



Lesson notes for teacher

Let's get some water

This lesson enables children to recognise that:

1. Water is a shared resource
2. Some people do not have access to this basic need
3. We can all save water

Resources needed:

Photos (CU provided)

2 buckets, cup for drinking from, little plant, plastic cow, toothbrush, bar of soap, rubber duck, dish cloth, t-shirt, cup, saucepan or some dried pasta.

- **Discuss how British families access water and where it comes from.**
 - Ask question. Where does water come from?
Children respond various ways. Where do you get water from? KEY: under the ground, rain etc
Where do you get the water you drink?
 - Some people do not have access to clean water. I am going to show you a photo where some people have to get their water from
 - Show photos on disk
 - Show examples of water sources in Nigeria
 - 1. Unprotected sources (do you think it is clean or dirty? Why? What do you think will happen if you drink this?
 - 2. Protected source – spring with pipe, or bore hole and pump. KEY: Water has come from under the ground. Have you ever dug a hole? How far

do you have to dig to get to water and it fill the hole? In Nigeria they have to dig very far e.g. 40 – 50 metres. Many people in Nigeria don't get water from their homes –they may have to walk 10km – Give an example of how far is that using landmarks that the children would know. How long would it take them? (Photo of young children carrying water) If they have had support people may be able to get unprotected water.

- **Send some children off to fill this bucket with water**
 - Ask 2/3 pupils to go and fill 1 bucket with water
 - While they are fetching water: questions and answers – how long will it take them? Have you had to carry water? How heavy might it be etc
- **Explain that the average water consumption per day in Nigeria is 50 litres, which would fill 6 buckets. How much water do you think you use in one day? An average person in UK uses 150 litres per day – that is about 18 buckets of water.**
- **Discuss how a family of four would use water in their daily lives**
 - Let's use this bucket of water to see how much water is needed to do all the different things in one day. What do you think a family might need to use water for? What do we use water for?

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Concern



Universal

- **Use the visual aids to give to a child when they say one of the following suggestions and ask them to stand in front of the class**
 - Little plant, watering plants that you have to eat – vegetables, salads.
 - Plastic cow – what do you think this represents?
Older groups – people keeping livestock, children give water to animals, herd them etc before school.
 - Toothbrush, bar of soap, rubber duck, dish mop, clothes/dirty T-shirt (this needs washing!) cup, saucepan. Line everything up in a row.
- **There are a lot of things to use this water for, this is our one bucket. What shall we use? What is the most important? Children come up with suggestions and sort out the most important uses and arrange the pupils in a line to show this priority.**
- **Demonstrate, with the aid of a variety of props and the children's suggestions, how the bucket of water might be used**
 - How many cups would you need to drink? Hot country so may need more. Ask questions like this for all objects. For each object, fill the required cups from the bucket of water and tip into the empty bucket. The children can take it in turns to fill and tip cups and everyone can keep count. Use up the water that has been fetched until run out – what shall we do? May have to get another bucket of water? Time for school – go to school or get more water. What about not having any when you get back from school? KEY: difficult if you don't have water coming out of the tap. Make choices.
- **KEY point that 50 litres of water a day is probably insufficient. In Nigeria the average family used 50 litres of water (6 buckets) this takes time to collect and is probably not enough.**
- **Show examples of solutions to the problems of water shortages**
 - How do people cope? Pictures of mum washing babies in buckets, washing clothes in streams.

Ideas for individual work:

1. Draw a picture of an unsafe water point and a safe water point.
2. Describe as many words as you can for unsafe water point and then describe as many words as you can for safe water.
3. Cut the pictures of what water is used for, and stick them in order of importance.
4. Design a poster about the importance of clean water.

Conclusion: Water is important; it is a shared resource, not everyone has access to clean water.

Curriculum links England KS1 Geography – 1a, 3a, 5b, 6b English - 2c, 2e, 3a, 3c, 9a, 9b KS2 Geography – 2a, 2d, 3b, 3d, 5b, 6b, 6c English – 1c, 2b, 3a, 9a