

Water in my World



Key Learning Areas & Outcomes

Science and Technology

ST1- 10ES- S observable changes occurring in the sky and on the land and identifies resources

ST2-11DI-T describes the components of digital systems and explores how data is represented

ST1-1WS-S observes, questions and collects data to communicate and compare ideas

ST1-2DP-T uses materials, tools and equipment to develop solutions for a need or opportunity

Maths

MA1-11MG measures, records, compares and estimates volumes and capacities using uniform informal units

MA1-17SP gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results

English

ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction

ENe-2A composes simple texts to convey an idea or message

ENe-6B recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language

ENe-7B recognises some different purposes for writing and that own texts differ in various ways

ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts

ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences

EN1-12E identifies and discusses aspects of their own and others' learning

Community & Real-World Connections:

SUMS System

Advertising Representative

Sydney Water

UNICEF

Driving question

How can we conserve water and make a difference in the World?

Project Description

The Water in our World unit demonstrates to students how water is essential to life. Students investigated the different ways that humans use water and how important water is

in Australia as a dry continent. Students developed their appreciation of water as a vital resource and explore how to use it responsibly. Students also look at other countries around the world where water is scarce and how that impacts the people that live in those regions.

Final Product/s

Students were involved in developing a save water campaign. Students produced, posters, stickers, letters, speeches and held 'Blue Day' to raise awareness and persuade others to save water. Students used the school water system to track water usage. Students compared water usage bills and the money saved was donated to Charity Water and used to by water filters countries in need.

Need to knows...

Where does water come from?

What countries don't have clean water?

Why do we need clean water?

How do we use water?

How do we measure water usage?

What does it mean to use water responsibly?

How are people persuaded?

What techniques are used to create persuasive posters and speeches?

What other organisations support clean water for other countries in need?

What is a campaign?

What is needed for a successful campaign?

Bringing the Project to Life

Consider the context:

- How will students track the school water usage?
- Through what mediums will students persuade others?
- What types of exemplars of campaigns could you show students?
- Who might serve as experts for this project? How might you leverage their expertise?

Consider the students:

- What issues might arise for your students?
- Have students experienced water shortages before? Living in the country or another country?
- How can students express their individual creativity and problems solving during their learning?
- How will groups be formed and structured?

Consider the content and skills:

- What strategies do you have to support effective collaboration?
- How and where might specific content and/or skills be teacher-led?
- What supports will your students need as they plan, draft and revise their campaign?
- What will students produce as an individual and as a group?
- What types of exemplars could you show students for their posters, letters and speeches?

