

waterwise Queensland

Lower Primary School **Water Audit**
Preparatory to year

3

Water:
Learn it for life!

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Water: Learn it for **life!**

Lower Primary School **Water Audit** **Preparatory to year**

Even young children can appreciate how precious water is. They can be passionate water-savers and often lead the way to new attitudes and behaviours at home and in the broader community. They are our water resource managers of the future.

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› Introduction

Children in the early years often demonstrate a much greater sensitivity to concerns about water conservation than many older students or adults. In this sequence of learning experiences, students investigate the water use areas in their school and devise an action plan to save water in their school.

This teaching and learning sequence provides visual and hands-on experiences to enable younger students to participate in a meaningful school water audit. There are also opportunities to develop student literacy skills. Adapt these ideas to cater for your students' needs and interests.

In session 1 of this teaching and learning sequence, students are introduced to the idea that water is precious and they take a water walk around the school to visit the places where water is used. In session 2, the students work in groups to investigate one water use area in detail and share their observations with the rest of the class. In session 3, the students suggest ways that the school could save water as a class and ways in which they could save water as individuals.



The lower primary school water audit was developed by staff from Unitywater. We gratefully acknowledge their support.

› Teaching and learning sequence objectives

In this teaching and learning sequence, students:

- ◆ investigate the way water is used in their school and how this precious resource can be conserved
- ◆ identify actions which they and their school can take to reduce water use in their school.

› Curriculum links

The Early Years Curriculum Guidelines, the Year 1 Learning Statements and the Essential Learnings and Standards by the end of Year 3 can be found on the Queensland Studies Authority website at <www.qsa.qld.edu.au/p-9.html>.

› Essential learnings— Studies of Society & Environment—by the end of Year 3

» Ways of working

Students are able to:

- ◆ identify and collect information and evidence from narratives and familiar sources
- ◆ make judgements about the usefulness of the information and evidence
- ◆ draw conclusions and give explanations, using information and evidence
- ◆ share ideas, plan and enact responses to group or community issues
- ◆ participate in group decision making to achieve goals
- ◆ reflect on and identify values associated with fairness, protecting the environment and behaving peacefully
- ◆ reflect on learning to identify new understandings.

» Knowledge and understanding (Place and space)

Local natural, social and built environments are defined by specific features and can be sustained by certain activities.

Resources and environments can be used, conserved and protected by valuing and applying sustainable practices.

› *Water: Learn it for life!* curriculum links

The lower primary school water audit resources can be used in conjunction with a number of lessons in the Queensland Department of Environment and Resource Management Waterwise curriculum resource: *Water: Learn it for life!* The resources are available online from the curriculum resource link on the *Water: Learn it for life!* web page, accessed via the Waterwise homepage at www.derm.qld.gov.au/waterwise.

The relevant *Water: Learn it for life!* activities for the lower primary school water audit include:

Preparatory unit

Early learning areas

- ◆ Social and personal learning (pages 9–12)
- ◆ Language learning and communication (pages 16–20)
- ◆ Active learning processes: thinking (pages 21–22)
- ◆ Active learning processes: investigating environments (page 26).

Year 1 unit

- ◆ Mini inquiry 2: Where do we find water? (pages 13–16)
- ◆ Mini inquiry 4: How can we save our water? (pages 24–27).

Years 2 and 3

- ◆ Unit 1 Lesson 2: Water walk (pages 10–11)
- ◆ Unit 2 Lesson 2: Going on a water walk (pages 43–44).

Students can also conduct home water audits. Instructions for home water audits can be found in:

- ◆ Years 2 and 3 Unit 1 Lesson 6: Investigating water use at home (pages 23–25)
- ◆ Years 4 and 5 Unit 2 Lesson 6: Drip detectives (pages 61–64).

› Additional resources

» Whizzy's Incredible Journeys

Whizzy's Incredible Journeys—Pick-a-Path book is an A2 big book comprising a series of four separate journeys about Whizzy the waterdrop's adventures in the water cycle. A copy of the big book is provided free for Queensland schools. The Whizzy's Incredible Journeys big book or a digital version on CD-ROM can be ordered online on the Water: Learn it for life! web page accessed via the Waterwise home page at <www.derm.qld.gov.au/waterwise>.

» Downloadable resources

The following online resources can be downloaded from the Waterwise homepage on the Department of Environment and Resource Management website at <www.derm.qld.gov.au/waterwise>. Select the Water: Learn it for life! button on the left-hand navigation bar then the Whizzy resources link.

» Whizzy's water-saving tips

Whizzy features in this A3 poster designed as an additional resource to encourage waterwise behaviour in students. The poster depicts six different water-saving scenarios and complements lessons and activities in the curriculum resource that address water conservation.

» Whizzy jigsaw

The Whizzy jigsaw offers another option for teachers to engage young students in an activity about water conservation. One side of the jigsaw depicts six water-saving scenarios. The other side creates a single image of Whizzy based on the cover of the Whizzy's Incredible Journeys big book.

› Session 1—Water walk memory game

» Objective

In this session, students:

- ◆ explore why water is a precious resource
- ◆ investigate the water use areas in their school on a water walk.

» Preparation

- ◆ Decide which water use areas the class will visit. Print the water use area sheets only for those areas you intend to visit.
- ◆ Visit each water use area you intend to survey. Using the water use item inventory (teacher resource 1), note the different water use items in each area and the number of each item. Use this information to plan the walk as well as the resources required for session 2.
- ◆ Ask the groundsperson or the administrative staff where the water comes into the school and where it leaves.
- ◆ Organise helpers to assist with the activities for sessions 1 and 2, if possible.
- ◆ Draw a sketch map of the school showing the water use areas. To do this you could:
 - › contact your local council to obtain aerial photographs of the school, from which you could trace off the buildings and areas
 - › in a previous lesson, ask the students to trace the sketch map from aerial photographs to focus on mapping skills
 - › enlarge and trace the buildings and water use areas from a satellite image of your school from Google Maps or a similar online mapping tool.

» Equipment

For the class:

- ◆ one laminated A4 copy of each applicable water use area sheet (resource 1a–1i)
 - › boys' toilet
 - › girls' toilet
 - › disabled toilet
 - › staffroom, staff toilet, offices
 - › classrooms and library
 - › canteen/tuckshop
 - › hall or gym
 - › outdoor area—bubblers, swimming pool, irrigation, cleaning
 - › other areas such as an outside school-hours care facility if required. You will need to draw your own sketch
- ◆ one sketch map of the school
- ◆ sufficient copies of the laminated water use item cards
- ◆ resealable bags to hold the water use item cards, one labelled for each water use area
- ◆ one enlarged A3 copy of the Water walk rules (resource 3)
- ◆ reuseable adhesive, for example blu-tack
- ◆ string or wool.

» Lesson steps

1. Introduce the activity by asking the class to suggest why water is precious. You could use the Whizzy gift box idea described in the Water: Learn it for life! Preparatory unit on pages 7–8 or the Year 1 unit on pages 7–8. Alternatively, you could read the family journey in Whizzy's Incredible Journeys (see additional resources).

2. Display a sketch map of the school on the classroom board. Invite the students to suggest the areas around the school where they think water is used. Make a list of water use areas that the students suggest and discuss any areas that they may have overlooked. Display the A₄ laminated water use area sheets (resource 1a–1i) for each of the water use areas you intend to visit, linking this to the actual area on the map with a piece of string.
3. Explain that the class will go on a water walk to visit all the water use areas around the school you have chosen to investigate. The students' task is to identify where they can save water around the school. Discuss why this task is important and emphasise that it involves input from everyone in the class.
4. For each of the water use areas, ask the students to list the water use items they predict will be found in that area. For instance, in the toilets, the water use items might be taps (including cleaners' taps), toilets and urinals. For each water use item listed, attach a water use item card (resource 2a–2i) to the appropriate water use area sheet with a reusable adhesive.
5. Explain the water walk route using the sketch map with the water use areas shown on it. Carefully explain the safety and behaviour rules to be followed during the water walk. Students could role-play incidents involving the various safety rules on the water walk rules poster (resource 3).
6. Just before the water walk, tell the students that the water walk is also a memory game and they need to memorise the type and number of water use items at each water use area they visit.
7. Go for the water walk, highlighting the water use areas you have chosen. Show the students where the water comes into the school and where it leaves. Additional information about waste water and stormwater can be found in section 6 of the background information for teachers on the Water: Learn it for life! web page.

During the walk, ask the students who would use particular water items and for what purposes. For instance, the groundsperson might use the outdoor tap for watering the garden or the cleaner could use a particular tap for washing the floors.
8. When the students return, ask them to close their eyes and try to remember the first water use area they visited. Keeping their eyes closed, take students through each water use area visited, asking them what water use items were there and how many of each item were there. Record the students' ideas on the relevant water use area sheet and put this up on the classroom board for everyone to see once their eyes are opened again. If students have differing opinions, record the different numbers on the water use area sheet.
9. Explain that, in the next session, the students are going to work in groups to survey one water use area per group. They will:
 - › identify the water use items in that area
 - › count the water use items
 - › identify if the toilets are half-flush or full-flush
 - › check if the water use items are leaking
 - › record their findings on the water use item cards.
 You will need to model how to complete the water use item card for the students. For instance, they will need one card per water use item. For toilets, the students tick the waterdrop icon if it is half-flush or full-flush. They tick the leaking waterdrop if the water appliance is leaking or broken.

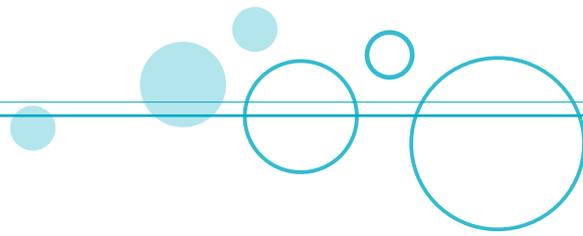
› Session 2—Water use data collection

In this session, students:

- ◆ work in groups to collect data on the water use items in a particular water use area
- ◆ collate whole-class data for the water use areas in their school.
- ◆ water use item cards (as per session 1)
- ◆ water use area sheets (as per session 1)
- ◆ non-permanent markers to write on laminated sheets.

1. Divide the class into groups—one group for each water use area to be visited. The groups will work with an adult supervisor to collect their data for their water use area. Organise alternative student activities in the classroom if you don't have sufficient adult supervisors for the groups to complete their data collection simultaneously. Review the safety and behaviour rules for the activity (session 1, step 5).
2. Assign a role to each student in the group—one student will be the reporter and the rest of the students will be detectives. The detectives investigate each type of water use item and complete a water use item card for each area as explained in session 1, step 9. The adult supervisor will distribute the water use item cards to the students based on the number of items identified by the students. The students could wear their H₂O expert caps while they complete this activity (Water: Learn it for life! Year 1 Mini-inquiry 1.5, page 11).
3. For younger students, the reporter collects the water use item cards from the detectives and stores them in a labelled, sealable bag. The reporter in the older year levels can collate the information of the water use items and complete the group's water use area sheet while the group is at the water use area (resources 1a–1i).
4. Once a group has completed their investigation of an area, students return to the classroom to summarise what has been learned. Younger students can take the sealed bags back to the classroom and collate the data on the water use area sheet with assistance from the teacher. Ask the students to suggest ways in which the data could be represented. Collate the data for each location on the water use area resource sheets.

Compare the results for number and type of water use items with the information that the students remembered in session 1, step 8. How well did the students remember?
5. Link the data collected to the sketch map of the school. Wool or string can be used to physically link the water use area sheet to its position on the map. Attach the water use item cards to the water use area sheets with reusable adhesive or sticky tape.
6. Discuss the results of the water use survey. Pose questions such as:
 - › Which areas were using too much water?
 - › Which areas are waterwise? Why do you think the area was waterwise?
 - › How did we know the tap was leaking?
 - › How should it be fixed?
 - › Was it turned off properly?
 - › How many taps were leaking in this area altogether? How many taps were leaking in the whole of the school?
7. With younger students, the teacher can focus on counting activities, while the older students can graph the results using the water use item cards to make pictographs.



› Session 3—Taking action

» Objective

In this session, students:

- ◆ identify actions that save water in the school and devise a water-saving action plan for the school and themselves
- ◆ implement their action plans
- ◆ reflect on their learning in this teaching and learning sequence.

» Equipment

For the class:

- ◆ one A3 laminated copy of the school water-saving action plan (resource 4)
- ◆ one A3 laminated copy of the Our class's water-saving action plan (resource 5).

For each student:

- ◆ one strip of the A4 personal school water-saving action plan (resource 6—cut into four strips per resource sheet).

» Lesson steps

1. Explain that no investigation is complete until you identify the problems, suggest possible solutions to these problems and do something to fix the problems.
2. To do this, display the school water-saving action plan (resource 4). As a class, identify and record in column 2 those items that are wasting water or items that could use less water than they are currently using. Ask students for possible actions that can be taken to save water for each of the items shown. List these possible actions in column 3 of the action plan for all the students to see. Refer to Whizzy's water-saving tips poster (additional resources) and waterwise item tips for the teacher (Appendix 2) for waterwise ideas.
3. Ask students to identify the person responsible for each of their suggested actions and record their answers in column 4. Students can be prompted with questions such as:
 - › Are there toilets that use less water than the ones we have?
 - › Could we use less water here by teaching or showing others how to use less water?
 - › Can we capture the water that has been used and use it again elsewhere?
 - › Can we all do this action ourselves, or can it only be done by some people and who might they be?For instance, for the toilet, a water-saving action could be to use the half-flush button. The persons responsible would be everyone in the school. If a toilet was leaking, the action would be to fix the toilet and the person responsible would be the principal, business service manager, registrar or the groundsperson. Identify those actions, such as fixing a toilet, that involve contacting other people in the school. Add these actions to our class's water-saving action plan sheet (resource 5) with the person or persons responsible for that action and a completion date for that action. Students could create a timeline using the completion dates for the water-saving actions (Appendix 1).
4. Identify those water-saving actions that every student in the class is responsible for and tick them. For instance, every student would be responsible for:
 - › using the half-flush button on the toilet
 - › turning off the tap when it is not being used
 - › taking showers in less than four minutes if they need to have a shower at school
 - › reporting water leaks to a teacher or groundsperson
 - › using bubblers sensibly.

The students could complete their personal school water-saving action plan on the strip of paper provided (resource 6).

5. Younger students can visit the principal or the groundsperson and present their research finding and their conclusions in person. Discuss the results of this visit with the students.

Older students can write a letter to the person responsible for a specific action, such as the principal or groundsperson, to let them know what they have found and suggest some actions that could be taken. When the response is received, the teacher can read the response to the class and display the response next to the school water-saving action plan. Discuss the outcome of the class's letter and follow-up action with the students.

6. As a culminating activity, review the class's water-saving action plan after a set period of time. Discuss how well the students think they went in achieving their class water-saving actions? Ask the students if they think they could do better and, if so, how they could improve? Refer students to their previous suggestions and prompt them to devise new ideas.

Review the students' personal school water-saving action plan strips. Discuss how well they think they are going in achieving their personal water-saving actions? Ask the students if they think they could do better and, if so, how they could improve?

7. Congratulate the students on their investigative skills and remind them of the importance of the proposed actions in saving water at school. Explain that it is time to reflect on the activities they have done and their learning. Explain that good learners think back over what they have done to help them better understand what they learned, how they learned and how they might learn better in the future.

Pose reflection questions to the students such as:

- › How did we find out about where water is used in the school?
- › What did we find out about water use in the school?
- › What did we find out about responsible ways to use water?
- › Did our ideas for water-saving actions help save more water or do we need to try again?
- › How could we share what we found out?

8. The students could create a display for the school library or a presentation for the school assembly outlining their findings and encouraging water-saving actions in the school community.

Resource 1a—Water use areas—boys' toilet



Water use item	Number	Number leaking	Comments
			
			
			
			

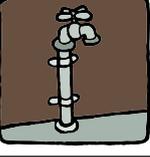
Resource 1b—Water use areas—girls' toilet



Water use item	Number	Number leaking	Comments
			
			
			

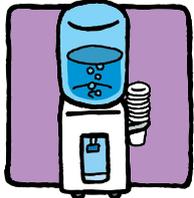
Resource 1c—Water use areas—outdoor area



Water use item	Number	Number leaking	Comments
			
			
			
			
			

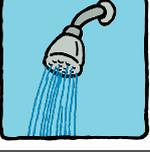
Resource 1d—Water use areas—store rooms



Water use item	Number	Number leaking	Comments
			
			
			

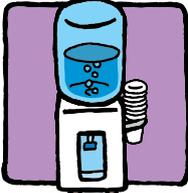
Resource 1e—Water use areas—hall and gym



Water use item	Number	Number leaking	Comments
			
			
			
			
			

Resource 1f—Water use areas—canteen



Water use item	Number	Number leaking	Comments
			
			
			
			

Resource 1g—Water use areas—classrooms and library



Water use item	Number	Number leaking	Comments
			
			
			

Resource 1h—Water use areas—staffroom, staff toilets, offices



Water use item	Number	Number leaking	Comments
			
			
			
			

Resource 1i—Water use areas—disabled toilet



Water use item	Number	Number leaking	Comments
			
			
			

Resource 2a—Water use item—toilet



Half-flush Full-flush
 Total Leaking



Half-flush Full-flush
 Total Leaking



Half-flush Full-flush
 Total Leaking



Half-flush Full-flush
 Total Leaking



Half-flush Full-flush
 Total Leaking



Half-flush Full-flush
 Total Leaking



Half-flush Full-flush
 Total Leaking



Half-flush Full-flush
 Total Leaking



Half-flush Full-flush
 Total Leaking



Half-flush Full-flush
 Total Leaking



Half-flush Full-flush
 Total Leaking



Half-flush Full-flush
 Total Leaking

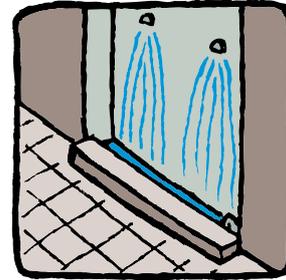
Resource 2b—Water use item—urinal



 Total  Leaking



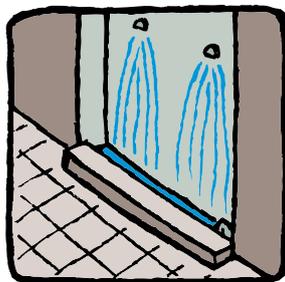
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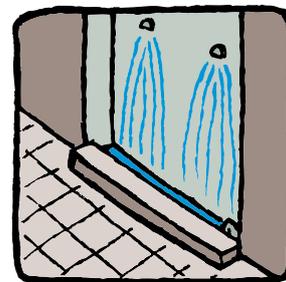
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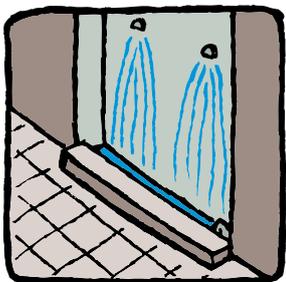
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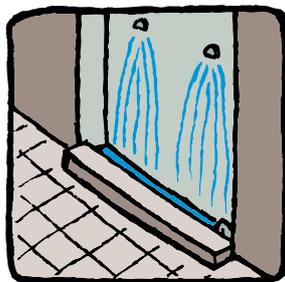
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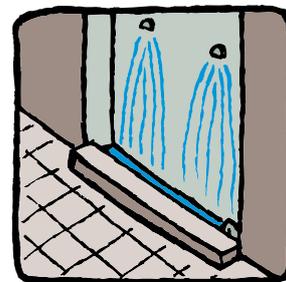
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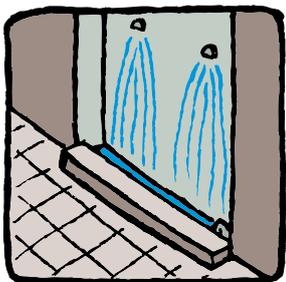
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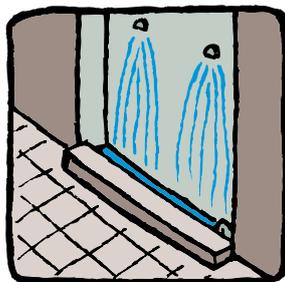
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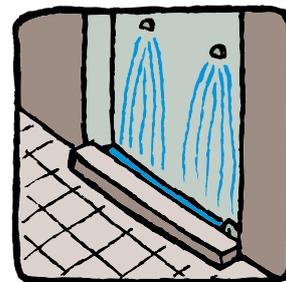
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Resource 2c—Water use item—hand basin tap



 Total  Leaking



 Total  Leaking



 Total  Leaking



 Total  Leaking



 Total  Leaking



 Total  Leaking



 Total  Leaking



 Total  Leaking



 Total  Leaking



 Total  Leaking



 Total  Leaking



 Total  Leaking

Resource 2d—Water use item—shower



 Total  Leaking



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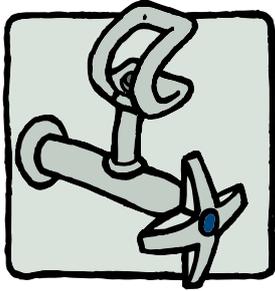


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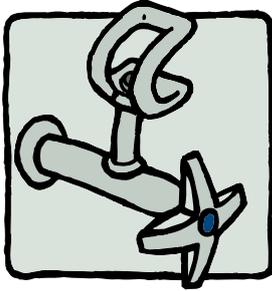
Resource 2e—Water use item—bubbler



Total



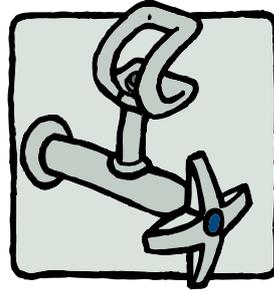
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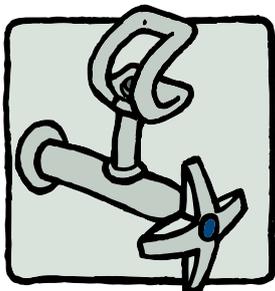
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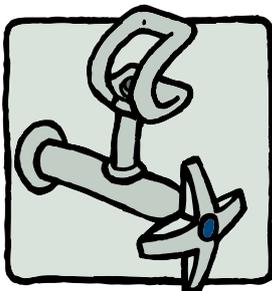
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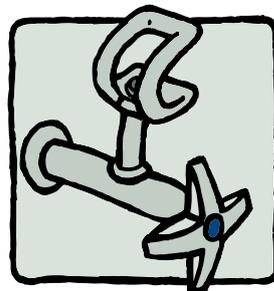
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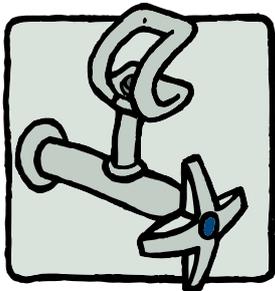
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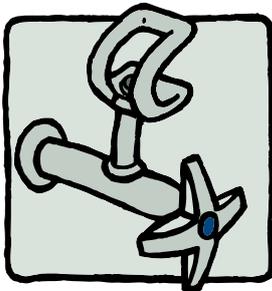
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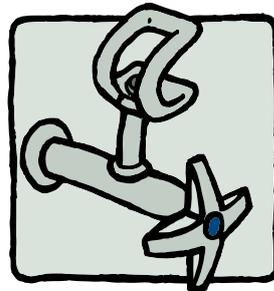
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Total



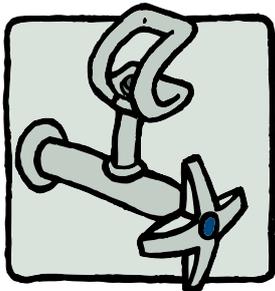
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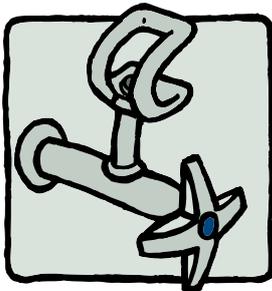
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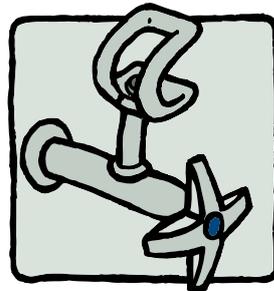
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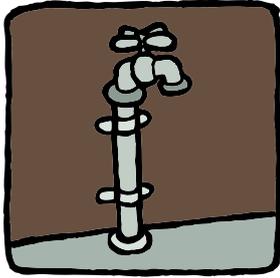


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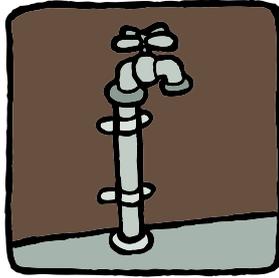


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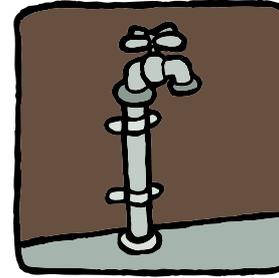
Resource 2f—Water use item—outdoor tap



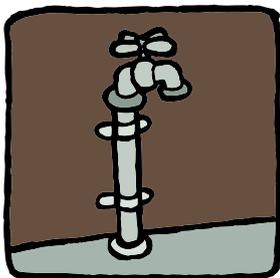
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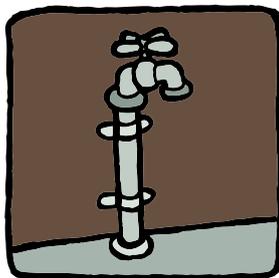
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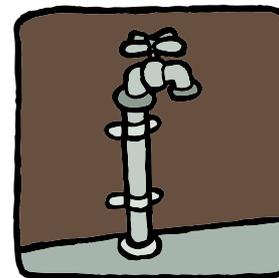
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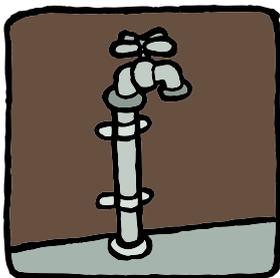
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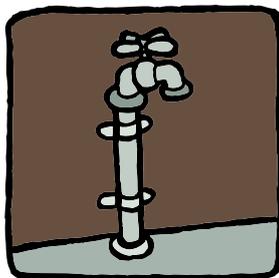
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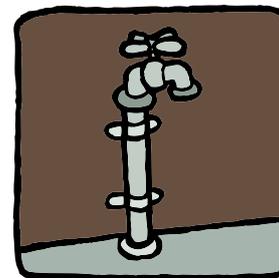
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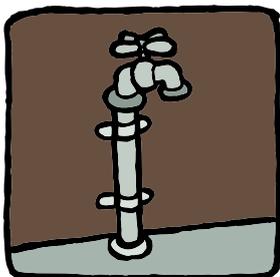
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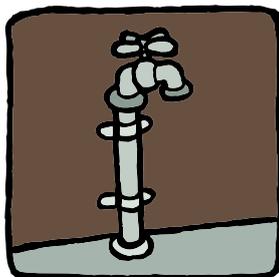
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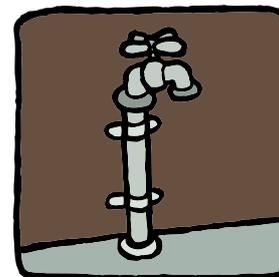
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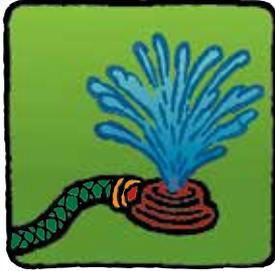


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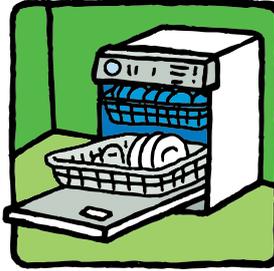


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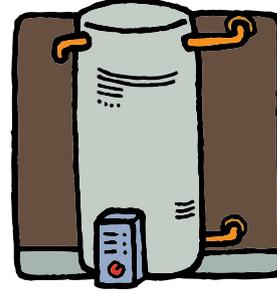
Resource 2g—Water use item—garden sprinkler, dishwasher, hot water system



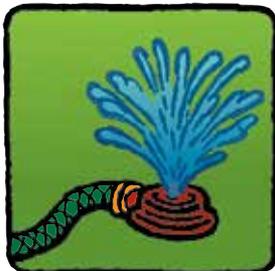
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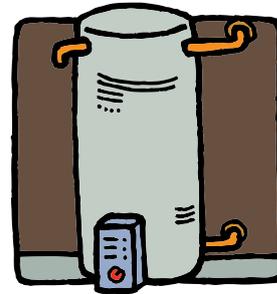
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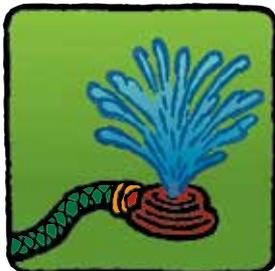
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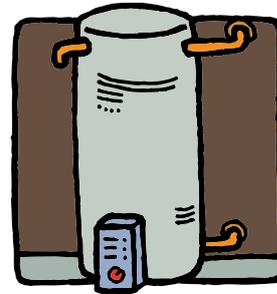
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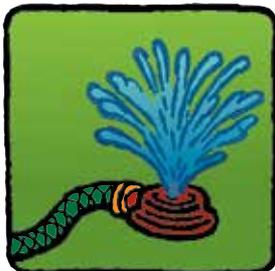
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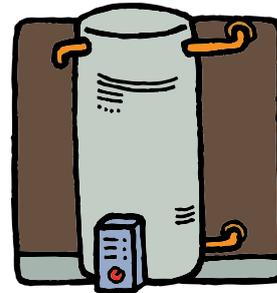
 Total  Leaking



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Resource 2h—Water use item—blank cards

 Total

 Leaking

 Total

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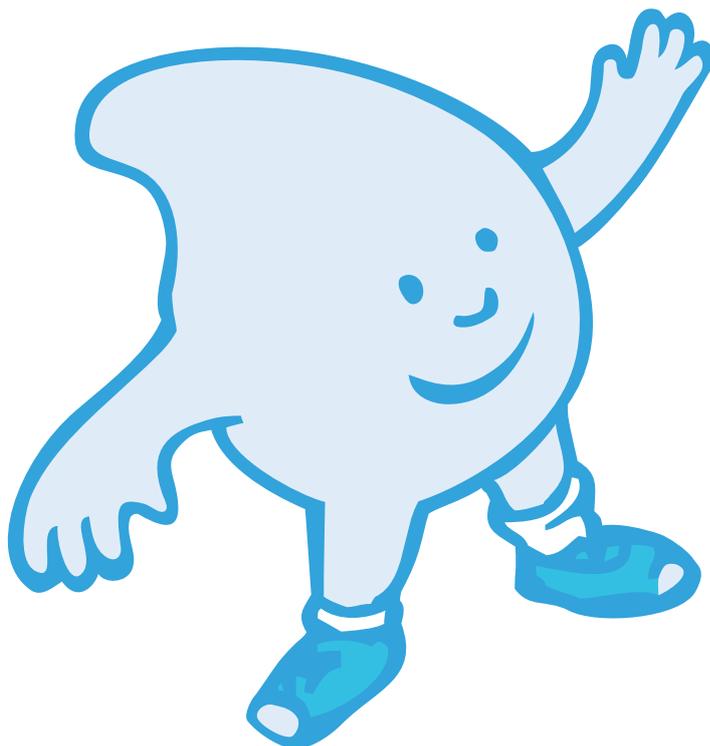
 Leaking

 Total

 Leaking

Resource 3—Water walk rules

- ◆ Move into your groups quickly and quietly.
- ◆ Speak softly.
- ◆ Stay with your group.
- ◆ Walk wherever you need to go.
- ◆ Show respect to staff and other classes.
- ◆ Wash your hands with soap after visiting the toilet areas.
- ◆ Stay dry.
- ◆ Do not touch the hot water taps.



Resource 4—School water-saving action plan

Water use items	List the water use areas (Column 2)	Water-saving actions* (Column 3)	Person responsible (Column 4)
Toilet			
Urinal			
Handbasin tap			
Shower			
Bubbler			
Sprinkler			
Dishwasher			
Outdoor tap			
Hot water system			
Water cooler			
Pool			
Birdbath or pond			

*For those water-saving actions that have a completion date, include the completion date in column 3.

Resource 5—Our class's water-saving action plan

Water-saving actions	Water-saving actions for the class	Persons responsible for this action	Completion date

Resource 6—Personal school water-saving action plan

My school water-saving actions

Name:

Date:

Teacher:

What are the ways that I can save water at school?

My school water-saving actions

Name:

Date:

Teacher:

What are the ways that I can save water at school?

My school water-saving actions

Name:

Date:

Teacher:

What are the ways that I can save water at school?

My school water-saving actions

Name:

Date:

Teacher:

What are the ways that I can save water at school?

Teacher resource 1

› Water use item inventory

Water use items		Water use areas								
		Boys' toilets	Girls' toilets	Disabled toilets	Staffroom, staff toilets, administration	Classrooms and library	Canteen	Hall and gym	Storeroom	Outdoor area
1	Toilet									
2	Urinal									
3	Handbasin tap									
4	Shower									
5	Bubbler									
6	Sprinkler									
7	Outdoor tap									
8	Dishwasher									
9	Hot water system									
10	Water cooler									
11	Pool									
12	Birdbath or pond									
13	Other									

Appendix 1

› Tracking our class's water-saving actions

» Preparation

- * Draw a timeline on a large sheet of paper with equal intervals along the x-axis. As an option, you could draw a more informal timeline in the shape of a river instead of a straight line.
- * Cut out the Whizzy shape (Appendix 3) and a sufficient number of waterdrops to write one water-saving action on each waterdrop.

» Equipment

For the class:

- * enlarged copy of the timeline
- * one cut-out Whizzy shape
- * cut-out waterdrops

» Activity overview

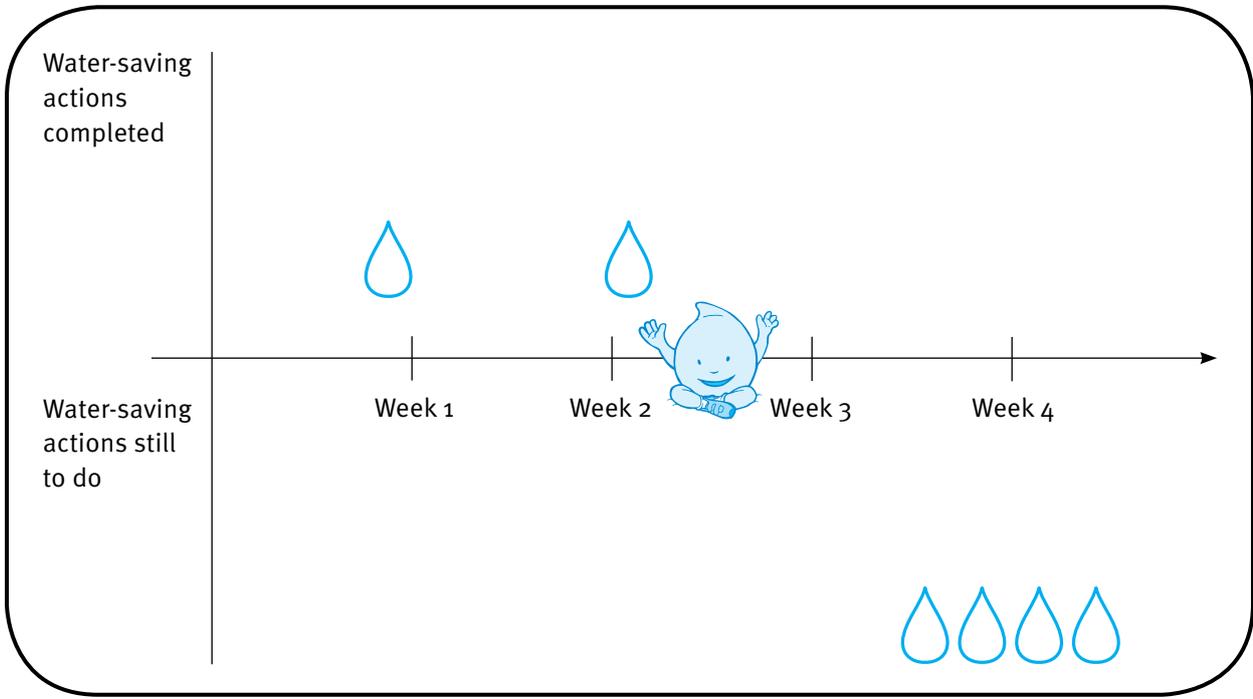
As the class implements the ideas listed in the school water-saving action plan, the progress of the water-saving actions they identified can be tracked using a large timeline (Figure 1). The timeline displays the water-saving actions suggested and which actions have been completed. You could also include other actions on the timeline for the students to monitor throughout the lesson sequence.

Write the water-saving actions to be completed on individual water drops and place them on the timeline. This timeline is a useful graphic revision tool that allows students to reflect on what has already been done and what actions still need to be completed. It also allows them to get a sense of their achievements to date. These achievements can be celebrated. For instance, the Whizzy song can be sung each time a drop is moved above the timeline to indicate that the action was completed. You can listen to two versions of the Whizzy song at www.derm.qld.gov.au/waterwise/whizzy/index. You will need to scroll to the bottom of the page.

» Lesson steps

1. Explain that a timeline is like a diary where we record what needs to happen in the future. Instead of putting it into a book on separate pages, we put it down on one page where we can see the whole diary at once. Where the x- and y-axes meet, label 'TODAY: day/month/year'. Label the x-axis at equal intervals with dates, such as end of WEEK 1: 10 June 2010. The intervals are evenly spaced so the dates must also be in equal intervals to cover the length of the lesson sequence. You could use intervals in weeks or days.
2. Older students can cut out the waterdrops and write the actions that need to be completed. All the water-saving action waterdrops will start off below the line. Explain that when water-saving actions have been completed, the corresponding waterdrops can be moved above the timeline. Those below the line indicate actions have not yet been completed.
3. Use the Whizzy cut-out to act as a timeline indicator. The Whizzy marker is moved along the timeline to show where the class is at present along the timeline. Therefore, the water-saving action drops are moved up and down while Whizzy moves along the timeline.
4. Students move Whizzy to the correct location every week (or day). They can discuss how much time has passed since the start of the timeline. Other questions could include:
 - * How many actions have been completed?
 - * How much time is left to complete the remaining actions?
 - * What other actions could be included?

› Water saving action timeline



Appendix 2

› Waterwise item tips for the teacher

Toilets

- * Install water-efficient, dual-flush toilets. A water-efficient dual-flush toilet will use nine litres or less of water per full-flush or 4.5 litres per half-flush.
- * Only use the full flush button when necessary.
- * Report leaking toilets to your teacher.
- * Only flush toilet paper and body waste down the toilet.
- * Always wash your hands after using the toilet.

Urinals

- * Install water-efficient urinals.
- * Report leaking urinals to your teacher.
- * Only what comes out of your body should be flushed down the urinal.
- * Always wash your hands after using the urinal.

Handbasin taps

- * Install water-efficient taps. A water-efficient tap will use nine litres or less per minute.
- * Turn on the tap to wet your hands and wash off the soap. Turn off the tap while you soap and rub your hands.
- * Report leaking taps to your teacher.
- * Make sure taps are turned off properly after they have been used.
- * Use biodegradable soap.

Outdoor taps

- * Install water-efficient taps. A water-efficient tap will use nine litres or less per minute.
- * Report leaking taps to your teacher.
- * Make sure taps are turned off properly after they have been used.
- * If filling up containers, place the container under the tap before turning the tap on.

Cleaners taps

- * Report leaking taps to your teacher.
- * If filling up containers, place the container under the tap before turning the tap on.
- * Use biodegradable soap.

Showers

- * Install water-efficient shower heads. These use nine litres or less per minute.
- * Shower in four minutes or less.
- * Turn the water off while you soap up and wash.
- * Report leaking showers to your teacher.
- * Use biodegradable soap.

Sprinklers and irrigation

- * Report leaking sprinklers to your teacher.
- * Turn off the irrigation when it is raining.
- * Only irrigate when the soil needs moisture—use a soil moisture sensor.

Bubblers

- * Report leaking bubblers to your teacher.
- * Only use the bubbler for drinking.

Birdbath or pond

- * Do not overfill the birdbath.
- * Locate the birdbath in the shade to prevent evaporation.

Pool

- * Use a pool cover when the pool is not in use.
- * Follow the correct backwashing procedures to minimise water loss during backwash.

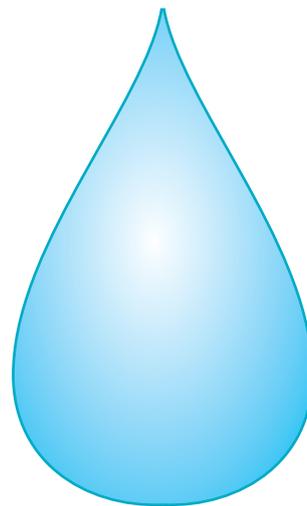
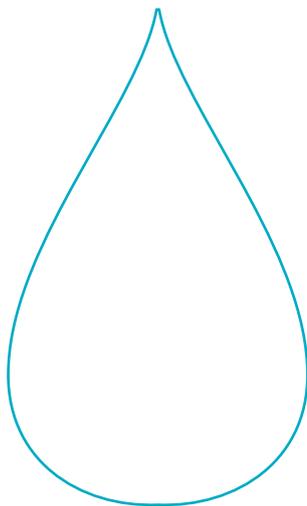
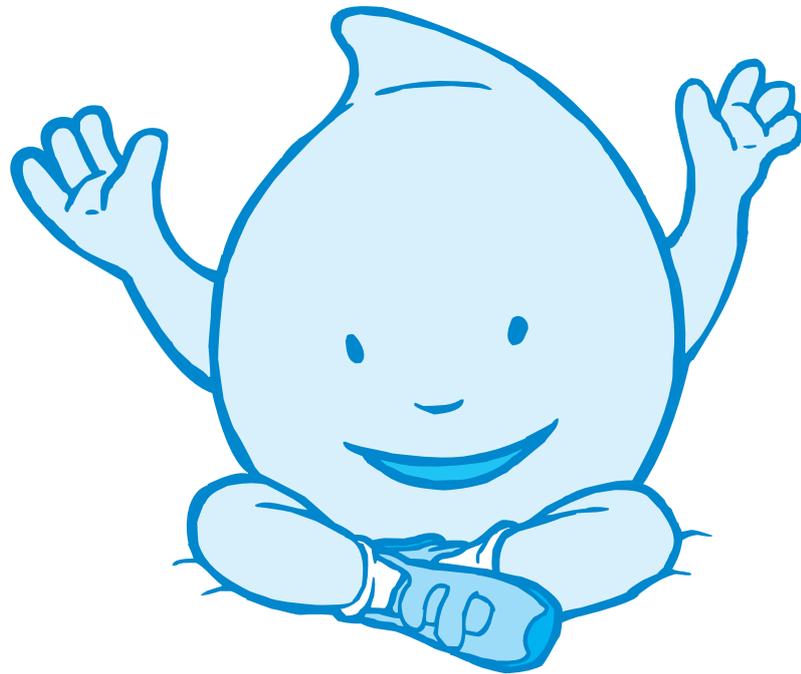
Dishwasher

- * Only use the dishwasher when full.
- * Use biodegradable soap.

Hot water system

- * Only use the hot water taps when needing hot water.
- * Capture and re-use the cold water that comes out of the tap first.
- * If the water is too hot, turn the hot tap down instead of turning the cold tap up.

Appendix 3



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Queensland

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