



You, Water and Society: Community of Inquiry

YEAR 5-10



QGC

FUTUREMAKERS



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This partnership aims to engage and inspire people with the wonder of science, and increase the participation and performance of students in STEM-related subjects and careers — creating a highly capable workforce for the future.

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EXPLORE

You, Water and Society: Community of Inquiry

Teacher Resource

In this activity, students participate in a community of inquiry to discuss the consequences of water scarcity and the value of water at a local, national and global level. This process provides students with an opportunity to reach a deep, shared understanding of the concepts and issues underpinning the inquiry topic.

The community of inquiry is a structured, dialogic process that requires participants to ask open inquiry questions, listen and think, share ideas and consider alternative viewpoints. Problematic issues and concepts are discussed collaboratively within a supportive learning environment where all views are considered and respected. Reflecting on thinking is integral to the process.

The following engagement protocols are used during the community of inquiry process, and these should be included on the walls for all students to see.

- Listen attentively
- Build on and connect ideas
- Respect self, others and place
- Disagree reasonably and respectfully
- There may be many responses considered to be correct

Detailed step-by-step instructions for this activity can be seen below.

1. In small groups, students discuss the overarching question: **What happens to our world if water becomes a scarcity?** Encourage students to think at a local, national and global level, and to give reasons for their answers.
2. Ask students to share their responses to these questions. Record students' answers on the whiteboard or butchers paper.
3. Pose the next question: **If there is a finite supply of water, how should we prioritise its supply?** Students again discuss in small groups. They may wish to consider personal use, farming, industry and the environment. This discussion could also include the additional question: **Should human need be prioritised over the needs of other living things?**
4. Ask students to share their responses to these questions. Record students' answers on the whiteboard or butchers paper. Record any questions posed by students on a separate page. These can be addressed at a later point in the unit.

5. Pose the following questions to students. Provide students with time to respond to each question in their small groups before returning to the larger group to share responses. Again, record student responses on the whiteboard or butchers paper and any questions raised by students on a separate piece of paper.
 - **As a nation/local community, do you think we place a high value on water? What human actions tell you this?**
 - **Why do some people choose to disregard the need for water conservation?**
 - **Should we need to pay for the water we use? Why/Why not?**
6. Keep a record of the responses to display around the room. These can be added or referred to throughout the unit.

Curriculum Links

Science

YEAR 5

Science Inquiry Skills

Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (AC SIS093)

YEAR 6

Science Inquiry Skills

Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (AC SIS110)

YEAR 7

Science Understanding

Some of Earth's resources are renewable, including water that cycles through the environment, but others are non-renewable (AC SSU116)

Science Inquiry Skills

Communicate ideas, findings and evidence based solutions to problems using scientific language, and representations, using digital technologies as appropriate (AC SIS133)

YEAR 8

Science Inquiry Skills

Communicate ideas, findings and evidence based solutions to problems using scientific language, and representations, using digital technologies as appropriate (AC SIS148)

Geography

YEAR 7

Geographical Knowledge and Understanding

The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (AC HGK040)

General Capabilities

Literacy

Composing texts through speaking, writing and creating

Critical and Creative Thinking

Inquiring – Identifying, exploring and organising information and ideas

Reflecting on thinking and processes

Personal and Social Capability

Social awareness

Ethical Understanding

Understanding ethical concepts and issues

Reasoning in decision making and actions

Exploring values, rights and responsibilities

Intercultural Understanding

Interacting and empathising with others

Cross-Curriculum Priorities

Sustainability

Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems. (OI.3)

World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability. (OI.4)

World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability. (OI.5)