

WaterLiterate

A Unique Resource for the Literacy Hour

Raising issues about water,
development and sustainability
in rural Tanzania

Persuasive writing, poems and stories
for Key Stage 2

WaterAid

WaterLiterate

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Conceived and written for WaterAid by Dylan Theodore
Classroom consultant Minnie Moore, Siskin Junior School, Gosport, Hants
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Introduction for Teachers

Where does WaterLiterate fit in the literacy framework for teaching?

The materials in this pack are most particularly aimed at Year 4 or Year 5, Term 3 pupils. They are designed as a challenging component of work, to raise issues and introduce the use of persuasive language through reading and writing. This component has been planned to last three weeks, using a planning model for four groups. Friday of each week is devoted to extended writing. There are differentiated texts for guided reading.

The two sets of identical photographs are provided for group and individual reference. It may be useful to reproduce these on colour overheads, along with the shared texts, in order to maximise the impact of the stimuli.

How is it different from other literacy hour resources?

WaterLiterate provides a topical and international perspective to the term's work. Its source material is recent, and deals in the kind of real issues facing millions of the world's population. The use of photographs and specifically designed texts is intended to engage pupils with questions of genuine importance, such that they are reading and writing for a significant purpose. While raising standards in literacy, this resource aims to:

- Increase the learner's understanding of the wider world - the economic and environmental pressures shaping people's lives, and the effects and reactions which may result.
- Allow the learner to respond to these developments through the development of their knowledge, skills and attitudes.

While drawing on real situations, the material seeks to retell stories and events using language and styles which encourage empathy and perspicuity, as well as analysis. The factual content is frequently generalised and embedded in an emotive context.

What WaterLiterate is *not*

This pack is not a substitute for studies in geography, though it may complement them. It contains neither locality requirements, nor a broad set of images for giving a balanced view of life in Tanzania or Africa at large.

Week One

Whole Class Work

- Monday** Read **Water in the World** (Page 6), clarify vocabulary and meanings.
Identify paragraphs and the main points of the argument.
-
- Tuesday** Re-read **Water in the World**, list problems identified in text.
Identify the author's viewpoint and intention.
Show Photo 1 (Dried reservoir). In relation to the shared text, discuss why the situation may have occurred. Brainstorm and display words and phrases to match the image.
-
- Wednesday** Display Photo 2 (Unsafe water collection). Discuss what seems to be happening in the photo and why. Have pupils encountered such images before?
Read **Water is my Life: Rachel's Story** (Page 10). What kind of language does the author use (eg. emotive, repetitive)? What is the mood of the text? What is its aim?
-
- Thursday** Re-read **Rachel's Story**. List contrasting bullet points. What does it mean for her to have unsafe water far from home? What would it mean for her to have safe water near to home?
Identify double-vowel words in text (eg: ou, oo, au). Investigate other examples.
-
- Friday** Extended writing. Recap the week's texts, ideas and images.
Write a version of **Rachel's Story** as a series of diary entries, or as a newspaper report for people in the UK.
-

Group Work

- Activity 1** Read non-fiction **Guided Texts 1 - 3** (Pages 7 - 9).
Identify facts and opinions in the appropriate text.
What is the importance of water in our lives?
What are the results of some human actions?
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- Activity 2** Produce a 'water web' showing the role and significance of water in our lives (eg. domestic, agricultural, industrial, leisure, ritual).
Find a way of showing connections between the various uses.
-
- Activity 3** Investigate simple connectives such as 'so that, therefore, if...then'.
Join some of the bullet points extracted from texts to generate longer sentences which make fluent sense.
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- Activity 4** Investigate long and unfamiliar words from the texts (eg. supply, reservoir, pollution, fertilisers, pesticides, detergents, conservation, dissolve).
Do they contain a root to help us access meaning?
Frame them in sentences of your own.
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Week Two

Whole Class Work

Monday Read **Tobacco Debate** (Pages 14 - 15). Summarise and list the opposing views presented by the tobacco manager and the local mother.
Compare and contrast the vocabulary and phrases used by each character (eg. 'It is all too easy just to say.../rubbish wages').

Tuesday Recap the **Tobacco Debate**. Who argues best, or are they simply different? Are we biased in choosing someone however well they argue? Is arguing well the same as being right? Some pairs of children role play the debate in their own words. How do the rest feel about their debating skills?
What adverbs describe the contrasting styles (eg. argues 'calmly/angrily')? Use a thesaurus.

Wednesday Read **The River's Story** (Page 16) by Brian Patten. Discuss the narrator's voice (personification) and meaning, discuss the author's intention. Identify structure and pattern (eg. beforehand and in the present).
Investigate metaphorical phrases and phonetic language to provoke reaction in reader.

Thursday Read **Tap into Life** (Page 17). An accompanying African melody can be found on Page 24.
Put the poem into the context of **Rachel's Story**. Identify the use of rhyme, rhythm and refrain. Refer to Photos 6, 7 and 8. How does its mood contrast with **The River's Story**? (NB. Bao is the game being played in Photo 8.) Identify use of alliteration and repetition. Does the shortness of the words make a difference?

Friday Extended writing. Write a lively-paced poem celebrating water in your life, or the return of water following deprivation, using contrasting language to establish changing mood.

Group Work

Activity 1 Use **Guided Texts** 4 - 6 (pages 11 - 13).
Identify similarities and differences between Mwanaisha's or Jelly's stories and that of Rachel. Do they use the same emotive style? If not, why not?

Activity 2 Write from differing perspectives.
Write a short monologue from the point of view of either the tobacco manager or the local mother. Use Photos 3 and 4 to stimulate vocabulary.

Activity 3 Use provocative language to devise a slogan for a WaterAid poster or advert. Photographs may be used as additional stimuli.
Do rhythm, repetition or alliteration help?
What effect does rhyme have on such a message?

Activity 4 Make a list of alliterative phrases connected to water.
Go on to explore metaphorical phrases. Do they always work?
What makes a good metaphor?

Week Three

Whole Class Work

- Monday** Look at the WaterAid **Fundraising Advert** (Page 18).
Discuss main features, layout and purpose.
Identify words and phrases intended to provoke a reaction.
Compare these with your own examples.
-
- Tuesday** Recap **Fundraising Advert** (and introduce others if required).
Identify facts and opinions. Use the Questions prompt sheet on Page 19 to investigate the ethical issues raised in the text.
Images in relation to words - brainstorm words which could replace images in the advert. Are the two media interchangeable?
-
- Wednesday** Read the sample **Letter** (Page 22).
Discuss the features, layout and organisation of the text.
Identify use of persuasive words and phrases in the text. Suggest better examples.
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- Thursday** Recap the **Letter** (introduce further examples if required).
Identify how the argument progresses. Identify the main points. Can the points be fitted into the 'planning an argument' framework?
What sentence connectives are used?
Are there new words whose root and meaning should be investigated?
-
- Friday** Extended writing. Write a letter to an influential person, using what has been learnt to get your message across. Use the prompts on Page 23. Display all the photos.
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Group Work

- Activity 1** Use **Notice of a Meeting**, accompanying prompt sheet (Pages 20 - 21) and Photo 5.
Speech-bubble debate, or role play, the kinds of things that might be said.
Simple minutes or script may be recorded.
-
- Activity 2** Use the framework for planning an argument and advice on planning an argument (Page 23) in the context of eventually writing to someone real (eg. if the village has a handpump).
Explore the strands through the argument and how human actions inevitably have consequences. (These may be developed within frames larger than A4.)
-
- Activity 3** Provide the group with a range of more complicated sentence connectives and construct meaningful sentences with them. Bring together a bank of words and phrases which could be useful in a persuasive letter.
-
- Activity 4** Investigate compound words in **WaterLiterate** (eg. supermarket, handpump) and find some more examples.
Using standard letters, find more striking adjectives and adverbs in order to achieve a greater impact.
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Information on the Photographs

Photograph 1

This reservoir is in the Arusha region of Tanzania. Low rainfall and eroded banks have left the area bone dry. The women are lifting the blocks of earth to search for water below ground, but there is none there. These striking scenes are increasingly common in a world where pressures on local water supplies are forever increasing.

Photograph 2

This is Rachel Anton, 18-year-old mother of Laurent Julius. Her whole day is dominated by journeys to waterholes in order to scoop out unsafe water. If she could afford a bicycle it would save some time. Rachel and her family will never lead a decent life until they have access to safe water near to home. Millions of lives are blighted in this way, for the sake of a basic need.

Photograph 3

Tobacco farming, the main industry of the Tabora region, has a devastating effect on the landscape and environment. People are encouraged to abandon vegetable farming in order to make money from growing tobacco, and so all vegetables have to be bought. Vast tracts of land are burnt to make space for the crop. As a result, the water table drops. There are no roots in the soil to enable water to percolate into the ground, and the tobacco itself requires enormous amounts of the remaining water. Within a few years the soil becomes infertile, and the tobacco company will move to a new area. Local people will be left with neither income nor soil in which to grow vegetables. While women do much of the work tending the crop, men tend to waste some of the profit by celebrating with the money.

Photograph 4

Masantula Shija waters these tobacco seedlings each morning and evening. He uses 24 cans of water taken from a small waterhole nearby. Masantula fears that the water is unfit for human consumption because of the pesticides used in tobacco farming.

Photograph 5

This is a meeting of the water committee in Ntalikwa, Tabora region. They have the responsibility for ensuring that the new water supply and sanitation facilities are built, managed and maintained. Representatives come from all of the sub-villages in the surrounding area.

Photograph 6

The new handpump in Ntalikwa. The water is described as 'tasting nice', and comes from 13 metres underground. It is the evening when the well is at its busiest as women begin to prepare the evening meal and household chores are done. Sweet potatoes are grown where the water runs off. The pump is used by about 300 people each day. They contribute part of their income to a water fund which pays for maintenance and spare parts. A number of people are trained to perform routine repairs.

Photograph 7

These children in Ntalikwa are now washed twice a day whether they like it or not! Water is the key to hygiene.

Photograph 8

Bint Hamisi plays a game of 'bao' with her six-year-old grand-daughter, Mariam. Bint says that Mariam is starting to beat her at the game. The nearby water supply means that Mariam is able to enjoy her childhood, since the family no longer spend hours collecting water.

Shared Text 1

Water in the World

There is more than enough water in the world for everyone. Water never disappears. It moves around under the ground, on the ground and in the air. The Earth's water is always somewhere - in clouds, rain, rivers, ice and most of all in the oceans.

Of course along the way people want to use water. They use it not only for drinking, cooking and washing. They also use it for watering fields, for making things in factories, even to generate electricity in power stations. Lots of water has to be used to make cars, supermarket foods, or computers. To make one kilogram of paper takes 100 litres of water. Water is wonderful. You can do so much with it.

If there is more than enough water for everyone, and water never disappears from the Earth, then there should be no problem. Yet there are problems, at least three of them.

The first one you probably know something about already: pollution. In fields, factories and homes, water is mixed with fertilisers, pesticides, metals, petrol and detergent. Some of these dissolve in the water, like sugar in tea. Making this water clean again is a very difficult job, sometimes impossible. Polluted water is bad for everyone.

The second problem you may know about too: deforestation. Making land clear for fields, houses, factories and roads often means chopping down trees. When forests die the Earth's water behaves differently. Rainwater just runs away. It doesn't seep below the ground to form springs and streams that people, animals and plants can use; it rushes off before you can catch it.

The third thing is how people move water around - in pipes mostly. As we know, lots of water has to be used to make cars, supermarket foods, or computers. For this to happen, the water has to be moved to where the factories and fields are. In many parts of the world this water is taken from where people live, leaving them with little or nothing. One in six people - one sixth - of all people in the world have no clean supply of water close to where they live. In Tanzania, in Africa, for example, this is true for more than half of the people. In America, the Colorado River no longer reaches the sea. In Britain, too, we just cannot afford to waste water.

Water is wonderful; you can do so much with it. The question is, what *should* we be doing with it?

Guided Reading 1

Water - taken from The Green Umbrella

Water covers about 70 per cent of the Earth's surface, and is the most common liquid. Without water, there would be no life on the planet. Indeed, the earliest forms of life originated in the seas, and it was millions of years before primitive species began to emerge onto dry land.

Humans and other animals have bodies which are largely composed of fluid and apart from a few species which get their liquid from food, they need to drink water regularly to maintain a healthy balance. Humans can live for weeks without food, but only a matter of days without water.

Water is also necessary for our food supply: many people depend on fish as a major food. More importantly, plants which are the base of all food chains, need water to germinate and to grow.

Unfortunately, in many areas of the world, water is in short supply, or is poorly managed. Shortage of water means plants and livestock cannot thrive. People become malnourished and may die, either directly from thirst or starvation, or through lack of resistance to disease. In recent years, rainfall seems to have become more unreliable, and deserts are spreading. How much of this is due to human activity is a matter for debate, but some of it certainly is. Even in countries such as Britain, where there is fairly plentiful rainfall, fresh demands for water can cause it to run low because of the enormous demands from domestic users, industry and agriculture.

For people and animals to thrive, they need not just adequate water, but clean water. Many organisms thrive in water, including some which are harmful to human life, like the cholera bacterium. Drinking water also needs to be free of poisonous mineral and chemical pollutants.

But water is more than just a matter of survival. We rely on it to clean ourselves and our possessions; we use it as a means of transport and as a source of energy for our mills and hydro-electric power stations; in industry it serves as a coolant and as a solvent; we extract vital minerals from it, and we often find ourselves spiritually refreshed just by looking at and listening to it. It is such an integral part of our lives, that it is a major symbol in many religions and often has a ritual significance.

Sadly, we also treat water as the world's rubbish bin - a convenient dumping ground for all kinds of waste, from human body wastes to radioactive material. Many other pollutants end up in our rivers, lakes and oceans inadvertently. We are in danger of making life impossible for vast numbers of diverse species which live in water, and of poisoning the water supplies on which our very lives depend.

Guided Reading 2

Forests and Floods in Bangladesh

You could call Bangladesh a 'country of rivers'. Every year in the rainy season, the great rivers of the Himalayan mountains bring water rushing down to the flat farmland below. With the water comes precious soil from the hillsides. The swollen rivers deposit the soil on the land. When rice growing starts there is plenty of water and rich soil for the farmers.

Bangladesh used to be known as 'Bengal'. Hundreds of years ago, one of the first people from Europe to visit the place called it 'Golden Bengal'. Wherever he looked he could see golden rice ripening in the sun.

Now, the country is crowded. Many people have hardly enough to live on. When Bangladesh is seen on the news in Britain, it is unlikely to be for the good things that happen there. Rather, it will be because unstoppable floods are destroying crops, homes and people's lives.

So why such a change from 'Golden Bengal'? There are many reasons. For example, when Britain ruled in Bengal a few people were put in charge of the land, leaving farming families with no land of their own. Now, when the floods come, people who own so little have nowhere to go, and few ways of protecting themselves.

There is another problem which the government of Bangladesh is trying hard to solve. The cutting down of forests for timber, fuel and industry, has meant that the flow of water through Bangladesh is out of nature's control. On the Himalayan slopes, rainwater does not soak into the ground with the help of tree roots. Instead it rushes away towards the sea in a great flood, taking with it the precious soil, and even people's lives.

Guided Reading 3

Water on the Move

About 80 per cent of your body is water.

Your body loses some water every day.

If you breathe on glass, your breath makes the glass wet.

We all have to take in some more water each day.

We need over a litre per person per day.

So, pipes bring cleaned water to your home.

Drinks come in cans and cartons from factories.

Water is always moving, and always being moved.

Sometimes people who want water, move it away from people who need water.

Some people are left without enough.

Shared Text 2

Water is my Life: Rachel's Story

To you I am a person in a photograph. You see me down in a hole in some rocks, scooping cloudy water into a bucket. I do this all day, every day. It is not how I want my life to be.

You children, in your classroom far away, learning to read more, to write better, take a few minutes to listen to my story - the story behind the photograph. Hear how an 18-year-old woman comes to spend all day, every day, down in a hole in some rocks, scooping cloudy water into a bucket.

My name is Rachel Anton, my baby is called Laurent Julius. My country is Tanzania. I live with my husband in a small village in the countryside. For everyone water is life, for me water is my life. We have to drink, wash and cook like anyone else. Yet where I live there is no water. The land has dried up. Older people tell me there used to be so much more in wells - enough to live on. Something bad has happened, and it has happened to me and my family.

So every day I get up early to walk the six-kilometre journey from home to this waterhole. With Laurent Julius on my back, I have my hands free to carry four buckets and the scoop. Four buckets each day is just enough for our needs. I get to the waterhole at about 5am, and my day's work begins.

After scooping the cloudy water into the first bucket, I climb back out of the hole, and sit under a bough in the shade of the only tree. Then I wait for more water to collect in the hole, and down I go again. This goes on for as many as 15 long hours, until the buckets are full. Walking back is tough, late in the evening, with Laurent Julius on my back, my hands free to carry four full buckets. Then my day carries on, washing and cooking well into the night.

Did you notice the colour of the water? It's just not safe. It often makes us ill. I am afraid that Laurent Julius will not grow up strong. Sometimes I am afraid he will not grow up at all.

Here I am then, a person in a photograph. My name is Rachel - Rachel who walks, carries and scoops; Rachel who waits, scoops and walks; Rachel who carries, washes and cooks. Water is my life.

If we had clean water where I live it would be different. I could spend time working around the home and playing games with my son. I could talk to friends, and laugh and laugh. I would read more and write better. I would dance, my feet tapping the ground like raindrops.

Guided Reading 4

The Long Walk is Over - by Winnie Ogano taken from The Green Umbrella

Mwanaisha Mweropia, a 23-year-old mother of six from Mwabungo village in the Kenyan district of Kwale, used to make seven journeys a day to a well some distance away. There was always a line at the well, even at dawn, and the rule was that no one might draw a second bucketful without joining the queue again.

Everyone quarrelled and women with large families - which was most of them - were constantly tired. Mwanaisha coughed perpetually and had chronic chest problems. Rainfall in this arid coastal area is seasonal and most streams and traditional wells dry up. Women were trekking long distances to dig in dry riverbeds. The picture is a familiar one in Africa where 60 per cent of women spend hours of backbreaking labour collecting a few miserable buckets of water - which is often unsafe to drink.

In 1984 Mwanaisha's life changed when the Kenyan Water for Health Organisation installed a handpump in Mwabungo - part of a special project to drill boreholes and install pumps in more than 100 local communities. Not only is the handpump much closer to her home and far less onerous to operate but the water is safe and her cough and chest pains have disappeared. The local project worker says that all water-related diseases have declined.

The strength of the project was the way it involved the community, and in particular the women, in the organisation and chose a small-scale pump appropriate to the local needs. Now that the pump is installed, the community collects five pence a week from each family for repairs and replacements. To Mwanaisha Mweropia it is a small price to pay for a better, healthier life.

Guided Reading 5

Jelly Chonya concentrates on athletics

Jelly Chonya is 16-years-old. She lives in the village of Chololo, in Tanzania, with her parents and six brothers and sisters. Until a handpump was installed near her home, she had to walk for two hours each day in order to collect enough water to survive. Often there would be long queues, and quarrelling would break out. Now, the water supply is just seven minutes away. This arrangement is so much more convenient for everyone.

"I used to take two hours to collect water each day," says Jelly, "It is great to have clean water. I can spend time helping mum to clean the home and grow maize."

Maize is corn, commonly grown in Tanzania to make flour for bread, or to be eaten as sweetcorn.

"I have more time to do my school work now," Jelly continues. "Best of all I can train for athletics. A few days ago I represented my school in the 100 and 200 metres in the local championships."

Other people have benefited too. A neighbour of hers has constructed her own oven using an oil drum. She now has time to make and sell bread to local people and passers-by.

Guided Reading 6

Jelly Chonya and the 200 metres

Jelly Chonya is 16-years-old. She lives in a village in Tanzania with her parents and six brothers and sisters.

"I used to take two hours to collect water each day," says Jelly. "Now there is a handpump seven minutes walk from my house. It is great to have clean water. I can spend time helping mum to clean the home. I can help grow maize."

Sweetcorn is another name for maize.

"I have more time to do my school work now," Jelly goes on. "Best of all I can train for athletics. A few days ago I ran for my school in the 100 and 200 metres."

Shared Text 2

Water is wonderful - but what should we be doing with it?

Imaginary debate between a tobacco company manager and a Tanzanian mother

Tobacco manager:

It is all too easy just to say that growing tobacco is bad. Children in Britain could get the wrong idea about what is going on.

Local mum:

*It **is** bad, that's all there is to it. Look where they've burnt the trees to make room for tobacco fields. That means less water under the ground. Then a load of it gets wasted watering those useless tobacco plants. We end up with no water for drinking and growing our own food.*

Tobacco manager:

I don't think 'useless' is right. What people need most is money. That way they can buy food and pay for water pumps in their villages. Growing tobacco gives them that money.

Local mum:

Oh, you make it sound so wonderful. The rubbish wages you pay aren't enough to buy those things. Give us soil and water, then we can grow our own food, and not waste money paying someone else for it.

Tobacco manager:

What we do makes jobs for people. When people have work they can change their lives. I know that some of the men where you live can now spend their money on new things.

Local mum:

Useless things, like cigarettes, you mean. There are more than enough jobs already - grow the food, fetch the water, make a life for the children. Your jobs don't help. When the soil's no good any more, you'll clear off somewhere else.

Tobacco manager:

Thousands and thousands of people around the world have jobs because of tobacco. It would be wrong to take those jobs away by not growing it.

Local mum:

I can't help that. All I know is that people here are left without clean water, just so you can make a fortune out of something that kills smokers all over the world. You should be ashamed.

Tobacco manager:

If people want to smoke they must be allowed to. It is not for you or me to say people cannot smoke. As for water, it sounds as if tobacco fields are to blame for everything that goes wrong in your village.

Local mum:

No, not everything, but growing tobacco doesn't help the mess we're in. It's time people here came together to agree on what we really need. They should go for a handpump; clean water, never mind anything else. Children in Britain will know what I mean.

Tobacco manager:

I hope that children in Britain will look at the arguments for themselves. I wish the village luck, but I ask them to remember that Tanzania needs to make more money to build roads, houses, factories and hospitals. Making more money means selling things like tobacco to rich countries. It's the way things are.

Shared Text 3

The River's Story - by Brian Patten taken from Thawing Frozen Frogs

I remember when life was good.
I shilly-shallied across meadows,
Tumbled down mountains,
I laughed and gurgled through woods,
Stretched and yawned in a myriad of floods.
Insects, weightless as sunbeams,
Settled upon my skin to drink.
I wore lily-pads like medals.
Fish, lazy and battle scarred,
Gossiped beneath them.
The damselflies were my ballerinas,
The pike my ambassadors.
Kingfishers, disguised as rainbows,
Were my secret agents.
It was a sweet time, a gone-time,
A time before factories grew,
Brick by greedy brick,
And left me cowering
In monstrous shadows.
Like drunken giants
They vomited their poisons into me.
Tonight a scattering of vagrant bluebells,
Dwarfed by those same poisons,
Toll my ending.

Children, come and find me if you wish,
I am your inheritance.
Behind the derelict housing-estates
You will discover my remnants.
Clogged with garbage and junk,
To an open sewer I've shrunk.
I, who have flowed through history,
Who have seen hamlets become villages,
Villages become towns, towns become cities,
Am reduced to a trickle of filth
Beneath the still, burning stars.

Shared Text 4

Tap into Life: what happened in Ntalikwa

People agreed to work with experts from outside the village to have a handpump built. They run and repair the pump themselves. They have agreed ways of saving water, and making sure everyone gets a fair share.

There are often meetings to check how things are going. Some of the meetings are with people from other villages round about. They discuss how best to look after the water supply.

Here is a poem to celebrate the return of clean water in Ntalikwa.

Tap into Life

Tap into life,
Tap into life force from under,
Water wonder,
Tap into life,
Pump away

*Bring a can, fill a cup, what you can, pick it up -
Sweet water today,
On your way*

Wish-wash away,
Wish-wash away dusty daughter,
Sudsy water,
Wish-wash away,
Dusty day

Gain time to play,
Gain time to play games with grandma,
Thanks to water,
Gain time to play,
Bao day

How far would you go for a bucket of dirty water?

You probably wouldn't take a single step but if you lived in some parts of the world, you might not have the choice. You might have to walk for miles and miles every day for water that could harm - or even kill - you and your family; simply because, like one sixth of people in the world, you cannot get safe, clean water.

In the time it takes you to read this advertisement, another child will die - because of dirty water.

WaterAid believes this should **never** happen. We work with people around the world to provide safe water.

The WaterAid logo consists of a stylized water drop icon to the left of the word "WaterAid" in a bold, sans-serif font.

To find out more call
020 7793 4500

Charity registration number: 288701



WaterAid's Advert: Some Questions to Ask

What is the advert trying to get people to do?

How does it try to persuade you to do this?

With words...?

What is its message about water and people?

What is the most powerful thing it says?

Do you think it is a good idea to start off with 'How far would you go for a bucket of dirty water'?

Why not start with 'WaterAid wants your help'?

Lots of adverts try to be more catchy and clever than this one.

Why didn't WaterAid try to be that way in this advert?

With images...?

Why show a woman?

Why are there footprints across the page?

Do they help the message, or just try to catch the eye?

What does the advert not tell us?

Think back to what you have learned.

Does it tell us why people go without clean water?

What might Rachel feel about the advert?

Glad, because someone is trying to do something about this terrible problem?

Sad, because people like her in Tanzania are said to need help from someone far away?

Cover over the picture of the woman.

Imagine there is a member of your family there instead.

How might you feel about that? (Sad/happy, because...)

It doesn't tell us about the many good things in Africa.

Why is that, do you think?

Does the advert persuade you?

Would you change anything in the advert?

NOTICE OF A MEETING

This Wednesday at the village centre.
6pm start

THE FUTURE OF THE VILLAGE WATER SUPPLY

Fetching clean water is becoming harder and harder.
This is the time for action!

Questions to be asked:

- 1** Should we agree to the idea of a handpump for all to share?
- 2** If so, how can we make sure it keeps working?
- 3** How can we make sure water is not wasted?
- 4** How do we make sure everyone has enough for their needs?

**MEN, WOMEN, EVERYONE
PLEASE COME PREPARED TO PUT YOUR
POINT OF VIEW**

Everybody in the village needs to take
part if we are to improve matters

Look at Photograph 5

A meeting about water in Ntalikwa village, Tanzania

Discuss:

What answers would you give to the questions to be asked at the meeting?

Information:

Here are some of the things the meeting could decide to do:

- To have clean water in the village, they could ask someone from the government and a WaterAid worker to come and see about building a handpump. This would mean having a tube sunk about 13 metres into the ground with a pump at the top to draw up the water.
- To make sure it keeps working, they could have some people learn how to look after the pump so they can keep it working themselves.
- To make sure water is not wasted, they could grow vegetables around the pump so that any overflow of water goes to good use.
- Or they could build a fence around the pump to stop animals causing damage.
- To make sure everyone has enough water, they could agree how much each family is allowed to take.
- They could make sure the handpump is in a place where everyone can easily get to it.

Shared Text - a Letter

Lowertown School
Smalltown
Hants
SO5 1NP

Rt. Hon. Mr Jones, MP
The Houses of Parliament
The Palace of Westminster
London SW1

15 June 2005

Dear Mr Jones,

May I draw your attention to the problem of poor water supply endured by millions of people worldwide. Something like one sixth of the world's population does not have access to enough clean, safe water for their needs.

This leads to people's lives being wasted in the search for water, so that they are unable to spend time looking after themselves and their families, nor can they take part in education and leisure. What is more, the water is frequently polluted by industry and agriculture. Surely, it is a terrible scandal that when so many natural resources are being wasted, millions around the globe are not allowed a basic need.

However, in many cases a local handpump, owned and looked after by all the people nearby, can make a great difference to the quality of life. There are things people can do to change the situation, but we need the government, and all political parties, to lead the way.

Lots of money has been made out of land in Africa by growing coffee, tobacco and other crops. I think it is time to put some back, and tubewells would be a good start for many people. I hope you will feel able to argue this case in the House of Commons.

Yours sincerely

Writing a Letter to Persuade Someone

What you could write about:

- How it is that many people have to go short of water, and what that means to them. How a handpump can make a big difference to people's lives.
- How important it is to save water all over the world.
- Anything else you have learnt about water, that you think needs changing.

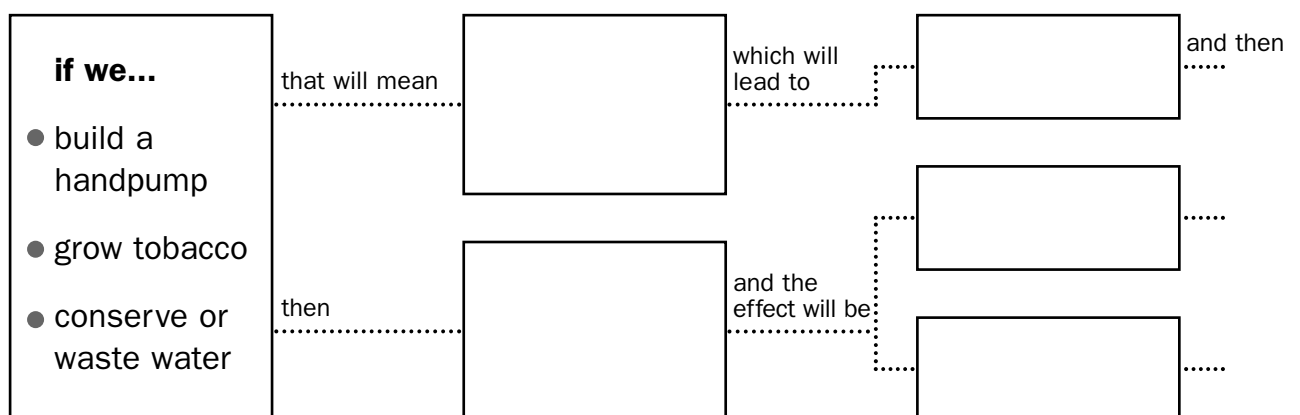
Your teacher may have the addresses of some people you might write to.

How you might write the letter:

- Look back at the arguments you have already worked out.
- Write a draft first, then make changes, so that it sounds better.
- Remember you are trying to persuade someone that something is wrong and that something needs to be done.
In your letter try to explain your arguments carefully.
Argue strongly, but be fair and polite.
- Use a proper layout. Your teacher, or your computer can help with this.

Your letters could make a difference!

Planning an argument: suggested framework



Music for Tap into Life

treble
bass

The first system of music consists of two staves: a treble staff and a bass staff. The time signature is 4/4. The treble staff contains a melody of quarter notes: G4, A4, B4, C5, B4, A4, G4, F4, E4, D4. The bass staff is empty.

The second system of music consists of two staves: a treble staff and a bass staff. The time signature is 4/4. The treble staff contains a melody of quarter notes: G4, A4, B4, C5, B4, A4, G4, F4, E4, D4. The bass staff is empty.

The third system of music consists of two staves: a treble staff and a bass staff. The time signature is 4/4. The treble staff contains a melody of quarter notes: G4, A4, B4, C5, B4, A4, G4, F4, E4, D4. The bass staff is empty.

The fourth system of music consists of two staves: a treble staff and a bass staff. The time signature is 4/4. The treble staff contains a melody of quarter notes: G4, A4, B4, C5, B4, A4, G4, F4, E4, D4. The bass staff is empty.

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Brand, J. (1991) The Green Umbrella A & C Black.

Extract from The Thawing Frozen Fish has been reproduced with permission from Brian Patten.

Patten, B. (1992) Thawing Frozen Fish. Penguin Children's Books.

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WaterAid is the UK's only major charity dedicated exclusively to the provision of safe domestic water, sanitation and hygiene education to the world's poorest people.



WaterAid 47-49 Durham Street, London SE11 5JD, UK

Telephone: +44 (0)20 7793 4500

Facsimile: +44 (0)20 7793 4545

Website: www.wateraid.org

Email: wateraid@wateraid.org



WaterLiterate Photograph 1



WaterLiterate Photograph 2



WaterLiterate Photograph 3



WaterLiterate Photograph 4



WaterLiterate Photograph 5



WaterLiterate Photograph 6



WaterLiterate Photograph 7



WaterLiterate Photograph 8