

Lesson plan Primary



Water around the world

Introduction

This set of lesson plans and materials introduces pupils to the idea that water is a precious resource and examines how water is used both at home and in other countries where it is not as easy to come by. Pupils have the opportunity to prepare questions to find out as much as they can about water around the world and how WaterAid can help communities have access to what they need.

Curriculum links

This set of plans and materials is particularly useful for Key Stage 2 geography and PSHE. They also work well in introducing sustainability issues.

Aims

- 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
- 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

Resources

Resource 1: E-card

Resource 2: Slideshow photographs

Resource 3: Where would you be most likely to...

Resource 4: Questions, questions A

Resource 5: Questions, questions B

Resource 6: Thinking hats

Notes for teachers

This set of lesson plans introduces students to the concept of water mapping that is used by communities with which WaterAid work. The lessons act as a stimulus for debate and discussion around many development issues and can be used as they are or adapted 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 extension work. There are suggested questions for pupils which can be used for written work or class discussion. They are a guide for using the resources and stimulus material and can be adapted to suit specific learning groups.

Lesson plan

| Key question | Activity | Resources |
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| How is water used around the home and how can it be saved? | <p>The water family</p> <p>Play the game in pairs or small groups. The aim is for pupils to create their own named family. Ensure the pupils keep a note of their personal pin numbers for future use. When they have played the game (this could be done in pairs or individually). Discuss the following questions with the class:</p> <ul style="list-style-type: none"> • Which room in the house did you find most interesting and why? • How did your '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. <p>Ask the pupils to think of as many ways as they can to save water. Make a list on the board. They should try and refer to what they have learnt from the 'Water Family' game.</p> <p>Extension work: This is a good opportunity for pupils to research reasons for saving water and they could use their research and the 'Water Family' game to create a water saving display or put on an assembly for their peers.</p> | <p>Game: Water family www.thewaterfamily.co.uk</p> |
| How is water used and saved around the world? | <p>Watch the 'Water around the world' PowerPoint. It shows parts of the world where clean water is in short supply and introduces Nsumah from Ghana and Rajendra from India who show how they use and save water.</p> <p>Pupils should consider the following questions:</p> <ul style="list-style-type: none"> • How does Nsumah use water? • Which things are the same as the 'Water family' and which things are different? Why do you think this is? • How does Rajendra's school save water? • Which things are the same and different to your list of ways to save water, and why? <p>Each pupil should choose to focus on one person – Nsumah or Rajendra. They should imagine that they have visited Nsumah or Rajendra's home and use resource 1 to write an e-card to a friend or a member of their family to tell them what they have learnt about saving water.</p> | <p>PowerPoint: Water around the world</p> <p>Resource 1: E-card</p> <p>Resource 2: PowerPoint photos</p> |

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| <p>Where would you be most likely to ...?</p> | <p>Split the class into small groups and ask each group to think of questions about using and saving water in Ghana, India and the UK. They should write them in the left-hand column of resource 3. 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>Once they have come up with their questions, they should swap with another group to answer each other's questions and then share with the class.</p> <p>Ask the class to think about why differences exist. What does it tell us about the availability of water for everyone?</p> | <p>Resource 3: Where would you be most likely to ...</p> |
| <p>What can we learn from a picture?</p> | <p>Questions, questions</p> <p>In pairs, pupils should study the picture in resource 4 from Uganda or resource 5 from India. Ask them to write questions that they would like to know the answers to around the picture. They should think of questions beginning with 'what', 'why', 'where', 'when', and 'how'. Explain that they should think about the landscape and activities happening in the picture.</p> <p>Display the pictures on the board and write the pupils questions around them. Ask them how they think they may be able to find the answers, what they think the answers might be and why.</p> <p>In their pairs, pupils should read Solomon or Vasanthi's story. They should use the stories to answer their questions. Each pair should feedback their answers to the rest of the class.</p> <p>Soloman http://www.wateraid.org/uk/~media/Files/UK/Schools/peoples_stories_solomon.ashx</p> <p>Vasanthi http://www.wateraid.org/uk/~media/Files/UK/Schools/peoples_stories_vasanthi.ashx</p> | <p>Resource 4: Questions, questions A</p> <p>Resource 5: Questions, questions B</p> <p>People's stories</p> |

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| <p>What information is needed to plan where to put water facilities?</p> | <p>Thinking hats</p> <p>Tell the pupils that they will be imagining 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 into two groups. Half will assume the role of WaterAid and half will be Solomon. They could work in pairs or small-groups and use resource 6 to help them prepare different types of questions.</p> <p>Pupils representing WaterAid need more information about the village and why it needs a well.</p> <p>Pupils representing Solomon need more information about what WaterAid plan to do and how it will benefit their community.</p> | <p>Resource 6: Thinking hats</p> |
| <p>Debate</p> | <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>After the debate ask pupils which type of questions were easiest to answer? Which were harder and why?</p> <p>Extension: Pupils imagine they are representing WaterAid and write a letter to the villagers to explain their decision.</p> | |

Resource 1: E-card

To:

Subject:

Dear

I am writing to you from

I have learnt

Another thing I have learnt is

The most surprising thing I have learnt is

Resource 2: Slideshow photographs



Resource 3: Where would you be most likely to...

| Question | Ghana, India or the UK? |
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| Where would you be most likely to wash dishes in the open air? | |
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Resource 4: Questions, questions A

Resource 5: Questions, questions B



Resource 6: Thinking hats – guide for questions



The white hat calls for more information. For example, Solomon asks: How can WaterAid help us?



The yellow hat is about good things. For example, Solomon asks: Why is a hand pump a good thing?



The red hat is about feelings. For example, WaterAid asks: How does it feel when you collect water from the swamp?



The blue hat is used for planning. For example WaterAid asks: What do you want us to do next?

Photography credits

Contents page: WaterAid/Marco Betti

Resource 2: WaterAid/Marco Betti and Ian Spaul

Resource 4: WaterAid/Caroline Irby

Resource 5: WaterAid/Martin Argyles



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lesson plans
and films

Book a
speaker or
a workshop

Get your
class talking
about water