

Session plan - World Water Day

Topic: Clean Water for Health

Learning objectives:

By the end of this session, you will be able to:

- Understand the health benefits of drinking water, and how much water we need to drink to stay healthy
- Understand why water quality is important
- Recognise the difference between our experience and that of developing countries

Curriculum Links

Science: Living World

- Recognise that living things have certain requirements so they can stay alive.
- Use this growing science knowledge when considering issues of concern to them.

Social Sciences

- Understand how people interact with places and environments.
- Learn about other societies and how they function.

Who are we teaching?

Pupils – Levels 1, 2, 3 of the Student Curriculum – Years 1- 6 in primary schools.

Various socio-economic groups; multi-cultural groups. New entrants upwards (not including intermediate pupils - Year 7).

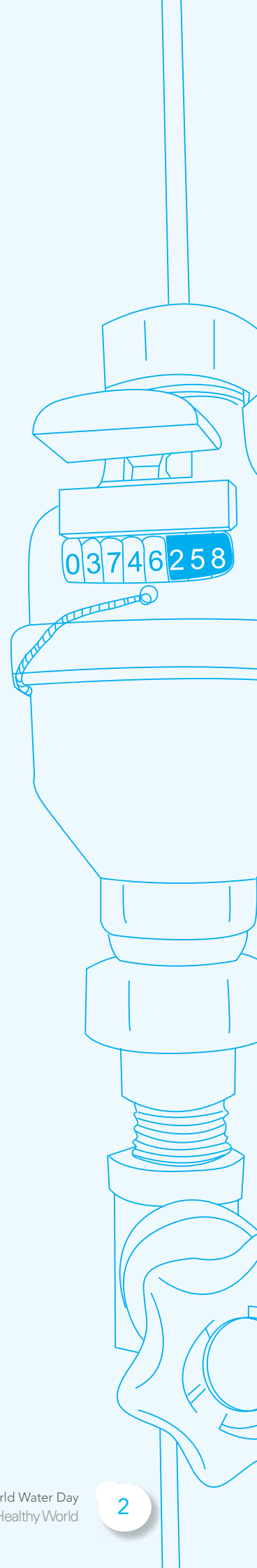
Preparation

Equipment varies - although not intended to be prescriptive, adequate guidance is provided. Teachers can of course draw on their own experience with delivery.

Any of the equipment required for the chosen activities.

Context

- What are the health benefits of drinking water?
- How much water do we need to drink to stay healthy?
- What are the signs of dehydration?
- Why is water quality important?
- How does our experience collecting clean water differ to people in other parts of the world?



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Time	Topic	Key Content/Teacher's Action	Student's Action	Resource
	Introduction	<p>Initiate a discussion to establish how much water students currently drink on a daily basis.</p> <p>Do they bring drink bottles to school? Do the drink bottles contain water or something other than water?</p> <p>Why do they think water would be important to our health? I.e. what is their current state of awareness of this topic?</p> <p>Teacher setting the scene.</p>	<p>Visual, Auditory, Kinesthetic delivery.</p> <p>Interaction throughout.</p>	<p>General discussion teachers/ students.</p>
	Acquisition	<p>Teacher reads the attached fact sheet <i>Clean water for health</i> to students, encouraging interaction/ discussion throughout.</p> <p>Has anyone ever felt thirsty? Why do they think that is?</p> <p>What are some important benefits of drinking water? (Prior to reading the list to them.)</p> <p>How much water do students think they need to drink daily? Is this different from what they actually drink daily?</p> <p>How important do they think water quality is? What might happen if they drank dirty water? Discuss with students what it must be like for people in developing countries.</p>	<p>Listen to facts being read by teacher and interact.</p> <p>Sense of enquiry/ interest.</p>	<p>Fact Sheet.</p> <p>Newsprint paper & coloured pens.</p> <p>Have a common water bottle (plastic) there to show students how much they need to drink & refer to as a visual prop.</p> <p>Discussion questions & answers throughout.</p>
	Practice	<p>Teacher encourages students to participate in discussion and undertake poster activity provided to stimulate learning.</p> <p>In groups, discuss what some of the things are that water does for your bodies. Students can draw or list to present to rest of class.</p> <p>Include why having access to clean, good quality water is important and contrast our experience to that of people in developing countries.</p>	<p>Students undertake appropriate activities as suggested by teacher – appropriate to Level.</p>	<p>Exercises as per suggested activities.</p> <p>When students design their posters have them decide before they start who their poster is for – friend/ family member? Another class at school?</p>

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	Reflection	<p>Overview discussion with students at end of class – simple questions to ensure learning has occurred – walk around posters made by students.</p> <p>Revisit importance of learning about water and the importance of clean water to our health.</p> <p>Summarize key points –</p> <ul style="list-style-type: none"> • “You are walking away from this lesson knowing...” • “What did you learn today?” • “How can you apply it?” <p>Ensure they come back to class and report how their ‘target audiences’ responded to the <i>Clean Water for a Healthy World</i> posters they designed.</p>	Question time.	<p>Questions by teacher.</p> <p>Newsprint notes/posters for future use.</p> <p>If they decide to present to another class decide how this will be done – who needs to be informed etc.</p>

Evaluation

How will you ensure transfer to the school/community?

Use posters to ‘educate’ others (target audiences probably families and friends) on the importance of clean water for our health.

From the feedback on these, consideration might be given to a class project to make other classes aware of the importance of clean water for health and share the knowledge.

