

## No Water... What's that like?



- Ask children to imagine that when they go home tonight they find that the water supply has been shut down. Ask, *How would being without water affect you and those around you?*
- Write down some of their initial suggestions. Are any of their suggestions linked? Does one thing sometimes lead to another?
- Draw a simple diagram using arrows to track the consequences. Explain how it shows that one thing leads to another, which leads to still more problems.

- As a class, work through one set of likely consequences on a flip chart or on the board.
- In groups, ask the children to have a go at tracking consequences in a similar way to the sample diagram. If time is short, advise them that it may be best to track one consequence as far as they can.
- Get feedback from the groups on the examples they have tracked. Are there similar lines of thought? Do some groups break into new ideas for consequences?
- Can the children begin to understand the enormity of having insufficient reliable water in or near home? Can they also see that the consequences would apply to anyone in that situation, wherever they live in the world?
- Now say: *Imagine – water was short but now it's back on!* Ask the group to suggest all the positive words they can think of to place around the edge of their diagrams (and the flip chart/board diagram).

