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# Water Use

Lesson ideas and activity sheets

# Water use - Lesson plan

**Introduction:** This lesson looks at why water is a human right and helps pupils identify the essential uses of water in the UK and in Sierra Leone.

**Objective:** To understand the difference between a need and a want; to consider the ways water is used.

**Outcome:** To audit and devise ways to reduce water use at school and at home.

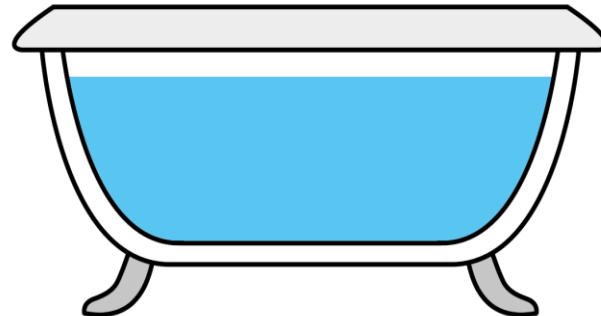
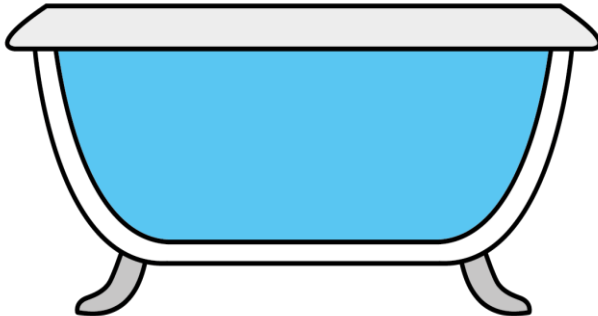
Activity	Resources	Curriculum links
<b>Starter</b> <ul style="list-style-type: none"> <li><b>Display:</b> Article 24 from The United Nations Convention on the Rights of the Child in <b>Activity Sheet 1</b>. Ask your pupils if they have heard of this before and how they feel about it. Do they think it is a governments duty to do this? Why?</li> <li>Show and tell your pupils the statistic on <b>Activity Sheet 2: 'The average person in the UK uses 150 litres of water a day</b>. What does this look like?</li> </ul>	<ul style="list-style-type: none"> <li><b>Activity Sheet 1</b></li> <li><b>Activity Sheet 2</b></li> </ul>	<b>English:</b> Spoken language Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
<b>Main</b> <ul style="list-style-type: none"> <li><b>Paired activity:</b> Pupils discuss where their water comes from and list how they use water everyday on <b>Activity Sheet 3</b>.</li> <li>Once they have noted what they use water for everyday, ask them to identify what water use is a <b>Need</b> and what is a <b>Want</b> on <b>Activity Sheet 4</b>.</li> <li><b>Mapping activity:</b> Involve the children in creating and displaying a class map of the school. Ask the children to design a symbols for water e.g. a droplet or a tap, and place symbols on the map to locate where water is used in the school.</li> <li>Pupils audit how much water they use at home and in school and record their results on <b>Activity Sheet 5</b>.</li> <li><b>Case study:</b> In pairs pupils read the case study on a school in Sierra Leone and answer the questions.</li> <li>In pairs pupils consider how the school can reduce water use. Pupils think like a 'Water Pump Caretaker' from the case study and create a set of ideas on <b>Activity Sheet 6</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Activity Sheet 3</b></li> <li><b>Activity Sheet 4</b></li> <li><b>Activity Sheet 5</b></li> <li><b>Case Study</b></li> <li><b>Activity Sheet 6</b></li> </ul>	<b>Geography:</b> Human and physical geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  <b>Maths:</b> Measurement Measure and begin to record: capacity and volume  <b>PSHE:</b> Living in the wider world That people and other living things have needs To think about lives of people living in other places, & people with different values & customs
<b>Plenary</b> <ul style="list-style-type: none"> <li>Ask each pair to feedback and explain their ideas. Pupils create a Do and Don't list of how to conserve water and display it in the school to show other pupils.</li> <li><b>Extension activity:</b> Pupils could design a school that they would like to learn in.</li> </ul>		<b>PSHE:</b> Living in the wider world Resources can be allocated in different ways, that economic choices effect individuals, communities and the sustainability of the environment

# Water use - Activity Sheet 1 - UN Conventions on the Rights of the Child

‘Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy.’

## Water use - Activity Sheet 2

**The average person in the UK uses 150 litres of water a day.**



# Water use - Activity Sheet 3

**Instructions:** In pairs discuss and answer the questions in the table below.

**Do you know where your water comes from?**

**What do you use water for?** List the everyday activities that use water.

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# Water use - Activity Sheet 4

**Instructions:** Can you identify four everyday uses of water that are essential (a need) and non essential (a want)?

Need	Want

**How important is water in our daily lives?**

# Water use - Activity Sheet 5

**Instructions:** Plan a water audit of either your home or your school to discover how much water you use everyday or over a time period of a week.

	Water Activity	Litres of water used	Number of times used a day	Total litres used per day	Total litres used per week
At Home	Take a bath	80 litres			
	Have a shower (5mins)	45 litres			
	Clean your teeth with a tap running	6 litres of water runs from a tap a minute			
At School	Flush the toilet	6-8 litres of water			
	Wash hands with tap running	6 litres of water runs from a tap a minute			
	Leave a tap dripping	6 litres of water runs from a tap a minute			



# Water use - Case study - Access to Primary Education project

**Instructions:** In groups, pairs or individually read through the case study on a school in Sierra Leone.

Sierra Leone's ten year civil war destroyed thousands of schools, meaning children had to learn in buildings that were falling down and dangerous. They didn't have drinking water or toilets.

In Kono District in eastern Sierra Leone, some primary schools were re-built by local communities who wanted their children to be able to go to school. They were built from local materials such as mud, wood and tin. These buildings did not provide a nice place to learn in, with hardly any tables, chairs or books. Like a lot of schools in the country, they also did not have drinking water or toilets.

Children at these schools had to drink dirty water from places like streams, which made them ill. They would also have to collect their water, which meant leaving the school grounds and missing out on class. Not being able to drink clean water, wash their hands or go to the toilet at school meant that children often didn't turn up.

ActionAid's '**Access to Primary Education**' project in Sierra Leone is building better classrooms and schools so that more children can go to school. Schools will have:

- **Six classrooms**
- **Private and clean toilets with drop holes**
- **A protected water well**
- **Tables and chairs**
- **School libraries, books, pens and materials**

Each project also involves the local community and will train:

- **Teachers**
- **Water Pump caretakers**
- **School Management Committees**
- **Mothers' clubs**



# Water use – Case study – Kono District Education Committee School

**Instructions:** In groups, pairs or individually read through the case study on a school in Sierra Leone.



**At Kono District Education Committee School**, six toilet cubicles were built, three for girls and three for boys. A new water well was built too. This gave the teachers and children access to clean water without leaving the school grounds.

Part of the project was also to create 3 community roles called **Water Pump Caretakers**.

Water Pump Caretakers would:

- Monitor the water being used from the pump by the community
- Carry out minor repairs to the pump and well
- Develop 'bye – laws', a set of rules the community would agree to, to reduce and save the amount of water being used



# Water use - Case study - Kono District Education Committee School

**Instructions:** In groups, pairs or individually read through the case study on a school in Sierra Leone.

How would you feel if you went to a school that did not have any books to read, exercise books to write in or pens to write with?

Do you think you would be able to concentrate in your classes if your school was makeshift without any tables and chairs?

If you did not drink clean water at school, how could this effect you?

How would you feel if you had to walk to collect water to drink at home or school?

What would you miss out on if you had to walk a long way to collect water?

If you did not have a clean and private toilet, or somewhere to wash your hands, how would this effect you at school?

# Water use - Activity Sheet 6

**Instructions:** Acting like a 'Water Pump Caretaker', create a set of 'bye – laws' to help your school reduce the amount of water that it uses.

**School name:** \_\_\_\_\_ **'s 'Bye – Laws'**

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