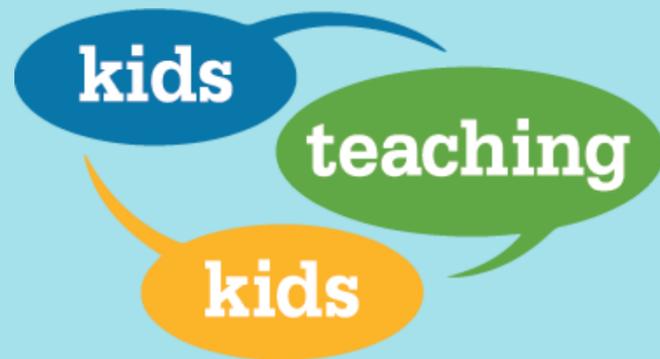


# mizuiku

## Nature and Water School Program



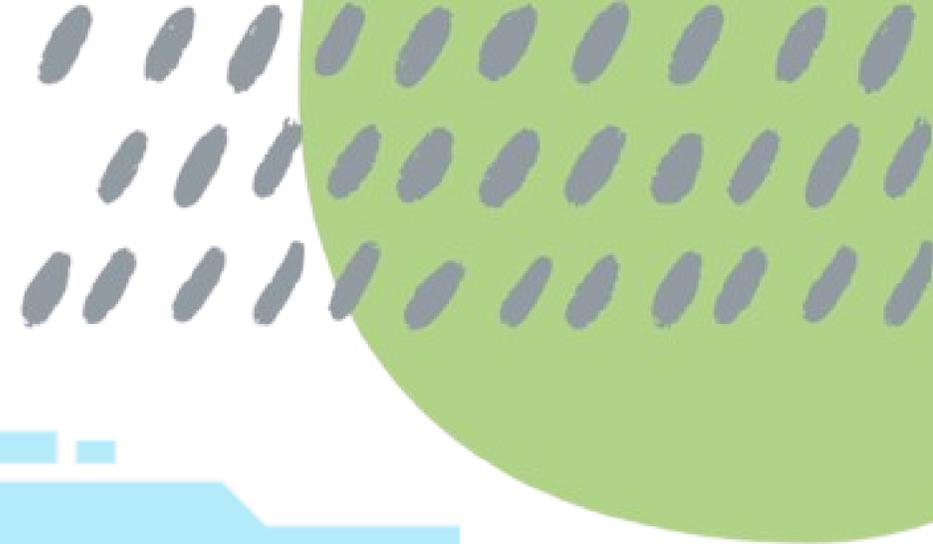
earthwatch  
AUSTRALIA

mizuiku



**This program teaches children the importance of nature and water; by deepening their understanding of the natural water cycle and how it relates to their daily lives, learning how to use and conserve water responsibly, the relationship between water and biodiversity, as well as providing an opportunity to teach others, take action in their communities and be future changemakers.**

# Global Reach



**mizuiku**

# Mizuiku Nature and Water Program

**Earthwatch delivers the Mizuiku Nature and Water School Program Australia program to improve environmental sustainability and water literacy, amplify student voice, agency and empowerment outcomes for schools in the Ipswich region**

**Throughout the school year, participants will work through four phases to become water conservation and environmental leaders.**



# Mizuiku Nature and Water Program

Empowering children in Years 4, 5 & 6, and their communities around the world, to become nature and water ambassadors by providing tools and training that address their local water challenges



# Mizuiku Nature and Water Program

**SOCIAL  
LEARNING**

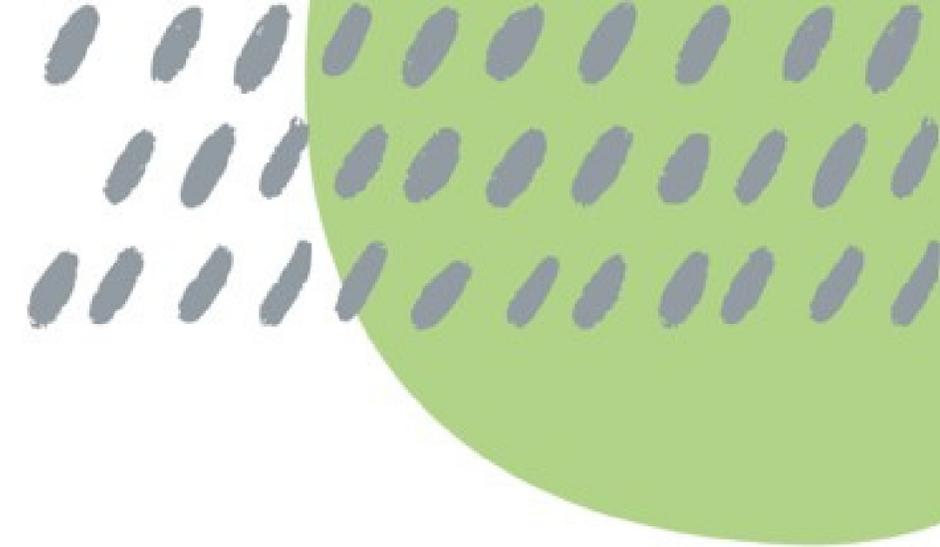
**STUDENT  
VOICE**

**CONNECT  
TO  
COUNTRY**

Nine months and four phases to become nature & water stewards and environmental leaders

# PROGRAM TIMELINE

## – 4 stages



February | March | April | May | June | July | August | September | October | November | December

Meet school faculty, baseline survey distributed  
Teachers connect virtually with local Indigenous educators and local Enviro Science experts  
Teachers share information with students and decide on water topic for workshop  
Teachers and students align water topic with a Mizuiku Curriculum module, and complete at least one activity

PM meets with students to create workshop

Student roles and responsibilities allocated

Workshop developed

PM provides feedback to improve workshop quality where needed

Encourage workshop presentation in school assembly or to another class

Students practice workshop multiple times before attending event  
Students present workshop within wider community

Provide on-going support for teachers and students

Students continue to educate by holding workshops for other classes in school, for parents and even in their local community. Students become mentors for next year's cohort.

# Water and Nature School Program **mizuiku**



1

Students from presenting schools decide on a water topic that is relevant to them and the local area



2

Students consolidate their learning by creating workshops using the KTK methodology of head, heart and hand learning.



3

Students exercise voice and agency over their learning by presenting workshops to teach other students and create behaviour change through action.





**They connect with Traditional Custodians by exploring the value of nature and water from a First Nations lens, connect to Country through various mediums and learn from lead scientists and environmental experts.**

# Kids Teaching Kids EVENT



1

Audience schools attend the Mizuiku KTK Conference Day and engage in a day of hands on learning about water



2

Students consolidate their learning by participating in student created workshops using the KTK methodology of head, heart and hand learning.



3

Students exercise voice and agency over their learning by creating a plan for their school and create behaviour change through action.

A group of students in blue uniforms and hats are working in a science lab. They are gathered around a table with several white plastic tanks containing water. One student in the foreground is holding a green string, and another is pointing at something in the water. The background is slightly blurred, showing more students and lab equipment.

**They develop workshops for other students to teach what they have learned and inspire peers to transform ideas into action**



**Student voice, agency and empowerment are displayed at the Kids Teaching Kids conference event held on October 20th, 2026, giving students an authentic learning experience.**

# YEAR 4

## CONTENT DESCRIPTIONS

### Australian Curriculum V.9

#### AC9HS4K01

the **diversity** of First Nations Australians, their **social organisation** and their continuous connection to **Country/Place**

#### AC9HS4K05

the importance of environments, including natural **vegetation** and water sources, to people and animals in Australia and on another continent

#### AC9HS4K06

sustainable use and management of **renewable** and **non-renewable resources**, including the **custodial responsibility** First Nations Australians have for **Country/Place**

#### AC9S4H02

consider how people use scientific **explanations** to meet a need or solve a problem

#### AC9HS4S01

develop questions to guide investigations about people, events, places and issues

#### AC9HS4S06

propose actions or responses to an issue or challenge that consider possible effects of actions

#### AC9HS4S07

present descriptions and explanations, using ideas from sources and relevant subject-specific terms

### **Earth and space sciences**

#### AC9S4U02

identify sources of water and describe key processes in the water cycle, including movement of water through the sky, landscape and ocean; **precipitation**; **evaporation**; and **condensation**

# YEAR 5

## CONTENT DESCRIPTIONS

### Australian Curriculum V.9

#### [AC9HS5K02](#)

the impact of the development of British **colonies** in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment

#### [AC9HS5K04](#)

the influence of people, including First Nations Australians and people in other countries, on the **characteristics of a place**

#### [AC9HS5K05](#)

the management of Australian environments, including managing severe **weather** events such as bushfires, floods, droughts or cyclones, and their consequences

#### [AC9HS5K07](#)

how **citizens** (members of communities) with shared beliefs and **values** work together to achieve a **civic goal**

#### [AC9HS5K08](#)

**types of resources**, including natural, human and **capital**, and how they satisfy **needs** and **wants**

#### [AC9HS5S07](#)

present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

#### [AC9S5U01](#)

examine how particular structural features and behaviours of living things enable their survival in specific **habitats**

#### [AC9S5U02](#)

describe how **weathering, erosion, transportation** and **deposition** cause slow or rapid change to Earth's surface

#### [AC9S5H02](#)

investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions

#### [AC9S5I06](#)

write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of **language features**, using **digital tools** as appropriate

# YEAR 6

## CONTENT DESCRIPTIONS

### Australian Curriculum V.9

#### [AC9HS5K02](#)

the impact of the development of British **colonies** in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment

#### [AC9HS5K04](#)

the influence of people, including First Nations Australians and people in other countries, on the **characteristics of a place**

#### [AC9HS5K05](#)

the management of Australian environments, including managing severe **weather** events such as bushfires, floods, droughts or cyclones, and their consequences

#### [AC9HS5K07](#)

how **citizens** (members of communities) with shared beliefs and **values** work together to achieve a **civic goal**

#### [AC9HS5K08](#)

**types of resources**, including natural, human and **capital**, and how they satisfy **needs** and **wants**

#### [AC9HS5S07](#)

present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

#### [AC9S5U01](#)

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#### [AC9S5U02](#)

describe how **weathering, erosion, transportation** and **deposition** cause slow or rapid change to Earth's surface

#### [AC9S5H02](#)

investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses

and make decisions

#### [AC9S5I06](#)

write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of

**language features**, using **digital tools** as appropriate



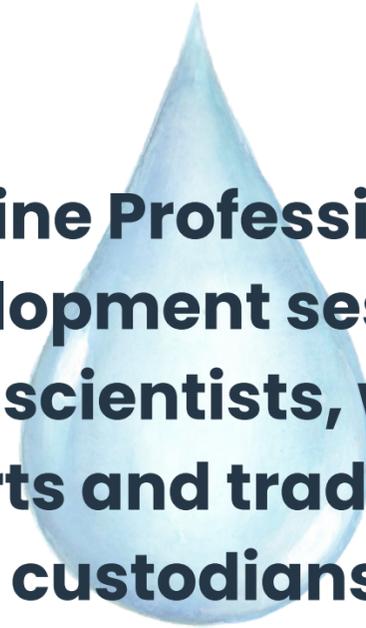


**Teachers are given professional development both in person and online with the Project Manager, environmental experts and Aboriginal Elders.**

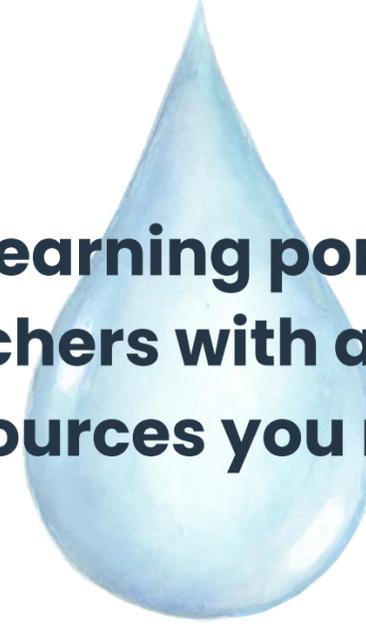
# Teacher and School Support



**In person school visits  
for teacher induction  
and student learning**



**Online Professional  
Development sessions  
with scientists, water  
experts and traditional  
custodians**



**Live learning portal for  
teachers with all the  
resources you need**



**Fully mapped to  
Australian Curriculum  
with 16 lesson plans**

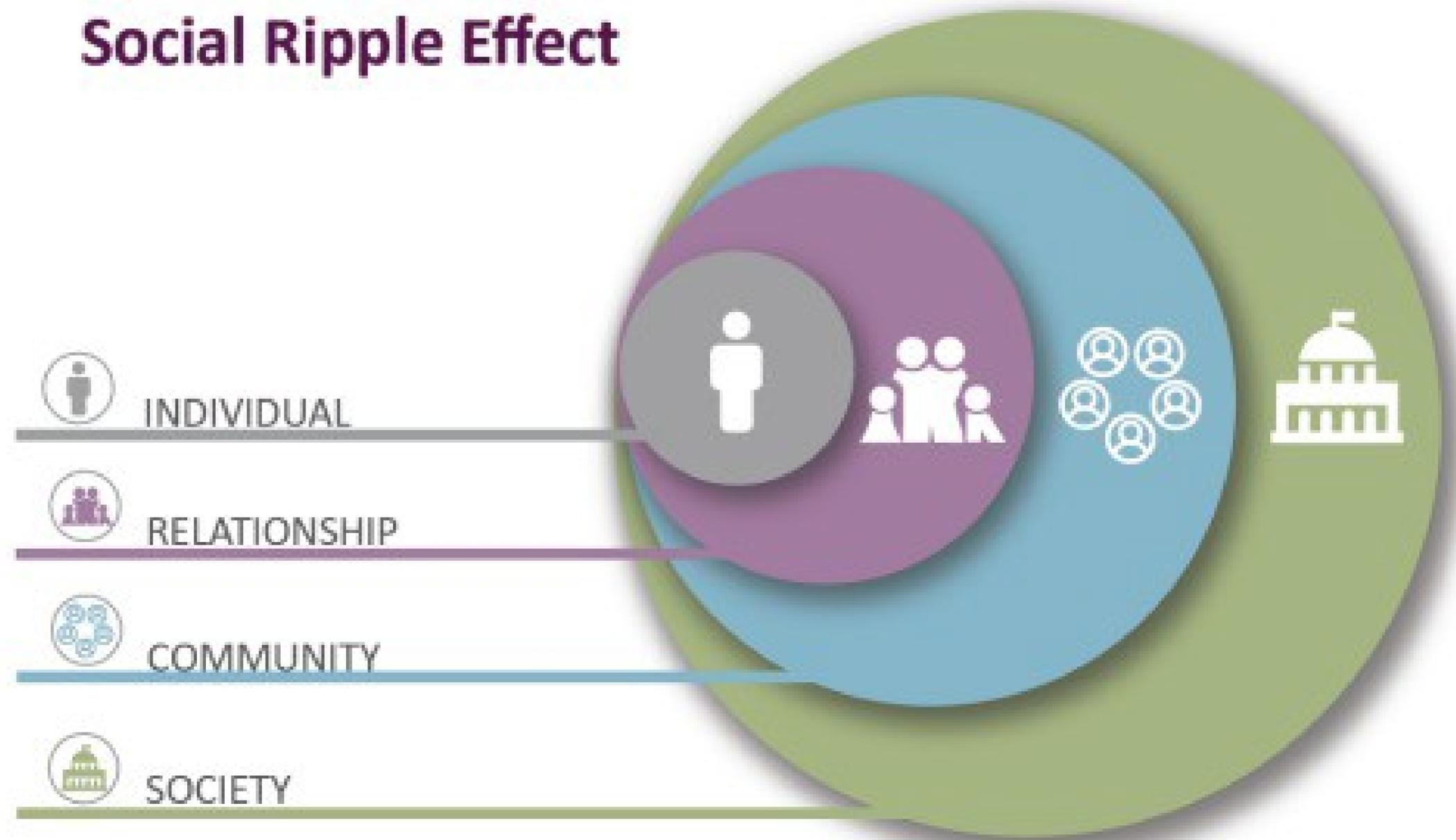


**School grants of  
up to \$1000 are  
given to help  
implement the  
program**



**Online support for  
teachers and students**

# Social Ripple Effect



**Program participants become leaders, role models, and achievers who create positive impact**

*Based on Social-Ecological Model conceived in 1988 by Dr. Kenneth McLeroy*

# Impact & Reach from 2025 Mizuiku Nature and Water School Program

**3,957  
STUDENTS**

**20  
WORKSHOPS**

**11  
ELDERS**

**Loretta Leary**  
**Education**  
**Programs Manager**

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0408032005



**Use the link below**

<https://earthwatch.org.au/education/school-programs/mizuiku-nature-and-water-school-program>



**mizuiku**