Climate Justice Education in Practice

CHAPTER 5 – WATER

Tutor Handbook

City of Dublin Education and Training Board
City of Dublin FET College
SOLAS learning works
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Acknowledgments

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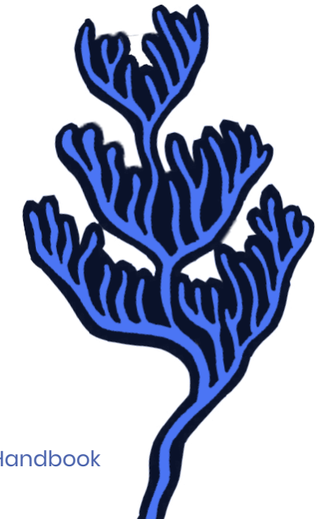

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Introduction

This resource is Chapter Five of the Climate Justice Education in Practice Tutor Handbook. You can find the previous four chapters in PDF format on the City of Dublin ETB Adult Education Service website: Chapter 1 - About this Handbook; Chapter 2 - Understanding Climate Change; Chapter 3 - Understanding Climate Justice; and Chapter 4 - Biodiversity.
This handbook is designed for Adult & Community Education practitioners. The handbook is pitched broadly at NFQ levels 2 – 4. The literacy-based activities in the handbook are designed at NFQ Level 3.

Rationale and Approach

This handbook is an important element of our Climate Justice Education Strategy. It offers creative approaches to building adult learners' critical understanding of climate change, climate justice and related issues like biodiversity and water conservation and protection. It aims to build adult education tutors' confidence and capacity to engage learners in discussions and critical reflections on these issues.

The handbook was developed to address a significant gap in climate change, climate justice, and biodiversity education. In both policy and practice, education for climate justice is primarily targeted at young people. Most resources are aimed at children or young people and are not always suited to adult learners. Resources which are developed for adult learners often assume high literacy levels and are not accessible or suitable for those with literacy difficulties or those who are not fluent in English. The City of Dublin ETB Adult Education Service believes that adults already experiencing social and/or educational disadvantage must also be given educational opportunities to engage with these issues. With these opportunities, adult learners and their communities will be equipped with the skills and knowledge needed to take informed, empowered community based actions.

Climate justice education also builds motivation and hope for people working collectively for social change at local and global levels. The activities in this handbook meet learners where they are at and enable meaningful engagement and appropriate, community-identified solutions to the climate, biodiversity, and water crises. The educational approach taken is a participatory, learner-centred, social action model of education which values the lived experience and knowledge that adult learners bring to the class. It is at its core a hopeful and empowering approach. A number of the activities facilitate nature connection to support wellbeing and to foster a want to protect it.

WATER

Overall, this chapter operates from the following climate justice education principles common to all chapters of the handbook:

- Explore root causes of climate change, biodiversity loss, and related issues.
- Consider our own role as global citizens in causes/effects/solutions.
- Encourage an approach of solidarity (rather than charity) when discussing climate justice.
- Encourage critical thinking by bringing in diverse and challenging perspectives on the issue.
- Use resources and materials which are accurate, reliable and from different parts of the world.
- Challenge stereotyping of people and places.
- Highlight what we stand to gain nationally and globally from a fairer, greener approach.
- Dedicate time to inform ourselves about the issues as educators.
- Encourage meaningful action – help participants to develop skills and approaches to action.

Handbook Design

The handbook is designed as a modular resource that will expand from year to year. The first chapter explains the background and rationale for this handbook and the recommended teaching and learning approach. The second and third chapters contain activities and resources specific to climate science and climate justice; and the fourth chapter focuses on biodiversity. This is the fifth chapter of the handbook. You can find the previous three chapters in PDF format on the City of Dublin Adult Education Service website.

How to use this Handbook

It is not necessary to have any expertise on climate change, biodiversity loss, or water in order to facilitate these discussions and activities. The activities are participative and approach learning from people's own lived experiences. The activities use participative methodologies and many of them include outdoor education. You can find a risk assessment table at the end of the chapter to help you plan outdoor activities. Tutors are encouraged to use the material in a way that suits their context.

Suggestions for Use:

Mix and Match Activities:

- Create workshops by combining activities from different sections.
- Integrate one or two activities into other subject classes.

Adjust for Learners' Needs:

- Shorten or extend activities based on group size and context.
- Add elements to build literacy or digital literacy, such as note-taking or online research tasks.

Plan Outdoor Activities Carefully:

- Use the risk assessment table provided in the appendix.
- Ensure learners have appropriate clothing and equipment.

Incorporate Feedback:

- Encourage learners to reflect on activities.
- Adjust activities based on what works best in your teaching context.

To keep activities accessible and to ensure this handbook remains relevant for as long as possible links to audio-visual material are not included. The handbook is suitable for many different contexts, and tutors can choose the most appropriate material.

Throughout the chapter, you can find some suggestions of where to find additional resources, or ideas for deepening or adapting the activities. The final section provides some activities as a basis for tutors to facilitate an action project together with learners. Finally, we welcome feedback on this handbook, especially from tutors who are putting the suggested activities into practice. Please email info@aes.cdetb.ie with any feedback.

Learning Outcomes

The learning outcomes of this chapter were developed to guide the process of developing the activities. We include them for tutors' reference.

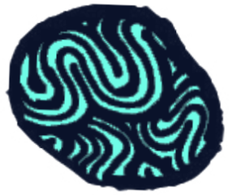
Learners will be able to:

- Explain where water comes from and how it is a finite resource
- Identify how spending time near water has impacted and benefited them

- List three ways that water can become contaminated
- List three ways water can be protected from contamination or wasteful use

- Explain four ways water can be impacted by climate change in Ireland and in the Global South and how this impacts communities living there

- Take community action on an aspect of water (water use, water contamination, water protection) in their school, centre, community or local area



Activity 1

Local Water Mapping Activity

Aim:

To help learners understand water catchment areas and identify the local catchment area

Materials:

Flipchart paper, colour markers or pencils

Activity:

Using markers or pencils and flipchart paper, draw a rough map of the local area and add in water sources - wells, streams, rivers. Ideally, the group can go outside to map local water sources; this might be especially important in urban areas where streams or rivers are diverted into culverts or underground. The map doesn't have to be perfect or to scale; it just needs to mark the school or centre and the rough path of any rivers or streams locally, and any lakes or wells or other water sources that learners know of. If the group isn't sure you know all the local water sources, you can use an online map such as google maps, where rivers, streams and lakes should be easily visible.

Ask learners: Did they know about these water sources before? If so, what did they know?

Ask if anyone has any stories related to water locally, for example, wells often have myths attached.

Optional:

Look up Heritage Ireland's publication 'Holy Wells of Ireland' and read a page or two, for example the Holy Wells and Folklore section, or the Biodiversity section. You can also look up the Heritage Council's holy well finder map and search for your local area. Alternatively, ask learners to research local stories, myths, songs or poems about water in the area or from their own local area (whether in Ireland or elsewhere).

Introduce the concept of water catchments. Project or hand around copies of the water catchment graphic.

Water Catchment Graphic

Discussion

On the graphic, can learners identify how the river is flowing? What other water sources are in the graphic, and how do they relate to the river? How does this look familiar, or not, to the map they've drawn? Where is the water in our local rivers and streams flowing from, and to?

If there is a major river in your area, look up the Ireland River Map on Maps of the World and see where the river rises and flows out to sea, and if it is a tributary or has tributaries, or flows through a lake.

If you have the skills to navigate a map with layers, you can look up your river catchment area on the EPA's Water Maps - https://www.catchments.ie/water-map/

Tutor Guiding Notes:

You can look up the website catchments.ie for more information on water catchments. They define a water catchment as "an area of land that drains into a river, lake or other body of water."

A healthy water catchment provides high-quality drinking water and supports farming, fishing, and water sports, and helps communities to have a good quality of life. It also supports ecosystems so plants, animals, fish and insects that depend on having healthy water can thrive and flourish.

Information Credit:
'Gardening for Biodiversity' by Juanita Browne, book published by Laois County Council.

Activity 2

Water Connection Activity

Aim:

To spend time in natural environments with water and help learners gain a sense of appreciation for water

Materials:

Warm clothes and rain gear depending on weather

Introduction:

This is an activity to help learners understand and connect with water by experiencing water and nature themselves. It has many benefits - research shows that the negative ions near moving water may help people with regulating stress, symptoms of depression, and sleep patterns.

This activity is adapted from the sit-spots activity in the Biodiversity Chapter of this handbook. A sit-spot is a place in nature that a person chooses themselves, a place they like to be, where they can quietly observe and reflect on what's around them, and where they can return to observe how the seasons change the nature around them.

Preparation:

Plan for an excursion to a river, beach, waterfall or other moving water, depending on what is accessible for the group, and easy to reach. See Appendix A for a risk assessment sheet if you need one. If it is the case that a walk isn't an option, you could suggest a sit-spot activity near water. You can find guidance in Chapter 4 - Biodiversity, Activity 1A.

Activity:

Before you head out, start by asking learners what positive memories they have with water. These can be beach holidays, river walks, a back garden paddle pool, anytime and anywhere that being around water was enjoyable.

Bring the group of learners to your chosen water spot. If it is a location such as a river walk or beach and a walk is accessible for everyone, suggest a walk together.

Encourage learners to notice the sound of the water, how the water is flowing and where possible, to focus their senses on the sounds and feel of being near the water. Also encourage them to notice any trees, plants, birds, animals, or natural features like rocks.

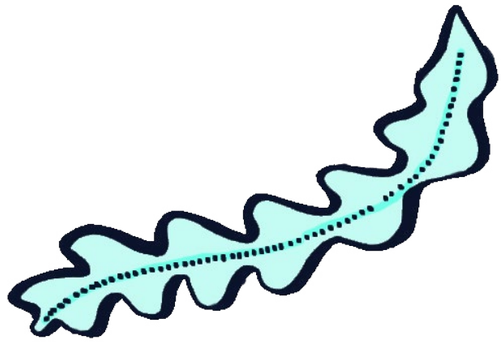
Reflection:

Back in the classroom, facilitate a group discussion. What did they notice about the water or themselves? How did the experience make them feel?

Together, look up traditional songs about water in Ireland (there are many related to the sea, for example - Dingle Bay; Galway Bay - and others related to lakes like Lough Neagh Fisheries or Isle of Inishfree) and play some of them. If anyone knows traditional songs about water from other parts of the world, encourage them to share. How do these songs connect to water? How do the people in the songs connect to water? What does it mean to them?

Additional resources:

Look up the article 'Blue health: How the sea benefits our physical and mental wellbeing' on The Conversation.



Activity 3

Water Cycle Matching Game

Aim:

That learners can understand the phases of the water cycle

Materials:

Water cycle graphic, photocopied or projected; printout of handout, cut into enough slips for all learners

Activity:

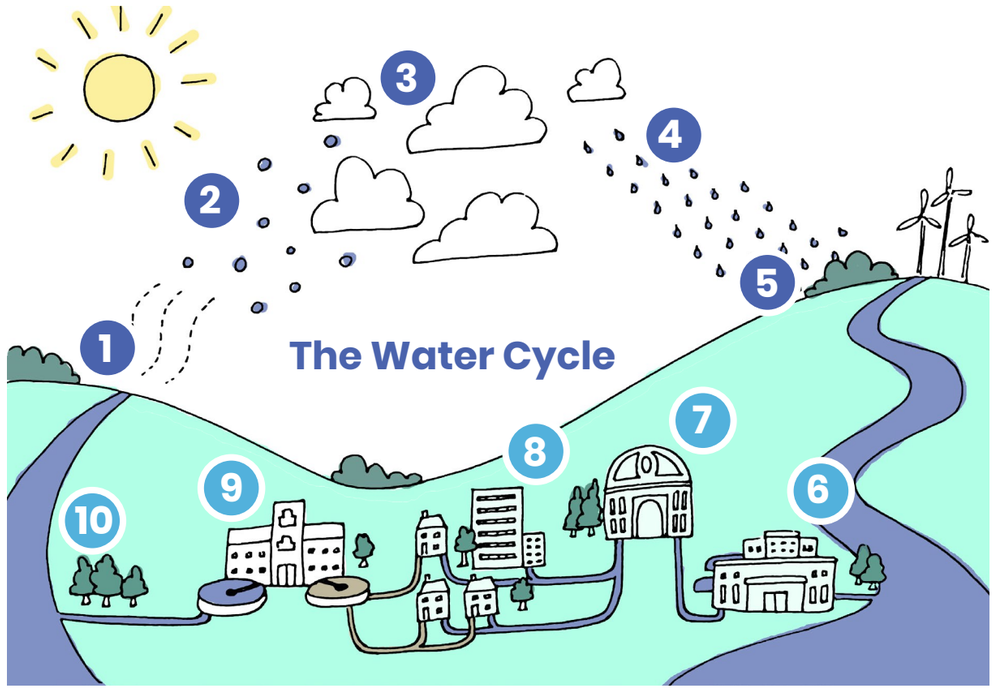
Show learners the water cycle graphic, either by projecting or by handing out copies. Ask if it's familiar and if anyone can name or explain any steps in the cycle. Explain that water is constantly moving through the cycle. Then start at the beginning and give the definitions of each step, using the handout page.

Ask learners to stand up and/or move away from the tables/desks, as they're going to be interacting and moving around. Then give each learner a slip of paper cut from the handout. Depending on how many learners you

have, you may skip some steps of the cycle and then repeat the activity, or give out more than one of some of the definition slips so learners have to form groups of three or four (one with the slip with the term, and more than one with the definition slips).

Explain that each slip has its pair - one person holds a paper with part of the water cycle like evaporation or condensation, and the other(s) has the definition. They have to mingle and find the person(s) with the corresponding definition or term. Once they've all found their match(es), ask them to line up in the correct order according to the water cycle graphic.

Credit:
This activity was adapted from The Water Forum/An Fóram Uisce's 'Water Cycle Activity'.



1. Evaporation

2. Condensation

3. Clouds

4. Precipitation

5. Rivers

6. Treating Water

7. Water Distribution

8. Water to your home

9. Treating Sewage

10. Returning water to rivers

Water Cycle Learner Slips

Term	Definition
Evaporation	The water on land and in rivers, lakes and oceans is heated by the sun and evaporates to become water vapour. It is lighter than the surrounding air. It floats upwards into the sky – just like steam rising from a kettle.
Condensation	As the water vapour rises into the air, it slowly cools. It changes back into tiny droplets of water. This process is called condensation. It is what causes your bathroom mirror to steam up when you have a shower.
Clouds	When billions of these tiny water droplets come together, clouds are formed.
Precipitation (rain, snow, etc.)	The droplets in the cloud group together. They become bigger and heavier than the surrounding air. The billions of tiny water droplets then fall to the ground as rain, snow, sleet or hail, depending on the air temperature.
Rivers	Rainwater flows over the land into lakes, rivers and streams, which take it back to the oceans. It also infiltrates into the ground. It fills natural underground water stores known as aquifers.
Treating water	Water is piped from rivers and aquifers. It is treated in a multi-step treatment process to turn it into top-quality drinking water.
Water distribution	Clean water is pumped to homes and businesses via a network of water pipes.
Water in your home	Baths, showers, washing up, cleaning clothes and flushing the toilet all use large amounts of water. Once water's been used, it becomes wastewater.
Treating sewage	Wastewater goes down your drain or plughole into a network of sewer pipes. These lead to sewage treatment works. The water is treated until it is clean enough to go back into rivers.
Water returns to the rivers	Once water is back in the river, the cycle continues its journey again. Water moves to the sea again to begin the cycle of evaporation, condensation, precipitation and collection.

Activity 4

Water Availability Mapping and Roleplay

Aim:

That learners understand that water is a finite resource which is under pressure from overuse and contamination

Materials:

A small prize for a game, like a chocolate bar or a stationery item; flipchart and markers; water availability graphic projected or photocopied; map of local water sources from Activity 1, if you have it

Activity A - Freshwater Availability

Tell learners they have to guess a number and whoever gets it closest to the right answer gets the prize. Then write on flipchart or whiteboard - what percentage of the world's water is freshwater? You can explain that freshwater is all the water that isn't ocean. Write down the learners' answers.

Then show the water availability graphic as printed copies or projected. Whoever gets the answer closest to 2.5% wins the prize. Ask learners: Is the amount of freshwater available surprising? Explain that nearly all of our drinking water, and water for showers, baths, toilets and everything we use day-to-day, comes from our rivers and lakes, which is only a tiny fraction of the freshwater available globally.

Activity B – Who uses water in our Communities

Tell learners you're going to do an activity on pressure on our water. Ideally use the water map you drew in activity 1. If you don't have it, draw a rough map of the local area on a flipchart sheet, marking rivers, streams, lakes, and any other water sources.

Using the map, discuss what pressures there are on water in their local area. Is there water use for urban development, agriculture, or industry? What other pressures exist locally? Ask learners to draw them on the map.

Activity C - Water Shortages Role Play

Explain that you're going to do a roleplay about water availability. Depending on the size of your group, you can do this different ways: each person takes a role and everyone plays at once, or you can do a 'fishbowl' style roleplay, where a smaller group of learners roleplay, the rest observe, and then observers can swap places with role-players.

Read out the following scenario to learners:

It is the middle of August. It has been a very hot summer in Ireland. There has been very little rainfall compared to past summers. The ground is scorched across the country. Uisce Eireann has announced that they need to prioritise water for essential services like hospitals. They have put a hose pipe ban in place for the whole country.

Hand out the roleplay cards to the learners. Explain that they should improvise their role but it should make sense according to the information on their card. You can play the role of chairperson of the meeting. Start everyone off by asking them to say why they're concerned about water in the area. Then you can ask, what would you like to see done about it? This should generate a lively debate!

At the end, you can ask learners - what did they think of the roleplay? Did it give them any ideas about local water management? How do they see the challenges of coming to an agreement on how to manage water access?

Roleplay Cards

Farmer

You are a local farmer. You feed your cattle by growing grass on your farm. The summer is a very important time for the grass to grow. It has been a hot summer. There was very little rain for ten weeks.

At the end of the drought, the grass has grown very little. The cattle need more water than usual due to the hot temperatures. You are working very hard at a time that is normally a bit quieter.

In other years, you use the grass that grows in the summer to build up your stocks of feed. But now your cattle are having to eat the store you had saved for the winter months, even though it is only August. You are very worried about how you will feed your cattle over winter.

The water levels in your well have become too low. You tried to bore a new well for water on your land. This was expensive. You're worried that if there is even more pressure on water locally these water shortages will become a regular problem.

Business Owner

You run a factory in the area. It uses a lot of water. Your factory discharges wastewater into the local river. You plan to expand your business. This will double the amount of water the factory uses. You will hire more staff. This will support the community with much-needed jobs.

You want the county council to make more water available for your business. You feel this is only fair if you are giving people employment.

County Councillor

You've been getting calls and emails from local constituents complaining about the water shortages. You've also been in meetings with a local business owner who needs more water to expand their factory.

You want to see more jobs in the area, but you also know that droughts are going to become more common. The local water treatment plant does not have the capacity to treat more volume of water. You want more jobs in the area but you also want to make sure your constituents have proper water access.

Local resident

You have a newborn baby. You need water to prepare baby formula and sterilise your baby's bottle. Your tap water sometimes runs brown since the start of the water shortages. You have to buy expensive bottled water for your baby.

The water pressure has also become very low. The washing machine does not work properly and it is hard to wash your baby's clothes. You want urgent action from the council to solve the problem.

Environmental Agency Staff Member

Your job is to research water availability and water contamination in the area. You can see that there is a local factory using a lot of water. The factory is polluting the local river with wastewater.

You're worry that runoff from farms is polluting the river. You want people in the area have access to enough clean water. You want the county council implement a plan to protect the river.

WATER

Global Water Graphic

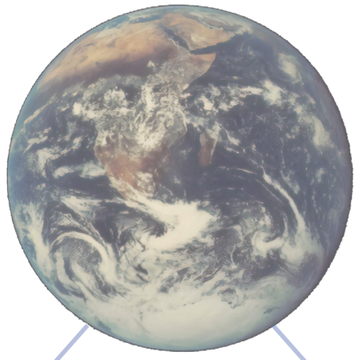
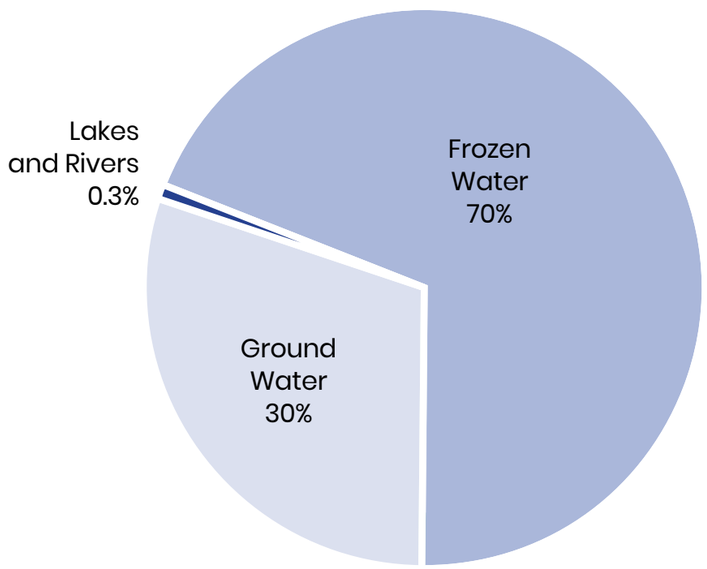
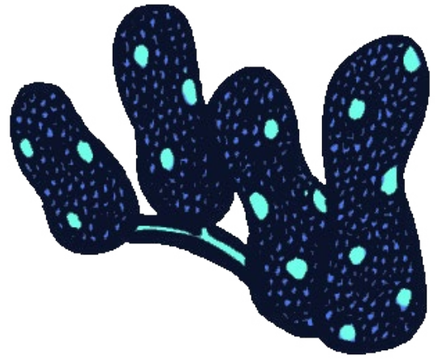


Photo of Globe Credit:
New York Public Library

Oceans
97.5%

Fresh Water
2.5%





Activity 5

Water in the Global South - Media Literacy Activity

Aim:

That learners identify water pressures in the Global South, and learn media literacy skills

Materials:

Learner devices, or desktop computers/laptops; printouts of media evaluation handout

Activity

Ask learners to open up either a search engine, or a large media website (e.g. BBC, or Al Jazeera), depending on how you've prepared the activity. Tell them they'll be looking for news articles, opinion pieces, or blogs and reports from non-governmental organisations about water in the Global South, or countries which are poorer (Global South definition: countries with lower incomes, limited infrastructure, and a significant portion of the population living in poverty.)

Write the search terms on the whiteboard or on a flipchart and ask learners to choose one from each category for their search (e.g., water pollution in the Global South, flooding in India).

Water search terms:

Water pollution; water contamination; water shortage, drought, flooding

Location terms:

Global South; India; Africa; Sub-Saharan Africa, East Africa, Brazil, South America, South East Asia

Give learners copies of the media evaluation handout. Ask them to find two different case studies of water issues in the Global South and fill out the handout for each. If some learners are more comfortable with visual material, you could ask them to find images which relate to the search terms (drought in East Africa, for example).

Once everyone has at least one example, you can ask learners to either present one or two points from their research to the rest of the group, or put them into pairs or groups of three to share their findings with each other. Alternatively, as a bigger project, ask learners to write and/or draw a brief summary of one case study each, and arrange them into a pamphlet or zine.

Media Worksheet

What is the piece about?

Who is the author?

What is the publication? Are you familiar with it already?

Is it a news report, an opinion piece or something else? How do you know?

What are its sources? In other words, where did the writer get the information from?

Are there other points of view that are left out?

Activity 6

Climate Change and Global Water Mapping and Reporting Activity

Aim:

That learners identify the impacts of climate change on water in the Global South

Preparation:

If the group hasn't done any prior activities on climate change, one or two activities from Chapter 2 of the Climate Justice Education in Practice handbook may help build climate literacy for this activity

Materials:

A world map drawn on flipchart paper. You may find it useful to project a world map onto the flipchart and then roughly trace it

Activity

Develop a key for the map together by thinking of different water processes, using the previous media literacy activity for inspiration if necessary. For example, a raindrop for rainfall, a sun for drought, an arrow for sea level rise, a wave for flooding, an ice-cube for glacier melt and so on.

Then ask learners for each one - where in the world does this happen? To help the process, encourage learners to think of images, soundbites, or information they've encountered in media, such as news, films, radio, as well as the previous media literacy activity. E.g., where do we see or hear of long-term water shortages and droughts affecting farmers? Where do we hear of ice caps melting, and where would be most affected by the sea rising? Have learners heard of places where the rain is falling too heavily, or not at all? Or, learners can connect to Ireland by thinking of water issues locally over the past years such as flooding, and then discuss if these happen in other places also.

Mark the different issues on the map using the map key you've developed. Then ask learners, how do they think these climate impacts on water affect people's lives and livelihoods? (i.e., fishing, tourism, etc.) Do they think these impacts are similar or different to our experiences in Ireland?

Then invite learners to form groups of three or four and ask them to produce a mock news report on flooding or another climate-related water issue such as drought in their local area or in one of the areas you've mapped. Some people play the roles of interviewees (affected people, officials), and others of reporters. Suggest the reporter ask questions like 'Can you explain for our viewers what's happening here? How have you been affected by the drought/flood? Can you tell us what you're doing to resolve the problem?, and ask those playing the roles of local officials and people affected to improvise their answers. If they wish, they can film the news report on a phone.

Activity 7

Water Protection Community Action

Aim:

That learners become familiar with community-based actions around the world are working to protect water

Preparation:

Hand out copies of the case studies handout or project them. Give learners some time to read them and consider the images, and/or read them out loud. Then facilitate a discussion; the following questions might help as a guide:

- What do they think of these stories?
- Is there anything in the stories or images which stood out to them?
- Do they like the examples of action-taking to protect water?
- Would this type of project be possible in their own community or area?

Case study 1

Indigenous Water Protectors in North America

In 2016 in the state of North Dakota in the USA, a community came together to protect water. This campaign was led by Native American Indigenous tribes. An oil pipeline, the Dakota Access Pipeline, was planned to be built. It would pass under Lake Oahe, very near to the Standing Rock Sioux Reservation.

The lake is a water reservoir which provides drinking water. Locals were concerned that a pipeline leak or spill would pollute the water. As well as that, for Indigenous tribes from the region, water is part of their spirituality. One of the slogans of the campaign was ‘Water is Life’.

They set up camps near the lake to try to stop the pipeline. Many people came to support the camps. At times, there were thousands of people there. The people called themselves ‘water protectors’, not protestors.

Alexander Howland, who travelled from the Jicarilla Apache Reservation in New Mexico, said:

"I'm going to stay as long as it takes to ensure the safety of our future generations, to make sure that they have water for their children, for my children, for my future generations to come, for everyone's future generations to come."

The camps ended after nearly a year. There was a court battle, and now the pipeline was built. Standing Rock was one of the biggest Indigenous movements in US history. While the community did not win, it gives hope to other communities to see how many people came together.

Compiled using information from:

- The Dakota Access Pipeline: What You Need to Know by the Natural Resources Defense Council
- In Their Own Words: The 'Water Protectors' Of Standing Rock by National Public Radio

Stand with Standing Rock SF Nov 2016 08.jpg - Wikimedia Commons

A person protesting the Dakota Access Pipeline holds a sign reading "We can't drink oil! #NoDAPL".

Image credit:
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Oceti Sakowin Resistance Camp | Mixed feelings heading home ... | Flickr

The Oceti Sakowin Resistance Camp at Standing Rock.

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Lake Oahe, Missouri River, behind Oahe Dam, near Mobridge,... | Flickr

Lake Oahe

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Case study 2

Giving Rights to the Atrato River, Colombia

The Atrato River in Northwest Colombia is 750km long. It rises in the Andes mountains and flows out to the Caribbean Sea. Many communities depend on the river for water, fishing, and transport. The region is one of the most biodiverse in the world, with many species of plants and animals. The river has become very contaminated from illegal mining and logging activities. This is affecting local communities and nature.

In 2017, a Colombian court ruled that the river has rights. The court case was brought by a Colombia environmental organisation and people from communities along the river. The court told the government to respect the rights of the river by cleaning it up, protecting it from more contamination, and providing local communities with sustainable ways of earning a living.

The court order set up a body of 'river guardians', or representatives from river communities. Their job is to work with the government to protect the river. There is still a lot to do to protect the river but the court ruling is an incredible achievement.

The lyrics of a famous song about the river from a Colombian band Tanguí Chirimía go:
"Majestic Atrato River
You who have endured so much
Give your children courage to keep on fighting."
Tanguí Chirimía, Music group

Compiled using information from:
- Colombia: The Atrato River, a landmark for biocultural rights among Afro-descendants - Minority Rights Group
- Colombia's constitutional court grants rights to the Atrato River and orders the government to clean up its waters - Mongabay

On the left is a map of Colombia, and on the right a map of the course of the Atrato River in Northwest Colombia.

Image credits: Colombia map by milenioscuro on Wikimedia Commons, licensed under Creative Commons Attribution-Share Alike 3.0 Unported. River map by OpenStreetMap contributors, licensed under Creative Commons Attribution-ShareAlike 2.0.

A view of Quibdo from the river. Quibdo is the capital of the province.

Image credit:
Anthony Mendoza on Flickr, licensed under Creative Commons Creative Commons Attribution-ShareAlike 2.0.

Some of the Atrato River's meanders.

Image credit:
Almajior on Flickr. Licensed under Creative Commons Attribution-Share Alike 4.0 International

Case study 3

Community Protection of Lough Carra, Co. Mayo

Lough Carra is a lake in Co. Mayo. It has unique natural characteristics which make it a habitat for many plants and animals. The catchment area of the Lough is 115 square kilometers. It provides drinking water for more than 1,000 households.

The Lough Carra Catchment Association was set up in 2018 by local people to protect the waters and nature of the Lough. Some of the ways they are doing this is working with local farmers and other stakeholders like Coillte and the National Parks and Wildlife Service to prevent runoff into the lake from agriculture, forestry and septic tanks. The runoff can contaminate the water. It can also promote algae growth, which can be harmful to the water quality.

The Association monitors water quality and wildlife of the Lough. They work to raise awareness of how unique and special the Lough is. They encourage everyone to enjoy its natural environment.

Compiled using information from:
- https://www.loughcarralife.ie/

Optional Extra:

Look up the Lough Carra Catchment Association podcast and listen to an episode with learners.

Sheep grazing on the shores of Lough Carra.

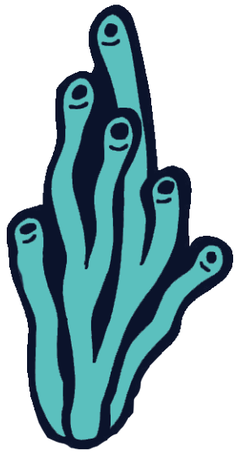
Image credit:
Lough Carra Catchment Association

Lough Carra and its catchment area.

Image credit:
Local Authority Waters Programme via Lough Carra Catchment Association

Common gulls on the Lough.

Image credit:
Lough Carra Catchment Association



Activity 8

Community Action Plan on Water

Aim:

That learners will learn how to plan, carry out and reflect a water-related project in the local community

Materials:

Blank copies of the Action Plan Worksheet; Post-it notes

Activity:

Depending on the group of learners, you may already have ideas of a community action project, or have your own way to facilitate a group discussion and decision on a project. In case you'd like some guidance, here we offer some steps which may be useful.

Give a reminder of what the group worked on as part of the water mapping activity. Review the map together, to help provide input for the subsequent brainstorm. Ask learners:

A) What did you discover about water in the area/community when doing the mapping? The community can be the school itself, or a wider area.

B) What can be done to help preserve water in the area/community? Review everything learners came up with when considering these questions.

- Facilitate a brainstorm session and gather everyone's ideas for a community action project. At this stage, no idea is too big or too small. Ideally, note the ideas on post-it notes so you can easily group similar ones.
- See if there are obvious similarities between some of the ideas and group them together.
- Discuss each idea – or groups of ideas clustered together – to see if it's achievable. You can use the action plan worksheet; either do it together as a group on the whiteboard, or give each learner a copy to fill in. This can help identify if any of the ideas are too big and complex to complete in the time you have available, and to discuss the pros and cons of each idea.
- Eliminate the ideas which aren't realistic or achievable. To help the discussion, keep coming back to questions – why is this important to us? What are we trying to achieve? See if you can combine the best elements of the remaining ideas into one action idea. Test for agreement with the group, and amend if necessary.
- Once you have decided on a community action project, work together on the action plan worksheet on the following page.
- Learners carry out their action.

Action Plan Worksheet

Our Goal is:

	Actions	Who?	When?
1			
2			
3			
4			
5			
6			

A Sample Action Plan

Our Goal is:

To make a pond in community garden

	Actions	Who?	When?
1	Research types of ponds and water plants	Mary	1st week of March
2	Get budget from Community Centre	Margaret	1st Week of March
3	Go to garden centre to buy materials	Margaret, Peter and Mary	2nd Week of March
4	Dig and line the pond	Margaret, Peter and Mary	3rd Week of March
5			
6			

WATER

Reflection:

After completion, facilitate a reflection session to discuss:

- What went well?
- What could be improved?
- How did the project impact the community?

Blank Risk Assessment Template No.74 **(List additional hazards, risks and controls particular to your school using Template no. 74)**

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Control measures	Is this control in place? Y/N	If no, what actions are required to implement the control?	Person responsible	Date action completed
Hazard Identified	Risk Assessment	Big Shed / Dome	Medium					

If there is one or more **High Risk (H)** actions needed, then the risk of injury could be high and immediate action should be taken.
Medium Risk (M) actions should be dealt with as soon as possible. **Low Risk (L)** actions should be dealt with as soon as practicable.

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Risk Assessment carried out by: _____ **Date:** / /

Climate Justice Education in Practice

Design and illustration by Sinéad Kennedy

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