

# Our Heritage and Water

This research project encourages students to look at the role of water resources in societies. Students are encouraged to compare their region with another to look at the relationship between the development of communities and water resources.

## Materials

- Access to the Internet/libraries
- Poster paper
- Pens
- Paper

## Learning methodology

1. As a class, students should discuss the development of the local region and its water supply.
2. Students work in groups to prepare information on different river systems and communities from around the world.
3. Each group should have access to information via the internet, reference books and encyclopedias.
4. Suggested rivers include: the Ganges, the Yangtze, the Colorado, the Rhine, the Nile, the Mississippi.
5. Put together a timeline on the history of the river's development.

### Prepare a poster with the following features:

1. A map showing the river and its catchments
2. Regional facts:
  - Approximate population for the catchment
  - Cities, towns – choose one location. What is the rainfall? How do people live? What is the population? What are the town's features?
  - How long is the river?
  - How big is the catchment?
  - Are there any dams?
  - How much water do the people use?

## Questions

1. How does the use of rivers around the world differ?
2. Compare a river from another country with one from your catchment - how have they changed over time?
3. Ask your grandparents and parents to remember how they used their local river or creek and how this has changed today.

## Extension activities

- Waterwatch activities including water monitoring and catchment studies

# Community Decision Making

The aim of this activity is to encourage students to identify different views and values of resources. Students will also look at the way different interest groups impact on decision-making processes, highlighting the difficulties in making decisions.

## Materials

- *Community Decision Making Role Play Cards*, page 119
- Overhead markers
- White board markers or chalk
- Costumes (optional)
- Name tags

## Learning methodology

A large area of land has been donated to the Local Council on the death of a prominent local, Mr Snipe. His only request was that it be used to enhance the opportunities for the long-term future of people in the Lakes region. A public meeting has been called to ask for suggestions on the use of the land known as Snipes Flats, prior to a zoning decision to be made by the Local Council. As the lake committee board, you are to make a recommendation on the future use of the land.

1. Photocopy the role cards and distribute amongst the class. If this is done the day before the activities, students can create a costume for the role-play.
2. There should only be three board members and the Secretary and Chairman (this can be the teacher if necessary.) There can be many members of the interest groups; this is up to the teacher to decide.
3. The groups should have 10 minutes before the meeting to prepare a speech to the board of their proposal for Snipes Flats.
4. The Chairman should allow each group equal time to speak.
5. The Secretary will record the main points of each group on the Board.
6. After the Final Speaker the Board should vote on their decision as to what to use the land for.

## Questions

1. Discussion questions should be based upon the influence of values and personal interest in decision-making, as well as the impact of personality and persuasion in speeches that influence decision-making.

## Extension activities

- Encourage students to write a letter to the local paper on a local issue
- Encourage students to write a letter to the 'Mayor' to voice their own view of this matter

# Community Decision Making Role Play Cards

## Lake committee members: Chairman

You are a fair person who wants to see the community prosper. You do not, however, wish to be remembered as the chairman who made decisions that the community regretted in the future. Your role is to ensure that all parties have their say, but also everyone takes it in turns. No meeting should be in conflict and this should be avoided at all times. You need to consistently remind the group of Mr Snipes wishes "That the land be used to enhance the opportunities for the long-term future of people in the lakes region".

## Lake committee members: Secretary

Your role is to write the main points of each interest group on the board or on butchers paper.

## Lake committee members: Board Members

You will be voting for the final decision with the rest of the committee. You are entitled to ask for more information to be outlined by the interest groups and their proposals.

## Interest groups: Residents Association

For as long as they remember, local residents have enjoyed walking through Snipes Flats to the adjacent beach. Because there is no vehicle access, residents have seen this area as a park of the coastal reserve and do not want that to change. Residents would like to see the area added to the coastal reserve, the old cottage removed, and perhaps a picnic shelter constructed in its place.

## Interest groups: Professional Fishermen

Professional Fishermen have long believed that the area known as Snipes Bay is a breeding ground for many of the fish they catch. Blind Bay next door, however, has little fish activity. They are concerned that any further sand mine development has the potential to impact upon the fish breeding ground and oppose that land use.

## Interest groups: Boating Tour Operators

The pristine shores of Snipes Bay provide an idyllic haven to anchor and enjoy a picnic lunch. It is a highlight of your tours and many people visit the area internationally to walk amongst the Koala's nestled in the trees on the shores of Snipes Bay. There has been recent increase in your business due to the development of Golf Resorts at nearby Sheltered Inlet. Whilst you don't want a sand mine, the golf course could work well with your business.

# Community Decision Making Role Play Cards

## Interest groups: Recreational Yacht Club

The protected waters of Snipes Bay allow for perfect sailing conditions. Recently your clubhouse was destroyed by fire and you are looking for a new site. You believe that your site could be rich in mineral sand deposits and the sand mine could expand to your site, if you were offered a new location at Snipes Flats.

## Interest groups: Bird Watching Group

The National Bird Watching Group have been using Snipes Cottage for the past twenty years as a base for their studies on the rare tern and many other species of birds. For 2 months over the nesting season, up to 50 volunteers can be located on the site spending quite a lot of money in local shops and businesses. They would like to see Snipes Flats conserved as a wildlife sanctuary. Whilst a coastal park would see the birds conserved, it would prevent the continuation of 20 years of scientific study – unless volunteer accommodation could be offered.

## Interest groups: Sand Mining Company

The Sand Mining Company employs 20 percent of the community. Many families livelihood depend upon the mine, for example shop keepers, teachers and builders. The mine has only 5 years of production left at its current site. There are nearby resources, but much money would be saved if the plant did not have to relocate, and could expand its extraction into Snipes Flats.

## Interest groups: Golf Course Owners and Members

The closure of the sand mine is not coming soon enough for you, with the recent growth in tourists to the area. Because you cannot offer accommodation on your site, your members are threatening to go to other courses with better facilities. Closure of the sand mine would allow for rehabilitation of the site (currently an eye sore from the golf course) making it more attractive for developers to turn it into a resort

## Interest groups: Coastal Park Staff

Whilst you welcome the concept of the land being reserved for the future, there is already little funding for the upkeep and maintenance of the rest of the coastal park. The Bird volunteers have kept Snipes Flats weed and pest free, and have protected the asset by keeping the weeds from spreading from adjacent properties under control. You have worked with them to control foxes. You believe that the land could be reserved as part of the park, but leased to the bird volunteers for management and upkeep.

## Suggestions

- Use the back of the card to enhance the character more fully, e.g. old man on the golf club board who thinks the bird watchers are a bunch of rich men with nothing better to do and who should be investing in this town
- Suggest props that students may bring to enhance the role play such as hats, binoculars etc.

# Indigenous History

The Dreaming is a very important part of Aboriginal life as it is the basis of each community's spiritual beliefs, culture and actions. Different language groups have different stories which are kept secure by members of the community and passed on through elders and family members at appropriate times. This activity encourages students to explore Aboriginal language and history through Dreaming stories. Where possible involve your local indigenous community in your studies and give recognition to the Gunnai/Kurnai people when reading their Dreaming story in this activity.

## Materials

- Research facilities
- Pens and paper
- Aboriginal Language Areas Map, page 114

## Learning methodology

1. As a class discuss indigenous oral history and The Dreaming.
2. Look at the map on page 114 of Aboriginal language areas in Victoria. Which clans of the Gunai/Kurnai people are in your region? How many language areas are there?
3. Read the story of the first Gunai/Kurnai people, Borun the Pelican which can be found at: [www.ramahyuck.org/bataluk/stories.html](http://www.ramahyuck.org/bataluk/stories.html).
4. Students complete one or more of the questions below using a medium of their choice. This may be an oral or written report, PowerPoint presentation, artwork, diorama etc.

## Questions

Based on Debono's Six Thinking Hats.

### WHITE HAT (Information)

What is the purpose of Dreaming stories in Aboriginal culture? How does the Dreaming link to the landscape and the people?

### GREEN HAT (Ideas/Creativity)

Trace the possible route taken by Borun in the story on a map. Illustrate a scene from the story of Borun the Pelican incorporating the map into your work.

### BLACK HAT (Caution/Problem)

Why were Aboriginal languages only recently written down? What are the likely problems this might create?

### RED HAT (Feelings/Emotions)

What are your feelings about The Dreaming and the story of Borun?

### YELLOW HAT (Benefits/Value)

What are the benefits of The Dreaming and oral history to Aboriginal people?

### BLUE HAT (Facilitating/Organising)

Order the story of Borun in 4 simple storyboard pictures ensuring you capture all of the information.

## Extension activities

- Read more Dreaming stories at [www.ramahyuck.org/bataluk/stories.html](http://www.ramahyuck.org/bataluk/stories.html)
- Visit the Keeping Place, Krowathunkooloong, in Bairnsdale.
- Investigate culturally significant sites along the Bataluk Cultural Trail. Contact the Keeping Place for more information on 5152 1891.

# Indigenous Word Scramble Worksheet

Unscramble the following to reveal the Gonnai/Kurnai Aboriginal name for our native animals.

| Aboriginal name | Scrambled animal | English name |
|-----------------|------------------|--------------|
| Jimmialong      | plypusat         |              |
| Tambook         | bamre            |              |
| Kullah          | alkoa            |              |
| Jirrah          | ngkaooar         |              |
| Boora           | ele              |              |
| Tiddelek        | grof             |              |
| Tambun          | cherp            |              |
| Gwak            | koorabuak        |              |
| Brindat         | flheaatd         |              |
| Borun           | lipcane          |              |
| Yalmari         | hasrk            |              |
| Baawang         | whael            |              |

## Extension activity

- Write an acrostic poem to describe an animal from the list in the Indigenous Word Scramble Worksheet. Acrostic poems use the first letter of a word for each new word, e.g. Gwak.

**G**awking  
**W**alking  
**A**live  
**K**ookaburra

# Word Find

Circle each letter of the words from the word list below. Don't forget to cross words off as you find them! Remember, words may be found horizontally, vertically, diagonally or even backwards!

To answer the question below, start in the top left corner of the grid. Working left to right, and top to bottom, list all uncircled letters in the space below.

As you find each word, define its meaning on a separate sheet.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| G | M | H | N | C | A | R | T | W | O | R | P | L | K | N | K |
| O | N | E | T | I | A | I | N | G | T | L | A | U | E | O | G |
| V | E | O | E | L | L | R | T | H | E | C | R | T | H | S | E |
| E | E | R | I | T | A | U | E | H | O | N | W | N | E | T | P |
| R | R | T | O | T | I | E | K | L | A | O | O | L | R | C | I |
| N | A | O | O | K | A | N | H | I | R | I | A | F | I | A | H |
| M | C | K | T | E | R | C | G | K | T | W | A | T | T | F | S |
| E | D | R | E | R | U | W | I | A | A | P | Y | S | A | E | R |
| N | N | O | A | R | L | F | T | N | T | S | E | N | G | T | E |
| T | A | W | B | A | A | L | A | L | U | O | L | A | E | R | D |
| A | L | A | I | M | U | L | I | F | E | M | U | L | C | A | A |
| N | N | C | I | S | F | R | I | E | N | D | M | R | I | E | E |
| D | O | L | N | L | A | R | U | T | L | U | C | O | I | K | L |
| S | Y | O | N | O | I | T | A | L | U | P | O | P | C | S | S |
| S | C | E | M | P | L | O | Y | M | E | N | T | F | U | N | M |
| C | O | A | S | T | A | C | T | I | O | N | C | A | P | E | S |

- |               |            |          |            |            |
|---------------|------------|----------|------------|------------|
| ART           | CULTURAL   | HEALTH   | LEADERSHIP | POPULATION |
| ARTEFACTS     | EMPLOYMENT | HELP     | LIFE       | SKILLS     |
| CARE          | FAMILY     | HERITAGE | LOCAL      | SOCIAL     |
| COAST ACTION  | FRIEND     | KULIN    | MEETING    | TOURISM    |
| COMMUNICATION | FUN        | KURNAI   | NETWORK    | URBAN      |
| CONSULTATION  | GOVERNMENT | LANDCARE | PEACE      | WORK       |

**Question:** Sustainable communities are \_\_\_\_\_.

Answer: Working together to look after waterways and landscapes