



Instructions

This activity should take students approximately 90 minutes in total to complete, with 80 minutes of that allocated to the project activity over page.

The project activity can be completed both individually or in groups of 2-4 students, as an in class or take-home activity.

Reflect, research and answer

1. What does the term 'invisible water' mean, and how is this concept linked to food production and consumption?
2. Define climate change and explain how water scarcity related to climate change.



Project – Individual or group

Step 1: On a map of Australia, identify states and/or territories suffering from water scarcity.

Step 2: Select one state/territory or city to use as a case study.

Step 3: Within your selected state, investigate to find the sector with the largest water consumption E.g. agriculture, energy, etc.

Step 4a: Get creative by drawing a mind map, or other visual display to represent the direct impacts of water scarcity in your selected state. E.g. farmers can't irrigate their crops, biodiversity loss, etc.

Step 4b: Expand your mind map or visual, by identifying a range of secondary impacts from water scarcity. E.g. sanitary effects etc.



Water, water everywhere

Project – Individual or group

Step 5: using the concepts identified in step 4, group these into categories. E.g. food consumption, health, household, education, etc.

Step 6: Investigate and document some strategies and ideas (using both research and creative thinking) to improve water security in your identified categories, and address some of the primary and secondary impacts.

Step 7: Present your findings to the class, and as a group, discuss the strategies, similarities and differences of each case study.