



That's My Water! Bush schools  
**Teacher Guide: Full Unit**

**PowerWater**



## That's My Water! Bush schools Teacher Guide: Full Unit

**That's My Water!** is a collaboration between Power and Water Corporation and remote schools across the Northern Territory. This curriculum unit is designed to support teachers to explore the concept of water sustainability in their community and empowers students to take local action. The program promotes both ways learning and celebrates the traditional knowledge that exists within remote communities.

**Note:** This is the extended version of That's My Water! Bush Schools that includes a sequence of nine activities, three video resources, a social action project and challenge card. There is also a mini unit and social action project available separately.

This document was commissioned by Power and Water Corporation. The intellectual property contained in the unit That's My Water! should not be used without permission from the following:

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That's My Water! will be implemented in collaboration with the Northern Territory Department of Education and Catholic Education Northern Territory. For more information on guest presentations and other resources to support program implementation, please contact Living Water Smart.

This unit has been developed by Atria Group in consultation with Power and Water Corporation. For more information please contact [pnaughtin@atriagroup.com.au](mailto:pnaughtin@atriagroup.com.au)



Wangi Falls, Litchfield National Park

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# Foreword

## Congratulations!

You are taking part in a truly special and very important learning experience.

For us Territorians, water is the essential ingredient to every aspect of life. Water has shaped the unique landscape and the culture of the NT for over 60,000 years and continues to be critical today.

Power and Water is proud to provide safe and reliable drinking water to the 72 remote communities across the NT. It is a challenging job and each community has its own unique water story.

However, our current rate of water consumption in many parts of the Northern Territory is not sustainable. On average, Territorians use twice the water per capita than the rest of Australia. Power and Water needs the help of your school community to ensure we have enough water into the future.

This program allows schools in remote communities to investigate the importance of water to their own community from a number of perspectives. It allows students to get hands on and engage directly with STEM professionals from Power and Water and, wherever possible, local community representatives to learn about a range of water and sustainability issues, including the cultural significance, the supply and treatment of water today and behaviour priorities for water conservation.

The program is designed to provide students with the skills, knowledge and motivation to take on the role of water ambassadors. At best, these culminating projects will create a new generation of informed and empowered sustainability leaders that will change the path their community takes toward a sustainable future.

By taking part in this unit, your school will be provided with a range of curriculum resources and supporting material to support the delivery of the program.

The unit itself is not prescriptive. It provides a range of suggested learning experiences that will give students the knowledge needed to develop their own personal water story and knowledge.

We encourage teachers to work in the students' first language where applicable. We recommend collaborating with Aboriginal Assistant Teachers and connecting with the Cultural Strand of the Indigenous Language and Culture Curriculum.

**Thank you for your ongoing support.**



Alice Springs

# Guiding objectives

That's My Water! is developed as a mutually beneficial collaboration between Power and Water and participating schools.

The guiding objectives for Power and Water and participating schools are detailed below.

## Participating Schools

### Authentic learning

Take part in an experience that profiles the remote water context and allows students to take local action.

### Engaging families and the community

The experiences actively engage parents, families and the broader community.

### Celebrating local knowledge

Embracing local and traditional knowledge is at the core of the unit.

### Profiling STEM and sustainability

The unit provides real world application of STEM and sustainability concepts and allows students to work and learn directly with experts from these fields.

## Power and Water

### Behavioural change

That's My Water! is designed to ensure water use remains sustainable through community awareness and behavioural change. The program will focus on influencing behaviours in three targeted areas:

- ✓ **Leaks:** finding, reporting and fixing leaks at home and at school
- ✓ **Turning off taps:** ensuring taps are always turned off when not in use
- ✓ **Household:** reducing the way our families use water at home

### Increase the profile of water consumption

The key messages and knowledge from That's My Water! are designed to involve and reach the broader school communities, leaving a legacy of conscious water use.

## Evaluation

Power and Water is committed to developing a program that achieves strong outcomes for all involved. As such, students and teachers will be required to participate in an evaluation process to ensure the program is continually improving. This process will involve a brief pre and post survey for all participants.

## Both Ways Learning

This unit promotes a both ways learning philosophy. It is designed to celebrate and capture the traditional knowledge, culture and customs around sustainability that exist within local communities. It is strongly encouraged that local experts and elders be regularly engaged throughout the unit.

## Variations to the unit

Power and Water encourages schools to implement the unit to suit their local context. The unit and additional resources are not designed to be prescriptive, but simply act as a guide.

## Guest presentations and additional support

In some circumstances, Power and Water may be able to assist the implementation of the unit by providing guest presentations and additional support. We encourage schools to make contact to discuss their implementation and opportunities to collaborate.

## Social action projects

This unit is designed to provide students with the knowledge, skills and motivation to take local action to improve water sustainability in their community. The culmination of the unit involves students creating a social action project that influences the broader community.

## Find out about your local water story

Before commencing the program, contact Power and Water to get information that is specific to the water story in your community. This information will help provide context as to staff and students about why water sustainability is a major issue locally.

## Local connections

This unit is designed to engage and celebrate local knowledge within the community. Throughout the unit there are multiple activities that require the support of local experts. Prior to commencing the unit, it is recommended that schools engage the following people to support in delivery:

- **A local cultural representative.** This can be a parent, local elder, a park or sea ranger or a representative of the local Indigenous Association with traditional knowledge about:
  - Water use, customs, stories and sustainability lessons (activity one)
  - The seasons, weather and rainfall (activity two)
- **A Power and Water staff member or associated representative,** such as an ESO. This is a local staff member that helps maintain the water network and will have access to key locations in the local water story. (activity four)
- **A representative from the local art network.** This is a person that can support students to share their knowledge throughout the unit in artistic form. (activity seven)

## Supporting Resources

### Books

- Big Rain Coming, written by Katrina Germein and Illustrated By Bronwyn Bancroft
- Walking with the Seasons in Kakadu, written by Diane Lucas and Ken Searle

### Worksheets

- Appendix one: Water Timeline
- Appendix two: Community Water Story Video Reflection
- Appendix three: How can we save water?
- Appendix four: Striking a pose
- Appendix five: That's My Water! Bush Schools Challenge Card

### Videos

An engaging series of three short videos featuring rapper Baker Boy:

- Water is our Story
- Water is our Community
- Water is our Future

# Learning Sequence: How will students build their knowledge and skills?

## Introduction to our host, Baker Boy

### Students will

- Explore Baker Boy's background story and create a personal profile
- Investigate the song 'Marryuna' by Baker Boy and highlight the links to water, education and passing on knowledge
- Learn the dance moves to 'Marryuna'
- Watch the first That's My Water! video titled '*Water is our Story*' that explores traditional knowledge about water in remote communities

## Activity One: Traditional water use in my community

### Students will

- Share their knowledge about the traditional importance of water in the local community
- Interview a local expert to deeply understand traditional water use, customs, stories and sustainability lessons
- Reflect on the importance of this traditional knowledge for the community today

## Activity Two: Water and the seasons

### Students will

- Engage with a text that explores how the seasons influence life in remote communities
- Compare and contrast Indigenous calendars from around Australia to seasons in their own community
- Investigate local traditional knowledge about seasons and weather patterns
- Create a picture book for younger students about weather, rainfall and the seasons in their community

## Activity Three: The power of water

### Students will

- Create a timeline of their day to show how water is important in all aspects of life
- Engage with a text that encourages them to reflect on the importance of water to themselves, their family and their community
- Research an important local water event (drought or flood) and simulate a news report from this time

## Activity Four: 'Cloud to cup' in my community

### Students will

- Investigate how Power and Water provide clean drinking water to remote communities
- Explore the key locations in their community's water story
- Watch the second That's My Water! video titled '*Water is our Community*' that investigates how Power and Water provide safe and reliable drinking water to remote communities
- Create a comic book that explores the stages of the local water story

## Activity Five: Water detectives

### Students will

- Conduct a school water walk to list and classify all of the water sources in the school
- Create a school map that identifies the locations of the water sources, leaks and the water meter
- Create a map of their home that identifies the locations of the water sources, leaks and the water meter

## Activity Six: Sustainable sewerage for my community

### Students will

- Define the meaning of sustainability and discuss how it has always been important to life in remote communities
- Compare and contrast good and bad sewerage behaviours
- Develop some simple rules for using sewerage
- Create a visual presentation using body gestures and dance moves to model sustainable behaviours

## Activity Seven: How can I make a difference?

### Students will

- Brainstorm ideas for saving water in different areas of the community
- Watch the third That's My Water! video titled '*Water is our Future*' that investigates ways students can make a difference in their community
- Identify one area to focus on to make a difference in their community
- Create a poster to share a key water saving message

## Activity Eight: Social action project

### Students will

- Identify an area or behaviour they believe will make a difference to water use in their community
- Learn about social change and ways to influence and educate their community
- Create a social action project to support sustainable water use in their community

# Introduction to our host, Baker Boy

**Note:** This activity can be undertaken separate to the broader unit, *That's My Water!*. It is designed to introduce the three videos featuring the rapper and song writer, Baker Boy.

## In short

This activity introduces students to the host of the *That's My Water!* videos, Baker Boy. It is designed to explore his background growing up in remote Northern Territory and allow students to establish a connection with him as the face of the program.

### Students will:

- Explore Baker Boy's background story and create a personal profile
- Investigate the song 'Marryuna' by Baker Boy and highlight the links to water, education and passing on knowledge
- Learn the dance moves to 'Marryuna'
- Watch the first *That's My Water!* that explores traditional knowledge about water in remote communities

**Guiding Question:** Who is Baker Boy and why is he the host of the *That's My Water!* videos?

## Suggested learning experiences

1. Inform students that they will be learning about the importance of water to life in their community as a part of the *That's My Water!* program with Power and Water. Highlight that an exciting part of the program is having the Indigenous Rapper Baker Boy help them with their learning through a range of videos. To illicit students' prior knowledge, pose the following questions:
  - *Who is Baker Boy?*
  - *What do you know about Baker Boy?*
  - *Why would Power and Water use Baker Boy as the host of a series of videos about water in remote NT communities?*
2. Watch the video below that provides an introduction to Baker Boy's story.  
[www.youtube.com/watch?v=COhqaNXZVTg](http://www.youtube.com/watch?v=COhqaNXZVTg)

3. As a whole class, in small groups or individually, create a profile of Baker Boy. The profile should draw on information from the previous video and other knowledge students may have. Allow time for further research if required.

### The profile should include:

- Name
- Home community
- Current home
- Language
- Songs
- Challenges he has faced
- Why is he a role model?
- Other interesting information

4. Listen to the song 'Marryuna' by Baker Boy. Invite students to share their thoughts about the song and its meaning, highlighting the use of Yolngu terms.  
[www.youtube.com/watch?v=afQcYH2nwoM](http://www.youtube.com/watch?v=afQcYH2nwoM)
5. Share the lyrics of the song 'Marryuna'. Invite students to highlight any references to water, education or passing on knowledge. Highlight that these elements will be very important as we learn about water in the *That's My Water!* unit.  
<https://genius.com/17273982>
6. As a class, watch the video below that teaches how to do the Marryuna dance. Allow time for students to practice the different moves before listening to the song again.  
[www.facebook.com/NITVAustralia/videos/baker-boys-marryuna-dance-tutorial/10155399076947005/](http://www.facebook.com/NITVAustralia/videos/baker-boys-marryuna-dance-tutorial/10155399076947005/)
7. Inform students that Baker Boy will help us learn about the importance of water to remote Northern Territory and support us to make a difference in our own community. The program 'That's My Water!' and supporting videos are broken into three phases:
  1. **Water is our story:** Investigating traditional knowledge and practice in our community
  2. **Community water story:** Understanding how Power and Water supports us to access water today
  3. **That's My Water!:** Looking at how we can each contribute to being water smart in our community
8. As a class, watch the first *That's My Water!* video titled '**Water is our story**'.  
[www.youtube.com/watch?v=KJVvt-onaAY](http://www.youtube.com/watch?v=KJVvt-onaAY)



## Activity 1: Traditional water use in my community

### In short

This activity is designed to allow students to actively research the cultural significance and traditional water practices in their area. It involves a location based reflection on the sustainability lessons we can take from the local culture.

### Students will:

- Share their knowledge about the traditional importance of water in the local community
- Interview a local expert to deeply understand traditional water use, customs, stories and sustainability lessons
- Reflect on the importance of this traditional knowledge for the community today

**Q Guiding Question:** How did water shape traditional culture in my community?

### Resources

- Access to an expert with local knowledge to speak to the class. This can be a parent, local elder, a park or sea ranger or a representative of the local Indigenous Association

## Suggested learning experiences

1. Introduce the program 'That's My Water!' and provide students with an overview of the learning experiences. Focus on the importance of the program for the whole community to generate excitement and highlight the following points:
  - There are 72 remote communities in the Northern Territory. Power and Water is very proud to provide drinking water to each and every one.
  - It is very challenging job, and they need your help to make sure there is enough water for your community into the future.
  - Power and Water need you to learn all about your local water story and use the information to help your community be water smart.
  - The first part of the program involves celebrating traditional knowledge about water that exists within community.
2. Inform students that an exciting part of the program is having the Indigenous Rapper Baker Boy help them with their learning through a range of videos. The first video they will watch is titled 'Water is our Story'. This video focuses on celebrating and learning from the traditional knowledge about water that exists within community.

Watch the video '[Water is our Story](https://www.youtube.com/watch?v=KJVvt-onaAY&t=1s)'. [www.youtube.com/watch?v=KJVvt-onaAY&t=1s](https://www.youtube.com/watch?v=KJVvt-onaAY&t=1s)

Lead a whole class reflection on the video. Encourage students to discuss the information that they were already aware of, surprised them or that they would like to know more about.

**Consider the following discussion points to guide the reflection:**

  - At the beginning of the video, Baker Boy says the phrase 'That's My Water!' in his home language, Yolngu Matha. How would you say 'That's My Water!' in your home language?
  - In the video Baker Boy says 'Water lets people live on country. No water, no life'. What do you think he means by this?
  - The video shares some of the knowledge from the Jawoyn, Larrakia and Arrente people. Do you know where they are from? Have you been to these locations? Can you find them on a map?
  - The presenters talk about some of the ways knowledge about water is passed on from one generation to the next. Can you name some of these ways? (songlines, stories, art)
  - What are some of the water sources discussed in the video? (river, soakages, rockholes, groundwater)
3. Highlight to students that we are very fortunate, there is a lot of traditional knowledge about water use in remote communities that we can learn from today. Point out that some of the students in the class may actually be experts in the topic, and they can help teach the others.

Pose and discuss the following questions with students:

- *How important is water in our area?*
- *Is traditional water use in this area different from today's?*
- *Where are the traditional local water sources?*
- *Are there any traditional water stories or customs about this area?*
- *Who can we contact to find out more information?*

If any students hold an in-depth knowledge, consider documenting this or interviewing them as a class.

4. Pose the questions to the whole class:
  - *What is the word for water in your home language/s?*
  - *What other words that are important in the local water story exist in home language/s?*

As a class, create and display a dictionary or word wall of key terms in both English and home language/s. For example, water, rain, river, cloud.

5. Where possible, attempt to access a local expert. This can be a parent, local elder, a park or sea ranger or a representative of the local Indigenous Association. Once you have found the appropriate person, invite them into the school for an interview.

Prior to the interview, have students prepare a list of questions to ask under the following areas:

- **Traditional water use:** supply, lifestyle, movement and storage of water
- **Traditional customs and stories involving water use in the region:** this may include stories of major weather events (floods, droughts) or dreaming stories
- **Sustainability:** How do/did local indigenous people promote sustainable water use?

6. Following the interview, pose the following questions to students:
  - *What is the one thing you will remember from the interview?*
  - *What is the one piece of traditional knowledge you think that all members of your community should know about water?*

Allow time for students to share their responses.

Invite students to record their one piece of important knowledge for the community. The knowledge could be recorded in written form, spoken to camera, on a poster or through an art form.

# Activity 2: Water and the seasons

## In short

This activity is designed to explore the way that weather, rainfall and the seasons changes life in community throughout the year.

### Students will:

- Engage with a text that explores how the seasons influence life in remote communities
- Compare and contrast Indigenous calendars from around Australia to seasons in their own community
- Investigate local traditional knowledge about seasons and weather patterns
- Create a picture book for younger students about weather, rainfall and the seasons in their community

**Guiding Question:** How does the weather, rainfall and the seasons influence life in my community?

## Resources

- **Walking with the seasons in Kakadu**, written by Diane Lucas and Ken Searle.
- **Access to an expert with local knowledge to speak to the class. This can be a parent, local elder, a park or sea ranger or a representative of the local Indigenous Association**

## Suggested learning experiences

1. Introduce the text 'Walking with the seasons in Kakadu' by Diane Lucas and Ken Searle. Highlight that the book is set in Kakadu. Locate Kakadu on a map and discuss the distance from their location.  
Read the text as a whole class. Discuss the similarities and differences to their community.
2. Discuss the similarities and differences from the text to their community.  
Use the text reflection to explore students' prior knowledge about weather, rainfall and seasons in their community.

- *How does the weather change throughout the year?*
- *When does it rain the most?*
- *When is it at the hottest?*
- *What are the seasons locally? Note: you may need to define the word seasons and use home language/s to describe seasons.*
- *How does life in the community change across the seasons? Consider lifestyle, plants, animals and access.*

3. Introduce the class to CSIRO weblink below provides Indigenous calendars from across the Northern Territory and Western Australia. Model how to use the web site, showing the different calendars that are available and how to interpret the content on each calendar.

[www.csiro.au/en/Research/Environment/Land-management/Indigenous/Indigenous-calendars](http://www.csiro.au/en/Research/Environment/Land-management/Indigenous/Indigenous-calendars)

If the school's local area is represented in one of the calendars, the class should focus on this content.

If the school's local area is not represented in one of the calendars, the class should choose an area of interest and compare and contrast the information to their community.

Draw student's attention to the names for each season, along with the animal and plant indicator of a change of season.

4. Where possible, attempt to access a local expert to speak to the class. This can be a parent, local elder, a park or sea ranger or a representative of the local Indigenous Association. Once you have found the appropriate person, invite them into the school to talk about local knowledge of seasons, weather and rainfall.

Encourage students to prepare questions prior to the session.

5. Inform students that they have a responsibility to pass on the knowledge they have learnt to younger children in their community. Challenge students to create a picture that presents information about the seasons, weather and rainfall.

### The picture book should include:

- The title 'Water and the seasons in ...'
- One page for each season
- Each page should include written and visual information about the season, such as indicators, changes, plants and animals. The visual element could be a drawing, artwork or pictures.
- The picture can be written as a story, as in 'Walking with seasons in Kakadu' or as information text.
- The words and explanations can be written in English and or home language/s.

6. Where possible, give students the opportunity to share their books with younger years classrooms.



West MacDonnell National Park

## Activity 3: The power of water

### In short

This activity is designed to introduce students to the critical nature of water in our lives. It involves a personal reflection on the ways we use water everyday before looking into how water supports life on the land in remote communities.

### Students will:

- Create a timeline of their day to show how water is important in all aspects of life
- Engage with a text that encourages them to reflect on the importance of water to themselves, their family and their community
- Research an important local water event (drought or flood) and simulate a news report from this time

**Guiding Question:** Why is water important to me and my community?

### Resources

- Appendix one: Water timeline
- Text: Big Rain Coming, written by Katrina Germein and Illustrated By Bronwyn Bancroft

## Suggested learning experiences

1. Pose the following question to the whole class:

- **How do we use water everyday?**

Create a whole class list.

2. As a class, discuss the following periods of the day and how you use water at these times:

- Before school
- At school
- In the afternoon after school
- In the evening

Distribute the worksheet in Appendix 2: Water Timeline. Invite students to individually list and number the times each day when they use water in a typical day.

Allow 5 minutes for students to work individually before regaining whole class attention. As a group, discuss who had the most number of uses listed for the day, which ones were most surprising.

**For teacher context, consider the following:**

Before School	At School	After School	Evening
Flush toilet	Flush toilet	Have a drink	Wash or cook food
Wash hands	Wash hands	Water garden	Wash dishes or stack dishwasher
Have a drink	Drink from bubbler	Swim in the pool river	Water pets
Shower or bath	Wash paint brushes	Wash car or dog	Clean teeth
Water for pets	Cleaning	Fishing	Shower or bath

3. Pose the following question to the whole class:

- **Which local businesses/ industries depend on water supply?**

As a class, discuss the key local employers and how their business depends on water. The teacher should highlight the central role of water to all businesses, from local councils, to schools, to manufacturing and to tourism.

4. As a whole class, read the short book 'Big Rain Coming' by Katrina Germein. The book focuses on the community feeling of waiting for rain to come in the remote NT community of Minyerri.

**Conduct a reflection with students. Use the following questions to assist:**

- **How is this similar or different to waiting for rain in their community?**
- **How does it feel when you it rains for the first time in a long time?**
- **How does the community change when there is rain?**
- **What things do you do with your family that involve water?**

5. Invite students to recall a time or a story about a time when the community experienced a drought or a flood. Students may be unfamiliar with the term drought, and it could require explanation from the teacher. Highlight to students that water influences all aspects of life in remote communities, especially when there is great deal of rain or very little rain.

If possible, allow time to further research this key event and the impact on the community.

**Research may include:**

- Finding information in old newspapers
- Finding video evidence or news reports online
- Interviewing someone who lived through the event or was directly involved

6. In pairs, challenge students to simulate a television news report from the time of the flood or drought. One student should take on the role of the news reporter and the other should take on the role of a community member being interviewed.

**Invite students to be creative. At a minimum, the interview should cover the following points:**

- Introductions: who is the interviewer and who is the interviewee
- What does the community look like? What is the visual impact of the flood or drought?
- What is the impact on the community? Consider what it means for schools, businesses, people's houses and transport.



## Activity 4: 'Cloud to Cup' in my community

### In short

This activity is designed to explore the challenges of providing fresh clean drinking water to remote communities.

#### Students will:

- Investigate how Power and Water provide clean drinking water to remote communities
- Explore the key locations in the community's water story
- Create a comic book that explores the stages of the local water story

**Guiding Question:** How does water get from the 'Cloud to the Cup' in my community?

### Resources

- **Appendix two: 'Community Water Story' video reflection**
- **Access to key locations in the local water story, such as water source, tanks and treatment facility. This can be arranged through Power and Water where possible. One of the key experiences involves an excursion to the key locations in the local water story.**

### Suggested learning experiences

1. Lead a whole class discussion to understand students' prior knowledge about Power and Water and their role within their community.

Consider the following questions:

- *Who are Power and Water?*
- *What do they do?*
- *Do we know anyone that works at Power and Water?*
- *What types of jobs exist at Power and Water?*
- *How do Power and Water support our community?*

2. As a class, watch the second video of the series, titled '**Water is our Community**'. This video investigates how Power and Water provide clean drinking water to communities across the NT. [www.youtube.com/watch?v=dKTxfKJ4R5o](https://www.youtube.com/watch?v=dKTxfKJ4R5o)

3. Distribute the worksheet 'Community Water Story, Video Reflection'. Discuss the questions and invite students to complete individually or in pairs. Discuss responses.

4. Working with a representative of Power and Water or alternative local organisation, plan an excursion to view the key locations in the community water story. Locations may include water source, tanks, treatment and sewerage facilities.

To help plan the excursion, create a whole class ground map to show the key locations around community. The ground map can be in the dirt or on concrete with chalk. Invite students to share their knowledge of these key locations in relation to other places of importance around town.

5. Undertake the excursion to all of the locations that are logistically possible to access.

6. Once back in the classroom, support students to create comic book that details the local water story.

#### To scaffold and support students, undertake the following steps:

1. create a list of the key stages in the community water story, e.g. water source, transport, storage, treatment and sewerage facilities.
2. create a list of the key people that help at each stage of the water story.
3. model how to create a comic book of that outlines the stages of the community water story. They may choose to write the comic as an adventure tale, a superhero story or a magic process.
4. invite students to create their own comic book of the community water story. Provide assistance as required.

Share and celebrate the final products.

# Activity 5: Water detectives

## In short

This activity is designed to investigate the water sources and leaks at school and at home.

### Students will:

- Conduct a school water walk to list and classify all of the water sources in the school
- Create a school map that identifies the locations of the water sources, leaks and the water meter
- Create a map of their home that identifies the locations of the water sources, leaks and the water meter

**Guiding Question:** Where are the key water locations at school and at home?

## Resources

- A map of the school
- Grid paper

## Suggested learning experiences

1. Pose the following question to the class:
  - **What types of water sources do we have at school?**Create a list on the board of the types of water sources in the school, e.g. toilets, taps, bubblers and sprinklers.  
Invite students to create their own symbols for each type of water source.
2. Distribute a map of the school grounds. Take time to ensure students know where they are on the map and key locations.

3. Pose the following questions to the class and discuss:
  - **Where are we likely to find water leaks around the school? (use the map to assist the discussion)**
  - **How would you spot leaks?**

Watch the following video: [www.youtube.com/watch?v=BcqTOFJFQH8](https://www.youtube.com/watch?v=BcqTOFJFQH8)

Highlight to students that some leaks are easier to spot than others. Demonstrate how to find out if your toilet has a leak by doing the following steps:

1. Get a square of toilet paper
2. Place it on the back of the toilet bowl
3. Watch to see if the paper becomes wet (without flushing)

Test multiple toilets around the school for leaks. Inform students that a leaking toilet can waste even more water than a leaking tap and they need to let some know as soon as they spot it.

4. Conduct a school water walk. The school water walk should focus on locating and allowing students to mark on their map the following items:
  - **Water sources:** they should use the symbols they created to mark the water sources on their map
  - **Leaks:** the students should inspect water sources and general areas for leaks. If they find one they should mark it on their map and inform the groundsperson.
  - **Water meter:** the students should locate the water meter and mark it on their map. If possible, they should also learn how to read the meter. The groundsperson or principal may assist with this process.
5. Once back in the classroom, the students may require a fresh map of the school to transfer all of their symbols to create a neater final version.
6. Challenge students to create a rough map of their home, including a bird-eye view of the layout of the rooms. It may assist students to work to approximate scale by providing grid paper.  
On this home map, students should use the symbols to locate their key water sources.

### Optional:

If possible, allow students to take home their maps and mark the water sources, leaks and water meter.

# Activity 6: Sustainable sewerage for my community

## In short

This activity is designed to introduce the concept of sewerage sustainability in remote communities.

### Students will:

- Define the meaning of sustainability and discuss how it has always been important to life in remote communities
- Compare and contrast good and bad sewerage behaviours
- Develop some simple rules for using sewerage
- Create a visual presentation using body gestures and dance moves to model sustainable behaviours

**Guiding Question:** How can we use the sewerage system correctly to support a sustainable future for our community?

## Suggested learning experiences

1. Write the word 'sustainability' on the board and invite students to share their understanding of the meaning of the word.

Create a class definition. For example, 'To ensure our behaviours meet the needs of the present, without compromising the needs of future generations to meet their needs.'

Highlight that we can learn many lessons on sustainability from traditional culture and knowledge in our community. Invite students to share any relevant local practices or lessons about sustainability, for example in hunting, fishing, use of fire or water.

2. Pose the following question to the whole class:

- **What is sewerage?**

Allow students to share their responses and prior knowledge before defining sewerage as 'the wastewater and other products that is put down the sinks, drains or toilets.'

Highlight to students that the sewerage systems are key to water sustainability in their community. Wastewater is passed through the sewerage system, where it is treated to clean it, before it evaporates into clouds and starts the water cycle again.

However, not everything can go into our sewerage systems. Some things are not meant to go down the sinks, drains and toilets. When the wrong things are put down the sinks, drains and toilets it can cause big blockages that cost a lot of money to fix and can waste a lot of water.

3. Inform students that one of the most important ways we can support a sustainable future for our community is by only putting the correct things into the toilet.

Conduct a short quiz with the class as to which of the following products should and shouldn't go down the toilet. Students should show a thumbs up or thumbs down.

- |                         |                                 |
|-------------------------|---------------------------------|
| • Nappies               | • <b>Pee (correct)</b>          |
| • Medicine              | • Rubbish                       |
| • <b>Poo (correct)</b>  | • Cigarette butts               |
| • Food                  | • Underwear                     |
| • Baby wipes/ wet wipes | • <b>Toilet paper (correct)</b> |

Highlight that there are only ever three things that should go down the toilet; poo, pee and toilet paper. A simple way to remember these things is the 3 Ps; poo, pee and paper.

4. As a class, watch the video '**Water is our Community**'. [www.youtube.com/watch?v=dKTxfKJ4R5o](https://www.youtube.com/watch?v=dKTxfKJ4R5o)

Prior to watching the video, challenge students to list the dance moves, body gestures and props the presenters use to pass on their messages.

After watching the video, invite students to share their list and model each of the moves.

Moves include; water dance, use of straws, thumbs up, diving into water, swimming, drinking water, showering, sprinkler, using toilet, cloud to cup.

5. Inform students that they too will now have the opportunity to create a short presentation or dance to pass on the key sustainability message about sewerage. Encourage students to have fun and present the information in an entertaining way.

In pairs or small groups, students should:

- a. Create a funny title, for example 'love your loo' or 'three p's to using your dunny'
- b. Choose some simple key messages or information to pass on
- c. Create some dance and body move to go with the key messages
- d. Decide the roles of people in the group. e.g. one student may be the narrator and another the actor or dancer.

The presentations should go for approximately 30 seconds to 1 minute.

### Optional:

To assist, watch the following video of Baker Boy explaining the meaning of some of his famous dance moves.

[www.facebook.com/NITVAustralia/videos/baker-boys-marryuna-dance-tutorial/10155399076947005/](https://www.facebook.com/NITVAustralia/videos/baker-boys-marryuna-dance-tutorial/10155399076947005/)

# Activity 7: How can I make a difference?

## In short

This activity is designed to focus students on the practical ways they can make a difference in their community.

### Students will:

- Brainstorm ideas for saving water in different areas of the community
- Identify one area to focus on to make a difference in their community
- Create a poster to share a key water saving message

**Guiding Question:** What can I do to make a difference to water use in my community?

## Resources

- Appendix three: 'How can we save water?'
- Appendix four: 'Striking a pose'
- Computer access
- The local arts centre may assist with the poster creation

## Suggested learning experiences

1. Introduce the activity by highlighting that we all have a responsibility to ensuring the community has a sustainable water supply into the future. Inform students that over the next two lessons they will have the opportunity to choose an area that they can make a difference and create a project to help the community.
2. Divide the class into three groups. Assign each group one of the following areas to focus on; inside and outside the house, at school and in the community.  
  
Each group is required to brainstorm a list of ideas to the following two questions relating to their focus area:
  - *Where have you seen water being wasted in this area?*
  - *What are some ideas for saving water in this area?*

Invite each group or a representative of each group to share their responses.

3. Distribute the worksheet 'How can we save water?'. Invite students to record the best ideas they heard from each focus area.  
  
Discuss the best ideas as a whole class.
4. As a whole class, watch the final video of the series titled '[Water is our Future](https://www.youtube.com/watch?v=dq4VTTXFXqA&t=1s)'.  
[www.youtube.com/watch?v=dq4VTTXFXqA&t=1s](https://www.youtube.com/watch?v=dq4VTTXFXqA&t=1s)  
  
After the video, pose the question to students:
  - *What ideas did the video suggest to save water in the community?*Ideas include: turning off taps, looking for leaks, reporting leaks, taking shorter showers.  
  
As a class, discuss if these are the same or different than their ideas.
5. Invite students to each choose one idea or behaviour that they would like to focus on to make a difference in their community.  
  
Highlight that this message needs to be memorable for other people. Challenge students to write the message in a simple but creative way. Model if required.
6. Inform students that they are each going to create a poster to share their message with their community. The poster must include:
  - a. an image of them striking a pose
  - b. their message written in a memorable way
7. Distribute the worksheet 'Striking a pose' that provides an example poster focused on Indigenous health and demonstrates a range of poses that Baker Boy used in the videos to share his message.  
  
Discuss the example poster displayed on the worksheet. What is the message the poster is trying to get across? Who is the target audience? What does the person's pose and body language tell us?  
  
Direct students to look at the range of poses by Baker Boy on the second page of the worksheet. Invite them to create a pose for their poster that represents their message. Support students to take photos in their poses.
8. Support students to use a relevant computer program to create their poster. A demonstration of the process may be required.  
  
Alternatively, students can print out their picture and paste it onto other paper to create a poster.  
  
**Note:** The local arts centre may be able to assist in creating the posters with students.



Billabong, Northern Territory outback

## Activity 8: Social Action Project

**Note:** This is the culminating activity of the unit. It is recommended that it takes place over multiple lessons to allow students to develop their projects.

### In short

This activity challenges students to use the knowledge they have gained throughout the unit to create a social action project to support sustainable water use in their community.

#### Students will:

- Identify an area or behaviour they believe will make a difference to water use in their community
- Learn about social change and ways to influence and educate their community
- Create a social action project to support sustainable water use in their community

**Guiding Question:** How can I influence others to improve water use in my community?

### Resources

- Social Action Project: Challenge Card

## Suggested learning experiences

1. Introduce the challenge to the whole class.

Highlight that throughout this unit we have learnt about the importance of water to our community, we have looked at the traditional knowledge that exists within the community and we have worked with Power and Water to understand how water goes from 'Cloud to Cup' today.

Outline to the class that now we have the opportunity and responsibility to share this information with the broader community. Students will now get the chance to develop a project that helps create sustainable water use in their community.

2. Introduce the term 'Social Action Project' and write it on the board. Define it as 'When people get together to take action on an issue that is important to the community'. As a class, brainstorm any examples of social action projects they can think of. These may include initiatives focused on health, education or safety.

Share the following video titled 'No Germs on Me'. Discuss the issue and the key message this video is trying to address. [www.youtube.com/watch?v=H4skziPaJEk](https://www.youtube.com/watch?v=H4skziPaJEk)

3. Distribute the 'Social Action Project: Challenge Cards'. Read through the challenge card as a whole class and discuss the project options in detail.
4. As a class, discuss the resources that exist within the community that could support the social action projects. Examples of relevant resources include an art studio, a local artist, a local site or water tank that could be painted, a music studio or musician, a local radio station, a local sporting club, a practical person such as a builder or engineer.
5. Now that students have an overview of their task, support them to focus in on a specific idea through the following steps:
  1. Identify a target behaviour to focus on, e.g. reporting leaks or turning off taps.
  2. Choose a type of project to influence the community, e.g. a song or a video.
  3. Identify a target audience, e.g. parents or school children.
  4. Decide if the project will be individual, in pairs or in a small group.
  5. Let the teacher know what additional support will be needed, e.g. help with filming, recording or creating the project.
6. Get going and create projects that inspire the community!



Rapper and 2019 Young Australian of the Year, Baker Boy

# That's My Water! Bush Schools Challenge Card

## Introduction

Congratulations, throughout this unit you have become an expert about the importance of water to your community. You have explored the traditional knowledge and customs in your area and learnt all about how Power and Water provide clean drinking water to your community today.

Now it is your responsibility to share this knowledge with your community to help ensure you have sustainable water supply into the future.

## Your challenge

Your challenge is to create a project that helps influence smart water use in your community. The project should focus on a key area or behaviour and share your message in a creative and memorable way.

## Project ideas

When thinking about your social action project, consider your strengths and what other resources or people are in community that may help you bring it together.

Below are a couple of ideas, but think big and create something special!

### Create a song

Are you an aspiring rapper, singer or hip hop artist? Just like our video host, Baker Boy, show the community what you can do and put your message to music.

### Put it to video

Can you create a video that tells your local water story or teaches the community how to be smart with water?

### Bust a dance move

Can you say it better through dance than with words? Think about how your dance moves could share a key message with your community.

### Teach the younger kids

Are you a natural teacher and good with young kids? Consider if you could work with a younger years class to teach them about the importance of water use in your community.

### Make something practical

Do you have an idea for a new innovation or product? Think about what you could create that would help reduce water use in your community. It might be a shower timer, a leak detector or a tap timer.

## Steps

To help you get started, work through the following steps.

1. Identify a target behaviour to focus on, e.g. reporting leaks or turning off taps.
2. Choose a type of project to influence the community.
3. Identify a target audience, e.g. parents or school children.
4. Decide if the project will be individual, in pairs or in a small group.
5. Let the teacher know what additional support will be needed, e.g. help with filming, recording or creating the project.

*Good luck and remember, Power and Water would love to see all of your ideas.*

# PowerWater

That's My Water! is commissioned by Power and Water Corporation and the education resources are developed by **Atria Group Pty Ltd**

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