

Williamstown North Learning Story

The school decided this year to have a goal in creating stronger student and community awareness on how water is used within our community and the role they can play in being more water wise. The school has a year 6 student sustainability leadership team that monitors water usage at school and maintains school gardens with recycled water. We decided to enhance that further in educating the whole school and the local community by organising an in-depth two week program facilitated by City West Water. Our learning story is shared on the school website for the local community to be informed on water conservation and actions that can be taken.

Water awareness whole school learning program:

To facilitate whole school water conservation and awareness incursions in each classroom that align with the Victorian Curriculum.

Success Criteria:

- Students will develop an ongoing awareness on how our urban water ways are used.
- They will gain a greater appreciation of water as a scarce source at home and at school.

City West Water incursions aligned with Victorian Curriculum in each classroom over a two week period based on each classroom learning program for this year.

Year Level

Curriculum link

Lesson summary

Foundation:
Watery Lucky Dip

Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met ([VCSSU042](#)) -
Science

People use science in their daily lives ([VCSSU041](#)) – Science

Reasons why some places are special and some places are important to people and how they can be looked after ([VCGGK069](#))
- Geography



- Why water is important?

- How much of our body is made up of water?

- The water cycle.

- Things we can flush down the toilet.

Students sat in a circle and each selected an item that has some connection to water. They then had to explain how it is used or what its purpose is.

Reflection:

- Students had a little work book and poster they could take home to share learning with their families.

<p>Year 1: Watery Lucky Dip</p>	<p>Earth and Space Sciences Earth's resources are used in a variety of ways</p> <ul style="list-style-type: none"> identifying Earth's resources, including water, soil and minerals, and describing how they are used at school and in the home considering what might happen to humans if there were a change in a familiar available resource, for example, water identifying actions at school that can conserve resources, for example, turning off dripping taps 		<ul style="list-style-type: none"> - Discussing water as a vital resource and how it is used at school and home - Looking at the water cycle - Discussing what could happen if we run low on water e.g. drought - Identifying positive actions at home to conserve water e.g. turning off tap when brushing teeth - Identifying physical items that can be used to save water e.g. timer for the shower
<p>Year 2: Water Lucky Dip</p>	<p>Natural, managed and constructed features of places, their location and how they change (VCGGK068) – Geography</p> <p>Objects are made of materials that have observable properties (VCSSU044) – Science</p>		<p>City West Water shared a power point about our urban waterways.</p> <p>The class were able to explore and discover more about the water cycle.</p> <p>Students sorted items into food, house and outside categories and discussed how</p>



these products impact our waterways.

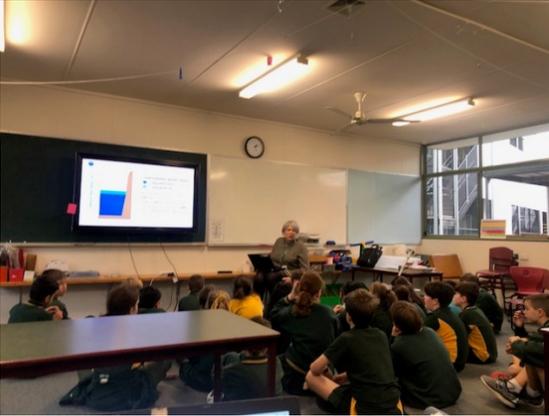
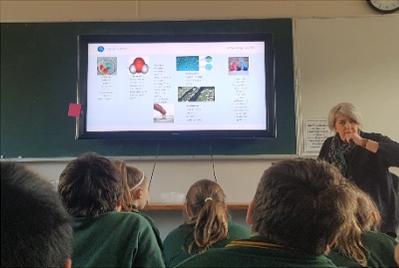
Year 3:
Water – Use it wisely

Collect and record relevant geographical data and information from the field and other sources (VCGGC074) – Geography

Science knowledge helps people to understand the effects of their actions (VCSSU056) – Science



In this interactive story about water use students discover who and which actions use the most water. Armed with a bucket of water each group of students takes on a character in the story to uncover our biggest water user.

<p>Year 4: Our ever changing landscape</p>	<p>Natural and processed materials have a range of physical properties; these properties can influence their use (VCSSU060)</p> <p>Compare results with predictions, suggesting possible reasons for findings(VCSIS070)</p> <p>Reflect on an investigation, including whether a test was fair or not (VCSIS071)</p>		<p>Students looked at the water cycle and discussed the different stages, Evaporation, Condensation, Precipitation and Transpiration. In addition to this, students looked at flushables and non-flushables. Students also looked at particulates in water and what happens to effluent. They also discussed the role of City West Water in the public domain.</p>
<p>Year 5: Our ever changing landscape</p>	<p>Environmental and human influences on the location and characteristics of places and the management of spaces within them (VCGGK096) - Geography</p>	 	<p>Looking at the book <i>Belonging</i> by Jeannie Baker, students work in small groups to discover as many things as they can about what's happened to the urban landscape over time. Students are asked to contribute their own stories about where they live.</p>

				
<p>Year 6:</p>	<p>Scientific understandings, discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people's lives (VCSSU073)- Science</p> <p>Changes to materials can be reversible, including melting, freezing, evaporating, or irreversible, including burning and rusting (VCSSU077) - Science</p>			<p>The year 6 program investigated Melbourne's unique water catchments and the importance of water conservation to our future.</p> <p>We then investigated the real water cost of creating individual products, looking at true impact of water in manufacturing everyday products.</p>

