



That's My Water! NT

Teacher, Parent or Helper Guide

PowerWater



Rapper and 2019 Young Australian of the Year, Baker Boy

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To the Superstar Teacher, Parent or Helper,

Congratulations!

You're about to begin a special and very important learning experience: helping our kids learn about water here in the NT through the program That's My Water!

We know water is precious in nature and in our homes. It is the essential ingredient for life!

Water has shaped the unique landscape and the culture of the Northern Territory for over 60,000 years and is just as important today.

Power and Water provides safe and reliable drinking water to 92 cities and towns across the Territory. This includes Darwin, Katherine, Tennant Creek, Alice Springs and remote communities.

Each community has their own unique water story and it is a big job.

We need your help to value the water coming out of your taps just as much as we do our beautiful natural rivers and waterholes.

On average, each Territorian uses twice as much water as other Australians. In many parts of the NT, this is not sustainable.

We're covering these topics in our Student Storybook and in a series of three videos featuring NT rapper and 2019 Young Australian of the Year, Baker Boy.

That's My Water! is designed to be a flexible program. This resource provides a range of suggested activities to complete with your students at home or at school.

We encourage you to modify these to create your own activities and record students' work in the Storybook, either digitally or in hard copy.

We also encourage you to work in the students' first language, where applicable.

We would love to see and celebrate the students' work.

Where possible, please save the student's work and projects and send it to us. We will celebrate the students' work from across the Northern Territory and award a range of special prizes.

Thank you for your ongoing support
Power and Water

Water in my life

Q **Guiding Question:** How does water influence our lives every day?

In short

This activity is designed to open the students' minds to the critical nature of water in our everyday lives. It will also introduce our That's My Water! champion, Baker Boy.

Students will:

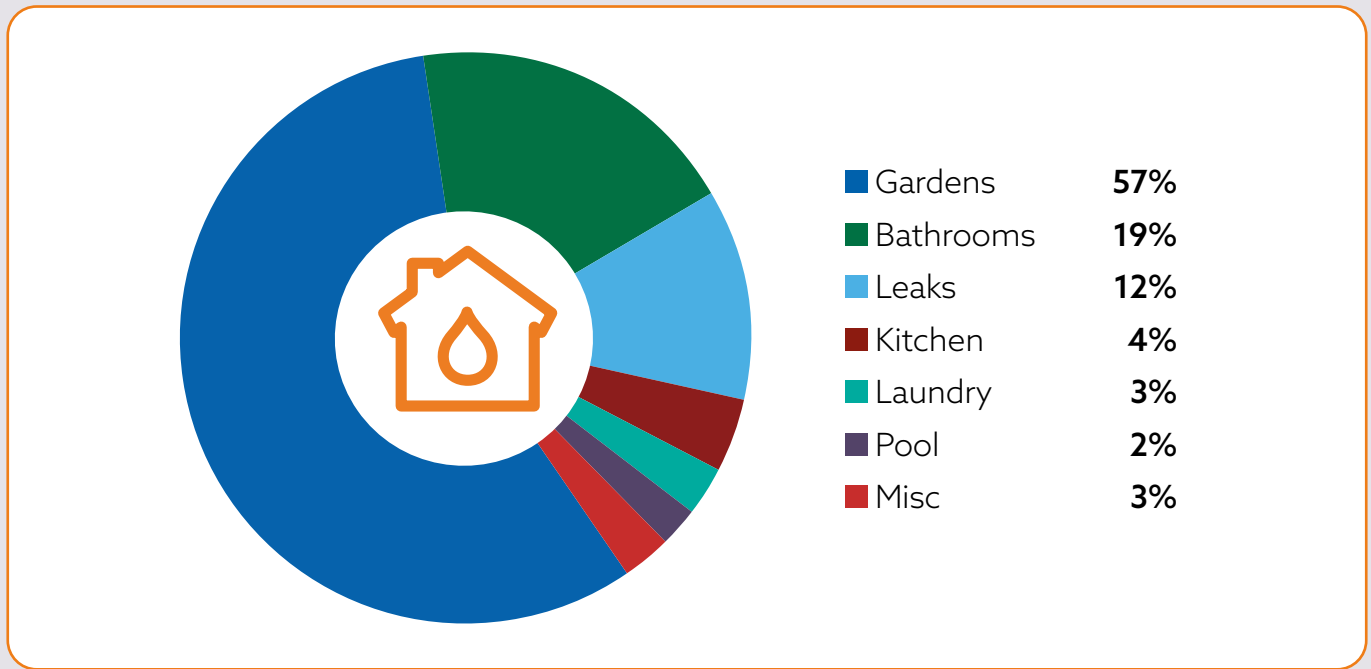
- Explore the times they use water throughout the day
- Create a written reflection of one of their favourite memories involving water
- Create a profile of Baker Boy, who is featured in the videos for That's My Water! NT
- Investigate the song 'Marryuna' by Baker Boy and highlight the links to water, education and passing on knowledge.



Wangi Falls, Litchfield National Park

Background information

Average household water use in Alice Springs and Darwin:



Common water uses:

Inside	
Showers	Brushing teeth
Baths	Cooling
Toilets	Cleaning
Drinking	Laundry
Washing hands	Cooking
Dishwashing	Leaks

Outside	
Irrigation - watering lawns, gardens, trees	Cleaning
Water for pets	Swimming pools and spas
Farms, including fruit and veg and animals	Ponds
Recreation	Other natural water bodies- boating, camping, fishing

Water use throughout the day:

Before school
Flush toilet
Wash hands
Have a drink
Shower or bath
Water for pets

At school
Flush toilet
Wash hands
Drink from bubbler
Wash paint brushes

After school
Have a drink
Help water garden
Swim in the pool
Help wash the car or dog

In the evening
Help wash and cook food
Wash crockery or stack dishwasher
Water pets
Clean teeth
Shower or bath

Suggested learning experiences

1. Introduction

Set the scene for the learning resource 'That's My Water! NT' and discuss students' prior knowledge and areas of interest about water.

To do this, consider the following tasks:

- Read the introduction - *page 3, Student Storybook*.
- Look through the topics of the four sessions covered in the Student Storybook. Focus on the Social Action Project at the end and highlight to students that this is the project they are working towards.
- Ask the student/s questions about water, for example:
 - Where do we use water inside and outside the house? (see background information notes above to assist)
 - Where does the water come from in our community?
 - Do we have plenty of water in our community?
 - Do you think our community is water smart? Why/ why not?
 - Do people value tap water as much as they value water in nature?

2. Introduction to our water champion, Baker Boy: Creating a profile

Inform students that an exciting part of the program is having Arnhem Land rapper and 2019 Young Australian of the Year, Baker Boy help them with their learning through a range of videos. Ask them to share what they know about Baker Boy.

Use the following questions to assist:

- Who is Baker Boy?
- What do you know about Baker Boy?
- What songs do you know from Baker Boy?
- Why would Power and Water use Baker Boy as a host for videos about water in the Northern Territory?

Watch **Baker Boy: The Fresh Prince of Arnhem Land**, an introduction to Baker Boy's story.

Challenge the students to create a profile of Baker Boy. The profile should draw on information from the video and may require further research.

Include the following headings:

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

3. Timeline- Water throughout the day

With students, read the introduction - *page 4, Student Storybook*.

Discuss the following questions:

- How many times do you think you use water in a typical school day?
- When is the first time you use water in the day? When is the last?

Invite students to complete - *page 4, Student Storybook*. Challenge students to list as many activities as possible.

Once completed, review the students' responses. Using the 'Background information' notes above (page 5) to assist, offer additional suggestions.

4. Favourite memories involving water

With students, read the introduction - *page 5, Student Storybook*.

Invite students to complete - *page 5, Student Storybook*. Challenge students to offer as much detail and creativity as they can to outline their best memory involving water. Where possible, look through photos of some of the memories.

Extension task: Investigating the song, Marryuna

Listen to the song **Marryuna, by Baker Boy**. Discuss with students their thoughts about the song and its meaning, highlighting the use of Yolngu and English words.

Share the **lyrics of the song 'Marryuna'**.

Invite students to highlight any references to:

- Water
- Education
- Passing on knowledge

Discuss that these three elements - water, education and passing on knowledge - will be very important as we learn about water throughout the activities in this unit.



Session 2

Water in traditional culture

Guiding Question: How did water shape traditional culture in my area?

In short

This activity is designed to challenge students to investigate the cultural significance and traditional water practices in their area. It will allow students to share their prior knowledge about water, compare stories and beliefs from across the Northern Territory and celebrate the knowledge that exists within their own community.

Students will:

- Watch a video titled 'Water in traditional culture', that explores local knowledge and traditions about water from across the Northern Territory
- Interview an expert about traditional water knowledge, customs and stories in their area
- Compare and contrast Indigenous season calendars from around Australia to seasons in their own area.

Preparation note:

This session includes an interview with an expert that has local traditional knowledge about water. Consider who this can be prior to the session. This may be a local parent, elder, park or sea range or representative of an Aboriginal Association.



West MacDonnell National Park

Suggested learning experiences

1. Watch video and reflect

With students, read the introduction - *page 6, Student Storybook*.

Watch the video '[Water in traditional culture](#)', then reflect and discuss.

To do this, consider the following tasks:

- Encourage students to discuss the information that they were already aware of, that surprised them or that they would like to know more about
- In the video, Baker Boy says 'Water lets people live on country. No water, no life'. Ask students to discuss what they think he means by this
- The video shares some of the knowledge from the Jawoyn, Larrakia and Arrente people. Ask students if they can locate on a map where these people are from.

Invite students to complete - *page 6, Student Storybook*.

2. How did water shape the culture in your area?

With students, read the introduction - *page 7, Student Storybook*.

Discuss the questions with students. If they are able to complete them, invite them to do so. If they do not know the answers, invite them to conduct further research or contact someone that may know.

3. Aboriginal seasonal calendars

Discuss with students how weather, rainfall and seasons change throughout the year in their community.

To do this, consider the following questions:

- When does it rain the most?
- When is it the hottest?
- How does the weather change throughout the year?
- 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 transport.

Introduce the students to www.csiro.au/en. This link provides Aboriginal season calendars from across the Northern Territory and Western Australia. Demonstrate how to use the website, showing the different calendars that are available and how to interpret the content on each.

Allow students time to explore the different calendars and observe similarities and differences.

If your local area is represented in one of the calendars, focus on this content. If your local area is not represented in one of the calendars, choose a location of interest and compare it to the seasons in your area. Draw students' attention to the names for each season, along with the animal and plant indicators of a change of season.

4. Interview an expert

With students, read the introduction - *page 8, Student Storybook*.

Invite students to suggest someone they could interview. If possible, allow the students to make contact and request a time to interview this person. They may choose to make contact via phone, email or in person.

Prior to the interview, invite students to prepare questions across the following topics:

- **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 Aboriginal people promote sustainable water use?

Allow the students to conduct the interview. If possible, create an audio recording.

Invite students to detail the interview responses - *page 9, Student Storybook*.

Extension task A:

Creating a picture book of the seasons in your local community

Inform students that they have the opportunity to pass on the knowledge about seasons they have learnt to younger children.

Challenge students to create a picture book that presents information about the seasons, weather and rainfall in their local area. The picture book can be completed digitally, using a platform such as Microsoft PowerPoint, or in hard copy using paper at home or at school.

The picture book should include the following:

- The title, for example 'Water and the season in...'
- One page for each season
- Each page should include written and visual information about the season, such as names, indicators, changes, plants and animals. The visual element could be artwork, pictures, images or drawings.

The words and explanations can be written in English and/or home language/s.

Extension task B:

Write a newspaper article about the interview with the expert

Inform students that they have the opportunity to pass on the knowledge they have learnt from the expert interview.

Challenge students to write a newspaper article to share the knowledge from the interview with the broader community.

Highlight that a newspaper article is a factual piece of writing, and can include the following:

- A headline
- A first sentence to summarise what the article is about
- The key facts from the five W's and one H: who, what, where, why, when, how
- Quotes from people, such as from students about the key learning from the interview.



Darwin River Dam

Session 3

Cloud to Cup across the Northern Territory



Guiding Question: How does water move from Cloud to Cup in your community?

In short

This activity is designed to investigate how Power and Water provide clean drinking water to communities across the Northern Territory. Students will explore the process of moving water from 'Cloud to Cup' before detailing their own local water story.

Students will:

- Watch the video titled 'From Cloud to Cup across the NT', that explains how Power and Water take the water from the cloud to the cup and provide drinking water across the Northern Territory
- Reflect on their own local water story in their community, identifying key locations and processes
- Review a map of the Power and Water operations across the Northern Territory, and identify familiar locations
- Create a personalised map that shows the water use points around their home or school
- Write a letter to Power and Water to learn more about an area of interest to them.

Preparation note:

This session includes a learning experience that challenges students to map the water use points around their home. This learning experience can be modified to be delivered at school or at another location.

Suggested learning experiences

1. Watch video and reflect

With students, read the introduction - *page 10, Student Storybook*.

Watch the video '[From Cloud to Cup across the NT](#)'.

Invite students to complete the questions - *page 10, Student Storybook*.

Correct the answers with students and correct any errors.

Answers:

- For most remote communities, what is the water source? **A: Groundwater**
- What is the main water source in Darwin? **A: Darwin River Dam**
- Once you flush a toilet or put water down the sink, where does it generally go?
A: To a sewerage pond

2. Cloud to Cup in your community

With students, read the introduction - *page 11, Student Storybook*.

Discuss the questions with students. If they are able to complete them, invite them to do so. If they do not know the answers, highlight that there will be an opportunity to ask Power and Water directly in an activity soon.

3. Connections across the Northern Territory

With students, read the introduction - *page 12, Student Storybook*.

Support students to locate their community on the map. Discuss other locations on the map that they have been to or know family or friends that have been to those locations.

Invite students to mark off locations on the map that they have a connection to.

4. Mapping the home water sources

With students, read the introduction - *page 14, Student Storybook*.

Ask students to list the types of water use points in their house, e.g. taps, hoses, sinks, washing machines, sprinklers and dishwashers. Without moving to inspect, challenge students to guess the number of each type of water use source around their house.

Support students to create a map of their home water use points by completing the following steps as detailed - *page 14, Student Storybook*.

To create a map of your home water sources, complete the following steps:

1 Take a water walk around your home

Note down all of the locations of water use, for example taps, hoses, sinks, washing machines, sprinklers and dishwashers. Also note down any signs of leaks and the location of your water meter.

2 Create a key for your map

A key uses symbols to represent important locations. You will need to create a symbol for all of the sources of water use, along with leaks and water meter.

3 Create your map

Draw a birds eye view of the layout of your house and use symbols to show all of the water locations.

Extension task: Write a letter to Power and Water

Inform students that they have an opportunity to contact Power and Water directly and ask any questions of the experts.

To help your student/s decide what to write about, consider the following questions:

- Were there any questions in the Student Storybook that we couldn't answer?
- Is there something you would like to know more about?
- Are you interested in knowing more about any of the careers at Power and Water? For example, what does a day in the life of a scientist or engineer look like?
- Would you like to provide some feedback?
- Is there anything you would like to thank them for?

Once they have decided what to write about, assist them to complete the following steps:

1 Decide between an email or a letter

2 Look at how to address and start the email or letter, for example:

Dear Power and Water,

My name is _____ and I am making contact from _____. I am currently taking part in Power and Water's That's My Water education program. and I would like to ask a few questions.

3 Write a draft and review it together

4 Construct the email or letter. Include a return address (for the response) and send to:
GPO Box 3596, Darwin NT 0801 or **savewater@powerwater.com.au**



Billabong, Northern Territory outback

Session 4

Water is our future



Guiding Question: How can you influence your community to become water smart?

In short

This activity is designed to allow students to apply their learning and take direct action to influence smart water use in their community.

Students will:

- Watch the video titled 'Water is our future', that explores ways we can save water around the home and at school
- Reflect on their own behaviours and how they can contribute to a water smart community
- Create a social action project to influence the community to be water smart.

Suggested learning experiences

1. Watch video and reflect

With students, read the introduction - *page 16, Student Storybook*.

Watch the video '[Water for our future](#)'.

Invite students to complete the questions - *page 17, Student Storybook*.

Take time to reflect on the students' answers. Encourage them to elaborate on where they see water being wasted and opportunities to improve.

2. Bust a move

Watch the video [facebook.com/NITVAustralia](https://www.facebook.com/NITVAustralia) that demonstrates how Baker Boy does the dance moves to Marryuna and explains their meaning.

If students are interested, encourage them to learn the dance moves and practice to the music.

Discuss how Baker Boy uses his dance moves to help share his message across languages. Ask students, 'could you create dance moves to share a message?'

3. Social Action Project

With students, read the introduction - *page 18, Student Storybook*.

Invite students to choose a social action project to undertake.

Consider the following questions:

- What are your strengths and what do you love to do? Look over the project ideas in the Student Storybook and discuss each option.
- What resources or people in the community could we connect with?
- What is the one behaviour you think could make a difference in our community? For example, turning off taps, finding leaks, only using irrigation at night, shorter showers.

Note: The following pages have been taken from the Student Storybook.

Social Action Project

How can you influence your community to become water smart?

Throughout this Storybook you have become an expert on the importance of water to your community. Now it is your chance to share this knowledge with your community to help ensure you have sustainable water supply into the future.

Your challenge

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 things you could use or people you know in the 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 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 invention 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.

Share your work

Power and Water would love to see your social action projects

Please share your projects with our team at savewater@powerwater.com.au



Did you know: Baker Boy uses his dance moves to help share his message across languages. Watch how he explains his dance moves from the song Marrayuna and consider how you could bust a move to share your message. [facebook.com/NITVAustralia](https://www.facebook.com/NITVAustralia)



Rapper and 2019 Young Australian of the Year, Baker Boy



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:

Power and Water Corporation

GPO Box 4150, Darwin NT 8000

Contact Joel Spry: joel.spry@powerwater.com.au

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 Power and Water Corporation.

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



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