

Enviroschools Water of Life Overview (with links):



Water is essential for life. All living organisms on Earth depend on water, and we use water in so many ways. Yet fresh, clean water is relatively scarce, and it can easily become polluted through our thoughtless actions. The vital part that water plays in our lives means that water is precious – he taonga te wai. Natural cycles and processes hold the key to understanding how best to interact with water and keep it in a healthy state - waiora. With creative action to care for wai, our communities, economies and the ecosystems around us can all thrive, thanks to the Water of Life.

Outcomes

- To compile a **Map** and **Pool of Knowledge/ Puna Mātauranga** illustrating the location and use of water in your Enviroschool and locality, values and feelings about water and the effect people have on the local water system.
- To understand how we can create, manage and monitor actions and projects to improve the health of water.


Key Concepts

- [Water is essential for life](#)
- [Fresh, clean water is a relatively scarce resource](#)
- [The importance of water is reflected in culture and society](#)
- [Natural processes replenish and cleanse water](#)
- [People can work with nature to create healthy water](#)

Objectives

Awareness and Sensitivity:	to the water cycle and our connection with it, and to the different values people place on water.
Knowledge and Understanding:	about where our water comes from and how people and nature use it.
Skills:	to observe, question, research, monitor and make sustainable decisions about water.
Attitudes and Values:	of individual and collective responsibility for caring about the wai of Tangaroa and Hinemoana.
Participation and Action:	in the care, sustainable use and restoration of water.

(You will need to be logged in to the Enviroschools website Team Area to access activities via the links.)

	Guiding Questions	Purpose	Key Questions/ concepts	Suggested Activities	Reflective Questions
	Where have we come from and what do we know now?	To determine our understanding of water and begin building our collective knowledge.	What do we know and feel about water?	<ul style="list-style-type: none"> • Making a rainstorm • Waterscapes – what’s special about water near you? 	How much do you know about water?
	What can we observe?	To build on our current knowledge through careful observation in our surroundings	Where can water be found, in and near our Enviroschool?	<ul style="list-style-type: none"> • Water race • Ngā momo wai – types of water • How fresh is fresh? • Time and tide 	Was it easy to find water in or near your Enviroschool?
	What can we learn?	To explore the Key Concepts in Water of Life and relate them to our Enviroschool’s situation.	a) Water is essential for life	<ul style="list-style-type: none"> • The beginning of life • How living things use water • How much water is in us? • Water Is the thread 	What did you discover was special about water in your area?
			b) Fresh, clean water is a relatively scarce resource	<ul style="list-style-type: none"> • How much is fresh? • Water for what? 	What have you found out about drinking water?
			c) The importance of water is reflected in culture and society	<ul style="list-style-type: none"> • Water words • River stories 	What kōrero and histories did you find about water in your area?
			d) Natural processes replenish and cleanse water	<ul style="list-style-type: none"> • Cycle of Rangi and Papa • Water web 	What state is your catchment in?
			e) People can work with nature to	<ul style="list-style-type: none"> • Water conservation • Groundwater pollution 	What activities do you think have most impact on your local waterways?

			create healthy water	<ul style="list-style-type: none"> • How did the water get dirty? 	
	What can we measure?	To conduct a detailed audit of the current water situation in our EnviroSchool.	How much water do we use and waste? What effect might this have on our environment?	<ul style="list-style-type: none"> • Make a water bracelet • Water audit • Riparian habitat assessment 	Were there any surprises about where the most water was used?
	What would we change if we could?	To recap and summarise our learning about water in and around our EnviroSchool.	What do our Map and Pool of Knowledge tell us about water in our EnviroSchool? Is this how we want it to be?	<ul style="list-style-type: none"> • Making a bigger difference • Distilling the essence 	What are the features of water you wish to retain in your EnviroSchool? What do you want to change?



This completes the process to **Identify the Current Situation**. Further your exploration, develop your ideas and plan your next steps by looking into the EnviroSchools Kit to complete the Action Learning Cycle as you **Explore Alternatives**, **Take Action** and **Reflect on Change**. See below and go to the Water of Life Theme Area booklet for ideas.



<p>Explore Alternatives</p> <p>To expand the range of possibilities and options for our Water of Life actions.</p>	<p>How else could it be?</p> <p>What have others done?</p> <p>What are all the actions we could take?</p> <p>What are our priorities for change?</p> <p>How will we decide?</p>	<ul style="list-style-type: none"> • Picture your vision • What if.... • Exploring Enviroschools scrapbooks and website • Checking out options • Nominal Group • Exploring project ideas • Developing criteria • Ranking, scoring & matrices PMI • Partnership ALC (see A3 pullout in kit) 	<p>How do our ideas contribute to our sustainability goals and reflect the qualities we have set out in our vision?</p> <p>Which projects come up as priorities?</p>
<p>Take Action</p> <p>To plan, design and create our Water of Life actions!</p>	<p>What actions will bring about the changes that we want?</p> <p>Which designs will work best?</p> <p>What do we need to take action?</p> <p>Who else do we need to involve?</p>	<ul style="list-style-type: none"> • Action statements • Indicators • Planning and evaluating sustainable design • Action and design planners Task programmer 	<p>What are we going to do?</p> <p>What people and skills do we need?</p> <p>How do we communicate with others about our project/s?</p>
<p>Reflect on Change</p> <p>To look back on what we have learned, how it went, the connections we have made, and what we have achieved.</p>	<p>How did the project go?</p> <p>What changes and benefits have come about because of our actions?</p> <p>How will we celebrate?</p> <p>Where to from here?</p>	<ul style="list-style-type: none"> • Big picture reflection • Photo shoot • Reflect on Guiding Principles and Whole School/ Centre Approach • H forms • Planning an assessment • Sustainable celebrations • Our Enviroschools Process • Next steps • Keeping your vision alive! 	<p>How did taking the time to reflect and celebrate make us feel?</p> <p>Which aspects of our Vision are we advancing?</p>