# Activity: Water in our community (Years 3 and 4)

Looking after our water

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| Victorian Curriculum F–10[[1]](#footnote-1) links:  **Geography**  **Levels 3 and 4**  **Geographical Knowledge**  **Diversity and significance of places and environments**  Types of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected; the use and management of natural resources and waste, and different views on how to do this sustainably |

Students identify where water they use in their homes and local community comes from and use this information to create a ‘Rain to tap’ storyboard.

## Duration

Two sessions

## Equipment

Interactive whiteboard or data projector

## Preparation

For this activity you will need access to an interactive whiteboard or computer and data projector. Information about [our drinking water and Melbourne’s water supply system](https://www.melbournewater.com.au/node/143) can be found at and our Melbourne’s Water Storages app (Apple and Android, download from the App Store or Google Play) has current and historical water storage and catchment rainfall information.

## Activity steps

1. Begin by explaining that in the natural water cycle, water is recycled over and over again by evaporating and condensing and falling back to Earth. However, most of the water on the planet is salty ocean water and not fresh water that we can drink or use to grow land plants. Of the small amount that is fresh water, most is frozen in the ice caps and glaciers. That leaves only a tiny amount of all the water on Earth that is available to use. Humans take water from the natural water cycle for drinking, cooking and recreational purposes, and this is part of the urban water cycle. It is recommended that students have an understanding of ‘urban’ referring to being situated in a city or town.
2. Ask students where they think the water comes from when they turn on the tap in their home or at school. Ideas may be listed.
3. Explain that, as a class, students will find out about where Melbourne’s water is stored and how it gets to taps at school and home. Find information about [water storage reservoirs](https://www.melbournewater.com.au/node/152/) and [our water storage levels](https://www.melbournewater.com.au/node/117) online, or on the Melbourne Water app.
4. Ask students to identify which of the major reservoirs is nearest to where they live. Select the link for your reservoir and display the information to the class. View its location on the map. Discuss the key features of the reservoir such as:

* Where does the water come from?
* Where does the water go? Which parts of Melbourne does it supply? What else is the water used for?

1. Use the Water storage reservoirs web page to explore the other reservoirs that supply Melbourne. Discuss the fact that much of Melbourne’s water supply travels a long way across the city.
2. Ask students why they think there are so many service reservoirs and why they are important for getting water to their home and local community.
3. Students create a ‘Rain to tap’ storyboard to show the sequence of how water is collected and how it reaches their tap at home and in the local community. The storyboard should include key information from the class investigation using the Melbourne’s water supply system information. You could use a four-box sequence with arrows to connect boxes.

1. Creative Commons Licence Victorian Curriculum and Assessment Authority (VCAA) <<http://victoriancurriculum.vcaa.vic.edu.au/>> Accessed 14 August 2016. [↑](#footnote-ref-1)