

Activities – The work of WaterAid

Activity 1: Water, water everywhere?

KS3 geography and citizenship learning objectives:

- To understand that water is a precious resource
- To explore how people around the world have unequal access to water and understand that this affects how we use it
- To analyse and evaluate evidence, presenting findings to draw and justify conclusions



Martin Angles; WaterAid/Libby Plumb

	Activity	Resources
Starter	<p>Water use</p> <p>Brainstorm words associated with how we use water and write these on the board. Eg having a bath, having a drink.</p> <p>Watch the slideshow and discuss the questions with the class.</p> <p>How are people using water in the photographs? Add these to the board – which are the same and which are different?</p>	<ul style="list-style-type: none"> • Slideshow: The work of WaterAid www.wateraid.org/theworkofwateraid

Activity 1: Water, water everywhere?

	Activity	Resources
Main activity	Ranking photos Show key photos from the slideshow. Ask the question ‘Is there a link between access to water and the amount people use?’ In groups, use the photos to rank them using the criteria on the grid on the Activity sheet: Ranking photographs. Discuss what we can learn about using water more sustainably from people who do not have easy access to it.	<ul style="list-style-type: none">• Activity sheet: Ranking photographs
Plenary	Time’s up Learners give a presentation for 60 seconds on the theme ‘Water is precious.’ Learners choose which photos they have used and explain why.	

WaterAid/Libby Plumb



Activity 2: The three aims of WaterAid

KS3 geography and citizenship learning objectives:

- To investigate the role of WaterAid in ensuring people have access to clean water, sanitation and hygiene education
- To understand how WaterAid works around the world
- To collect, record and display information
- To express and explain their own opinions to others through discussions

	Activity	Resources
Starter	<p>Fact finding</p> <p>Ask learners in pairs to produce a quiz using 10 facts about water issues around the world. This can be a true or false quiz or a multiple choice quiz.</p> <p>Use information from amazing facts on the Splash out website or play the Hitosa game about Ethiopia.</p> <p>Learners can swap this with others in the class.</p> <p>What facts surprised them the most?</p>	<ul style="list-style-type: none">• Web links: Splash out: www.wateraid.org/waterfacts www.wateraid.org/hitosa

Activity 2: The three aims of WaterAid

	Activity	Resources
Main activity	<p>Storyboard activity</p> <p>In groups, the learners invent an organisation which has three aims to solve some of the world's water issues.</p> <p>The learners create a storyboard or PowerPoint presentation for a three minute film to show the work of their organisation.</p> <p>The learners can use the People's stories for information to use in their film and to complete the storyboard.</p>	<ul style="list-style-type: none">• Activity sheet: Storyboard• People's stories: Erika Makalli www.wateraid.org/ErikaMakalli Durga Rao www.wateraid.org/DurgaRao Sawadogo Talato www.wateraid.org/SawadogoTalato
Plenary	<p>Become a critic</p> <p>Compare the storyboards with the film on WaterAid's work.</p> <p>What are the aims of the organisation?</p> <p>Do the learners think that WaterAid has got its message across?</p> <p>How does it compare to the learners' organisations?</p>	<ul style="list-style-type: none">• Film: Water for life www.wateraid.org/waterforlife

Activity sheet: ctivity sheet: Ranking photographs



Martin Argles and WaterAid/Marco Betti, Juthika Howlader, Alex Macro, Libby Plumb and Jon Spaull

Activity sheet: Storyboard

Name of organisation

Our aims

- 1.
- 2.
- 3.

What have we achieved?

Read the People's stories

- Will you feature one person or will you show more than one person?
- What are the main points?
- Which images and quotes will you use?

How has life changed?

What was life like before people had access to safe water?

What is life like now?

How did the community achieve what they wanted?

How does your organisation provide support?

Do you provide money?

Do you work in partnership with local organisations?

Do you listen to the views of the community?

Do you put pressure on the government?

What are the key messages?

Think about who your audience is – do you want them to support you?

How do you want them to give support – volunteer or fundraise?

Do you want them to be involved in your campaigns to change policy and practice?

What can we learn from these stories in the UK?