

## Teachers' guide to *Think* resources

An essential part of Water Week, these *Think* resources encourage pupils to think critically about what can be done by individuals, communities, organisations and governments to overcome water vulnerability. Pupils will consider the impact of short and long-term solutions.

These *Think* activities also include a case study of a recent Water Week project, an irrigation scheme in Liberia. The details of this project and accompanying pupil activities are provided in our separate **Teachers' guide to Liberia case study**.

**Age range:** 7-14 years

**Time:** 50-80 mins

- *Think* film clips: 30-40 mins.
- Water vulnerability tree part 2: 10-20 mins.
- Venn diagram: 10-20 mins.

### Learning Objectives

- Identify short and long-term solutions to water vulnerability.
- Know what the terms humanitarian emergency, development and campaigning mean.
- Think critically about the impact of short and long-term action.
- Find out about water vulnerability in South-East Liberia.

### Key questions

- How might the causes and symptoms of water vulnerability be addressed?
- What are short-term solutions? What are long-term solutions?
- Which action is most appropriate?

**Resources** (note that photocopiable sheets are at the end of this pdf)

- *Think* slideshow\*
- *Think* film clips x 5:
  - Infrastructure and water vulnerability: Liberia.
  - Drought and water vulnerability: Uganda.
  - Flooding and water vulnerability: Around the world.
  - Infrastructure and water vulnerability: Ethiopia/Haiti.
  - Conflict and water vulnerability: Chad/Angola.
- *Think* film clips worksheet – one per pupil.
- *Examples of possible solutions* worksheet - for selected pupils.
- Completed *Water vulnerability tree* or template from *Learn* activity – one per pair of pupils.
- *Venn diagram* and *response cards* – one set per pair of pupils.
- *Think country information for teachers*.

 \*Note that new information will appear on most slides when you click. The blue circle on the bottom left-hand corner indicates the slide is complete.

## Activity 1: *Think film clips* (30-40 mins)

### Show pupils slides 1-7 of the *Think slideshow*

This slideshow introduces short and long-term approaches to water vulnerability through five film clips showing Oxfam dealing with the causes of water vulnerability introduced in the *Learn* film clips.

### *Think film clips worksheet*

1. Give each pupil a copy of the *Think film clips worksheet* and ask them to watch the *Think* film clips. Ask pupils to consider each response in turn: will it help in the short-term (overcoming the symptoms of water vulnerability) or in the long-term (acting on the underlying causes)?
2. Ask them to tick the relevant box for each of the responses they see. To help them pupils will see a blue tick appear on the screen. At this point the film can be paused to give time for pupils to complete the sheet.



Pause the film when you see the blue tick to allow pupils to complete the relevant line on their sheet.

Examples of Oxfam's action	Is it to help now? (+)	Is it to help in the future? (+)	Who can you see Oxfam working with?
<b>Conflict</b>	Installing boreholes and bladders		
	Installing boreholes and wells		
	Hygiene promotion		
<b>Drought</b>	Better farming systems (irrigation)		
	Community working together		
	Water conservation using trees		
<b>Infrastructure</b>	Digging wells (so children can go to school)		
	Water trucks, bladders and pipes		
<b>Floods</b>	People talking to each other		
	People talking to politicians		

Called **humanitarian emergency work** (focussing on symptoms)

Called **development or campaigning work** (focussing on causes)

3. Discuss pupils' choices and use this activity to consolidate pupils' understanding of humanitarian emergency, development and campaigning work. You might like to refer to the glossary or to the *Think* photo-stories on the supplementary resources page.

## Activity 2: *Water Vulnerability tree part 2* (10-20 mins)

### Look at slide 8 of the *Think slideshow*

Photographs on this slide prepare pupils for the water vulnerability tree activity. Ask selected pupils to share the solutions they see.

1. Return the water vulnerability trees pupils completed in pairs during the *Learn* activities, or get pupils to add causes and symptoms of water vulnerability to new trees now (see *Teachers' guide to Learn activities*).
2. Ask pupils to draw fruit shapes onto their trees and write down some of the solutions to water vulnerability they have seen on the film clips. For example, for 'Drought' they could write 'Build irrigation systems to bring water in from elsewhere'. For 'Climate Change' they could write 'Campaign to reduce carbon emissions' and so on. You might like to refer to the *Examples of solutions* sheet below for further ideas.

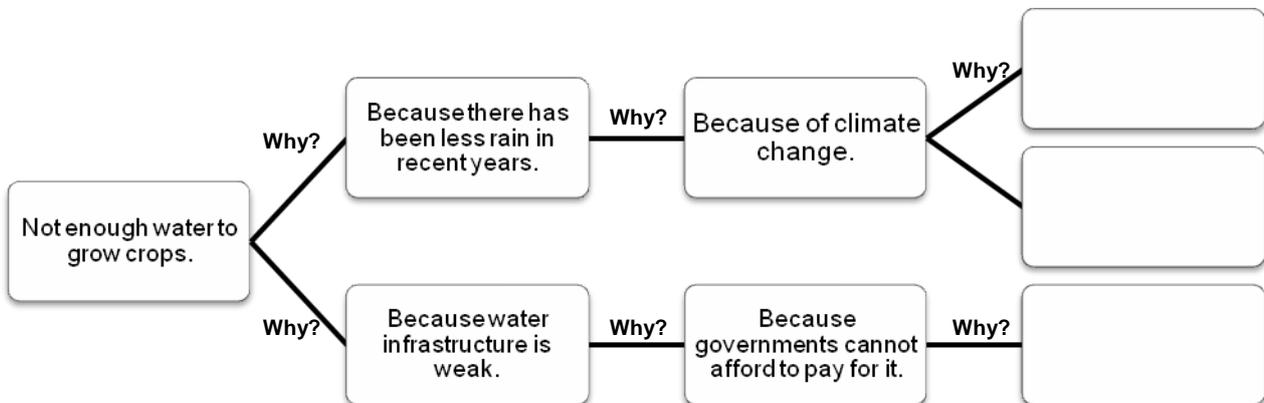
- As before, ask pupils to display their water vulnerability trees for the rest of the class to see and then rotate around the classroom. Use pupils' observations as the basis of discussion about possible solutions, highlighting which responses are short term and which are long term. You might like to refer to the country information or photo-stories on the supplementary resources page.

## Differentiation

*Make it easier:* Give pupils *Examples of possible solutions* to help them complete their *Water Vulnerability tree*.

*Make it harder:* Devise a why-why-why chain for one of the symptoms of water vulnerability. This could help pupils think of further solutions to draw onto their water vulnerability tree.

For example:



*Fast finishers:* complete comprehension activities based on the *Think* film clips, found in the supplementary resources.

## Activity 3: Venn diagram (10-20 mins)

**Watch slides 9 and 10 of the Think slideshow**

These slides introduce pupils to the Venn diagram activity below.

- Cut out the response cards, which match the responses seen in the clips and on the pupils' *Think* film clips worksheet.
- Ask the pupils to place them on the Venn diagram in the relevant places, classifying them as humanitarian emergency, development or campaigning. There are no hard and fast rules, and the important point is not for pupils to get the answers 'right', but to think through their decisions. You may find it helpful to refer to the information box below.
- Once pupils have decided where to put the actions, you could get them to compare and contrast their decisions with each other.

Oxfam classifies its work into three areas, represented in the film clips:

### **Humanitarian Emergency**

Helping people quickly in an emergency. By swiftly delivering aid, support and protection, this saves lives; this work also helps communities develop the capacity to cope with future crises.

### **Development**

Long-term work to fight poverty within communities. It is achieved through supporting people to take control, solve their own problems, and rely on themselves.

### **Campaigning**

Poverty isn't just about lack of resources. In a wealthy world it's about bad decisions made by powerful people. Campaigning puts pressure on leaders to take decisions which create real and lasting change to prevent poverty and suffering.

### **Next steps**

Start the *Liberia case study* activity or move onto the *Act* slideshow. You could also play the *Water Vulnerability Game* from the supplementary resources at this point.

### **Examples of possible solutions**

#### **Solutions**

1. Provide people with emergency supplies, such as clean water from trucks and bladders.
2. Campaign for a reduction in the arms trade.
3. Campaign for a reduction in carbon emissions in rich countries.
4. Campaign for governments to support small-scale farmers to grow enough food to eat and sell by providing water infrastructure such as irrigation schemes. Raise funds for improved water infrastructure for small-scale farmers.
5. Help to make female voices heard.

## Think film clips worksheet

	Examples of Oxfam's <b>action</b>	Is it to help <b>now?</b> (✓)	Is it to help in the <b>future?</b> (✓)	<b>Who</b> can you see Oxfam working with?
Niger	Installing boreholes			
Conflict	Installing boreholes and bladders			
	Installing boreholes and wells			
	Hygiene promotion			
Drought	Better farming systems (irrigation)			
	Community working together			
	Water conservation using trees			
Infrastructure	Digging wells (so children can go to school)			
	Water trucks, bladders and pipes			
Floods	People talking to each other			
	People talking to politicians			

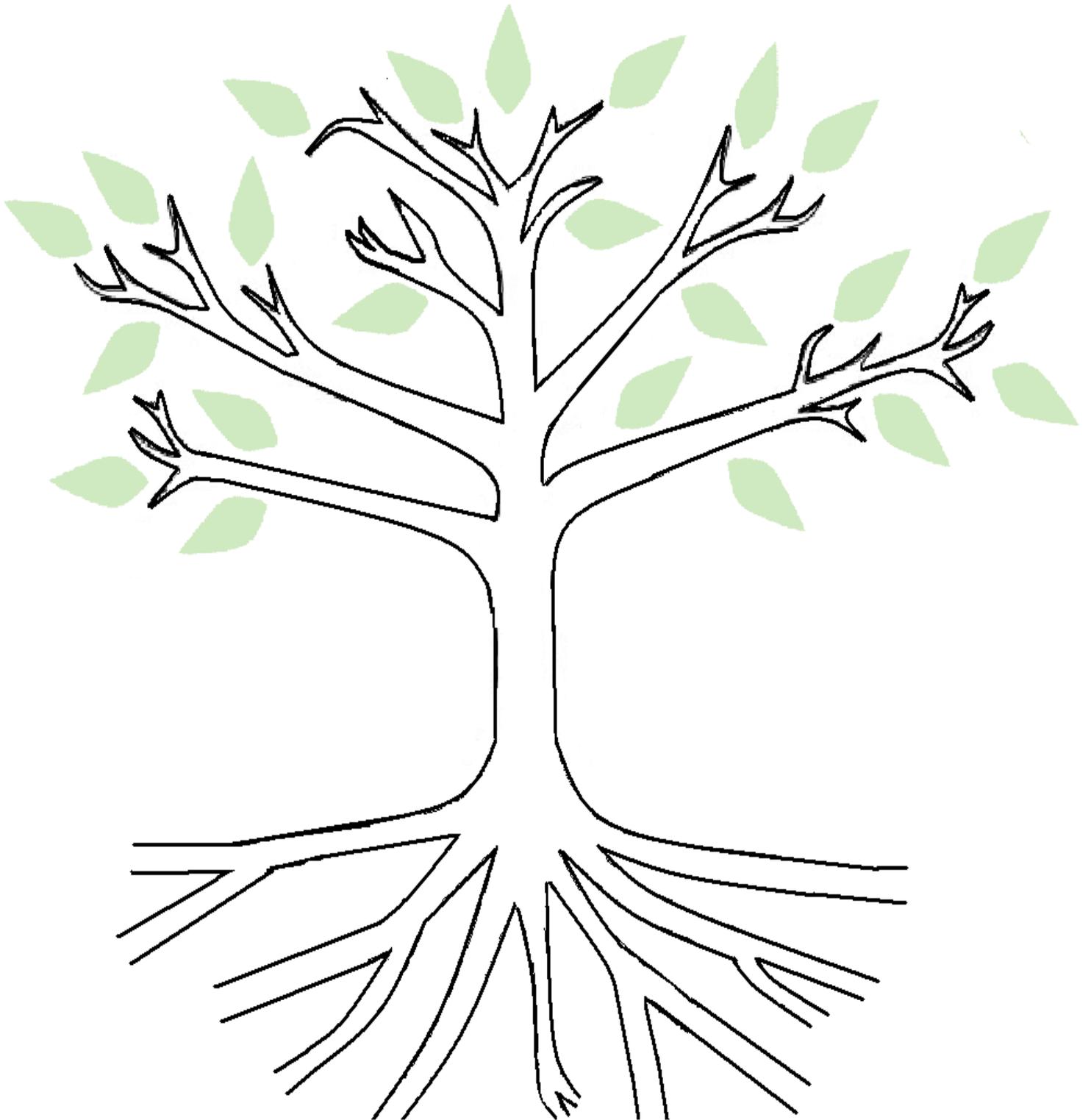


Called **humanitarian emergency** work (focusing on symptoms)



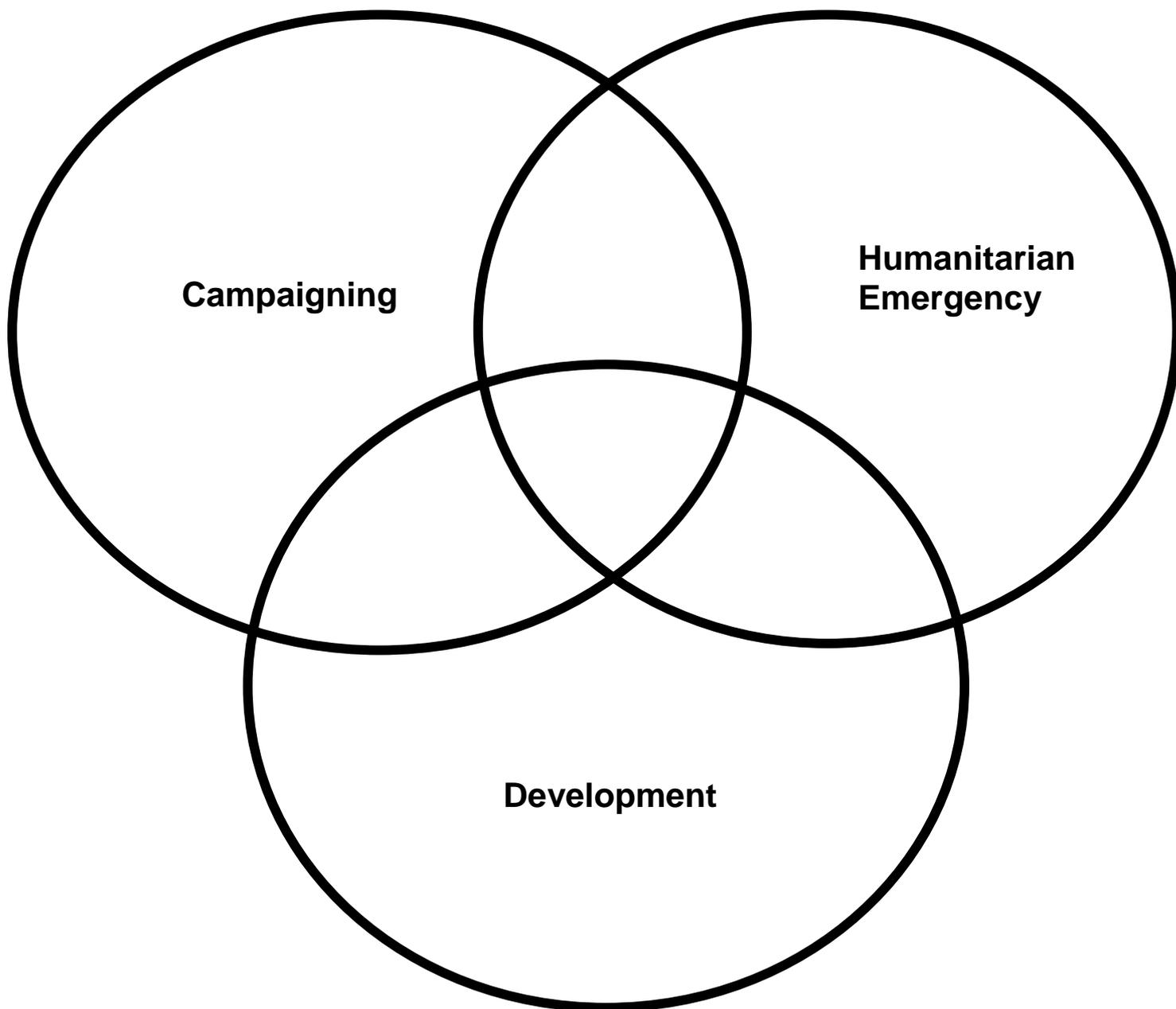
Called **development or campaigning** work (focusing on causes)

## Water vulnerability tree template



## Venn diagram

(print on A3 paper)



**Oxfam response** (print on A4 and cut out)

<b>Installing boreholes, bladders and wells</b>	<b>Hygiene promotion</b>
<b>Community working together</b>	<b>People talking to politicians</b>
<b>Water trucks and pipes</b>	<b>People talking to each other</b>
<b>Better farming systems (irrigation)</b>	<b>Digging wells so children can go to school</b>
<b>Water conservation (like tree planting)</b>	

## Glossary for *Think* film clips

This glossary contains a list of words and phrases used during the *Think* film clips. Definitions apply to the context in which the words are used.

### Infrastructure and Water Vulnerability: Liberia

- *Irrigation*: digging channels and ditches to keep fields supplied with water.
- *Conflict*: a disagreement between people, which can lead to fighting and war.
- *Self-sufficient*: being able to provide or supply something for yourself.

### Drought and Water Vulnerability: Uganda/Zimbabwe

- *Drought*: a severe lack of rainfall over a long period of time.
- *Irrigation*: digging channels and ditches to keep fields supplied with water.
- *Conserve*: look after, keep safe.
- *Unpredictable*: unexpected, happening without warning.
- *Water conservation*: looking after water resources.
- *Environment*: the natural world in a particular area.

### Flooding and Water Vulnerability: Around the world

- *Flood*: a large, dangerous amount of water that has spread onto dry land.
- *Climate change*: changes in the Earth's temperature and weather patterns over a long period of time.
- *Drought*: a severe lack of rainfall over a long period of time.
- *Partnerships*: organisations (such as Oxfam) working together.

### Infrastructure and Water Vulnerability: Ethiopia/Haiti

- *Water infrastructure*: pipes and wells built by the government to provide water.
- *Water truck*: a truck used for carrying water.
- *Bladder*: a large bag that can be used to store water.

### Conflict and Water Vulnerability: Chad/Angola

- *Conflict*: a disagreement between people, which can lead to fighting and war.
- *Borehole*: a hole made in the ground to reach water.
- *Bladder*: a large bag that can be used to store water.
- *Sanitation*: getting rid of dirty water and toilet waste.
- *Hygiene promotion*: teaching people how to stay clean and healthy.
- *IDP*: Internally Displaced Person. Someone who has been forced to leave their home and move to another part of their country.