

# Water in WA

Students will gain an understanding of place and distance of water in WA. They'll explore Google maps, create a travel itinerary and a travel brochure to demonstrate their understanding.

**Subject area:**

Humanities and Social Sciences

**Year level:**

Year 2

**Learning objectives:**

- Identify local features and the given names of places, which have meaning to people.
- Recognise these places can be defined on a variety of scales, including personal (e.g. home), local (e.g. street, suburb or town), regional (e.g. state) and national (e.g. country).

Curriculum links

Geography	ACHASSK048
Geography	ACHASSK050
Geography	ACHASSK051
Questioning and Researching	WAHASS14

Cross curriculum priorities - Sustainability

OI.1	The biosphere is a dynamic system providing conditions that sustain life on Earth.
OI.5	World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability
OI.7	Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments
OI.9	Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments

General capabilities



Literacy



Information and communication technology (ICT) capability



Critical and creative thinking



Personal and social capability

## Activity 1

# Places near and far

Students will become familiar with Google maps as they explore their suburb and distance to other familiar towns and cities.

### Time required:

1 hour

### Resources required:

- Print A3 version [Activity page 1: Map of WA](#), and display on wall
- Wool or string
- Blu-tac or pushpins
- Labels made of card
- Access to [Google maps](#)

### Preparation:

1. Cut card into 10cm x 5cm rectangles.
2. Using [Google maps](#), screenshot the area around the school. Make sure you include at least one body of water (e.g. ocean, lake or swamp) in the screenshot to display on projector.

### Steps:

1. As a class view the Google school snapshot, asking the following questions:
  - a. What is the name of this body of water?
  - b. Does it have an Aboriginal name?
  - c. What kinds of activities do students like doing around this local area? Is there a park or playground there? Emphasise the importance of this area to the local community.
2. Ask students to think of a town or suburb other than their own, perhaps where another family member lives.
3. Of the options students mentioned, teacher to pick a town or suburb which features a body of water and may be familiar to the students. Bring up the area on [Google maps](#), emphasising the distance from their local community to the featured town or suburb.
4. Ask the students if there is a body of water at this other destination. How can they tell?
5. Ask the students if they can name another state in Australia. Again, show this destination in [Google maps](#), using the mouse to scroll over to the area so students are able to see the distance from their local area to the destination.
6. Place the large [Map of WA](#) outline on the board or wall to display. As a class place the name of your local suburb, your school name or crest and label the Swan River on the map.
7. Hand a piece of card to each student. Allocate a familiar town or suburb name to each student to write on their card.
8. Ask students to think about their favourite fun activity with or around water and write this on their card.
9. Place these cards on the board around the outside of the map, using wool to connect the card to the destination point on the map.

## > Extension Activity 1

# Holiday itinerary

Students will gain a perspective in how big our state is as they plan a family holiday to a destination in WA.

### Time required:

1 hour

### Resources required:

- iPad or laptop (1 device between group of 3)

### Preparation:

1. Ensure device has access to Microsoft office.
2. Ensure access to Microsoft office [family planner template](#).
3. Access to [Google maps](#).

### Steps:

1. Split the class into groups of 3.
2. Allocate a water-based destination for their imaginary trip such as Coral Bay, Donnelly River Camp, Lake Leschenaultia or Blackwood River.
3. Students then plan their trip using [Google maps](#) and write down:
  - a. how long it would take to drive there,
  - b. the name of 2 stop-off points along the way, and
  - c. a list of activities to do on their holiday.
4. Using a [Microsoft office template](#), students design a holiday itinerary to reach their destination and write down their planned activities.



Trip plan from Perth to Coral Bay

## ➤ Extension Activity 2

# Holiday brochure

How many water-based activities will the students plan for their family holiday? Students will investigate how important it is to have fresh, clean water at their holiday destination.

### Time required:

1 hour

### Resources required:

- iPad or laptop (1 each or 1 per group)

### Preparation:

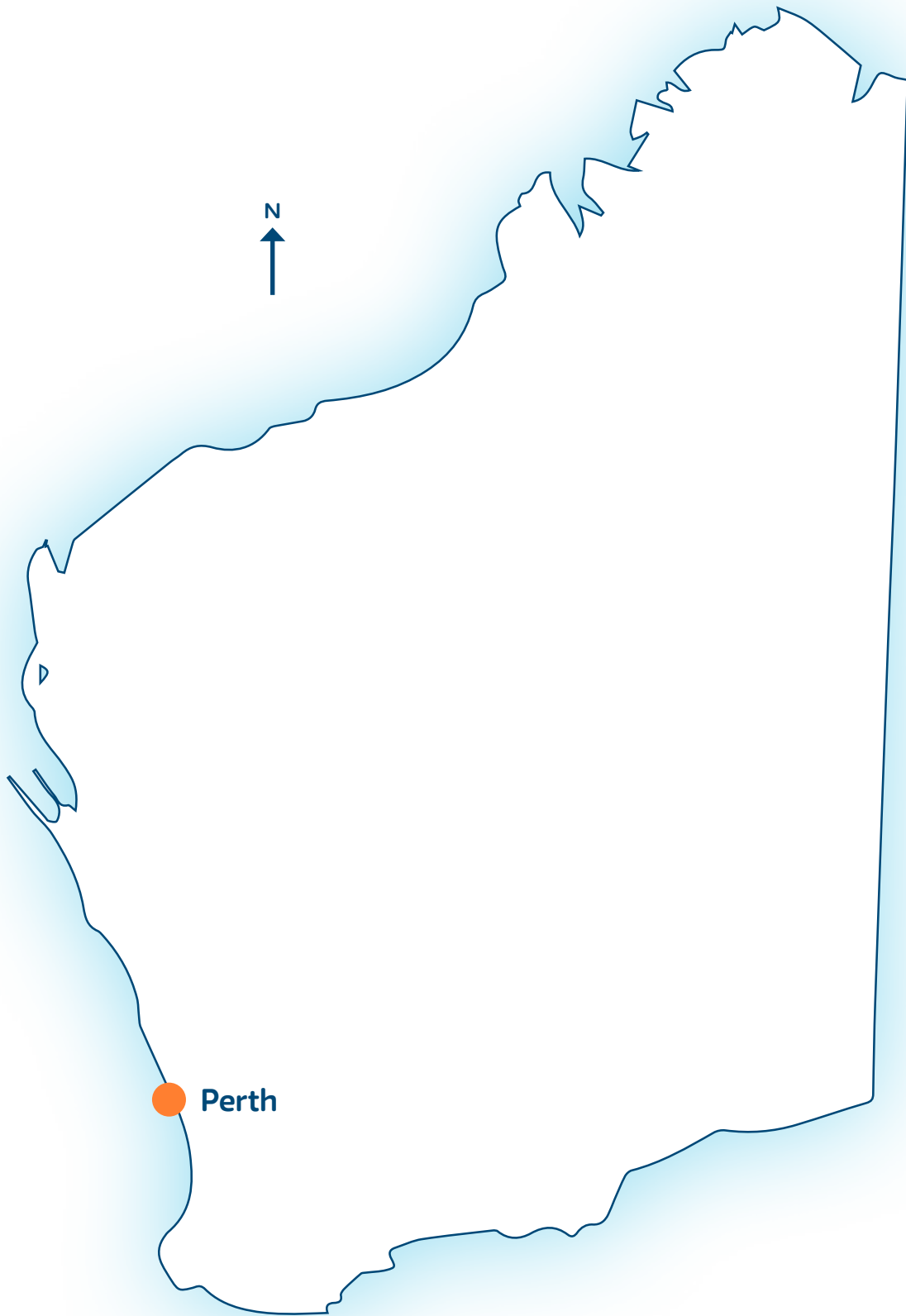
1. Ensure each student has:
  - a. [Activity page 2: Travel brochure template](#)
  - b. Access to [Microsoft office publisher](#) on their iPad or laptop

### Steps:

1. Ask students to think about their holiday destination from Extension Activity 1 and how this destination may be impacted if the water was polluted. Students write 2 activities that would be impacted if there was pollution in the water.
2. Thinking of these 2 activities, students write down what people could do to protect and conserve the water so it stays clean.
3. Create a class list of 'Do's and 'Don'ts' that people should follow to keep the water clean at the various destinations.
4. If students have the same destination they can partner together or work in small groups.
5. Outline the elements to a travel brochure, such as title, map, activities to do and the do's and don'ts when travelling to the area. Emphasise the importance of keeping it simple with minimal words and mainly photos.
6. Students should search for photos of their chosen holiday destination.
7. Using the [activity page 2: Travel brochure template](#), students create their own travel brochure based on their holiday destination. They will need to include:
  - a. Name of holiday destination
  - b. A map of the destination
  - c. Water-based activities to do at this destination
  - d. Ways to keep the destination clean and non-polluted including a list of do's and don'ts
8. To extend the activity, students may like to create an electronic version of their travel brochure using [Microsoft office publisher](#).



> Activity page 1: Map of WA outline





> Activity page 2: Travel Brochure Template

<p><b>Destination</b></p> <hr/>		<p><b>How to get there:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>What to do:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		<p>fold</p>
	<p><b>What to see:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>fold</p>



> Activity page 2: Travel Brochure Template

	<b>What you can eat:</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Rules for visiting the area:</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
	<b>Where you can stay:</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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