Intercultural Capability: Level 7-8 activity

**Water and the world**

This teaching and learning activity is based on material developed with schools participating in the 2017 Intercultural Capability project. The Victorian Curriculum and Assessment Authority, in partnership with the International Education Division at the Department of Education and Training, conducted an action-research project with nineteen schools from the Government, Catholic and Independent sectors.

| Content description |
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| **Intercultural Capability**  Cultural Practices   * Analyse the dynamic nature of own and others cultural practices in a range of contexts (VCICCB013) |
| **Achievement standard (extract) – Level 8** |
| By the end of Level 8, students explain how cultural practices may change over time in a range of contexts. |

**Learning context**

These activities were developed by a regional secondary school, and were delivered in a seven week unit with three 50 minute lessons per week. These activities are provided in a sequential learning order.

The Geography curriculum includes learning about Place, space and interconnection in the Geographical Concepts and Skills strand, and Water in the World in the Geographical Knowledge strand.

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| **Essential question** | **Enduring understanding** |
| What is the spiritual and cultural value of water for the selected communities studied? | The interconnection between people, places and their environment. |

**Vocabulary**

Belief: Any cognitive content held as true.

Spiritual: Of, concerned with, or affecting the soul.

Culture: All the knowledge and values shared by a society.

Faith: Institution to express belief in a divine power.

Religion: Institution to express belief in a divine power.

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| **Activity 1: Water use** |
| * [We are all connected to water](https://www.youtube.com/watch?v=eukBUEemwq8) by World Wildlife Fund (Australia) (13 mins)   *Explores the Burdekin catchment and agriculture including:*   * + *water quality monitoring*   + *rehabilitating degraded land*   + *setting up sediment traps and drainage systems*   + *protecting sea beds*   + *sediment impact on the Great Barrier Reef.* * Write a paragraph responding to the contention: *The world is mostly water, therefore there is plenty of water for everyone.* |
| **Activity 2: Water use in other cultures** |
| *Water usage in the west*   * [The Global Water Crisis: How much water do we really use everyday?](https://www.youtube.com/watch?v=On9WRrFHVjY) by Take Part * This short video highlights how much water we use in the west for everyday food and activities and is a good starter for a class discussion. * Ask students to estimate their average daily water use.   *Tip: Explain that one gallon equals approximately half a litre*  Compare *Water usage in the west* with the difficultly other people face to access water on a daily basis:   * [Walking in Sabina’s shoes](https://www.youtube.com/watch?v=-bEtqZoD4V4), by World Vision (13 mins)   Explores Sabina’s daily life with a focus on access and use of clean water   * [Walking for water](https://www.youtube.com/watch?v=hdc7AxdJHfo), by KNN Sport (3 mins 20 secs)   Explores poor water and sanitation problems in the Mpumalanga province in South Africa (includes many subtitles) |
| **Activity 3: Water and the impact of daily practices** |
| Explain that you are explicitly teaching about how water availability can effect daily practices and is part of cultural norms, and that you are using comparisons to another culture to allow students to reflect on aspects of their own lives.  Part 1   * Students divide the total estimated daily amount of water use by 15 to establish the average amount they can carry at any time then to make it ‘real’. Work out how many times they would have to fetch and carry water. * If students had to bring water to your home in the same way as Sabina, how would this impact on their life? You may want to ask students to imagine their life as Sabrina’s brother or sister.   Part 2   * Ask students to read [In Sabina’s Shoes](http://now.worldvision.org/story/sabina-s-shoes), by Kari Costanza * Students write their own account of a typical day (or a set of dairy entries) * Compare their day with that of Sabrina and hold a class discussion focussing on the ability to compare water usage in a range of contexts, including the Australian context. |
| **Activity 4: Indigenous water use in Australia** |
| *Students consider the ways in which indigenous use of water differs from waterusage common in mainstream Australia*   * [First Australians were also the first farmers](http://splash.abc.net.au/home#!/media/29898/indigenous-eel-farming), by ABC Splash (3 mins 27 secs)   *Archaeologist Dr Heather Builth works at Lake Condah to determine whether the Gunditjmara community were truly nomadic or used advanced farming techniques to support their way of life.*   * [Fish traps with Dr Dave](https://www.youtube.com/watch?v=Qa5WSRxpUj0), by mbdamedia (4 mins)   *Ancient fish traps could be the oldest man-made structures on earth, dating back 40,000 years. Learn more about how aboriginal people made these fish traps on the Barwon River near Brewarrina in New South Wales.*   * [River Country Spirit Ceremony](https://www.youtube.com/watch?v=GqrRfyVNqIo) by mddamedia (11 mins)   *Aboriginal peoples along the Murray-Darling rivers in South-Eastern Australia say their river is sick and their country is dying*  *Questions:*   1. How did the Gunditjmara use water in Lake Condah? 2. How is evidence used to understand the way the Gunditjmara used water at Lake Condah? 3. Does this water use look similar to any of the urban water management techniques you looked at in other the activities? You might have to ask other classmates to help you with this. 4. Explain which strategies this is similar to and how the strategies are similar to water management at Lake Condah 5. Write down three questions you would like to ask the Gunditjmara man in the video about the ways aboriginal people used the lake, or anything else you’re curious about. |
| **Activity 5: Spiritual connection to water**  ***This activity was originally published by the Water Corporation*** |
| * What are ways that we use water every day? List these on the board. * What is the importance of water in rituals of different cultures? * Ask students to choose one belief from the list on the [Water in other cultures fact sheet](https://www.watercorporation.com.au/-/media/files/education/teachers/lessons-and-teaching-resources/lesson-plans/activity-sheets-and-fact-sheets/water-in-other-cultures-fact-sheet.pdf)(Water Corporation). Make sure there’s an equal mix of students working on each topic to ensure a range of presentations. * Students are to research economic, cultural and spiritual values in which water provides inspiration for ceremonies, customs and daily life of their chosen belief. * Students create a detailed written and illustrated report using Powerpoint or another agreed medium   *Reflect and summarise*   * Each student (or group) spends 5 minutes presenting their findings on their chosen topic to the class. |