

INTRODUCTION

The following activities have been inspired by the animation and comic *'The Story of Water'*. They support learning about water as a precious resource and as a human right for all.

The activities are shared as ideas and are supported by downloadable resources and slides where relevant, but we invite educators to adapt them to suit their own context and learners.

ACTIVITY 1: Where is all the water?

This activity makes use of the outdoor spaces available to you and your learners.

Tell learners that they have been tasked with a challenge to find out where all the water is.



Explain that they will be going outside to look for clues to help them answer this. Clues might include water they can see (visible water) but also water that is hiding (invisible water). The table below shares some examples.

Visible water	Invisible water
Puddles	Leaves
Water in containers	Under logs/stones - damp
Muddy water	Drain covers
On leaves	Drainpipes
On spiders webs	In flowers and plants
On surfaces (windows, walls)	In trees
Dripping tap	In the soil
Falling rain	In the clouds

What you find will depend in part on the weather.

Learners could make a map of the outside area showing where the water is or could take photos to record their evidence.

ACTIVITY 2: Where does water go?

Organise learners into pairs and give each pair a **Water Photo** from the downloadable selection and ask them to place it in the centre of a large piece of paper.

Ask learners to look at their photo and imagine where the water came from and where it might go. They could draw this around their photo or note down any ideas or questions they might have. The following prompts might help to support their creative thinking:

- Why is the water here?*
- What happened to it before the photo?*
- What will happen to the water afterwards?*
- Is the water clean?*
- Who is responsible for the water?*
- Is the water free?*
- Is the water in the photo helpful? Why?*

This activity can help to connect to children's understanding of the water cycle - have they included clouds, rivers, water underground (groundwater), pipes, waste water treatment etc?



ACTIVITY 3: Water use around the world

This activity uses a set of Water Cards that show how much water is used, on average, in different parts of the world.

With learners in small groups give each group a water card and access to some blocks that can be used to make a tower (or something equivalent).

Ask learners to look at the information on their water card and to build a tower from the blocks to represent the amount of water one person uses in their country. You will need to agree what each block represents. For example you might agree:



Large Block
1,000 litres



Medium
500 litres



Small
100 litres



Single
10 litres

Once the towers have been made invite learners to compare their countries. Notice that some countries use more water than others. These numbers represent all of the water used in those countries divided equally by the number of people living there. This means it includes water used for agriculture and industry as well as the water used in our homes, schools and offices (domestic use).

Did you know?

At a global level most water is used for agriculture (71%). Industries use about 17% of our global water and domestic use makes up the remaining 12%.

ACTIVITY 4: Water for everyone

This activity uses the animation 'The Story of Water'.

Before showing the animation, show **Slide 1** of the Activities Powerpoint with the opening scenes of the comic.

Ask children who or what is narrating this animation. Perhaps help learners to notice that it is the water that is speaking to us. As they watch the film they will notice connections with the riddle from the assembly.

If you have time watch the film without the sound and ask learners to imagine what the water might be saying. They could note down three or four sentences to share some of their ideas.

After watching the animation with the sound, ask learners what they noticed, what questions they have, and how they feel about what they have seen and heard. Where do they think the story is set? (This story is set in Somaliland (Somalia) in East Africa).

Check understanding of the vocabulary using **Slide 2**.

At the end of the film, the water says *'I am not theirs to take'*. You could discuss some of the following questions with learners:

Who owns water?

Does water belong to anyone?

Is it free?

Why do we pay for water?

What are we paying for?

What if we can't pay?

Finish by asking learners if they believe everyone should have a right to water. Explain that in 2010 the governments of the world (in the United Nations) agreed that every human should have the right to clean water.

ACTIVITY 5: Water for peace

Ask learners 'what does peace mean to you?' They are likely to mention quietness, friendships, people getting along and so on.

Show **Slide 3** which suggests that there are different types of peace.

Ask learners about the characters in the animation. (They are shown on **Slide 4**). Do you think these people are leading peaceful lives?

In what ways can lack of water lead to conflict? (You may need to explain the word conflict - disagreements, arguments).

Show the map of Africa on **Slide 5**. Notice that four of the countries we looked at in Activity 3 are next to each other. Use the **Water Cards** to see which of these four uses the most water per person and which uses the least?

Tell learners that these countries share their rivers. Some countries have agreements in place to work together and share water across their borders. How might this contribute to more peaceful lives for the people living there?

Can you think of times when cooperation has helped you?

**ACTIVITY 6: Hidden water**

With learners organised into small groups, give each a set of the **Hidden Water Cards** and ask them to order from the product containing the most water to that containing the least. [Alternatively you can do this together on screen using **Slides 6 - 8**]

Introduce the idea of hidden water - this is all of the water used in the production and manufacture of a product. Ask learners to look at the products again and to re-arrange them based on their hidden water (from most to least).

Then, share the hidden water figures with them using **Slide 9 - 11**.

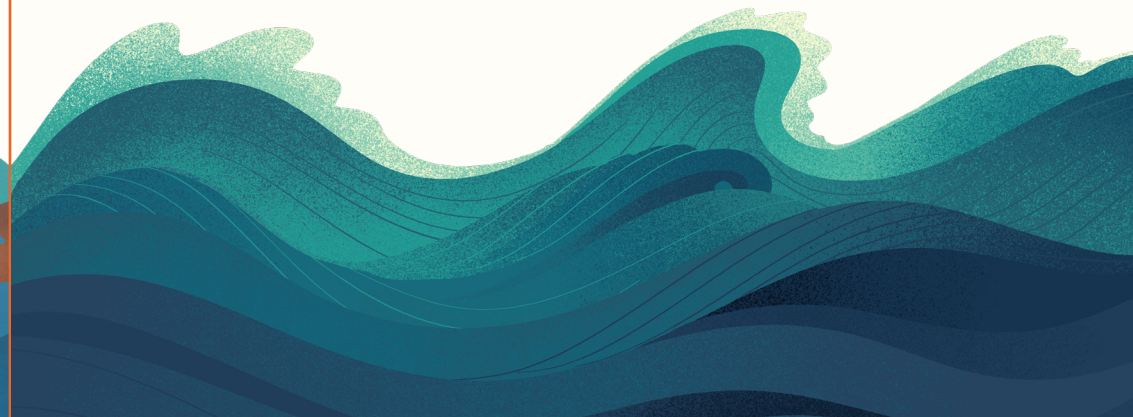
Were there any surprises?

How might knowing about hidden water help us to reduce water use?

Does a meat-eater or a vegetarian use more water? (Slide 12)

Did you know?

A typical UK household uses about 11,148 litres of hidden water every day! Most of this (around 64%) comes from imported goods meaning the hidden water we use is not even water that falls in the UK, but in other countries - including those with water shortages.



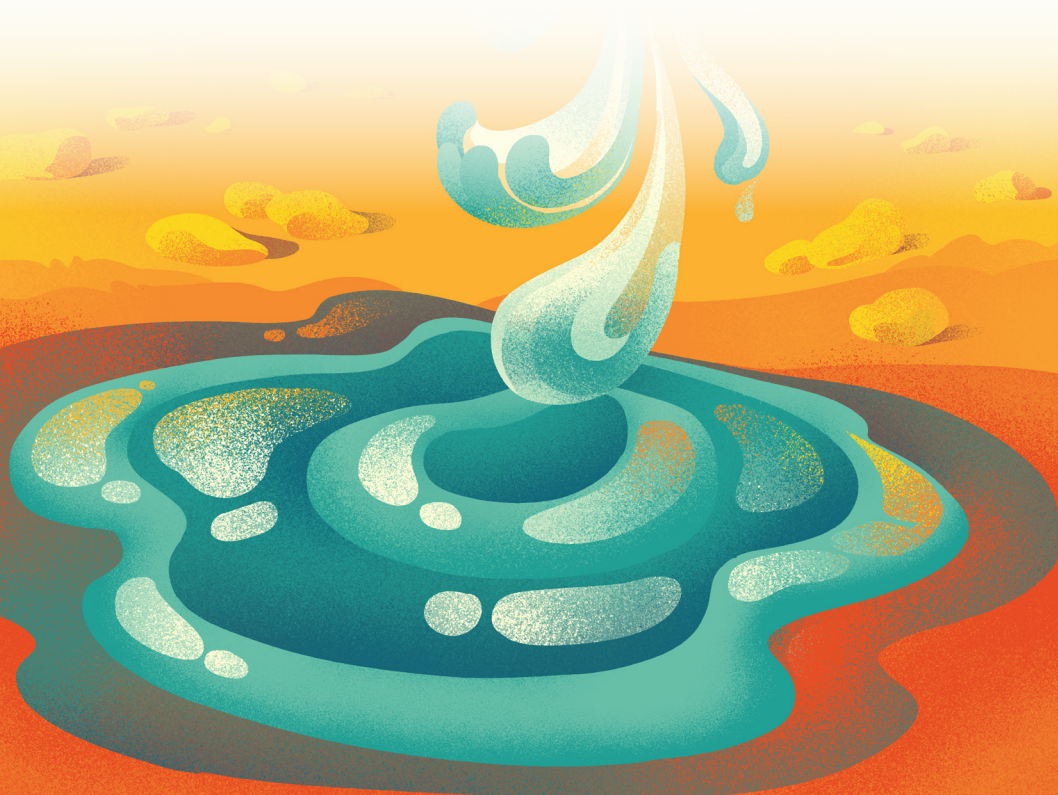
ACTIVITY 7: Saving water

This activity helps to think about how learners might reduce the amount of water they use. Saving water reduces pressure on the world's water resources and helps to make sure there is enough for everyone. As we pay for water and the management of water uses lots of energy, it can also reduce costs.

Begin with learners and ask them if they know of ways to reduce their water use.

Share some of the ideas on **Slide 13** to save water in and around the home. Which of these ideas do learners think they could do? Which ones would involve talking to someone else in their family?

Invite learners to 'adopt an action' for one of the ways to save water and set a time to report back on how they found this in a week's time.



CREDITS and LINKS

CREDITS

These World Water Day activity ideas were produced as part of the Inclusive Urban Infrastructure project with the University of Sussex and PositiveNegatives. They were researched, written and designed by Lifeworlds Learning.



LINKS

The following links offer further learning opportunities about water that are appropriate for, or could be readily adapted for, primary aged learners. We have exercised due diligence in recommending these sites but have not fully fact-checked all aspects of their content.

Clean water for all

<https://www.wateraid.org/uk/get-involved/all/schools-and-teachers>

<https://worldslargestlesson.globalgoals.org> [look for Goal 6]

Hidden Water

https://www.waterfootprint.org/resources/schoolresources/WFN_presentation_schools.pdf

<https://www.watercalculator.org/resource/teach-beyond-the-water-cycle/>

Saving water

<https://www.waterwise.org.uk/save-water/>