Water for Everyone ★ Unit 2 Lesson Plan

How does tourism affect the demand for water?

SECTION	ACTIVITY
Pre lesson	★ Copy enough info sheets [UNIT 2 RESOURCE A] and ranking sheets [UNIT 2 RESOURCE C] for each pupil. ★ Prepare card sort activity [UNIT 2 RESOURCE B], paper and Kerala map. ★ Decide whether/how to use the Unit 2 image bank.
Objectives	★ To be aware of how much water is required to supply basic daily needs. ★ To understand how tourist demand for water in host countries impacts on supply. ★ To be aware of ways ways to reduce demand in tourist areas.
Starter – classification *5 minutes*	★ Draw a Venn diagram on the board – label one side *Home* and the other side *Holiday* ★ Read out the following list of ways we use water and ask the pupils to suggest where each belongs on the diagram *(Home/Holiday/Both)*: *Drinking water, restaurant food, car washing, air conditioning, swimming pool, teeth brushing, bath, toilet, flower bed irrigation, beach shower, iced soft drink, 3 showers a day, fresh towels every day.*
Debrief *5 minutes*	Ask the pupils ★ How much water is needed in each case? ★ Which holiday activities might use more water than at home and why?
ACTIVITY 1 **Information Search** *10 minutes*	**1** Hand out the info sheet *How does tourism affect the demand for water?* [UNIT 2 RESOURCE A] **2** Ask the pupils to read through the information and choose one statement they find 'positive' (i.e. could be a good thing in some way), one they find 'negative' (i.e. could be a bad thing in some way), and one they find 'interesting' (i.e. just surprising to them). **3** Take class feedback, categorising their responses on the board as *Plus, Minus* and *Interesting*, then discuss the outcomes. **4** Explain that categorising is an effective way to manage relatively large amounts of new information.
ACTIVITY 2 **Card Sort** *20 minutes*	**1** Display a map showing the location of the Indian state of Kerala. **2** Split the class into groups of 4 pupils. **3** Give each group a pack of the 18 pre-cut sort cards about Kovalam in Kerela [UNIT 2 RESOURCE B] to be shared out.

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ACTIVITY 2 *continued*	**4** Pupils should read through the cards together then try to sort them into themed sets according to any similarities or associations they find in the statements. Suggest they choose 4-6 themes to divide the cards into (too few won't allow them to separate out the themes, too many will lead to confusion. You may need to give examples to start them off, e.g. hotels, tourists, drinking water, development, wells). **5** Once they have completed the task, ask the groups to record a name for each of their sets (e.g. "the cards in this set are all about….") on post-its or paper. **6** Ask for feedback from the groups regarding the names of the sets. What were the main themes coming out of their categorisations? **7** Ask for volunteers to suggest links between card statements. Other pupils should listen then try to add more detail or offer an explanation of their own.
Plenary *15 minutes*	Pupils should collaborate to construct an answer to this question, as a class or in groups: *How has tourism affected water supplies in Kovalam, Kerala?* They could use a concept map to explore the links between the main ideas from their card sort and should strive to use detail from the statements to support their arguments.
Homework *5 minutes*	Hand out the ranking sheet [UNIT 2 RESOURCE C]. Pupils to complete the tasks. [Extension suggestion: find out more about one of the places highlighted in the info sheet case studies]

Sustainability Focus

This unit links the local to the global, exploring the concept of *sustainable living* through the lens of tourism.

Notes re Teaching Strategies

Venn diagrams use intersecting circles to illustrate the similarities, differences, and relationships between groups. See Google Images for examples.

Concept maps are diagrams showing the relationships among concepts, ideas or themes. It is a graphical tool for organizing and representing knowledge. See Google Images for examples.