

## Water for Everyone ★ Unit 5 Lesson Plan

# Water and Conflict

SECTION	ACTIVITY
<b>Pre lesson</b>	<ul style="list-style-type: none"> <li>★ The pupils should ideally have undertaken the WebQuest on Bali (Unit 4).</li> <li>★ Review YouTube clip <a href="http://www.youtube.com/watch?v=kQaUGcOgbuk">http://www.youtube.com/watch?v=kQaUGcOgbuk</a> or if you cannot access YouTube, review the Unit 5 image bank for use as a ppt presentation (see notes included on it).</li> <li>★ Do your own search for Bali International Park on the internet.</li> <li>★ Cut up the role sheet [UNIT 5 RESOURCE A] and make a copy for yourself.</li> <li>★ Copy a record sheet [UNIT 5 RESOURCE B] for each group (or for each pupil).</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>★ To know that water scarcity is generally part of a more complex set of issues.</li> <li>★ To understand that tourism developments may cause conflict between interest groups (stakeholders).</li> <li>★ To be able to relate learning about water issues from previous lessons.</li> </ul>
<b>Starter – film clip</b> 5 minutes	<p>Explain that wherever tourism is a major industry, you will find a range of attitudes to it. In this lesson pupils are going to explore how the tourism industry in Bali, Indonesia, is regarded by different interest groups (stakeholders). Show the YouTube clip or the ppt presentation.</p>
<b>Debrief</b> 5 minutes	<p>Ask the pupils for examples from the film of how water is being consumed and the problems this is causing.</p>
<b>ACTIVITY 1</b> <b>Debate</b> 5 minutes	<p><b>1</b> Explain that a major new tourism development is likely to be given the go ahead by Bali's provincial government in the near future. Point out that there has been much speculation on the internet as to whether this is a good thing or a step too far. The pupils are going to find out some more by taking part in a debate as members of interest groups who want to influence the final decision. The question is <i>Should the Bali International Park be allowed to go ahead?</i></p> <ul style="list-style-type: none"> <li>★ During the debate they must think and react in the role given to their group.</li> <li>★ They will score each speech according to whether they agree (in role) with what is said.</li> <li>★ They will have a chance to vote out of role on the final decision.</li> </ul> <p><b>2</b> Divide the class into 6 groups. If possible, the groups should be seated in the round.</p> <p><b>3</b> Assign one of the six <i>role cards</i> [UNIT 5 RESOURCE A] and <i>record sheets</i> [UNIT 5 RESOURCE B] to each group, giving them time to read through their role and to choose a <i>representative</i> who can put forward their point of view, either by reading the text or using their own words. Groups should also choose a scribe.</p>
30 minutes	

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### Water and Conflict 2

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	<p>Stress that they will have a maximum of 3 minutes in which to put forward their point of view.</p> <p><b>4</b> Introduce each representative. Leave 1 minute between speeches for all the groups to record the strongest point made by the speaker (not necessarily one they agree with) and whether the speaker's viewpoint is NOT IMPORTANT, QUITE IMPORTANT or VERY IMPORTANT in determining the future of the development.</p>
<p><b>Plenary</b> 10 minutes</p>	<p>Record on the board how many groups thought each speaker's views were VERY IMPORTANT and look together at the result. Before stepping out of role, ask each group</p> <ul style="list-style-type: none"> <li>★ What influenced your decisions most – your own position or the arguments put forward?</li> <li>★ Were there any points that your group might be willing to take on board? Take a straight YES NO vote on the question out of role, to see whether pupils would agree with their group decision in reality.</li> </ul> <p>Ask finally</p> <ul style="list-style-type: none"> <li>★ Were water shortage issues a consideration in your decision?</li> <li>★ Has what you've learned made you think more about how we use water?</li> </ul>
<p><b>Homework</b> 5 minutes</p>	<p>Pupils to write a paragraph giving their own response to the debate question, referring to points made for and against. [Extension suggestion: search the Tourism Concern website – <a href="http://www.tourismconcern.org.uk">www.tourismconcern.org.uk</a> – for more examples of situations where water scarcity has led to controversy or conflict and see whether and how the problems were resolved]</p>

#### Sustainability Focus

This unit explores the many factors and stakeholders that must be taken into account if *sustainable tourism* is to be a reality in poor countries.

*Note re Teaching Strategy*

The debate is one of several *decision making activities* used in this series of lessons. With more time, or with higher level students, you can develop the role play and allow for fuller discussion and examination of the arguments, exploring the relative power that each group has in reality and how differences might be resolved.