

Testing the water



Water is an important issue in our world. Why not plan some water-related activities? You might even plan to have a Water Day or Water Week. You do not need to turn all sessions into water sessions, but you can introduce the theme through some water-based starters and plenaries. Why not share these short ideas with your colleagues in different departments, or work with a group of young people to lead these activities with their peers or younger groups?

How to lead a group? [download our guide here for your young leaders](https://cafod.org.uk/resources/great-generation/gg-youthgroup)
cafod.org.uk/resources/great-generation/gg-youthgroup

Using numbers

There are many different activities that you can do using statistics. How could you incorporate these statistics into your sessions?

200 litres	The average amount of water used each day for cooking and washing by a person in the UK.
10 litres	The average amount of water used each day for cooking and washing by a person in one of the world's poorest countries.
1.4 million	The number of children who die every year from diarrhoea caused by unclean water and poor access to toilets and sewage systems.
884 million	The approximate number of people who do not have access to clean drinking water.
2.5 million litres	The approximate amount of water used to fill an Olympic swimming pool.
Every 20 seconds	How often a child dies from diseases caused by dirty water.
Six hours	The length of time it can take to collect enough water for your family in many countries.

Here's the answer, what's the question? (Any good question can be accepted if a person can come up with the right answer, eg 500 litres of water minus 300 litres equals 200 litres, but then share the "water fact" answer.) For example: Answer: 200 litres Question: What is the average amount of water used each day for cooking and washing by a person in the UK?

True or False? The statistics can also be used to form 'true or false' statements. For example, it takes one million litres of water to fill an Olympic swimming pool. (Answer: False)

Washing line: Ask your young people questions. They have to stand in a line depending on what they think the answer is. For example, if one end of the line represents one million children and the other end represents two million, where would the young people stand to represent how many children die each year of diarrhoea?



Session objectives

Share your session aim in a watery way with Shark hangman: write your learning aim on the board using dashes. For example, "to reflect on the length of time it takes for some people to collect water". Instead of letters, each dash represents a word. A young person can take one step forward each time a word is guessed incorrectly. Can the rest of the group work out the aim before the person plunges off the pier into the sea (or reaches the opposite wall)?

Using words

Washing line take 2: Read out a statement. Young people stand on the continuum from 'agree' to 'disagree'. Examples:

- "We cannot give people overseas clean water."
- "Our government can make a difference."
- "Everyone should have the right to have access to clean water."

Unscramble the following words, then discuss their meanings, or use them to write a sentence about water: treaw (water), stpa (taps), iatantsnio (sanitation), ngyiehe (hygiene), brhooele (borehole), arhraedoi (diarrhoea), toetil (toilet)



Borehole: a vertical pipe bored into the ground that can be used as a water well to extract water.

Definitions: List the following words on the board. Challenge your group to define these words by using them correctly in a sentence. (eg sanitation, hygienic, borehole, harvest, Millennium Development Goals)

Dictogloss: Ask the young people to write down the numbers one to six in their margin. Explain that they will have to listen very carefully to the following paragraph. They can only write down six words or numbers, which they will then use in order to reconstruct the paragraph in their books. Read the paragraph through twice, quite quickly. People then share their words with a partner, and together they try to write the paragraph as accurately as possible. Afterwards, they can check their answers and discuss the paragraph. (*Metacognition: ask the young people why they chose the words they did – this is a good exercise to develop note-taking skills.*)

“Around the world, more than 884 million people do not have access to clean drinking water. Each year, 1.4 million children die from diarrhoea caused by unclean water and poor sanitation. Rosena, who lives in Zambia, used to spend hours collecting water from the river and was often late for school. Since CAFOD drilled boreholes and installed taps in her village, Rosena’s life has been made much easier. She no longer suffers from an ache in her neck from carrying buckets of water on her head or in her hands.”



Use Catholic Social Teaching: Each group of young people is given a short passage from the Bible or Catholic Social Teaching. What do they think it means? (You can find more of these passages in our ‘Living water’ resource at cafod.org.uk/lent)

The Church has a responsibility towards creation... she must defend not only earth, water and air as gifts of creation that belong to everyone. She must above all protect mankind from self-destruction. (Caritas in Veritate (Charity in truth), 51)

And if anyone gives even a cup of cold water to one of these little ones who is my disciple, truly I tell you, that person will certainly not lose their reward. (Matthew 10:42)

Let anyone who is thirsty come to me! Let anyone who believes in me come and drink! As scripture says, “From his heart shall flow streams of living water.” (John 7:37b-38)

Jesus replied: “Whoever drinks this water will be thirsty again; but no one who drinks the water that I shall give will ever be thirsty again: the water that I shall give will become a spring of water within, welling up for eternal life.” (John 4:13)

The right to food, like the right to water, has an important place within the pursuit of other rights, beginning with the fundamental right to life. It is therefore necessary to cultivate a public conscience that considers food and access to water as universal rights of all human beings, without distinction or discrimination. (Caritas in Veritate (Charity in truth), 27)



Think, pair, share: Ask a big question, such as “Why do you think there is not equal access to clean water in the world?” Pupils have two minutes to think of answers for themselves, then two minutes to share their answers with a partner, then they feedback their ideas to the class.

Odd one out: Ask students to share which they think is the Odd One Out, and why. There are no wrong answers, only well explained answers! For example:

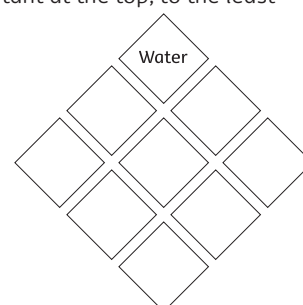
rain, river, sea, tap

Someone might choose sea, because the others can be a source of drinking water. Alternatively, they could choose tap, because water that comes out of the tap has already been treated and filtered.

*tap, well, borehole, river
toilet, latrine, jungle, river
sanitation, hygiene, sewage, dirty water*



Diamond nine: What do we need for life? Rank their ideas in the shape of a diamond, with the most important at the top, to the least important at the bottom. Students can also add their own ideas. (Water, food, shelter, love, family, job, respect, mobile phone, computer, internet access, clothes, chocolate) (If you are a language teacher, you could translate these into the target language, and use these words to practice constructions such as “is more important than”, “is less important than”, or the difference between “I want” and “I need”.)



Using images

Photographs: There are many photographs in our campaigning and fundraising PowerPoints (download from cafod.org.uk/lent). Show a photograph of Rosena, or another photo from the pack. Ask your group to come up with five questions they would like to ask about the photo (using the W questions as a starting point). Can they answer any of each other's questions?



Use the photo as a stimulus for a Philosophy for Children (P4C) enquiry. For more information on Philosophy for Children, visit sapere.org.uk. Share first thoughts about the photo. Individually, young people come up with questions that have been stimulated by the photo, but that go beyond the photo (ie not factual questions).

- What is justice?
- What is essential in life?
- Why is life not fair?
- How can we change the world?

In groups, share and discuss the questions until each group comes up with one question. Share these questions with the whole group, then vote on which question to discuss in more detail. Then have a discussion.



Back to back: Students sit back to back in pairs. One person is given a copy of a water filter template. They have to describe it to their partner, who has to draw what is being described. Afterwards, you could make the water filter – see 'Making a model water filter' at cafod.org.uk/lent

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