

LEARNING AND THINKING ABOUT WATER VULNERABILITY

Age range: 11 - 14

Time: 50 – 75 min

Outline

Pupils learn what it means to be water-vulnerable. They then develop their understanding of symptoms and causes of water vulnerability and the links between these. Finally they explore some short and long-term solutions to water vulnerability.

Learning Outcomes

- Recognise that access to safe, clean water is a basic human right.
- Be aware that many people are denied this right, making them water-vulnerable.
- Name some of the symptoms and causes of water vulnerability.
- Make links between some of these symptoms and causes.
- Identify short and long-term solutions to water vulnerability.

Resources

- **Introductory Slideshow**
- **Introductory Film clip**
- **Learn Slideshow**
- **Learn Film clips**

Keywords

water-vulnerable, symptom, cause

Curricular links

Citizenship (Rights & Responsibilities): National Curriculum for England

Social Studies: Scottish Curriculum for Excellence

ESDGC (Choices and Decisions) and PSE (Active Citizenship): National Curriculum for Wales

Pre-session learning

• Introduction to Water Week

If time allows you might like to show the Introductory film and slideshow prior to this session. These resources introduce Oxfam Water Week, highlight some of the issues surrounding water and inspire people to take action. The Introductory slideshow has been designed so that students could use it to present an assembly themselves to other classes or the whole school. Additional information and suggested questions are provided in the notes page for each slide. Note that new information will appear on most slides when you click. The blue circle on the bottom left-hand corner indicates that the slide is complete.

The Introductory film can be accessed here:

<http://www.oxfam.org.uk/education/resources/water-week-introductory-resources>

- **Water for life**

You might also like to spend some more time thinking about the importance of water and the fact that many people are denied their basic human right to water, making them water vulnerable. The introductory resources on the Water Week project page encourage learners to recognise the shared need for water in the lives of all people, everywhere and to empathise with those for whom access to water is restricted.

<http://www.oxfam.org.uk/education/resources/water-week-introductory-resources>

Session outline: Learning and thinking about water vulnerability

- **Activity 1: What does water-vulnerable mean? (5 mins)**

Show Water Week YA Learn slideshow: Slides 2 and 3

These slides introduce learners to the idea of being water-vulnerable. Allow time for discussion and for students to ask questions.

Note that new information will appear on most slides when you click. The blue circle on the bottom left-hand corner indicates that the slide is complete.

- **Activity 2: What are the symptoms and causes of water vulnerability? (35-55 mins)**

Show Water Week YA Learn slideshow: Slides 4 to 17

Extension: Show Learn film clips x 5

If time allows, you might like to **first** show the pupils the Learn film clips.

Access the film clips here:

<http://www.oxfam.org.uk/education/resources/water-week-learn-resources>

These slides and film clips help learners to identify causes and symptoms of water vulnerability. Allow time for discussion and questions.

1. Give pairs of students A3 copies of the Water vulnerability tree on page 4. Explain that the issue they will be thinking about is water vulnerability, and ask them to write this on the trunk.
2. Explain that the branches represent the symptoms of water vulnerability, such as having to travel a long way to collect water. Ask learners to fill in as many different symptoms as they can.
3. Explain that the roots of the tree represent the causes of water vulnerability. Ask students to fill these in, for example by writing 'Drought' or 'Climate Change'. Examples of causes and symptoms are provided on page 5.
4. Ask students to add other causes and symptoms of water vulnerability if they can and then rotate students around the classroom to view others' work. Use their observations as the basis of discussion about the links between causes and symptoms.

- **Activity 3: Responding to water vulnerability (10-15 mins)**

Show Water Week YA Learn slideshow: Slides 18 to 21

These slides provide some information about possible short and long-term solutions to water vulnerability.

Ask students to draw fruit shapes onto their water vulnerability trees and write down some possible solutions on these. For example, for 'Drought' they could write 'Build irrigation systems to bring water in from elsewhere'. For 'Climate Change' they could write 'Campaign to reduce carbon emissions' and so on. Examples of responses are provided on page 6.

As before, ask students to display their water vulnerability trees for the rest of the class to see and then rotate around the classroom. Facilitate further discussion about the different solutions, highlighting which responses are short term and which are long-term.

You might like to spend more time examining different responses to water vulnerability. The Think resources on the Water Week project page include five film clips which show Oxfam supporting communities to deal with some of the causes of water vulnerability.

<http://www.oxfam.org.uk/education/resources/water-week-think-resources>

Follow up ideas

These resources include an **action guide** with ideas for students to get involved in campaigning and fundraising activities for Oxfam's water, sanitation and hygiene promotion (WASH) projects supporting water-vulnerable communities around the world, wherever the need is greatest.

The action guide provides background information about Water Week: our shared need for water, what it means to be water-vulnerable and some ways in which communities are responding to these problems. Students are encouraged to work in groups to consider and choose potential actions that they could take during Water Week to support water-vulnerable communities. Useful tips and guidance are provided on how to plan different campaigning and fundraising actions. If time permits more than one activity could be completed or different groups of students could work on different activities. Participants are also supported to evaluate their actions, an essential step in their development as active global citizens.

The **teachers' notes** provide brief background notes to Water Week, summarise the action guide and suggest further sources of information and curriculum making resources.

To learn more about Oxfam Youth Ambassadors go to:

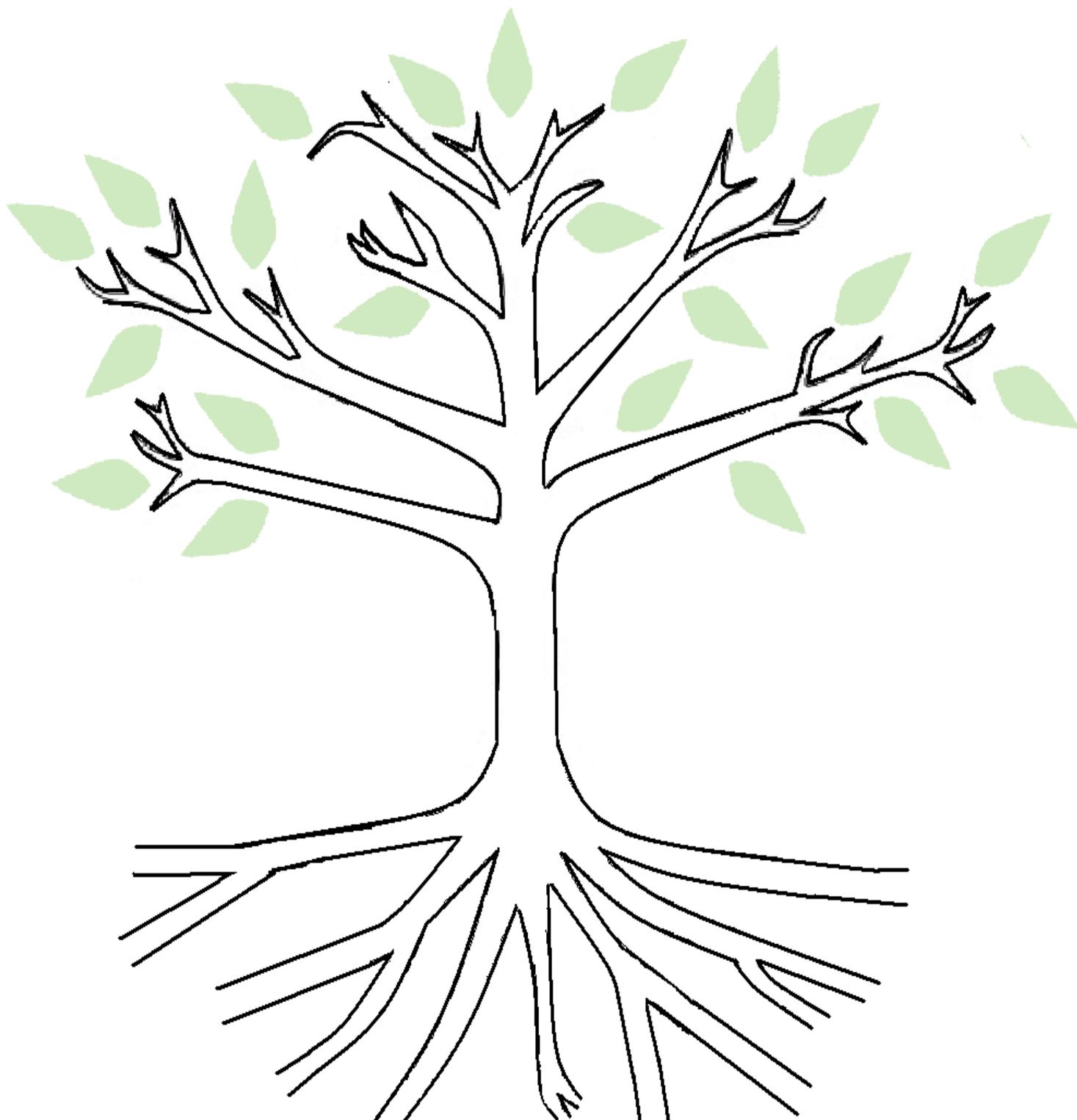
<http://www.oxfam.org.uk/education/global-citizenship/promoting-action/youth-ambassadors>

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Water vulnerability tree template



Examples of causes and symptoms

Causes

1. **Natural disasters** (people lose their homes and water supplies because of natural disasters like earthquakes and tsunamis – often it is poorer people who lose these first).
2. **Conflict** (water infrastructure can be destroyed during fighting and/or people may have to leave their homes in a hurry to find a safer place live).
3. **Climate Change** (which can result in drought and/or floods).
4. **Poverty** (governments may not be able to pay to build or maintain water infrastructure).
5. **Gender inequality** (in many countries women and girls are usually the ones who have to fetch water).

Symptoms

1. People may only have access to clean water in displacement camps, where they may have to queue for it.
2. People may be forced to find safety in displacement camps, where they may have to queue for water.
3. Homes and water supplies may be lost. Harvests can fail, resulting in less food for people, especially for poorer farmers.
4. People have to walk to fetch water, which may be dirty and which may take a long time. People may not have access to sufficient water to grow the food they need.
5. Some girls spend so long fetching water that they do not have time to go to school.

Oxfam response (print on A4 and cut out)

Installing boreholes, bladders and wells	Hygiene promotion
Community working together	People talking to politicians
Water trucks and pipes	People talking to each other
Better farming systems (irrigation)	Digging wells so children can go to school
Water conservation (like tree planting)	