



# Water

Let's be sustainable

[www.kesab.asn.au/sawater](http://www.kesab.asn.au/sawater)

## Topic 5: Which water do I use?

### Introduction

In Topic 5, students will be encouraged to consider how they use water in their lives. This includes for health (e.g. drinking and washing), work (e.g. watering plants, cleaning tools and equipment etc.) and recreation (e.g. swimming).

Students will also work in small groups to create an education campaign designed to inform the community about water quality and educate them about accessing water that is safe to drink. This could include posters, videos, letters, speeches, radio advertisements etc.

This topic will be delivered in two parts, each of which will require more than one lesson to complete.

The second part of this topic requires completion of Topic 4, or that students know about the safe and unsafe (treated and untreated) water sources in their community.

Topic 5 is part of six topics that can be taught individually or together to form a complete unit of work. Visit the 'For educators' section of the website to access the other topics.

### Learning outcomes

- Students will be able to list several ways they use water in their lives.
- Students will understand that water is essential in maintaining good health.
- Students will recognise that water safety is a community issue.

### Resources

- Exercise book to use as a water diary (if using option 1)
- **'Water at any time'** cards (if using option 2)
- Magazines or newspapers (optional)
- Cameras (optional)
- Glue
- Scissors
- Large sheets of paper (A3 or butcher's paper)
- Map of the local community or access to Google Earth
- Resources to create a text (this will depend on the mode students choose)



# Water

Let's be sustainable

[www.kesab.asn.au/sawater](http://www.kesab.asn.au/sawater)

## Lesson steps

### Part 1

In this lesson, the aim is for students to think about all the ways they use water. There are two options for doing this (you can do one or both options):

- Option 1: Water diary

Ask students to keep a water diary for a few days. In this diary students list all the ways in which they use water each day. This can be through writing, drawing and/or photographs/videos.

- Option 2: Time and event cards

Provide small groups of students (or individuals) with a set of 'Water at any time' cards. These cards have times or events written on them (e.g. morning, afternoon, school holidays, sporting event etc.).

Print and cut out the cards, stick each one on a separate large sheet of paper and have students draw or write how they use water at those times or during those events.

Alternately, students could cut out pictures of how water is used (from newspapers or magazines), or take photographs of themselves using water and stick them on the appropriate card.

Create a class list of the ways that students use water (if you have completed Topic 1, you could refer to the brainstorm completed during that topic).

In small groups, students to select one or two ways they use water and consider what would happen if they stopped that activity. For example, what are the consequences of not showering? Not drinking? Not watering plants?

### Part 2

Now that students have determined how they use water in their lives, it is important that they understand the difference between treated and untreated water and when each is appropriate to use.

Using a map of the local community (or a print out from Google Earth), identify water sources in the community (this could include dams, catchments, bores, river, lake, wells etc.). Students may also like to consider the water sources inside buildings, such as taps.

Do students know which of these provide treated water and which are untreated? Once you have discussed this, have students think back to the water use activities they listed in part 1.

Which water is suitable to use for the activities? For example they can swim in a lake or dam, but they should not drink from it, so where should they access their drinking water from?



# Water

## Let's be sustainable

---

[www.kesab.asn.au/sawater](http://www.kesab.asn.au/sawater)

After the discussion about treated and untreated water, ask students how this information could be provided to others in the community (or people visiting) so that everyone can safely access water.

In pairs or small groups, students decide how they would like to share this 'Safe water' message with the community. This could be a poster, radio advertisement, YouTube video, social media post, a dance or a brochure.

Encourage students to be creative and use language (in English and/or local language) that will educate their audience.