

## Water crisis

Time: 45-90 minutes

Level: B1+ and higher

Aims: to make students aware of the importance of water  
to make students aware of the global water crisis  
to practise listening skills  
to practise vocabulary related to water and hygiene

Materials: film 'Water changes everything', worksheet with a fill-in task, virtual water poster

Procedure:

- 1) Ask Ss to think why we need water, distribute pieces of paper where students write down their ideas. Tell Ss to make the ideas short and write them in big letters so that they will be visible from the back of the classroom. When Ss are ready they stick their pieces of paper to the board.
- 2) Display the word cloud from the attachment. It shows a collection of ideas on why water is important. Give students some time to analyse both clouds and find similarities and differences. What uses of water did students not include, what uses of water were not included in the attached cloud?
- 3) Discuss the differences, ask students to provide examples of some uses of water. Draw your students' attention to the point clothes. They will probably say that we need water to wash them. Another idea is that we need water to produce them: first to grow cotton, for machines which collect cotton and then in factories. It is called 'virtual water' or 'water footprint'. You can give students the following numbers: 1 pair of jeans = 10,850 litres of water, 1 pair of shoes = 8000 litres water, 1 cotton shirt = 2700 litres of water.
- 4) Show your students an infographic <http://www.eniscuola.net/wp-content/uploads/2014/10/water-footprint-food1.jpg> with amount of water we need to produce certain products. Ask Ss to match the right figures to the objects. You can provide the numbers at random order to facilitate the task. Check the answers.
- 5) Now move to the film describing water crisis 'Water changes everything' <https://www.youtube.com/watch?v=BCHhwvxQqyg> . Tell your students that many people do not have access to clean water. Ask students to watch the film, then discuss their reactions and what they remember.
- 6) Play the film again and ask students to complete the exercises with the right results and solutions to the water crisis. If necessary you can play the film twice.

## ANSWER KEY

1 billion / education / health / poverty / learning / earning income / taking care / dehydration / death / water-related illnesses / hurt / attacked / freedom to go to school / education / a business / a family

- 7) The following ideas might be used as follow-up activities or as homework. Students decide which of the tasks is the most appropriate for them to do.
- a. Write a post on a forum or blog in which you will
    - describe a campaign promoting water conservation you took part in
    - write what you learnt about water crisis during the campaign
    - explain how you are going to start taking care of the environment
    - ask other people about their opinion on the topic of water crisis
  - b. Work in a group. Prepare a commercial that will promote a reasonable use of water. Your commercial may be addressed to adults, teenagers, the elderly or children. You can choose the form of your commercial.
  - c. Write an article for a local newspaper in which you will describe what water crisis is and how it affects people. In the second part of the article present different solutions to the water crisis.