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| Victorian Curriculum F–10[[1]](#footnote-1) links:**Science****Science Understanding****Science as a Human Endeavour**Scientific understandings, discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people’s lives**Chemical sciences**Solids, liquids and gases behave in different ways and have observable properties that help to classify them |

**Activity: How would we treat sewage (Years 5 and 6)**

From past to present—at the Western Treatment Plant

Students draw on their knowledge about removing solids from water and apply those ideas to predict the types of processes are used at the Western Treatment Plant and how they might be carried out.

## Duration

One hour session

## Activity

1. Ask students what they would expect to see at the Western Treatment Plant. Lead discussion about:
* the types of large solids and suspended solids which may need
* to be removed and how that might be done
* how sewage might be moved around the plant
* how wastes are removed from sewage to end up with treated water that can be put back into the environment
* where the treated water ends up
* how long the entire process might take.
1. List students’ ideas and question other students in order to ‘piggy back’ on someone else’s ideas. For example, if a student suggests that bits of plastic and solid objects need to be removed, ask another student to explain what they might see at the Western Treatment Plant that has this function. This type of strategy can be used to include those students reluctant to offer ideas as part of a class discussion.
2. Ask students to draw a labelled diagram showing how they think the sewage will be treated, the types of items or substances that need to be removed, what processes might be involved, the machinery that may be used, and where the sewage goes after the treatment process.
3. Display completed, labelled diagrams and look for common ideas and key processes to discuss as a class in further detail.
4. Complete a class Y chart of what students might see, smell and hear.
1.  Victorian Curriculum and Assessment Authority (VCAA) <<http://victoriancurriculum.vcaa.vic.edu.au/>> Accessed 14 August 2016. [↑](#footnote-ref-1)