

Foundation Lesson 5 A hunt for H₂O

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Learning objectives

Students will be able to

- identify where water is used in the school and for what purposes
- identify behaviours that can contribute to more efficient use of water
- collate and plot uses of water in the school on a map or similar.

Learning outcomes

Subject	Strand & content descriptors
Science	Science inquiry skills <ul style="list-style-type: none">• Respond to questions about familiar objects and events. (AC SIS014)• Engage in discussions about observations and use methods such as drawing to represent ideas. (AC SIS233)• Share observations and ideas. (AC SIS012)
Geography	Geographical knowledge and understanding <ul style="list-style-type: none">• People live in different places that have natural features and built features.• Places and objects are located and arranged in space and these can be identified on a map. Geographical skills and inquiry <ul style="list-style-type: none">• Pose questions about place, space and environment.• Observe familiar places and explore other information sources.• Collect information about the school or favourite local areas.• Share and sort observations and information.• Reflect on their learning and ask further questions.
English	Literacy <ul style="list-style-type: none">• Deliver short oral presentations to peers. (AC ELY1647)• Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge. (AC ELY1651)• Construct texts using software including word processing programs. (AC ELY1654)

Important questions

- Why is it important to save water at school?
- Where is water used in the school and for what purposes?
- How much water can I save each day?



Background information

Schools are mini cities. Some schools supply water for hundreds of people every day, including the water required for drinking and washing. Schools may also use large volumes of water for irrigation of ovals and for use in swimming pools.

Recent droughts and water restrictions have encouraged many schools to install water efficient devices such as automatic urinals and collect rainwater from building roofs. It remains important for students to develop behaviours that recognise that water is a precious resource and should be used wisely when they are at school.

A number of simple strategies and tools can be used to conserve water in school, including:

- Using a plug in classroom sinks when cleaning or washing materials.
- Using water from cleaning or washing on garden beds.
- Collecting overflow water from air conditioners and putting on garden beds.
- Remembering to turn the tap off when soaping their hands.
- Mulching garden beds.
- Filling a drinking bottle at the bubbler.
- Flushing carefully and correctly.

Note: the use of water for health purposes such as regular drinking; hand washing and toilet flushing should be reinforced and ideas associated with reducing water use in these areas be considered carefully.

It all adds up: if every student in a school used $\frac{1}{2}$ litre of water less each day in a school of 500 students that's 250 litres, equivalent to 25 buckets or one wheelie bin of water saved per day.

Lesson plan

This lesson, which incorporates a water investigation or hunt in the classroom and relevant areas of the school as part of a campaign to reduce water use in the school, delivers a meaningful culminating activity to the unit.

Introduce the hunt by recapping some of the key findings associated with lead up activities, reinforcing the importance of using water wisely. State that the class is going to help people to remember to save water whenever they use it at school.

Announce that the class will be going on a water investigation or H₂O hunt where they will be identifying and counting the water fixtures/water uses in the classroom and immediate area (e.g. eating areas; adjacent play areas).

Divide the class into small groups and allocate a water fixture or use and a name for each group; for example a group to find and count taps; a group to find and count bubblers; a group to find and count garden beds or trees. Providing the group with coloured ribbon or similar to identify sites would be useful.



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Each group reports on the number of fixtures and uses to the class. These can be highlighted and displayed, using a simple bird's eye view map of the classroom and nearby areas for example.

Students then identify ways that they could encourage people to use water carefully at each of the sites. The stickers in Activity sheet 6 - School watersaver stickers can be used to suggest ideas. Students can then use the stickers appropriately to initiate the water saving campaign.

Finally students should develop additional simple texts; presentations and other methods to inform their peers and publicise the water conservation campaign.

Resource requirements

- Map/floor plan of classroom and adjacent areas
- Ribbon or similar to mark water fixtures or uses
- Activity sheet 6 - School Watersaver stickers

Additional activities

Students use the school Watersaver stickers and associated materials to present ideas for water conservation to peers and other classes.