



KATINE LESSONS – PRIMARY: KS2 - WATER

Water

People in Katine cannot just turn on a tap to get a glass of water. Instead, they have to walk for miles to collect water from boreholes, wells and springs. Many of these are contaminated however, and dirty water is one of the main causes of illness and death in the region.

Part One – Introduction:

After watching the “Water” video on the Katine website (www.guardian.co.uk/katine/video/2007/oct/20/water), make a list of the places where people in Katine get their water from. Compare this to where your water comes from. Hint: you might need to revise the water cycle!

Next, discuss the problems with the water supply in Katine. Why is most of the water unsafe to drink, and how does the weather affect the water supply? What effect does this have on people’s health?

Finally, make a list of the things people in Katine use water for. Beside this, make a list of the things you use water for. What do you notice? The average person in Katine uses 10 litres per day, while in the UK the average use is 200 litres. Why is it important not to waste water?

Lesson objectives:

- < to understand that water is a universal need
- < to understand that access to water varies in different parts of the world

National Curriculum links:

Geography at KS1 & 2

Unit 11: Water

Section 3: Who uses water? What do they use it for?

Scottish Curriculum links:

Environmental Studies – People and Place: Level C/D; The physical environment

Useful websites:

Amref projects:

<http://www.amref.org/index.asp?PageID=50&PialD=6>

Children and water:

http://www.unicef.org/wes/index_31600.html

Oxfam – Water for all:

http://www.oxfam.org.uk/education/resources/water_for_all/water/gettingstarted.htm



Part Two – Group task:

Young people around the world have rights that are listed in a special document called the United Nations Convention on the Rights of the Child (UNCRC). It says that children have the right to clean water, but young people in Katine are being denied this.

Use the UNICEF link below to download a copy of the UNCRC. Working in a group, read through the leaflet and see if you can find any other rights that young people in Katine are being denied. Look particularly at Articles 6, 24, 27, 28 and 31.

Discuss your findings with the rest of the class. How does the situation in Katine make you feel? What do you notice about your basic needs and those of children in Katine?

An important feature of rights is that they come with responsibilities. For example, if children have a right to a clean environment they also have the responsibility to look after that environment. Based on the UNCRC and what you've learned about Katine so far, make a list of what your group thinks are the five most important human rights. Alongside these, write the responsibilities that go with them. Use your ideas to make an illustrated leaflet called "Our Rights and Responsibilities".

Lesson objectives:

- < to know that all children have the same basic needs and rights, and can describe them
- < to know that rights come with responsibilities
- < to empathise with the experiences of other people and describe situations from other points of view
- < to describe some of the components of the United Nations Convention on the Rights of the Child

National Curriculum links:

Citizenship at KS1 & 2

Unit 07: Children's rights – human rights

Section 1: What are our rights?

Scottish Curriculum links:

Environmental Studies – People in Society: Level C/D; Rules, rights and responsibilities in society; People and needs in society

Useful websites:

Unicef- United Nations Convention on the Rights of the Child:

<http://www.unicef.org/uk/tz/rights/convention.asp>

Human rights:



Part Three – Extension Task:

Unclean water is the world's single largest cause of illness, according to UNICEF, the worldwide aid organisation.

Start by discussing what makes water dirty. Can there be hidden dangers in water that you cannot see? For example, what are micro-organisms? Use a dictionary or the internet to find out.

One way to make water safe for drinking is to boil it, but over half of all households in Katine do not do this.

Imagine you are an aid worker who has been sent to Katine by UNICEF to encourage more people to boil their water. Role-play the discussion you might have with one of the locals, stressing why dirty water is so dangerous.

Afterwards, design a poster or leaflet to remind local people to boil their water. Use pictures as well as words so that the message can be understood by everyone.

Lesson objectives:

- < to know what is meant by usable water
- < to understand the comparative importance of clean water and plentiful supply

National Curriculum links:

Geography at KS1 & 2

Unit 11: Water

Section 4: Is all water usable? How can water be made usable?

Scottish Curriculum links:

Health Education: Level C/D; Social health

Useful websites:

Water and health:

<http://www.freedrinkingwater.com/water-education/water-health.htm>

Preventing water-related disease:

http://www.unicef.org/voy/explore/wes/explore_wes.php

Katine's water lottery:

<http://www.guardian.co.uk/katine/2007/nov/02/water>