

## Years 3 to 6

# Waterwise schools toolkit

The schools' Waterwise toolkit is designed to support teachers by providing easy-to-use stand-alone activities which develop student understanding about water issues. The year 3 to 6 resources in the toolkit are organised by relevant Australian Curriculum subject links and cross-curriculum priorities: Sustainability and Aboriginal and Torres Strait Islander Histories and Cultures.

Classroom teaching ideas for:

Sustainability cross-curriculum priority

Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority

Resources by subject: Geography, science, mathematics

### **Sustainability cross-curriculum priority**

Using water efficiently provides lots of additional ideas for promoting the importance of conserving our precious water supplies. They also explain how students, their families and the community can take action to use water more efficiently. Resources include classroom activities, games, posters, brochures, how to guides and water audits. In addition to activities outlined in the subject curriculum sections below, the following Waterwise activities are suitable for Years 3 to 6.

### **Why is water precious?**

In the **Buckets resource race** outdoor relay game, students experience what it's like to compete for scarce water resources.

### **How do we save water at home?**

Students have fun identifying the Waterwise behaviours in the Family journey in **Whizzy's incredible journeys pick-a-path book** or in **Adventure 2 of Whizzy's new adventures: journey through the pipes**.

The **Be waterwise: make a difference today video** [1:56] offers simple suggestions to reduce water wastage at home.

The **Home water use audit years 5 to 8** enables students to estimate how much water their family uses and how to reduce water wastage.

The **Reading your water meter to detect leaks years 5 to 8** activity highlights of the importance of managing leaks and explains how to detect leaks in the home using the **Detecting leaks and reading your water meter factsheet**.

The **Home waterwise quiz** allows students and their families to assess how they can be more efficient in their use of water at home.

**Bucket loads of savings!** is a detailed brochure or poster showing a range of Waterwise behaviours.

**Whizzy's water saving tips** is a poster useful for displaying ways everyone can save water.



## How do we save water at school?

School water use audit years 1 to 5 allows students to identify the water use areas in the school and identify any leaks.

In the School water audit for years 6 to 8, students conduct the audit and devise an action plan to reduce water wastage in the school. They then write a report to the school environment committee.

In **Designing a Waterwise poster for Year 4**, students create a poster to communicate key messages about using water sustainably and ways to conserve water.

## Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority

**Incorporating Aboriginal and Torres Strait Islander water perspectives** includes activity ideas for Years 3 to 6 focusing on the Aboriginal and Torres Strait Islander peoples' connection to place and how they use water. These include:

In the **Shared perspectives guest speaker** activity, students learn from local elders how about Aboriginal or Torres Strait Islander people value, use and manage their water. (Geography Years 4 and 5)

'Dreaming stories' were used to pass on important knowledge about what Aboriginal and Torres Strait Islander peoples believe and how they should live. They provide an insight into their cultural views about the value of water and how it should be managed.

'Tiddalick: The frog who caused a flood' highlights the importance of water for animals.

'Our special water connections' also uses storybooks to convey the close connection that Aboriginal and Torres Strait Islander peoples have with the land and water.

Additional Aboriginal and Torres Strait Islander Histories and Cultures activities are included in the Resources by subject section below.

## Resources by subject

### Geography

Curriculum links	Teaching ideas
<p><b>Year 4</b></p> <p>The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089)</p>	<p><b>Water stories from Torres Strait: Dauan and Saibai islands</b></p> <p><b>How did Aboriginal peoples manage their water resources?</b></p> <p>These year 6 and 7 student fact sheets can be used as a teacher resource to explain traditional use of water by Aboriginal and Torres Strait Islander peoples.</p>
<p>The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090)</p>	<p><b>Story of a river</b></p> <p>Students participate in a story to explore the impacts of various land uses and contaminants on the ecological health of a river.</p> <p><b>Going on a water wander excursion</b></p> <p>This class excursion focuses on water in the environment and as a resource.</p> <p><b>The healthy catchment game</b></p> <p>Students play a game to discover what should and shouldn't be found in waterways.</p> <p><b>Community water user guest speaker</b></p> <p>Students interview a community member who uses water in their workplace and find out how water can be used more efficiently.</p> <p><b>Managing our water</b></p> <p>Students identify how water is used and managed in the local area.</p> <p><b>Water footprint</b></p> <p>Students calculate their water footprint with an online calculator that takes into account water consumption, food consumption and household income.</p>

## Science

Curriculum links	Teaching ideas
<p><b>Year 4</b></p> <p>Earth's surface changes over time as a result of natural processes and human activity (ACSSU075)</p> <p>Science knowledge helps people to understand the effect of their actions (ACSHE062)</p>	<p><b>Where does rain go?</b></p> <p>Students explore what happens to rain when it falls on different surfaces.</p> <p><b>How my water travels</b></p> <p>Students discover the journey their water takes every day, from catchment to tap.</p>
<p><b>Year 5</b></p> <p>Solids, liquids and gases have different observable properties and behave in different ways (ACSSU077)</p> <p>Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)</p>	<p><b>Solid, liquid and gas</b></p> <p>Students explore the states of water through a range of practical activities, including freezing, melting and evaporation.</p> <p><b>Sustainable water sources</b></p> <p>Water sources such as recycled water, rainwater and stormwater take pressure off our drinking water supply. Students research these water sources and design innovative solutions to an identified problem.</p>
<p><b>Year 6</b></p> <p>Changes to materials can be reversible or irreversible (ACSSU095)</p> <p>Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)</p>	<p><b>Fog and clouds</b></p> <p>Students explore water's different states and the main aspects of the water cycle using the <b>The water cycle</b> poster and <b>Whizzy's incredible adventures pick-a-path</b> book river journey.</p> <p><b>Why is water sticky?</b></p> <p>Students conduct experiments in pairs and as a whole class to observe the behaviour of water molecules when water is in its solid, liquid and gaseous state.</p> <p><b>Solar still</b></p> <p>Students create a solar still that removes salt from saltwater.</p> <p><b>Sustainable water sources</b></p> <p>Water sources such as recycled water, rainwater and stormwater take pressure off our drinking water supply. Students research these water sources and design innovative solutions to an identified problem.</p>

## Mathematics

Curriculum links	Teaching ideas
<p><b>Year 4</b></p> <p>Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096)</p>	<p><b>Water use survey (with tickets)</b></p> <p>Students gather data about their different uses of water during the school day using 'water tickets' and use the water tickets to create a column graph showing the frequency of each water use for the class.</p>