

Water for Everyone ★ Unit 3 Lesson Plan

A moral dilemma for tourists

SECTION	ACTIVITY
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| Pre lesson | <ul style="list-style-type: none">★ Copy the two stories for each pupil if you wish them to have the text.★ Decide whether/how to use the Unit 3 image bank. |
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| Objectives | <ul style="list-style-type: none">★ To understand that water use by tourists may affect others.★ To be aware of how conflicting viewpoints may arise from analysis of the same issue.★ To understand how personal decisions may have impacts on the wider environment. |
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**Starter –
5Ws**

5 minutes

- 1** Tell the pupils to close their eyes and imagine a perfect summer holiday somewhere hot by the sea for 2 minutes without talking.
- 2** As they think, prompt them to consider what their room will look like, then the bathroom, the restaurant, the food and drinks. Ask them to imagine the pool, the grounds of the hotel, the beach.
- 3** Ask them to open their eyes and ask for responses about the dream holiday. You may wish to classify the responses on the board under your prompt headings.
- 4** Now ask them to consider these 5 Ws questions:
 - ★ Who was making sure the sheets were washed and the toilets were clean?
 - ★ Where did all the clean water come from for their rooms and pools?
 - ★ Why is there better food, and more of it, than the locals eat?
 - ★ What was on the land before the hotel was built?
 - ★ When will the local people benefit from tourism?

Debrief

5 minutes

- Ask the pupils
- ★ Why they think they might have been asked the 5W questions?
 - ★ Why might there be a difference between the dream and the reality?
- Point out that people have different views about everything, from TV programmes to where to go on holiday. But the more we know about a situation, the better placed we are to make an informed decision.

ACTIVITY 1

**Two-part
story**

15 minutes

- 1** Explain you are now going to explore the experience of a holidaymaker in Goa, on the coast of India – popular with British tourists as a ‘wintersun’ destination.
- 2** Read *A Moral Dilemma: Lucy’s story* [UNIT 3 RESOURCE A] with the class. At the end of the story the class should be asked to think about the situation for 30 seconds without speaking.
- 3** Then ask for responses to these questions:
 - ★ What would you advise Lucy to do – should she go ahead and sign for the development or walk away?

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- ★ What reasons do you have for your decision?
- ★ What factors helped you make up your mind?

4 Summarise/categorise the responses using a tally chart on the board to show the class what the group believes as a whole. Ask for justifications of opinions and encourage pupils to explore contrasting views. Leave the tally on the board.

ACTIVITY 2

Two-part story

15 minutes

1 Now read out the text of A Moral Dilemma: Damodar's story [UNIT 3 RESOURCE B].

2 Ask

- ★ Knowing what you know now, what would you advise Lucy to do NOW?
- ★ Should she change her mind and why/why not?

3 Again, categorise the responses using a tally chart on the board and ask for justifications of opinion. Stress that explanations are required from those who chose to remain with their initial decision and from those who amended their initial decision in the light of new information.

4 Compare the contrasting tallies on the board.

- ★ What was the new information that made some people change their minds?
- ★ Were they influenced most by
 - having another viewpoint?
 - having a bigger picture of the same issue?
 - how they thought they would feel in Lucy's position?

Plenary

10 minutes

1 Tell the class that they are going to form an opinion line using two opposing walls of the classroom to represent two extreme responses to the question *Are tourists personally responsible for water shortages in resorts in poor countries?* One wall represents NOT RESPONSIBLE FOR WATER SHORTAGES. The other wall represents RESPONSIBLE FOR WATER SHORTAGES. They should form a line between the walls to represent where they stand along this continuum.

2 Ask 2 or 3 pupils at the left, right and middle of the line to explain their position.

- ★ Would anyone change their position if they were told there are some travel firms that try to reduce the impact of tourism on local water supplies?
- ★ Would anyone change their position if they were told there was a high probability that because of global warming these shortages will get worse?
- ★ Would anyone change their position if all holidays had a compulsory levy to reduce damage to the local environment?

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Homework	Pupils to write a letter to an imaginary tour company suggesting how reducing the impact of holiday developments in poor countries could help, rather than hinder, their popularity. [Extension suggestion: research a UK tour company's policy on their website using a key search word like 'sustainability' or 'CSR' (Corporate Social Responsibility)]
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5 minutes

Sustainability Focus

This unit raises the question of *personal responsibility* in the quest for sustainable development (Unit 4)

Note re Teaching Strategies

5Ws is a journalistic technique very useful for focusing pupils' minds and encouraging them to consider all aspects of a question.

Cognitive conflict is a teaching tool that encourages reflection on differing viewpoints and the realisation that initial impressions and decisions may not always be based on adequate information.

This particular example features a *moral dilemma*. It leads pupils to think about what they believe and to discuss what 'human rights' and 'sustainability' mean to them. The two part telling of the story encourages pupils to review a situation in a new light, though they may or may not change their minds.