

# KS2 teachers' guidance notes

## Introduction

These supporting notes will help you get the most out of all the different elements of the 'Drop 20' for schools pack, which has been designed to be as flexible as possible. Whether you're showing the film, the assembly presentation, or planning one or more classroom sessions, there are ideas and activities here which will really get the children thinking about what they and their families can do to help beat drought.

We hope you will encourage the children to take some of the activities home to share with their families too, so that everyone gets the message about how they can 'Drop 20' whether at home, at work or at school.

Details of the 'Drop 20' competition for schools can be found on page 5, which you may like to run as a summer holiday project.

## Using the film *The Water Watchers*

Three children are playing at being inventors and want to make the next big 'water-saving' invention. They find out about drought and also what they can do at home to cut down on their water wastage.

Talk about:

- Why are there droughts?
- How does water travel to our homes?
- What does Anglian Water do to help 'beat drought'? Why is this important?
- What did the children in the film do to save water?
- Do the children think they could try any of those activities in their home?

Go to the 'Did you know?' fact files and activity sheets for follow-up activities, which will reinforce the key messages in the film.

## Using the assembly

The nine-slide PowerPoint presentation is ready to use, containing text and images to support key messages.

Download the assembly delivery notes, which give helpful additional facts and talking topics for each slide. Then go to the 'Did you know?' fact files and activity sheets for follow-up activities.

## Using the 'Did you know?' fact files

Read the fact files together and then try some of the following activities:

### Our 'water planet'

Ask the children to think of all the things we need to stay alive, e.g. water, food, shelter. They should see that water is one of the few absolute essentials and is, therefore, extremely precious.

Make a collection of pictures of the Earth from space - it's possible to see the brown, dry areas.

Ask the children to design a striking poster, which celebrates the importance of water on our planet. Can they include a painting or drawing of the Earth from space?

They could contrast this by also drawing or painting a planet without water. How would this new planet look different from Earth, when viewed from space?

### Water wise drama

Invite the children to make a drama about landing a spaceship on a waterless planet. What would they expect to see? How would they survive?

Alternatively, ask them to devise a play for a special assembly which highlights the issues for all of us about living in a drought region. They might like to have fun by including a 'rain dance' and a spoof weather forecast. The message is that we can't make it rain but we can do things to ensure we use the water we have more efficiently.



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## Extreme drought - research project

Older and more able children can find out about areas in the world, which are subject to long periods of drought.

Emphasise that our region is not going to suffer extreme conditions like this, but examining the consequences of extreme drought helps us to realise the importance of water and not take it for granted. The children can find out what it's like to live in extreme drought conditions. Talk about what we can learn from people living in drought areas about how to use water more efficiently.

There are many reports featuring children living in drought areas, some of which describe their daily routine, including queuing for water and then carrying it home.

Use some key words to search for reports on websites, such as [www.bbc.co.uk/newsround](http://www.bbc.co.uk/newsround)

## Oh, I do like to be beside the seaside...!

There's plenty of water to enjoy at the seaside, but there are other places too where we can have fun with water this summer without wasting water at home. Ask the children to find out about water parks and community swimming pools which are near to where they live.

Make a display for the school entrance hall that shows all these fun water activities and ask the children to add their top tips that remind everyone to use water wisely.

## Gardening in a drought

The RHS has some great top tips for simple drought gardening, for example:

- choose plants with grey-green or silver leaves as they reflect the sun's rays
- plant in the autumn so that the new plants will benefit from the wetter season when they are establishing themselves.

Challenge the children to design a drought garden for a corner of the school grounds or at home.

## Using the activity sheets

### 1. Water watcher or waster?

There are two sheets for this activity - one contains instructions and card templates, whilst the other provides the track game board. To complete the game ready for play, the children should:

- write extra bonus and forfeit cards. These should include facts about water use, to reinforce their learning. (A set of eight cards is provided to get you started.)
- write a set of simple rules for the game, using the questions provided to start the children thinking about how to play the game, e.g. if players land on a hosepipe they must slide down, and if they land on a water butt they climb up the pipe. Landing on either a bucket or watering can incurs either a forfeit or bonus card.
- add more details to the game template, e.g. illustrations or brief water facts before colouring it in.

The children can take their games home to play with the family, to share what they have been learning.

### 2. How much water?

First of all, the children calculate how much water a fictitious, but realistic, family of four might use over one week. The figures don't include water used in cooking but do include domestic activities, which will be familiar to the children.

The grand total of 3,345 litres assumes that each shower is five minutes long and each teeth-cleaning session takes two minutes. So adjust the total if the children estimate longer or shorter times. (The answers are given here on page 3.)

To give them an idea of how much volume is represented by the grand total, ask them to calculate how many 10-litre buckets it would take to carry this water. Imagine what it might be like to actually have to carry this amount of water rather than just being able to turn on the tap.

They complete the activity by writing their top ideas for improving water efficiency. If they base this on the activities shown on the sheet, they should eliminate the use of the hose, cut out the baths and possibly shorten shower times, etc.

Extend by asking the children to keep a diary of the water they use at home over the next few days. More able children could estimate a total before they start and then compare with actual use at the end of the activity.



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## Answers to activity sheets 2 and 3

### 2. How much water?

	Litres
showers	1,120
washing machine	100
dishwasher	105
bath	160
teeth cleaning	672
flushing toilet	588
hosing garden	450
hosing car	150
<b>WEEKLY TOTAL</b>	<b>3,345</b>

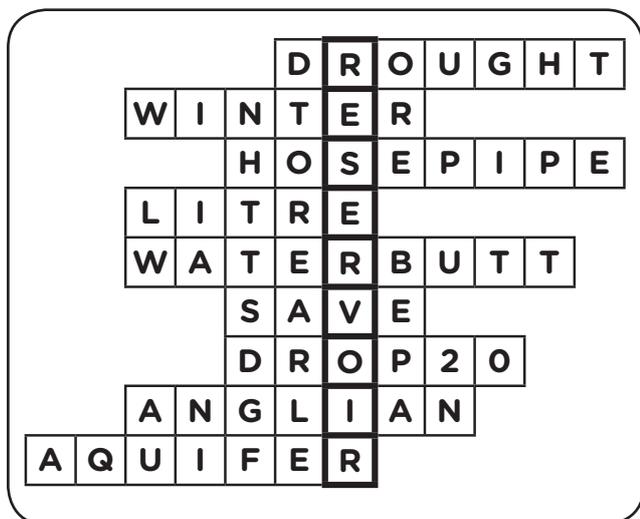


### 3. Puzzle it out!

These sheets contain three puzzles, which can be done at school or home.

(The answers are shown on this page.)

**Water words** - The children answer questions related to a drought. Once all have been answered, the mystery word is revealed - reservoir. The children complete the puzzle by writing a couple of sentences to say what a reservoir is.



**Keep puzzling** - First of all, the children write a sentence next to each symbol to say how they would use that item wisely during a drought. They go on to complete a 'sudoku' style puzzle by placing the symbols correctly in a grid.

**Watery word search** - Finally, the children complete a word search that includes drought related words. Can they explain what each of the words mean before they start the puzzle?

Word search grid:

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X R E C H A R G E K Q G Q O
D R O P T W E N T Y R R X C
P K U B U G L O B O E S W G
R E V I R X S U U F S P W X
U K X I S P C N I A W A A V
A Y W V O K D U C Y E X T T
W P X N E W Q T O E D Y E H
X O G T A A B G M K X E R G
H E K T J E G A K A E L I U
S T E L L A F N I A R N N O
M R B V H W S L G H Y M G R
T E R K N G V D Y R Z K C D
A I L L I T R E H U H N A C
X G D R K O H J D P M U N O
  
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Word list:

AQUIFER	LITRE
BUCKET	RAINFALL
DROPTWENTY	RECHARGE
DROUGHT	RIVER
GROUNDWATER	SPONGE
LEAKAGE	WATERINGCAN



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## 4. Wish you were here...

The children draw and write a postcard about using water wisely.

Talk about the features we would expect to see in a well-watered landscape. How could we tell that plants and wildlife were thriving? To whom would they like to send the postcard? This might be a friend, family member or possibly someone of some influence in the community. Talk about what they will write on the card. There isn't much space so they need to be clear about what they want to say to make sure they get their message across clearly.

Can the children find out where the water in their school comes from? Where is the reservoir that supplies the school with water and where is the water treated? The children might like to send their postcard to Anglian Water to let them know that they are doing their bit to beat the drought too.

The postcards could also be used for the children to write pledges, for example 'I pledge to keep my showers short!' or 'I pledge to help Mum water the garden with a watering can once a day'. These could be put together as a classroom or whole-school pledges wall display.

## 5. Start right now!

The children refer to the table, which gives approximate water use figures for everyday activities. They are invited to meet the 'Drop 20' challenge by identifying how they can reduce water usage at home and completing a five-day chart, which includes their estimate of how much water they might save on each activity.

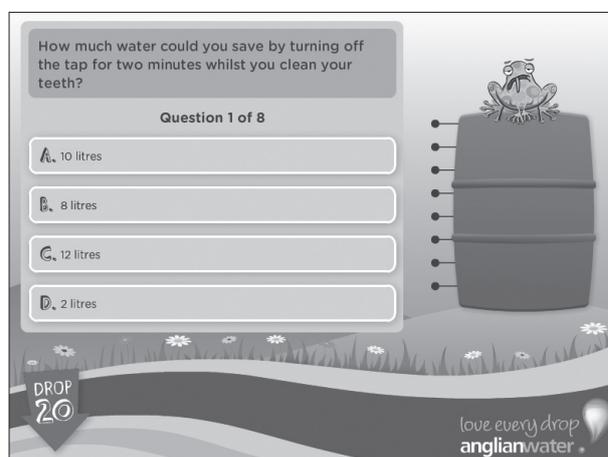
Review the chart each day. How easy or difficult are they finding it to meet the challenge? Are they surprised by the amount they are actually saving? Can they convince the rest of the family to join in too?

## Playing the interactive quiz game

Reinforce learning of significant facts about drought and water usage by challenging the children to play the interactive quiz game. If they answer questions correctly, the water butt fills up and the frog animates.

To play part two of the game, children must have answered at least six questions correctly. Part two is a 'Pairs' card game and asks the children to match pictures of water usage activities with the number of litres used, e.g. bath = 80 litres.

There is a timer on the 'Pairs' card game so children can try to beat their own times, or challenge family and friends to gain a record time.



## Using the reward certificates

These can be given out during a special assembly and awarded for knowing the facts and also for taking active steps to use water wisely.

Spaces have been provided so you can personalise the certificates, adding the children's names and also a couple of lines to say what each child has done specifically towards the 'Drop 20' campaign.



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## 'Drop 20' competition for schools

Anglian Water is inviting children to enter a special competition to win a fun, family day out at one of its water parks - plus a meal for four in one of the on-site restaurants.

All the children have to do is come up with an eye-catching and memorable image that highlights the importance of using water more efficiently. This could be in the form of a photograph, a drawing or a storyboard, for example. Alternatively, they can offer their own unique ideas/inventions for water-saving at home or at school. Including an idea related to the 'Drop 20' campaign will definitely impress the judges.

Entries should be sent to:  
**competition@anglianwater.co.uk**

or by post to:  
**Community Education Team,  
Anglian Water, Ambury Road,  
Huntingdon, Cambs PE29 3NZ**

by **10 September 2012**.

There is also the opportunity for your school to enter a prize draw to win a FREE water audit from Anglian Water and £500 towards the water efficiency measures highlighted in the audit. Just fill in the entry form and get your school into the prize draw today!

### Helping the children to get started

- 💧 Check out the images and ideas used on the free poster you should have received from Anglian Water earlier this term, the PowerPoint assembly slides, games and 'Did you know?' fact files. Which pictures inspire the children most? Talk about how these could be incorporated in a competition entry.
- 💧 Can the children tell you one way that they and their families could use water more efficiently - or 'Drop 20'? Ask them to draw this idea and think of a catchy caption. Help them to experiment with other art materials to create the image, e.g. model making, mosaic, collage or printing.
- 💧 Children love drawing storyboards and creating short animations. This is a great opportunity to show their ideas for using less water at school or home in an entertaining way. Perhaps the frog could feature in her own film!
- 💧 Calling all inventors! The judges would love to see any brilliant ideas for saving water. Challenge the children to draw out their 'blueprint' for a fantastic new water-saving invention and to send in an image of their idea!
- 💧 If you have access to digital cameras or a smart phone, you could take the children on an 'ideas journey' around the school or local community to help them focus on the kinds of photographs they could take and send in to Anglian Water. Is there a dripping tap, a garden with plants that need watering, a watering can in the window of a shop, or a river, lake or reservoir nearby that might become the inspiration for a really different and interesting picture? Let the children take a range of different images and download and discuss them back in the classroom. Which ones would individual children like to work with to create a unique image fit to win the competition?
- 💧 Give the children an opportunity to try out a couple of different ideas, choose their favourite and refine it until they think it would make an excellent competition entry.

**Good luck!**



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## Curriculum links

Geography	3.d	<b>Knowledge and understanding of places</b> <ul style="list-style-type: none"> <li>to explain why places are like they are e.g. in terms of weather conditions</li> </ul>
	5.a 5.b	<b>Knowledge and understanding of environmental change and sustainable development:</b> <ul style="list-style-type: none"> <li>recognise how people can improve the environment or damage it, and how decisions about places and environments affect the future quality of people's lives.</li> <li>recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement.</li> </ul>
	6.e	<b>Breadth of study</b> <ul style="list-style-type: none"> <li>through an environmental issue, caused by change in an environment and attempts to manage the environment sustainably.</li> </ul>
Science	Sc2: Life processes and living things	<b>Living things in their environment:</b> <ul style="list-style-type: none"> <li>about ways in which living things and the environment need protection.</li> </ul>
	5.a 1.a	<b>Breadth of study</b> <ul style="list-style-type: none"> <li>a range of domestic and environmental contexts that are familiar and of interest to them</li> </ul>
Citizenship	1.a 1.c	<b>Developing confidence and responsibility and making the most of their abilities</b> <ul style="list-style-type: none"> <li>to talk and write about their opinions, and explain their views, on issues that affect themselves and society</li> <li>to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</li> </ul>
	2.a	<b>Preparing to play an active role as citizens</b> <ul style="list-style-type: none"> <li>to research, discuss and debate topical issues, problems and events</li> </ul>
	5.d	<b>Breadth of opportunities</b> <ul style="list-style-type: none"> <li>make real choices and decisions</li> </ul>
Art and design	2.c	<b>Investigating and making art, craft and design</b> <ul style="list-style-type: none"> <li>represent observations, ideas and feelings, and design and make images and artefacts</li> </ul>
Mathematics	1.d	<b>Using and applying handling data</b> <ul style="list-style-type: none"> <li>select and use appropriate calculation skills to solve problems involving data</li> </ul>
	1.h	<b>Breadth of study</b> <ul style="list-style-type: none"> <li>use maths in their work in other subjects</li> </ul>

