

Unit two: EAL syllabus

How We Use And Save Water

2



English-as-an-Additional -Language Syllabus

Introduction

This English-as-an-Additional -Language syllabus was developed to help improve communication and understanding of water, where it comes from and how we use it. It is designed to educate about Melbourne's water suppliers, the price of water and the need to pay for water and sewerage services, and payment assistance available for our culturally and linguistically diverse community.

South East Water is about Healthy Water for Life. We all depend on water for health and wellbeing, and it is the essence of our life and our lifestyle. With a growing community of customers who speak a language other than English at home, many of whom have recently arrived from countries where water is not readily available from turning on a tap in the home, this message is particularly fitting. Our intent is for this syllabus to be used by adult English language schools as a valuable resource for newly arrived immigrants to learn about Australian regulations and local laws around water, and as a resource to help with English literacy and numeracy skills.



Dr Hamish Reid
General Manager Customer

The aims of this resource:

- Demonstrate that the water from our taps is safe to drink and use.
- Identify how we use water and why we need to use it efficiently.
- Encourage and educate students about how to use water efficiently.
- Inform and empower students with the knowledge of how to access information, pay a bill or contact their water supplier.
- Develop and instil confidence in students to help them to apply this knowledge in their daily lives. The outcomes we hope to achieve:
 - Informed community members who have an understanding of where water comes from in Melbourne and the importance of water conservation
 - Participants who can understand and identify how much water they're using
 - Participants who understand the need to efficiently use water and have the ability to put water efficiency practises in place every day
 - Participants that are confident and empowered to contact their water supplier when the need arises

Structure of the Curriculum Resource

1. **This resource has been designed for three language levels – Beginners, Level 1 and Level 2, and is suitable for ESL Frameworks and the Certificate in Spoken and Written English.**

Teachers may select and sequence activities according to the needs, interests and learning styles of the students and may adapt or include activities from other levels. Teachers may find that activities in the Beginners section will provide scaffolding to some of the activities designed for higher levels. Activities marked in green (General) are suitable for all or multiple levels.

Activity Colour Coded Levels



2. **The resource concentrates on three main units.**

Each unit encompasses several themes covering where water comes from, how we use it and your water provider. Although not prescribed it is beneficial for units to be taught sequentially, especially units one and two.



3. **Each unit contains a series of activity outlines and accompanying worksheets and handouts.**

These can be accompanied by current media advertisements and stories, excursions and incursions. When developing and selecting activities for each theme, teachers should take into consideration their students' needs and interests, and may extend or condense information and activities depending on interests and time constraints.

Acknowledgements

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Unit Two: EAL Syllabus

How We Use And Save Water



Global Water Use

General

Aim

- For students to be able to identify how we use water and why we need to save it.
- To educate students and encourage water conservation.

Themes

- How Melbourne's water use is changing.
- Who uses the most water.
- Where we use the most water.
- How we can reduce our water use.

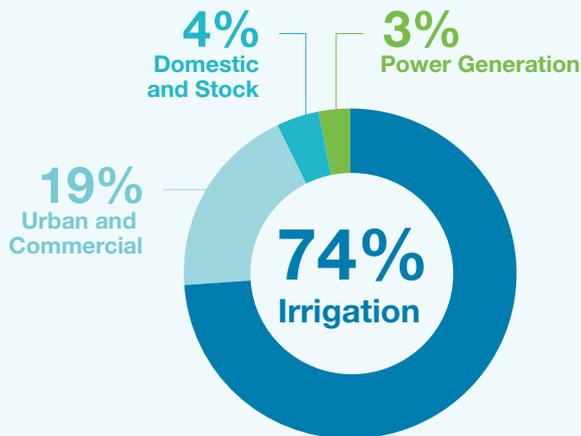
How to Teach It

- Look at water use around the world.
- Discuss the water shortages in different countries and how water is prioritised. Highlight the fact that when water is scarce and not easily accessible we appreciate and conserve it more.
- Look at water use in the home.
- Show the water levels of a dam to illustrate the need to save water.
- Analyse individual water use through surveys, diaries, quizzes, etc.
- Investigate ways to save water in the home through activities and games.
- Use current water brochures and advertising campaigns to develop activities.

Background Information

Australia is one of the driest continents but is ranked among the highest water consumers in the world. Over the past 10 years we have experienced the worst years of drought and lowest stream flows in our state's history. Although the drought broke in 2012, the need to save water is still important.

Victoria's Water Use



South East Water's residential consumption



Water Use

Activity 01

General

Materials

- Water Use Around the World handout
- Images of people using water around the world (additional images can be found by searching Google images on the internet)

● Activity – All Levels

Display an image of someone using water and discuss what the picture is about.

- Ask the class to brainstorm vocab associated with the picture.
 - What can we see in the photograph?
 - Who is in the picture?
 - What are they doing?
 - What country do we think they come from?
 - How are they using water?
 - What is different to the way we use water in Australia?
- Give students the Water Use Around the World handout and place them in pairs or small groups. Get students to describe the photos to each other and answer the questions.

Water Use Around the World

Activity 01

Handout



Reflections of Our Own Country

People from different backgrounds have different experiences. Their experiences vary depending on whether they lived in a rural community or city, a drought ridden country or where water is plentiful. This activity requires the students to share their own experiences.



Reflections of Our Own Country

Activity 02

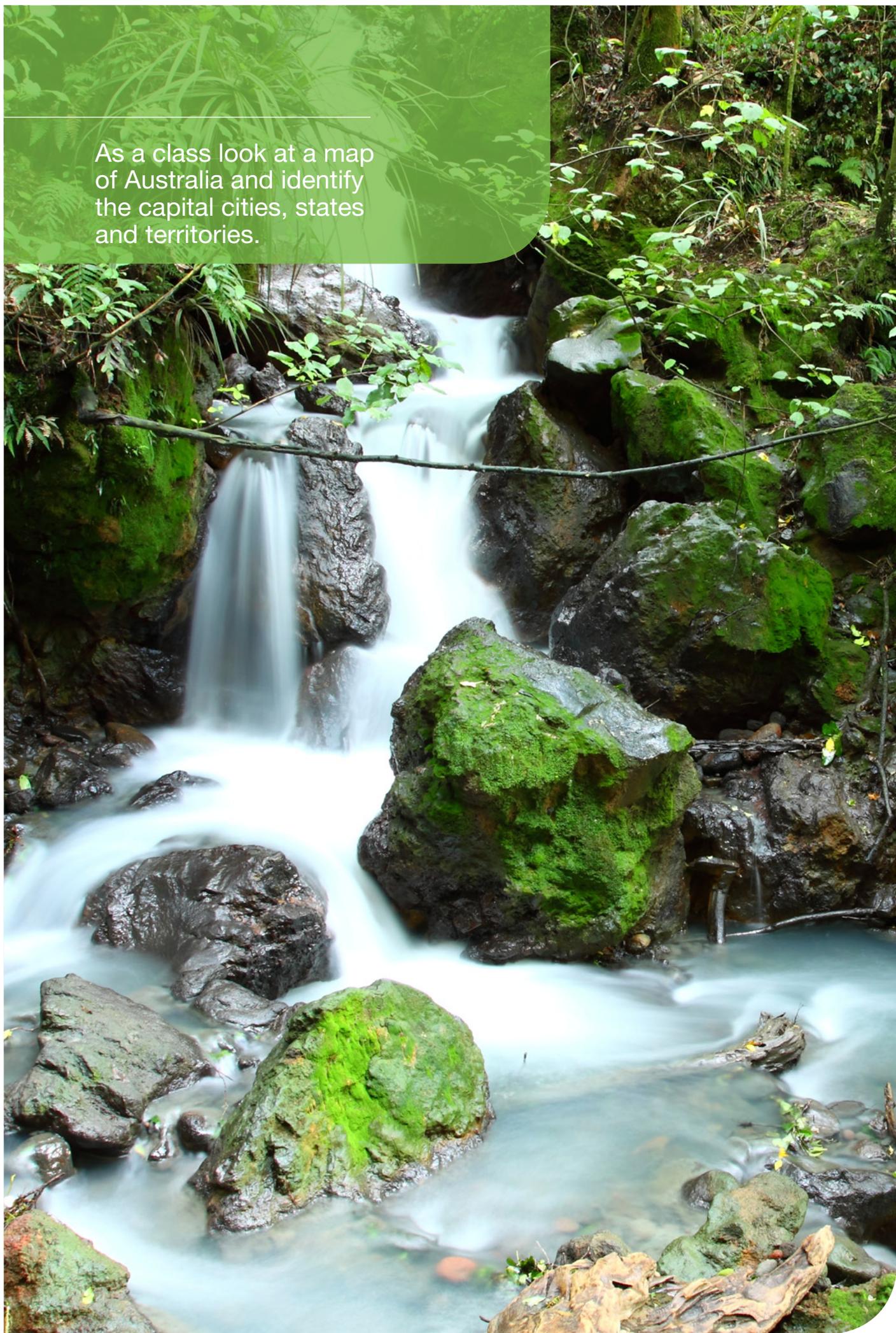
General

● Activity – All Levels

With students, discuss questions they could ask each other about water experiences in their countries.

- List the following questions on the board.
 - Was water scarce in your country?
 - Did you have to collect water? If yes, where from?
 - Did you have to boil the water before you drank it? If yes, why?
 - What were the main uses of water in your home?
 - Could you use as much water as you wanted or was it precious?
 - Do you use more water here in Australia or in your own country?
- Get students to write their own survey and interview two classmates.
- Once interviews are completed, have students retell the class the information learned from one student.

As a class look at a map of Australia and identify the capital cities, states and territories.



Australia's Water Use

Activity 03

General

Activity 03

Beginners

Activity 03

Level 1

Activity 03

Level 2

Materials

- Map of Australia
- Australia's Water Use worksheet A
- Australia's Water Use worksheet B
- Australia's Water Use worksheet C

● Activity – All Levels

As a class look at a map of Australia and identify the capital cities, states and territories.

- Discuss where students think the most rain falls. Explain that most rain falls in the coastal regions.
- Hand out level-appropriate worksheets to the students and have them place the data on the map of Australia and answer the questions.

Australia's Water Use



The rate of water used per household daily in each state or territory is:

Victoria	384 litres	Queensland	452 litres
New South Wales	479 litres	Western Australia	712 litres
South Australia	466 litres	Tasmania	712 litres
Australian Capital Territory	479 litres	Northern Territory	849 litres

Australia's Water Use



1. Write the amount of water used in each state and territory on the map of Australia.

.....

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2. Use your map to answer the questions below.

- Which state or territory uses the most water per person?
- Which state or territory uses the least water per person?
- Does Tasmania use more water than the ACT?

3. Write the states and territories in order of who uses the most water to who uses the least water.

Most	2 nd	3 rd	4 th
5 th	6 th	7 th	Least

.....

.....

4. Read the instructions below and colour the states and territories accordingly.

- Colour the state or territory that uses the least amount of water **yellow**.
- Colour the state or territory that uses the most amount of water **green**.
- Colour the state or territory that uses the second most amount of water **dark blue**.
- Colour the state or territory that uses the third most amount of water **orange**.
- Colour the state or territory that uses the fourth most amount of water **purple**.
- Colour the state or territory that uses the fifth most amount of water **red**.
- Colour the state or territory that uses the sixth most amount of water **pink**.
- Colour the state or territory that uses the seventh most amount of water **light blue**.

Australia's Water Use



The rate of water used per household daily in each state or territory is:

Victoria	384 litres	Queensland	452 litres
New South Wales	479 litres	Western Australia	712 litres
South Australia	466 litres	Tasmania	712 litres
Australian Capital Territory	479 litres	Northern Territory	849 litres

Australia's Water Use

Activity 03

Worksheet B



1. Write the states and territories and their water use on the map of Australia. You may use an atlas if you need to.

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2. Use your map to answer the questions below.

- Which state or territory uses the most water per person?
- Which state or territory uses the least water per person?
- Does Tasmania use more water than the ACT?

3. Write the states and territories in order of who uses the most water to who uses the least water.

Most	2 nd	3 rd	4 th
5 th	6 th	7 th	Least

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4. Use the information above to write six sentences using the words most, least, more or less.
For example: The ACT uses more water than New South Wales.

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Australia's Water Use



The rate of water used per household daily in each state or territory is:

Victoria	384 litres	Queensland	452 litres
New South Wales	479 litres	Western Australia	712 litres
South Australia	466 litres	Tasmania	712 litres
Australian Capital Territory	479 litres	Northern Territory	849 litres

Australia's Water Use



1. Write the states and territories and their water use on the map of Australia.

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2. The map shows a pictorial representation of Australia's water use. Record the same information on a bar graph.

3. Write the states and territories in order of who uses the most water to who uses the least water.

Most	2 nd	3 rd	4 th
5 th	6 th	7 th	Least

4. Use the information above to write six sentences using the words most, least, more or less.
For example: The ACT uses more water than New South Wales..

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How We Use Water

Activity 04

Beginners

Activity 04

Level 1

Materials

- Word Find – How We Use Water
- Things We Use Water For worksheet
- How Joe Uses Water worksheet

● Activity – Beginners

Discuss verbs associated with water (use word find).

- Mime the verbs for students to guess what you are doing.
- Get students to read and complete the How Joe Uses Water worksheet.
- As a class discuss how the verb changes depending on the pronoun.
- Get students to write a recount of their morning water use before school. Note verb, pronoun and tense.
- Mime the verbs for students to guess what you are doing.
- Hand out the Things We Use Water For worksheet. Students need to match the picture with the correct activity description.
- Write the cloze passage from the How Joe Uses Water worksheet on the board. Distribute the missing words to the students.
- Read the cloze to the students, noting that the verb changes when the pronoun becomes he/she.

Grammar

I	+ verb	I drink
He/She	+ verb	He/She drinks
You	+ verb	You drink
We	+ verb	We drink
They	+ verb	They drink

- Complete the cloze as a class. Ask students to offer their cards when needed. Re-read the completed cloze as a class.
- Distribute the How Joe Uses Water worksheet and get students to complete the word find and cloze passage. If needed, students can copy from the board.

Materials

- Word Find – How We Use Water
- How Joe Uses Water worksheet

● Activity – Level 1

Discuss verbs associated with water (use word find).

- Mime the verbs for students to guess what you are doing.
- Get students to read and complete the How Joe Uses Water worksheet.
- As a class discuss how the verb changes depending on the pronoun.
- Get students to write a recount of their morning water use before school. Note verb, pronoun and tense.

How We Use Water

Activity 04

Worksheet

Word Find

d	i	s	h	w	a	s	h	i	n	g	a	h	g	g
o	t	t	i	i	n	t	e	i	n	h	t	n	n	e
a	t	h	b	e	t	i	a	i	g	e	i	i	h	e
s	o	l	a	r	l	d	r	n	e	p	r	t	l	d
n	o	l	c	r	o	e	i	t	p	e	l	r	f	t
n	o	b	a	l	w	t	g	o	t	t	u	g	f	i
r	t	f	a	o	e	n	m	a	e	o	e	b	z	n
b	e	o	h	l	i	a	w	a	s	h	i	n	g	s
a	h	s	i	h	u	d	n	p	r	t	a	n	e	h
t	r	o	s	t	o	d	r	i	n	k	i	n	g	a
o	t	u	n	t	r	d	t	p	n	n	f	o	n	v
e	r	n	e	y	h	t	d	t	o	g	e	e	n	i
b	l	r	i	a	l	t	a	h	f	e	a	a	o	n
c	o	o	k	i	n	g	n	b	e	r	w	c	s	g
o	v	t	l	o	t	a	t	k	u	e	a	m	y	r

Words to Find

- brushing teeth
- cleaning
- cooking
- dishwashing
- drinking
- mopping
- shaving
- showering
- toileting
- washing
- watering

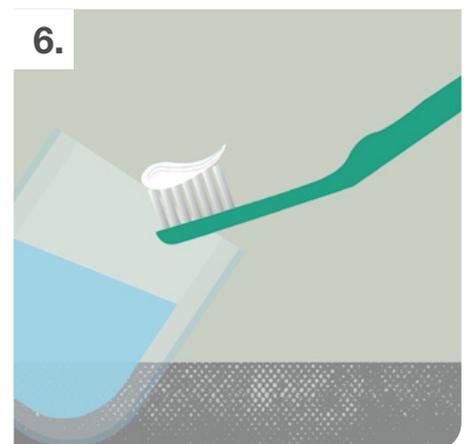
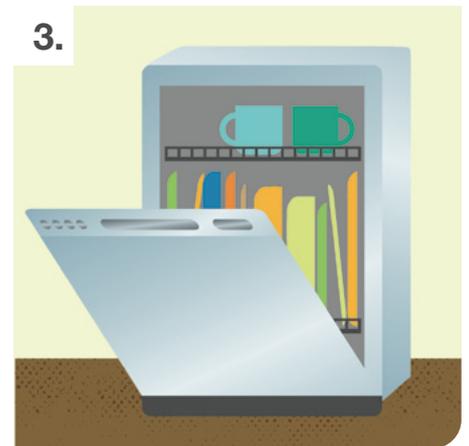
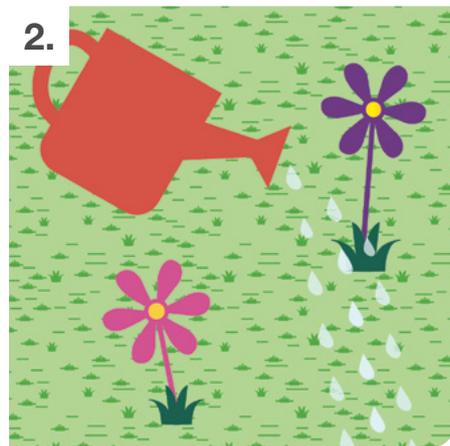
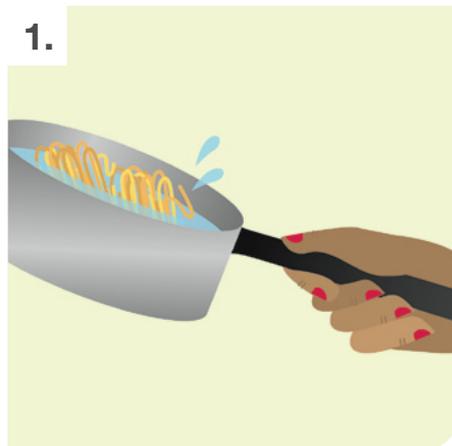
Things We Use Water For

Match the picture with the appropriate activity description by writing the number in the space provided.

_____ Cooking
_____ Gardening

_____ Washing dishes
_____ Brushing teeth

_____ Mopping
_____ Washing clothes



How Joe Uses Water



Word Find

b	d	s	a	w	n	a	c	c	e
t	r	e	r	i	a	o	c	s	i
r	i	u	r	e	l	d	k	e	b
s	n	o	s	l	t	o	a	e	e
t	k	w	e	h	o	a	l	m	f
i	s	c	a	c	e	n	w	h	d
k	t	o	n	s	h	s	u	c	n
s	t	s	r	a	h	h	t	e	w
b	i	u	k	s	g	e	t	f	e
s	h	o	w	e	r	s	s	o	s

Words to Find

- boils
- brushes
- collects
- cooks
- drinks
- showers
- washes
- waters

Use the words you found in the word find to complete this passage. Some words will be used twice.

Joe's Morning

Joe uses water every day. When he gets up he his face and then After his shower he gets dressed. Joe keeps a bucket in his shower to collect water. Everyday he the water from his shower to use on his garden. Today he his vegetables. He goes to the kitchen to get breakfast. First he a glass of water, then he the kettle for a cup of coffee and an egg. After breakfast Joe the dishes. He then his teeth and goes to work.

Water Use

Activity 05

Beginners

Activity 05

Level 1

Activity 05

Level 2

Materials

- Water Use worksheet A

● Activity – Beginners

As a class discuss general and individual water use.

- Place students in small groups or pairs and have them brainstorm things that water is used for, e.g. farming, industry, recreation, religious ceremonies and domestic use. Have them complete their Water Use worksheet.
- As a class brainstorm what we use water for, e.g. cooking, washing, cleaning and hygiene (refer to verbs found in the word find from the previous activity).
- Discuss the meaning of 'essential' and 'survival'.

Materials

- Water Use worksheet B

● Activity – Levels 1 and 2

As a class discuss general and individual water use.

- Place students in small groups or pairs and have them brainstorm things that water is used for, e.g. farming, industry, recreation, religious ceremonies and domestic use. Have them complete their Water Use worksheet.
- As a class brainstorm what we use water for, e.g. cooking, washing, cleaning and hygiene (refer to verbs found in the word find from the previous activity).
- Discuss the meaning of 'essential' and 'survival'.
- Once they have done this, get them to report their lists and reasons to the class.

Water Use



Answer the following questions.

1. What do you use water for?

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2. List as many uses for water as you can.

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Water Use



1. List as many uses for water as you can.

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2. List the five most important uses of water in order of most important to least important.

1.	4.
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2.	5.
.....	
3.	

3. What do you use water for?

a) I think is the most important use of water because
.....

b) I think is the fourth most important use of water because
.....

c) I think is the second most important use of water because
.....

d) I think is the fifth most important use of water because
.....

e) I think is the third most important use of water because
.....

How Do You Use Water At Home?

Materials

- How Do You Use Water At Home? worksheet A

● Activity – Beginners

Have the class revise the rooms in the house on the worksheet.

- Get students to write down all the ways they use water at home and classify according to rooms.
- As a class discuss which area they think uses the most water.

Materials

- How Do You Use Water At Home? worksheet B

● Activity – Levels 1 and 2

Look at the plan of the house on the How Do You Use Water At Home? worksheet.

- Describe the areas in the house.
 - How many bathrooms are there?
 - What is the size of the outdoor garden?
 - What is in the garden? (Write an example on the board, e.g. This is a three bedroom house with a large garden and a pool.)
- Have students work in pairs and discuss with their partner the areas of the house where water is used.
- Record how water could be used in this house.
- After the class has looked at water conservation, revisit this worksheet and discuss what things could be done or used to save water.

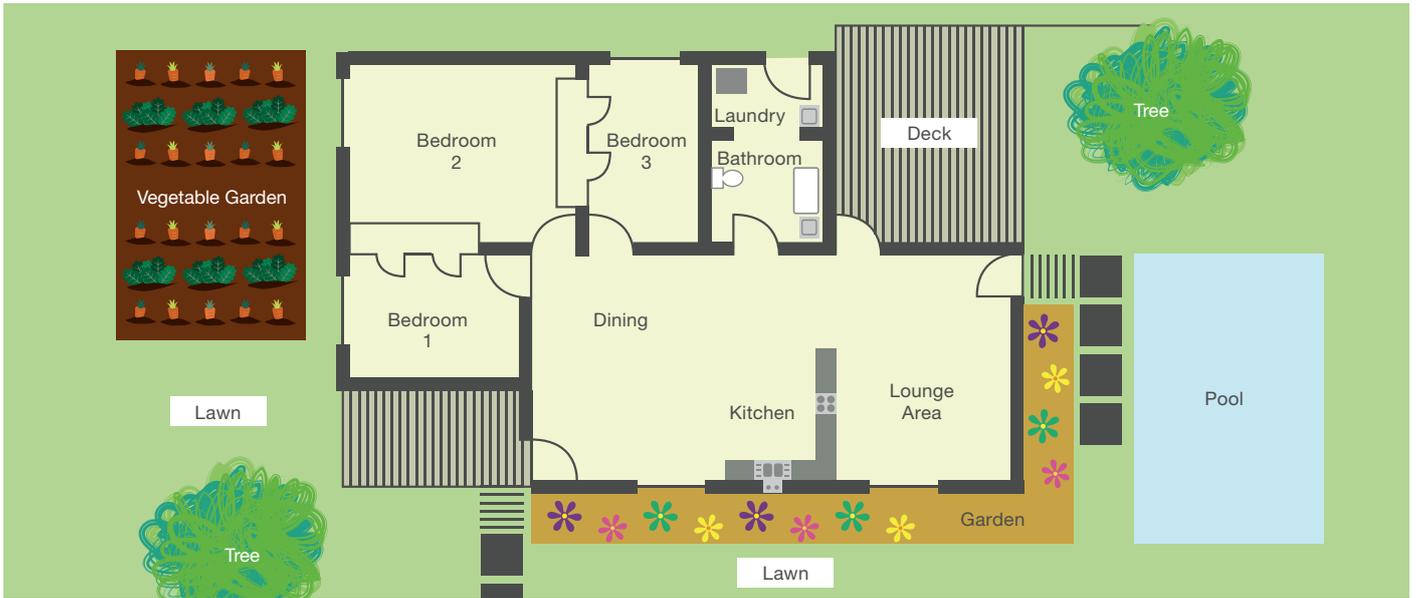
How Do You Use Water At Home?



◆ Think of the different rooms in your home and write down how you use water in these rooms.

<p>Laundry</p>	<p>Bathroom</p>
<p>Kitchen</p>	<p>Garden</p>

How Do You Use Water At Home?



1. With your partner discuss the areas of the house where water is used. Write down how you use water in these areas.

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2. Now look at the house again and write down how you could reduce water use in this house.

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With students, look at the pictures and discuss what they are and where you would find them.



What Uses More Water in the Home?

Materials

- What Uses More Water in the Home? worksheet A

● Activity – All Levels

With students, look at the pictures on the What Uses More Water in the Home? worksheet and discuss what they are and where you would find them.

- Articulate to the students that the results are based on a new four person home with a garden. Discuss why a new home might record different results to an old home (all new homes must be built with water saving features, e.g. efficient showerheads and taps, dual flush toilet, etc.).
- Students then need to cut out the pictures and place in order of what they think uses the most water to what they think uses the least water.
- They then compare with the person next to them the similarities and differences in how they have ordered their images.
- They should discuss and give reasons to support the order of their images.
- Give students time to change their order should they wish.
- Record some of the students' orders on the board and ask them to support their choices.

- Once this has been done, read out the statistics* below.

Kitchen and basin taps	16%
Baths	2%
Showers	30%
Garden	18%
Toilets	13%
Laundry taps	4%
Washing machine	13%
Dishwasher	1%
Other	3%

- Students should listen to the statistics and rearrange their order accordingly.
- As a class discuss the results and interpret facts verbally.

* Statistics based on the overall water use of an average household with a garden in summer and winter in South East Water's service area. Smart Water Fund, Melbourne Residential Water Use 2013.

Materials

- What Uses More Water in the Home? worksheet B

● Activity – Levels 1 and 2

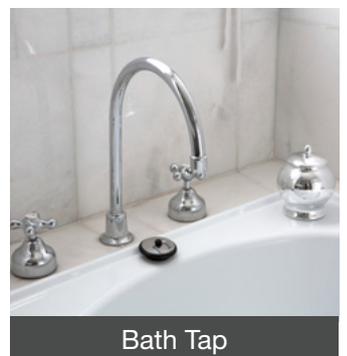
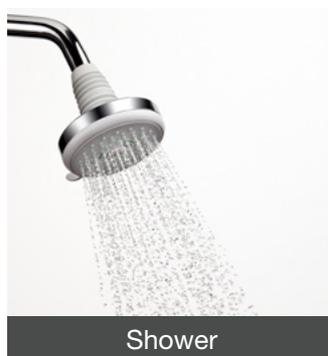
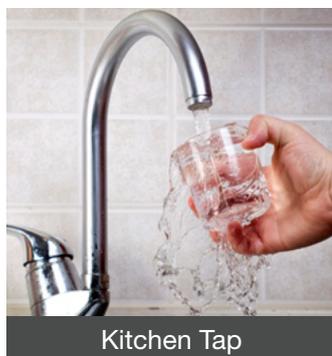
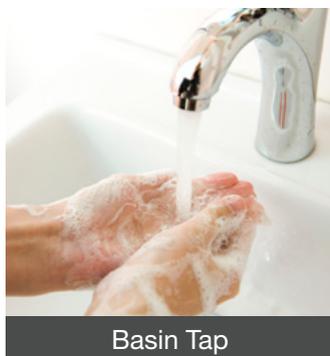
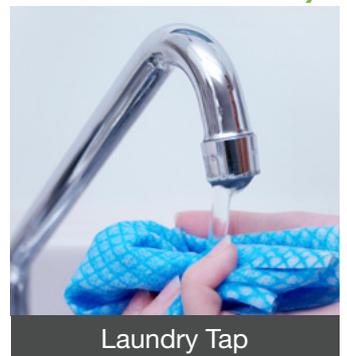
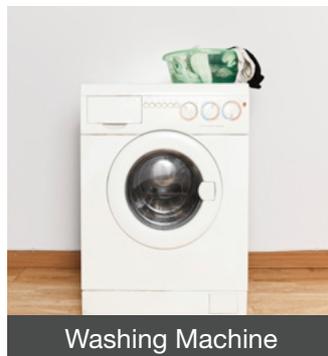
Read the statistics from the above activity to students and have them complete the What Uses More Water in the Home? worksheet.

What Uses More Water in the Home?



What to do

- Look at the following items used in your home (images below).
- Cut out the pictures and place them in order of what you think uses the most water to what you think uses the least.
- Talk to the person next to you and see if their order is the same.
- If different, talk about why you placed them there.



What Uses More Water in the Home?



👂 Listen to your teacher read out the statistics and record the facts on the bar graph below.



Using the bar graph above, write five sentences or a paragraph about water use in the home.

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Calculating Water Use

Activity 08

Level 1

Activity 08

Level 2

Materials

- Calculating Water Use worksheet

● Activity – Levels 1 and 2

Using the Calculating Water Use worksheet, have students solve the maths problems relating to water usage and conservation issues.

- Students then need to design their own maths problems about water issues.
- Rotate these problems around the classroom or use one a day as a stimulus question.

Calculating Water Use



Read the information under each image and solve the maths problems.



John replaced his old showerhead with a new water efficient one. John has a four minute shower every day. The old showerhead used 18 litres per minute and the new showerhead uses 9 litres per minute.

1. How much water did he use with the old showerhead each day?
.....
2. How much water does he use each day with the new showerhead?
.....
3. How much water does he save each day?
.....
4. How much water did he use each week with the old showerhead?
.....
5. How much water does he use each week with the new showerhead?
.....
6. How much water does he save each week?
.....



Anna has a dual flush toilet in her bathroom. Each day her family flushes the toilet 11 times. The full flush uses 6 litres per flush and the half flush uses 3 litres per flush.

1. How much water will she use each day if she only uses the full flush?
.....
2. How much water will she use each day if she only uses the half flush?
.....
3. How much water would she save if she only uses the half flush?
.....



Sara bought a 1200 litre water tank and put it along the side of her house to catch the water run-off from her roof. She measured the water levels and found she had 567 litres in her tank.

1. How much more water does she need for the tank to be full?
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2. If Sara watered her garden and used 62 litres, how much water would be left in the tank?
.....
3. If Sara didn't water her garden, but instead washed her car with the tank water and used 87 litres, how much water would be left in the tank?
.....
4. How much water would be left in the tank if Sara did both of these things?
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Recap for the class the main areas we use water in the home (shower, laundry, toilet, bathroom, kitchen and garden).



Domestic Water Use Graph

Activity 9

General

Activity 9

Beginners

Materials

- Domestic Water Use Graph worksheet A
- Domestic Water Use Graph worksheet B

● Activity – All Levels

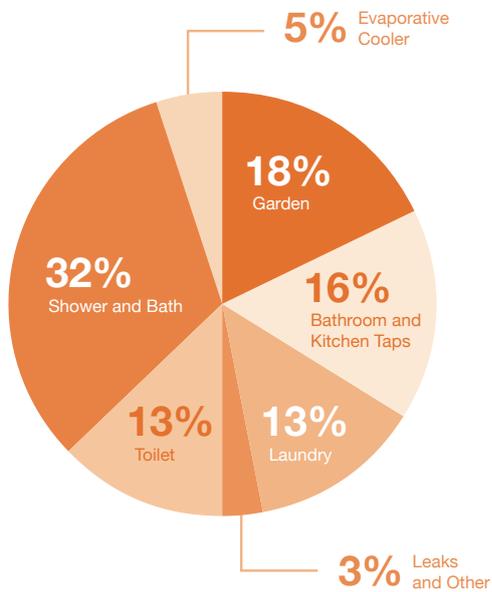
Recap for the class the main areas we use water in the home (shower, laundry, toilet, bathroom, kitchen and garden).

- Write the following percentages on the board: 10%, 11%, 13%, 13%, 16%, 18%.
- Students need to guess which percentage goes with each area (answers: shower and bath – 32%, laundry – 13%, toilet – 13%, garden – 18%, bathroom and kitchen taps 16%, evaporative cooler 5%, leaks and others 3%.
- Have students complete their level-appropriate worksheet (worksheet B for levels 1 and 2 only).

Domestic Water Use Graph



Where we use water around the home (data as at June 2013).



Using the graph, write five sentences or a paragraph about water use in the home.

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1. What is the above? Graph Water Bill

2. What does it tell us? Where we use water in Victoria Where we use water in our homes

3. True or False

The shower and bath uses 32% of the water. T F

The garden uses 10% of the water. T F

The toilet uses 13% of the water. T F

The kitchen uses more water than the shower. T F

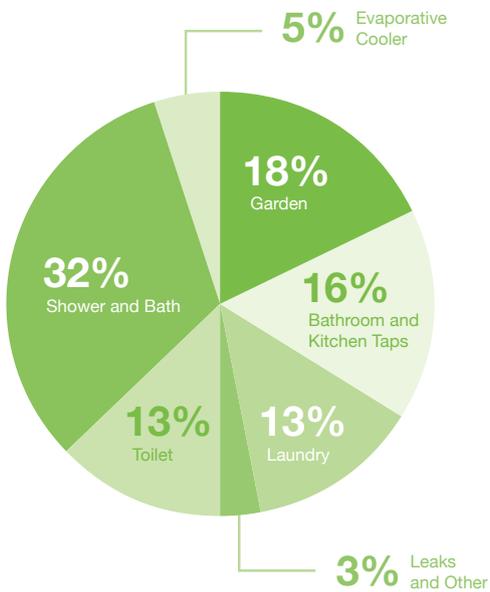
The garden uses more water than the laundry. T F

Domestic Water Use Graph



Where we use water around the home (data as at June 2013).

Using the graph, write five sentences or a paragraph about water use in the home.



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.....

.....

.....

.....

1. What is the above? Water Drop Graph Water Bill
2. What does it tell us? Where we use water in Victoria Where we use water in our homes
 How much water is used in every state of Australia
3. In which area of the house do we use the most water?
4. In which area of the house do we use the least water?
5. What percentage of water is used in the garden?
6. What is the total percentage used in the bathroom, shower and toilet?

Individual Water Usage

Activity 10

General

Materials

- Individual Water Usage worksheet

● Activity – All Levels

Discuss with students how much water they think they use per day in their home.

- Get students to predict where they think they use the most water and what they think their total water consumption is per day.
- Display the volume table below on the board so that students may refer to it when working out their calculations. (Volume table taken from Water – Learn It! Live It!)

Shower	Four minute shower with water saving showerhead = 36 litres Four minute shower with older style showerhead = 72 litres
Toilet	Full flush = six litres Half flush = three litres
Bath	100 litres per bath
Washing Machine	Front loader = 50 litres Top loader = 120 litres
Dishwasher	15 litres per wash
Washing in Sink	15 litres per wash
General Use	18 litres per wash
Watering the Garden with a Hose	200 litres for 10 minutes
Dripping Taps or Leaks	68 litres per day

- Get students to complete the worksheet on their daily water use. This may be a task set for homework.
- Discuss results as a class.
 - Were students surprised by the results?
 - Were they close to their predicted amount?
 - Where did they use the most water?
- Have students refer back to the domestic water use graph (from previous activity) and compare their water usage to the graph results.
- Discuss with students how they can check their water usage on their water bill, for example:
 - average daily water use:
630 divided by
 - number of people living in the house:
4 equals
 - average daily water use per person:
157.5

Individual Water Usage



Complete the table below about where you use water in your home and how often. Once you have done that, work out your daily water use by multiplying the number of times water is used by how much water is used each time.

Name:

Date of Water Audit:

Where Water is Used	Number of Times	How Much Water	Total (Litres)
Shower			
Toilet			
Bath			
Washing Machine			
Dishwasher			
Dishwashing in The Sink			
General Use (Handwashing, Cooking, Brushing Teeth, etc.)			
Watering the Garden			
Dripping Taps			
Total Amount of Water Used in One Day			

Melbourne's Water

Activity 11

General

Activity 11

Beginner

Materials

- Melbourne's Water worksheet A for each student
- Markers

● Activity – Beginners

Discuss with students what people's opinions about Melbourne's water are.

- Write on the board "What do you think of Melbourne's water?" and the model for the answer: I think Melbourne's water is...
- Ask students to write their sentence in their book. Give each student a blank speech bubble (on following page) to write their opinion on and then put up as a display in the room.

Materials

- Melbourne's Water worksheet B
- Markers

● Activity – All Levels

Discuss with students what people's opinions about Melbourne's water are.

- Write on the board "What do you think of Melbourne's water?"
- Brainstorm and ask for adjectives. List answers on the board.
- Hand out the Melbourne's Water worksheet B and ask students to read, complete the cloze, answer the questions and write their own opinion.
- Students then move into groups, talk about their answers and share their opinions on Melbourne's water.

Melbourne's Water

Activity 11

Worksheet A

✦ Write what you think of Melbourne's water in the speech bubble below.

A large, light orange speech bubble with a dotted border and horizontal lines for writing. The bubble is oriented vertically and has a tail pointing towards the bottom right corner.

Melbourne's Water



◆ Read the following opinions on Melbourne's water. Use the words from the word bank to complete their comments.

- fine
- drink
- taps
- Melbourne
- English
- cheaper
- before
- boiled
- water
- bottled

Jose: Melbourne's water, it's
It's a lot better than in my country. There I had to boil the water I drank it.
Here I just turn on the tap and it tastes good too.

Maria: The tap water in Melbourne tastes nice. I prefer it to water and it's a lot In my country we only drank bottled water and had large bottles delivered to our homes.

Jeff: We're lucky in....., our water is really good. Our water companies are very strict on testing and making sure our is of good quality.

Phuong: At first I always the water before I drank it because in my country that's what we always did. After South East Water came to talk to my class about water I found out that the drinking water from our has to pass the Safe Drinking Water Act and is regularly tested, now I always it straight from the tap. What do you think of Melbourne's water? What is your opinion

Melbourne's Water

Read the questions and answer the following questions as a group.

1. Who likes the taste of Melbourne's water?

2. Who didn't drink water from the tap in the country they came from?

3. Who only drank bottled water before?

4. What did Phuong do to the water before she drank it?

5. Why does Maria prefer tap water?

6. Why does Jeff think we are lucky in Melbourne?

7. How did Phuong find out that our tap water is safe to drink?

8. Why do you think Phuong and Jose boiled the water before they drank it?

9. Answer True or False

South East Water tests the water regularly.

T F

Maria only drinks bottled water.

T F

Jose boils his drinking water.

T F

Tap water is regulated under the Safe Drinking Water Act.

T F

It is safe to drink tap water in Melbourne.

T F

Nobody drinks water straight from the tap.

T F

Water Quality

Activity 12

General

Activity 12

Level 1

Activity 12

Level 2

✦ Write the word “quality” on the board.

- Ask students for meaning, allow time for them to look up dictionaries.
 - Give examples of good or bad quality (for beginners pictures would be useful and student can classify accordingly).
- Examples: leather handbag and a copy handbag with broken handle; yellow banana and a black, bruised banana; shoe and a shoe with a broken heel.
- Ask for personal anecdotes of things they have experienced that are good or bad quality.

How do we make sure quality is achieved? Brainstorm and list on board. Students may need prompting.

- In a factory how do they make sure every item is the same?
- In any job who makes sure people are doing what is required?
- How do we know the food we eat is safe?
- Is there only one step that checks quality or different levels?

● Activity – Levels 1 and 2

Introduce the words standards, regulations, monitor and oversees and relate back to above examples.

Water Quality

Activity 12

General

Activity 12

Level 1

Activity 12

Level 2

Materials

- Water Quality worksheet A
- Scissors
- Markers and white board

● Activity – All Levels

Have students discuss the quality of Melbourne’s water by using a water quality diagram. Students can then discuss water quality in their own countries.

- How do we know the water is good quality and safe to drink?
- Draw the diagram from Water Quality worksheet A on the board and discuss.
- You can have students cut out the diagram descriptions for the Water Quality worksheet A and complete the worksheet as you discuss the diagram.
- Invite students to tell stories about the water quality in their countries.
- For beginners provide a model.
 - My name is...
 - I come from...
 - I lived in the city / country / village.
 - We got our water from taps / wells / central tap in the town / river.
 - The water was good / bad quality.
 - I could drink the water / I had to boil the water before drinking / I drank bottled water.

Materials

- Water Quality worksheet B

● Activity – Levels 1 and 2

In groups or individually, read the information on Melbourne’s water quality and complete activities based on the information provided.

- Read the information on Water Quality worksheet B aloud. Level 2 students may be able to read the information themselves.
- The three activities can be completed in a group or individually.

Water Quality



✂ This diagram shows the steps taken to check our water quality is safe to drink. Cut out the descriptions below and paste them next to the correct level on the diagram.

Safe Drinking Water Act 2003	Victoria's Department of Health	South East Water	Tap Water
Paste Here	Paste Here	Paste Here	Paste Here

The water company that tests our water to make sure it passes the regulations before we drink it.

The government department that checks to make sure South East Water supplies good quality water.

The law made by the government to make sure our drinking water is of good quality.

✂
Good quality, safe drinking water.

Water Quality



👁️ Read the information about Melbourne’s water quality and answer the questions.



Australia’s tap water is amongst the best in the world for quality and taste. In Victoria, the provision of safe drinking water is regulated under the Safe Drinking Water Act 2003, which sets drinking water quality standards. This is overseen and assessed by Victoria’s Department of Health. The drinking water quality monitoring program makes sure the water provided to customers is safe. During 2014–15, South East Water collected and tested about 8,000 water samples. Most of the testing occurs at the point of supply to customers’ properties, where your house connection meets the water supplier’s pipes. A special tap fitting is used to take samples of water. This is found near your property water meters. Test results have shown that the quality of our drinking water supply was better than that specified in the standards.

🔗 Connect the word to its meaning (the first one is done for you).

- Quality
- An Act
- Oversee
- Regulate
- Monitoring
- Provision
- Standards

- Supervise
- Checking
- Delivering. Providing
- Excellence
- Requirements. Benchmark
- A Law Made by the Government
- Controlled

Water Quality



Answer True of False.

- 1. Australia's tap water is amongst the best in the world for quality. T F

- 2. The Safe Drinking Water Act 2003 sets drinking water quality standards. T F

- 3. The Safe Drinking Water Act is overseen and assessed by South East Water. T F

- 4. A drinking water quality monitoring program confirms the safety of Victoria's drinking water. T F

- 5. During 2014-2015 South East Water collected and tested 4,000 water samples. T F

- 6. Test results showed that the quality of our drinking water supply was better than regulated quality standards. T F

Answer the following questions.

- 1. How does tap water in Australia compare to other countries?
.....
- 2. Can you drink water straight from the tap in Australia?
.....
- 3. What is the Safe Drinking Water Act 2003?
.....
- 4. How does South East Water collect water samples for testing?
.....
- 5. What have the test results shown?
.....
- 6. Do you think that water regulations are a good thing? Why or why not?
.....

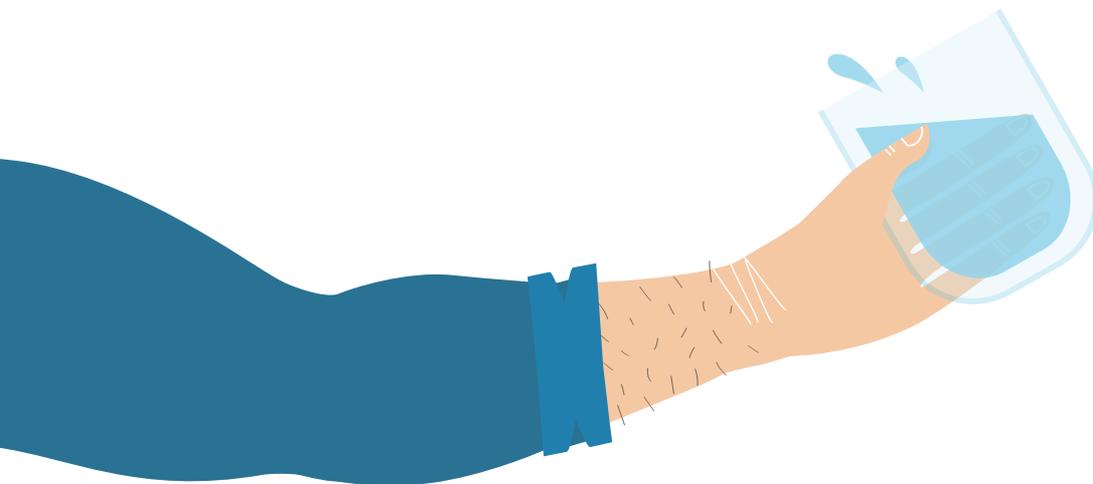
Water Quality

General

● Background Information

- Water is the recommended fluid to satisfy thirst. It is inexpensive, natural and readily available.
- Drop for drop, bottled water costs about 2,000 times more than tap water.
- The recommended fluid intake per day on average is around two litres a day depending on a person's age, size and location. The Australian government National Health and Medical Research Centre recommends 2.6 litres for males and 2.1 litres for females each day.
- Pricing:
 - One kilolitre of water = 1,000 litres
 - Average price of a litre bottle of water is \$3.88
 - Cost of kilolitre of tap water = \$2.50 (T.1 Jan 15)

Note: Teachers can access the price of water usage on the South East Water website southeastwater.com.au/residentialprices prior to the activity (Refer to page 59).



Tap or Bottled Water Discussion

Materials

- Tap or Bottled Water Discussion worksheet A
- Paper cups for each student
- Two jugs marked A and B
- Bottled water and tap water

● Activity – All Levels

Get students to discuss the difference in tastes between bottled and tap water. Then students can taste test both bottled and tap water to see if there is any difference in taste.

- Hand out worksheet A to stimulate conversation. Students discuss questions in small groups, each member giving their own opinion, and record their group's answers on the table. Write sentences recording your group's results.
- Discuss findings as a class.
- Keep and review at the end of the unit.
- Conduct a taste test.
 - Pour drinking water into jug A and bottled water into jug B.
 - Give each student a cup.
 - Pour water from jug A into all cups. Ask students to describe, using adjectives, how it smells, tastes, looks. Record answers on the board.
 - Pour water from jug B into all cups and record as above.
 - Look at recorded answers and compare A and B. Give oral sentences "Jug A tasted refreshing but jug B had a plastic after taste."
 - Ask students to guess which was the tap water and which was the bottled water.
 - Ask students to vote for their favourite water and write tally on board.
 - Reveal which was the tap water and discuss.

Tap or Bottled Water Discussion



 Use a tick for each person's answer

	Tap Water	Bottled Water
Which tastes better?		
Which one costs more?		
Which one is better for the environment?		
Which is more regulated?		
Which do you prefer?		

 In your group discuss the questions below and record each person's answer

Write your group's results for each question in a sentence.

.....

.....

.....

.....

.....

.....

Tap or Bottled Water Discussion



Materials

- Value cards to place around the room
- Tap or Bottled Water Discussion worksheet B

● Activity – All Levels

Read the statements out below to students who can move to the card that reflects their point of view.

- Post five cards from the next page around the room (for beginners use only three cards – agree, not sure and disagree).
- Teacher reads out statements and students move to the card that reflects their point of view.
- Teacher asks various students for their point of view. Discuss their explanations.
- Choose statements that are appropriate for your class level:
 - Melbourne tap water is safe to drink.
 - I can drink the water straight from the tap.
 - We need water to survive.
 - Melbourne’s water supply is one of the best in the world.
 - Tap water is cheaper than bottled water.
 - I need water every day for my body to work efficiently.
 - I need to drink about eight glasses of water a day.
 - Water has no calories.
 - Tap water is more regulated than bottled water.
 - The water from our tap was collected in protected catchments.
 - Melbourne’s water quality is monitored by the government.
 - Melbourne’s water is tested regularly by your water supplier to make sure it is of a high standard.

Tap or Bottled Water Discussion

Activity 13

Worksheet B

✂ Post the five cards below around the room (for beginners use only three cards – agree, not sure and disagree) and then read out the statements about water from the activity page.



Tap or Bottled Water Discussion



Materials

- Marker board
- Marker pens

● Activity – Levels 1 and 2

Discuss with students why they need water and how much of the body is made up of water.

- Discuss:
 - Can we live without water?
 - Why do we need water?
 - How much water do we need each day?
 - How does our body lose water?
 - How do you know you are thirsty? What happens to your body?
 - Discuss what happens if you don't have enough water.
- Draw an outline of a body on the board. Ask students to mark on the body how much is water.
- Brainstorm and list on the board why the body needs water or get students to research on the internet.
- **Level 1:**
In groups/pairs use the information to write simple sentences about water and our health.
- **Level 2:**
In pairs students use the information on the board and the questions above as a guide to write a paragraph about water and our health.

Drinking Tap Water

Activity 14

Beginners

Activity 14

Level 1

Activity 14

Level 2

Materials

- A glass of water and a bottle of water or pictures of both
- Drinking Tap Water worksheet A
- Calculator

● Activity – Beginners

- **Vocabulary:** bottle, litre, kilolitres, cost, difference, more, less, expensive, healthy, recommended.
- Revise why we need water and ask students about the recommended number of glasses of water required each day.
- **Discussion**
 - Bring in a glass of water and a bottle of water to the classroom (or use pictures). Write on the board the question “Which costs more?” or “Which is more expensive?”
 - Elicit answers from the class using the model:
 - “I think costs more than”
 - “I think the is more expensive.”
 - Record on the board a tally of the student’s responses. Refer back to the tally after the completion of the activity.
- **Cost of Water worksheet A**
 - This should be done as a guided instructional activity. Teachers to give students the cost to be entered under cost for one kilolitre of tap water.
 - Refer back to original statement and tally and discuss the results of the calculations.

Drinking Tap Water



Which costs more? Tap Water Bottled Water

I need two litres of water per day. (Use a calculator to help work out your costs)

One litre of tap water \$ $\div 1,000 \text{ L} = \$$

Two litres of tap water \$ $\times 2 = \$$

It will cost me \$ each day for two litres of tap water

One litre of bottled water \$ 3.88

Two litres of bottled water \$ $\times 2 = \$$

It will cost me \$ each day for two litres of bottled water

1. Which costs more?

The costs more.

2. Which costs less?

The costs less than

3. How much is the difference?

Cost of two litres of bottled water \$

Cost of two litres of tap water - \$

= \$

Adults need about two litres of water a day to stay healthy.

Drinking Tap Water



Materials

- Materials
- Drinking Tap Water worksheet B
- Drinking Tap Water worksheet C
- Computer access and internet
- Calculator

● Activity – Levels 1 and 2

- **Vocabulary:**
bottle, litre, kilolitres, cost, difference, more, less, expensive, usage, healthy, recommend.
- Revise why we need water and ask students about the recommended number of glasses of water required each day.
- **Discussion**
 - Write the following sentence on the board **than much Tap is water. more water bottled expensive** (Tap water is much more expensive than bottled water.) Ask students to order the words to make a sentence.
 - In small groups ask students to look at the sentence and discuss. Do they agree or disagree? Why?
 - Report back to the larger group their opinions. Record on the board a tally of the students responses. Refer back to the tally after the completion of the activity.
- **Tap Water Costs worksheet B**
 - Complete the guided instructional sheet on looking up the South East Water website to find out the cost of water usage. (Worksheet A).
- **Cost of Water worksheet C**
 - Students complete the calculations and answer questions.
 - Refer back to original statement and tally and discuss the results of the calculations.

Drinking Tap Water



Use the internet and follow the steps below to find out the current cost of water.

1. Open the internet.
.....
2. Type southeastwater.com.au into the address bar and search.
.....
3. Click in the search bar on the South East Water homepage.
.....
4. Type in prices and charges.
.....
5. Click on prices and charges.
.....
6. Scroll down to the table.
.....
7. Read the current water usage charge in Tier 1
.....

Water usage rate = \$

Drinking Tap Water



Which costs more? Tap Water Bottled Water

How much will two litres of water cost? Use a calculator to help work out your costs.

I need two litres of water per day

One litre of tap water \$ $\div 1,000 \text{ L} = \$$

Two litres of tap water \$ $\times 2 = \$$

It will cost me \$ each day for two litres of tap water

One litre of bottled water \$ 3.88

Two litres of bottled water \$ $\times 2 = \$$

It will cost me \$ each day for two litres of bottled water

Adults need about two litres of water a day to stay healthy.

1. Look at your results and write two sentences comparing the cost of bottled water and tap water.

2. What is the cost difference between two litres of tap water and two litres of bottled water?

3. How many litres of tap water could you buy for the same price as one litre of bottled water?

4. Does this information make you think twice about buying bottled water? Explain.

Create a Poster Promoting Tap Water

Activity 15

General

Materials

- Create a Poster Promoting Tap Water worksheet A
- Computers
- Magazines, paper and markers

● Activity – All Levels

In groups or pairs, have students create a poster promoting drinking tap water.

- In groups or pairs use technology to create a poster to promote drinking tap water.
- Students complete the draft prior to producing the poster on the computer.
- For those not comfortable with technology they could design their own poster using images from magazines, supermarket catalogues and or markers.

Create a Poster Promoting Tap Water



 Create a poster to encourage others to drink tap water.

Before starting, answer some of the focus questions and do a draft copy. This will make it easier when you start to produce your final document. When your teacher has checked your draft, create your poster using Microsoft Word.

1. What's your message?

.....

2. Do you have a slogan?

.....

3. What images will you need on your poster?

.....

4. Complete a draft of your poster below.

.....

Tap Water Conversation

Materials

- Tap Water Conversation worksheet A
- Scissors

● Activity – Beginners and Level 1

Tap Water Conversation worksheet

- Hand out the worksheets and read the sentences as a class.
- **Discuss**
 - What makes a conversation?
 - Turn taking
 - How many people are involved in the conversation?
 - What do the sentences mean?
- Students cut the page into sentence strips.
- Listen to the passage being read out aloud.
- As the teacher reads the conversation students listen and sequence the story.
- Read the dialogue several times, discuss meanings.
- Reread and ask questions.
- Students practice conversation in pairs.

Materials

- Tap Water Conversation worksheet B
- Scissors

● Activity – Level 2

Tap Water Conversation worksheet

- Hand out the worksheets and read the sentences as a class.
- **Discuss**
 - What makes a conversation?
 - Turn taking
 - How many people are involved in the conversation?
 - What do the sentences mean?
- Students cut the page into sentence strips.
- Listen to the passage being read out aloud.
- As the teacher reads the conversation students listen and sequence the story.
- Read the dialogue several times, discuss meanings.
- Reread and ask questions.
- Students practice conversation in pairs.

Tap Water Conversation



✂ Pair Work

Cut out the sentences and sequence the conversation.
Listen to the conversation and check it's in the right order.



Sue: A glass of water, thank you.

May: Sue, can I get you a drink?

Sue: Not in Melbourne. Melbourne's water is safe to drink.

Sue: Tap water is fine.

May: Tap water! It will make you sick. You need to boil it first to kill the germs.

Sue: Yes, South East Water tests it all the time to make sure it is okay and meets Department of Health standards.

May: Sorry, I don't have any boiled or bottled water.

May: Are you sure?

May: Okay, then we'll both have a glass of tap water.

Tap Water Conversation



✂ Pair Work

Cut out the sentences and sequence the conversation.
Listen to the conversation and check it's in the right order.



Sue: Like it?

Sue: Why? Is there something wrong with your plumbing?

Sue: Hi May, thanks for inviting me over.

Sue: No, Melbourne's water is very safe to drink. The water companies have to test it all the time to make sure it meets the required standards.

Sue: Tap water is fine.

Sue: The regulations are very strict here and our water is one of the best in the world.

May: Glad you could come. Would you like a drink?

May: I didn't know that, in my country we always boiled the water before we drank it.

May: No problems, would you like mineral or sparkling?

May: It's very nice and a lot more convenient than buying bottled water all the time!

May: In that case, I might join you and have a glass of tap water myself.

May: No! What about the germs in the water? Won't you get sick?

May: Hi Sue, come in.

May: Tap water, you can't drink the tap water!

Sue: Just a glass of water. I'm really thirsty.

Melbourne's Water Storage Levels



Materials

- Melbourne's Water Storage Levels worksheet

● Activity – Levels 1 and 2

Refer back to unit one and discuss where our water is stored and why it is important to keep records of the water storage levels.

- Ask students if they know what the current water storage level is?

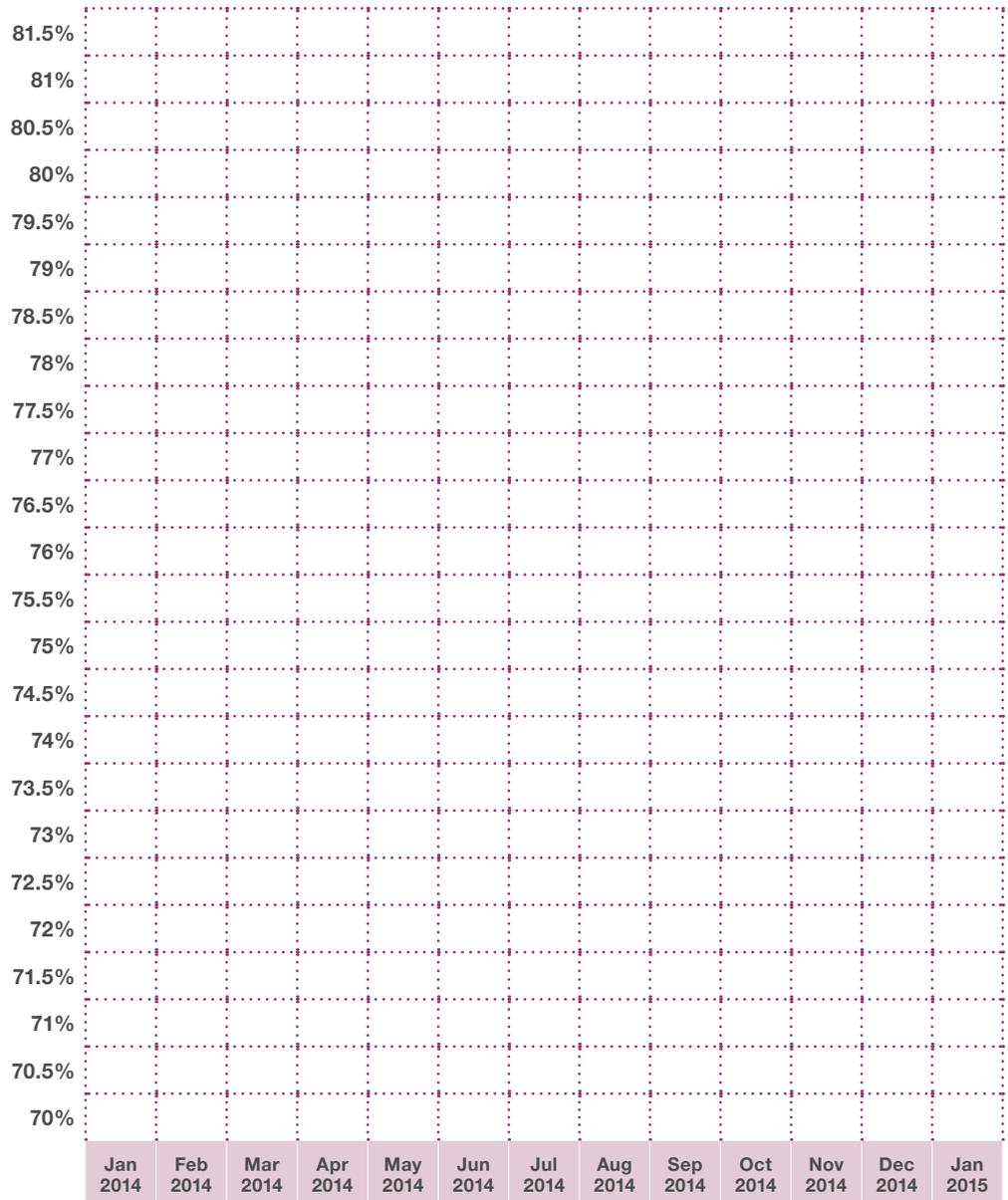
(Storage levels can be found in daily papers, on the news and on the internet.)
- As a class look at the data on the worksheet and discuss the general trend.
- Students then need to complete the graph and answer the questions.

Melbourne's Water Storage Levels



Below is data showing Melbourne's water storage levels over 13 months, from January 2014 to January 2015. This data was taken from melbournewater.com.au and was retrieved in the middle of each month. Use the data to complete the graph below and then answer the questions.

January 2014	79.70%
February 2014	77.08%
March 2014	74.88%
April 2014	73.29%
May 2014	71.89%
June 2014	71.61%
July 2014	75.31%
August 2014	78.86%
September 2014	80.12%
October 2014	80.11%
November 2014	79.09%
December 2014	77.88%
January 2015	76.24%



Melbourne's Water Storage Levels



1. What type of graph is this? A line graph A pie graph A bar graph
2. What does the vertical axis tell us? The total litres stored in the dams.
 The month the water level was taken.
 The percentage of water stored in Melbourne's dams.
3. What does the horizontal axis tell us? The date the water level was recorded.
 The month the water level was taken.
 The average dam level for a particular month.

4. What happened to Melbourne's storage levels over this recorded time?

.....

5. When were Melbourne's water storage levels at its highest?

.....

6. When were Melbourne's water levels at its lowest?

.....

7. Was there more or less water stored in January 2014 or January 2015?

.....

8. How much water was in Melbourne's storage dams in April 2014?

.....

9. Why do you think Melbourne's water levels decreased after February 2014 and then increased from August 2014?

.....

10. Use the data on the graph to write three sentences about Melbourne's water storage levels.

.....

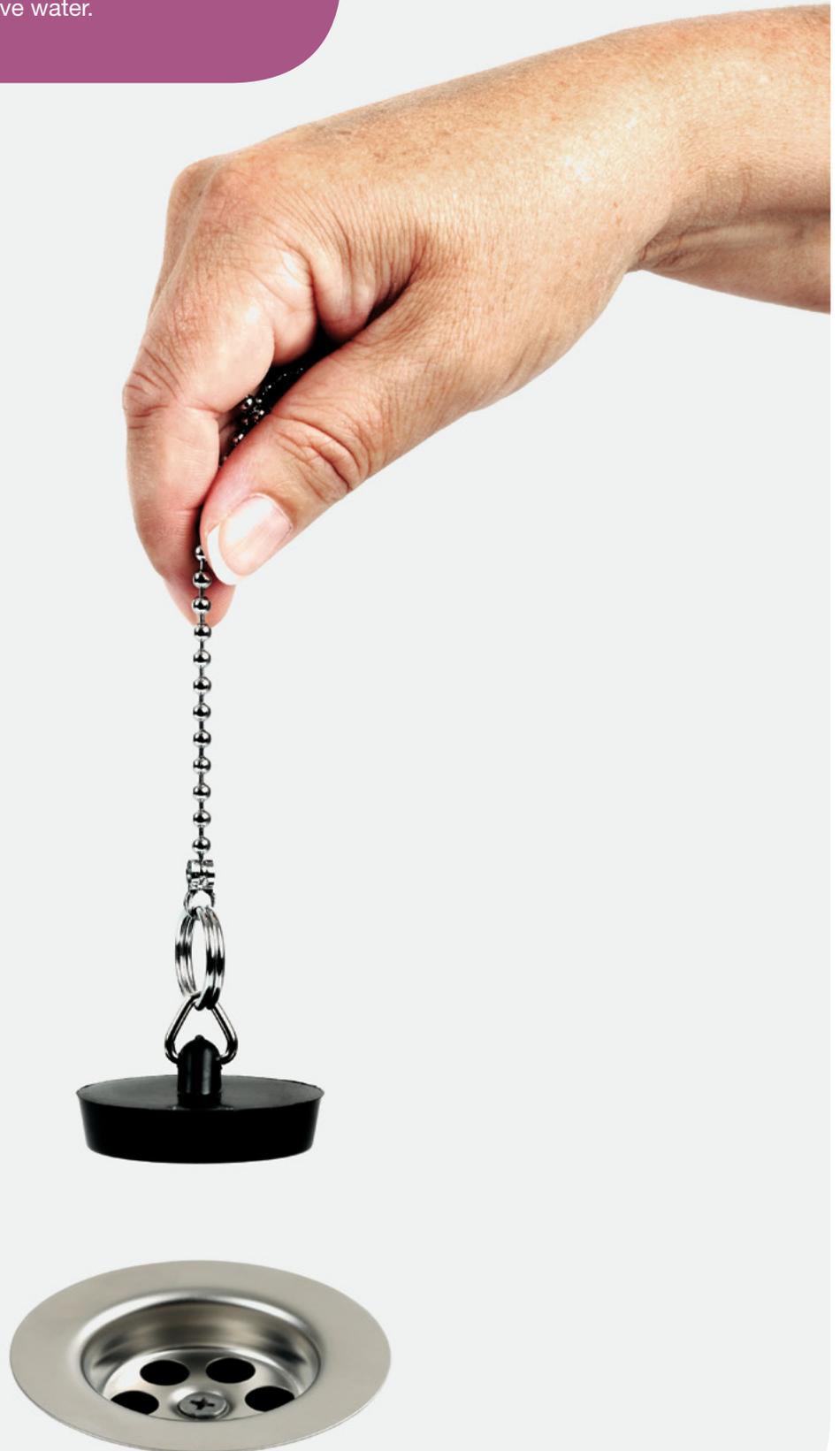
.....

.....

.....

Background Information

Using water efficiently allows you to save water around the home. A single dripping tap can waste up to 20,000 litres of water per year. Water efficient appliances are another effective way to save water.



Water Efficiency

General

● Some ways to use water more efficiently around the home.

Shower

- Reduce shower time to four minutes.
- Use a water efficient showerhead. A regular showerhead uses 18 litres of water per minute, whereas a three-star water efficient one uses no more than nine litres of water per minute.
- Place a bucket at the bottom of the shower to collect the cold water running at the start of the shower. This can then be used on the garden.
- Divert the shower water from the drain out onto the garden (greywater).

Toilet

- Install a dual flush toilet and only use the full flush when needed. Most dual flush toilets use three litres for a half flush and six litres for a full flush. A single flush toilet uses 15 litres per flush.

Laundry

- Four-star rated front loader washing machines are not only gentler on clothes but also use less water than top loaders.
- Only wash when it is a full load.

Kitchen

- Make sure the sink is full of dirty dishes before filling the sink to wash them.
- Only turn the dishwasher on when it is a full load.
- Scrape dishes, instead of rinsing, before loading them into the dishwasher.
- Wash fruit and vegetables in a sink with a plug or a plastic container instead of washing them under a running tap. This water can then be used on plants.

Garden

- Choose drought tolerant plants.
- Spread mulch at least 70mm thick on garden beds to reduce evaporation.
- Install a rainwater tank.
- Install drip irrigation.
- Group plants according to their watering needs.
- Remove weeds from garden beds.
- Water according to current water restrictions and only water the roots.
- Sweep paved areas.
- Use greywater from the washing machine on the garden and lawns. Always be aware of the detergent that has been used (low phosphorous is preferred) and do not use greywater on plants that are to be eaten.

General

- Check for leaks.

How Can I Use These to Use Water more Efficiently?

Activity 18

General

Materials

- How Can I Use These to Use Water more Efficiently? handout
- Real objects (showerhead, broom, plug, strainer, food dye, bucket, mulch, plastic container/bowl, a glass, a jug)
- Things That Help Us Use Water more Efficiently handout

● Activity – All Levels

This activity can be used across all levels as the language produced and its complexity will be the differentiating factor.

- In pairs or groups, students need to identify objects on the How Can I Use Water more Efficiently? handout and discuss how they can be used to use water more efficiently. This can also be done with real objects.
- Students then report their findings back to the class where you will record them on the board. For example:
 - Turn the tap off when you brush your teeth.
 - Use food dye to detect leaks in the toilet.
 - Use a bucket to collect water in the shower to use on your garden.
- From the board produce sentence cards.
- Use the images found on the Things That Help Us Use Water more Efficiently handout and distribute them to half of the class. If using real objects instead, you may want to include a broom, plug, bucket, glass, egg timer, plastic container, food dye, sink strainer, toothbrush or mulch. To the other half of the class distribute the cards with sentences on saving water.
- Students then need to walk around the class and match the image or the real object with the correct sentence. Once found, place on the board and discuss as a group.

Materials

- How Can I Use These? (matching activity) worksheet

● Extension Activity

Get students to complete the How Can I Use These? (matching activity) worksheet.

- Once completed, place students in groups or pairs and have them produce a poster using a sentence from the worksheet and an image from the initial activity's handout. The posters can be produced on the computer.

How Can I Use These to Use Water more Efficiently?

Activity 18

Handout



Things That Help Us Use Water more Efficiently

Activity 18
Handout



How Can I Use These to Use Water more Efficiently?

(Matching Activity)



Match the words in the box to the water saving tips below.

Rake	Tank	Plug	Bucket	Shower Timer	Shower Head
------	------	------	--------	--------------	-------------

1. Use this to sweep the driveway.

.....

2. Use this to catch the warm-up water in your shower.

.....

3. Use this when taking a four minute shower.

.....

4. Use this to stop water from going down the drain.

.....

5. Catch the rainwater in this.

.....

6. Swap this for a water efficient one to save money.

.....

Saving or Wasting Water

Activity 19

Beginners

Materials

- Saving or Wasting Water handout
- Saving or Wasting Water worksheet

● Activity – All Levels

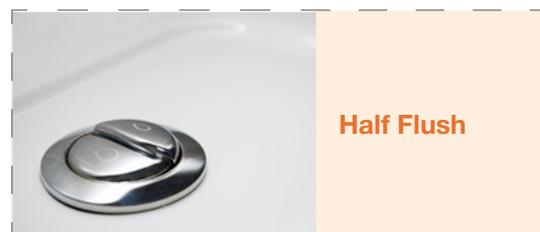
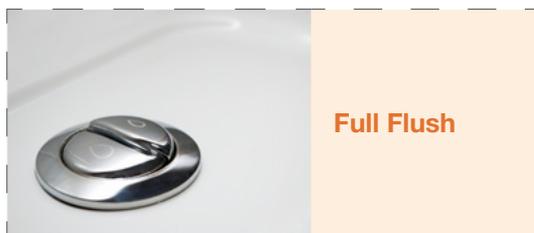
Hand out the Saving or Wasting Water handout and discuss what is happening in each picture.

- As a class write a sentence describing each picture on the board.
- On the board, write **Save water** and **Waste water** and explain what they mean to the class.
- As a class look at the images again and discuss which images they think belong under saving water and which belong under wasting water. Students should give reasons to support their decisions.
- Hand out the Saving or Wasting Water worksheet and get students to cut and paste the images (from handout) under the correct heading.

Saving or Wasting Water

Activity 19

Handout



Saving or Wasting Water



- Cut out the pictures on the handout and paste them under the correct heading.

Activity	✓ Saves Water	✗ Wastes Water
Brushing your teeth		
Washing your clothes		
Having a shower		
Using the toilet		
Washing the vegetables in the sink		

Water Efficiency Tips

Activity 20

Beginners

Materials

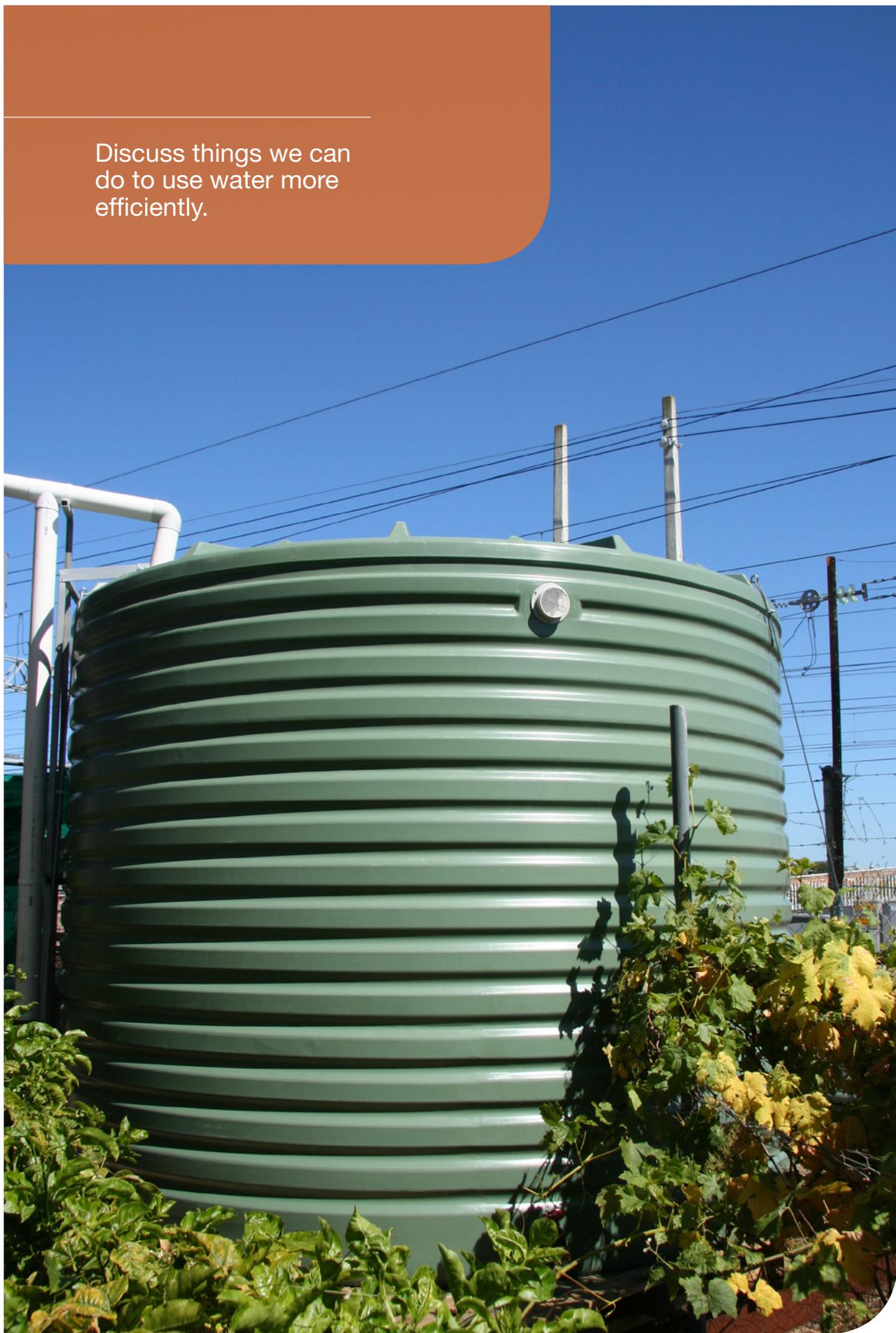
- Water Efficiency Tips worksheet
- Sentences written in large print on paper and then cut up into words (prepared by teacher)
- Glue
- Scissors

● Activity – Beginners

As a class verbally discuss things we can do to use water more efficiently.

- List students' suggestions on the board.
- Place students in pairs and give them a cut up sentence (one per pair).
- Get students to arrange the words so they make a sentence.
- As a class place the sentences on the board and read to see if they are correct.
- Discuss why these tips would help.
- Using the Water Efficiency Tips worksheet, students need to match the picture with the sentence. This could be made into a book.

Discuss things we can do to use water more efficiently.



Water Efficiency Tips

✂ Match the water efficiency tip with the correct picture.

✂
Put a bucket in your shower to collect water.

Wash your vegetables in a container of water.

Use your washing machine when you have a full load.

Fill a glass of water to brush your teeth.

Use the half flush on the toilet.

Wait until your dishwasher is full before turning it on.

Water Efficiency Tips

Activity 20
Worksheet



Home Water Tips

Activity 21

Level 1

Activity 21

Level 2

Materials

- Home Water Tips worksheet

● Activity – Levels 1 and 2

Refer back to the domestic water use graph and the percentage of water used in different areas of the house.

- Students need to read the water saving tips on the Home Water Tips worksheet and write them in the box where they think they belong.
- Read through the tips and discuss how they can use water more efficiently.

Home Water Tips



◆ Read the tips for using water more efficiently and write them in the box next to the area of the house in which you think they belong. Some tips may be relevant to more than one area.

- Use the economy cycle on the dishwasher.
- Use the half flush when possible.
- Wash your vegetables in a bowl and reuse the water on the garden.
- Place a bucket under the shower to catch the warm-up water and use it to clean your floors or on the garden.
- Choose from native or drought tolerant varieties when buying new plants.
- Wait until you have a full load before washing your clothes.
- Turn the tap off when brushing your teeth or shaving.
- Check your toilet for leaks.
- Use an egg timer and reduce your shower to four minutes.
- Use mulch to reduce evaporation.
- Adjust the water level on the washing machine to suit the size of the load.
- Put in tap aerators to reduce your water consumption by up to 50 per cent.
- Buy appliances that have a three or more star water rating.
- Install an efficient showerhead.

Shower and Bath 32% of household water use	
Laundry 13% of household water use	
Garden 18% of household water use	
Bathroom and Kitchen Taps 16% of household water use	
Evaporative Cooler 5% of household water use	
Leaks and Others 3% of household water use	

Water Efficiency Game

Activity 22

Level 1

Activity 22

Level 2

Materials

- Water Efficiency Game worksheet (cut up preposition cards and distribute one per player).
- Water Efficiency Game handout
- Water Efficiency Game (board game) handout that may be enlarged to A3 for each group.
- A die
- A counter for each player

● Activity – Levels 1 and 2

Discuss what a preposition is (give examples of prepositions of time, place, etc.).

- Use a selection of sentences, taken from the preposition cards on the Water Efficiency Game worksheet, to use as exercises on the board.
- Allow students to play the board game (Water Efficiency Game (board game) worksheet). This game is designed for two to four students and is based on water efficiency and prepositions.

Instructions

1. Divide the class into groups of four.
2. Give each group the materials required.
3. Allow each player time to study their card and work out which prepositions they need to land on to complete their card.
4. Each player starts in one of the 'Start' squares.
5. The first player throws the die and moves his/her counter the number thrown. They can move up, down, left or right. They may also choose to use a combination move, e.g. the player throws a six and chooses to move two to the right and then four down.
6. The preposition that they land on can be written on their card if appropriate.
7. The first person to complete their card and return back to their starting position wins the game.
8. Students can use the Water Efficiency Game handout to see if the winning card is correct. If not the game continues.

Water Efficiency Game



◆ Preposition Cards

Card One

1. You can collect water in a bucket in your shower and pour it your garden.
2. It is best to water your garden the mornings.
3. Place a bucket your showerhead to collect water.
4. You can save water having a four minute shower.
5. Exchange your showerhead a free water efficient one.
6. Don't turn your dishwasher until it is full.
7. You can wash your car the carwash.

Card Two

1. You can use the greywater your washing machine on your grass and flowers.
2. Turn the tap when brushing your teeth.
3. Use a hose a trigger nozzle when watering the garden.
4. Wash your vegetables the sink and not under running water.
5. Put mulch your garden to save water.
6. Don't pour oil the sink.
7. Check all your taps leaks.

Card Three

1. Use food dye check for leaks in your toilet.
2. Use the water the laundry on the garden.
3. Tank water can be used on your garden or washing clothes.
4. You can save water using the half flush on the toilet.
5. Turn the tap and don't leave it running when shaving.
6. Place a container your sink to collect water while waiting for it to warm up and then use on your garden.
7. A water efficient showerhead saves nine and 20 litres of water per minute.

Card Four

1. Don't rinse your dishes a running tap, scrape them.
2. Make sure you have a full load of washing before turning it
3. When buying a dishwasher check a star rating.
4. The water your roof can be collected when you install a tank.
5. Tank water can be used wash your car.
6. Plant drought tolerant plants your garden.
7. Save water changing the washer in your dripping tap.

Water Efficiency Game



Answer Key

Card One

1. You can collect water in a bucket in your shower and pour it **on** your garden.
2. It is best to water your garden **in** the mornings.
3. Place a bucket **under** your showerhead to collect water.
4. You can save water **by** having a four minute shower.
5. Exchange your showerhead **for** a free water efficient one.
6. Don't turn **on** your dishwasher until it is full.
7. You can wash your car **at** the carwash.

Card Two

1. You can use the greywater **from** your washing machine on your grass and flowers.
2. Turn the tap **off** when brushing your teeth.
3. Use a hose **with** a trigger nozzle when watering the garden.
4. Wash your vegetables **in** the sink and not under running water.
5. Put mulch **on** your garden to save water.
6. Don't pour oil **down** the sink.
7. Check all your taps **for** leaks.

Card Three

1. Use food dye **to** check for leaks in your toilet.
2. Use the water **from** the laundry on the garden.
3. Tank water can be used on your garden or **for** washing clothes.
4. You can save water **by** using the half flush on the toilet.
5. Turn the tap **off** and don't leave it running when shaving.
6. Place a container **in** your sink to collect water while waiting for it to warm up and then use on your garden.
7. A water efficient showerhead saves **between** nine and 20 litres of water per minute.

Card Four

1. Don't rinse your dishes **under** a running tap, scrape them.
2. Make sure you have a full load of washing before turning it **on**.
3. When buying a dishwasher check **for** a star rating.
4. The water **from** your roof can be collected when you install a tank.
5. Tank water can be used **to** wash your car.
6. Plant drought tolerant plants **in** your garden.
7. Save water **by** changing the washer in your dripping tap.

Water Efficiency Game

(Board Game)



Answer Key

START									
to	down	by	on		with	at	off	for	START
	in	under	at	on	by	between	to		
between	on	with	for	off	down		under	from	
from	by	in		from	at	to	with	in	
for	under		on	with	for	by		at	
at	off	down	by		from	between	down	for	
to	in	on	for	under		on	in	by	
between		from	at	by	with	for	off	to	START
START									

Making Choices and Using Water more Efficiently

Activity 23

Level 1

Activity 23

Level 2

Materials

- Water Efficiency Game worksheet
- Sentence cards (prepared by teacher)

● Activity – Levels 1 and 2

Write the two alternatives (below) on the board.

1. Wash the breakfast dishes under a running tap.
 2. Put the plug in the sink and half fill to wash breakfast dishes.
- Ask students to consider the two statements and decide which would be a water saving choice. They should give reasons to support their decision.
 - Hand out sentence cards (with water efficiency and water wasting tips). For example:
 - Put a bucket in the shower to collect water.
 - Fix the dripping tap next week.
 - Use the full flush on the toilet when possible.
 - Exchange your old showerhead for a new, more efficient one.
 - Wash your dishes under running water.
 - Hose down your house when it is dirty.
 - Write the two headings **Water Efficiency** and **Water Waster** on the board.
 - Students will need to place their sentence under the correct heading.
 - Read out the lists to the class and discuss whether everyone agrees.
 - Refer back to the water usage amounts to help support decisions.
 - Students then need to complete the Water Efficiency Game worksheet by reading the text and selecting the water saving option in each scenario.
 - Write out the water saving story on the board and discuss.

Ask students to consider the two statements and decide which would be a water efficient choice.



Making Choices and Using Water more Efficiently



Read Sara's story and help her make the right decisions to use water more efficiently. Tick the circle you think will help her be more efficient when using water.

Sara lives at 11 Sample St, Sampleville. Sara wants to water her garden this morning. She gets up early, puts on her tracksuit and runners and goes into her garden. It rained last night and the grass and soil are wet.

Sara waters the garden anyway.

OR

Sara decides not to water the garden as it has already been watered by the rain.

Sara then goes inside to take a shower. She turns the shower on and

uses a bucket to catch the water while it heats up.

OR

waits until the water heats up before starting her shower.

Sara dries herself and gets dressed after

a long, hot 10 minute shower.

OR

using her timer and having a four minute shower.

After her shower she goes into the laundry to do some washing. Sara has a top loading machine that uses 120 litres of water per full load. She loads the whites into the machine but it is only half full. She needs a white shirt for work tomorrow so

she turns the machine on anyway but forgets to change the water level.

OR

she turns the machine on and changes the water level.

After that Sara eats breakfast and then

washes the dishes for five minutes under the running tap.

OR

puts the dishes into the dishwasher and leaves it until it is a full load.

The washing machine beeps to tell Sara the cycle has finished. She takes the clothes out of the machine and hangs them on the line. Sara then uses the bucket of water from the shower to mop the kitchen floor. After mopping the floor Sara

pours the dirty water on the garden.

OR

empties the bucket down the laundry sink.

Sara's Morning

Activity 24

Level 2

Materials

- Sara's Morning worksheet

● Activity – Level 2

Students need to read the story on the Sara's Morning worksheet and calculate Sara's water usage for the morning.

Sara's Morning

- After students complete the worksheet place them in groups and give each group one of the paragraphs from the story.
- Students should look at each paragraph and see if there is anything Sara could have done to reduce her water consumption.
- The groups will then need to rewrite their paragraph using their water efficiency ideas.
- A nominated group member then reads out their revised paragraph to the class and you note down the water usage on the board.
- As a class calculate Sara's revised water usage.

Students need to read the story on the Sara's Morning worksheet.



Sara's Morning

Read the story and calculate how many litres of water Sara had used before leaving for work. Record each section's total after each paragraph and then calculate her total water use.

Sara lives at number 11 Sample St, Sampleville. When her alarm goes off, Sara jumps out of bed, puts on her tracksuit and runners and goes into her garden. The grass is damp as it rained last night, but she decides to water the garden anyway. She unwinds the hose and waters her vegetable patch for 15 minutes, spraying all the leaves to remove the dust from the pervious night's rain. She then goes to the front yard and waters her flowers for 10 minutes. The soil is still damp from the rain so the water doesn't soak in and runs down the path. When she finishes she turns off the tap and winds up the hose.

A hose uses about 20 litres per minute.	15 x =	10 x =	Total litres
--	--------------------	--------------------	---------------------------

Sara goes inside to take a shower. She turns the shower on to heat up whilst she undresses and then jumps in. Sara washes her hair and has a long hot shower. After about 10 minutes Sara turns the taps off, dries herself and gets dressed.

A water efficient showerhead uses nine litres per minute.	10 x = litres
--	---------------------------

Sara's Morning



She goes into the laundry to put on a load of washing so she can hang it out before she goes to work. Sara has a top loading machine that uses 120 litres of water per full load. She loads the whites into the machine but it is only half full. She needs a white shirt for work tomorrow so she turns the machine on anyway but forgets to change the water level.

Sara's top loading washing machine uses 120 litres per cycle.	1 x = litres
--	--------------------------

Before Sara has breakfast she fills a glass of water to have with her tablet. She swallows the tablet with a mouthful of water and then pours the rest of the water down the sink. She eats her breakfast and then washes the dishes for five minutes under a running tap.

A glass of water is 0.25 litres (quarter).	1 x = litres	Total litres
A running tap uses about 15 litres per minute.	5 x = litres	

The washing machine beeps to tell Sara the cycle has finished. She takes the clothes out of the machine and hangs them on the line. Sara then fills a bucket with water to mop the kitchen floor. After mopping the floor Sara empties the bucket down the laundry sink. Sara then continues getting ready for work. She leaves the tap running for two minutes while brushing her teeth. Just before leaving she goes to the toilet and uses the full flush, and then washes her hands for one minute when she has finished. She then runs out the door to catch the 8.35am train.

The average bucket holds nine litres of water.	1 x = litres	Total litres
A running tap uses about 15 litres per minute.	5 x = litres	
A full flush uses nine litres of water.	1 x = litres	
Washing your hands uses five litres of water.	1 x = litres	

Using Water more Efficiently

Activity 25

Level 1

Activity 25

Level 2

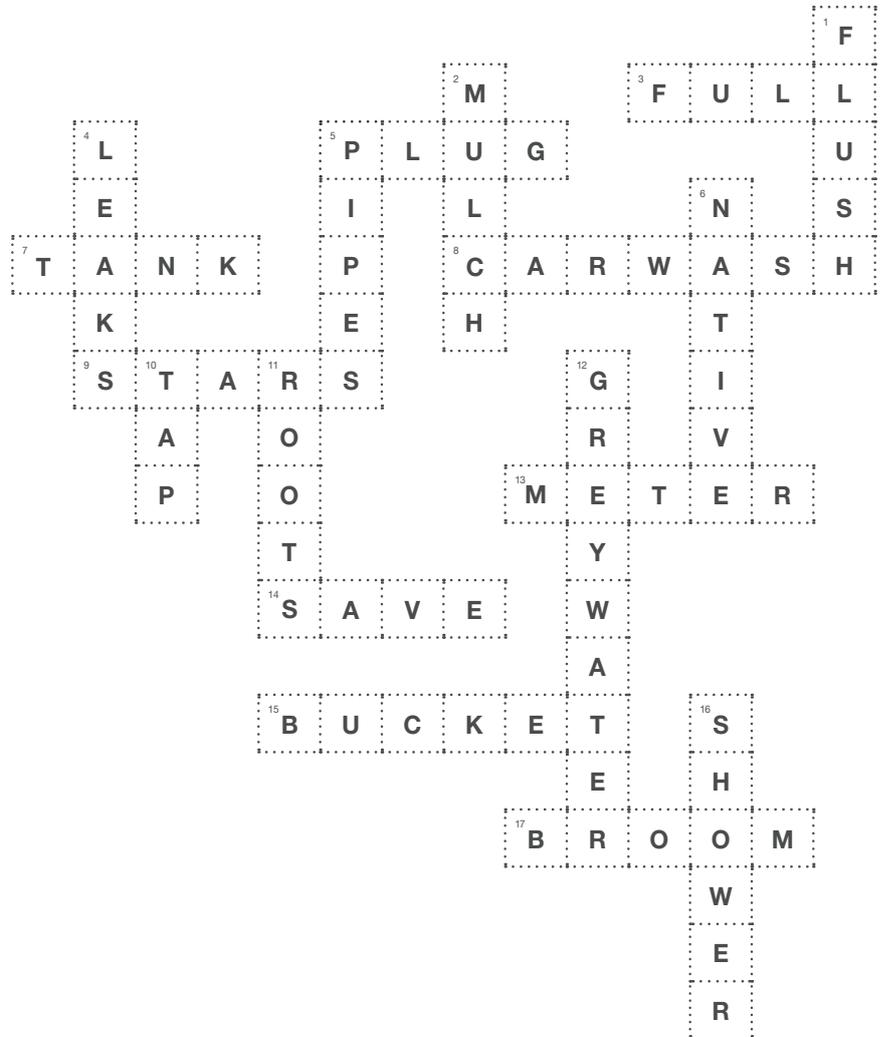
Materials

- Using Water more Efficiently Crossword worksheet

● Activity – Levels 1 and 2

Get students to complete the Using Water more Efficiently Crossword worksheet.

- Once finished, they can check their answers with the person next to them.
- Answers below.



Have students complete
the Using Water more
Efficiently Crossword.



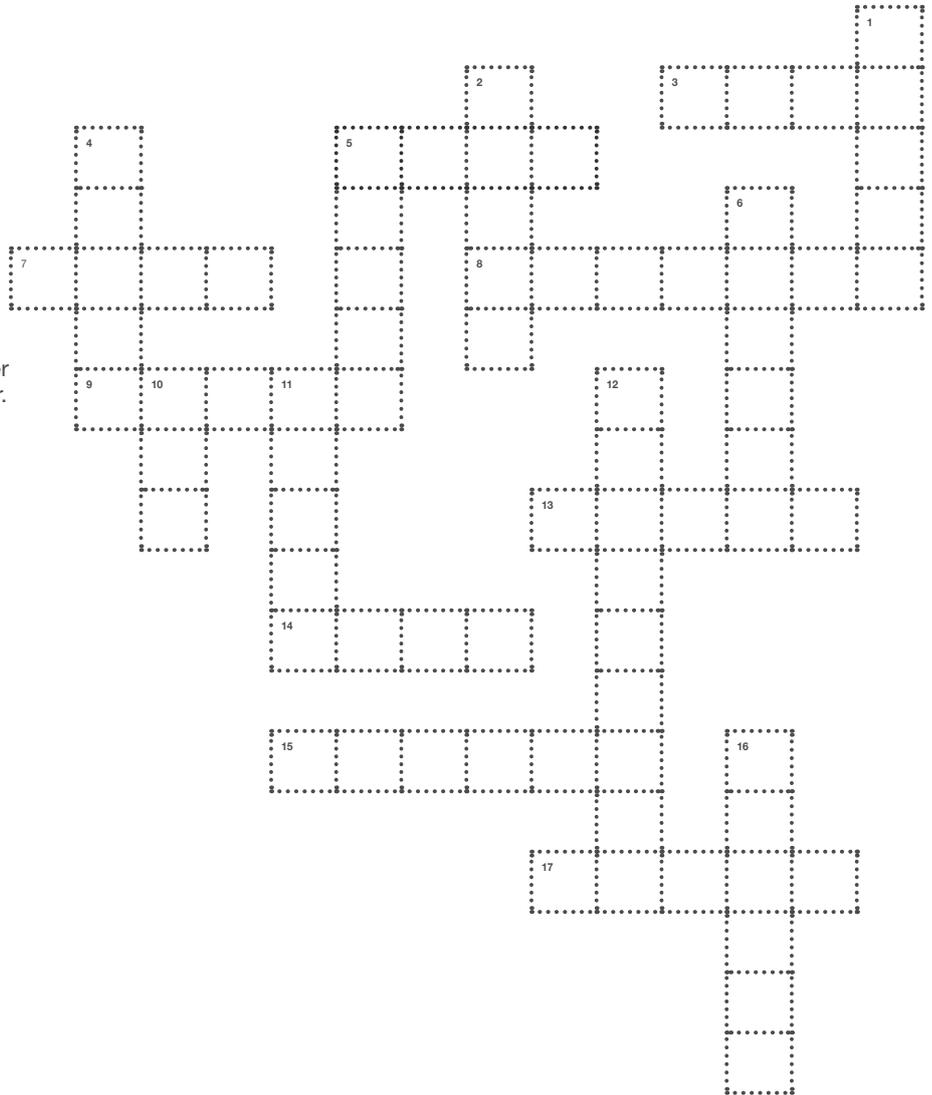
Using Water more Efficiently



Crossword

Across

- 3. Make sure your washing machine and dishwasher are before turning them on.
- 5. Use this in the sink when washing vegetables or rinsing dishes.
- 7. Install one of these to collect the rainwater from your roof.
- 8. A place to wash your car.
- 9. When buying new appliances and fittings look for the water rating symbol. Remember the more of these, the more you save water.
- 13. This records how much water you are using in your home.
- 14. If you do all of these you will water.
- 15. Use this to catch the water in your shower before it heats up.
- 17. Use this to clean your path or driveway.



Down

- 1. A water saving toilet will have a dual one of these.
- 2. This keeps the soil cool and moist and reduces evaporation.
- 4. Check your taps and toilets for these as they can waste up to 50 litres of water per day.
- 5. Water is carried to and from your home in these.
- 6. Choose these plants that are local to the environment as they do not need as much water.
- 10. Turn it off when brushing your teeth or shaving.
- 11. Water these, not the leaves of your plants.
- 12. This water may be used on your grass and flowers.
- 16. Have a four minute one of these and you will save water.

Do you...

Activity 26

Level 1

Activity 26

Level 2

Materials

- Do you... worksheet

● Activity – Levels 1 and 2

Discuss adverbs of frequency and their meanings (never, sometimes, often, always).

- Give examples for each word, E.g. I'm always on time for school or I never walk to school because it's too far.
- Ask students to think about their daily water habits.
- Students then need to read and complete the table, ticking the box that reflects their usual habits.
- As a class look at the results. Where do they think they could improve their water saving habits?
- Get students to write down goals they think they could set to help save water.

Do you...



✦ Think of your daily habits when using water and ✓ the appropriate box.

Activity	Never	Sometimes	Often	Always
Run the dishwasher when it's not full.				
Leave the tap running when you wash the vegetables.				
Have a four minute shower.				
Use a bucket in the shower to collect excess water.				
Wash the car at the car wash.				
Use a dual flush toilet.				
Use greywater on your garden.				
Put mulch on your garden.				
Rinse your dishes before washing.				
Put the plug in the sink to wash the dishes.				
Use a water efficient showerhead.				
Drink tap water.				

1. Look at the results. Where do you think you could improve your water saving habits?

.....

.....

.....

.....

.....

2. Write down three things you think you could do to save water.

a

b

c

Water Efficiency

Activity 27

Level 1

Activity 27

Level 2

Materials

- Water Efficiency (board game) instructions worksheet
- Board Game handout (may be enlarged to A3)
- A die
- A counter for each person

● Activity – Levels 1 and 2

This game aims to demonstrate students' understanding of what they have learnt and is played with two to four players.

Before you start

- Students choose a coloured counter.
- To decide who starts, all students throw the die and the person with the highest number goes first.

How to play

- The player who starts throws the die and moves their counter the number of places shown.
- If the player lands on a room (shower, kitchen, etc.) they must give a sentence on how they can save water in that room, e.g. I can save water in the kitchen by...
- If the player lands on a square with writing, they must read the sentence out aloud and follow the instructions.
- If the player lands on a square with a ✓ and ✗, they must read the sentence out aloud and decide whether it is true or false.
- The game is completed when everyone has reached the end.

Water Efficiency

(Board Game)



You Will Need

- One game board
- A die
- A coloured counter for each person
- 2 – 4 players

Before you start

- Choose a coloured counter.
- Choose a person to start the game by throwing the die. The person with the highest number goes first.

How to play

- The player who starts throws the die and moves their counter the number of places shown.
- If you land on a room (shower, kitchen, etc.) you must give a sentence on how you can use water more efficiently in that room, e.g. can use water more efficiently in the kitchen by...
- If you land on a square with writing, read the sentence aloud and follow the instructions.
- If you land on a square with a ✓ and ✗, read the sentence aloud and decide whether it is true or false.
- The game has finished when everyone has reached the end.

Water Efficiency

General

● Background Information

Facts

- Wastewater is collected from household kitchens, bathrooms and the laundry. The majority of sewage comes from households, not businesses.
- Domestic wastewater leaves the house and is transported through pipes to the Mount Martha and Eastern Treatment Plants. Here it is treated and cleaned through a series of ponds before being released into Port Phillip Bay. The water cycle continues.
- Every year, South East Water spends more than \$2.1 million clearing sewer blockages that could have been avoided if unsuitable items were kept out of the sewer system.
- Sewer blockages are often caused by too many of the wrong things going down the drain and into pipes. Nappies, cooking oil and paint are all common causes of sewer blockages and make later treatment far more expensive than need be.
- Don't put these items down the drains: nappies, baby wipes or 'flushable' wipes, condoms, sanitary or hygiene products, plastic bags, food scraps cooking oil/fat, cigarette butts, children's toys, paint/petrol, pesticides/other chemicals, bandages.

Who is responsible for the sewer blockage?

- The property owner is responsible for all fittings and pipes inside the property to the connection point.

What Doesn't Go Down the Drain

Activity 28

General

Activity 28

Beginners

Activity 28

Level 1

Activity 28

Level 2

Materials

- What Doesn't Go Down the Drain worksheet A
- Scissors
- Glue

● Activity – All Levels

In a group, discuss what a drain is.

- Vocabulary: wastewater, drain, sewage, sewerage, block, blockage, sink strainer.
- **Discuss:**
 - What is a drain?
 - Where do we have them in the house?
 - Where does the wastewater go? Refer back to Unit 1 the Water Cycle and Melbourne's Water Cycle poster or if students have visited a sewerage treatment plant refer to this.
- As a class discuss what they think can and can't be put down the drain. Write students' answers on the board under the headings: kitchen and laundry/ bathroom. The teacher may need to give prompts or have visuals/ real objects on hand.

● Activity – Beginners

In pairs, students discuss what can and cannot be put down the drain.

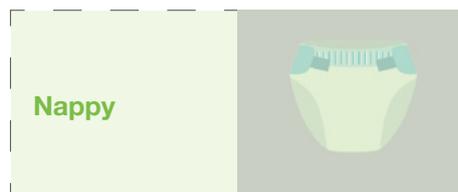
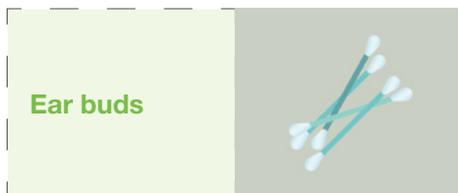
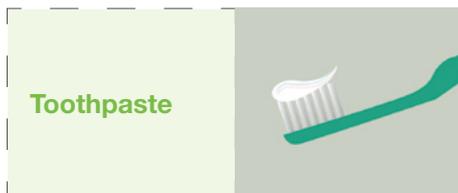
- Students work on the worksheet in pairs and discuss why they think items belong in each group. Report back to the large group and discuss answers. Why don't we put the things we put in the rubbish bin down the sink? Discuss what a blockage is.
- Discuss that the word 'don't' means do not and is a contraction. Look at the symbol we often see on signs that shows something is not allowed. Complete the cloze exercise at the end of the worksheet using 'don't'.

What Doesn't Go Down the Drain

Activity 28

Worksheet A

✂ Cut out the pictures below and paste them where they should go on page 107



What Doesn't Go Down the Drain



- Cut out the pictures from page 106 and paste them where they should go.

Use the table to complete sentences about what we don't put down the drains

Don't = do not

Don't put a	n _ _ _ y	down the toilet.
Don't put	o _ _	down the sink.
Don't put	f _ _ d s _ _ _ _ s	down the sink.
Don't put	f _ _ _ t s _ _ _ _ _ s	down the sink.
Don't put	b _ _ _ _ _ s	down the sink or toilet.
Don't put	e _ _ b _ _ _	down the sink or toilet.

What Doesn't Go Down the Drain



Materials

- What Doesn't Go Down the Drain worksheet A
- What Doesn't Go Down the Drain worksheet B

● Activity – Levels 1 and 2

As a class, discuss adverbs of frequency with students and then have the class fill in the chart that best describes their habits when disposing of items down the drain.

- Discuss adverbs of frequency and their meanings (never, sometimes, often, always). Give examples for each word e.g. I never put oil down the sink. Or I often rinse my plates in the sink. Ask students to think about their daily habits and then tick the box which reflects their usual habits (worksheet A). You may need to show or describe a sink strainer. **Note: teachers need be aware of cultural and religious sensitivities and adjust accordingly.** Report back to class or discuss results in small groups. As an extension activity you could also graph results and make sentences using comparatives and superlatives (most, more, less).
- Look at their answers to worksheet A and discuss consequences of their actions. Use the conditional 'if' to model sentences and then students can provide their own oral or written sentences. Use verbs pour, put, flush, rinse, wash.
 - If I put tea leaves down the drain then my drain will become blocked.
 - If I flush sanitary products down the toilet then my toilet will become blocked.
- Read aloud the cloze and have students complete each missing words. Then have students work in a group discuss and answer questions in the second section.
 - This text gives a background context to why we should be aware of what we put into our drains.
 - Listen to the text and complete the cloze. The teacher reads the text to the students several times and students fill in the omitted words.
 - Go through the text.
 - Students complete the second part of the worksheet in groups. Report back to the larger groups and discuss.

What Doesn't Go Down the Drain



Think of your daily habits and ✓ the box that describes your habits.

Do you...	Never	Sometimes	Often	Always
Rinse the food off your plates down the sink?				
Pour used cooking oil into a container and place it in the bin?				
Wash paint brushes in the laundry sink?				
Flush sanitary or hygiene products down the toilet?				
Use a sink strainer?				
Pour your dirty mop water onto the grass or garden?				
Put food scraps into the compost?				

What Doesn't Go Down the Drain



👂 Listen and write in the missing words from the word bank.

- are
- spends
- think
- flushed
- harmful
- prevent
- kept
- put
- down

Do you ever about what you down your toilet, sink and drain?
For example, you might not know that baby wipes should not be down the toilet.

Everything that is put down your toilet or goes the kitchen, laundry and bathroom sink ends up in the sewerage system. Putting the wrong things down the toilet, sink or drain causes blockages and is to the environment. Sewer blockages not pleasant. They can be smelly, inconvenient and costly. You can help them by making sure you keep the wrong things out of our sewers. This will help the treatment process and the environment

Fact

Every year, South East Water more than \$2.1 million clearing sewer blockages that could have been avoided if unsuitable items were out of the sewer system.

In groups discuss the following questions.

- Where does everything you put down your toilet or sink go?
- What happens when we put the wrong things down the drain?
- What are three adjectives used to describe a blockage?
- What do they mean? (use a dictionary if unsure)
- What can I do to help?
- How much does South East Water spend each year on clearing sewer blockages?
- Does this cost affect me?

What Doesn't Go Down the Drain



Materials

- Dice
- Materials for a poster

● Activity – Level 2 Extension Activities

The game can be played as a class or in groups.

Dice game

Roll the dice and create a true sentence about what goes down the drain using adverbs of frequency and modals.

- For example if the student rolls a:
 - 6 – Never put cooking oil down the sink.
 - 1 – You should place food scraps in the compost
 - 5 – Always put nappies in a plastic bag and place in a rubbish bin.
- **Key:**
 1. Should
 2. Should not
 3. Can
 4. Don't
 5. Always
 6. Never

Ad campaign (technology)

In groups or pairs use technology to create a video or poster about what doesn't go down the drain. This could include making a poster using a combination of cameras and computers, Microsoft Publisher or Word or creating a simple video. For those not comfortable with technology they can design their own poster using textas or images from magazines or supermarket catalogues.

Learn About Sewage

Activity 28

General

Materials

- What Doesn't Go Down the Drain handout
- What Doesn't Go Down the Drain worksheet A
- Access to the internet/ South East Water website

● Activity – General

1. With the class, visit the South East Water website and go to the 'Learn About Sewage' page and read before completing the next two exercises.
2. View the Protect Your Home brochure and discuss the content as a group.

Materials

- What Doesn't Go Down the Drain handout
- What Doesn't Go Down the Drain worksheet B

● Activity – General

Students can now use the information from the handout to complete their own table about what can and cannot be put down the drain.

What Doesn't Go Down the Drain



	→	Food scraps Don't tip these down the sink. Instead, scrape food scraps into your bin or compost.
	→	Fat and cooking oil Keep fat and cooking oil out of our drains. Reuse it if you can or wait for it to cool and then scrape it into the bin. Also, wipe plates, pots, etc. with dry paper towels to remove grease, oil and fat before washing. Put the used paper towels in the bin.
	→	Nappies and baby wipes These should go in the rubbish bin. You might want to put them in a plastic bag first.
	→	Personal products This includes sanitary products, condoms, bandages and ear buds. Put these in the bin.
	→	Food stickers This includes stickers on your fruit and vegetables and should be put in the bin.
	→	Paint and chemicals This includes diesel, kerosene, engine oil, paint and household chemicals. Don't tip these down the drain. Use the free Detox Your Home service instead.

What Doesn't Go Down the Drain



Read the What Doesn't Go Down the Drain handout to answer the following.

Use can or can't to make these statements correct

1. Engine oil be placed in the rubbish bin or put down the sink.
2. Food scraps be put down the sink.
3. Nappies be put in plastic bag and then placed in a bin.
4. Used cooking oil be poured into a container and disposed of in the bin.
5. Ear buds be flushed down the toilet.

Use the table to write two more sentences

6.
.....
7.
.....

The table also gives us advice on how to safely get rid of items. Match the item to the advice. The first one is done for you.

- Fat and grease on plates
- Nappies
- Cooking oil
- Engine oil
- Food scraps
- Personal products
- Chemicals

- put in the compost bin
- use the free Detox your Home service
- wipe with paper towel and put towel in the bin
- put in the bin
- put in a plastic bag and place in the bin
- contact your council
- wait for it to cool and then put in the bin

What Doesn't Go Down the Drain



Use the information to now complete your own table using ✓ or ✗. The first one is done for you.

Items	Toilet, Sink or Drain	Rubbish Bin	Other
Banana skin	✗	✓	✓ Compost
Toilet paper			
Dirty mop water			
Paint			
Water used in cooking			
Coffee granules			
Washing machine water			
Nappies			

Help Prevent Blockages

Activity 29

General

Materials

- Help Prevent Blockages worksheet A
- Help Prevent Blockages worksheet B
- Help Prevent Blockages handout A

● Activity – All Levels

Have students read both handouts and then answer questions so students will understand how they can help prevent blockages in the laundry, kitchen and toilet at home.

Everything that is put down your toilet or goes down the kitchen, laundry and bathroom sink ends up in the sewerage system. Putting the wrong things down the toilet, sink or drain causes blockages and is harmful to the environment. Sewer blockages are not pleasant. They can be smelly, inconvenient and costly. You can help prevent them by making sure you keep the wrong things out of our sewers. This will help the treatment process and the environment.

Fact

Every year, South East Water spends more than \$2.1 million clearing sewer blockages that could have been avoided if unsuitable items were kept out of the sewer system.

Help Prevent Blockages



👁️ Prevent Blockages in the sewer system

Did you know that what we put down the toilet and sink all ends up in the same sewer pipe? Melbourne's south east has a first class water and sewerage network, and we work hard to keep it that way. But you have a role to play too.

You can watch what you put in your toilet and sink to help prevent blocked pipes, pumps and sewers.

- South East Water manages a sewerage network that is made up of 9,868 kilometers of pipeline, 225 sewage pump stations and nine water recycling plants.
- Occasionally, the sewerage system can become blocked with tree roots, build-up of fats, oils, grease, or due to pipe breaks and collapse. We use a robot camera to monitor the sewer's condition and identify where we need to carry out cleaning or replacement works to prevent as many blockages and spills as we can. Some high risk sections of the sewer are fitted with monitoring devices that alert us to any potential issues in the network. This allows us to take preventative action before a spill occurs.

👁️ Advantages of protecting the sewer system

Solid items put into the sewer system can create slimy, thick blockages. These blockages can be costly and very messy if they 'back up' into your house. So next time you're using the sink or toilet, help us to protect the sewer network and your home – it's as easy as keeping certain things out of it:



Handy tips

- Wipe your pots and pans with a paper towel before rinsing to help remove excess grease. Collect cooled oil and either put it in the bin or on your compost.
- Keep paint, pesticides and chemicals in their original containers and contact your local council or Sustainability Victoria (03 8626 8700) for collection and disposal service.
- Instead of rinsing scraps off your plate, scrape them into the bin or compost. Using a sink strainer is another good way to reduce the risk of a blocked sink or sewer.
- Even 'flushable wipes' cause blocked pipes, pumps and sewers, so place these items in the bin, not your toilet.
- Personal items such as nappies should be safely disposed of in the bin.

Help Prevent Blockages



◆ Answer the following questions.

1. How much is spent on cleaning sewer blockages each year?

.....
.....

2. How do we know if a sewer is blocked?

.....
.....

3. What are three objects you should not put down the toilet?

.....
.....

4. How do I get rid of nappies?

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5. How do I get rid of old paint I no longer use?

.....
.....

6. What is the main cause of sewer blockages in your kitchen?

.....
.....

7. How can I get rid of cooking oil?

.....
.....

8. Where should I put my food scraps?

.....
.....

