

Educational resources

Foundation - Year 4 Don't Flush It



Victorian Curriculum 2.0 Foundation - Year 4

Geography | Science | Sustainability - VC2S2H01 | VC2S2U09 | VC2HG4K09 | VC2HG4K03 | VC2HG4K09 | VC2S4U07

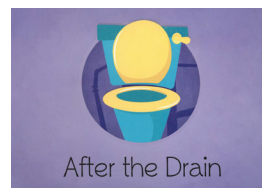
Learning intention:

We are learning what we should and should not flush down the toilet and drain, and how we can take care of our environment by only flushing the 'three Ps'.

- I can identify what is safe to flush down the toilet or pour/wash down the drain.
- I can discuss why it is important for our environment to only flush the 'three Ps' – Poo, Pee and (toilet) Paper.

Resources

- After the Drain [book](#)
- Don't Flush It [animation](#)
- Down the drain [maze](#)
- Down the Drain [board game](#)
- Do you know your three Ps? [board game](#)
- Dice and counters



Outline (60 minutes approx)

1. Introduction (10 minutes)

Foundation - Year 2:

- Ask the students - "Have you used water today?"
"How do you use water in your life at home/school?"
- Ask - "Where does water go after you use it?"
- Ask - "What do you think should go down the toilet and drain?" (Explain drain: Kitchen sink, shower, washing machine).
- Ask - "How might it affect our environment if we flush/pour the wrong things down the toilet/drain?"

Year 3 - 4:

- Begin by writing "Water" on the board.
- Discuss or use a **thought carousel** activity to explore the following questions.

- Write each question at the top of a large piece of paper. Students rotate through each piece of paper and write/draw their thoughts about each question.
- Conclude by discussing each question as a class, drawing on students' ideas.

Optional - write each question on two separate pieces of paper for a larger class.

- How do you use water?
- Where does water go after we use it in our toilet, bathroom, kitchen, garden?
- What **should** go down the toilet/drain?
- What **should not** go down the toilet/drain?
- What impact could what we flush/pour down the drain have on the environment?

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2. Read the book - After the Drain

(10 minutes)

Optional - Provide a short movement break prior to reading - e.g. "Simon Says" - acting out ways we use water - swimming, drinking, washing and gardening.

- As you read, ask leading questions such as - "Where does water go after you use it?"
- Define key terms as you read, such as:
 - **Treatment plant** - a place where water is cleaned so it is safe to use and drink.
 - **Sedimentation tank** - tanks where one stage of the treatment process happens – water is cleaned by 'settling'.
 - **Sludge** - thick, watery dirt that is separated from the water in the sedimentation tank.

3. Play the Don't Flush It animation

(15 minutes)

- Before you play the [video](#), ask the students to see if they can find things in the video that **should not** go down the drain.
- Provide post it notes for students to record (write or draw) when they see something that **should not** go down the drain.
- After watching the video, ask students to turn and talk - "Can you remember all the items that went down the drain?"

Answers: nappy, baby wipes, fish, teeth, phone, toy car, underpants, cotton buds and makeup wipes.

- Discuss why these items are problematic when flushed.
- Reinforce - we should only flush the 3Ps - Pee, Poo and (toilet) Paper - this is a simple action we can all do to take care of our environment and ensure our pipes don't get blocked!

4. Activity - Down the Drain maze

(5 minutes)

- Ask the children to help the plumber unblock the pipes by drawing through the items that shouldn't go down the drain.

5. Activity - Down the Drain board game

(10-15 minutes)

- Play the [board game](#) in groups of 4-6 students to reinforce what should and should not go down the drain.

Extension options

- Brainstorm ways to encourage others at home and/or school to only flush the 3Ps.
- Create 3Ps posters to display in school bathrooms to remind teachers and students what is safe to flush.

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