

Activities – Mapping water

Activity 1: Mapping the way

KS3 geography / citizenship learning objectives:

- To explore how communities use mapping techniques to identify the best locations for new wells or sanitation blocks
- To analyse and evaluate evidence, presenting findings to draw and justify conclusions



WaterAid/Juthika Howlader

Activity

Starter

Mapping the way

Watch the introduction to the film showing Boyce Nyirenda, a WaterAid Programme Manager in Malawi. Write down three questions, swap with a friend, answer each other's questions and compare.

Now, watch the rest of the film and repeat the activity.

Resources

- Film: Mapping water in Africa
www.wateraid.org/mappinginmalawi

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Activity 1: Mapping the way

	Activity	Resources
Main activity	<p>The five 'W's</p> <p>Watch the slideshow and answer the questions. This shows the mapping process communities go through to locate the best place for a water point.</p> <p>Cut out one of the images on Activity sheet: Images and place it in the centre of The five 'W's activity sheet. Answer the questions around it. Then, write your own questions. Swap with a friend and see how many you can answer without referring to the slideshow.</p> <p>As a class, read the People's stories to find out how Yoram and Essenati's communities worked together to bring about positive change. What can we learn from them?</p>	<ul style="list-style-type: none">• Slideshow: Mapping water www.wateraid.org/Mappingwater• Activity sheet: Images• Activity sheet: The five 'W's• People's stories: Yoram Beris, Tanzania www.wateraid.org/YoramBeris Essenati Obadi, Mozambique www.wateraid.org/EssenatiObadi



Activity 1: Mapping the way

Activity

Plenary

Mind-mapping ideas

Create a mind-map illustrating how we can save water in school.

Write 'How to save water in school' in the centre of a page, brainstorm words that come to mind, and add them around it, eg install water butts, put water-saving devices in the toilets etc. Then, make links between the words.

You could also make notes on the mind-map about any extra information you might need. These could be used as the basis of an internet search, during which you would need to consider:

- How useful is this information? Is it accurate?
- Who owns the website? Do you think the information is biased?

Resources

- Paper
- Internet access



Activity 2: Sustainable schools

KS3 geography / citizenship learning objectives:

- To investigate how to save water in school
- To explore creative approaches to taking action on problems and issues to achieve intended purposes
- To work individually and with others to negotiate and plan to influence others to bring about change

Activity

Starter

Sustainable schools

As a class, draw an outline map of your school, or an area of school. Think of the things that use water in school, eg sink taps, dishwashers etc. Draw symbols to represent these on the appropriate locations on the map, eg dishwasher in the school canteen. Make a key to explain what the symbols mean.

Write how water can be saved next to each symbol on the map, eg use the ‘economy’ button on the dishwasher.

When the map is complete discuss questions like:

- Is this map useful? What did we learn?
- What do we need to know? How will we find out?
- Who owns the map?

Resources

- Large piece of paper
- Coloured pens/pencils

Activity 2: Sustainable schools

	Activity	Resources
Main activity	<p>Planning tree</p> <p>Return to your school maps. Discuss how you could persuade other people to put your ideas into action.</p> <ul style="list-style-type: none">• Who are your target audience?• What do you want to tell them?• How will you tell them?• What resources do you need?• Who do you need to talk to? <p>In small groups, lay out the shape of a tree in the middle of the floor. This could be done by drawing a tree on several pieces of flip-chart paper stuck together or by using wood or other materials to make a collage.</p> <p>Each part of the tree can then be used to plan your idea.</p> <p>1. The trunk is for your action Decide on one action you could take, eg plan an assembly on saving water in school. Write or make a symbol for this, and add it to the tree trunk.</p> <p>2. The fruit are your goals Use the fruit to display your goals, eg reducing water use in school.</p> <p>3. The branches show how you aim to achieve the goals Use the branches to show the tasks you will do to achieve these goals eg ask the headteacher for an assembly slot, write a play.</p> <p style="text-align: right;">continues ></p>	<ul style="list-style-type: none">• Flip-chart paper• Coloured pens/pencils

Activity 2: Sustainable schools

	Activity	Resources
<p>Main activity continued</p>	<p>4. The roots are resources Write or make symbols for all of the resources that you will need to do this eg skills, materials, contacts, and display these as the roots.</p> <p>5. The leaves show who is doing what Leaves can then be added to the tree with people's names on them, representing who does what.</p>	<ul style="list-style-type: none">• Flip-chart paper• Coloured pens/pencils



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Activity 2: Sustainable schools

	Activity	Resources
Plenary	Reflections Present your trees to the class and ask each other questions. Use responses as a basis for discussing the following questions: <ul style="list-style-type: none">• How will these changes benefit your school community?• How will they benefit the global community?	<ul style="list-style-type: none">• Film: Water for life www.wateraid.org/waterforlife



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Activity sheet: The five 'W's

Where is it?

What is happening?

*When do you think
this picture was taken?*



Who is in the picture?

Why is it happening?