

Water for Everyone ★ Unit 4 Lesson Plan

Water scarcity in long haul destinations

SECTION ACTIVITY

- Pre lesson**
- ★ All pupils are to have internet access allowing them to work individually or in pairs.
 - ★ Put WebQuest Goa [UNIT 4 RESOURCE A] and Bali [UNIT 4 RESOURCE B] on your school system.
 - ★ Decide if you want to use Benaulim (relevant to previous lesson) or Jimbaran (useful for Lesson 5) as the location for starter activity.

- Objectives**
- ★ To be able to identify aspects of tourism from the internet.
 - ★ To be able to select appropriate information to support an enquiry.
 - ★ To understand that some sources offer more reliable information than others.

**Starter –
map activity**

5 minutes

What is this place like?

- ★ Explain that pupils will be using the internet to examine a 'long haul'/'wintersun' tourist destination where water scarcity may be an issue. On the whiteboard use Google maps to zoom into Benaulim, Goa, India or Jimbaran, Bali, Indonesia (if you want to use this as a demo/prep for UNIT 5).
- ★ Switch to satellite view and remove any labels so only a close up image is visible with no names. As you zoom slowly out ask the class to identify any features they can and start to build up a list of features.
- ★ When you are so far out that you can see the land mass of India or Australia, ask the pupils what the name of the place might be. Ask if they can name any of the surrounding countries or features. THEN switch on the labels function and check how many places/features were named correctly.

Debrief

5 minutes

- Ask the pupils
- ★ What signs might there be that this could be a tourist destination?
 - ★ What might the attractions be?

ACTIVITY 1

enquiry

35 minutes

- 1** Show pupils where to find the WebQuest Goa or Bali sheet [UNIT 4 RESOURCE A or B] on their computers/school system. Introduce the enquiry *How does tourism affect water resources in coastal resorts?*
- 2** Explain that the text in blue represent hyperlinks that can be accessed by pressing control + left mouse click to go to the internet site.
 - ★ These are guides to help the pupils begin the enquiry.
- 3** The first task is to answer the initial questions posed in the first comments box. The notes should be brief and they may include some limited images copied from the websites (e.g. a small location map).
- 4** Pupils should complete the remaining boxes in the enquiry.

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SECTION	ACTIVITY
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ACTIVITY 1	5 Then ensure all WebQuest pages are saved on student areas/computers by the end of this session. (Arrange whether the pages saved are to be shared electronically via the school learning platform or printed off as individual copies.)
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enquiry
continued

Plenary

10 minutes

1 Ask the pupils/pairs to come to the front of the class and demonstrate to their classmates any key pieces of information they have discovered and how they think it might help answer the enquiry question.

2 Encourage others to question the information and suggest additional information they have found.

Ask

★ Which sources of information were the most useful in answering the question? Why were some sources more reliable than others?

★ What could be done to limit the problems affecting water resources in this destination?

Homework

5 minutes

Pupils to conduct a parallel WebQuest for either Goa or Bali [UNIT 4 RESOURCE A or B], depending which destination was covered in the lesson. [Extension suggestion: complete a third WebQuest [UNIT 4 RESOURCE C] on Zanzibar.]

Sustainability Focus

This unit demonstrates the *global nature of sustainability issues*, showing how countries share common problems.

Note re Teaching Strategy

A WebQuest is an enquiry-oriented lesson format in which most or all the information that learners work with comes from the web. The model was developed in the USA as a way to make good use of the internet while engaging students in the kinds of thinking that the 21st century requires. See WebQuest.org for more information.