



**MAKE
EVERY
DROP COUNT**
Education Resource
Pack for Primary
Schools

Enestina,
9 years old, Malawi

WATER CAN CHANGE HER FUTURE



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MAKE EVERY DROP COUNT

What is Development Education for Trócaire?

Development Education (DE) is an active and creative educational process that increases people's understanding of our world by making connections between their own lives and others.

DE challenges perceptions and stereotypes by encouraging optimism, participation and action for a just world.

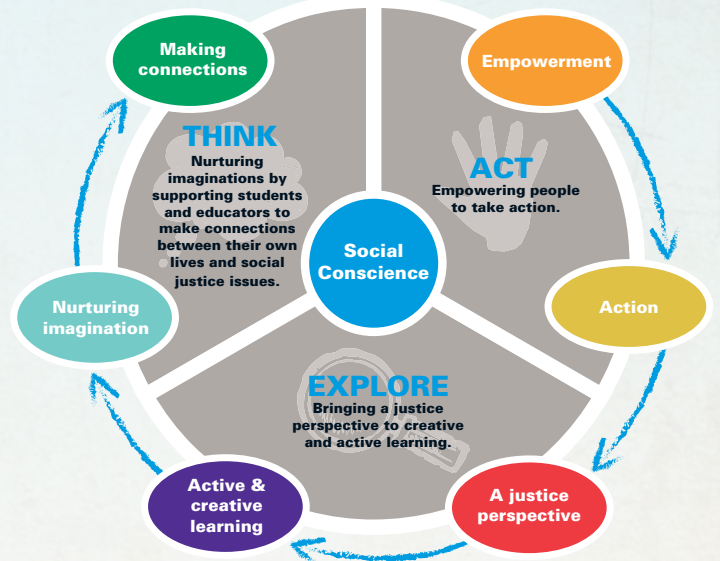
This DE resource encourages you to:

EXPLORE: Water as a justice issue through active and creative learning

THINK: Nurture imaginations by supporting students to make connections between water in their own lives and water globally

ACT: Empower your students to take action to live sustainably

Development Education for Trócaire





TEACHERS' NOTES

This DE resource aims to use active teaching methodologies to critically examine the theme of water.

How to use this resource

Aistear	ROI Primary Curriculum	NI Primary Curriculum
Equality and diversity	Taking account of individual difference	Develop tolerance and mutual respect for others
Parents, family and community	Taking account of individual difference	Secure relationships with peers and adults in a positively affirming environment which supports their emotional development
Children as citizens	Taking account of individual difference	Become aware of their rights and responsibilities
Play and hands on experiences	Learning through guided activity and discovery Environment- based learning	Opportunities to initiate play which capitalises on intrinsic motivation and natural curiosity
Holistic learning and development	The integration of learning The transfer of learning The social and emotional dimensions of learning Higher order thinking and problem solving	Children are given equality of opportunity to learn in a variety of ways and in different social groupings Children have choice and exercise autonomy and independence
Active learning	The child as an active agent in his or her learning Collaborative learning	Children are actively involved in planning, carrying out and reflecting on their work
Relevant and meaningful experiences	The child's existing knowledge and experience as a base for learning	Children have opportunities to be actively involved in practical, challenging play-based learning in a stimulating environment

Connecting to Alive-O

ALIVE - O 2 Term 3 Water

ALIVE - O 4/6 Term 1 Nourishing

ALIVE - O 3 Term 1 Jesus - Diviner

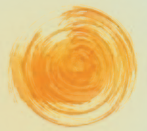
ALIVE - O 7 Term 2 The Christian Community Across the World

The resource is broken into two sections: **Junior Primary/ Key Stage 1** and **Senior Primary/ Key Stage 2**.

Junior Primary/ Key Stage 1

Aistear: The Early Childhood Curriculum Framework has been used as the foundation for the junior primary section of this resource. Aistear acknowledges discussion, exploration and play as the cornerstones of early learning. The Framework has been used as a guide to plan hands on learning experiences for children in the junior classroom.

The junior primary section outlines a variety of activities which allow you to explore the theme of water through play. Play is not only a child's right under the United Nations Convention on the Rights of the Child (1992), but also helps children to develop their knowledge and skills, make sense of their experience and make connections to the wider world.



TEACHERS' NOTES

Senior Primary/ Key Stage 2

The methodologies and activities used in this section promote active and cooperative learning through individual and group work. The section allows students to critically examine the use of water in their own lives while identifying links between the local and the global.

In order to prevent stereotypes and prejudice forming, the teacher should be mindful that all information presented is balanced. We would also encourage you to gather material from a wide range of sources.

Guidelines for teaching Development Education:

- Recognise identity as complex, challenge prejudice, stereotypes and racial attitudes
- Present a balanced view of 'developing' countries recognising the positive aspects without ignoring the difficulties of poverty
- Encourage students to think critically, evaluating materials, behaviours and situations
- Allow space for children's concerns, experiences and solutions and build on these
- Look at the everyday reality for those experiencing poverty as well as crisis situations. Ensure that this is presented in context and that the true diversity of each country is acknowledged
- Encourage empathy with others

Icons used in this Resource



This icon is used to highlight ideas for entries for the Better World Award. This is a non competitive award which recognises the work that children and teachers put into exploring the Lenten theme each year. Each student that participates receives a certificate and Better World Award badge.



This icon will provide helpful ideas and tips which will support you in bringing Development Education to life in your classroom.



Useful fact about water.



This icon directs teachers online: www.trocaire.org/education/lent2014. Here you will find additional support materials such as an interactive satellite map, slideshows, videos and photos for use on whiteboards. These are available to download for both the Junior and Senior Primary sections.



Trocaire/Tamiru Legesse

Saare,
Aged 6, Ethiopia



How the world uses FRESHWATER:

About
70%
FOR IRRIGATION

About
20%
FOR INDUSTRY

About
10%
FOR DOMESTIC USE

*Source:
World Water
Assessment
Programme (WWAP)



The world population is predicted to grow from:

2010 6.9 billion

2030 8.3 billion

2050 9.1 billion

*Source: WWDR 2012



Humans are over-consuming natural resources, like water, at an unsustainable rate. Around **3.5 PLANET EARTHS** would be needed to sustain a global population living the current lifestyle of the average European or North American.

*Source: WWDR, 2012.



GLOBAL WATER CRISIS

Global Water Crisis

The global amount of water has always been finite. An estimated **2.5%** of the world's water is freshwater and only a small proportion of this is available. The rest is locked in polar ice caps.

So what's the problem?

- The global population is growing rapidly, putting more pressure on our water supply (**demand is increasing**)
- The amount of water is also being reduced by pollution and contamination (**supply is decreasing**)
- In this context, it is the vulnerable and excluded whose access to water is most threatened.

In particular, household, industrial and

agricultural demands are all increasing. The World Health Organisation (WHO) estimates that a person needs **25 litres of water per day** for basic human survival and **100 litres per day** for a sustainable livelihood. However, some countries don't have enough clean water for their rapidly growing populations. They can't afford the infrastructure necessary to clean and transport it.

Of the 1.1 billion people in the world, who do not have access to a reliable, safe water supply, the United Nations (UN) points out that approximately two thirds of these earn less than \$2 per day and one third try to survive on less than \$1 day per day.¹ By the year **2050** there is likely to be an additional **2.2 billion** people on the planet leading to increased demand and use of water per person.²



People walk for miles to the dried up river Enziu in Maatini village, Kitui, Kenya to get water.

1. UNDP Human Development Report 2006
2. According to Dr Jacques Diouf, the Director General of the FAO, global water use has been growing at more than twice the rate of the population growth in the last century



GLOBAL WATER CRISIS

Climate change is also exacerbating the water crisis. It affects rainfall patterns as temperatures rise and the water cycle is altered. This results in the following:

- Dry areas become drier and wet areas wetter. As a result hundreds of millions of people will be exposed to increased water stress
- Rainfall patterns becoming increasingly unpredictable. Unpredictable rains are a threat for communities, even in areas where overall water availability may be relatively good. For example, Ethiopia is relatively well endowed with water compared to most drought-prone countries. But the inconsistency of rainfalls is a major problem. The World Bank has estimated that unpredictable rain fall is responsible for reducing Ethiopia's potential for economic growth by one third

Poor communities are especially vulnerable to all these changes. Often, they have less capacity to adapt to changes in the climate as they are more dependent on local resources such as water and food supplies.

Water in Ireland

The island of Ireland has one of the highest water availability rates in Europe. This is mainly as a result of our wet climate. However, despite all of our wet weather, clean water is becoming scarce. In theory, we receive enough water from rainfall to meet the needs of the population, but there is an imbalance in the demand for and the distribution of water.

The western parts of the country receive more rainfall than the east, due to its close proximity to the Atlantic Ocean. The east of the country is also more densely populated than the west. This fact, along with relatively less rainfall, and wastage of water through leaky pipes, means that there are occasional

incidences of water shortages in the east. These shortages are predicted to increase in severity in the coming decades, with the greater Dublin area most significantly affected.

However, our water is not only used for domestic purposes. It is essential for agricultural production. Farmers need water to feed their livestock and grow their crops. In industry, more or less every manufactured product uses water at some stage of production. **From the cars on our roads, to the clothes on our back and the food in our supermarket, water is a key component in all our goods and services.**

In a country with an abundance of rain, it can be easy to take water for granted. There are important steps and measures we can all take to ensure that this precious resource is not wasted. Water is a shared resource so we must all take responsibility for it.³



Enestina, Aged 9, Malawi

T. O'Carroll/Leanne O'Brien



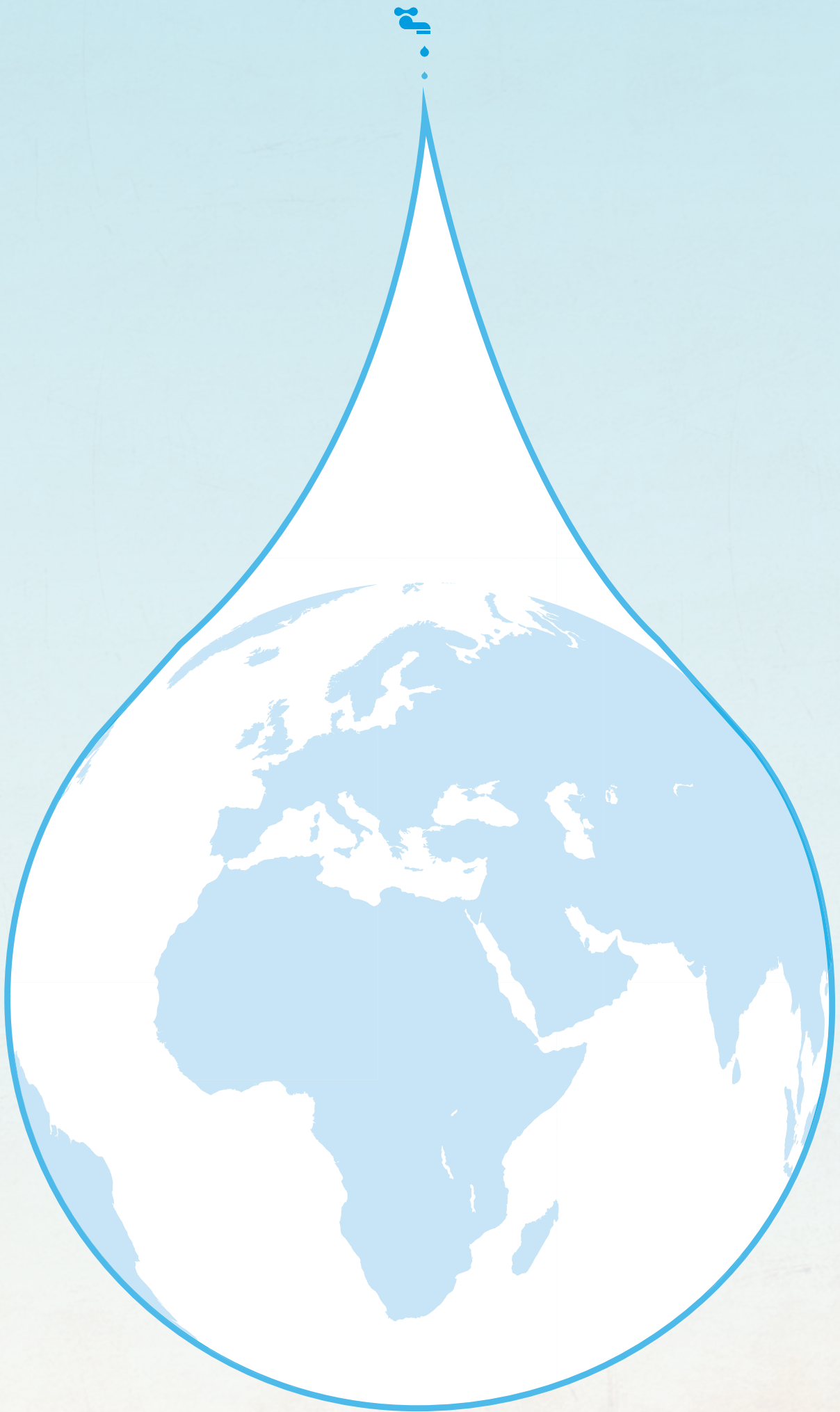
In Ireland, the average Irish person uses **150 litres** of clean water a day, which is pumped directly into their house.

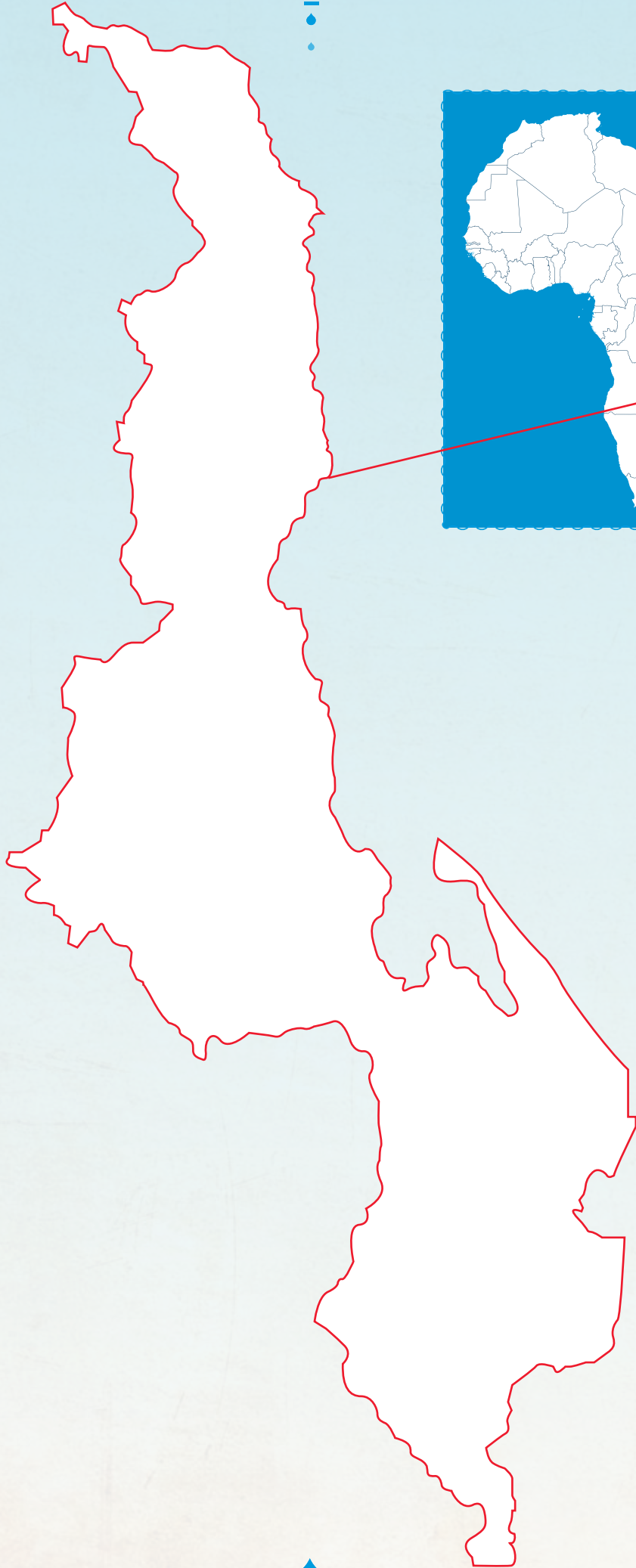


Producing **1 kg** of grain requires approximately **1,500** litres of water. Producing **1 kg** of beef requires **15,000** litres.

Source: WWDR, 2012.

3. Ask About Ireland: <http://www.askaboutireland.ie/enfo/irelands-environment/water/water-in-ireland/>







LOCAL USE OF WATER



Two great websites where you can source a wide range of fair trade and ethically produced dolls, dress up clothes and playhouses from around the world. Check out Kids Like Me, www.kidslikeme.co.uk and Wood That's Good, www.woodthatgood.co.uk



For helpful ideas on how to organise your classroom and setting up the play environment, download the Aistear toolkit on the NCCA website: www.curriculumonline.ie/en/

JUNIOR PRIMARY-KEY STAGE 1.

The play based activities outlined in this section aim to highlight the interdependent world we live in. The starting point activities move from the local to the global, allowing children to first examine their own use of water before making real connections between their own lives and that of Enestina and the people of Malawi.

Classroom organisation: Set up four or five play areas as outlined below. Include images of our everyday use of water in each play area. Ensure that the children's own drawings on their use of water are also displayed.

Home Learning Opportunity: Tell parents that the children are learning about water and its use at a local and global level; ask parents for props such as empty bottles and cartons, old clothes, toilet roll holders, pouring and measuring equipment; take photos or videos that can be shown to the parents; invite parents in to see what the children have made and discuss what they have learned.

Use of Water Locally

STARTING POINT. ACTIVITY 1: WATER DETECTIVES

Curriculum Link:

ROI: Early mathematical skills; Oral language; Literacy skills; Geography; Visual Arts; SPHE
NI: Mathematics & Numeracy; Language and literacy; Geography; The Arts; PDMU

Resources needed: Flip chart paper, markers.

- Explain to the children that they are going on a tour of the school on a very special mission. They are water detectives and are going to try and find all of the different water sources in their school e.g. taps, toilets, water fountains etc.
- Before leaving the classroom, brainstorm on some of the places the children think they might find the water sources
- In groups, assign one person as scribe. On their walk around the school, the children should take note of the location of each water source. For infant classes,

the teacher can take notes

- Upon returning to the classroom, hand each group a large piece of paper and some markers. The children draw an outline of the school. Alternatively, the teacher can draw an outline of the school on the board
- The children take it in turns to put an X beside the water sources that they have found

STARTING POINT. ACTIVITY 2: WATER AND MY DAILY ROUTINE

Curriculum Link:

ROI: Oral language; Literacy skills; Drama
NI: Language and literacy; Drama

Resources needed: Junior Primary Worksheet on pg. 6, Water in our Lives – one set of cards per group; photocopy blank water droplet on pg. 6, one per child.

- Discuss the children's daily routine – getting up in the morning, having a shower, getting dressed etc.
- In pairs, the children think about all the things they do every day and when and what they use water for throughout the day
- Divide the class into small groups. Hand out 'Water in our Lives' cards to each group. Each of the children takes a turn to choose one card and must mime the image on the card e.g. drinking. The other children must guess what the child is using the water for.

Follow on activity:

- Hand out a blank water droplet to each child and invite them to draw a picture of all the ways they use water



LOCAL USE OF WATER

Let's Play!

Curriculum Link: Oral language; Literacy and Numeracy skills; Cross curricular



Before play begins, either divide the class evenly into groups or ask the children in which area they would like to play. By the end of the week, each group should have had a turn at each play area. The teacher reminds the children about the discussion they have had about using water every day and invites them to huddle together to discuss what game they might play or what they might make while thinking about their use of water. Each group feed back their suggestions.

Play Area 1: Type of Play: Pretend Play

Resources needed: Children's kitchen; props that use water at home e.g. iron, kettle, pots, cups, beakers, straws, jugs, vases, watering can, plants, bucket, baby bath; empty cartons and packages e.g. washing powder, dilutable drink bottle, washing up liquid, shampoo bottle, water bottles; dress up clothes e.g. apron, face cloth, towel; multicultural dolls, puppets, soft toys etc.

Play Area 2: Type of Play: Creative Play – Junk Art

Resources needed: Variety of paints (blue and water in abundance), water, brushes, pencils, crayons, markers, sponges, straws, plastic bottles, finger paints, junk material, cardboard, old magazines, empty boxes, variety of different sizes and shapes of paper, scissors (left & right handed), cotton wool, tinfoil, toilet roll holders, sellotape, glue, elastic bands etc.

Play Area 3: Type of Play: Play with Natural Materials - Water

Resources needed: Wide variety of containers and holders of different shapes and sizes; equipment to pour, measure, manipulate, scoop, fill, and pretend with, toy fish and sea creatures, boats etc.; items that sink and float.

Play Area 4: Type of Play: Manipulative Play – Clay or Marla

Resources needed: Clay or marla, water, cutters of various shapes and sizes, mats, glitter, paper, scissors, pipe cleaners, buttons, bottle tops etc.

Play Area 5: Type of Play: Constructive Play-Building Blocks

Resources needed: Large building blocks, lego, duplo, empty boxes and containers, toy boats, small figurines.



To support early literacy and numeracy, ensure each area is equipped with pens, paper, notepads, labels, water related books, calculator, measuring tape etc. Children can then develop these key skills in ways that are meaningful to them.



T. Qasbi/Eaghan Rice

Young boy uses a well, Pakistan



GLOBAL USE OF WATER

Use of Water around the World

Classroom organisation:

Make additions to the four or five play areas as outlined below.

STARTING POINT. ACTIVITY 3: WHERE IN THE WORLD?

Curriculum Link:

ROI: Early mathematical skills; Oral language; Literacy skills; Geography; SPHE

NI: Mathematics & Numeracy; Language and literacy; Geography; PDMU

Resources needed: Globe or world map (preferably a Peters Projection map available from Trócaire). These maps depict countries of the world based on their actual size; blue tack, long piece of wool or string; Interactive Google map available at: www.trocaire.org/education/lent2014.



- Explain to the children that they are going to learn about a country far away called Malawi
- The children first find Ireland on the map or globe. Place one piece of blue tack over Ireland
- The children locate Malawi on the map or globe. Place a second piece of blue tack over Malawi
- Next place the wool or piece of string between Ireland and Malawi so that the children can see how far Malawi is from Ireland
- The children then view Malawi on the interactive Google map
- Using the satellite or earth view, zoom in on Malawi - What do the children notice about Malawi? What colour is it? Why is it this colour?
- Now locate Ireland on the map and zoom in. What do the children notice about Ireland? What colour is it? Why is it this colour? How does it compare to Malawi? Is it bigger or smaller than Malawi?

STARTING POINT. ACTIVITY 4: LIFE IN MALAWI

Curriculum Link:

ROI: Oral language; Literacy skills; Geography; SPHE

NI: Language and literacy; Geography; PDMU.

Resources needed: Junior Primary slideshow, 'Life in Malawi', available at: www.trocaire.org/education/lent2014, Trócaire photos available at the back of this pack, additional photos available to download from www.trocaire.org/education/lent2014



- Look at the Junior Primary slideshow, Life in Malawi. Learn about what life is like for people living in Malawi.

Follow on activity:

- In this photo activity, it is important not to reinforce stereotypes so ensure that there are a variety of images, contexts and perspectives represented. Choose photos that highlight similarities as well as difference.
- Divide the class into small groups and give a photo from the Trócaire resource pack to each group or a downloaded photo. Each group to discuss what they can see in their photo and present their information back to the class.

Questions to consider:

- Are there people in the photo? If so, who do you think they are? If not, where do you think they might be?
- Where is the photo taken? Why do you say that?
- Are there things in the photo that we also have here in Ireland?
- What do you like/not like about this photo?
- Would you like to be in this photo? Why/why not?



To support early literacy and numeracy, ensure each area is equipped with pens, paper, notepads, labels, water related books, calculator, measuring tape etc. Children can then develop these key skills in ways that are meaningful to them.



GLOBAL USE OF WATER

STARTING POINT. ACTIVITY 5: ENESTINA AND ME!

Curriculum Link:

ROI: Oral language; Literacy skills; Geography; Visual Arts; SPHE

NI: Language and literacy; Geography; The Arts; PDMU

Resources needed: Junior Primary video, 'Meet Enestina', available at: www.trocaire.org/education/lent2014 large piece of paper; markers or crayons.



- Watch the Junior Primary video and introduce the class to Enestina

Questions to consider:

- How is your life the same as Enestina's?
- How is your life different?
- Would you like to visit Malawi? Why/why not?
- Discuss all the ways people in Malawi use water

Follow on activity:

- Divide the class into small groups and invite one person to lie down on the piece of paper
- Another child is nominated to draw an outline of the child's body
- The children write Enestina's name at the top of the outline
- The children write or draw all the things that they have learned about Enestina inside the outline
- Each group to feedback what they have drawn/written



Let's Play!

Before play begins, the teacher reminds the children about Enestina and her life in Malawi and the way in which Enestina's family use water. The children huddle together to discuss what game they might play or what they might make while thinking about Enestina and Malawi. Each group then tells their classmates their ideas.

Play Area 1: Type of Play: Pretend Play

Resources needed: Large bucket, pots, plates, watering can, copies, pens, pencils, large clock, blackboard, dress up clothes; blankets; multicultural dolls, puppets, soft toys etc.

Play Area 2: Type of Play: Creative Play – Junk Art

Resources needed: As before. Add the photograph of the Gule mask from the Trócaire pack to this area. Search Trócaire's photo gallery www.trocaire.org/education/lent2014 the internet for images of similar masks



Play Area 3: Type of Play: Play with Natural Materials - Water

Resources needed: Wide variety of containers and holders of different shapes and sizes; equipment to pour, measure, manipulate, scoop, fill, and pretend with, toy fish and sea creatures, boats etc; items that sink and float.

Play Area 4: Type of Play: Manipulative Play – Clay or Marla

Resources needed: Clay or Marla, water, cutters of various shapes and sizes, mats, glitter, paper, scissors, pipe cleaners, buttons, bottle tops etc.

Play Area 5: Type of Play: Constructive Play- Building Blocks

Resources needed: Large building blocks, lego, duplo, empty boxes and containers, toy boats, small figurines.

Reflection and assessment

Resources needed: Large mat or pieces of paper for children to sit on.

- Explain to the children that they are going on a magical carpet ride to Malawi
- With teacher in role, the whole class take a journey to Malawi

Questions to consider:

- How will we get to Malawi?
- What will we see there?
- Who will we meet when we get there?
- Where will we go to get water?

Teacher to photocopy map of Malawi on pg. 7. The children draw or write what they have learned about life in Malawi.





LOCAL USE OF WATER

Senior Primary- Key Stage 2

The activities outlined in this section enable students to reflect on their own lives and the lives of others. Before starting these activities with the class, it is suggested sticking up a large area of white paper- this can become the Graffiti Wall**, which the students are actively encouraged to contribute to. The Graffiti Wall can have a number of different uses:

- Students can add notes, newspaper clippings, photos, drawings and reflections on what they have learned
- Students are encouraged to pose questions they might have. These questions can form the basis of the next lesson
- You can get a sense of particular areas of interest the students have in relation to the topic. This can also offer an insight into the direction of the next lesson
- Evidence of the students learning journey

Use of Water Locally

ACTIVITY 1: WEBQUEST

(Note: The websites in this activity are merely suggestions. Teachers are advised to access each website prior to students logging on, to ensure the content is accessible and age appropriate).

Curriculum Link:

ROI: Oral language; Literacy skills; Geography; Science; SPHE

NI: Language and literacy; Geography; Science; Technology; PDMU

Resources needed:

Log on to www.trocaire.org/education/lent2014 and access the Senior Primary Webquest, 'Water, Water, Everywhere'; PC with internet access for each group.

- Divide the class into groups. Invite each group on a webquest mission to find where all the earth's water comes from, what it is used for and our use of water
- Each group to feedback their findings to the rest of the class – this can be done via Power Point presentation, video, role play or presented orally



Follow on activity:

Invite students to share pictures, questions or comments on the Graffiti Wall to allow further reflection on new learning.

ACTIVITY 2: OUR USE OF WATER

Curriculum Link:

ROI: Mathematics; Oral language; Literacy skills; Science; SPHE

NI: Mathematics & Numeracy; Language and literacy; Science; PDMU

Resources needed:

A tap (ideally each group will investigate a different tap); a watch or clock; paper and pen; measuring jugs; an empty 1 litre milk carton, 2 large buckets or containers to collect water.

- Tell the class they are going to investigate how much water a leaky tap wastes in one day. This can be done as a whole class experiment or by individual groups
- Divide the class into groups and ask them to discuss how they are going to carry out the investigation. Show the class the 1 litre milk carton. Ask each group to guesstimate how many litres they think a leaky tap would waste in one day
- Turn on a sink tap just enough to make it drip. (If there is a tap in your school that really leaks, use that one). Make note of the time you turn on the tap
- Place the bucket or container under the dripping tap and leave it there for one hour
- After one hour, turn off the tap (or move the bucket away from the leaky tap)
- Find out how much water was collected by carefully pouring the water collected into the measuring jug or, if the bucket is too heavy, dip the measuring jug into the bucket
- Empty the water from the measuring jug into the second bucket or container
- Write down the amount of water you measured
- Keep pouring and measuring until the bucket is empty
- Calculate the total amount of water that was collected from the dripping tap
- You can use the water collected to water the plants around your school!

Follow on activity:

- How many litres of water are wasted in one day/ week/ month/ year?
- Check all of the taps in your school and at home (don't forget outside taps!) to see if any of them leak

** Trócaire would like to acknowledge Ms. Paula Galvin, Our Lady Queen of Apostles N.S., Clonburris, Clondalkin, Dublin 22, for the fantastic Graffiti Wall idea!



LOCAL USE OF WATER

Homework activity:

Investigate how much water your family waste by leaving the tap on when brushing their teeth. Students can carry out this investigation by leaving the plug in the sink while brushing their teeth and spitting their toothpaste into a container. When finished brushing teeth, measure how much water is collected

ACTIVITY 3: THE WATER DEBATE

Curriculum Link:

ROI: Oral language; Literacy skills; SPHE

NI: Language and literacy; PDMU

Resources needed:

Set of Senior Primary Worksheet 'Water Statement Cards' (pg 19) per group; paper; pen.

- Divide the class into groups, giving each group a set of water statement cards
- Each group to divide their page into three columns. Above column 1 write the heading Agree, above column 2, write the heading Disagree and column 3, Unsure
- Each group to discuss each of the statements and to try to agree which

column to place each card

- Remind the students to listen to and respect each other's opinion and that often there are no 'right answers'
- Each group feedback on the statements they added to the 'Disagree' and 'Unsure' columns. Can they provide evidence to support their opinion?
- Use Background Information on pg. 4, to add to the students' knowledge.

Follow on activity:

- Put up a large sign with 'Agree' on one side of the classroom and 'Disagree' on the other side of the classroom
- Using the following statements, students stand on one side of the classroom or the other, depending on how they feel about the statement:
 - Humans can drink salt water
 - There is plenty of water in the world for everyone to have enough to drink
 - We should have to pay to keep our water safe and clean e.g. with water meters
- Invite students to share their thoughts on the Graffiti Wall.



The daily drinking water requirement per person is **2-4 litres**. It takes **2000** to **5000** litres of water to produce one person's daily food.

*Source: Food and Agriculture Organization of the United Nations (FAO)



Nearly **95%** of the water you use is hidden in the food you eat, energy you use, products you buy and services you rely on.

*Source: National Geographic



Trócaire/Iamiru Legesse

Qersi Godana, age 12, Ethiopia



GLOBAL USE OF WATER

It is advised that teachers photocopy the blank water droplet and the blank map of Malawi on pg 6 and 7 of this resource. The droplet and map can be used by the students to assess what they have learned.



- The students now locate Ireland and zoom in. How does the terrain in Ireland compare to Malawi? What differences and similarities do the students see?
- Write up the similarities and differences between the two countries on a Venn diagram.
- Students revisit their blank map and note the new things they have learned about Malawi.

ACTIVITY 1: THE RIPPLE EFFECT

Curriculum Link:

ROI: Oral language; Literacy skills; Geography; SPHE

NI: Language and literacy; Geography; PDMU

Resources needed:

Senior Primary Slideshow, 'The Ripple Effect', available at: www.trocaire.org/education/lent2014

- Look at the Senior Primary Slideshow, The Ripple Effect, and discuss the content with the class, in groups or in pairs (**Focus on Water Crisis- case studies from Malawi, Kenya, Ethiopia, Ireland**)



Follow on activity:

- Zoom in on other countries in Africa and using their own atlas. Is the terrain the same in each country? What might the terrain tell us about the weather in the various different countries? What evidence is there to support your answer?
- Zoom in on other countries in Europe and using their own atlas. Is the terrain the same in each country? What might the terrain tell us about the weather in the various different countries? What evidence is there to support your answer?

ACTIVITY 2: ROUGH TERRAIN

Curriculum Link:

ROI: Oral language; Literacy skills; Geography; SPHE

NI: Language and literacy; Geography; Technology; PDMU

Resources needed:

Blank map of Malawi (pg 7) for each student, Interactive Google map available at: www.trocaire.org/education/lent2014, students own atlas.

- Tell the students that they are going to be learning about Malawi. Students write or draw things that they already know about Malawi on the blank map.
- The students view Malawi on the interactive Google map.
- Using earth view, zoom in on Malawi. On what continent is Malawi located? What do the students notice about the terrain in Malawi? Is it mountainous? Is there a desert? Are there many lakes and rivers?



ACTIVITY 3: MAKE EVERY DROP COUNT

Curriculum Link:

ROI: Oral language; Literacy skills; Geography; SPHE

NI: Language and literacy; Geography; PDMU

Resources needed:

Senior Primary Video available at: www.trocaire.org/education/lent2014, pen and paper, coloured dots.

- Watch the Senior Primary video.
- Ensure you give enough time to pause and discuss the points raised in the video.
- After the video, remind students about the statement in the video, 'Water is a human right'. Discuss what is meant by this statement.
- Explain that with rights come responsibilities. In groups, students write down some responsibilities they have in relation to the right to water. What are their responsibilities in relation to their use of water in school? What is the government's responsibility in relation to water?



Of the more than **5,000** primary schools in Malawi, **12%** do not have safe drinking water.

Source: UNICEF.org



GLOBAL USE OF WATER

- Each group decide on their most important responsibility and share with the class. Each response is written on the board.
- Distribute a coloured dot to each student. The students vote on what they feel is the most important responsibility. They place a dot beside their chosen responsibility.
- The class agree to take on the chosen responsibility.

Follow on activity:

Invite students to share their thoughts on the Graffiti Wall

Homework activity:

Students revisit their blank map and note the new things they have learned about Malawi

ACTIVITY 4: A PICTURE TELLS A THOUSAND WORDS

Curriculum Link:

ROI: Oral language; Literacy skills; Geography; SPHE
NI: Language and literacy; Geography; PDMU

Resources needed:

Flip chart paper, pens, photos included in this resource. Additional photos available to download at: www.trocaire.org/education/lent2014



The following photo activities aim to stimulate active discussion and critical thinking concerning the issues raised in the photographs. They can also be used to challenge stereotypes and raise issues relating to images, prejudice and the media.

Selection

- Students select their favourite photograph and discuss within a group. To direct the discussion, ask students to choose a photo they found most surprising/ interesting/ thought provoking.
- Where do the students think a photo like this would appear? A tabloid newspaper, a magazine or in an advertisement etc.

Questioning a photograph – one minute challenge*

- Divide the class into groups. Assign roles to each member- scribe, time keeper, reporter and passer. Each group divides a large sheet of paper into three. At the top of column 1 write the heading **See**, column 2 the heading **Think** and column 3 the heading **Wonder**. Hand out a photograph to each group.

Students examine the photo and fill in what they See, Think and Wonder. After one minute the passer, gives the photo and the paper to the group sitting on their right. Each group has time to comment on each of the photos. The reporter feeds back on the comments about the photo.

- Have the students got evidence to back up their comments? Are students making assumptions about the person in the picture? What has informed their comments and opinions?*

Ranking

Divide the class into groups, giving each group a small selection of photos. Invite each group to rank their photo, according to agreed criteria e.g. which they like/ dislike the most, which photo says the most about the importance of water, which photo says the most about water as a human right and so on.

Speech bubbles

In groups, invite the students to discuss how certain people may be thinking or feeling. If there are no people in the photograph- what do the students think the photographer is thinking or feeling while taking the photo?

Tell a story

Divide the class into small groups and distribute three photos to each group. Invite students to use these photographs to tell a story. Students should try and use one photograph for the start of their story, another for the middle and the last photo for the end of their story. Allow plenty of time for each group to feedback. If time allows, record the students on camera and play back to the class.



*Trócaire would like to acknowledge Ms. Anne Marie Reilly, St. Ultan's N.S., Cherry Orchard Ave., Dublin 10, for this great photo activity!



TAKE ACTION

There are lots of ways your class and or school can take action this Lent. Log onto www.trocaire.org/education/lent2014/takeaction to find out more!



1.

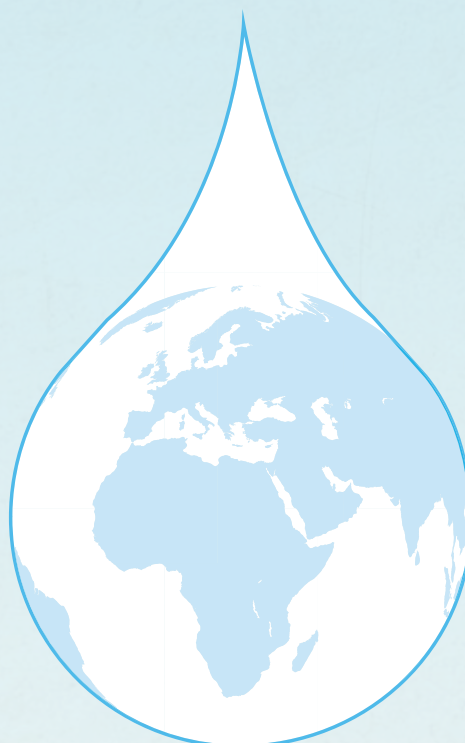
Waterfall of Promises

Having worked their way through the activities above, the children will now have a clear understanding of the importance of water in their own lives and that of others. If we work together we can make a big difference to the amount of water that is wasted.

Photocopy the water droplet template on page 6. Invite children to write or draw a picture of their personal water promise on the water template. Make sure to use lots of colour so that it stands out! Display in your school for other classes to see. We would love to see your waterfall of promises. Send in your water droplets, or photos of your waterfall to:

ROI: Waterfall of Promises, Trócaire, Maynooth, Co. Kildare

NI: Waterfall of Promises, Trócaire, 50 King Street, Belfast, BT1 6AD



2.

Invite a Local Politician to Your School

Why not write a letter to your local politician inviting them to visit your class? You will have the opportunity to share with them all the new information you have learned about water and its importance in our lives and in the lives of others. Ask them what role the government plays in water use in Ireland.

Log on to www.trocaire.org/education/lent2014/takeaction and download a sample letter.





TAKE ACTION!

3. Trócaire Poster Competition

(see enclosed flyer for more details)

Trócaire would like to invite primary schools to design a poster for the 2015 development education Lenten resource pack. This resource goes to over 3,000 primary schools!

Using the theme 'Make Every Drop Count' as an inspiration, ask your students to create an image based on what they have learned while exploring global justice and human rights issues in this year's education pack



4. Trócaire Better World Award Competition

(see enclosed flyer for more details)

As the children undertake the activities, keep their work or record their activities for submitting to the Trócaire Better World Award. Here are some ideas for your entry:

- **Scrapbook:** Compile worksheets, letters, photographs and displays into a scrapbook
- **Video:** Record the children carrying out role plays, doing art and craft work and talking about what they have learnt
- **Artwork:** Send in artwork, constructions or posters that the children have designed



WATER IN OUR LIVES





WATER STATEMENT CARDS

We have plenty of water in Ireland so there is no need for us to use less water.

Some countries will never have enough water.

We cannot help countries where people do not have clean drinking water.

It is the government's responsibility to ensure people have enough water.

Lots of water is needed to make goods, food and clothes.

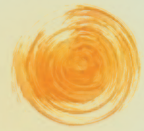
Farmers need to have water to grow crops and to feed their animals.

We need clean water to be healthy.

If you drink dirty water, it will make you very sick.

Families need water to do lots of jobs around the home.

People should be able to use as much water as they want.



Development Education for **Trócaire**



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