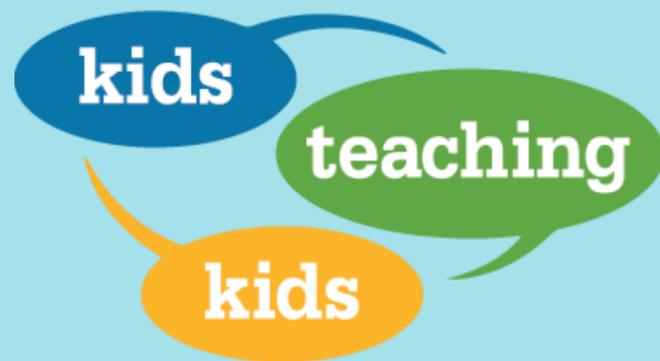


mizuiku

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 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

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**

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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



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.

Australian program pillars

1

**Social Learning
Model**

2

**Connection
to Country**

3

**Community
Co-operation**



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

A photograph of three young people, two girls and one boy, walking through a forest. They are wearing matching uniforms: blue polo shirts with yellow and red accents, dark grey skirts or shorts, and white bucket hats with the Earthwatch Australia logo. The girl on the left is looking down at the ground. The girl in the middle is looking towards the camera. The boy on the right is holding a clear plastic bag and looking down. The background is a dense forest with many trees and green foliage. A semi-transparent dark grey banner is overlaid across the middle of the image, containing the text.

They agree on actions to overcome the challenge.



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.

A group of students in blue uniforms and hats are working in a lab. They are looking at something in a white tray. One student in the foreground is pointing at something. The background is slightly blurred.

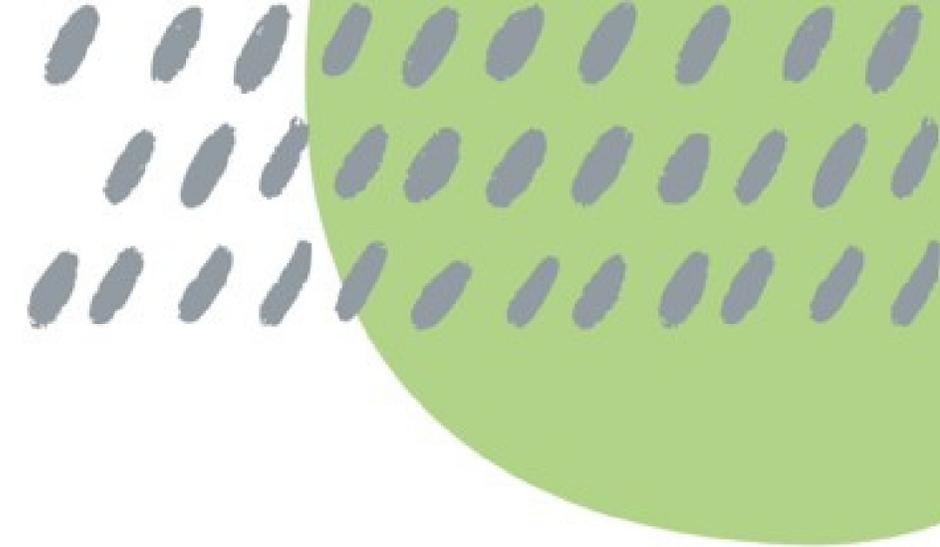
They develop workshops for other students to teach what they have learned and inspire peers to transform ideas into action



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.

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

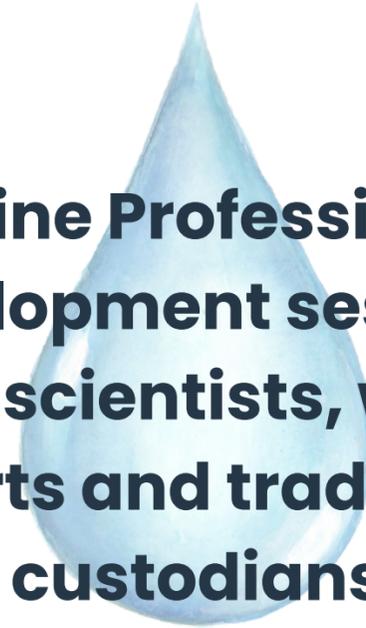
Provide on-going support for teachers and students

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.

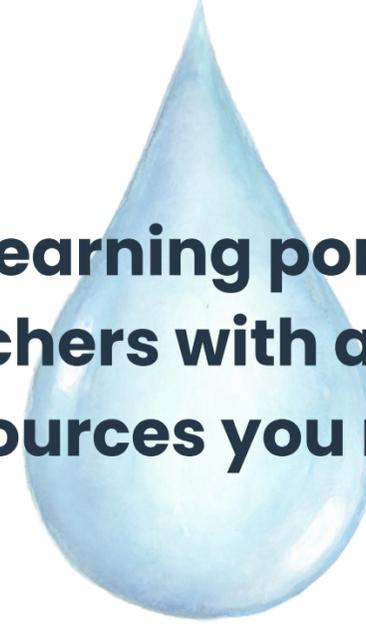
Teacher and School Support



**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**



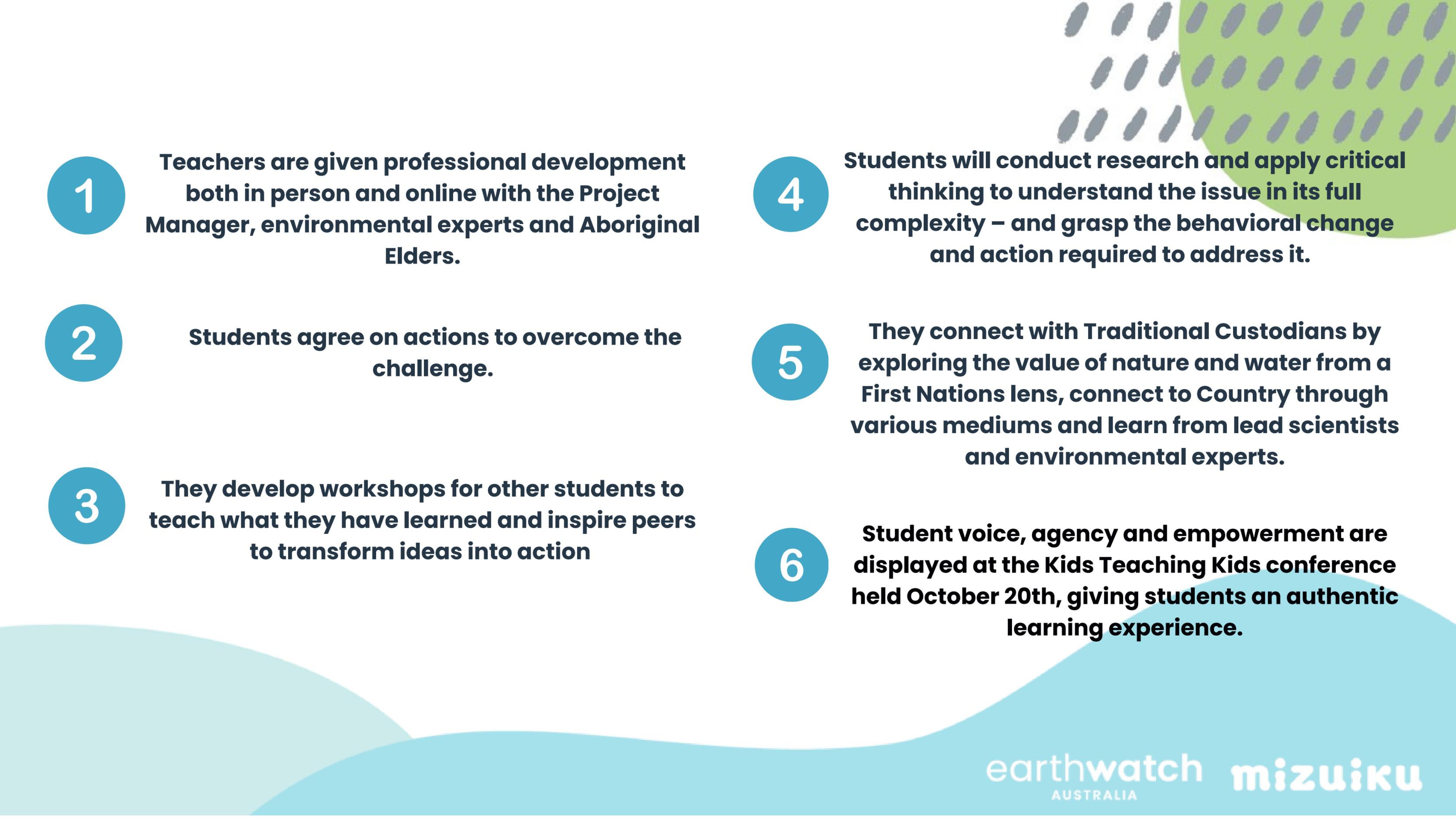
**Fully mapped to
Australian Curriculum
with 16 lesson plans**



**School grants of
up to \$1000**



**Online support for
teachers and students**



1

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

2

Students agree on actions to overcome the challenge.

3

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

4

Students will conduct research and apply critical thinking to understand the issue in its full complexity – and grasp the behavioral change and action required to address it.

5

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.

6

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

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.

Kids Teaching Kids EVENT



1

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



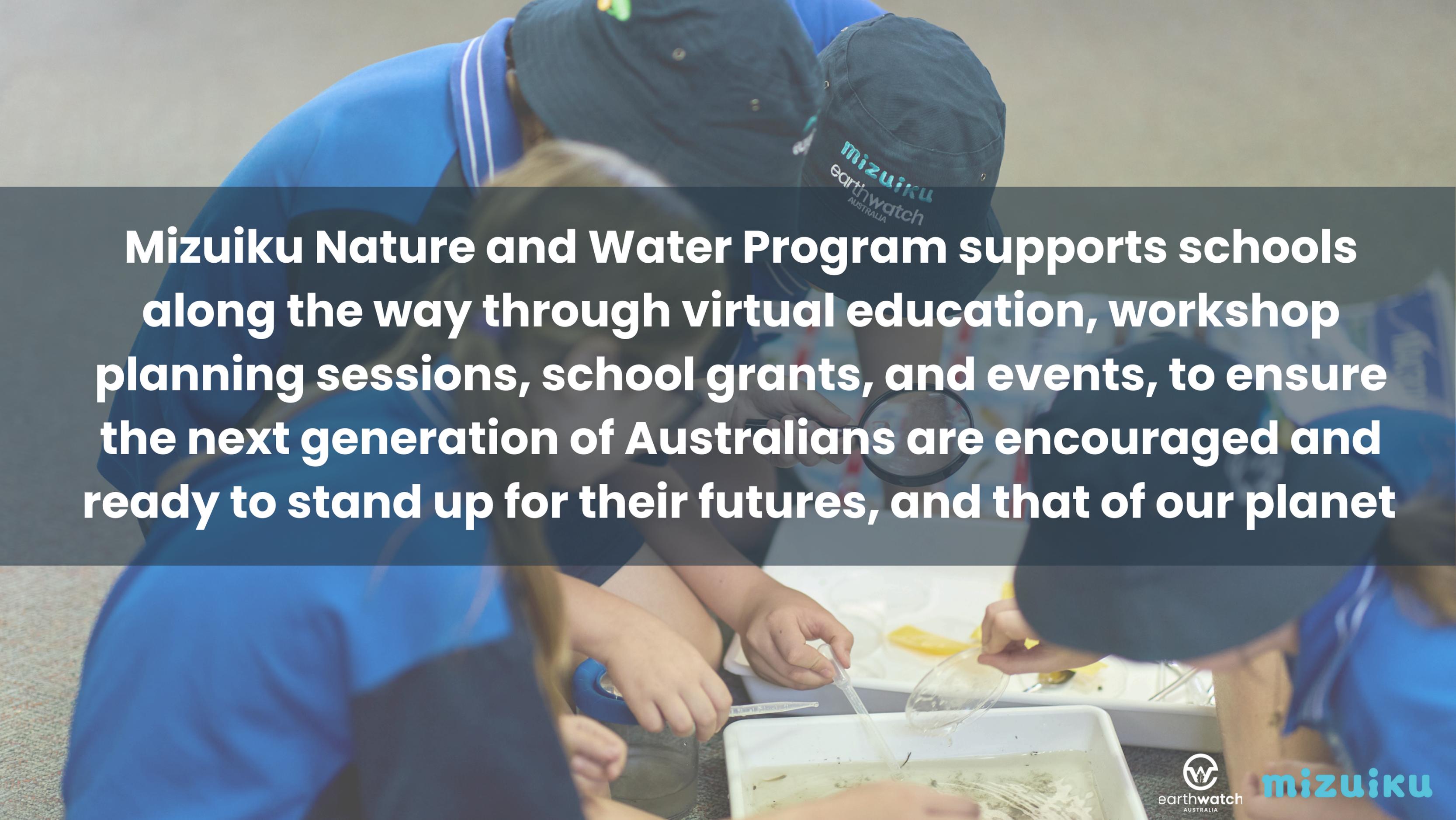
2

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 children in blue school uniforms and caps are engaged in a hands-on activity. One child is using a pipette to transfer liquid into a white tray containing water and sediment. Another child is holding a magnifying glass over the tray. The scene is set in a classroom or workshop environment.

Mizuiku Nature and Water Program supports schools along the way through virtual education, workshop planning sessions, school grants, and events, to ensure the next generation of Australians are encouraged and ready to stand up for their futures, and that of our planet

Elder Engagement

Language
and Culture

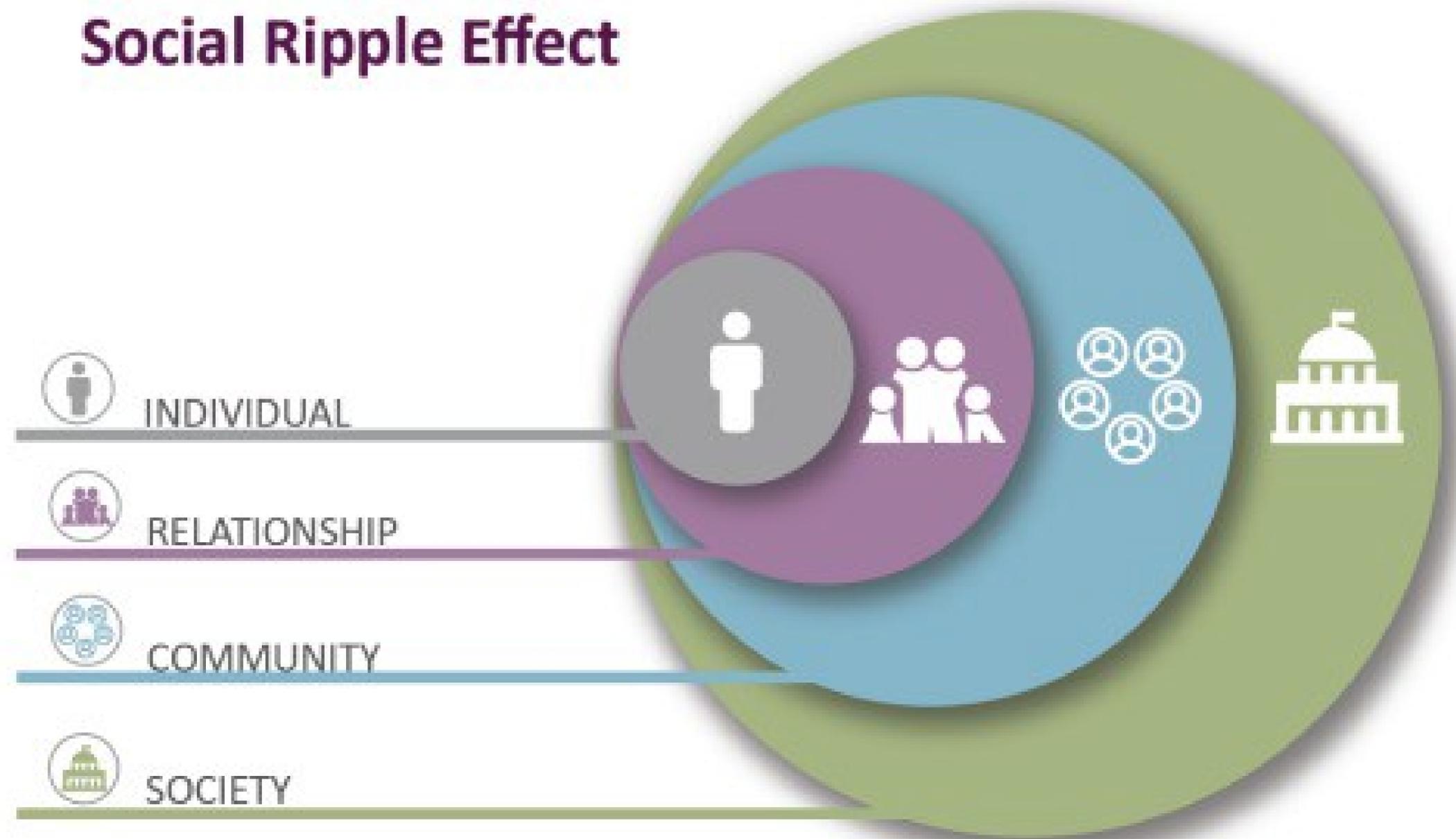
Collaborative
Art

Creation
Story

Connect on
Country

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

lleary@earthwatch.org.au

0408032005



Use the link below

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



mizuiku