

Flushed!	
<p align="center">Learning Objectives</p>	<p align="center">Time: 1 Hour</p>
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ✓ know what sewage (wastewater) is and how it is treated before returning to the environment. ✓ understand that sewage (wastewater) treatment is an essential service that we all need. ✓ consider how we are all responsible for what goes 'down the drain' 	<p align="center">Key Vocabulary and Terms</p> <ul style="list-style-type: none"> • <i>Sewage</i> • <i>Wastewater</i> • <i>Treatment</i> • <i>Water Reclamation Plant</i> • <i>Water cycle</i> • <i>Environment</i>
<p align="center">Inquiry Questions</p>	
<ul style="list-style-type: none"> – <i>What happens to the water we have used?</i> – <i>What is wastewater?</i> – <i>Why do we need to 'clean' the water that we use?</i> – <i>Is managing our wastewater essential?</i> – <i>What responsibility do we have for what goes down the drain?</i> 	
<p align="center">Teaching and Learning</p>	<p align="center">Resources</p>
<p align="center">Orientation:</p> <p>Activity: How do you use water? (5-10 mins) <i>Purpose: challenge students to think of all the ways they 'use' water in order to make wastewater relevant to them.</i></p> <p>Build a mind map of all the ways that students use water in their life. It could be drinking it, laundry, washing a car etc.</p> <p>Record these answers where they will be visible for the rest of the lesson and can be referred back to.</p>	<p>Use provided slides to support all activities.</p> <p>Record answers on whiteboard.</p>
<p align="center">Body:</p> <p>Activity: Story of a Sewage Pipe (10-15mins) <i>Purpose: build on the mind map activity by reinforcing how:</i></p> <ul style="list-style-type: none"> • <i>we all create wastewater;</i> • <i>we should take care with what we send down the drain.</i> <p><i>Note: There is a bit of prep involved with activity, but it is a fantastic way to demonstrate how we all create wastewater. Please dispose of your 'wastewater' thoughtfully once complete.</i></p> <p>Starting with a jug/container of clean water, nominated students are given a character from the story (Resource A). As the teacher narrates the story, each character/student will come forward and add their 'pollutant' to the water. At the end of the story we have a pretty foul mixture, demonstrating concretely what wastewater is made up of: an aggregate of all our activity and usage.</p> <p>Take time to reflect on and emphasise these conclusions:</p> <ul style="list-style-type: none"> • We <u>use and pollute</u> water in many ways – resulting in the need to clean it. • In modern towns and cities, <u>we create a lot of wastewater.</u> • We need to clean this water for the benefit both <u>our health and the environment.</u> <p>This is also a relevant time to highlight a Local Traditional Owner perspective on water.</p>	<p>Resource A: Story of a Sewage Pipe and Character Cards</p> <p>Prepared small containers of:</p> <ol style="list-style-type: none"> A. Milk B. Wet wipe and ear buds C. Coffee mixed with water D. Soapy water E. A bit of colourful paint mixed with water F. 'Spew' – a mix of milk and cornflakes will do. G. A small amount of cooking oil H. 'Wee' – water with yellow food colouring

<p>Activity: So, what do we do with it? How a Water Reclamation Plant works. (5-10 mins)</p> <p><i>Purpose: Using Epsom Water Reclamation Plant as an example, students build an understanding of how their wastewater is treated by exploring a map of the Plant (Resource B) and watching a short video (Resource C).</i></p> <p><i>Given this is aimed at level 3 and 4 of the curriculum, a broad view of the process is enough here.</i></p> <p>Activity: Was it always this way? (10-15mins)</p> <p><i>Purpose: Using stimulus material to help reflect on the history of sewerage treatment and how important it is to our modern society.</i></p> <p>Split class into four groups. Give each group one of the Stimulus Images below from Resource D.</p> <ol style="list-style-type: none"> 1. Typhoid Nightman illustration 2. Cesspan advert 3. Back yard outhouses 4. Bendigo night soil truck. <p>Give each group 5 mins to do the following:</p> <ul style="list-style-type: none"> - Describe what they think the image is of. - Think about how it might relate to the history of wastewater treatment in Australia. - Be prepared to report back to the class. <p>Bring class together and discuss each image in order. Students will hopefully reflect on how we can be grateful that we no longer manage our waste in such a way!</p>	<p>Resource B: Map of Epsom Water Reclamation Plant (WRP)</p> <p>Resource C: Video of Divers at Epsom WRP</p> <p>Resource D: Stimulus Images</p>
<p style="text-align: center;">Plenary:</p> <p>Activity: True or False (5 mins)</p> <p><i>Note: You may like to do this activity as a 'heads and tails' game.</i></p> <p><i>Purpose: reflect on the objectives of the lesson, and consider how we are all responsible for what goes 'down the drain'</i></p> <p>Activity: Revisit Learning Objectives (5 mins)</p> <p>Revisit learning objectives reworded as statements – gauge student understanding.</p> <p>Finally, revisit the Traditional Owner's perspective, which neatly summarises how we should be thinking about how we should respect water.</p>	
<p>Curriculum Links</p>	
<p>Geography Levels 3 and 4:</p> <ul style="list-style-type: none"> - <i>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 (VCGGK082)</i> 	