

# Activity 3

## Water vulnerability game

### Ages

11-14.

### Time required

30 mins (flexible).

### Subjects

Citizenship/ESDGC/Humanities.

### Aims

To think about what factors make people more vulnerable to water shortages.

To develop an understanding of global differences and inequality.

### You will need

Access to the Oxfam Education website [www.oxfam.org.uk/education/teachersupport/the\\_big\\_picture](http://www.oxfam.org.uk/education/teachersupport/the_big_picture) to download the Water Vulnerability roles worksheet and statements.

Enough space for pupils to walk across a room.

A large world map for locating countries.

### WHAT TO DO

This activity enables pupils to explore the concept of vulnerability, and apply it to issues around access to water and sanitation. It would be best used in the context of a wider, global citizenship-based study into water.

Before the lesson, print a copy of the 12 Water Vulnerability roles and cut them up into individual cards. You will also need a copy of the statements to read aloud.

Divide the role cards up amongst the pupils, individually or in groups. Give them a few minutes to imagine or discuss the daily life of the person whose role they are playing.

Line up the pupils on one side of a room (you might want to have each group represented by one pupil). Read each of the statements in turn. For each statement, pupils should think about whether or not it applies to their character. If they think the statement is true for their character, they should take a small step forwards. Otherwise, they should not move.

Stress that the pupils do not need to know everything about their character. If they are not sure how to answer any of the questions, they should take an educated guess. Uncertainties can be discussed after the exercise.

By the end of the activity, pupils should be spaced out across the room. This can then be used as a starting point for a discussion on who is most 'water-vulnerable'. Ask each pupil (or group) to read out the role they have been given and have a brief discussion about their reasons for stepping forwards or not.

What can pupils infer from the positions of different people? Who has moved the most? Who has moved the least? Can pupils identify things that made their characters more or less water vulnerable, such as gender, family, having a sustainable livelihood and community or government support? Has it helped them to understand what being 'water vulnerable' means? What have pupils learned about water issues around the world?

### Further activities

Ask pupils to think about one of the highly vulnerable characters, and pick one of the statements that affected them. Get them to complete a why-why-why chain (see Activity 2) to think in more detail about why this character may be vulnerable in this way.



Read out each of the statements below in turn:

1. You have access to water in your house.
2. You can get to water whenever you need it.
3. You can expect rain to fall regularly.
4. You have access to water reserves when there is a lack of rain.
5. You have access to safe drinking water.
6. You have access to flushing toilets.
7. You have access to adequate washing facilities.
8. Your house has a working drainage system.
9. You do not worry that war will force you to move to a region with less water.
10. You do not worry that nearby factories might use up all your water.
11. You do not worry that factories pump toxic waste into nearby rivers or lakes.
12. Your government is committed to supplying your community with water.