The Well

Tap into water education

The Water Detectives of the Eyre Peninsula

Classroom and family activities

SA Water

Government of South Australia

The story

Get ready to dive into action with James Blonde, an elite agent at The Water Detectives with a license to "hydrate." Joined by his partner, Detective Deepwater, James is on a mission to save Water Town's precious supply from the diabolical Dr Dry Up. As they gather at Water Town Park, the duo realises the severity of the situation—water is running low, and Dr Dry Up might be behind it. With his sights set on draining the local water supply, Dr Dry Up threatens to waste every drop, and it's up to James and his allies to stop him.

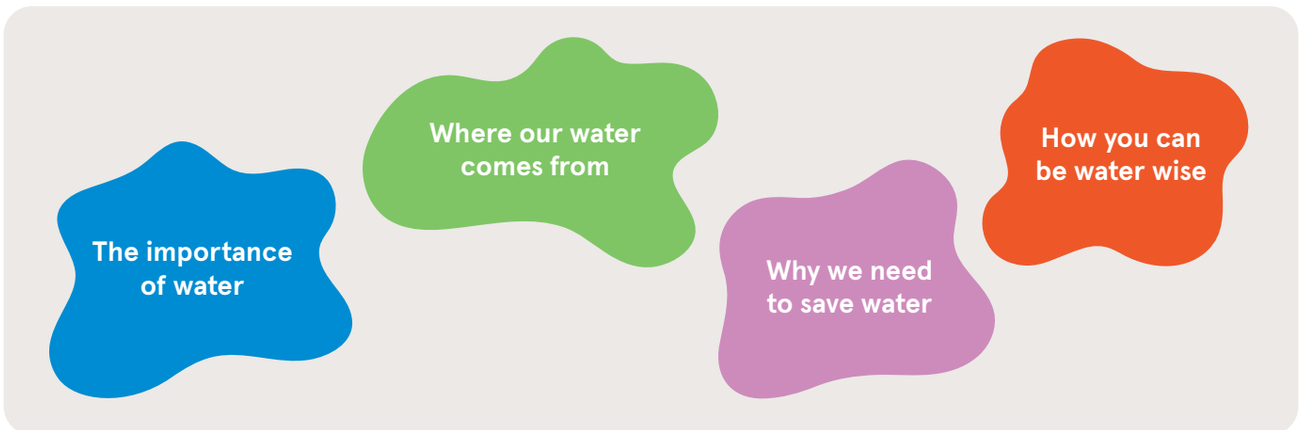
Together with Flo the Water Expert, James learns about the origins of Water Town's water supply—from aquifers to the Murray River—and the challenges they face with dwindling rainfall. Flo helps him understand why it's vital to protect these resources and why saving water is more crucial than ever.

Detective Drizzle Waters joins the fight, sharing practical tips on how everyone can be water wise, from shorter showers to fixing leaks. Armed with this knowledge, James faces a dramatic showdown with Dr Dry Up to give up his destructive plans.

Has James learnt enough about water to stop Dr Dry Up?

Don't miss a minute of the action!

Key topics



Characters

James Blonde

Drizzle Waters

Flo the Water Expert

Dr Dry Up

Connection to land and water

by Nellie Hirschausen, Mirning, Kokotha, Kaurna, and Narungga woman. Aboriginal Engagement Lead at SA Water.

For Aboriginal people of this country, our connection to land and the water is core to our being. When speaking of a connection to country, Aboriginal people mean they belong to the country and are a part of it. As humans require air to breathe, that is the essence of having a connection to country, which has occurred for generations longer than we can imagine.

Being connected to country informs all aspects of life for Aboriginal people. Intertwined and existing within each other, Language, Lore, and Country are the drivers that determine our place, kinship, name, relationships, and responsibilities in the past, present and future. Being everything and everywhere at the same time.

Across the Eyre Peninsula, pre-contact with Europeans, the Barngarla, Kokotha, Nauo and Wirangu people cared for the many rock holes and waterways across the land. Song lines kept the country thriving, through ceremony and dance.

Today we are reminded to stop and listen and remember our place amongst each other and the responsibilities we carry as custodians of the land.

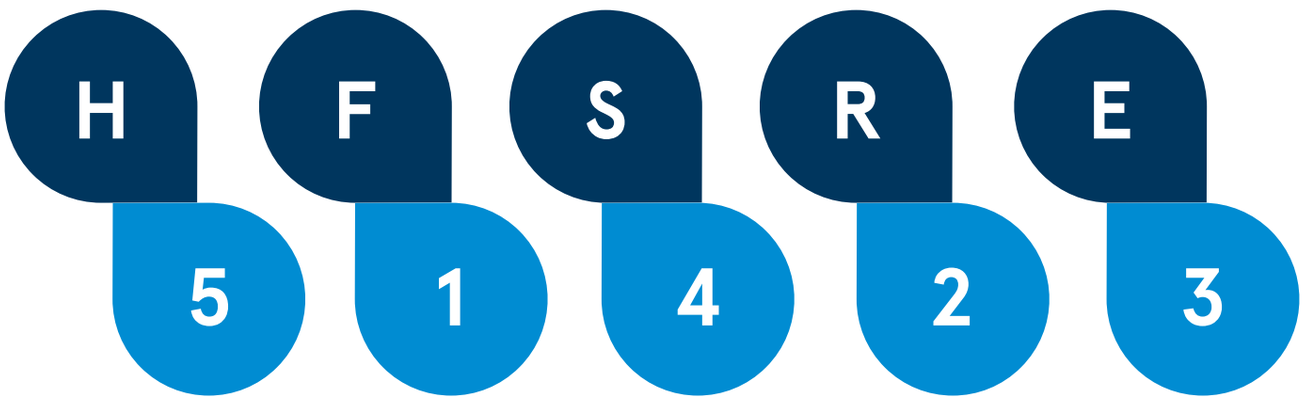
Colour and share

Colour the picture and share an important message about being water wise!

Suggested grades: R–2
Learning area: Science, English
General capability: Literacy, Critical and Creative Thinking
Cross-curriculum priority: Sustainability

You can count on it

Unscramble the letters and fill in the spaces below. Use the numbers if you need help, then read the message out loud.



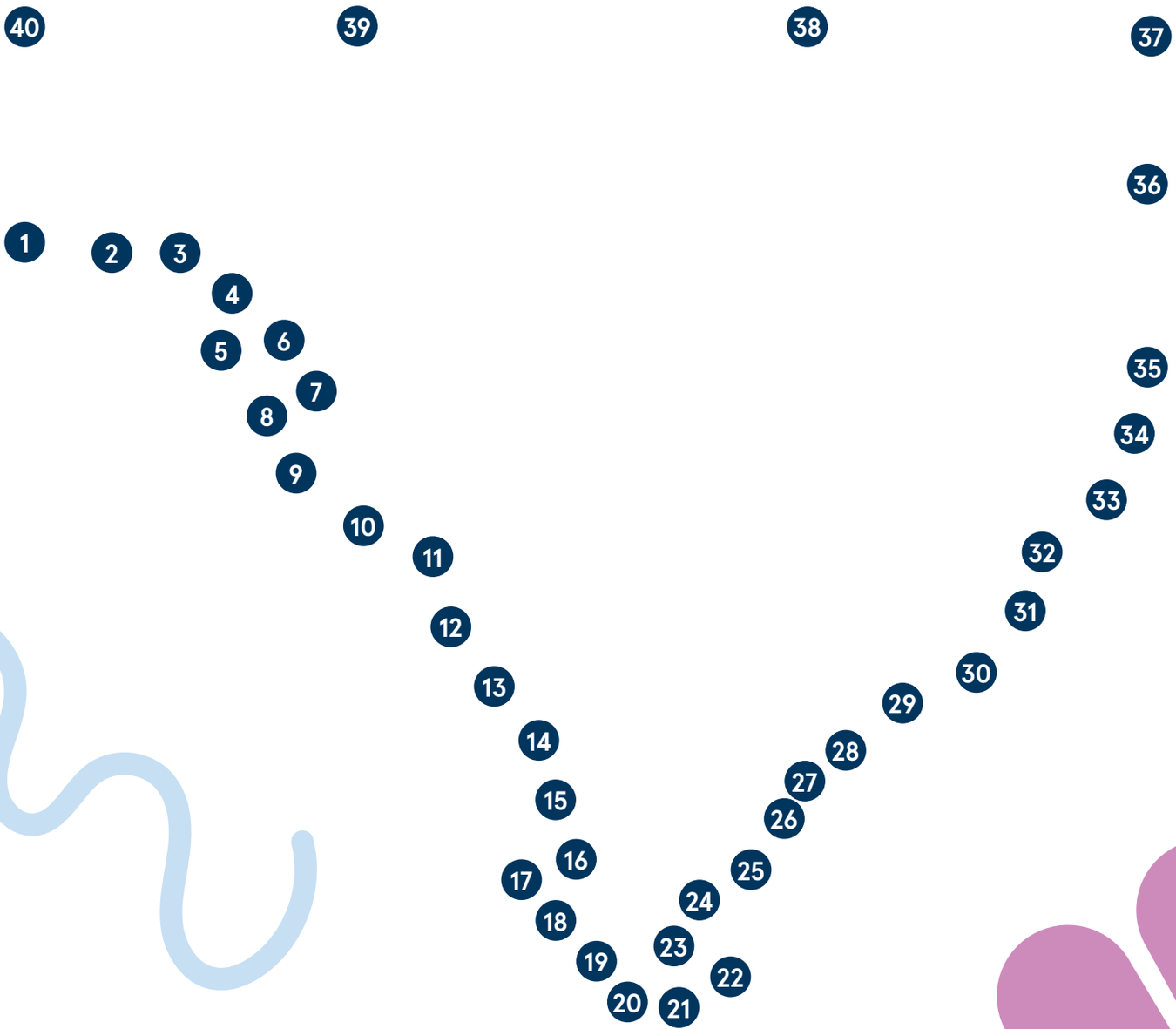
Humans and animals need ___ ___ ___ ___ ___ water to survive.

1 2 3 4 5

Suggested grades: R–2
Learning area: Science, English
General capability: Literacy, Critical and Creative Thinking
Cross-curriculum priority: Sustainability

Dot detective!

Connect the dots and solve the case! Once you've found the answer, draw and colour details to make it personal, and share it with your family.



Suggested grades: R–3
Learning area: Geography, Science
General capability: Literacy, Critical and Creative Thinking
Cross-curriculum priority: Sustainability

What's the use?

Circle the character that doesn't know how to use water. Read the phrases out loud to your friends.

Suggested grades: 1-3
Learning area: Science, English
General capability: Literacy, Critical and Creative Thinking, Personal and Social Capability
Cross-curriculum priority: Sustainability

What's the use?

Find the hidden water wise words! Once you've found them all, think about how we use each one.

M C F R E S H W A T E R A W S
B X L B P D S T V G V Q Q W A
H J R I S N C W U V T V U A L
D X G S M R C O T I R D I S T
Y R Y R U A U B N K L B F T W
V Z O B O S T R E I K L E E A
X J B U B U T E A H M K R W T
Q X H W G E N A C M G U I A E
B E H L I H U D I H I Q N T R
E I K J T A T F W N A F V E O
A A J G F D B D W A A N S R D
L M C Q X G E O N H T B G Q Q
P P F W C J S K O L M E L E P
C O N S E R V E B F U X R E Q
R T R E A T E D W A T E R Y V

Climate change
Sustainable
Aquifer
Salt water
Treated water
Fresh water
Drought
Groundwater
Conserve
Wastewater

Suggested grades: R–3
Learning area: Geography, Science
General capability: Literacy, Critical and Creative Thinking
Cross-curriculum priority: Sustainability

Detective report: who's wasting water?

Detective, read the clues carefully. Circle the two clues where someone is wasting water and write a solution for how to stop wasting water in each situation.

Saturday, 10am.
Water is dripping from the kitchen tap! No one is around, and water keeps running down the drain.

Monday, 12pm.
The garden sprinkler is running!

Thursday, 4pm.
Someone is washing their car with a red bucket.

Suggested grades: 3-6
Learning area: Science, English
General capability: Literacy, Critical and Creative Thinking
Cross-curriculum priority: Sustainability

Draw with Drizzle

Draw 4 ways you can conserve water.
Describe your water saving idea on the lines below, then read the sentences to your friends.

1

2

3

4

Suggested grades: 2-6
Learning area: Science, English, Visual Arts
General capability: Literacy, Critical and Creative Thinking, Personal and Social Capability
Cross-curriculum priority: Sustainability

Deepwater's mystery message

Do the maths and fill in the spaces below to discover the water message. Read the message out loud once you've completed it.

8 + 8 = N	10 x 2 = P
9 x 2 = T	21 – 6 = C
6 ÷ 3 = R	9 + 3 = I
25 –3 = Y	20 ÷ 4 = E

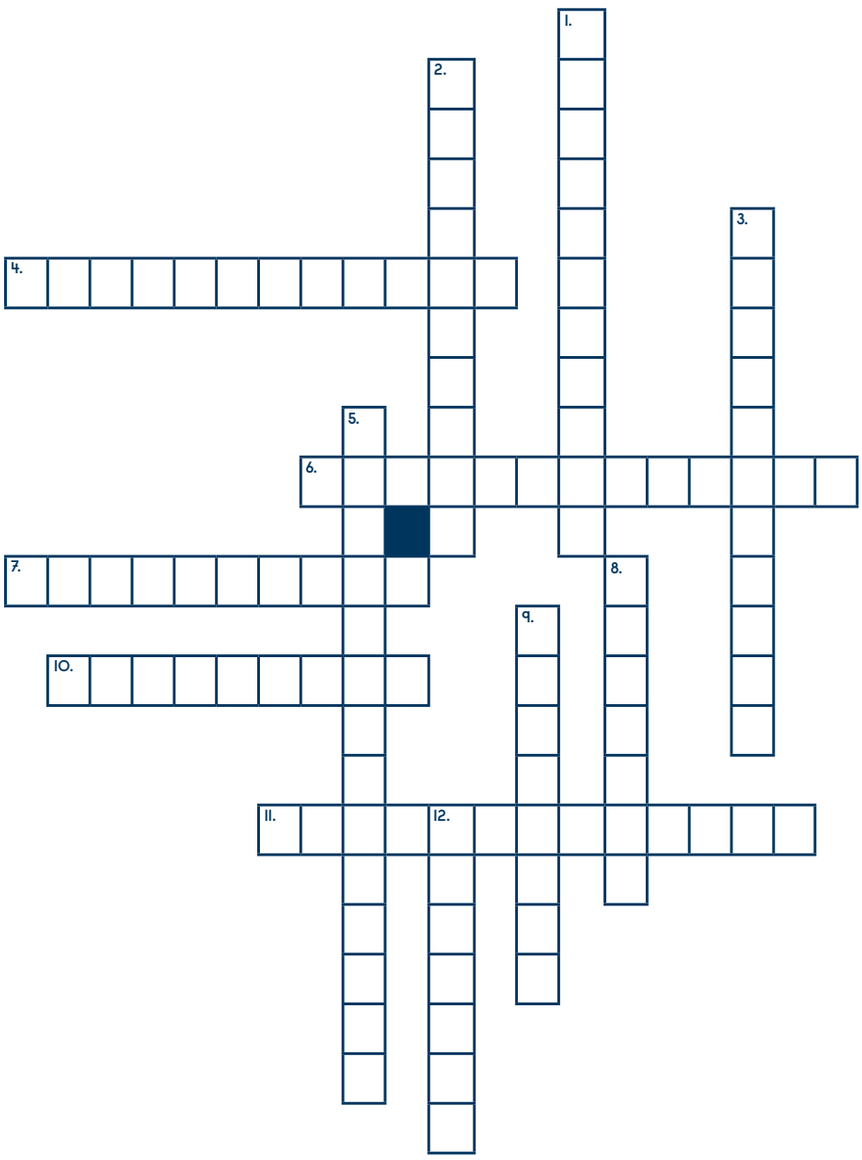
More than __ __ __ __ __ __ – __ __ __ __ __ __ __
(16) (12) (16) (5) (18) (22) (20) (5) (2) (15) (5) (16) (18)

of our drinking water is ground water.

Suggested grades: 3–6
Learning area: Mathematics, Science, English
General capability: Numeracy, Literacy, Critical and Creative Thinking
Cross-curriculum priority: Sustainability

Flo's crossword

Find the answer for each clue and write it in the correct space.
Look at the inside front cover if you need some tips.



Down:

1. Fresh water that is stored under the ground.
2. Water mixed with waste materials.
3. Using resources wisely so they last a long time.
5. Using the least amount of water without wasting it.
8. A long time with very little rain.
9. To save something so it doesn't run out.
12. A large underground area where water is stored.

Across:

4. Clean water that is safe to drink from our taps.
6. Making sure we have enough fresh water for now and the future.
7. Water that isn't salty, found in rivers and rainfall.
10. Water with lots of salt, usually found in the ocean.
11. The slow changing of the Earth's weather over time.

Suggested grades: 4–6
Learning area: Science, English
General capability: Literacy, Critical and Creative Thinking
Cross-curriculum priority: Sustainability

Learn to conserve

Detective Deepwater knows a lot about saving water. Read the paragraph below and then answer the true/false questions. Ask an adult if you need help.

Extra credit: Read the article to someone else. Quiz them by asking the true/false questions.

What do you know about conserving water?

What is essential for all living things. Us humans use water in many ways, like washing our hands, flushing toilets, cooking, watering our gardens, looking after pets, as well as drinking of course. Our water is precious, and we don't always have as much as we need. That's why it's important to conserve our water resources. There are lots of ways you can help save water. Make sure you turn off taps when you're not using the water, like when you're brushing your teeth. Tell an adult when you see a leaky tap so it can get fixed. Having short showers and less water in the bath is a good way to save water too. If you water the garden at home, use sprinklers in the evening so the water has time to be absorbed by the plants before it evaporates. Can you think of any other ways to save water?

Use what you need, need what you use!

T / F - Water is not used by humans.

T / F - We use water for cleaning and drinking

T / F - Conserve means waste.

T / F - You should turn off the water when you brush your teeth.

T / F - Leaky taps don't need to be fixed.

T / F - The best time to water the garden is in the middle of the day.

Suggested grades: 4-6
Learning area: Science, English
General capability: Literacy, Critical and Creative Thinking
Cross-curriculum priority: Sustainability

The water observer

Create your own newspaper article for The Water Observer

1. Write a catchy headline that grabs attention.

2. Draw and colour a picture that illustrates your story.

3. Write a detailed article about how we use water, where it comes from, why it's important to conserve it, and the consequences of not doing so. Use all the vocabulary words at the bottom of this page in your article.

Don't forget to end your article with a call to action — what should readers do to save water?
Use another piece of paper if you need it.

The Water Observer

Write your heading on the line above

Suggested grades: 4–6

Learning area: English, English

General capability: Literacy, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding

Cross-curriculum priority: Sustainability

Include these words in your story:

- Conserve
- Sustainable
- Water efficient
- Drought
- Aquifer

Design a water wise gadget

Step 1: Brainstorm
Think about ways water is wasted in everyday life (e.g. leaky taps, long showers, sprinklers that get water on the footpath instead of the plants). Brainstorm ideas for a device that could help conserve or recycle water.

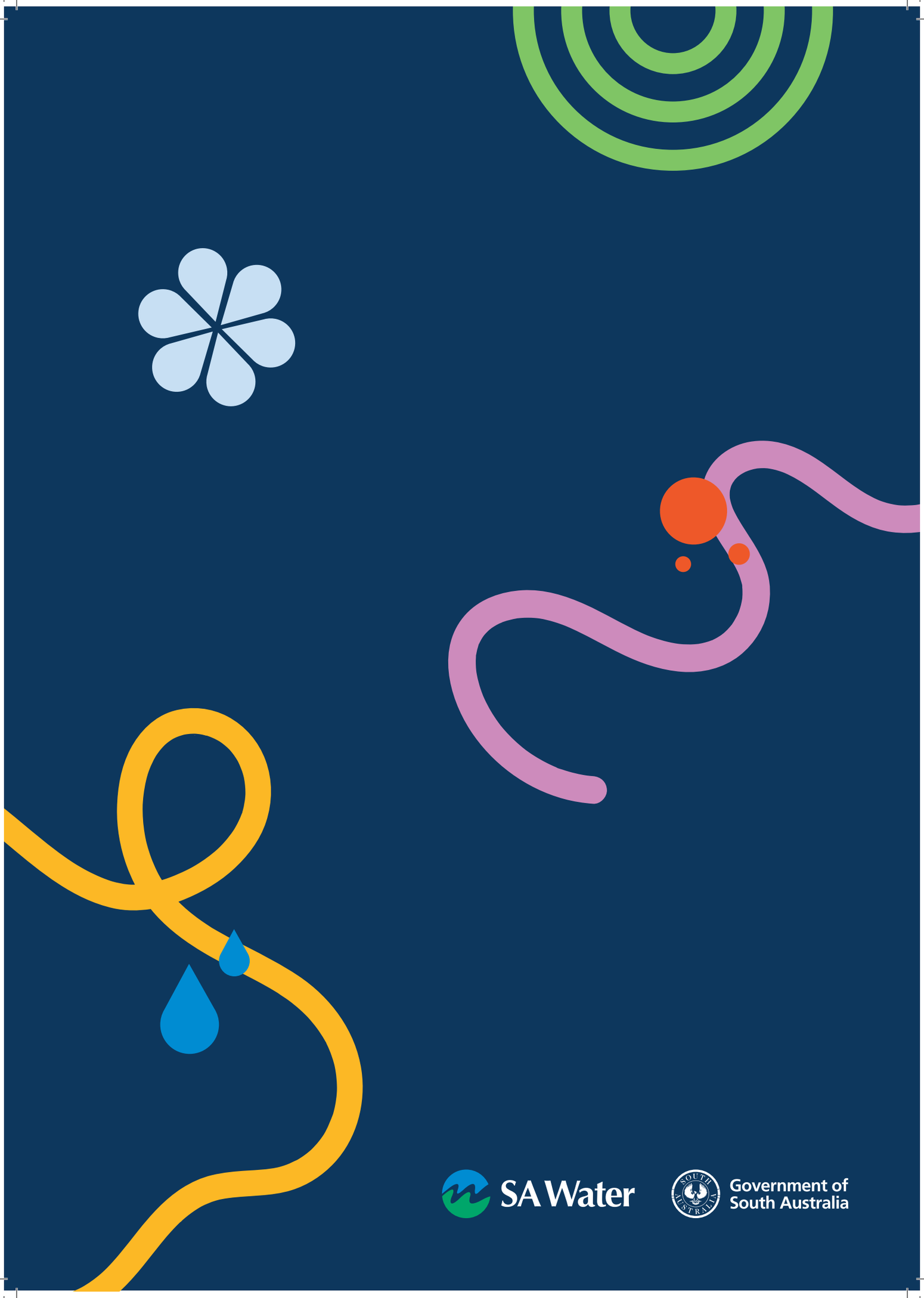
Step 2: Sketch your device
Draw a detailed sketch of your water conservation invention. Label the key parts — your device should be something that could work at home or at your school.

Step 3: Write a description

- Write a short description explaining how your device works. Include:
- What problem it solves (e.g. saving water during showers, reusing water for plants).
- How it solves the problem.
- Who would benefit from using your invention.

Step 4: Share your design
Share your device with your class. Explain how it works and why it's important for saving water. Be prepared to answer questions from your class about how your invention works or how it can be improved.

Suggested grades: 6
Learning area: Science, Design and Technologies, English
General capability: Critical and Creative Thinking, Literacy, Ethical Understanding
Cross-curriculum priority: Sustainability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