## Contents

**Lesson plans and accompanying materials**

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www.wateraid.org  020 7793 4594  wateraid@wateraid.org
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 of young people 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. They also fit in with many elements of the English curriculum.

Geography Key Stage 3: What is development? (Unit 16)
Citizenship Key Stage 3: Debating a global issue (Unit 10)
Taking part – planning a community event (Unit 7)
Global issues, local action (Unit 12)

Key Stage 4 links are in accordance with individual examination board specifications.

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 safe water, hygiene and sanitation
➢ To understand how WaterAid works around the world
➢ To collect, record and display information
➢ To express and explain opinions to others through discussions

Keywords

Sanitation
Rainwater harvesting
Resources

‘We are WaterAid’ film http://www.wateraid.org/uk/about_us/video/default.asp?vidId=70AE5F68-3A8A-98FB-E974-6B245BF29B1B
‘The work of WaterAid’ slideshow http://www.wateraid.org/uk/learn_zone/secondary/the_work_of_wateraid/6397.asp
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
WaterAid TV advert http://www.wateraid.org/uk/about_us/media_centre/multimedia/video_selection/6516.asp
‘Don’t let it drop’ film http://www.wateraid.org/uk/get_involved/campaigns/take_action_now/8475.asp
Resource 6: Evaluation forms

Notes for teachers

This set of lesson plans introduces students to WaterAid’s work. It also allows students to express their opinions about the issue of water and sanitation and compare and contrast their own personal experiences with those of others. 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 following plans 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.
<table>
<thead>
<tr>
<th>Key question</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
</table>
| How do we use water? | • 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 resolve these inequalities and that you will be finding out about its work.  
• Watch the ‘We are WaterAid’ film.  
• Ask the students to try and note down or remember some of the main facts presented in the film.  
• Ask the students if there are any facts or points they found particularly interesting.  
• View the slideshow which will explain a little bit more about some of the issues raised in the ‘We are WaterAid’ film. Discuss the questions raised during the slideshow.  
• 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?  
• 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 180 litres per day. In North America, the average person uses 400 litres of water a day. What does this tell us about access to water?  
• Give each student a copy of the water diary and the ‘How much water do you use?’ sheet to complete for one day so they can work out their approximate daily water usage. They could either do this as a homework activity or think back to a typical day and try and remember when they use water. | Film: ‘We are WaterAid’  
Slideshow: ‘The work of WaterAid’  
Resource 1: Water diary sheets  
Resource 2: How much water do you use? |
| Is there a link between access to water and the amount people use? | • Ask the question, ‘Is there a link between access to water and the amount people use?’ Ask the students to think about what we use water for and what people in the slideshow and film were using water for? Why is there a difference?  
• The students should then look at their water diaries and think about which things 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 slideshow are only doing what is absolutely essential with their small supply of water (drinking, cooking and washing). They can’t 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 to a discussion on 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.

### Resource 3:
‘Rainwater harvesting in Mali’ case study

<table>
<thead>
<tr>
<th>Why is water precious?</th>
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</thead>
<tbody>
<tr>
<td>• Ask the students to use all the information they have gathered to create a classroom display titled ‘Water is precious’. The display should include information about inequalities in access to water, how water is currently used, and how it could be used more sustainably. Examples should be drawn from the film and slideshow, the student’s water diaries, and the case studies. The students can use the WaterAid website to access photos and facts they can add to their presentations and displays.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why support WaterAid?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Split the class into small groups. Explain that they will be creating the storyboard (or they could use PowerPoint) for a short film intended to persuade one of two groups of people to support WaterAid’s work. One group is made up of young people their own age who are trying to choose their school’s charity of the year, and the other group are the directors of a large company looking for a charity their employees can organise fundraising activities and events for. The short film will have to inspire the group to want to support WaterAid above any other charity.</td>
</tr>
<tr>
<td>• Give each group the instruction sheets and story board sheets (photocopied onto A3 paper). Stress to the students they must read through the information carefully to ensure their pitch is successful.</td>
</tr>
<tr>
<td>• Watch the WaterAid TV advert and the ‘Don’t let it drop’ film. 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 Don’t let it Drop film was aimed at festival goers to encourage them to sign a petition. The people featured in the film were performing at the festival. Do the students think these films are successful and suitable for the intended audiences? They should explain their thoughts.</td>
</tr>
</tbody>
</table>

### Resource 4:
‘Why support WaterAid?’ instruction sheets

### Resource 5:
Storyboard sheets
‘People’s stories’ sheets

TV advert
‘Don’t let it drop’ film
- Encourage the use of the WaterAid website and films to find appropriate information as well as their own ideas. Please note that there are two sets of instructions – one for pitching to young people and one for pitching to the company.

- Once the students have prepared their storyboards/presentations, they should present their ideas to the rest of the class. Each student should be given an evaluation sheet to judge the pitches against the specified criteria. There are two different evaluation sheets. One for the young people pitch and one for the company pitch. Go through each sheet 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) to choose the two winning pitches.

### How should WaterAid promote itself?

- As a class, compare the two winning pitches to the ‘We are WaterAid’ and ‘Don’t let it Drop’ films and the TV advert. How do they compare? Which of the films/storyboards do they think is the most effective in engaging 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 building or fundraising project for WaterAid.

The students can use the project planning sheets provided.

**Resource 6:** Evaluation forms

**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.

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

Activity:
Using your water diary, draw a bar chart to show the amount of water 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 says,

“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.
In areas with regular rainfall, the collection of rainwater can provide a good supply of clean water. Collecting rainwater is called ‘rainwater harvesting’ and usually involves water being collected after having run off surfaces 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.

The rainwater harvesting tank in the picture 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. Latecomers 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.”
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.

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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 people’s lives
- What can be bought with money that is raised
- 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 storyboard sheets.

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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:

- Facts about the need for water and sanitation in developing countries
- Examples of how WaterAid carries out its work in developing countries
- A story about how WaterAid has helped a community and the difference it has made to people’s lives
- What can be bought with money that is raised
- 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 storyboard sheets.
<table>
<thead>
<tr>
<th>Title</th>
<th>Scene 1</th>
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<tbody>
<tr>
<td>Scene 2</td>
<td>Scene 3</td>
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<tr>
<td>Scene 4</td>
<td>Scene 5</td>
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<tr>
<td>Scene 6</td>
<td>Scene 7</td>
</tr>
<tr>
<td>Scene 8</td>
<td>Scene 9</td>
</tr>
</tbody>
</table>
**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:

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 ____________

<table>
<thead>
<tr>
<th>The presentation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Comments / questions / advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gave facts about the need for clean water in the developing world</td>
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<tr>
<td>Gave facts about the need for sanitation in the developing world</td>
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<tr>
<td>Described WaterAid events and activities</td>
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<tr>
<td>Told a story about how WaterAid has helped communities and the way in which people’s lives have changed as a result</td>
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<tr>
<td>Explained ways in which young people/employees can get involved with WaterAid</td>
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<tr>
<td>Explained what can be bought with the money that is raised</td>
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</tbody>
</table>
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?
6. Write a short description of your project.

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.

<table>
<thead>
<tr>
<th>Task / activity</th>
<th>Who will do it?</th>
<th>Deadline</th>
<th>Completed (tick)</th>
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<tbody>
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</table>

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 if 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