently manage water resources and waste.
- To know the European and international legislation and regulatory framework for sustainable water management and production.
- Knowing and relating the contents related to life cycle analysis, eco-design, environmental management systems and energy efficiency, applying them to real situations.
- Integrate ethical aspects and consumer behaviour policies in decision-making oriented towards the water cycle.
- Develop an attitude and critical thinking with the predominant economic objectives and behaviour in today's societies, as well as reflect on alternative courses of action.

Learning and working techniques



1. Brain storming of basic concepts to be dealt with in the didactic unit.
2. Collaborative and experiential learning
3. Challenge posing
4. Dialogue and debate
5. Expert advice
6. Prototyping of solutions

Teaching materials/resources

Computers, consumable material, web pages, worksheets created by the teacher, herbarium of plants, pots, soil, etc.

Organisational information

Responsible: The teacher who teaches the didactic unit.

Classrooms: The group's classroom, science laboratory, computer room, playground and Mediterranean garden.

Excursions: Trip to the Albarda garden which has a very extensive Mediterranean garden. Trip to Puig Campana and Ponoig.