Shoalhaven Council's Water Utility
WATER

Tapstar

Using the Tap

Education Program

Teacher resource book

Stage One

Contents

Introduction

The Tapstar Waterwise Education Program was established in 2002 and has continued to fill an important gap in water awareness and education. Tapstar and his best friend Dripette are water conservation hero's and here in the Shoalhaven are well recognised within the community.

Shoalhaven Water, with the support of Eaton Gorge Theatre Company have produced fun performances which offer an excellent lead into the activities included in this kit. The Tapstar performances have been designed to view in the classroom prior to undertaking the lesson plans in this kit.

The lesson plans within have been constructed for primary school teachers to assist students achieve outcomes from the current NESA resources.

The benefits of this education program will be the conservation of our precious drinking water and the protection of our environment. It will also enhance the image of schools as they are seen to be environmentally conscious and aware of sound water conservation outcomes and will ensure the active and informed participation of the community in creating a sustainable future.

For more information on how to access the performances email us at:

water@shoalhaven.nsw.gov.au

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Stage 1

Outcomes

Outcomes		Indicators
GE1-2	Identifies ways in which people interact with and care for places	• Investigate features of places and how they can be cared for, such as parks, farms, school
ST1 -1WS-S	Observes, questions and collects data to communicate and compare ideas	• Explore and answer questions through participation in guided scientific investigations • Collect data from observations • Represent information using drawings and simple tables • Identify how seasonal changes in our daily lives affect living things • Identify and explore the use of a variety of Earth's resources including water
ST1 -10ES-S	Recognises observable changes occurring in the sky and identifies Earth's resources	
MA1-1WM	Describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols	• Represent and solve simple addition problems using a range of strategies, including counting on, portioning and rearranging parts • Gather data and track what has been counted by using concrete materials, tally marks, words or symbols
MA1-5NA	Uses a range of strategies and informal recording methods for addition involving one- and two-digit numbers	
MA1-17SP	Gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results	
EN1-10C	Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts	• Respond to a wide range of texts through discussing, writing and representing • Recreate texts imaginatively, using drawing, writing, performance and digital forms to communicate
DRAS1.2	Conveys story, depicts events and expresses feelings by using the elements of dram and the expressive skills of movement and voice	• Creates and adapts stories for enactment • Shares their drama making with others
DRAS1.3	Interacts collaboratively to communicate the action of the drama and others	

Assessment:

Teacher observes and notes student contributions to discussions, responsiveness in tasks and their engagement in the content being explored.

Lesson 1

How many taps in your school?

Introduction

Brainstorm:

Where do you find taps? E.g., bathroom, wash sheds, kitchen etc.

Body

Watch Tapstar video

Discuss brainstorm again, seeing if more information needs to be added. Rewatch video as necessary.

Go on a school tour to see how many taps there are around the school. Count how many taps there are in classrooms, wash sheds, outside, in admin building etc. Remind students to count each toilet as a tap as well. Teacher uses the table (see resources) to keep track of the type and amount of taps.

As a whole class, create a picture graph on the board. Students can copy or cut and paste correlating pictures (see resources).

Conclusion

Ask the students why they think there are so many taps around the school? Why are taps important? Students write one sentence to go with their graph e.g. The greatest number of taps were in bathrooms because it is important to go to the toilet and wash our hands.

Resources

IWB

A3 copy of table (see resources 1.1)

Pictograph images (see resources 1.2)

Pencils, Textas, crayons

Maths or HSIE Book

Evaluation

Lesson 2

What are the taps used for?

Introduction

Rewatch Tapstar video and discuss what was learnt in previous lesson.

Body

Conduct an audit of tap use by the class. As a class, determine what taps would be used for during the day e.g., washing hands, filling drink bottles, going to the toilet, washing art supplies etc.

In a table, organise what the class come up with and place a tally mark next to each as the tap is used. Have student's hypothesise what tap will be used the most or least and fill it in on their investigation proforma.

At the end of the day students copy the table results into their investigation proforma.

Students answer the questions:

- What were taps used for the most?
- What were taps used for the least?
- Why is it important to have a tap in the classroom? (clean messes, wash hands, fill water bottles)

Conclusion

Remind students how important water is for daily life on earth. Speak about how it is important to conserve water as much as possible, as it is a precious Earth resource.

Resources

IWB

A3 copy of table (see resources 2.1)

Investigation proforma (see resources 2.2)

Science or HSIE Book

Evaluation

Lesson 3

What if there were no taps?

Introduction

Rewatch Tapstar video and discuss what was learnt in previous lessons.

Body

Ask students to imagine if there were no taps in the school. What would that:

- look like (messy, dirty)
- smell like (disgusting, revolting)
- sound like (vomiting, farts, people not learning)

e.g., no sinks to wash sticky hands after fruit break, germs spreading around easily, dead plants all over the school, overflowing and very stinky toilets etc.

Create a Y-chart on the board and collect students' answers.

In groups, students create a skit about what they imagine a school with no taps would look like (5-10mins to create).

Students perform their skits in front of the class. Option: students mime their skits, and the class must guess which of the scenarios they're performing from the Y-chart.

Conclusion

Students write 1-5 sentences about what they imagine a tapless school would look, smell and sound like based off the classes' skits.

Extension Activities

Students write 1-5 sentences about what they imagine a tapless school would look, smell and sound like based off the classes' skits

Evaluation

Additional

Activity

Art Project - Droplet Suncatchers

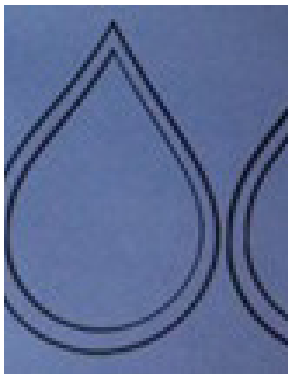
Cut out raindrop frames from blue construction paper.

Glue the frames onto wax paper and cut out again.

Cut various shades of blue tissue paper into small squares.

Give each student a raindrop, watered down glue, a small paintbrush, and tissue paper squares. Have them turn over their raindrop (they will be gluing the tissue paper to the back). Students use their paintbrush to put some of the watered down glue on the wax paper and place the tissue paper squares on the glue, filling the entire raindrop.

Allow to dry and hang them on your windows or from your ceiling.



Resources

Blue construction paper
Wax paper
Blue tissue paper - cut
Glue
Paintbrushes

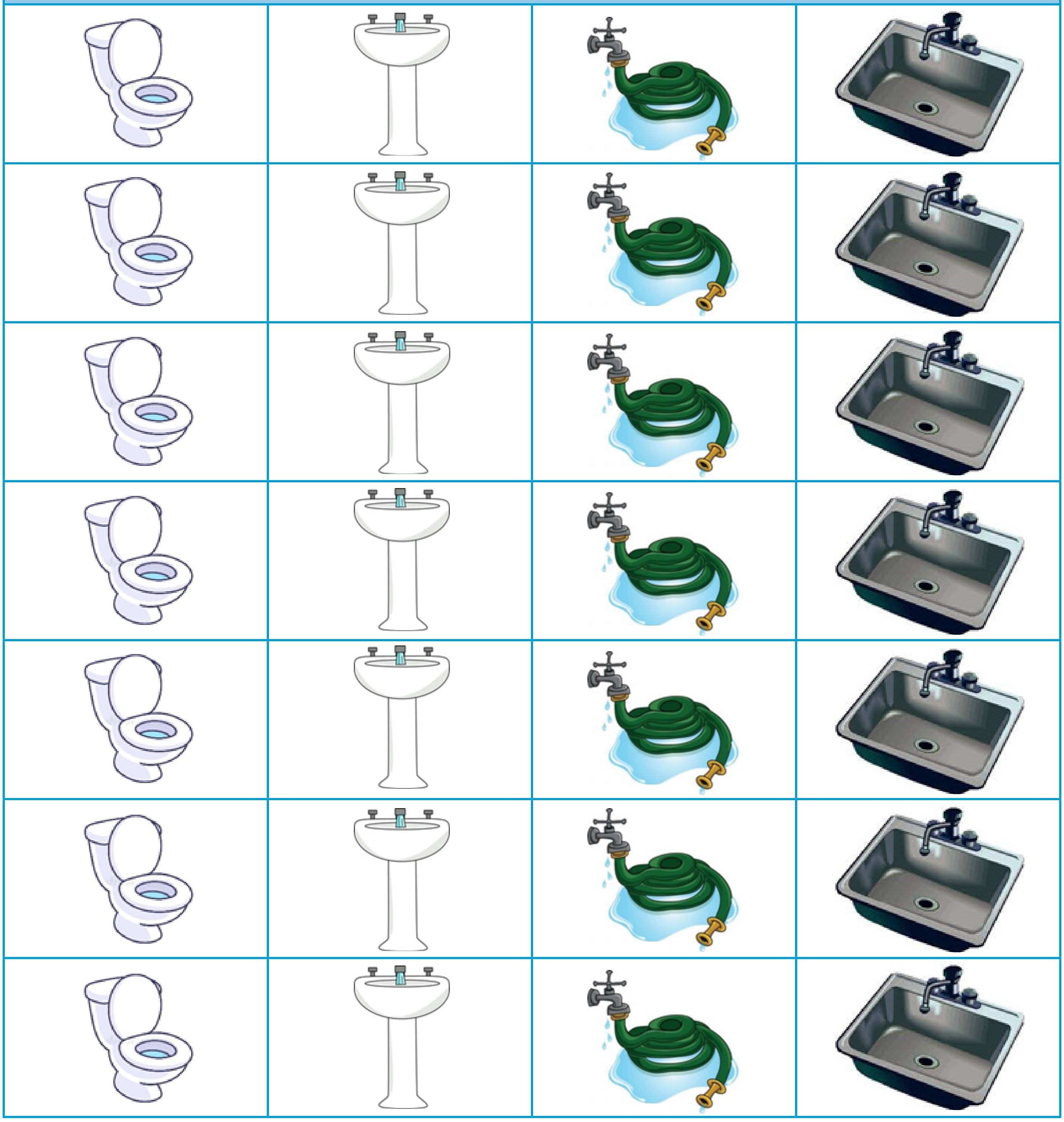
Resources

Table 1.1

SCHOOL TAPS TABLE	
Tap Location	Tally

Images 1.2

PICTOGRAPH IMAGES 1.2



Resources

Table 2.1

SCHOOL TAPS USAGE TABLE	
Tap Usage	Tally

Resources

Investigation 2.2

How many times do we use taps in a day?

What tap do you think will be used the most _____

because _____

Tap Usage	Tally

The tap we used the most was _____

The tap we used the least was _____

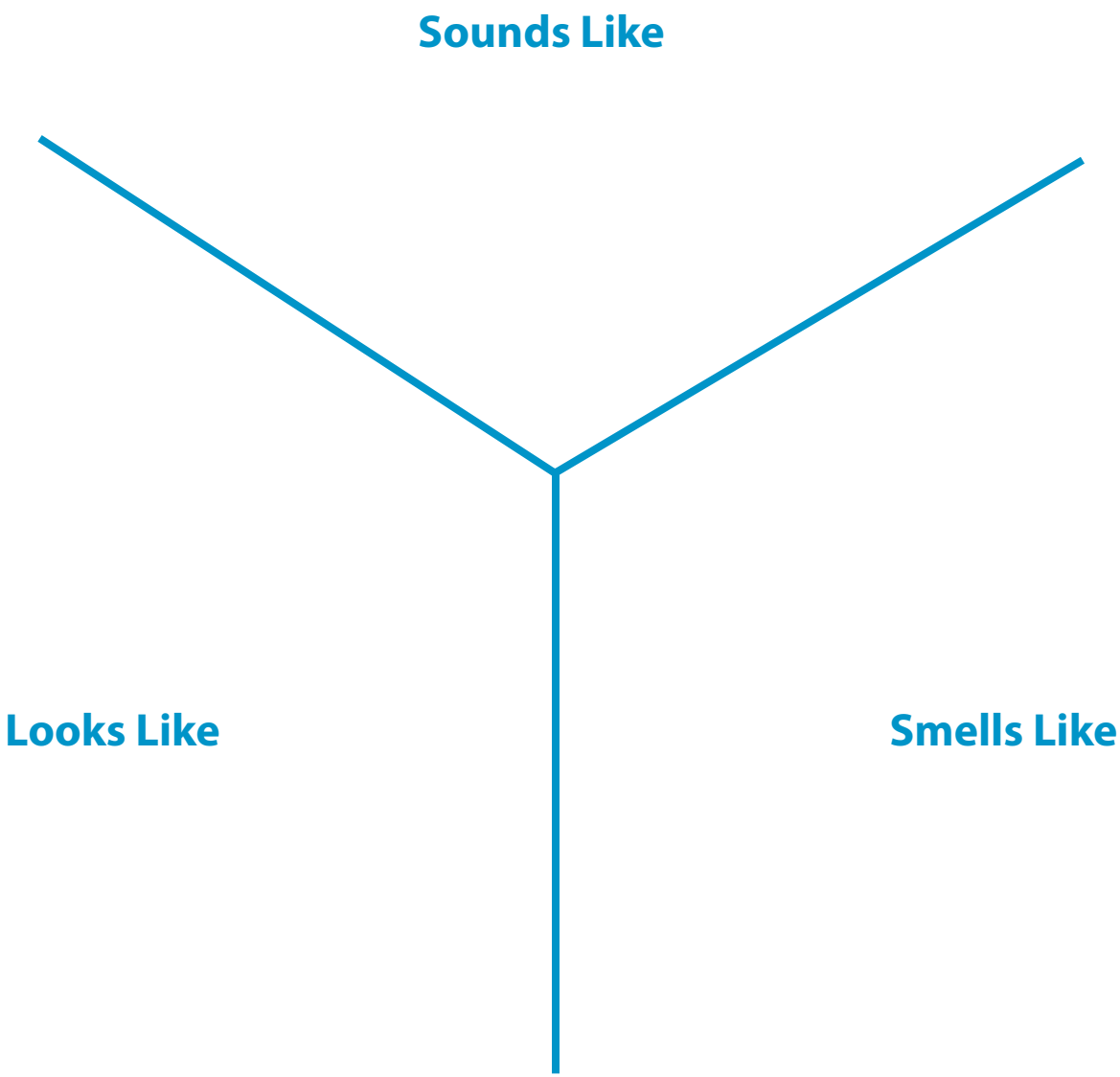
Why is it important to have taps in the classroom

_____

_____

Resources

Y-chart 3.1



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