Whose water?

Why do we not all have equal access to this resource?
What is the real cost of water?
WaterAid

WaterAid has a range of free, online teaching materials for primary and secondary schools about global water and sanitation issues. Cross-curricular themes explore global issues around access to clean, safe water, sanitation and hygiene education. Ready-to-use activities engage classes with thought-provoking questions, role play, enquiry and more. Learners can interact with a range of media resources from slideshows, films and games to real people’s stories and images. It contains activities for both primary and secondary level. www.wateraid.org/uk/audience/schools/#/teaching-materials

Life without Taps - What’s it like to live without easy access to water?

This is a simulation game to help pupils understand the issues around poor access to water. The game shows how hard it is to obtain enough water for daily life, in an area where there are no taps nearby and the water supply is unreliable and potentially polluted. It illustrates the difference not having easy access to water can make to a person’s life and how this relates to poverty. The resource booklet contains background information and activities including case studies and action ideas. Download free at: www.bridgesglobal.org.uk

Practical Action

This organisation provides innovative Science, Design & Technology and Geography resources focusing on a range of issues including water, renewable energy and climate change. It also provides science and technology challenges based on real problems faced in developing countries. The challenges provide students with a great opportunity to gain a real understanding of how science and engineering can be used to the benefit of people in the developing world. The site also has useful image banks. http://practicalaction.org/schools

Our World of Water

This book follows the daily lives of six children from Peru, Mauritania, Bangladesh, Ethiopia, Tajikistan and California and explores what water means to them. The book invites discussion on the ways different countries and cultures value this most precious of our planet’s natural resources.

The engaging photographs and real-life stories can help pupils build their understanding of the wider world and empathise with others. It also addresses the issues of climate change, pollution and sanitation, encouraging children to think critically about the world around them and act to make a positive difference. Level 1 & 2, Oxfam £6.99

Water issues local and global

This resource suggests ideas for using water issues as a way in to exploring sustainable development. It includes a set of 16 colour photos which raise questions about water issues in different places all over the world and a range of practical classroom activities. The resource provides excellent starting points for children to explore their world through: needs and wants; how our lives connect with other people and places; natural and human processes and the social, environmental, ethical and political questions involved. Level 2 & 3, Tide £14.30

Oxfam Water Week

Oxfam Water Week gives young people the opportunity to learn about global issues, develop their skills and values as active global citizens, and make a difference to the world. Young people are encouraged to ‘Learn Think Act’ and as they learn about water vulnerability, students are inspired to take action!

Find out more, and sign up for teaching resources on the Oxfam education website www.oxfam.org.uk/education/school-projects/water-week

For resources on all Global Citizenship themes, visit: www.seedsforlearning.org.uk
Across the world, 1 in 10 people live without access to clean water

The figure is significantly higher for those who have inadequate access to sanitation. This affects their lives in many ways including their access to education, ability to prosper, and their health.

Across the world, 1 in 10 people live without access to clean water. The figure is significantly higher for those who have inadequate access to sanitation. This affects their lives in many ways including their access to education, ability to prosper, and their health.

Here in Scotland, clean, unlimited water is something we take for granted. The global inequalities around access to this fundamental resource are stark. Issues of power, politics, poverty and human rights are all central to an exploration of this topic.

Within this issue of Stride, we have illustrated some of the many curriculum opportunities that exist to explore water across different subjects and at different levels. Our feature reflects on why we should teach it, as well as how and where it could be taught. On page 8 & 9 we have mapped out water teaching opportunities by subject and linked to key Global Learning themes, skills and values.

On page 6 & 7 we have outlined an enquiry approach which can be used for planning a topic on water (or any other theme) and which will support both you and your pupils to critically examine and question what it is you are learning about. The infographic on page 10 & 11 can be used to stimulate discussion on a variety of water issues.

There are many excellent resources on water and we have selected some highlights, as well as providing some sample activities throughout the magazine.

We also have some great case studies from schools, including a partnership project around water between Muthill Primary and the Juliet Johnson School in Malawi.

Finally on the back pages you will find news, CPD opportunities and project information. As ever, all feedback, suggestions for articles and school case studies are welcome. Please send to stride@ideas-forum.org.uk

Join us on Twitter: @stride_global
In their 2006 Human Development Report: Beyond Scarcity: Power, Poverty and the Global Water Crisis, the UNDP state that there is a sufficient global supply of water to meet the needs of the people on the planet. However, it is the unequal distribution of water ‘between and within’ countries which creates a scarcity of the commodity. Poverty, inequality and unequal power relations mean that it is the most vulnerable members of society who suffer the most from a lack of water and adequate sanitation.

In addition to the fundamental inequalities of distribution and access, issues such as climate change, rising populations, urbanisation and economic growth put increased pressure on our global water supply.

Why teach about water?

Water is a universal and essential requirement for life. Whether you live in the UK or Malawi, water is required for personal, agricultural and industrial use.

Human Rights

In 2010 the UN strengthened their position on rights and water stating that: “The right to safe and clean drinking water and sanitation is a human right that is essential for the full enjoyment of life and all human rights.” With 900 million currently without access to safe drinking water and 2.6 billion without acceptable sanitation this is a fundamental human right denied to many.

Viewed from a rights perspective pupils should be supported to view the issue as one of social justice. They can question why we don’t all enjoy human rights. Why not? Is it acceptable that this situation exists? Who has the power or responsibility to solve these issues?

Health and sanitation

Health and Wellbeing is a key curriculum area and one which can be enriched by taking a global learning approach. Poor hygiene practices anywhere can lead to illness but for those denied access to clean water and sanitation it also can mean loss of life, with children most often falling victim to diseases linked to poor sanitation. Water Aid teaching resources provide some excellent lesson plans which encourage pupils to question the issues, empathise with the realities of life without toilets, and develop their own awareness raising ideas for their school and local community. www.wateraid.org.uk/schools

Climate Change

Climate Change is intrinsically linked to water supply. Increasing global temperatures can lead to rising sea levels – coastal flooding makes costal and island communities vulnerable to losing their homes and agricultural land. High Tide, an Oxfam resource, explores how communities can adapt to this threat using Bangladesh and South Uist as case studies. Another consequence of climate change is erratic rainfall which can have devastating consequences in some places. Increased...
droughts and unreliable rainfall causes crop failure and livestock losses. Other areas may receive more rainfall than normal or have flash floods, which can damage crops, homes and workplaces.

Climate change is an issue which connects us all globally. Those living in the global North are currently responsible for 50% of the world’s CO2 admissions – despite only making up 15% of the world’s population. In simple terms, reducing our CO2 emissions could help to slow climate change and reduce its impacts on those most at risk from changes in rainfall, droughts and flooding. Again it is useful to approach this from a social justice and sustainable development perspective and encourage pupils to question why it is that those in the Global South’s water supply are most affected by climate change but are least responsible for carbon emissions.

Technology

For many, the collection, cleaning and storage of water is a challenge and innovative technology can provide cost effective solutions. Water can also be used to provide cheap, clean energy. Both small and large scale projects can provide sustainable systems to meet technological needs. Pupils can find out about innovative but simple technological ideas used in the Global South and devise ideas of their own. www.practicalaction.org has lots of case studies and activities including ones on hydropower and solar powered pumps.

‘The debate around ownership and cost of water provides a useful way in for young people to investigate issues around aid policies, the influence of multinational companies, and access to natural resources.’

Consumerism

The food we eat, the clothes we wear and the technology we use all have a ‘water footprint’. For example it takes 70 litres of water to produce 1 apple and a huge 4,100 litres to produce a cotton t-shirt. The water footprint refers to the volumes of water behind your daily consumption. So while it is relatively easy to reduce your ‘direct’ water footprint in the home it is harder to reduce your ‘indirect’ footprint, the water used to produce all the goods you buy and use every day. Pupils can calculate their water footprints and research the water footprint of the products. They can also find out about where products are from and if they are areas which suffer from water ‘stress’. www.globalfootprints.org/water

Privatisation

Privatisation of public services is often controversial in the UK. Clean water is an essential service and, in a global context – with the added complications of poverty, aid policies and the global reach of multinational companies – it is even more hotly debated.

Global institutions such as the IMF, individual donor countries and companies that stand to make a profit often champion privatisation. In countries where the public sector is struggling to provide water to local people, farmers and industry, privatisation can seem an attractive option. However, this can lead to a huge increase in water costs, meaning the poor struggle to buy the water they fundamentally need.

The debate around ownership and cost of water provides a useful way in for young people to investigate issues around aid policies, the influence of multinational companies, and access to natural resources.

Global Connections

Water is clearly a topic that provides many global connections, from our shared human needs and rights to our interdependence through issues such as climate change and consumption patterns. The curriculum has many entry points to teach about water and an enquiry led approach will enable pupils to question and reflect on their own role in ensuring that water is a human right we can all access globally.
Developing critical thinking around global issues is central to developing global citizens. The Development Compass Rose is a simple, easy-to-remember framework which can provide a focus for work on issues. It can be applied to almost any theme/issue and you can use a range of resources such as a photograph, a plant, an object or even a story as the stimulus.

The development compass rose has three main learning objectives:
- to identify environmental, economic, social and political questions
- to discuss and explore some of these issues and see how they are connected
- to begin to see how much people in different places have in common.

Instead of North, South, East and West, the four main compass points represent:
- Natural/ecological questions
- Social and cultural questions
- Economic questions
- Who decides? Who benefits? (political questions)

Pupils can use it to start an enquiry process at the start of a topic, theme or unit of study. Teachers can use it to help frame their own planning for enquiry based learning and teaching.

Generating good critical questions that stretch our learning is not easy - it takes practice. You will have to model the use of the Development Compass Rose with whole class initially.

How could you use it?

Choose an object or photo that represents the issue or theme you want to explore. Introduce the Compass Rose and ask pupils to come up with questions for each of the four points. You could do this as a whole class or in groups, where each group has a different stimulus representing the issue.

Or

Place the stimulus in the centre of a large sheet of paper and ask pupils to generate questions evoked by it. Questions can be jotted down round the stimulus or written onto ‘post-its’, one question per ‘post-it’. Pupils can then either physically move their questions to appropriate points on the compass or label the questions they have written to categorise them. This helps to see areas they need to think more about.

The process of categorising the questions also helps pupils to discard questions that don’t help to frame the learning enquiry. Some questions will involve more than one point of the compass engendering important discussions around the relationship between questions and issues. There may be some questions that end up in the centre encompassing all aspects of the compass - economic, social, natural and political elements.

With younger pupils you could:
- Just focus on a couple of the points - perhaps the natural and the social to begin with.
- Have each wall of the classroom labelled as one of the compass points and get children to move their questions onto the appropriate wall.

Helping to make local to global connections:
The Double Compass Rose

1. For this activity you need a pair of photographs illustrating similar themes but taken in different places.

2. Use the Development Compass Rose framework with the first image. Usually, when the first image is from the pupils’ home country, their responses show a good understanding of the theme and the relationship between environmental, social, economic and political factors.

3. Once the framework has been completed for the first image, place the second image over the first. Or remove the first image to reveal the second one hidden underneath.

4. Look again at the questions you raised. Which questions apply to both places? What do these places have in common? What is different?

5. If there are stereotypes about countries, this activity is a good way of challenging these.
A framework for raising questions

Natural & ecological
- Where does water come from?
- What makes it scarce?
- What impact does water have on biodiversity?
- How does water affect where we live?

Who decides?
- Who owns water?
- Who decides who gets water and where waste water goes and is treated?
- Who runs and maintains water resources?
- Who invests in water infrastructure?

Economic
- Should we pay for water?
- What’s the real cost of water?
- Who pays and how?
- How is water connected to the global economy?

Social & cultural
- What do we use water for?
- How do others use water?
- Are there similarities in the way we use water?
- What would happen if we didn’t have it on tap?

Why do we need it?
- Why are there shortages of water?
- What are the consequences of shortages of water?
- Why do some people not have their right to clean water fulfilled?

“I really found the Development Compass Rose to identify how much situations in different places and across time have in common.” Teacher, Scotland

“The pupil’s questions were much sharper using the Development Compass Rose. I was surprised at just how, with a bit of support, they can go much deeper.” Teacher, Scotland
# Water in the Secondary Curriculum

Approaching the theme of water needn’t be something artificially ‘tagged on’ – these topic suggestions can help you to introduce water with a Global Citizenship focus. This is also a fantastic focus for cross-curricular learning.

## Globalisation and Interdependence

### Business Studies
- Manufacturing processes and water use. Cost of water and water privatisation.
- Investigating the business of bottled water and the issues around cost-benefit analysis (critical investigation of consumerism and waste and processing).

### History
- History of sanitation and health acts – comparison of past and present
- Water as a means of transport.

### Modern Languages
- Explore and investigate all water issues in areas of language (DRC).
- Water-related article in the language being studied.

### Modern Studies
- The politics of water aid.
- The politics of water privatisation.

## Sustainable Development

### Biology
- Maintaining a water balance in hydrological cycle (managing water use and comparisons).
- Water ecosystems – sustainability of 2 eco systems.
- Water and waste – manufacturing waste / connected through products we buy.
- Assessing pollution levels by observing species present. Investigating and comparing between recovering environment in post-industrial UK and an industrialising LEDC.

### Chemistry
- Managing salination problems of fresh water supplies and farm land from sea water flooding.

### English
- Close reading on newspaper article to do with water-related renewable energy sources / water access in the developing world / rising water prices in the U.K.
- Research project on tidal, wave or hydro-electric energy.

### Geography
- Water issues around the world; pollution, development and health, rural land degradation, flooding, water usage and impact on drainage basin.
- Global climate patterns and seasonal / spatial distribution and amount of rainfall.
- Farming and irrigation local and global.

### General Science
- Water purification methods (DIY and otherwise).
- Water pollution.
- Water powered renewable energy sources.
- Study the approaches drought-affected countries take to obtain drinking water.

### Maths
- Calculating costs / efficiency of water powered renewable energy sources

## Drama
- A docu-drama style piece with students researching stories around water issues (floods, lack of water, water conflict) and then presenting their plays in a mix of presenting information, interviews with affected people/witnesses who are reliving events, and flashbacks to show what actually happened.

## Peace and Conflict

### History
- Conflicts over water ownership.
- History of exploration and trade and its reliance on water.
- Water as a source of power.

### Modern Studies
- Water conflicts in the modern era.
Design shelters needed in areas hit by typhoons, looking at the destructive nature of water and how we would meet people’s needs when caught up in such a scenario. Think about the inequality of impact on different groups within and between countries.

Computing
Design a website for a charity such as Water Aid.

Drama
Improvised Cross-Cutting Scenes – on one side groups can show people in a western society using and wasting water and perhaps complaining about the rain, while on the other side, groups who a community in a developing country who are struggling because of drought.

Geography
Climate changes impact on global hydrological cycle and inequality of effects.
Comparison of average domestic water use between countries.
Water transfer schemes e.g. Lesotho to South Africa and Scotland to England.

Graphic Design
Create an info graphic illustrating some of the global inequalities of water.
Create a living graph on water use.

Maths
Calculating water budgets used in the homes around the world and calculating usage from a limited budget. What would you prioritise?
Collating and graphing water related social economic indicators over time and place.

Modern Studies
Water access in the developing world
Water as a human right / how it’s protected even during war through International Humanitarian Law.

P.E
The importance of hydration in different environments.
Water collection simulation

Personal and Social Education & Health and Wellbeing
Access to clean, safe, water and sanitation as a human right.

R.M.E & Philosophy
The position / importance of water in world religions.
Unequal access to clean water and sanitation as a social justice issue.
Gender issues and water collection and access to toilets.

Diversity

Art
Look at ways in which water is depicted in other cultures and use this as inspiration to create water-themed paintings.

Craft & Design Technology
Innovative design used in Sub Saharan Africa for sanitation, (India Water Aid www.wateraid.org.uk), pumping and storage, collection, minimising water erosion. www.practicalaction.org

Chemistry
Water purification – local and global.

Drama
Movement pieces with water related or inspired music, providing the soundtrack to the performances.

EAL / ESOL
Use the website FREELANG to learn how to write and say Water in all languages: www.freelang.net/expressions/water.php

English
Water-themed literature, for example Imtiaz Dharker’s poem Blessing or Julie Bertagna’s Exodus (an excerpt from this text is a good alternative for shorter units)
If you missed it, the theme of National Poetry Day 2013 was water!
Visit www.nationalpoetryday.co.uk for more resource ideas.

Music
Research and perform examples of music and songs derived from a culture’s perspective on water.

Many thanks to the staff at Forrester High School, Edinburgh, for their valued contributions to this article. If you would like any further information, please contact alison.herrera@forrester.edin.sch.uk
NATIONAL INCOME FACTS

- Climate change, rising population, urbanisation and economic growth combine to create a shortage of our planet's life blood. Here are the water facts on tap.

- The average person in Britain uses about 104 litres of domestic water each day – but only drinks about 4 litres. The rest goes on cooking, washing and flushing.

- Across the globe a child dies every 15 seconds from water-related diseases.

- Over one billion people live without a safe and reliable water supply.

- Domestic water use is only one element of our total daily water consumption. Water is used in all our food and to produce everything from clothes to cars. It takes 11,000 litres of water to make a pair of jeans and 400,000 litres of water to produce a car.

- Average daily water use per person in litres:
  - ETHIOPIA 5
  - DEMOCRATIC REPUBLIC OF CONGO 11
  - NIGERIA 30
  - COTE D'IVOIRE 33
  - KENYA 41
  - UK 104
  - SOUTH AFRICA 156
  - USA 595
Over the next 30 years the 70% increase in cereal production will come from irrigated land.

By 2025 it is expected that 3.4 billion people will be living in countries defined as water-scarce.

Since 1950 the world population has doubled while water consumption has increased six-fold.

In developing countries, more than 90% of sewage and 70% of industrial wastewater is dumped untreated into surface water.

Wastewater is used widely in developing countries for irrigation—often poured directly on to the land, exposing farmers and consumers to parasites and harmful chemicals.

It takes 4,100 litres to produce a cotton T-shirt

It takes 35 litres to produce a cup of tea

It takes 70 litres to produce 1 apple

In developing countries a daily bowl of rice requires 1 litre to cook it but 340 litres to grow it

It takes 170 litres to brew a pint of beer

It takes 1,450 litres to produce a kilogram of wheat

It takes 170 litres to produce a glass of orange juice

Tip-Tap: make a hand washing device

Aims

▷ To plan and design a hand-washer from low cost / recycled materials.
▷ To reflect on the role of hand-washing for healthy living for all.

What to do

Discuss with the class the importance of hand washing. Explain that in some countries in rural Africa where clean running water is not available it is difficult to wash your hands often enough to stay healthy. Their challenge is to design a hand-washer that can be used to reduce the spread of disease in rural Africa (select an appropriate country).

The hand washer must be:
• Cheap and easy to make
• Operated without touching it with your hands
• Provide easy access to hand washing
• Suit the environment in which it is being used
• Use low cost or recycled materials

In groups they can create their designs on paper, taking care to make use of the design brief. Each group can present their ideas to the class. Take a class vote for the best design which meets the brief.

Make a Tip-Tap Hand-washer

These ingenious hand-washers are a simple but effective way of conserving water and increasing hygiene levels by enabling you to wash your hands where there is no running water. The device is made from every day materials and recycle item such as string, sticks or canes and a large plastic container.

For instructions to make your own Tip Tap visit www.sendacow.org.uk/lessonsfromafrica

Reflection and evaluation

What is similar and different about hand-washing needs here and in rural Africa? Is our water use sustainable? Are there any ways we can conserve water use when hand-washing?

How important was it to use recycled materials to create a hand-washer? Why?

Can you design your own version of a hand cleaning device or another water saving or sanitation device using low cost or recyclable materials e.g. a flush system; clothes washing; dish washing, etc?

Access to clean water and sanitation is an important human right yet 2.5 billion people, almost two-fifths of the world’s population don’t have access to adequate sanitation. Simply by washing hands after going to the toilet and before preparing food or eating, people can avoid certain life threatening diseases.

‘Access to clean water and sanitation is an important human right yet 2.5 billion people, almost two-fifths of the world’s population don’t have access to adequate sanitation.’

Adapted from Tip-Tap Keeping Small Hands Busy www.sendacow.org.uk/lessonsfromafrica
Why is hand-washing important?

**Aims**

- To explore ways in which we use our hands and understand how they pick up and pass on germs.
- To consider ways in which messages about hand-washing can be promoted to others by looking at how this is done in other parts of the world.

**What to do**

Split the class into 4 groups and give each group a large piece of paper and a marker pen. Each group should think of, discuss, agree on and write up their ideas onto a spider diagram.

**Group 1**: 5 places or activities in which they are likely to get their hands dirty.

**Group 2**: 5 actions or activities that they need their hands for.

**Group 3**: 5 good things they do with their hands.

**Group 4**: 5 reasons to wash their hands.

Each group should share their ideas and discuss them with the rest of the class. New suggestions should be added on to the diagrams.

Ask the class to look at their hands and think about where the germs might be hiding. What do they think they should do to ensure that they get rid of the germs when they wash their hands? Would just water be enough? Why is it important to get rid of germs from our hands?

Ask the children to look back at their lists. Which activities might spread germs to others? What activities is it important to wash our hands after? Ask them if hand-washing is important for all children?

Explain that in some countries there is not access to clean, safe water or toilets for everyone. Some children get ill or even die from diseases which are caused by dirty water and not washing hands, therefore it is important that they learn and understand why they need to wash their hands.

**Using the images**

Show them the hand-washing pictures.

Picture 1 is from Madagascar. Explain that the children in the photo are singing a song about hand-washing. They learn the songs and perform them to other children, friends and family. Are songs a good way of telling others about the importance of hand-washing? Why are songs a good way to remember things?

Picture 2 shows children in Nigeria showing each other how to wash their hands properly. Is this a good idea for children to teach each other how to do things? Why? Why not? Would it work in their school?

Finally ask the children to decide how they could share the message in their school around the importance of hand-washing. They could design a poster, write a song or drama, take an assembly, etc.

**Reflection and evaluation**

Recap the importance of hand-washing both locally and globally.

What were the best ways of sharing the hand-washing message in their school? Why?

This activity has been adapted from the Water Aid resource *Why is hand-washing important?* For the full version of the activity and more water resources go to [www.wateraid.org.uk/schools](http://www.wateraid.org.uk/schools)
Aims

▷ To compare amounts of water used in homes in Scotland and Malawi
▷ To calculate how you would use 10 litres of water for a day
▷ To reflect on the value of water and ways of reducing use

What to do

Brainstorm all the common activities you do every day that require water.

Ask pupils to estimate how much water in litres, is used for common daily activities, such as shower, water for dishes, flushing the loo, etc. Put all actual figures up for pupils.

What to do

Explain that the pupils are going to keep a water diary for their family’s water usage for a day. Once they have collected the data they can:

▷ Calculate how much water they use in litres per day.
▷ Calculate how much water they use in buckets (bucket = 2.5 litres)
▷ Work out the number of buckets an average family in the class uses a day
▷ How many trips they would need to make to the water pump / river a day if they carried 2 buckets in each trip
▷ If each trip takes half an hour, how much time would it this take each day?

Discuss with the pupils if they think a family in rural Malawi would use as much water as we do? Explain that on average a person in Malawi would use 4 buckets (10 litres) of water per day.

Organise students into groups, who are their ‘family’. They must work together to decide how they will use their daily water allowance. Encourage them to prioritise the most essential tasks, think how they could reduce amounts used for some activities and if some water could be reused.

They should create a pie chart to show how they would use their 10 litres of water.

Reflection and evaluation

Many people in Malawi have to carefully plan and prioritise their daily use of water.

Cooking and drinking have to be the most important tasks for water usage.

A lack of water can mean a risk to health as there is less water for personal washing, clothes washing, drainage and sanitation.

How would pupils feel if they needed to collect water before school every day?

If you were limited to 4 buckets of water per day, how would you change your water usage?

Water Use Guide

<table>
<thead>
<tr>
<th>Activity</th>
<th>Approx Buckets</th>
<th>Approx Litres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleaning teeth</td>
<td>1/16</td>
<td>0.25</td>
</tr>
<tr>
<td>Bath</td>
<td>24</td>
<td>96</td>
</tr>
<tr>
<td>Shower</td>
<td>7 1/4</td>
<td>29</td>
</tr>
<tr>
<td>Washing face &amp; hands</td>
<td>1/2</td>
<td>2</td>
</tr>
<tr>
<td>Cooking vegetables</td>
<td>1/4</td>
<td>1</td>
</tr>
<tr>
<td>(One saucepan)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mug of tea/</td>
<td>1/16</td>
<td>0.25</td>
</tr>
<tr>
<td>Cup juice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flushing toilet</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Dishwasher load</td>
<td>3 3/4</td>
<td>15</td>
</tr>
<tr>
<td>Washing-up by hand</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Washing machine load</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Clothes washing by hand</td>
<td>6 1/4</td>
<td>25</td>
</tr>
</tbody>
</table>

1 bucket = 4 litres
(these figures are approximate and can be changed)

Adapted from Fàilte Malawi – a global citizenship resource for primary schools (Scotdec)
For more water maths visit www.digitalweek.info/education/water_for_all/water/gettingstarted.htm
IDEAS are delighted to launch, on 11 November 2013, the new Global Learning Programme.

As the Scottish provider of a UK wide programme, IDEAS will work in partnership with the regional Global Learning Centres and others to support Global Citizenship in schools. This includes:

- CPD for individual teachers and whole schools for developing Global Citizenship
- Events where teachers can share their knowledge, expertise and good practice in global learning and provide support through existing networks
- Helping teachers access resources, classroom teaching materials and our new online version of Stride.

All CPD and events are free.

To find out more about the programme and how you and your school can be involved:

stride@ideas-forum.org.uk
www.ideas-forum.org.uk
I have always been inquisitive about the differences in social justice and equality that I have learned about from around the world. Through opportunities for international travel, I have observed and experienced some of these disparities first hand. It is from these encounters that my passion for international education and development of Global Citizenship was generated.

Therefore, I was delighted when I was asked to take part in the Global Learning Project with Renfrewshire Council and WOSDEC to develop a new engaging and relevant topic for the Early level (Primary 1), with global issues at its heart.

With the support of WOSDEC, I had the opportunity to attend a variety of CPD events which introduced me to some thought provoking activities on rights based learning. I decided that this would be the basis of the topic for our children. With my colleagues we chose four key rights for our children to focus on. One of these was the right to clean water.

To ensure the children were immediately engaged in the topic, a persona doll was introduced to our class as a new pupil. ‘Jack’ came with his own background story and shared this with our class. They instantly bonded with the ‘new boy’ as he too was five, loved playing on his bike, going swimming and was beginning to learn French! Over the next few weeks two friends of Jack’s came to visit, Li Fen and Makena. They also shared their stories and introduced us to different rights that they were finding difficult to access.

As our children had created such a strong bond with our new friends (they came to gym, the assembly, brushed their teeth and were even invited to birthday parties!), they were eager and enthusiastic to find out about their rights and explore the social injustices and inequalities their ‘friends’ were facing.

The children worked in cooperative groups using guttering, pipes and connectors to create secure channels for water to be transported between two locations. Through investigative play they had practical opportunities to explore the many different ways that water is carried around the world, and in partners they designed and created their own water carrier. As water is a precious resource, the children examined how we could save water and created posters and poems to highlight this to others. As an interdisciplinary link to water, the children explored water as a liquid, ice and steam, how these are created and how they are used both locally and globally.

After the meaningful input the children had received on this topic, they all demonstrated a deeper understanding and awareness of the inequalities that there are around the world. They actively sought opportunities to limit their waste of water and promote fairness and justice for all in their own community and the wider world.

The pupils and parents provided overwhelmingly supportive responses to our topic through our healthy breakfast and open evening with many exclaiming they couldn’t believe the breadth and depth of learning that the children were participating in.

I believe this topic has created truly global children who although small, are tremendously powerful in the differences and achievements they can make.
Ghana & Scotland: a learning partnership

Keri Ried, school partnership co-ordinator at, Muthill Primary School, shares their partnership project on water.

Muthill Primary, a rural school near Crieff, has been working with the Juliet Johnston School in Tafo, Ghana for seven years. Last term, we planned a whole school interdisciplinary project around Ghana, adapting the Fàilte Malawi resource pack, with each class taking on a different learning focus. We then held a school community open afternoon to showcase our learning.

Our P4/5 class focused on water. In May, Ghanaian teachers visited Muthill. They were able to answer pupils’ questions and to explain the different sources of water in Ghana, the struggles of the dry season and how poverty and wealth affect sanitation. The depth of discussion and understanding that emerged is something I could not have foreseen; the Ghanaian teacher visit undoubtedly had a huge positive impact on pupil learning. As one P5 pupil commented, “I never knew that clean toilets were so important for living healthily.”

The value of clean water was realised by every child and, working towards becoming a Rights Respecting School, they quickly related what they were learning to the Rights of the Child.

This led to adapting my original plans to focus more on social justice, supporting pupils to take action on an issue they felt was important. I used the Water Aid website, which gave information on global access to clean water/sanitation. It showed a film about Northern Ghana and we were able to compare the poor situation there with Tafo, where the children do have access to clean water. Through careful questioning, based on Bloom’s Taxonomy, the class were able to discuss big issues and they planned their own fundraising event to raise money towards building a toilet in Northern Ghana!

Involving the pupils in our return visit to Ghana also motivated learning (and teaching!). Having carried out various water experiments in Scotland, the pupils gave me a rain catcher they had made to put in the Juliet Johnston School playground, so that we could compare rainfall for the week I was there. Results were texted through daily and posted on the school blog. Muthill pupils were surprised that the rainfall in Ghana was more than in Scotland and were particularly impressed the day that the rain catcher overflowed with water in just 15 minutes! Carrying out such a live and interactive activity prompted a lot of discussion and learning, regardless of age and stage of the pupils.

“We liked watching the Water Aid films and learned lots about toilets. We want to stop children getting sick and dying from dirty water and toilet germs.” Danny, P5.

‘The value of clean water was realised by every child and, working towards becoming a Rights Respecting School, they quickly related what they were learning to the Rights of the Child.’

Teaching, parent and pupil evaluations reinforce that teacher visits have a significant impact on children’s interest and depth of learning. As partnership co-ordinator, I am interested in measuring attitudinal change, not just knowledge and understanding. Sally Romilly, from the One World Centre Dundee, supported us in carrying out whole school pre and post topic baseline assessments. Results showed a positive shift in attitudes, with a marked increase in identifying similarities in daily lives.

We asked pupils ‘What would you see in Ghana?’ and ‘What’s the same, what’s different?’ Both assessments were carried out before and after our Ghana topic. Sally commented that “pre-topic comments were actually fairly broadly spread among the categories, reflecting the fact that these were P6 and P7 children in a school with a long-standing partnership with Ghana”. Stereotypes have been broken down naturally, in both schools, without having to teach about them. The teacher visits allow such a natural context for learning about one another’s cultures and the children pick up on subtle things like hair textures, clothes and accents – things that you don’t notice in a photo. Children are naturally curious and ask lots of questions. Sometimes they are surprised at the answers and this is when attitudes begin to change e.g. Ghanaian children have game boys, one Ghanaian teacher had 12 bedrooms in his house and Scotland has homeless people!

This year, we secured funding from the British Council’s Connecting Classrooms programme to continue our partnership and a team of parents fundraised for a second Ghanaian teacher to visit Muthill.

FROM SCHOOLS

FROM SCHOOLS
Three new development awareness projects have been launched in Scotland over the last few months. Funded by the EC and Scottish government they will support teachers and youth workers across eight European nations to develop a global learning approach within their practice.

**Teach Global Ambassadors**

The project has been designed to help address the challenges young people face in our increasingly globalised and unequal world, with its key purpose being to establish networks of Global teachers who will support and develop Global Citizenship in their respective countries: Scotland and Lithuania. It is also about shared meaningful professional development for teachers, focusing on quality and depth of experience for both teachers and pupils.

We will adapt the innovative methodology ‘Learning Rounds’ to focus on Global Citizenship to improve the learning experience of young people. This is a unique opportunity for teachers to participate in an exciting global learning project and receive Professional Recognition in Global Citizenship. If you would like to take part or find out more contact: diana.wosdec@btconnect.com or sally@oneworldcentre.org.uk

**Changing Habits for Good**

We are all connected globally through the food we eat, the clothes we wear and the technology we use. This project aims to explore these connections through the broad theme of health and wellbeing, focussing on mobile phones, jeans and the production and use of tobacco.

Ultimately, the project is about giving young people the skills, confidence and motivation to take action for social change through raising awareness of the reality of how consumerism works.

Along with counterparts in Slovenia, Bulgaria and Poland, Scottish teachers will work with their pupils to explore the issues and develop strategies and materials that can be shared with others. If your school is interested in taking part in the project or you would like more information, please contact: susan@scotdec.org.uk

**Youth of the World**

Developed to engage and support youth workers to develop a global Citizenship dimension to their work, this project will develop resource materials and provide training. Research findings from all six nations taking part will soon be available to download. In April the project will train four youth workers from each country to become skilled global learning trainers. The training will take place in Cyprus. For further information and to apply to take part contact charlotte@scotdec.org.uk or visit the website www.youthoftheworld.org

**Scotland Malawi Partnership**

**SMP Schools Links Forum**

This meeting will launch the newly updated SMP Practical Guide to School Partnerships, and provide the opportunity to feed into a new publication for SMP school members on best practice regarding reciprocal visits. The meeting will take place in November. Date and venue TBC.

If you would like to register your interest in attending please email charlie@scotland-malawipartnership.org

**SMP Youth Film Screening**

We will be hosting free screenings of the film *I Am Because I Am* in October and November. The screening will be an opportunity for our youth members, and other young people aged 14-24, to meet people interested in Malawi, share their experiences and have their say on the themes and issues the film raises.

Teachers are welcome to accompany their class to the film screening.

Screenings will take place on:
- 30 October 2013, 7-9pm
  The Melting Pot, Edinburgh EH2 2PR
- 20 November, 6-8pm
  The Glad Café, Glasgow G41 2HG

Please visit and for more information: charlie@scotland-malawipartnership.org
SCIAF Youth

This is our Faith in Action is a new RE resource for Catholic Primary and Secondary Schools. It is a joint resource from SCIAF, Justice and Peace and Mission Matters and it is intrinsically linked to the TIOF curriculum. It covers four themes; ‘Inspiring Individuals’, ‘Looking after Creation’, ‘Peace making’ and ‘Social Justice’. The resource is complemented by a DVD-ROM that is full of templates, video clips, power-points and fact sheets that will engage the young people with issues of global development and citizenship.

Visit www.sciafyouth.org.uk/faithinaction or phone 0141 354 5555 for more details.

Oxfam

Syria: A Children’s Crisis?
The conflict in Syria has internally displaced 4.25 million Syrians and 1.9 million refugees have fled to neighbouring countries, including Jordan and Lebanon. Oxfam’s schools resource outlines the impact of the crisis on refugee children and suggests how young people in the UK can effectively respond.

www.oxfam.org.uk/education/resources/syria

British Council

Connecting Classrooms
The following courses will run between November 2013 and February 2014:

- Introduction to International Learning
  7 November 2013, Perth
  This full day session will explore the benefits and challenges of working with schools in other countries and ways that Global Citizenship and international collaboration can enhance learning.

- Our Partnership Journey
  28 November 2013, Oldmeldrum Aberdeenshire
  A half-day session which will support school staff to develop their international partnership relationship and realise its potential for lasting impact.

- Intercultural Practice
  20 February 2014, Edinburgh
  This session will support teachers to question and interrogate their own cultural preferences, values and beliefs as well as those of others.

For more information and to register, visit the Connecting Classrooms pages at: www.schoolsonline.britishcouncil.org

British Red Cross

The British Red Cross are running a 2 day course on ‘Supporting Peer Education’ for teachers and youth workers. The course will help you gain an understanding of humanitarian education and develop an understanding of how to facilitate a peer education project.

The courses will be run in the following places:
Edinburgh: 5 October & 23 November 2013
Glasgow: 26 October & 7 December 2013
Inverness: 2 November & 7 December 2013

For more information and to register for a course: edscotland@redcross.org.uk or 013 133 85724
IDEAS & its members

IDEAS (the International Development Education Association of Scotland) is a network of organisations involved in Development Education and Education for Global Citizenship across Scotland.

Amnesty International 0131 313 7010 www.amnesty.org.uk/scotlandeducation

British Red Cross 0131 338 5700 www.redcross.org.uk/education

Christian Aid 0141 241 6137 www.christianaid.org.uk/learn

British Council 0131 524 5700 www.britishcouncil.org

Hand Up Media 0131 226 2674 www.handupmedia.co.uk

Oxfam Scotland 0141 285 8887 www.oxfam.org.uk/education

including Global Learning Centres

Conforti Institute 01236 607120 www.confortiinstitute.org

Highland One World Group 01381 621265 www.globaldimension.highlandschools.org.uk

Montgomery Development Education Centre 01224 620111 www.montgomerydec.org.uk

Save the Children 0131 527 8200 www.savethechildren.org.uk/scotland

SCIAF 0141 354 5555 www.sciaf.org.uk

Scotland Malawi Partnership 0131 529 3164 www.scotland-malawi-partnership.org

Woodcraft Folk Scotland 0141 304 5552 www.woodcraft.org.uk

World Peace Prayer Society 01387 740642 www.worldpeace-uk.org

One World Centre Dundee 01382 454603 www.oneworldcentredundee.org.uk

Scotdec 0131 226 1499 www.scotdec.org.uk

West of Scotland DEC 0141 243 2800 www.wosdec.org

The essential one-stop website giving you local and national access to Global Citizenship resources.

www.seedsforlearning.org.uk

In the next issue:
Commonwealth Games
Land Issues
Peace and conflict

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