

Teacher notes - Lesson 5: Changing our thinking about drought

Please note: Additional instructions are included in the notes section of the PowerPoints.

Recommendations for future drought events

For the initial activity (Slide 1), ask the students to reflect on their work across the previous 5 lessons and to make recommendations for preparedness and adaptation to future drought events. It allows students to reflect upon what they have learnt and think about how change could be implemented. The PowerPoint presentation then gives the opportunity to discuss the learning objectives along with key geographical vocabulary and cross-curricular links (Slide 2). These could open an extensive discussion on careers associated with gathering the type of data that is to be presented during the course of the lesson.

Water efficiency in school

Students are going to investigate water efficiency in their school and on slide 3 they are given the opportunity to share ideas as to how they may do this. Students should be encouraged to consider elements of fieldwork here including sampling techniques, structure of surveys/questionnaires. An example is shared on slide 4 and students are required to then design their own data collection sheet. Before they go and conduct their research it is important that the students have an understanding of the variety of toilets in order to record accurately those that are being used in their schools (Slide 5). Following this, students can move around their school and survey the toilets. Following completion of their data collection, students are required to consider appropriate graphical techniques to represent their findings (Slide 6). Data can then be presented and analysed.

Saving water

Following on from this, ask the students to consider how water can be saved. It would be useful to explore the '[Save water save money](#)' website in order to identify what could be used in the school to reduce water wastage. From this it is important to consider just how effective and efficient these devices are. Slide 8 selects 3 audio resources from the DRY Story Bank that consider this point. Students are required to watch the clips and consider the impact of these devices.

Using concepts developed in the PRIMER Water Efficiency in the Public Sector. The Role of Social Norms by Dr Kevin Grecksch and Dr Bettina Lange, task the students to work on a water and energy saving campaign (Slide 9). Slide 10 allows the students to see the researchers and listen to Dr Kevin Grecksh outline their work. Students are encouraged to record ideas for their water campaign as they watch the video. Slide 11 and 12 summarise the nine building blocks that the researchers identify as being important in building a successful water efficiency campaign. These then link to the framing concept on slide 13 which gives an example of how to design a campaign. Slide 14 gives a blank version of the document which can be used by students as a template on which to design their campaign.

Upon completion of the design of the campaign, students take it in turns to present theirs to the class, and the class vote as to which should be taken to the school council or Headteacher (Slide 15).

Learning reflection and extended learning task

The learning reflection (Slide 12) asks pupils to go back to the starter task and reflect upon their initial ideas by considering whether they would make any changes to their recommendations having conducted their research. Pupils are then encouraged to feed their ideas back in a class discussion.

The extended learning task (Slide 13) asks pupils to consider water usage in their own home and how it could be more efficient. They could utilize the outline as per slide 4 on the PowerPoint presentation or alternatively, they could design their own investigation and questionnaire/ data recording template.