

# Malawi

## Water in Malawi

Time Period: About 1 hour  
Kindergarten-Grade 3

### About the lesson

It helps students understand that water is an important resource and people in Malawi cannot access it as easily as we can in Canada.

### Learning intentions

Students will be taught:

- that water is an important and precious resource
- that we must conserve water to sustain life in many parts of the world
- that in parts of the world people do not have easy access to clean water

### Learning outcomes

Students will have learnt:

- to identify sources of water used by humans.
- to understand the process required to make water safe to drink.
- to recognise that not everyone has access to clean water.
- to identify problems of lack of (or excess of) water.
- to suggest ways to conserve water supplies

### Links to National Curriculum subjects

Science and Geography  
Plus Maths, English and Art



### Resources

Globe and atlas; video clips and photographs/illustrations of Malawi; information from literature and web on rainfall; measuring instruments (litre – gallon); filter paper; stream water; funnels and collecting jars; bottled water.

*As this lesson will be repeated across all ages with different topics the following Lesson Structure gives some indication of how it could be delivered to varying grades*

### Lesson Structure

Approx timings

#### Introduction

Pour stream water into a clear glass and compare with a glass of tap water and a glass of bottled water. Ask children which they would safely choose to drink and why 5 mins

#### Warm up

Look at photographs or video of women in Malawi gathering water from well, lake or pump. Fill a large container with water and ask children to try to lift it. Let students share their views about drinking water from these sources 10 mins

#### Development

Pour the stream water through filter into clean jar. Ask students to look at any residue left on filter and discuss what other bacteria may have got through the filter. Describe the process water goes through before water comes out of a tap. (This could be another lesson and could be linked to a visit to a water treatment plant and also to a lesson on the water cycle). 30 mins

Discuss issues relating to our use of water. Why do we buy bottled water? What happens if we leave a tap running? Does water ever run out? In a drought what do we do? Why do some people have water meters? What problems occur during floods with water e.g. water borne diseases? How much water do we use each day? Compare with the situation for many in Malawi who do not have access to constant flowing clean water. Where do they get water from? How do they treat water to make it safe? If they boil it what are the consequences? If they don't boil it what are the consequences? How much water do they use each day?

Look at information about rainfall in Malawi and compare with Canada's rainfall (could link to mathematics with production of charts and graphs).

#### Vocabulary extension

Produce posters or leaflets raising awareness on conserving water. 10 mins

#### Plenary

Get feedback on what students have learnt. 5 mins



Kindergarten students the sessions could be developed to explore water – e.g. how it can sink into sandy ground quicker than clay or rock; what lives in water in our streams and lakes; comparing how much water we use to wash, shower and bathe; recognising that in Malawi children don't take water for granted like we do in Canada. Wall charts could be produced showing the various sources of water and uses of water in a Malawi village and in our own location.