Our city

Students will investigate world-class water innovations to understand how they work and how they are being applied to the unique environments of Western Australia. They will develop a local perspective by understanding the diverse experiences of accessing clean water in WA.

Subject area:

English

Year level:

Year 7

Learning objectives:

- Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating ideas.
- Explore events, issues and characters represented in texts which draw from different historical, social and cultural contexts.
- Plan, draft and publish imaginative, informative and persuasive texts. Select aspects of subject matter and particular language, visual, and audio features to convey ideas.
- Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts.
- Use comprehension strategies to interpret, analyse and synthesise ideas and information, from a variety of textual sources.

Curriculum links:

Language variation and change	ACELA1528
Literature and context	ACELT1619
Language for interaction	ACELA1529
Text structure and organisation	ACELA1531
Texts in context	ACELY1765
Interacting with others	ACELY1720

Cross-curriculum priorities - Sustainability

OI.1	The biosphere is a dynamic system providing conditions that sustain life on Earth.
OI.3	Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.
OI.4	World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.
OI.7	Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

General capabilities

Literacy

Critical and creative thinking

Personal and social capability

Information and communication technology (ICT) capability

Ethical understanding

WATER CORPORATION

Call to action

Students will investigate UN Sustainable Development goal #6: Clean water and sanitation. They will channel their social media experience to create a call to action for this goal.

Time required:

1 hour

Resources required:

- **iPad or computer for students**

Preparation:

Ensure access to:

1. UN Sustainable Goal #6: Clean water and sanitation
2. Adespresso: Call to action

Steps:

1. As society becomes more digital, messages need to be conveyed in the quickest way possible. Investigate call to action examples to familiarise students with the different forms of social media.

2. As a class, record these examples for students to refer to when designing their own.

3. In pairs, students are to familiarise themselves with UN Sustainable Goal #6: Clean water and sanitation, noting each target of this goal.

4. In pairs, students choose a target within the UN Sustainable Development Goal #6: Clean water and sanitation and spend time linking their chosen target to an example in WA.

5. Students will then choose a social media platform and target audience, designing a script for a call to action within their WA context.

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Planning for a secure future

How have Western Australia's water sources changed as a result of climate change? Students will investigate a region in WA and the steps being taken to secure water for the future.

Time required:

1 hour

Resources required:

- **iPad or computer for students**

Preparation:

Ensure access to:

1. Water Corporation - Our water
2. Water Corporation – Climate Change and WA
3. UN Sustainable Development Goal #6: Clean water and sanitation
4. Microsoft PowerPoint or equivalent

Steps:

1. Visit Water Corporation - Our water to find out what actions Water Corporation have been taking to ensure water is supplied across Western Australia for the next 50 years.

2. Students focus their attention on Water Corporation – Climate Change and WA. Students choose one of the regions in WA and investigate the impact of climate change in this region and Water Corporation's plans to secure supply into the future.

3. Create a PowerPoint presentation outlining one of the planning initiatives in either the metro or regional area. Provide the following questions to students to use as a guide to develop their research presentation:

   a. Who is involved in this project? Who will assist in delivering the project? Who will benefit from the project throughout and at completion?

   b. What is the aim of the project?

   c. Where is the project taking place? Where is it geographically, what is the town known for? What are some main sites of the region?

   d. Why is this project a focus for Water Corporation? Is it linked to population? Industry expansion?

   e. When do they expect this project to be delivered? Is there a delivery timeline? Who will be involved in delivering this project to time?

4. How does this project satisfy the Water Forever 50 year plan and also adhere to the UN Sustainable Development Goal #6: Clean water and sanitation for all?

5. Students present their sustainable project presentation to the class.

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Sustainable stories for the future

Students will discover water stories from around the world before delving into their own Australian water story to share.

Time required:

2 hours

Resources required:

- **iPad or computer for students**

Preparation:

Ensure access to the following:

1. H2You Project Water Stories
2. National Geographic
3. Water Corporation website
4. Hackastory
5. UN Sustainable Development Goal #6: Clean water and sanitation

Steps:

1. Ask students to visit the H2You Project Water Stories website to discover stories from around the world. Discuss how the stories are structured to create an emotional connection with the audience.

2. Students will refer to UN Sustainable Development Goal #6: Clean water and sanitation, Water Corporation - Our water and National Geographic to explore a topic that resonates with them linking to sustainable water sources, practices and impact on community.

3. Students will choose from a variety of immersive journalism tools on Hackastory to create an Australian sustainable water story to share with the world.

4. Story starters:

   a. What are some unique Australian water sources and how are they important to their community?

   b. What are some serious Australian water concerns and what impact are these having on the community?

   c. How has your class taken (or plan to take) environmental action on local water issues?

   d. How does use of water recreationally vary across Australia?

   e. How does your community view your water source?

   f. Are there any cultural or religious events centred around your water source?

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