

## Lesson 3

### Water access – who decides?



#### **This lesson enables students to:**

- **Think critically about assumptions in development**
- **Creatively respond to different perspectives**

**Resources:** Lesson 3 Resources, Lesson 3 Worksheet, Belita's case study (for follow up work)

#### **1. Read story and show cartoon (2 mins).**

One hot July afternoon Class 10 heard a humming noise outside, that was getting nearer and nearer... "concentrate on your work" Sir said, "hurry up, get to it!" The humming became louder and louder, deafening in fact, so much so, that everyone, including Sir, ran over to the window to see what was happening...

#### **2. In pairs discuss the following questions (3 mins):**

- What is the cartoonist trying to show?
- What might the students be feeling?
- What might the people in the helicopters be feeling?
- What is the artist trying to say?
- Who is the artist addressing?

#### **3. Listen to the story from another view point (5 mins)**

"I feel so happy, these poor little darlings, they have been without this water access point and it's hardly surprising that they are running to the window in gratitude...Everything that is needed to build a sustainable, technologically sound water pump has been so generously donated by the community back home, they are going to be so thrilled when I show them photos of the completed work. We really are helping out here! Here we come!"

#### **4. Individual tasks (20 mins)**

Choose one of these suggestions:

1. Write a short response from a character in the cartoon picture. Choose to continue from the stories you have already heard, or choose another character.
2. Write a short press release for the local paper. What will the heading be? What angle will your story take?
3. Write a short press release from the country the "aid" is coming from. What angle will your story take?
4. Interview a person helping. Write as many questions as you can to find out the motivation for the project.
5. If the students in the school were asked to draw a cartoon of what has happened what might they draw?
6. If you went back to visit in 5,10,15 years time what would you expect to see? Why? What could be the complete opposite result? Why?

**Self Reflection: Individually complete the worksheet (10 mins)**

#### **Conclusion/plenary session (2 mins)**

How may this lesson help us to understand development? What issues does it raise? Why is it important to think about these issues? Are there any common themes that can be drawn about water access?

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## Worksheet



1. What are two key themes that have been touched on in this lesson

Follow on work: Read Belita's case study and answer the following questions

1. List three changes that have come about since the project in Malawi

2. Why might it be important to raise these themes?

2. Do you think that these changes will be long lasting? Give reasons for your answer.

3. In your own words describe what "sustainable development" means

3. In what way does the project demonstrate sustainable change?

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## Resources

Concern



Universal

