

Saving water at our school

Students will become familiar with the water outlets in their school, designing a water saving poster for their community and writing a letter to convince their Principal to make a change to save water in their school.

Subject area:

English

Year level:

Year 4

Learning objectives

- Recognise different types of water outlets and where to find them around the school.
- Recognise water is a precious resource.
- Investigate the impact of saving water for our future.
- Identify ways to conserve water at their school.
- Plan, write and publish a persuasive letter.

Curriculum links

<i>Interacting with others</i>	ACELY1687
<i>Text structure and organisation</i>	ACELY1490
<i>Creating texts</i>	ACELY1697

Cross curriculum priorities - Sustainability

OI.7	Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
OI.8	Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.
OI.9	Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

General capabilities



Literacy



Information and communication technology (ICT) capability



Critical and creative thinking



Personal and social capability

Activity 1

Outlet detectives

Students will investigate the areas around their school where water is dispensed. Using information from the Water Corporation website, students will create posters to educate their classmates about the many ways to save water as a school community.

Time required:

1 hour

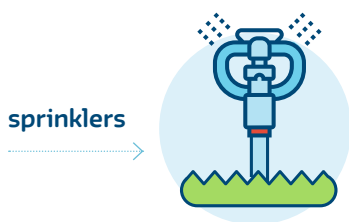
Resources required:

- iPad or computer per student.

Preparation

1. [Water Corporation waterwise advice](#)
2. [Apple clips](#)
3. Locate water dispensing outlets such as taps, toilets and sprinklers around the school for the class walk.

Water dispensing outlets



Steps

1. Walk around the school as a class to identify different water outlets and the many ways water is used at the school.
2. Photograph examples such as a toilet, drink fountain, sprinkler and taps.
3. As a class, talk about the different places students found water is dispensed around the school. Ask the students if they ever see water coming out of these outlets, when they shouldn't. Maybe a tap has been left on or there is a lot of water running in the toilet. Explain to the students water is a precious resource we need to preserve.
4. Brainstorm how the school community may be able to save water around the school. As a class, look at some of the tips suggested on our waterwise section of the [Water Corporation website](#) and add any that may be altered to suit the school environment. Here are some more tips to add:
 - Use the half flush as often as possible.
 - Turn off the tap while washing your hands.
 - Report a dripping tap.
 - Wash paintbrushes in a tub and pour the dirty water on the school garden.
 - Fill up your drink bottle at the water fountain instead of drinking from the fountain.
 - Report leaking taps and toilets in bathrooms and taps around the school grounds.
 - Always be aware of how you use water at school, and use it wisely (during science experiments, watering vegetable gardens etc.)
5. Create an [Apple clips](#) poster with the images of water outlets around the school, and a relevant tip to save water for each water outlet.
6. Display the water saving posters around the classroom for inspiration.

➤ Extension Activity 1

Why? Why? Why?

As a way to test their understanding and extend their thinking, students will work through a “5 Whys” framework of a water saving tip of their choice.

Time required:

1 hour

Resources required:

- Water saving Apple Clips posters created in Activity 1

Preparation:

Nil

Steps:

1. In small groups, observe the posters of other students and choose two examples of water saving tips from their posters. Question the students to make sure they understand the tip and what it means.
2. Using the 5 Whys framework give five reasons why the school should make these changes. An example may be exploring why the school should change their toilets to dual flush:
 - a. **Why** should the school change the toilets to dual flush? So the students can use the small flush for wees and big flush for poos.
 - b. **Why** should students press the small flush for wees and big flush for poos? So we don't waste water by using too much when we don't need to.
 - c. **Why** should we not waste water when flushing the toilet? Because we need to save water and not waste it.
 - d. **Why** do we need to save water? Because water is a precious resource and we need to look after it.
 - e. **Why** is water a precious resource and why do we need to look after it? Because more water is not created or made anywhere, but all living things need water to survive. If we don't have enough water then all living things: animals and plants and people, will die.

3. Students to carry out the 5 Why activity as a group and record their answers in their English book.



➤ Extension Activity 2

Persuading for change

Using their completed 5 Whys activity, students will write a persuasive letter to encourage their school Principal to implement an upgrade to current infrastructure, as a way to save water.

Time required:

1 hour

Resources required:

- Student workbook
- Dictionary

Preparation:

Ensure access to:

1. [Persuasive writing for kids](#)

Steps:

1. Review the previous 5 Whys activity and the responses students came up with. Explain to the students that these responses will form part of a persuasive letter.
2. Brainstorm what students think the word 'persuade' means.
3. Students then use their dictionary to find the correct meaning of the word.
4. As a class view the clip on [Persuasive Writing for Kids](#): You may choose to pause the clip at intervals to outline the elements to writing a persuasive text.
5. Ask students to choose one of the changes to save water in their school. There may have been one which stood out as an important change to be made. They will use this as the basis for their letter.
6. Support students to begin writing their letter, drafting an introduction whether it is a question or a statement about what they would like changed.

7. Brainstorm linking words as explained in the clip to encourage students to use a variety of words in their reasoning. Students will then refer to their 5 Whys activity to create their reasons for the necessary change.
8. Discuss how to write a conclusion for their persuasive letter, summarising their change and the impact it will have on the school.
9. Feel free to refer to the example layout of each element:
 - a. Introduction – a statement or question outlining the problem. Why are we wasting so much water in the toilets? It is time we changed the toilets to dual flush for students to make the right choice.
 - b. Main Idea – Information as to why we are stating there is a problem. We have the opportunity to make a difference and save water for our future. By changing the toilets to dual flush we can save over 4 litres per flush!
 - c. Supporting reasons and evidence – According to Water Corporation, toilets contribute to about 20% of indoor water use. Upgrading just one single flush toilet to a dual flush system can save up to 80L of water per day.
 - d. Conclusion – As a school it is our responsibility to help save water, and by changing our toilets to dual flush systems, we will use a lot less water every day.

Students are welcome to send their letters to the Waterwise School team:

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