

THE RIPPLE EFFECT

LAUNCH LESSON

TEACHER GUIDE

NORTHUMBRIAN
WATER *living water*



THE RIPPLE EFFECT LAUNCH LESSON

INTRODUCING THE RIPPLE EFFECT LAUNCH LESSON

Welcome to The Ripple Effect Launch lesson pack. We're delighted that you are investigating water efficiency in your school. This lesson is jam packed full of fun activities, amazing facts and tons of opportunities for your pupils to take their learning further once the lesson has finished.

We're offering lots of content and timing options for the lesson so you can tailor it to suit your needs, however you should be able to deliver all of the learning in under 60 minutes.

This pack contains a short guide to The Ripple Effect Launch lesson, and a presentation to use when you deliver the lesson in your school.

On the next page you can see a table with all of the activities included in the pack with approximate timings. The whole lesson should take about 60 minutes, but we have made some timing recommendations on the next page.

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LESSON CONTENT AND APPROXIMATE TIMINGS:

Time	Detail
10 minutes	SETTING THE SCENE An opportunity for you to introduce the topic and make links to the work the children may have been doing at home and at school about the water cycle and water efficiency. Introduce what The Ripple Effect is with the video and then explore how the water cycle works.
20 minutes	THE WATER TRACKERS STORY This story will make the world of The Ripple Effect and The Water Trackers come alive. Pupils will be drawn into the 'why' of water efficiency skills and be inspired to learn more about becoming a Water Tracker.
10 minutes	HIGHER OR LOWER The assembly will be active and full of energy as the children play the Higher or Lower game and then take part in the quiz to embed the learning.
5 minutes	WATER TRACKER QUIZ Run through the fun quiz to recap the learning and activities that pupils have taken part in today. Depending on their answers they will either be Water Rookies, Water Recruits or Water Trackers.
10 minutes	BE THE RIPPLE EFFECT COMPETITION At this stage you're ready to launch the Be The Ripple Effect competition with your pupils! Discover what they need to do, how to enter and when they've got until to create their entries.

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AFTER THE SESSION

Encourage your pupils to think about what their water saving advert for the **Be The Ripple Effect Competition** will be.

- We also have lots of Water Tracker training resources on our website where you can take a deeper dive into The Ripple Effect and continue to develop your children's water efficiency skills and knowledge. Visit www.nwg.co.uk/ripple to continue your water saving adventures!
- Why not involve parents, guardians and carers in your pupils' competition entry. You can use your school newsletter to promote the Be The Ripple Effect competition and get the whole family involved.
- Do you have assemblies that you invite parents along to? Why not have a water themed assembly and get the children to show their competition entries to everyone to share easy water saving ideas and create a Ripple Effect in your community?
- You could also get classes or year groups to compete to save the most water!

We would be delighted to hear about your water saving adventures. If you have any photos to share or posters that you have made in school, please send them along with any water cycle questions to therippleeffectworkshop@gmail.com.

Before delivering the Launch lesson, we recommend exploring the resources to make sure you can run the different activities confidently. The lesson presentation will also require sound.

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LESSON ACTIVITIES AND TIMINGS

Welcome and introduction session

Timing: 10 minutes

Welcome the pupils to The Ripple Effect Launch lesson. Tell them that they are all going to be exploring our most precious resource, water and how they can create a water saving advert to promote in their local area at the end of it.

- To introduce the lesson, you may want to say :

“Our lesson today is about The Ripple Effect.”

“The Ripple Effect is all about making positive changes to the way you, your family and friends use water.”

“If we all make small changes to the way we use water, we can make big waves in protecting our water supply.”

“To join The Ripple Effect, you need to get trained up to become a Water Tracker and you are all going to take your first steps in learning to become one today!”

“You’re going to do this by taking part in the activities today to help start your Water Tracker training... Water Trackers are Guardians of the Water Cycle who also happen to be normal people! Before we start our Water Tracker adventures, we need to learn a little bit more about why we need to protect our water cycle and what Water Trackers spend their time doing.”

- You can start by playing The Ripple Effect introduction video to your class and get them to make notes on the most important parts as they watch it, as there will be a recap at the end.
- Ask the pupils to think of ways they have used water today and allow a small number of children to share their answers.
- If you’ve recently worked on the water cycle with any of the year groups, you might want to make reference to this and ask your pupils to share some water cycle facts. If you haven’t yet explored the water cycle with your pupils then you can use the diagram on the slide to explain how it works.
- Then ask your pupils if they can think of any ways that they might be able to save water. You can reveal each tip on the screen and discuss what this water saving action means.
- Next, bring up the Water Tracker story on the board. Tell the pupils to pay close attention to the story as you will ask them questions about it at the end... You can tell them that this is part of their Water Tracker training and will help them create the best competition entry possible!
- Recap some of the learning in this first session with your class by asking them the questions on screen.

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THE WATER TRACKER STORY

Timing: 10 minutes

- Open up the story slides on the presentation. Choose if you would like to read the story yourself, using the script or if you would like to use the provided audio book.
- Ask the children to listen carefully to the story and to put their hand up each time they think water is being wasted (the children only need to raise their hands, no need for them to say anything at this point).
- You might want to say “Now we’re going to dip our toes into the world of the Wayster Family and The Water Trackers. As you listen to the story, each time you think someone is wasting water I want you to raise your hand. If you like, try and keep count how many times you put your hands up. This is part of your Ripple Effect training and will give you an idea of the sorts of things Water Trackers do to help protect our water supply. Ready? We’re going to hear from Will Wayster who is getting really fed up with his family. Let’s find out more.”
- After Will gets soaked by the sprinkler there’s an opportunity to have a short break in the story to reflect on the amount of water waste going on in the Wayster family. You might want to say “ Well... I have seen lots of hands going up. Did anyone manage to keep track of how many times water was being wasted?” Allow the children to raise their hands, again no need to share answers at this point, there are questions at the

end of the story. There were lots of examples of water waste weren’t there. Let’s keep on going.” Then continue with the rest of the story.

- Once you get to the end of the story it’s time to test the children’s knowledge. Ask the following questions giving support if required. If you are short for time you can choose to ask fewer questions.
1. Can anyone think of a way that the Wayster family were wasting water?
Answer: Any of the following answers are correct:
 - Winnie was fake tanning while leaving the shower running
 - Whitney left the tap on while brushing her teeth
 - Mum had left the tap running while washing vegetables
 - Warren had put the washing machine on with only one pair of jeans in it
 - Wes was using the hose to wash his motorbike
 - Gramps always uses the big flush
 - Dad was using the sprinkler to water the lawn
 2. We heard that a sprinkler uses a huge amount of water each hour. Can anyone remember how much?

Answer: A sprinkler uses 1,000 litres of water a day.

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The Water Trackers point out that some parts of the UK are drier than two countries. Can you remember which countries?

Answer: Brazil and Puerto Rico have more rainfall than the UK.

3. The Waysters were using a lot of water every day. Will told them it was the same as how many bathtubs of water?

Answer: The Waysters were using the equivalent of 1,500 litres a day as a family - about 20 bathtubs.

4. Can you think of a way that the Wayster family decide to save more water?

Answer: Any of the following answers are correct:

- Mum and Whitney plan to turn the tap off when washing vegetables or brushing teeth
 - Winnie is going to cut down showers and put the timer on for four minutes.
 - Gramps is going to use the small flush
 - Dad is going to stop using the sprinkler (he's going to use collected rainwater from a water butt)
 - The little kids are going to use water blasters to water the vegetable beds
- Once the children have answered all of the questions, congratulate them and then tell them they are going to test their skills and knowledge even further by playing a game.



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HIGHER OR LOWER WATER USE

Time for activity

10 minutes

Resources required

- Presentation
- a bucket (optional)

Objective of the game

The aim of the game is to guess if one activity uses more or less water than another. Along the way, children will be encouraged to pick out “hero items” which can help them use water more efficiently.

Top tips for delivery

The trick here is to make the game feel a bit like a gameshow. Try to keep the pace lively, but check that the children are following the game and understanding what you are asking them to do.

Steps for delivery

- Bring up the presentation.
- Take all of the children through the instructions for the game. You might want to say:

“We are going to play a game called higher or lower. In this game, you are going to have to guess if you think one object or activity uses a higher or lower amount of water than the other.”

“One of the activities might be taking a shower and another might be using a dishwasher – you’re going to have to guess if the dishwasher uses a higher or lower amount of water than the shower.”

“Can you think of a way to show me if you think it uses a higher amount without shouting out?” Children may use their fingers to point upwards.

“Now what about a lower amount of water?” Children may use their hands to indicate a lower amount.

We do have some “hero items” in this presentation to keep a look out for. These items can help us save water.

- Emphasise that this game is fast paced and that there are only a few minutes to get through the game.
- Ask a child or a colleague to keep score of how many correct guesses the children make.

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- If you have a bucket you may want to show the children the bucket and remind them that it holds ten litres of water.
- Move the presentation onto the first picture – a fully filled bath.
- Ask the children to raise their hands if they would like to guess how much water is used in a fully filled bath.
- Establish that 80 litres are used, which is 8 buckets of water. Share the tip of running shallower baths to save water.
- Tell the children that now the challenge is going to begin! Move the presentation on to the next slide (washing machine).
- Ask the **questions** indicated in **red** in the boxes below and encourage the children to show if they think the activity uses a higher or lower amount of water than the previous activity each time.
- Once the children have found out if their answers were correct, share the **tip** in **green** below.
- To ensure high levels of engagement ask different children in the audience about their choice at each stage – are they sure? Would they like to change their mind?
- Once the children have guessed, take the answer that has been provided by the majority of children.
- You may want to use the script below:

“Ok, so we have established that a fully filled bath uses 80 litres of water. Baths are great but remember it is possible to use less water by not filling the bath up as much.”

“Are you ready to see the next water use activity? Ok! So we have a washing machine – Does a washing machine use a higher or lower amount of water than a lovely fully filled bath?”

“Have a think... higher or lower? Remember to use your hand signals. (Choose a child) Are you totally sure of your answer? 100% sure? Don't want to change your mind? Ok...are we all saying a washing machine uses a lower amount of water than a fully filled bath?”

“You are correct! A washing machine only uses five buckets of water so 50 litres, remember it's always better to do full loads of washing.”

Alternative if the group has guessed incorrectly...

“Oh dear, nope that's not right this time. In fact a washing machine uses a lower amount of water than a fully filled bath. It's 50 litres of water. Shall we try again on the next one?”

“Brilliant, right onto our next water use activity. Ok we have a sprinkler – and I can give you some more information here... the sprinkler is left on for AN HOUR!”

“Does a sprinkler left on for an hour use a higher or lower amount of water than a washing machine. Have a think, higher or lower?”

- Use this format to go through all of the different water use examples, sharing tips and hero items with the children
- Once the children have completed the game, congratulate them on their efforts – share their score and return to the next section of the assembly in the main presenter script guide.

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A fully filled bath: 80 litres

- **Tip:** So that's 8 buckets full of water! Baths are great but they do use lots of water. Could you try and use less water?

A Washing machine: 50 litres

Question: Does a washing machine use a higher or lower amount of water than a lovely fully filled bath?

- **LOWER** – only five buckets full this time.
- **Tip:** full loads of washing are always better than only half full ones.

Sprinkler left on for an hour: 1,000 litres an hour

Question: Does a sprinkler left on for an hour use a higher or lower amount of water than a washing machine?

- **HIGHER** (much higher!) Yikes! That's 100 buckets of water every hour!
- **Tip:** brown grass will quickly turn green again once there is some rain there's no need to water a lawn.
- **Hero item:** a water blaster- you can always use a water blaster (or a watering can) to water plants.

A dishwasher: 14 litres

Question: Does a dishwasher use a higher or lower amount of water than a sprinkler?

- **LOWER**
- **Tip:** remember to always fill your dishwasher up – if you switch it on and it's only half full you could be wasting 7 litres of water!

Washing up leaving the tap running for 10 minutes: 60 litres

Question: Does leaving the tap running for ten minutes use a higher or lower amount of water than a dishwasher?

- **HIGHER**
- **Tip:** surprisingly many modern dishwashers use less water than washing up by hand.
- **Hero item:** washing up bowl - if you don't have a dishwasher you can fill your washing up bowl instead of letting the water run.



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A ten minute shower: 150 litres

Question: Does a ten minute shower use a higher or lower amount of water than leaving the tap running for ten minutes?

- **HIGHER**
- **Tip:** Shower's are an efficient way to wash but you're best limiting your shower to four minutes at a time.
- **Hero item:** Stopwatch – you can set a timer to help you reduce the amount of time you spend in the shower.

A leaky toilet: 215-400 litres

Question: Does a leaky toilet use a higher or lower amount of water than a ten minute shower?

- **HIGHER**
- **Tip:** You can check if you have a leaky loo by putting food colouring in your tank – if the colour comes into the toilet bowl in between flushes then you have a leak.

A week of leaving the tap running while you brush your teeth: 170 litres

6 litres a minute – dentists advise brushing for 2 minutes twice a day = 168 litres over a week.

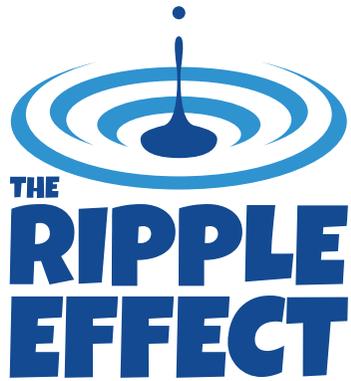
- **Question:** Does leaving the tap running while you brush your teeth for a whole week use a higher or lower amount of water than a leaky toilet?
- **LOWER** but that's still 17 buckets full of drinking water wasted!
- **Tip:** Turn off the tap as you're brushing your teeth.

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BE THE RIPPLE EFFECT COMPETITION

Timing: 10 minutes

- Congratulate the pupils on the learning that they have achieved during the launch lesson.
 - Ask them to turn to the person next to them or to have a think by themselves about their favourite bit of the lesson?
 - Now it's time to discover our Be The Ripple Effect competition and find out how pupils can start their entries after today's lesson.
 - This is a brand new competition that we've launched this year to get pupils thinking about how they can promote water saving tips to their local community. Pupils can enter on their own or in a group, it's up to them.
 - Their task is to create a water-saving advert and can take the form of a poster, drawing or a video etc, but it's completely up to them what they create! The winning entry will also see their entry displayed in public for their community to see.
 - Your pupils can either enter at school or at home if their parent, guardian or carer would like to submit their entry for them. You can find out the full details around how to enter and the T&Cs for the competition by visiting www.nwg.co.uk/responsibility/working-with-schools/the-ripple-effect/be-the-ripple-effect-competition.
- It's important to remember that **the competition closes on 23 June 2024** so make sure you get your pupils entries in before then.
 - Within their competition entry we want to see all of their water saving learning within it and they need to think about how people in their community might view the advert. So it needs to be creative, effective and it can focus on just one of the water saving tips if they would like.
 - By entering the competition you and your pupils will be promoting vital tips that could directly impact water usage in your local area, so spread the message as wide as you can to create your very own Ripple Effect!
 - We can't wait to see all of your pupils' entries, so good luck to them all! If you have any questions then please contact therippleeffectworkshop@gmail.com and remember to enter by visiting www.nwg.co.uk/responsibility/working-with-schools/the-ripple-effect/be-the-ripple-effect-competition. Please ensure you read the full Terms and conditions at the end of the competition page before entering.



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