Are we water wise?

Lesson plan description
Students will consider water sources and usage in their school. They will explore water usage and wastage. Reflecting on their findings, students will identify recommendations and alternatives to current practice.

Year levels
Middle Childhood (8-11 years)

Explicit values focus
- Responsibility
- Care and compassion
- Doing your best
- Fair go
- Respect
- Sustainability
- Harmony

Key Learning Areas
- Art
- Society & Environment
- English
- Science

Lesson plan
Getting started

Activity 1: Think about water
Ask students to do a Think, Pair, Share activity about water. They could think about the following questions:
- What is water?
- Where does water come from?
- Where do we find water?
- Where is water stored?
- How do we use water?
- Who uses water?
- Who/what needs water? Is there enough water in Australia and the world for all living things to survive and live in harmony?

Then ask students to discuss their thoughts with a classmate. Ask all pairs to share their discussion with the class. Write students’ ideas on the board or ask a student to volunteer to act as scribe.

Discovering

Activity 2: How do we use water?
Ask students to identify ways that water resources in Australia are used. You could use a data projector to access a website such as:
Show students pictures of water usage. Ask students questions such as:

- How do we use water?
- Do we use water responsibly?
- Is it fair to waste water?
- Why do we need to care for our water resources?
- Is there enough water for the future (sustainability)?
- How does the way we use water show our values?

**Activity 3: Exploring water usage in our school**

Walk around the school with students and identify and record on a sheet of paper the ways water is used in the school, for example, at drink taps, in toilets, for watering gardens and ovals, in the staff room and kitchen, in the art room.

Students can take photos of the water usage they find. Back in the classroom, students categorise the various ways water is used according to whether the water is being used responsibly or if the water is being wasted:

<table>
<thead>
<tr>
<th>Ways in which water is being used responsibly</th>
<th>Ways in which water is being wasted</th>
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<tbody>
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<td></td>
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After completing this task, ask students to look at all groups’ tables of water usage and make suggestions for changes to be made to the usage of the water around the school.

Ask students to comment on what they have learnt from this activity and write one personal goal each about how they can save water at school. For example, always turn the tap off tightly in the Art room.

Ask students to think about how they can save water at home.

**Bringing it together**

**Activity 4: Posters promoting saving water**

In small groups, students discuss their water goals. Ask them to select at least one value (eg fair go, honesty, respect, responsibility, care, integrity, sustainability, harmony) and use their group’s water goals to make a poster to promote responsible water usage in their school. Students can use the photos they took on their walk around the school or draw pictures and write slogans about saving water. The posters can then be displayed around the school.

Set aside a time to review this project later. For example, in two weeks, students could do the ‘Water Walk’ again or interview other students to see if their ‘Water Wise Campaign’ has made a difference. Ask students: Who has taken responsibility to be more water wise?