

Issues Around Water
Information & Activity Planner

Issues Around Water
Grade 10

ACTIVITY PLANNER

Grade	10
Subject	Life Orientation
Topic	Social and environmental responsibility
Content/Concept	<ul style="list-style-type: none">• Social issues: crime, poverty, food security, food production, violence, HIV and AIDS, safety, security, unequal access to basic resources, lack of basic services (water and health services)• Harmful effects of these issues on personal and community health

Grade	10
Subject	English
Topic	Reading and writing
Content/Concept	Reading for comprehension: <ul style="list-style-type: none">• Interpretation of visual texts• Summary writing

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Resources

- [‘Water Crisis - A short introduction’](#) – short introductory video (internet access required)
- Articles
- Pens
- Writing paper

Key Concepts

- Learning about water issues
- The effects of *not* having clean water resources

Activity Description

The Facilitator will start by playing a short video focusing on the worlds water crisis and then have an interactive talk:

- <https://www.youtube.com/watch?v=JyzvcrZluf0>.

Talking points to cover:

1. Do we have water issues?
2. Does everybody have access to clean water?
3. What do people need to do to get clean water?
4. What are the effects of not having clean water?

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5. How do we think about something as local as taps and as Global as freshwater? Is there a connection between these two ideas? What are they?
6. Individual use of water only accounts for 8% of water usage but agriculture accounts for 70%. Why does agriculture use that amount of water? <https://www.wired.com/2006/03/farms-waste-much-of-worlds-water/> (Article 1)
7. What can we do to change the use of water by agriculture? (Maybe they can find examples of farms that are implementing water-saving strategies? <https://agrifoodsa.info/news/4-ways-farmers-are-saving-water> (Article 2)
8. Whose responsibility is it to reduce water usage? <https://www.worldbank.org/en/topic/water-in-agriculture> (Article 3). This article is about how population growth affects the amount of food that needs to be produced - therefore we need to control our population size.

Divide learners into 3 groups. Each of the articles above could be given to different groups to read, discuss and pick out the main points to share with the rest of the class.

(Summarising information) Now that the whole class has all the information, they could discuss/ brainstorm what actions they could take to realistically save water on a more global scale.

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- The articles can be used in this lesson or a separate lesson for English if the time does not allow it.

Articles to use:

Article 1: <https://www.wired.com/2006/03/farms-waste-much-of-worlds-water/>

Article 2: <https://agrifoodsa.info/news/4-ways-farmers-are-saving-water>

Article 3: <https://www.worldbank.org/en/topic/water-in-agriculture>

Article 4:

[https://www.researchgate.net/publication/321970658_Spatial_inequality_in_water_access_and_water_use_in_South_Africa#:~:text=The%20results%20show%20that%20although,\(Gini%20index%20of%200.36\).&text=Map%20of%20South%20Africa's%20annual,Water%20Management%20Areas%20\(WMAs\).](https://www.researchgate.net/publication/321970658_Spatial_inequality_in_water_access_and_water_use_in_South_Africa#:~:text=The%20results%20show%20that%20although,(Gini%20index%20of%200.36).&text=Map%20of%20South%20Africa's%20annual,Water%20Management%20Areas%20(WMAs).)

A variety of video resources: [Fresh water scarcity: An introduction to the problem.](#)

Challenge

Leaners can calculate their water footprint using the following link:

<https://www.watercalculator.org/>