

LESSON PLAN 1 PRE VISIT LESSON

Date:		Time:	No. of pupils:
Subject	Geography	Group:	Teacher:
<u>Lesson Focus:</u> Hereford Water Works Water - Development Issues and Global Learning			
Personal targets for this lesson (usually refer to standards) Explain how you intend to achieve the target.			
<u>Teacher Standards Focus:</u> <u>TS1a:</u> Establish a safe and stimulating environment for pupils, rooted in mutual respect. <u>TS4b:</u> Promote a love of learning and children's' intellectual curiosity. <u>TS8a:</u> Make a positive contribution to the wider life and ethos of the school.			
Intended learning			
Planned Learning Objectives 1. To discover how much water an individual uses in a day 2. To understand the key terms associated with the topic 3. Understand the expectations and risks associated with a successful field trip.	Intended learning outcomes Be able to describe their water consumption Recall key vocabulary Explain the process of risk assessment and describe trip related risks. :	Assessment of learning objectives 1. Completion of starter activity questions 2. Question switch and match activity 3. Signing a behaviour contract and feedback on the trip outline and plan	
Literacy focus including key words: Sanitation, infrastructure, physical water scarcity, economic water, scarcity, development, sustainability.		Numeracy focus: <ul style="list-style-type: none"> Working out amount of water consumption in litres. Numerical comparisons and similarities 	

ICT opportunities:	SMSC Opportunities Understanding the difference in the levels of development in water and sanitation facilities and the impact this has on peoples' lives.
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Homework : TBC

Additional Planning

Resources required: (resources, equipment , preparation) <ul style="list-style-type: none">• PowerPoint, Exit tickets, starter sheets, key term question and answer worksheet.

Meeting Individuals' needs (issues of differentiation and diversity)
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Planning for classroom support (technicians TAs etc.)
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Health and Safety / Risk assessment (key points)

Lesson Plan				
Time	Teacher activity (20%) Including key teaching points.	LOs	Learner's activity (80%) Including key learning points	Purpose (refer to assessment and differentiation)
	Connection: Starter questions to complete.	1	Complete questions 1-4 on starter activity worksheet – water consumption	To understand their own view of water use and put it into real context – test prior knowledge and build on it in global context.
	Activation: Key term match up	2	Pupils take key terms with definitions and have to match up with another pupil.	To repeat the key terms and to understand what they mean and how they relate to the topic.
	Demonstration: Explanation of the field trip and the expectations of behaviors and the investigation	2	Use of the Waterworks Museum Hereford web site to help familiarise the students	To understand students own responsibilities of a field trip. To understand the purpose of the visit and how it links to the topic.
	Consolidation: Exit ticket to find out one question per pupil on what they would like to find out at the water works	3	Completing an exit ticket with a question based on their knowledge from the lesson.	To build on their knowledge and to show that they have understood the content and can develop their own enquiry skills.

Teaching and Learning project PGCE

The Waterworks Museum in Hereford

Water - Development Issues and Global Learning



Lesson 1 - Pre-Visit Plan

Hook/Starter (10-15 mins)

Worksheet Questions 1-4. Pupils think about their own use of water and feedback to class. Sheet is handed to each pupil as they enter the room (settle activity).

Aim is to develop idea of water use for sanitation and drinking. Water scarcity, infrastructure and access.

Main Activity (5-10 mins)

Question Switch with key terms; sanitation, drinking, scarcity. Pupils have questions and answers and have to match up with each other. (Stir activity)

Aim is to understand the key terms involved and the problems.

Introduction to the trip, location and site

- Behaviour contract
- Rules and risk assessment
- Timetable for the day
- Resources needed.

Plenary:

Exit ticket - each pupil comes up with a question that they would like to have answered during the trip.



What is the most valuable resource in the world?

- Gold
- Oil
- Uranium
- Water
- Oxygen



Water and You

5 Mins, complete questions 1 - 4 on your sheet.

Be prepared to feedback your ideas

Water consumption

1. Estimate how much water you use per day:
_____ litres.

2. List some things you use water for each day:

3. What is the minimum daily amount of water needed to live a good quality of life?
_____ litres.

4. What would life be like below the minimum daily amount? Give three ideas:

Which one would you rather drink?



Why?



Water

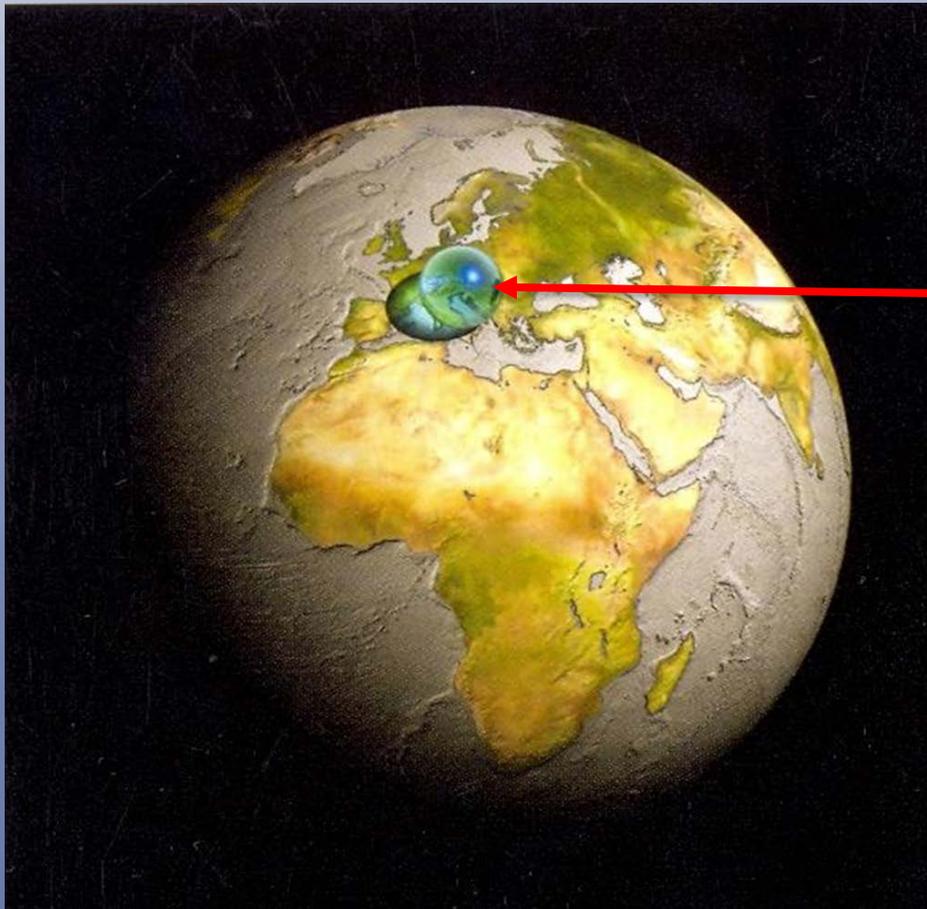
What do we mean when we talk about **water scarcity**?

How many litres of water are consumed, per person, per day, by the average person in the UK?

150 litres



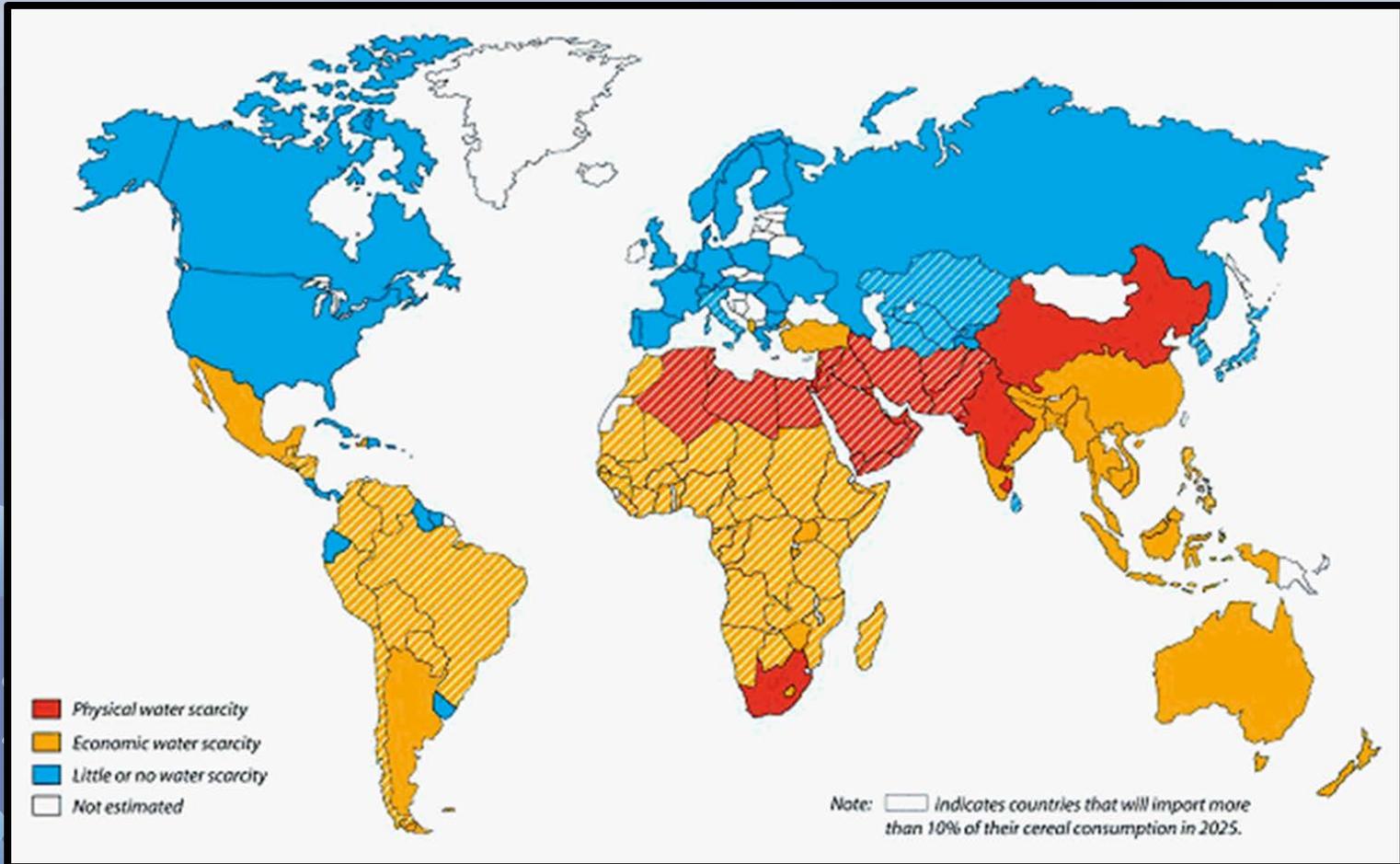
What does this image show?



This orb represents all the water in all the oceans, rivers and lakes in the world

Only 1% of this is available as freshwater

Global Water Scarcity



K: Things we **know** about water resources

W: Things we **want** to find out about water resources

L: Things we have **learned** about water resources

EXIT TICKET:

Come up with one question that you really want to find out the answer to by the end of our trip to the Hereford Water Works:

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<u>Question</u>	<u>Answer</u>
What is INFRASTRUCTURE?	The basic facilities and systems serving a country, city or area. E.g roads, mobile phone network, sewers, water treatment plants etc.
What is PHYSICAL water scarcity?	The supply of water to different parts of the world determined by changes in rainfall and climate. E.g. a desert compared to a rainforest.
What is ECONOMIC water scarcity?	The ability of different countries to access and develop their water supplies
What is SANITATION?	Conditions relating to public health, especially the supply of clean drinking water and sewage disposal.
What is DEVELOPMENT?	The change and growth in a country to improve the quality of life. E.g. access to clean drinking water and sewage disposal.

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