

*Importing water, exporting drought?*

**Lesson Plan Lesson1: Globalisation and local water insecurity (approx 40mins)**

<b>Learning outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>learn about the causes of water insecurity, water stress and water scarcity especially in places in the world that where globalised economic activities place heavy demands on water supplies;</li> <li>understand how over-use of water supplies brings a range of consequences for people and places;</li> <li>consider the meaning of 'virtual water' and think critically about the true level of water demands made by affluent consumer societies.</li> </ul>
<p><b><i>NB Guidance notes for each section of the lesson can be found in the fact sheet &amp; teachers notes</i></b></p>	
<b>Starter</b>	<p><b><i>Connectivity and water</i></b></p> <ul style="list-style-type: none"> <li>Recognising that consumers in places like the UK place great demands on water supplies in countries where food and goods are sourced from – sometimes at the expense of people living in those countries.</li> <li>A range of case studies are introduced, including the <b>Aral Sea</b>.</li> <li>A “60 seconds” interactive online fact-file can be explored.</li> </ul>
<b>Main activity</b>	<p><i>Using the PDF article ‘Water insecurity in a Global Context’</i></p> <p><i>1) The causes of water insecurity and water stress</i> The main activity (with data to analyse) focuses on the way water is ‘embedded’ in the production of food and goods.</p> <p><i>2) The consequences of over-used water supplies</i> Attention now turns to the consequences of over-use of water for agricultural export industries – including salinisation of groundwater and biodiversity threats. The Ebro delta is profiled.</p> <p><i>3) Understanding the importance of ‘virtual water’</i> The concept of virtual water is explored using agricultural data that help students analyse the enormous demands the UK places on water supplies external to the British Isles.</p>
<b>Plenary</b>	<p><b><i>What’s in a tomato?</i></b></p> <p>Introduce students to the idea that tomatoes brought from Spain to the UK have put a lot of strain on water stores in semi-arid sites like the Ebro valley.</p> <p><b>HW:</b> complete the <b>Globalisation and water insecurity assignment</b></p>
<b>Resources</b>	<p><i>This lesson is fully supported with the following resources:</i></p> <ul style="list-style-type: none"> <li>Online: 21CC <a href="#">‘60 second’ guide to the shrinkage of the Aral sea</a> can be viewed</li> <li>PDF article: <b>‘Water insecurity in a Global Context’</b> illustrating the pressures that ‘virtual water’ needs impose on the environment of different places</li> <li>Short videos: (i) <a href="#">Robin Farrington from World Wildlife Fund (WWF)</a>, discussing the importance of water as a resource and the UK’s water footprint; (ii) <a href="#">Andy Wales, Head of Sustainable Development for SABMiller</a>, discussing the importance of water in the production of beer at SABMiller in South Africa.</li> <li>Word article: <b>Globalisation and water insecurity. Lesson 1 assignment</b></li> </ul>