

Type of material: Lesson plan

Subject: Foreign languages / Geography

Topic: Introduction to water footprint.

General competencies developed during the lesson:

Design thinking, intercultural competence

Digital study materials developed for the lesson:

<https://www.thinglink.com/scene/1149350772316569603>

Digital sources used for the lesson:

<https://www.calacademy.org/educators/lesson-plans/your-hidden-water-footprint-defining-a-problem-to-find-a-solution>

https://padlet.com/viktor_sestakov/waterfootprint

<https://waterfootprint.org/en/water-footprint/what-is-water-footprint/>

<https://yourwaterfootprint.files.wordpress.com/2014/08/ywf-graphic-ywf-cola.jpg>

<http://www.waterfootprintassessmenttool.org/national-explorer/>

<https://www.watercalculator.org/>

Objectives:

Students will:

- 1) develop their knowledge of how the goods we buy and use can contribute to our indirect water footprint.
- 2) establish what they already know about a problem and what questions to ask to better understand the context and constraints of a design solution.
- 3) practice describing the info graphic and writing a review about the supply chain water footprint of the cola with the class
- 4) develop their communication and interaction skills, sensibility to an intercultural topic, discovering differences/similarities between cultures

1. Lead-in

- Brainstorm. Section 2. Ways in which we use water. Work in groups or pairs and write all your ideas in which you use water. (5 minutes) The Padlet.com is used for the task.

2. Definition

- Read the article in section 3 “Water footprint” and give your own definition.
- Calculate how much water you’re using the link in section “Calculate your water footprint”.
- Discussing the definitions and personal water footprint.

3. Review

- Review the info graphic. Pre-activity: explain this example of water used to produce a bottle of cola. TASK 1: Answer the questions: 1) what kinds of problems do you identify from this supply chain? 2) When you drink a bottle of cola, are you only consuming the amount of

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water that is physically in the bottle? TASK 2: Make a review about the supply chain water footprint of the cola with the class, taking note of what is most surprising or novel.

4. Problem solving

- Choose a country to represent (or use suggested one)
- Explore information about water footprint in the chosen country

Use section: "National water footprint explorer"

TASK 1: Describe the water footprint of your country and of each citizen.

TASK 2: Choose another country and compare it to yours.

TASK 3: Find out how much of that footprint lies within a country (internal) and how much is related to water used for imported products or ingredients (external).

- Discussion about the ways of solving the problem
- Finding differences/similarities
- Reflection about cultural differences and ways to bridge them.

5. Conclusion

According to this what conclusion can we draw? Why do we need to know this?