

The Water Reckoning – Rolling Role project - Queensland

Lesson Ideas – Sue Davis

Orientation

Orienting activities

Walking in space – walking as if in water, under water, against a strong wind
Postcards – In groups, build Water postcards – ways you use and think about water

Living facts – Can we find interesting ways to share these water facts, to visualize it or create a moving tableau with caption (Select from the following)

- Water is essential to human life
- Up to 60% of the human body is water, the brain is composed of 70% water, and the lungs are nearly 90% water.
- more than 70 percent of Earth is covered in water. The majority of the Earth's water is salt water, with only 2.5% being fresh water.
- Civilizations have risen and fallen because of access to water (Anasazi, Minoans, Crete, Easter Island, Sumerians).
- 780 million people lack access to an improved water source; approximately one in nine people
- More than 3.4 million people die each year from water, sanitation, and hygiene-related causes. 99 percent of these deaths occur in the developing world.
- Historically, high-intensity storms have represented a small fraction of the total number of storms. That balance is shifting so we may have fewer storms, but more of them are catastrophic.
- Climate change is increasing the intensity and frequency of extreme weather and heatwaves, fires, cyclones, heavy rainfall and droughts are becoming more intense.
- billions of dollars are spent in reconstruction after natural disasters - the cost of the 2009 Black Saturday bushfires cost Victoria an estimated \$4.4 billion; the 2010/11 Queensland floods over \$5 billion
- In addition to the melting of polar ice caps, sea levels are rising because warmer temperatures causes water to expand.
- In excess of 150 million people live within 1 metre of high tide level, and 250 million within 5 metres of high tide. Sea level rise by 2100 could be in the range of about one meter, or possibly more. This would impact on up to one in ten humans on the planet.
- For people living on low-lying islands such as Tuvalu, or the Maldives, where the highest point is only 2-3 metres above current sea levels, an extra 50 centimetres could see significant portions of their islands being washed away by erosion or covered by water.
- Many island nations will have their supplies of drinking water reduced because sea water will invade their freshwater sources.

Discussion

Why might the UN be having a year of water collaboration. What issues do people need to collaborate on concerning water? (about water scarcity, water equity, water catastrophes, access to water and life).

In what ways do our communities have to collaborate to manage water or water-related events?

The drama processes we are going to be looking at are going to explore some of these issues but through a fictional frame. We will draw on real research and events, and explore possibilities through investigating a lost civilization, this civilization is not real, but similar things have occurred and may occur in the future.

Introduction to Ardu Unda

Teacher narration

It is some time in the future. While there has been change, much about human existence would be very familiar to the early 21st century citizen. It is a time of renewal after the climate change apocalypse, an era when catastrophic events reshaped landscapes, cultures and economies. Our research group seeks to understand events, recover histories and rebuilt communities. A recent discovery has come to light with a lost city found under the sea. There are hundreds of statues, many appear as if they are people frozen in time. Their town or place was called 'Ardu Unda'.

So far we know that Ardu Unda was once a great culture, like a modern Venice really – a crossroads between oceans, a melting pot of people from different cultures. Their culture appears to have had times of abundance, they lived in harmony with the natural environment, there is evidence of an active culture, education, a past thriving economy. How times changed.

Show video of Jason deCaires Taylor imagery

What do the images suggest to you about this place and these people?

Select one image to work with in small groups

Create a living tableau of that image – who was this person – what happened to them –

- Who are they?
- What happened to them?
- Did they know they were to be frozen?
- Did they have a choice?

One person should take on the pose in the picture – others should voice what they are thinking.

Play the theme music "Wilderness" by Philip Guyler as they share their

statues.

Diary and journal entries

Groups select one photo.

Students write in role for that character. See template designed for that purpose.

Pass written pieces around, select sections that you respond to.

Create a tableaux and live moment.

Intersperse sharing scenes with the following:

The Last Days

Some knew
Some didn't care
Some had left
Others had to stay
Most couldn't leave
Even if they wanted to
As they (we) faced the loss of home
The loss of culture
The young learnt to live without hope.

Create a timeline – place the following timeframes on a wall.

- The wonder years
- The tipping point
- The great thirst
- The waiting

Students move to stand next to one of these time frames that they relate to.

Gossip mill 'I heard...'

Present a snapshot from history.

Pictographs from the past

Share a piece of pottery with a sample of a pictograph on it, and samples of pictographs.

Create a story from the era selected and represent it as a pictograph.

Create a map

Set up an initial framework of a map of Ardu Unda on the wall or floor.

Students add to it, including where various frozen people and artefacts were found. Use the appendix as a prompt

The Water reckoning

Set up: we are going to look at what happened at Ardu Unda – in the lead up to the last day and some of the issues that impacted on the community

regarding water. This will be the transition between the ideas we've been exploring about 'Ardus Unda' and then the footage on the beach.

Freeze frames -

Create a series of freeze frames with voiceover for one year before, one month before, 5 minutes before

What would it be like to live somewhere in the final days?

Situations like this have happened in the past and are happening now (view Tuvalu video). <http://www.youtube.com/watch?v=HIFVJBZfsBY>

Did you know about this? Why don't they just all leave and go to different places now? How did it make you feel? What are you thinking about?

Let's see what happened at Ardus Unda.

Ask students to lie on the floor, concentrate on breathing, as if to wave movement.

Narration: Two decades ago Ardus Unda was subject to volcanic action and extensive drought. Our aquifers and fresh water sources were depleted and our atmosphere polluted. Domes and levies were built to protect the favoured ones, others were left to fend for themselves.

Over the past five years, we have also had rising sea levels and extreme weather events. Often our fresh water sources have been close to depleted and so the government carefully monitors the water sources. Most families must travel each day to the water depots to receive their family allocation. You have just 20 litres a day for all your family needs – to drink, to cook, to clean, to wash, to refresh.

Family water sharing – Form family and friendship groups (3-5 students). What are your relationships, who is old, who is young, do any of you have young children?

You need to line up at the distribution point to collect your water.

(Give each student a paper cup, have one 20 litre water container at the front of the room)

Teacher in role as government official – give instructions about lining up, not wasting water etc.

Teacher out of role. You have your one cup, what will you do with your first cup of the day?

. What can you do in one day? What will you do with your first cup of the day?

In groups, create a water ritual, using your cups and consider the significance of the 'first of the day'.

How will you distribute your water amongst your family?

Have a small print out of how much it takes for different activities (Below)

Water use and allocations

Drink of water – 1 cup

Wash face/hands – 2 cups

Wash dishes – 3 cups

Wash clothes – 6 cups

Cook rice/food – 3 cups

Brush teeth – 1 cup

Flush toilet (or rinse out bucket) – 4 cups

Bath or wash your body – 6 cups

Water plants/grow food – 4 cups

Water for feeding pets/animals – 2 cups

Tainted water

Narration: “Rumours are spreading - that the government knows that the time of Ardu Unda is coming to an end, but they do not wish the people to know.
(tie different coloured fabric onto students wrists)

Other rumours have been going around about the water that is being dispensed but the government has been saying there is nothing wrong with the water. The government says it is just the chemicals they use to treat it and keep it clean.”

What have you heard? What have you seen? (Group discussion, possible re-enactments)

“I My cousin told me of the strange case of a boy being hidden away in the hospital, his joints are freezing and he is barely able to move. It is like he has severe arthritis. What is happening? “

(Share image of the boy turning to stone)



(Photo by Sally Haxton)

(Perhaps the 'tainted' water is making people gradually turn 'frozen' – body chemistry is changing).

Explore movement possibilities – turning to stone.

Frame 3 – The chosen ones? The escapees? The survivors –

The government has asked families to nominate their brightest and best to be sent overseas to train and help create a new future for Arduis Unda.

Consider the role of the 'chosen' ones, those who wish to escape, those who wish to stay, and those who are already feeling the effects of frozen water.

Who would your family nominate and why? Who wants to leave? Who wants to stay and why?

Possible community meeting to decide who should go.

The event

Who knows?

Who is leaving?

Who will be frozen?

Who must say goodbye?

Narration: a series of government announcements –

- 5 minutes before: NOTHING IS WRONG – KEEP GOING ABOUT YOUR LIFE AND DUTIES AS NORMAL
- 1 minute before: THERE IS AN IMMEDIATE THREAT AND DANGER, PREPARE TO EVACUATE
- The deluge: THE DOME HAS CRACKED, LEVIES ARE BROKEN, THE WATERS ARE RISING, ALL WHO ARE CAUGHT IN THEM WILL BE FROZEN FOREVER

Frame 3: Build whole class tableaux, then bring to life in slow motion –

- Five minutes before,
- The wave (ALARMS, SFX, CRASH) ,
- Five minutes after.

The Descendents

(Students had indicated they liked lying on the floor with lights off listening to teacher narration to set up a scene and then to begin it)

Teacher in role: Today we meet here on the beach, at the place where some of us and some of our ancestors arrived many years ago, when they escaped the disaster at Ardu Unda. We remember those we lost and those that survived. They landed here, knowing nobody, not speaking the language, not even welcome.

Life was not easy for the survivors, living on the fringes of society. People didn't seem to want to listen or learn what had happened, too busy with their own lives, too worried about their own families and livelihood.

But over the years some of your group have been able to get an education, find work, even inter-marry. Some still prefer to stay with their own, to try and maintain what they recall of the Ardu Unda ways and culture.

Do you ever want to go back? Do you want to try and find what remains? Or do you want to forget and get on with life as it is?

Today we meet here on the shore to recall those that were lost. Some have been calling for a memorial to be built, for some way to remember and understand what happened. Why are you here today? How are you related to the people of Ardu Unda? What do you think should happen now?"

In a moment the lights will come on – I want you to think about who you are and when you are ready, sit up and introduce yourself to the person next to you.

(Allow time for that to occur)

“We have some members of the media here today – they have heard that there a protest may occur. They may move around and interview some of you, so think about what you want to tell them?”

Teacher moves around the class in role as reporters, asking ‘Why are you here today? Were you related to someone from Arduš Unda? What do you think should happen?’

Tension and Decisions

Meeting in role - application for heritage status & tourism business (have students create role profiles)

Dr Rita: I’m not sure if this is a positive development or not, but an international consortium has put in a proposal to open up Arduš Unda area as a heritage reserve and tourism site. Before this application can progress they need greement from descendents of Arduš Unda. The government is involved, offering money and even an apology to the people of Arduš Unda. Do you agree with the area becoming a tourism site? How do you feel about people diving on the site? What if the statues are in fact frozen people?

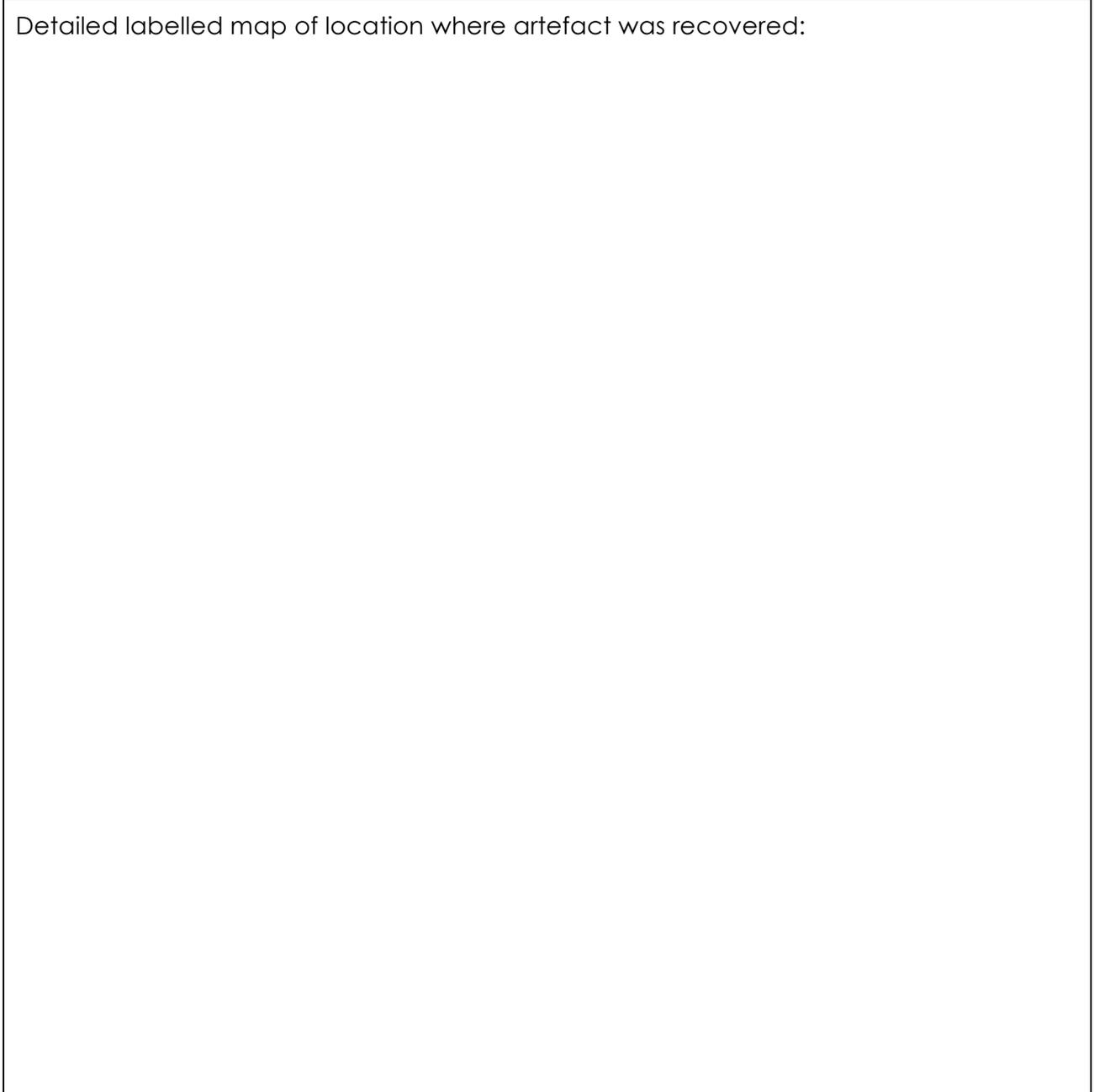
(Ask for responses and opinions)

As part of the process one of the descendents reveals that she has the elixir, that her mother passed it down to her but told her to keep it to herself until the right time arrived. Is it that time now? Should they use it – should they bring people back to life now – 70 years or more later?

What might happen if some of the frozen people were brought back to life? Shall we see?

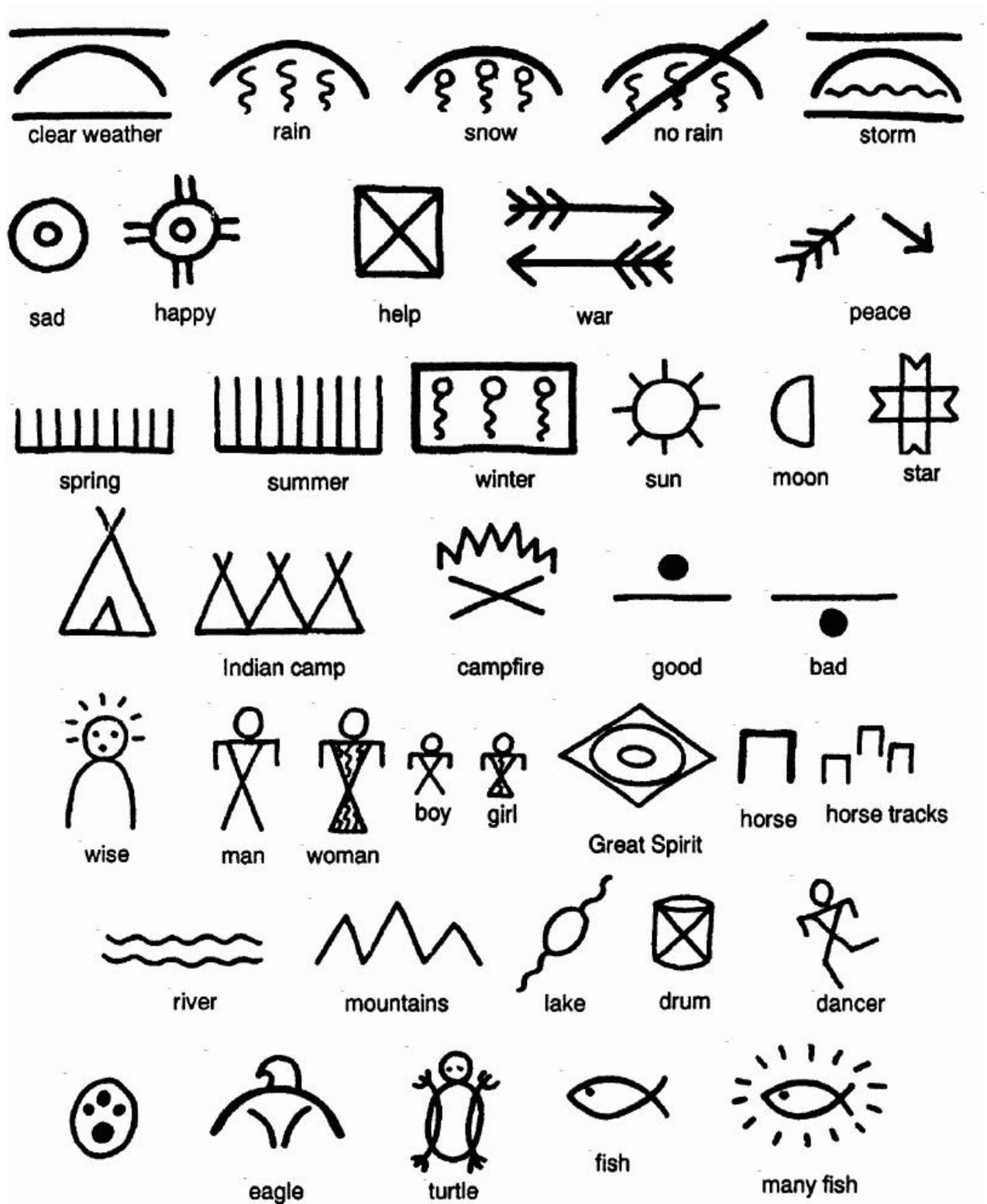
Invite students who want to, to take up poses as frozen statues again, those with the elixir move around and decide if and who they will use it on.

Detailed labelled map of location where artefact was recovered:

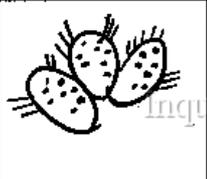
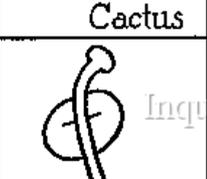
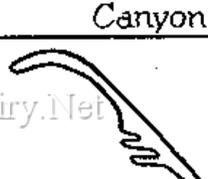
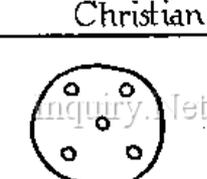
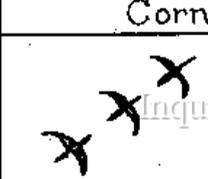
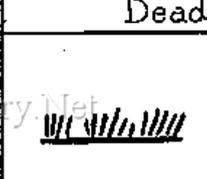
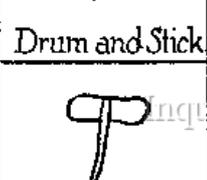
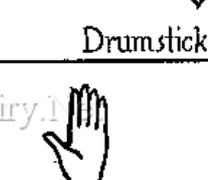
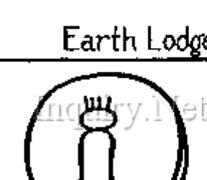
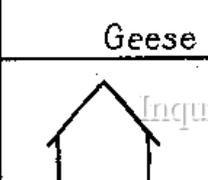
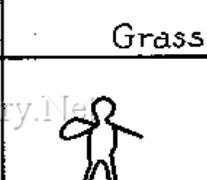
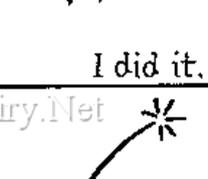
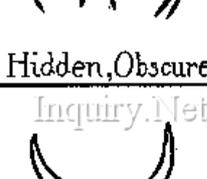
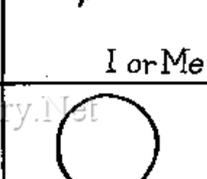
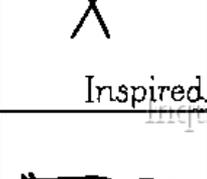
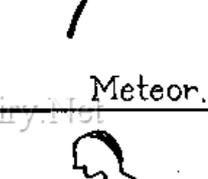
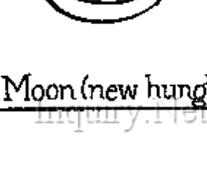
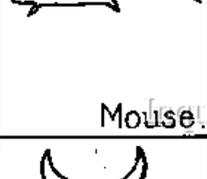
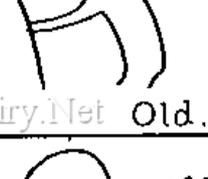
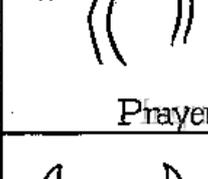
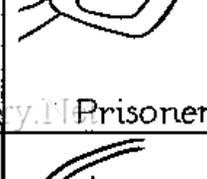
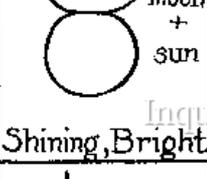
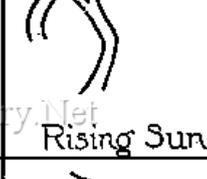
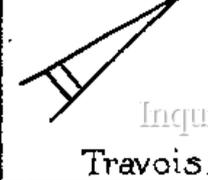


Sample Pictographs or Pictograms

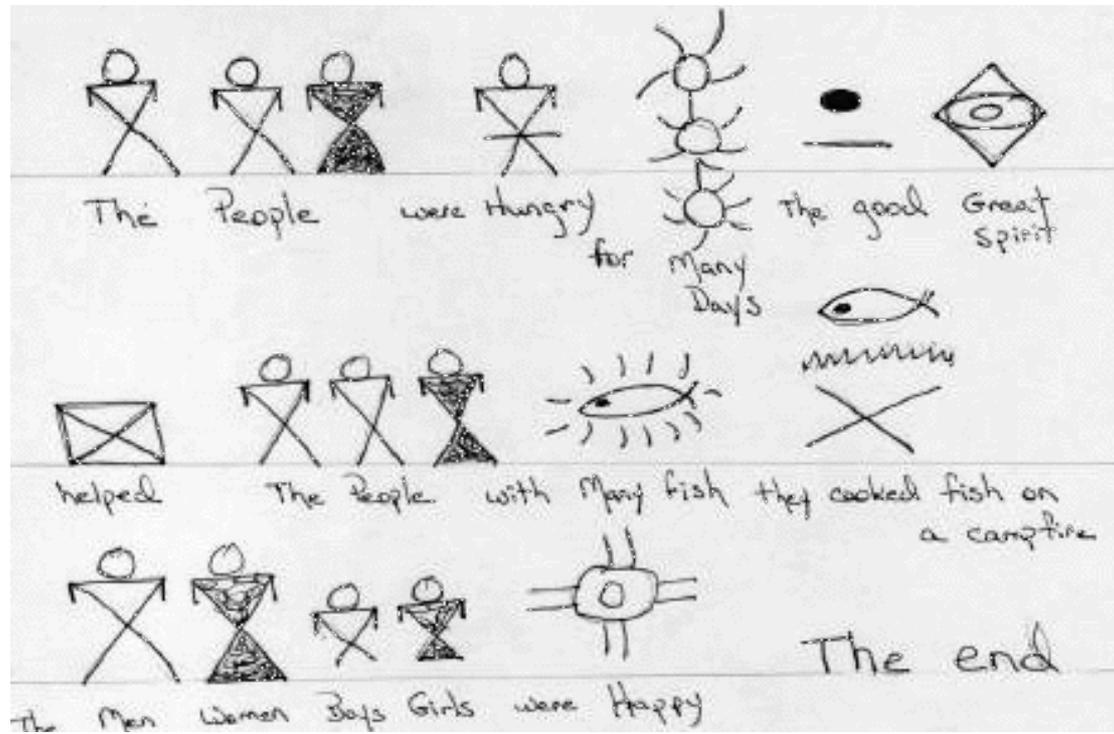
(These are not necessarily from Ardu Unda, but other countries and cultures. Some similar pictographs have been identified on some of the artefacts found at Ardu Unda)



PICTOGRAPHS AND IDEOGRAPHS

				
Cactus	Canyon	Christian	Corn	Dead
				
Drum and Stick	Drumstick	Earth Lodge	Geese	Grass
				
Stone Hammer	I did it.	Hidden, Obscure	House.	I or Me.
				
Inspired	Meteor.	Moon (new hung)	Moon (reached half)	Moon (full).
				
Mouse.	Old.	Otter.	Prayer.	Prisoner.
				
Shining, Bright	Singing	Snow.	Strong.	Rising Sun.
				
Supplication.	Talk (intense)	Thunder Bird	Travois.	Old Tree.
				
Turkey.	Turtle.	Walk.	War.	Woods.

Example of pictograph translation - taken from a child's food bowl



MAP ELEMENTS

Map Elements - Select one of the following and draw it on the map

A volcano and mountainous area	Homes of the elite
A contaminated water source (stream, lake or dam)	Area where the less well off live
Community meeting place	Farming land, some affected by rising salt water
Communal water tanks	Levees to protect the homes of the important ones
Market area	Council chambers
A special site	The place of the lost and forgotten things
The place where the dead are buried	A harbour
Schools	Council or government building