

LESSON PLAN 3

Date		Time:	No. of pupils:	
Subject		Group:	Usual teacher:	
Lesson Focus: Lesson 3. Water – development and global issues				
Personal targets for this lesson (usually refer to standards) Explain how you intend to achieve the target.				
<u>Teacher Standards Focus</u>				
<ol style="list-style-type: none"> Promote a love of learning and intellectual curiosity (TS 4b). Establish a safe and stimulating environment, rooted in mutual respect (TS 1b). Make a positive contribution to the wider life and ethos of the school (TS 8). 				
Intended learning				
Planned Learning Objectives <ol style="list-style-type: none"> How is income linked to water supply? How can water supply indicate a country's level of development? How do toilet facilities affect your learning? 		Intended learning outcomes <ol style="list-style-type: none"> Explain how income links with water supply. Explain how water supply can indicate a country's level of development. Explain how sanitation can affect the education of children. 		Assessment of learning objectives <ol style="list-style-type: none"> Completion of Dollar Street worksheet. Extended written answers.

<p>Literacy focus including key words Sanitation, infrastructure, physical water scarcity, economic water scarcity, development, sustainability.</p>	<p>Numeracy focus Worldometer displayed at regular stages throughout, to show how the number of people with access to clean water is decreasing. Wealth of countries and/or families within a country.</p>
<p>ICT opportunities Use of computers and google chrome to investigate Dollar Street.</p>	<p>SMSC Opportunities</p> <ul style="list-style-type: none"> • Working together in groups. • Thinking about people in other countries and how they live. • Inequality and development.
<p>Homework</p>	
<p>Additional Planning</p>	
<p>Resources required: (resources, equipment, preparation)</p> <ul style="list-style-type: none"> • iPads or computers to use Dollar Street and GapMinder. • Worksheets – either paper format or a word version to copy and paste. 	
<p>Meeting Individuals' needs (issues of differentiation and diversity)</p> <ul style="list-style-type: none"> • Variety of learning methods. 	
<p>Planning for classroom support (technicians TAs etc.)</p>	
<p>Health and Safety / Risk assessment (key points) PH Dairy Allergy</p>	

LESSON PLAN

Lesson Plan				
Time	Teacher activity (20%) Including key teaching points. <ul style="list-style-type: none"> • Key Questions • Key words • Reminders 	LOs	Learner's activity (80%) Including key learning points	Purpose (refer to assessment and differentiation)
	Connection: Discussion question (settler starter)	Previous lesson	Students look at the image and question on the board. "How does going to the toilet affect your education?" Discussion afterwards, but no correct answers are acknowledged.	
	Activation: Worldometer and revisit of plenary question from lesson one.	Previous lesson	Did they answer the questions they asked at the end of the first lesson? Look at the worldometer and compare the figure with previous figures.	
	Demonstration Dollar Street.	1,2,3	Students complete independent research on GapMinder to find images of different water uses across houses with different incomes across India. All students have an instruction sheet to work from. They then complete a written answer at the bottom of the sheet.	Independent research, differentiated sheet.

	Consolidation Final discussion.	3	This could be in the format of a two chip debate, where each student is given two chips, and this represents the two points they can make during the debate. It monitors everyone's contribution, and makes sure nobody dominates the conversation too much. Final discussion to explore why sanitation affects education.	
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Teaching and Learning project PGCE

The Waterworks Museum in Hereford

Water - Development Issues and Global Learning

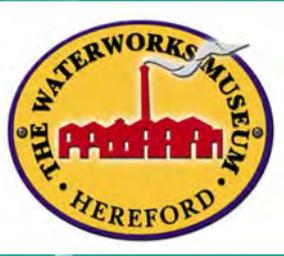


How does available toilet facilities affect your education?



Worldometer

Link to: Number of people with no access to safe clean drinking water
<http://www.worldometers.info/>



Has your question from the first lesson been answered?

Pass your question to a different group.

They will ask you to answer the question based upon what you have learned in lesson and at The Waterworks Museum.

You can now ask their question back to them.

Have they answered the question to a satisfactory level?



Dollar Street Activity

Identify the four levels of income for each family

Which toilet, hand washing and drinking water pictures belong to which family?

Describe the differences between each family and suggest reasons for those differences.



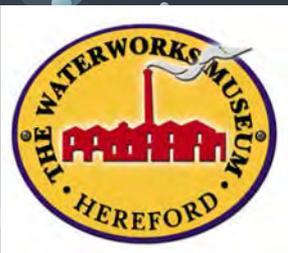
How you go to the toilet affects your education

Extended writing:

Discuss the above statement

Include the following KEY WORDS:

Consumption,
scarcity,
infrastructure,
sanitation,
water supply



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



You may need to use Google chrome for this exercise, if internet explorer does not work

Images for the work sheet are taken from <https://www.gapminder.org/dollar-street/matrix?thing=Families&countries=World®ions=World&zoom=4&row=1&lowIncome=26&highIncome=15000>

1. Type into google “Dollar Street”. Click on “Dollar Street – GapMinder”.
2. You will see a screen with lots of photographs on.
3. There are two drop down boxes at the top left hand side of the page.
4. From the box where it says “the world”, choose India from that drop down box.
5. You will then see some photographs of families from across India. There is a number on each one which relates to their family income in dollars (from \$29 to \$1614).
6. Clicking on a family will take you through to more information about them.
7. Click on “visit their home” to find out more about each family.
8. Use the work sheet to find out about:

The poorest family

The wealthiest family

Two other families, of your choice, with income in between these figures.

**** Look at the following things for each family ****

Hand washing

Toilet

Drinking water

9. Print out some pictures to illustrate some of your points to put in the relevant boxes.
10. For each family choose either handwashing, the toilet or drinking water. Write in your book to explain how you think each photograph tells us how developed the country is.
11. For example... “This picture of hand washing suggests the family are quite wealthy. The bathroom is clean with treated, running water so the family may be able to pay for a clean water supply to their house. Clean water that is easily accessible through a tap may mean the family are less at risk of disease, because they are not consuming dangerous germs in their water.”

1. The Chowdhury Family. Wealth – \$29



Hand washing



Toilet

Drinking water

2. Family details. Wealth -

Hand washing

Toilet

Drinking water

3. Family details. Wealth -

Hand washing

Toilet

Drinking water

4. The Gulia Family. Wealth - \$1614



Hand washing

Toilet

Drinking water

