

## Preparatory to Year 2 design and technologies

### Year 2 science

#### Water communicators

#### **Australian Curriculum links:**

#### **Sustainability cross-curriculum priority - Foundation to year 2 Design and technologies**

Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001)

#### **Year 2 Science**

People use science in their daily lives, including when caring for their environment and living things (ACSHE035)

In this activity, students discuss what it would be like to have no water and how they can save water to prevent this happening. They take a tour of the different locations around the school where water is used and take photographs of students demonstrating ways to save water at that location. They use the photographs to design a class checklist or poster describing ways to save water in the school.

#### **Equipment**

For the class

- Display enlarged copy of **'No water' images**  
[Whizzy's incredible journeys pick-a-path book](#)  
[Whizzy's new adventures: Journey through the pipes book](#)

For each group

- a digital camera or similar device
- interactive whiteboard or computer with screen

#### **Preparation**

Organise some additional helpers for the walk around the school.

Prepare a list of possible places to visit.

Ensure that the use of the photographs comply with the school's privacy guidelines.

#### **Activity steps**

1. Discuss what it would be like to have no water (see 'No water' images).

Briefly discuss that water from taps is treated and safe for use. This is illustrated on pages 6 and 7 in 'Whizzy's incredible journeys' pick-a-path book. Draw students' attention to the energy and work done to ensure water is safe to drink. This is

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another reason we should value our water and use it wisely. Read Adventure 1 of 'Whizzy's new adventures: Journey through the pipes' and discuss the different treatment processes required to clean water.

2. Ask students to suggest places around the school that water is used. Make a list of water use areas and, using a map of the school grounds, collaboratively plan a route to visit each location.
3. When viewing the map or on the tour around the school students use directional language (e.g. near, behind, in front of, next to) to describe the locations where water is used.
4. At each place discuss how water is used there and how we could use less water or recycle water (e.g. placing a bucket under a tap to collect the run-off water that could be recycled onto plants) in our school.
5. Take digital photos with students demonstrating ways to save water at that location.
6. Back in the classroom, download and display the images. Explain that students will develop a class checklist of ways to save water in the school. Give a simple example of a checklist i.e. all the tasks I have to do before I come to school. Students could represent their ideas for using water wisely through drawing, writing or using digital learning tools. Students vote on the method for making the checklist or poster. Ask them to state their preference and the reason/s for their choice.
7. Students develop a class checklist to save water in the school. Focus questions could include:
  - Who is the audience for our Waterwise message e.g. students, teachers, parents, visitors?
  - What is going to grab the audience's attention, make them change what they do when using water?
  - What materials will you need to make the checklist or poster?
  - What would be the best way to make the checklist or poster? What are the steps?
  - Should we make one poster, or should we make it on the computer and make many smaller ones to display around the school?
  - Where should we display the posters? Should we display them where others can see them?
  - How will we know if we have been successful in getting our audience to be water wise?
8. As a class, write an email to parents or carers explaining what the students have done to spread the message to use water wisely. Attach a copy or a photo of the checklist and include links to the [Bucket loads of savings brochure](#) and/or [Whizzy's water saving tips poster](#) and links to 'Whizzy's incredible journeys' pick-a-path book and [Whizzy's new adventures](#).

