

Literacy continuum K-10

Science syllabus links Stage 4 Mixtures (SC4-17CW3d,e)

Cluster 13 markers

- Explores, analyses and responds to ideas in imaginative, informative and persuasive texts.
- Identifies and infers the meaning of imagery and symbolism in spoken, written, visual and multimodal texts.

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Teaching idea: Water recycling

Purpose: to challenge students' ideas and thoughts about a scientific issue through a visual text

Procedure:

1. Teach the basics of sewage treatment.
2. Introduce the concept of sewage recycling.
3. Ask the class who would drink recycled sewage and discuss why they would or wouldn't like to do so.
4. Watch *Catalyst: Water recycling*. Students to take notes.
<http://www.abc.net.au/catalyst/stories/2514066.htm>
5. Ask students to share their notes with a partner and then discuss what they thought the key points were.
6. Ask pairs to share their thoughts with the class and come up with a class set of notes outlining the processes involved with water recycling.
7. Discuss the pros and cons of water recycling as were discussed on the program and ask students to come to their own decision about whether water recycling is a viable option to ensure water security during drought. Include in the discussion ideas about what visuals were used to either encourage or discourage people to agree to drink recycled water; how the different images presented may have made people feel; and whether the author was successful in achieving their purpose.
8. Students are to write their opinion in workbooks.