

CHILDREN IN THE
WILDERNESS



WORLD WATER DAY

22ND MARCH



If there is magic on this planet, it is contained in water –
Loren Eiseley



INTRODUCTION

World Water Day, on 22 March every year, is about focusing attention on the importance of water. Water is the essential building block of life. But it is more than just essential to **quench** thirst or protect health; water is **vital** for creating jobs and supporting economic, social, and human development.

Today, there are over 663 million people living without a safe water supply close to home, spending countless hours queuing or trekking to distant sources, and coping with the health impacts of using **contaminated** water.

LESSON PLAN

Read through the lesson plan in order to organise your Eco-Club session. Make use of the vocabulary list at the end of this lesson plan. Any word that is **bolded in red** in the lesson, will be in the vocabulary list.

Thereafter, follow the numbered steps in order to conduct your lesson. Make sure that you work through this step by step to ensure all parts of this important lesson are covered.





STAGE 1 – ENERGISER



DISCUSSION

Discussion – All about World Water Day

Time – 15mins

Location – Under the trees

1. Sit under the trees outside with the children and talk to them about World Water Day. This is just a quick discussion to introduce the children to the topic – you will go more in depth later in the lesson.

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When we neglect our ecosystems, we make it harder to provide everyone with the water we need to survive and thrive.

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2. Now play the energiser with the children.



ACTIVITY

Activity – River / Bank

Time – 15mins

Location – Outside in an open space

Materials – Rope / string

Procedure:

1. In the middle of the open space in which you'll play, draw a long line in the sand (or use string or a rope).
2. The left side of the line is the river bank, and the right side of the line is the river.
3. The children start off standing on the 'riverbank' along the line that divides the river from the bank.





4. The Eco-Mentor will then call out either river, or bank. The children have to jump over the line, to the side that the Eco-Mentor has called out.
5. The Eco-Mentor should try to keep the flow as fast as possible, so shout out: “River, bank, bank, bank, river, river, bank, river” – for example. The quicker you call, the more fun it is as the children will have to listen carefully.
6. The facilitators will speed up the instructions, and try and catch children out.
7. If they are on the wrong side, children are ‘out’.
8. **Children who are ‘out’, should join the facilitator, and form a line next to the facilitator, to help spot any children who are on the wrong side of the rope 😊**

STAGE 2 – THEORETICAL LESSON



OBJECTIVES

There is a discussion on why water is so important, as well as ways to **conserve** water. Children are introduced to what World Water Day is all about, and different ways they can make a difference during this water week.



DISCUSSION

Discussion – All about World Water Day and what you can do to help

Time – 15mins

Materials – Paper and pens / markers

Location – Under the trees. Children should bring a piece of paper along so that they can take notes about what they have learnt.

1. Use the notes below to teach and talk to the children about World Water Day.

Do not just read the notes to the children, but rather try to engage the children during the lesson. You can do this by asking the children questions or asking them for their opinions. Encourage them to try to answer questions you might ask around these notes (for example, you could ask: “How do you use water every day” or “Where do you get your water from?” or “Can you think of ways to save and conserve water?”.

ALL ABOUT WATER:

1. How do you use water?

*Think about all the different ways you use water – **make a list on the board / a sheet of paper of the different ways the children use water:***

- For drinking
- For cooking
- For cleaning yourself
- For cleaning your home / school
- For watering your plants to grow food
- For any animals you might keep (cattle, sheep, goats, dogs, etc.)
- For flushing the toilet (if there are flushing toilets in your school / community)
- Did you know that water is also used for other interesting things:





- Making things in factories – water is used to cool machines, wash important parts in the manufacturing process and so on.
- Even the clothes you are wearing require water at some stage to be made! The cotton from which your clothes is made grows on plants.
- Sometimes water is used to make electricity. Dams are built so that the movement of water flowing over the dam wall turns turbines that generate electricity!

2. Where do you get your water from?

Have the children talk about where they get their water from. Write a few points down on the board or on a piece of paper.

- Do you collect your water from a communal tap / a specific place in your village or community?
- Do you have water that runs straight into your taps at home?
- Do you have to collect your water from a river or other source of water? If so, how often do you collect water, and what do you carry it in? Is it heavy? How do you clean the water once you have brought it home – do you boil it or filter it in any special way?
- How do you store your water at home? In buckets or bowls?

Think about the different ways children your age get their water in other parts of your country.

3. Why is it important to have clean water?

Talk to the children about the importance of clean water.

- Water is a fundamental human need. Each person on Earth requires at least 20 to 50 litres of clean, safe water a day for drinking, cooking, and simply keeping themselves clean. You cannot survive without water!
- Of all the people in the world, 663 million people lack access to safely managed drinking water
- Drinking or using contaminated, dirty water is dangerous to your health. It can make you very ill. The most common disease spread through water is cholera.

4. Why is it important to conserve water?

- Our **climate** is changing, which means that our weather is changing. Southern Africa, where your country is, is already considered a water **scarce** area.
 - Our changing climate means that we are getting less rain than usual, which puts pressure on the water that we do have available to us now.
 - The reason the climate is changing is due to increased human influence of pollutants – burning coal, removing trees, driving cars, and littering all pollute our Earth, and are changing the amount of carbon there is in our atmosphere.
 - An increased amount of carbon in the atmosphere means that heat is trapped, which then affects our climate and weather patterns.
- Of all of the water we have on Earth, 97% of it is salt water in the oceans. Only 2.5% of water on Earth is fresh water. If we do not look after the water we have on Earth, if we waste it and pollute it and don't use it carefully, we could be in serious trouble.





- If communities are exposed to dirty water, it could mean that people cannot work (and can therefore not support their families), children might be too sick to go to school, and the collection of clean water resources could be time consuming (for example, having to walk far to appropriate water collection points).

WHAT YOU CAN DO TO HELP CONSERVE WATER:

Here are a few ideas to get you started. Write the best ones on the board / piece of paper. Ask the children to think of other ideas of how they can save and conserve water.

- When you clean yourself, stand in a bucket / tub. The water that runs off your body is what we call 'grey water' – it is a little bit soapy, but it is still okay to use as it doesn't have harmful chemicals or substances in it. Use this water to water your plants, or to flush your toilet.
- Be sure to switch off taps between brushing your teeth, washing your face or hands.
- Do not wash dishes under running water. Fill a bucket / tub with water and wash from there.
- Fix any leaking taps and toilets
- Once you have cooked items in water, let the water cool and water your plants
- Try to sort and recycle your waste (if your community has the option to recycle). Recycling waste means that fewer natural resources need to be extracted to make new ones. This saves water in factories.
- Use the greywater from washing your clothes to water your garden.
- Collect any and all rainwater that you can. This can be used for flushing the toilet, and if you are very lucky a little watering in the garden.
- Recycle! Reuse! And Reduce – anything that can be reused or recycled should be. In order to extract raw materials and manufacture them into their end product, quite a bit of water is used. If you recycle these raw materials (like cans, for example), there is less need for the extraction of these raw materials, which saves water.

ALL ABOUT WORLD WATER DAY:

*Refer to the notes below on World Water Day. Be sure to tell the children that World Water Day is encouraged to be a week-long celebration. However, we should practise all we have learnt on World Water Day **every day!** We cannot survive without water and so must be sure to protect and conserve it every day.*

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STAGE 3 – DIRECT EXPERIENCE



OBJECTIVES

Children are going to apply the knowledge learnt in the theoretical part of the lesson to make posters which they can place around school or their communities to teach people about the importance of water, and how that can make every day World Water Day.



ACTIVITY – Make a poster

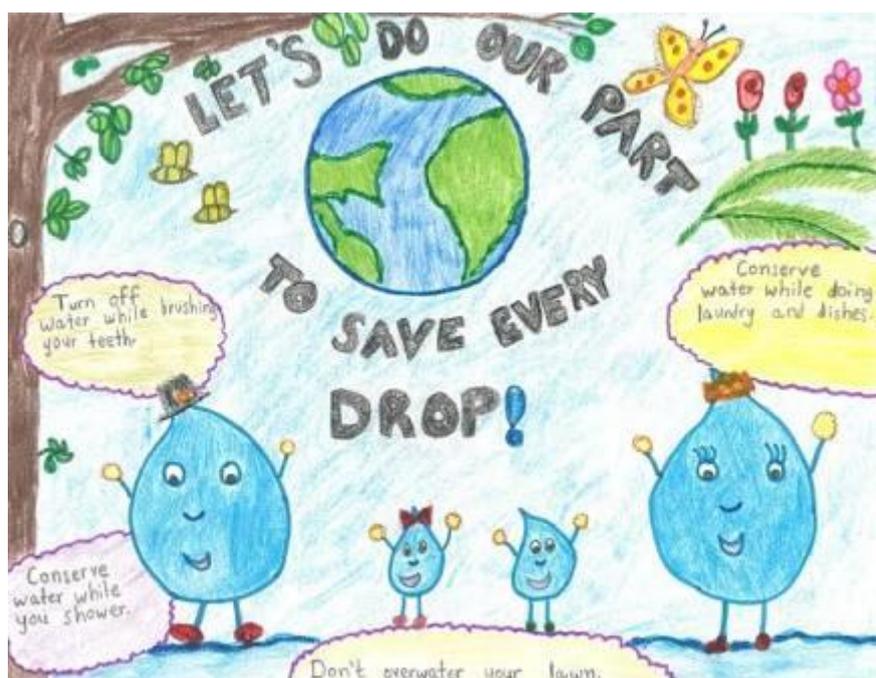
MATERIALS – Poster paper, pens, markers, stationery, and natural materials collected from around the school ground

TIME - 30 minutes to design their posters, 10mins to present them to the group

INSTRUCTIONS

1. Split the children into groups of 3 or 4.
2. Each group should get a piece of flip chart / poster paper to design a poster.
3. Groups can use any stationery they have to decorate and design their posters. They should also be encouraged to collect natural materials from around the school ground to create their posters. **They should not damage anything – but rather just collect items which are already lying on the ground.**
4. Their posters must include:
 - a. **One reason** why we need water (for eg. We need clean drinking water to survive and stay healthy)
 - b. **One thing** the students can do at school / at home / in their community to conserve water (for eg. Use grey water to water gardens)
5. Their posters need to be clear enough that they could be displayed around their school or in their communities. They should be striking and appealing. Show them the example below of a good poster – it has a clear message that is easy to see and understand.





STAGE 4 – DEBRIEF



When the lesson is finished, the children divide into pairs. Each takes a minute to think of a question, based on the lesson they have just had. The aim is to try to 'stump' the other, by asking tricky questions about what they learned. Then the roles are reversed.

Have the pairs then discuss these two questions together. Give the children 2 to 3 minutes to discuss their answers together:

- Why is it so important to conserve water?
- What **one thing** are you going to do at home, school or in your community to conserve water?

VOCABULARY

- **Climate** – the normal weather conditions of an area (for example – rain in summer and an average temperature or between 20 and 30 degrees Celsius).
- **Conserve** – to protect something
- **Contaminated** – when something is polluted or impure
- **Quench** – to satisfy your thirst by drinking water
- **Scarce** – not having enough of something
- **Vital** – absolutely necessary; very important

REFERENCES

- <https://www.koshland-science-museum.org/water/html/en/Overview/Why-is-Safe-Water-Essential.html>

