

# Activities – Water around the world

## Activity 1: Precious water

### KS2 geography / PSHE learning objectives:

- To understand that water is a precious resource
- To explore how we use it around the home
- To investigate similarities and differences in how people save water around the world



WaterAid/Caroline Irby

### Activity

#### Starter

#### The water family

Play the game in pairs or small groups. The aim is to create your own named family. Ensure children keep a note of their personal pin numbers for future use.

- Which room in the house... did you find most interesting and why?
- How did the 'Water family' use water in this room?
- How did they save water in this room?
- Why is it important to save water? Think about reasons to do with your home, your local area and the wider world.

Make a list on the whiteboard of 10 ways to save water.

### Resources

- Game: Water family  
[www.thewaterfamily.co.uk](http://www.thewaterfamily.co.uk)

## Activity 1: Song messages

	Activity	Resources
<b>Main activity</b>	<p><b>Swapping stories</b></p> <p>Watch the slideshow. It introduces us to parts of the world where clean water is in short supply. Meet Nsomah from Ghana and Rajendra from India and learn how they use and save water.</p> <p>How does Nsomah use water? Which things are the same as the ‘Water family’ and which things are different? Why do you think this is?</p> <p>How does Rajendra’s school save water? Which things are the same and different to your list, and why?</p> <p>Choose to focus on one person – Nsomah or Rajendra. Imagine you have visited their home. Use the activity sheet outline to write an e-card to your family. Tell them what you have learnt about saving water.</p>	<ul style="list-style-type: none"><li>• Slideshow: Water around the world <a href="http://www.wateraid.org/wateraroundtheworld">www.wateraid.org/wateraroundtheworld</a></li><li>• Activity sheet: E-card</li><li>• Activity sheet: Slideshow photos</li></ul>



## Activity 1: Precious water

	Activity	Resources
<b>Plenary</b>	<p><b>Where would you be most likely to ...</b></p> <p>In small groups think of questions about using and saving water in Ghana, India and the UK. Write them in the left-hand column of the activity sheet.</p> <p>For example, where would you be most likely to see people carrying plastic water bottles? Or using waste water to water vegetables? Do these happen in more than one country?</p> <p>Then, swap with another group to answer each other's questions and share with the class.</p>	<ul style="list-style-type: none"><li>• Activity sheet: Where would you be most likely to ...</li></ul>



Martin Argles

## Activity 2: Changing lives

### KS2 geography / PSHE learning objectives:

- To appreciate that water is a universal need
- To understand that access to water varies across the world
- To care about other people's feelings and to try to see things from their point of view

### Activity

#### Starter

#### Questions, questions

In pairs, study the picture in activity sheet A from Uganda or sheet B from India.

Write questions you would like to know the answers to around the picture. Think of questions beginning with 'what', 'why', 'where', 'when', and 'how'? Think about the landscape and activities happening.

Share your questions with the class and add more.

### Resources

- Activity sheet A: Questions, questions
- Activity sheet B: Questions, questions

## Activity 2: Changing lives

	Activity	Resources
<b>Main activity</b>	<p><b>Thinking hats</b></p> <p>In the same pairs, read Solomon or Vasanthi’s story. Use this to answer your starter activity questions and share with the class.</p> <p>Imagine that Solomon’s community in Uganda has asked WaterAid to help them install a well and a handpump in their village because they have to collect water from a nearby swamp.</p> <p>Divide the class in two. Half will assume the role of WaterAid and half will be Solomon. You could work in pairs or small-groups and use the activity sheet to prepare different types of questions.</p> <p>Learners representing WaterAid need more information about the village and why it needs a well.</p> <p>Learners representing Solomon need more information about what WaterAid plan to do and how it will benefit their community.</p>	<ul style="list-style-type: none"><li>• People’s stories: Solomon <a href="http://www.wateraid.org/Solomon">www.wateraid.org/Solomon</a> Vasanthi <a href="http://www.wateraid.org/Vasanthi">www.wateraid.org/Vasanthi</a></li><li>• Activity sheet: Thinking hats</li></ul>

## Activity 2: Changing lives

	Activity	Resources
<b>Plenary</b>	<b>Debate</b> <p>When all of the questions have been prepared, organise the classroom into a debating room, with WaterAid on one side and Solomon on the other.</p> <p>Choose one or two people to chair the debate and take it in turns to ask and answer questions. At the end, the chair people decide whether a well and handpump should be installed.</p> <p>Which type of questions were easiest to answer? Which were harder?</p>	



WaterAid/Caroline Irby

## Activity sheet: E-card



WaterAid/ton Spaul

**To:**

**Subject:**

Dear .....

I'm writing to you from .....

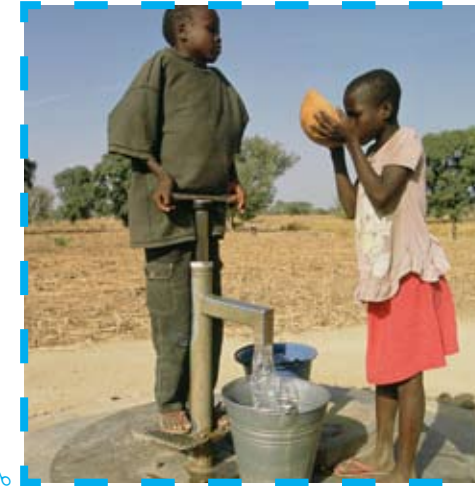
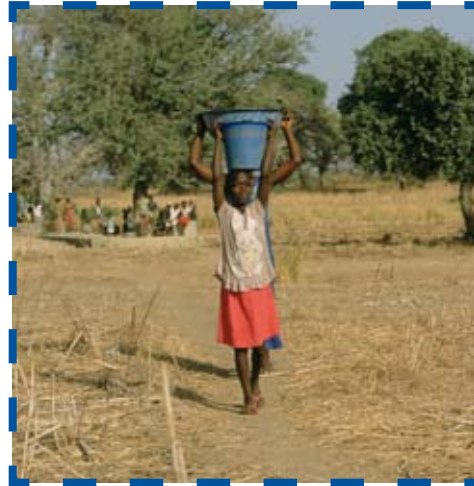
One thing I have learnt is .....

Another thing I have learnt is .....

The most surprising thing I have learnt is .....

.....  
.....  
.....

Activity sheet: Slideshow photos



Activity sheet: Where would you be most likely to ...

Question	Ghana, India and / or the UK?
Where would you be most likely to wash dishes in the open air?	

Activity sheet : Questions, questions A



Activity sheet : Questions, questions B



## Activity sheet: Thinking hats



### The white hat calls for more information

Example

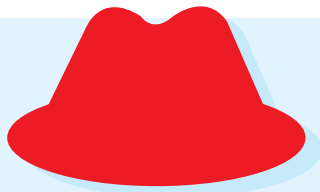
Solomon: How can WaterAid help us?



### The yellow hat is about good things

Example

Solomon: Why is a handpump a good thing?



### The red hat is about feelings

Example

WaterAid: How does it feel when you collect water from the swamp?



### The blue hat is used for planning

Example

WaterAid: What do you want us to do next?