

# Water and Climate Change

## Primary School Teachers' Resource

Junior Infants to Second Class / Primary 1 to Primary 4 / Alive-O 1 to Alive-O 4

This Lenten resource is a supplement to *Maji – a Pack on Water for Early Years* and provides Primary School teachers of **Junior Infants to Second Class / Primary 1 to Primary 4 / Alive-O 1 to Alive-O 4** with activities and ideas for exploring the Lenten 2008 theme: **Water and Climate Change**. This resource includes:

- Information on the *Trócaire Better World Award*
- Classroom activities for exploring the Lenten theme of Water and Climate Change
- Activity worksheet
- A Prayer Service for Lent

The activities and ideas link with guidelines and recommendations in the *Primary School Curriculum* (Department of Education and Science, 1999), *The World in the Classroom – Development Education in the Primary Curriculum* (Primary School Development Education Project, 1999) and *Intercultural Education in the Primary School* (NCCA, 2005).

*Maji – a Pack on Water for Early Years* provides Early Years educators with ideas for exploring daily life for families living in Kenya and in particular the importance of water for survival. *Maji* also includes stories about and photographs of farmers and nomads in Kenya and their struggle to deal with the consequences of climate change. The activities in *Maji* can be used in both Junior and Senior Infant classes / P1 & P2 / Alive-O 1 & 2 and can be adapted for use with First and Second classes / P3 & P4 / Alive-O 3 & 4.

### Trócaire Better World Award 2008

- The aim of the *Trócaire Better World Award* (TBWA) is to encourage children to work co-operatively while exploring the Lenten theme **Water and Climate Change**.
- This award is in recognition of the time and energy teachers and children put into exploring the Lenten theme.

Use the *Trócaire Better World Award 2008 Poster* which accompanies this resource to explain what the TBWA is about. Encourage the children to look at the photos in the poster and discuss what is happening in each photo. Explore any ideas the children might have for their class/school entry.

#### What to Do – some ideas:

- Use the lead up to **World Water Day**, held on March 22<sup>nd</sup> each year, as a focus for carrying out the activities in the pack.
- Compile a folder of the children's work
- Organise a display - invite parents or other classes to view your work
- Prepare some Kenyan food and share with others. (Go to <http://kijabe.org/nutford/recipes.html#4> for recipes).
- Put on a mini performance - sing songs/recite poems on the theme of Water
- Invite a speaker to talk about Kenya and/or Water.

#### Suggestions for entries:

- Take photos of the children working on the activities and of the activities themselves. Send in folder, artwork,

projects etc. If they are too large to post, send in a photo instead.

- Video the children doing the activities or presentations.

#### What schools will receive:

The members of a group who submit an entry will each receive a *Trócaire Better World Award Certificate* and a *Trócaire Better World Award Sticker*. In addition there will be awards for groups whose entries are of special merit.

These special merit awards will include:

- An artefact from Kenya
- A CD of music from Africa
- A Fairtrade hamper

#### Don't forget to:

1. Gather together your class's entry for the *Trócaire Better World Award*.
2. Give the name, contact details of your school etc. on the *Trócaire Better World Award Form* below.
3. Write a list of the children's names so they will each receive a certificate.
4. Send your entry to Trócaire, 9 Cook Street, Cork or Trócaire, 50 King Street, Belfast, BT1 6AD by **Friday April 11<sup>th</sup>, 2008**. Mark your entry *Trócaire Better World Award*.

### Trócaire Better World Award Entry Form

School's Name: \_\_\_\_\_ Class: \_\_\_\_\_

Teacher's name: \_\_\_\_\_

Names of children (use a separate sheet if necessary):  
\_\_\_\_\_

Give a brief description of your entry: \_\_\_\_\_

School Address: \_\_\_\_\_

Email: \_\_\_\_\_ Telephone: \_\_\_\_\_

Send your class or group entry to Trócaire, 9 Cook Street, Cork or Trócaire, 50 King Street, Belfast, BT1 6AD by **Friday April 11<sup>th</sup> 2008**. Mark your envelope *Trócaire Better World Award*.

## → Activities for 1<sup>st</sup> & 2<sup>nd</sup> Class/ P3 & P4

Note: Most of the activities here are aimed at 1<sup>st</sup> and 2<sup>nd</sup> class / P3 & P4. For activities for Junior & Senior Infants / P1 & P2 see *Maji, A Pack on Water for Early Years*.

### SPHE: Water Promises

Strand: Myself and the Wider World  
Strand Unit: Developing Citizenship

- Brainstorm the word 'water' on the blackboard. Elicit when, where and why we use/need it.
- Ask the children, in groups, to devise a set of rules regarding the proper use of water that can be followed both at school and at home.
- List all of the ideas on the blackboard and decide which are to be included in the class list of promises.
- Invite the children to write these promises on a large chart. Decorate with images of water from magazines or the internet.
- Discuss why it is important that these promises are respected. Whose rights are being respected by abiding by these promises? What would happen if we did not follow these promises?
- Repeat the promises frequently. Take the list of promises around the school to encourage children in other classes to conserve water.



### Music and Physical Education: Traditional African Chant

Strands / Strand Units: Music: Composing, Improvising and Creating  
P.E.: Dance: Exploration, creation and performance of dance.

You will need: space to move around, African music, copy of African Chant, musical instruments - African if possible.

#### Traditional African Chant: Where Is the Rain?

*The giraffe and the elephant went for a walk. They stopped in some shade and started to talk; "I wish it would rain," said the giraffe with a sigh. "I'm tired of watching the clouds pass us by!" "Yes," said the elephant, "Where is the rain? I wish I could eat fresh green leaves again. The sun is so hot and the land is so dry; when will the rain fall from the sky?" Later in the day the sky turned grey, the flying ants flew out to say, "The rain is coming! We smell it in the air! And in the distance, thunder we hear!" The giraffe and the elephant looked up at the sky and heard the black eagle give forth his cry, "The rain has come, the rivers will flow; the dry season is over; now the green grass will grow!"*

- Tell the children the above story. Ask them did they notice anything different about it. Retell the story, this time with stresses and pauses after each 'beat' and

emphasizing the rhymes. Encourage the children to join in by saying the words they remember, clapping the beat or tapping the rhythm with their pencils. Explain that the story is a traditional African chant.

- Sit the pupils in a large circle with instruments in the middle. For each part of the story, discuss any aspects that might be described in sound, inviting pupils to match their ideas to a vocal or instrumental sound. Encourage pupils to shape their sounds by asking 'What if' questions e.g. 'what if you start very quietly and get gradually louder?' or 'What if you play a long sound followed by some short loud sounds?'
- Allocate the instruments among the groups of children and tell them that they are about to compose music for each of the scenes/episodes in the story and perform them during the telling of the story.
- As each group tells the story using their voices and instruments, allow the other groups to move around the open space using their bodies to show the giraffe, elephant, rain, flying ants, growing grass etc.

### Geography: Causes and Effects of Climate Change

Strand / Strand Unit: Environmental Awareness and Care: Caring for my Locality  
You will need: large space, masking tape, old newspapers

- Brainstorm activities the children do that need energy or fuel e.g. turn on lights, travel by car; go by plane on holidays.
- Divide the class into two teams separated by a marked line (masking tape) across the space. A member of one team goes over to the other side calling out an activity from earlier and tries to touch the other team and run back to their own side. The other team tries to hold them down. If they are captured for more than 10 seconds, they are out of the game. The other team then has a go.
- After about 10 minutes, end the game. Ask how people are feeling. What happened in the game? Was there a clear winner? How did it feel to be captured? Are they hot from all the running around?
- Explain that this is similar to what is happening in the air around us. When we switch on a light, drive in a car or light a fire, we are releasing carbon dioxide and other gases into the atmosphere. The gases are trapped in the atmosphere and form a blanket around the earth that heats up, in the same way a greenhouse does.
- Place sheets of newspaper at random on the floor, so that there is just enough for everyone to stand on. Explain that these are islands and the floor is the sea.

- Everyone begins in the sea, moving around. When the leader calls 'shark', everyone stands on an island. Anyone touching the water is out of the game. Encourage the children to participate to ensure as many people as possible survive.
- After the first round, announce that a hurricane is blowing and remove half the sheets. In the following rounds, announce floods, drought (leading to a reduction in food) and an outbreak of malaria, halving the number of sheets each time.
- End the game and ask how the group felt during the game. Was it easy or difficult to survive? Why? Was it better to work individually or participate as a group to survive?
- Explain that as a result of the atmosphere warming up, the weather is changing for the whole world. At the Poles, the ice is melting, leading to sea levels slowly rising and an increased risk of flooding. It is the poorest people in the poorest countries in Africa, Asia and Latin America that will be hardest hit by climate change. But it's not too late for us to do something about it.
- Explain that each one of us can take small actions such as turning off the lights when we go out, cycling or walking sometimes and reusing or recycling paper etc. We can also encourage others to take action locally and globally.
- Follow-Up Activity: The children identify, discuss and implement simple strategies for caring for the environment. Turn this into a class project – and *don't forget to take photographs!*



### Religious Education: Holy Water

- Water is blessed by a priest and is then called Holy Water. Have you ever been to a place where there is Holy Water? Have you ever seen Holy Water in anyone's house?
- Holy Water is kept in the Holy Water Font in a special place in the church to remind us that we have been baptised as Christians. When you were a baby, you were brought to the church and the priest baptised you and poured Holy Water over your head. Have you ever seen a baby being baptised? Ask, at home, to see a photograph of your own baptism. Talk about your baptism.
- There is usually Holy Water near the door of the church as well. What do we do with the Holy Water as we walk into and out of the church? We bless ourselves with it. We bless people things and places with Holy Water

Links with the Alive-O Series

- Alive-O 1: T2, L3: We Celebrate St. Brigid (Blessing of Water and of the Classroom)
- Alive-O 2: T3, L1: Water is Good; L2: Water is Fun; L3: Water is God's Gift
- Alive-O 3: T1, L11: Jesus - Diviner
- Alive-O 4: T1, L16: Spirit of Friendship; T3, L9: The Spirit of God in Us



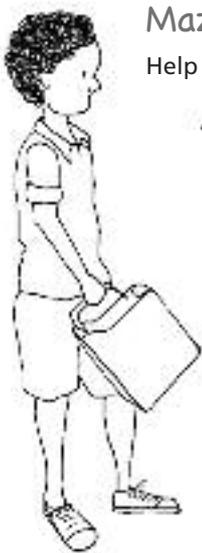
# WORKSHEET

## True or False

Think back to what you have learned about Kenya and water.

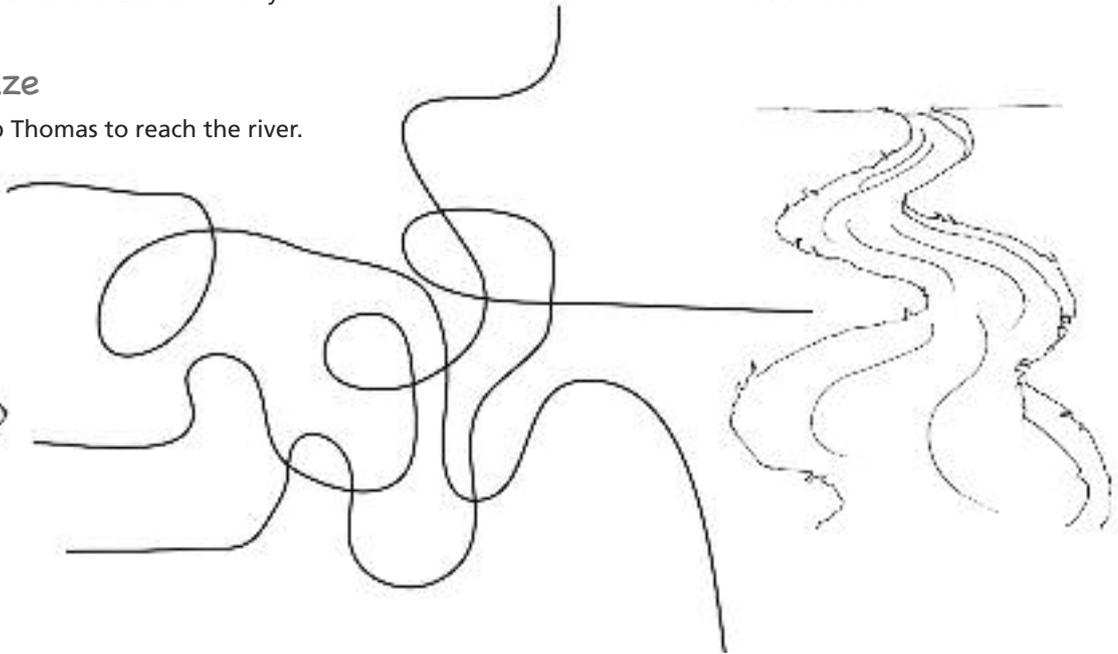
In pairs answer the questions by circling either True or False at the end of each line.

- |   |              |
|---|--------------|
| 1. Kenya is a country in Africa.                      | True / False |
| 2. A traditional oven used in Kenya is called a jiko. | True / False |
| 3. Nomads stay in the same place all the time.        | True / False |
| 4. Goats do not need any water.                       | True / False |
| 5. There are giraffes and zebras in Kenya.            | True / False |



## Maze

Help Thomas to reach the river.



## Word Search

Read the words. Share with the person sitting next to you what they mean and whether they are about Kenya or water, or both!

Now try to find them in the word search.

rain leopard kiswahili ugali maize seeds

p	l	w	r	g	i	y
m	e	a	d	k	k	h
a	o	r	a	i	n	s
i	p	m	a	s	j	e
z	a	o	e	w	u	e
e	r	p	r	a	b	d
b	d	l	k	h	g	s
s	c	e	i	i	h	m
a	u	g	a	l	i	a
z	f	h	y	i	r	l

## Write and illustrate a story

In your copybook, write your own story about Kenya.

Look at the photographs for ideas.

Use the words in the word search to help.

Draw a picture to go with the story.

## Making Bookmarks

Using the print of your favourite Kenyan animal, make a bookmark.



- A piece of card,
- a picture of your chosen animal, a pencil, colouring equipment and scissors.



Draw the head of your favourite Kenyan animal onto a piece of card.

Design and colour the long strip using the pattern of this animal.

Carefully cut out your bookmark.

On the back of the strip, write a number of interesting facts about this animal.

Now all you have to do is find an interesting book to read!



# LENTEN PRAYER SERVICE



**TRÓCAIRE**  
Working for a Just World

## Reflections for teachers:

You care for the earth, give it water;  
you fill it with riches.  
Your river in heaven brims over  
to provide its grain.

*(Psalm 65:10-11)*

Whoever gives even a cup of cold  
water to one of these little ones in the  
name of a disciple – truly I tell you,  
none of these will lose their reward.

*(Matthew 10:42)*



candle, colourful cloth, crucifix,  
jug of water, list of water promises,  
Kenyan houses, children's Kenyan

artwork, photographs from *Maji* pack, Trócaire Lenten  
box, lunch box and drink, open space in the classroom,  
CD player and CD with appropriate soft music.

## Preparation:

- Allow children who volunteer to say a prayer to do so. Have the children practise a set piece to say beforehand. Practise the response "Lord, hear us, we pray".
- Set up the Sacred Space using the above items.
- Place the cloth, candle etc. in the centre of the floor.
- Invite the children to place their Kenyan art pieces around the Sacred Space.
- Gather the children in a circle around the Sacred Space.
- Light the candle.
- Have soft music playing in the background.
- See Alive-0 2, Term 3 for an exploration of the theme of water.



Song: Water Litany (Alive-O 3);  
Circle of Friends (Alive-O 4)

**Teacher:** Many people around the world will not have clean water to drink today. We pray that they will get the help that they need. (Child holds up jug of water)

**All:** Lord, hear us, we pray.

**Teacher:** Let us think about the people of Kenya, especially the people we have learned about in the photographs. Life can often be hard for them. Lord, bless them. (Child holds up a chosen photograph)

**All:** Lord, hear us, we pray.

**Teacher:** We all need food and water to live. Thank you, Lord, for the food we eat and the water we drink everyday. (Child holds up lunchbox and drink)

**All:** Lord, hear us, we pray.

**Child 1:** Lord, help us to use water carefully and not to waste it. Let us pray that the people of Kenya will have enough water to drink. (Child holds up list of promises)

**All:** Lord, hear us, we pray.

**Child 2:** Friends are a very important part of our lives. Thank you, God, for all of our friends. We pray that Lucy, Samson and Thomas in Kenya will always have friends to be with. (Child holds up photograph of the mentioned children)

**All:** Lord, hear us, we pray.

**Child 3:** Let us give thanks to God, for showers of rain that run down our window pane. We ask that God will give strength to those who have too little or too much rain. (Child holds up poster from the *Maji* pack)

**All:** Lord, hear us, we pray.

**Child 4:** Let us pray for all those who work to help those in need. Lord, bless their hard work. (Child holds up Trócaire box)

**All:** Lord, hear us, we pray.

**Child 5:** Let us pray that people will live in peace. Help us, Lord, to be peaceful in our daily lives. (Child holds up crucifix)

**All:** Lord, hear us, we pray.

**Teacher:** Amani is the Swahili word for peace. Let us offer each other the sign of peace. (Children shake hands with those on either side of them, saying "Amani - Peace be with you".)

**Teacher:** As we close our eyes, let us pray our own special prayers silently in our minds. (Allow the children a minute or so for this)

**All:** Let us pray

Thank you God for water,

Thank you God we pray.

Thank you God for every drop,

Thank you day by day.



Song: Wonderful Water (Alive-O 2)

