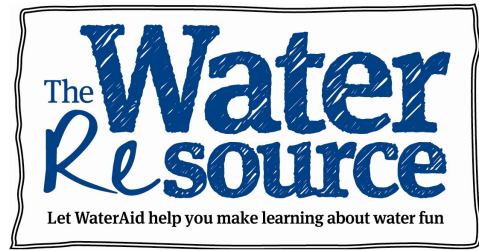


Lesson plan
Secondary



The work of WaterAid



Introduction

This set of lesson plans introduces students to the global water and sanitation crisis. It explores how these problems are being tackled by WaterAid and encourages students to think about how they can get involved with raising awareness of WaterAid's work. Students are encouraged to think about their own water usage and how it compares with that in the developing world and ask questions about water consumption.

Curriculum links

This set of lesson plans is particularly useful for citizenship and geography key stage 3 and 4 lessons.

Aims

- 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
- 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

Keywords

Sanitation
Rainwater harvesting

Resources

We are WaterAid film

<http://www.youtube.com/watch?v=eudZdeUn5rA>

Resource 1: Water diary sheet

Resource 2: How much water do you use?

Resource 3: Rainwater harvesting in Mali case study

Resource 4: Why support WaterAid activity instruction sheet

Resource 5: Storyboard sheet

People's stories : Erika Makalli, Durga Rao and Sawadogo Talato

http://www.wateraid.org/documents/peoples_stories_erika.pdf

http://www.wateraid.org/documents/peoples_stories_durga_and_vasini.pdf

http://www.wateraid.org/documents/peoples_stories_sawadogo.pdf

WaterAid TV advert

<http://www.youtube.com/watch?v=lcCecmrPZ24>

Pump up the volume film

<http://www.youtube.com/watch?v=bKocrUxW0vl>

Resource 6: Evaluation forms

Notes for teachers

This set of lesson plans introduces students to the work of WaterAid. It also allows students to express their opinions about the issues and draw upon their own personal experiences so that they are able to compare and contrast these with other people's experiences. The lessons act as a stimulus for debate and discussion around many development issues and can be used as they are or adapted and extended to explore the subject in more depth.

The lesson plans below can be used as the basis for a number of lessons, and allow the teacher to choose whether to cover all aspects of the plans or just a few. Some of the activities might be particularly suitable for homework or extension work (some are highlighted as such). All the resources referred to can be found at the end of the lesson plans.

Throughout the plans there are suggested questions to ask students. These can be used for written work or class discussion. They are a guide for using the resources and stimulus material and should be adapted to suit specific learning groups.

Lesson plans

Key question	Activity	Resources
<p>How do we use water?</p>	<ul style="list-style-type: none"> As a group, brainstorm as many uses of water as possible. Explain that you will be looking at how water is used in different places and how there is not equal access to water across the world. Tell the students that WaterAid is a charity that works to try and put a stop to these inequalities and that they will be finding out about the work being done. View the 'We are WaterAid' film and ask the students to try and note down or remember some of the main facts presented in the film. Ask students if there are any facts / points that they found of particular interest and why. Highlight to students that in the developing world, the average person uses just 10 litres of water per day. This covers everything from washing to cooking. In Europe, this rises to around 200 litres per day. In North America, the average person uses around 500 litres of water a day. What does this tell us about access to water? Look back at the brainstorm about how we use water. Which of the water uses would be difficult to carry out with the amount of water the people in the slideshow had to use each day? What problems might be encountered? Give each student a copy of the water diary and 'How much water do you use?' sheet to complete for a whole day so that they can work out their approximate water usage for one day. They could either do this as a homework activity or think back to a typical day and try and remember when they use water. 	<p>Film: We are WaterAid</p> <p>http://www.youtube.com/watch?v=eudZdeUn5rA</p> <p>Resource 1: Water diary sheets</p> <p>Resource 2: How much water do you use sheets</p>

<p>Is there a link between access to water and the amount people use?</p>	<ul style="list-style-type: none"> • Ask the question ‘is there a link between access to water and the amount people use?’ Ask students to think about what we use water for and what people in the film were using water for? Why is there a difference? • Students should then look at their water diaries and find which things from their diaries they would not be able to do if they had just 10 litres of water a day. They should be able to recognise that the people in the film are only doing what is absolutely essential with their small supply of water (drinking, cooking and washing). They simply cannot afford to waste what little they have. • Ask the students if there is anything we can learn about using water more sustainably from people who do not have easy access to it. This could lead on to discussing how some communities make the most of the water they are able to collect. For example through rainwater harvesting. Read through the Rainwater harvesting in Mali case study with the class for ideas and try to come up with other ways that water could be re-used or saved in school and in other parts of the world. 	<p>Resource 3: Rainwater harvesting in Mali case study</p>
<p>Why is water precious?</p>	<ul style="list-style-type: none"> • Students use all the information that they have gathered to create a classroom display on the theme of ‘water is precious’. This must include information about inequalities in access to water, how water is used and how water could be used more sustainably. Examples should be drawn from the film and slideshow, the student’s water diaries and case study. They could use the WaterAid website to access photo’s and extra facts which they can add to their presentations and displays. 	<p>WaterAid website: www.wateraid.org</p>
<p>Why support WaterAid?</p>	<ul style="list-style-type: none"> • Split the class into small groups. Explain that each group will be creating a storyboard (or they could use PowerPoint) for a short film to gain the support of two groups of people for WaterAid’s work. One is a group of young people their own age who are trying to decide on a charity to support for the whole year at their school and the other group are the directors of a large company, looking for a charity that their employees can organise fundraising activities and events for. The short film will have to inspire them to want to support WaterAid above any other charity. • Give each group the instruction sheets and story board sheets. Stress that they must read through the information very carefully to ensure that their pitch is successful. The story board sheets should be photocopied onto A3 paper. 	<p>Resource 4: Why support WaterAid?’ Instruction sheets</p> <p>Resource 5: Storyboard sheets</p>

	<ul style="list-style-type: none"> • Read through the ‘People’s stories’ to gain a deeper insight into WaterAid’s work and the impact it has on people. • View the WaterAid television advert and the ‘Pump up the volume’ films. Ask the students what kind of people they think each one is aimed at and why. Ask why they think it is important to know their audience. Explain that the TV advert is aimed at older people who may be thinking of making a regular donation to WaterAid and the Pump up the volume film was aimed at festival goers to encourage them to sign a petition. Do they think these films were successful and suitable for the intended audiences? They should explain their thoughts. • Encourage the use of the WaterAid website and films to find appropriate information as well as their own ideas. <p>Please note that there are two sets of instructions – one for pitching to young people and one for pitching to the company. Only one is needed per group.</p> <ul style="list-style-type: none"> • Once the students have prepared their storyboards / presentations, they should present their ideas to the rest of the class. Each member of the class should be given an evaluation sheet to judge the pitches against the specified criteria. Go through the evaluation sheets to ensure the class is clear on what they are looking for. • Each group should receive feedback from the rest of the class and a vote should be taken (or results collated from the evaluation forms) on the winning two pitches. 	<p>People’s stories</p> <p>Pump up the volume film</p> <p>TV advert</p> <p>http://www.youtube.com/watch?v=lcCecmrPZ24</p> <p>Resource 6: Evaluation forms</p>
<p>How should WaterAid promote itself?</p>	<ul style="list-style-type: none"> • As a class, compare the two winning pitches to the ‘We are WaterAid’ film, ‘Pump up the volume’ and the TV advert. How do they compare? Which of the films / storyboards do they think is the most effective in gaining young supporters? Which do they think might attract large companies? • Do the students think there is anything further that WaterAid could add to their films to make them more effective? • Ask the students to write a report for WaterAid about how to attract more young supporters. They should include ideas for promotional films and when / where these could be shown, as well as any other ideas they have. Their ideas do not have to focus on fundraising but generally about raising awareness about WaterAid's work. 	

What can we do for WaterAid?	Optional extension activity In groups, students should brainstorm ideas for an awareness raising or fundraising project for WaterAid, The project planning sheets should be used to plan their project.	Resource 7: Project planning sheets
-------------------------------------	--	---

Resource 1: Water diary sheet

Instructions: Fill in the water diary for one day and complete the activity below.

How much water do you use?

Why do we need to save water?

- Only 1% of all the water in the world is suitable for drinking.
- As the population increases, more people have to share this water.
- In the UK, each person uses about 160 litres every day.
- People are using more water than before, for example by using dishwashers and hosepipes.

Activity	Amount of water (litres)	Number of times in one day	Total water used in litres
Brushing teeth (tap switched off)	1		
Brushing teeth (tap left running)	5		
Washing hands and face	5		
Shower	30		
Bath	80		
Flushing toilet	7		
Cup of tea / hot or cold drink	0.3		
Washing clothes (One full load)	70		
Washing clothes by hand	25		
Dishwasher	30		
Washing dishes in the sink	6		
Total amount of water used in 1 day			

Activity:

Using your water diary, draw a bar chart to show the amount of water that you use for each activity in one day.

Resource 2: How much water do you use?

Instructions: Read the story below about Shepali and use your water diary to complete the activities below.

Shepali's story



Shepali is 16 years old and lives in Bangladesh. In this photo she is showing how water was collected in the past before water points were installed in her village. She describes what it was like before they had water points:

“The old water gave us diarrhoea. It was very dirty. I used to come down here [to the lakeside] about seven or eight times a day with a 10 litre pitcher. It was very difficult and in the rainy season the path was very dangerous. With the time I save I get more time for school. I used to have to get water in the early morning and after school. Now, I can get it whenever I like. It tastes good and doesn't make me ill. I'd like to become a doctor when I've finished school.”

1. How many times would you have to visit the lake to fetch the amount of water you need for one day. If this was for a family of four, how many trips would it take?
2. Make a list of how you might be able to reduce the amount of water you use.

Resource 3: Rainwater harvesting in Mali case study



School rainwater harvesting tank trial

Falling rain can provide some of the cleanest, natural water that is available. In areas which have regular rainfall, the collection of rainwater can provide a good, clean supply of water. Collecting rainwater is called "rainwater harvesting" and usually means that the water has been immediately collected having run off surfaces that it has fallen on directly, such as a tiled or corrugated roof. The roof is surrounded by a gutter which takes the water down a pipe and into a tank.

This rainwater harvesting tank (above) was set up as a trial in a school called Ecole B in Fana, Mali. The area has problems with water and the school only had one unprotected well for all its needs. However the well dries up towards the end of the dry season and it was hoped the rainwater tanks would enable the children to access water during these months.

The school's head teacher says:

"There are 525 students of which 305 are boys and 220 are girls. When there's no water we have to pay for it. Late comers or those who misbehave are punished by having to go and get water for use in class. In addition, we resort to water sellers when we're in a very difficult situation. They collect water from wells far away. We can't send the children far away where it's risky. The Government doesn't provide us with water but we still have the same needs. Drinking, cleaning, washing black boards – all these things. Water is gold – we have to manage it adequately. We appreciate the tanks. When it rains we have water. From April to June last year we used water from the tanks."

Resource 4: 'Why support WaterAid?' instruction sheets

Instructions for the teacher:

Photocopy this sheet and cut out the instructions. Each group should receive **one** set of instructions and a storyboard sheet to plan out their film. They could also have an evaluation sheet to see the criteria that they will be marked against.



Pitching to young people

You have been asked to produce a short film for young people of your own age which will inspire and encourage them to support WaterAid. They are looking for:

- Interesting facts about the need for water and sanitation in developing countries
- Exciting events and activities that WaterAid is involved in
- A story about how WaterAid has helped a community and the difference it has made to the people's lives
- What money that is raise can buy
- How young people can get involved with WaterAid

You will need to think about the graphics and music for your film and explain your choices. You should draw each scene for your film on the story board sheets.



Pitching to a large company

You have been asked to produce a short film for a large company which will inspire and encourage their employees to support WaterAid. They are looking for:

- The facts about the need for water and sanitation in developing countries
- Examples of how WaterAid carries out it's work in developing countries
- A story about how WaterAid has helped a community and the difference it has made to the people's lives
- What money that is raise can buy
- Events and activities that employees can take part in easily

You will need to think about the graphics and music for your film and explain your choices. You should draw each scene for your film on the story board sheets.



Resource 5: Storyboard sheet

Title	Scene 1
Scene 2	Scene 3
Scene 4	Scene 5
Scene 6	Scene 7
Scene 8	Scene 9

Resource 6: Evaluation sheet

Instructions: Use the list below to evaluate the presentation and add any comments / questions or advice you may wish to pass on to the group when they have finished presenting their film ideas. You should use a scale of 1 – 5. See below for explanation:

1 – No, this was not covered at all.

2 – This was mentioned but not in any detail.

3 – This was mentioned and a little detail was given.

4 – This was explained well.

5 – This was explained very well and interesting examples were used.

Group _____

The presentation	1	2	3	4	5	Comments / questions / advice
Gave facts about the need for clean water in the developing world						
Gave facts about the need for sanitation in the developing world						
Described events and activities that WaterAid is involved in.						
Told a story about how WaterAid has helped communities and the way in which people's lives have changed as a result.						
Explained ways in which young people / employees can get involved with WaterAid.						
What can be bought with the money that is raised.						

Resource 7: Project planning sheets

Use the following sheets to action plan your project.

1. Brainstorm ideas for your project.

2. Discuss and consider the advantages and disadvantages of each idea. Are they realistic and achievable? Which idea has been chosen and why?

3. What will your project be called?

4. What is the aim of your project? What do you hope to have achieved by the end of it?

5. When will you carry out your project? Where will your project take place? Who will benefit from it?

Resource 6: Project planning sheets (cont.)

6. Write a short description of your project.

7. Action plan: Who? What? By when?

Think of all the things that need to be done to make your project a success. Break it down into separate tasks and think about who will do what and by when.

Task / activity	Who will do it?	Deadline	Completed (tick)

8. Who (people from your community / an organisation / school) might be able to help you with your project?

Resource 6: Project planning sheets (cont.)

9. Will you need any funding? Where might this money come from?

10. What resources / materials do you need to carry out your project? Where will these come from?

11. How will you know your project has been successful?

12. How will you evaluate and review your project?

13. How will you publicise your project and get others involved?

Good luck with your project!

Credits and acknowledgements

Photo credits:

Shepali's story: WaterAid/ Juthika Howlader


Rainwater harvesting case study: Charlie Bibby/ FT



Download
lesson plans
and films



Book a
speaker or
a workshop



Get your
class talking
about water

Teaching ideas from WaterAid www.wateraid.org/schools