Preparatory to Year 7
Using ‘Whizzy’s new adventures’ storybook

This activity is designed to be used by Council or water service provider staff to promote student (and teacher) understanding about your local water story. It uses Whizzy’s new adventures: Journey through the pipes story book as a stimulus for class discussions. This book explains both water treatment (Adventure 1) and wastewater treatment (Adventure 2). While this activity focuses on water treatment, it can be readily adapted to explain wastewater treatment using the Adventure 2 story.

You can use a similar format with Whizzy’s incredible journeys pick-a-path book to explain the water cycle to students.

While the book was written primarily for younger students, it can be enjoyed by older students as well and contains references to more complex concepts. For these students, you can:

- explain that the book was written for younger students
- read the relevant adventure to them
- explain how your local treatment process works
- ask the students how they would create a story book that explains your local treatment process.

Preparation

Before your visit, ask the teacher for relevant background information (see what you need to know).

Review the Whizzy’s new adventures: Guidelines for use which includes background information, curriculum links and additional activity ideas.

Clarify the key local water messages that you want to convey to the students e.g. reducing water consumption, turning off dripping taps, reporting leaks, flushing the right materials down the toilet or promoting local careers in water and wastewater treatment.

Think about how you can tailor your presentation to meet the needs of the school and also to promote your key messages.

If appropriate, prepare a student handout that describes the water or wastewater treatment process used in your plant. You could use some of the background text in ‘Whizzy’s new adventures: Guidelines for use’ as a starting point\

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Equipment

A copy of the ‘Whizzy’s new adventures: Journey through the pipes’ story book – hardcopy or digital copy (for use with a digital projector or interactive whiteboard)

A large map or aerial image of your region – hardcopy or digital

Optional:
- Merchandise such as Whizzy stickers
- A student handout describing your treatment process

Activity steps

1. Display the map of your region. Ask students if they know where their local water treatment plant is. One or two students could point out the suggested locations on the map. Show the actual location (if necessary) and explain where the plant is located using landmarks the students would recognise.

2. Find out what the students already know about their local water story. For instance, ask the students where they think their water comes from? How is the water treated before it is delivered to their taps? Don’t discuss the answers to these questions just yet.

3. Read ‘Adventure 1: Whizzy’s journey to the tap’ from ‘Whizzy’s new adventures’ without stopping. Ask students to explain how the water is treated.

4. Then re-read the story, explaining the water treatment process in more detail, answering student questions and comparing the water treatment process in the story with the process actually used in your local water treatment plant.

5. Emphasise that a lot needs to be done to water to make it safe to drink. So we need to value our tap water and not waste it.

6. How do we use our water wisely? Ask students:
   a. How is water used around the school?
   b. How is water used at home?
   c. What are some of the ways that water gets wasted?
   d. What could they do to change this?

7. Emphasise water issues of concern in your community such as leaks and the overwatering of gardens.

8. Depending upon the age group, students and a partner can discuss at least one thing they are going to do at home to save water and encourage others to do. Students could create a sticker or poster to display at school/home with their one water saving ‘action’ or ‘pledge’ showing their commitment to being water-wise.

9. Hand out any merchandise such as Whizzy stickers or Waterwise brochures. Finish by reinforcing your key messages e.g. to value water and use only what you need.