



## CSPE Lesson 4: Protected Water Resources

### Curriculum link

Concept - Stewardship, Rights and Responsibilities, Interdependence, Law  
Unit 2 Community

### Eco Eye film clips and comprehensions – Clean water

- Protecting our Blue Flag beaches
- Protecting our drinking water
- Water pollution

You can view all clips with the class or choose the ones that are of most relevance to your local area or of most interest to the group. **(NB Comprehension exercises are provided for each clip in separate PDFs. You should choose the ones you will use with this lesson and print them in advance)**

### Aim

- Students will understand the importance of water as a resource for bathing, drinking and as a habitat.
- Students will understand that water is an important resource for the community and the impact that households have on water.
- Students will hear about different agencies working to protect water resources.

### Introducing the topic

- Ask students to answer the following question in a Place Mat discussion (see end of lesson plan for details) or a Think - Pair - Square - Share activity: Students work individually to think about the question below and write their answer. They then work in pairs to develop the answer further. Then each pair works with another pair of students to





discuss their responses and share their answer with the rest of the class.

**Question: Where and how is water essential in our everyday lives?**

## Exploring the topic

Students watch (some or all) of the clips on water and complete the comprehensions.

## Follow on activities

### Suggested homework

- Ask your family or neighbours if they remember any issues associated with water in the local community or when they were younger and see if the situation is similar to today – are there any issues today that were not there in the past.
- Make a note of all of the water bodies (rivers, canals, ponds, lakes, streams, reservoirs) in your area, how they are used by the community and why they important

## Other classroom activities

### Research/discovery activities

- Make a map of your local community and the water sources/rivers in the area. Make a list of all of the threats to the water sources. You can use an Ordnance Survey map, or check water quality in your area at EPA maps  
<http://maps.epa.ie/InternetMapView/mapviewer.aspx>.
- Research water shortages in the third world, how this is affecting the people who live there and what is being done to tackle the problem.

### Group-work/discussion activities

- Discuss where the drinking water in your area comes from (e.g. from a reservoir through the mains, a well, a group water scheme).





- In groups identify all of the possible sources of pollution of our water sources (farms, individual houses, factories). Pick one group of people involved and explain how you would target them/make a poster to inform them about the issue.

### **Simulation activities**

- Imagine a world with a sudden and extreme water shortage – what would this be like? Draw a picture, write a diary entry, role play or in some other way illustrate this world.
- In the clip on drinking water Niall O’Brochain, the former Mayor of Galway, speaks of the need for one body that would look after all of the water in Ireland. Imagine your class is that agency. Work together to create a list of things that you would need to consider in relation to water resources in your area (e.g. different uses, water quality, pollution risks, public awareness)

### **Possible action projects**

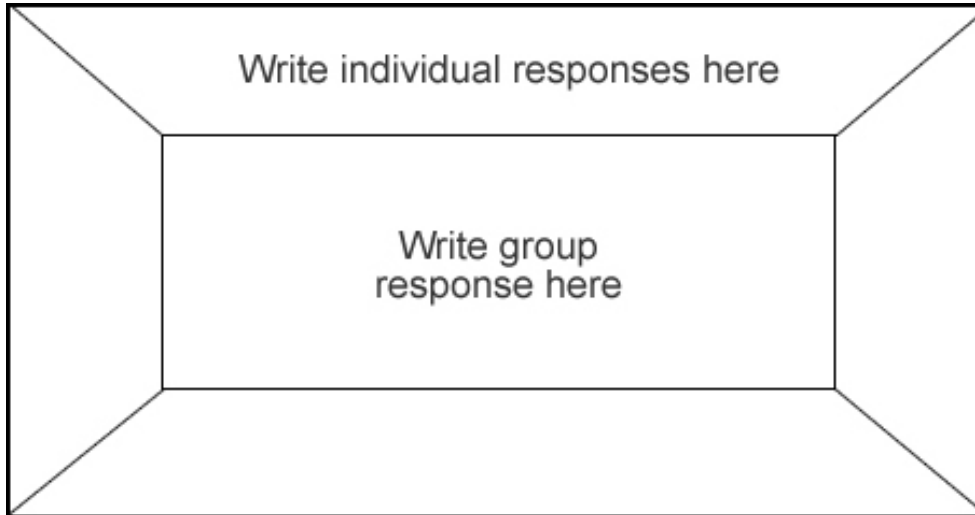
- School Awareness Campaign on how to conserve water in the school
- Survey on water usage at home or at school
- Visit a local water treatment plant and research community water issues
- Research project on the rights and responsibilities surrounding water – UN Convention of Human Rights, responsibilities/laws.





## Place Mat Exercise

- Students work in groups of four
- Provide each group with a large Place Mat (A3 or chart paper) as below



- Ask students to think about, then write in their section of the Place Mat, their answer to the question at hand (This may involve ranking criteria or elements of the response in order of importance)
- Students write individual responses outside the centre rectangle
- Students share their answer with the rest of their group
- Working collaboratively, each group determines a common response
- Students write the group response inside the centre rectangle
- Students look at other groups' Place Mats, return to their own Place Mat, discuss what they saw, and amend their response accordingly
- Group responses can then be discussed as a class

