

Year 3&4 Key Stage 2



# RELIGIOUS EDUCATION

Resource File

**Year 3** units of work - Caring for the environment - Water





# Lesson 5 Water

## The big picture

This final lesson looks at how a belief in the resources of the world coming from God is reflected in a believer's attitude to even the non-living elements of nature. Using a story from the Islamic tradition, the class will be asked to consider how their attitude to water is a result of its availability and how this is not a privilege shared by the majority of the world's population.

## Learning objective

- To learn that believers consider natural resources to be God-given and worthy of respect.

## Success criteria

### Learning about

- Through a story from Islam, pupils will have learnt that some believers consider water to be a God-given resource.

### Learning from

- Pupils will have reflected on the privilege of their own water supply and the quality of life it brings.

## Religious Education Council Requirements

A1, A2, A3, B2, B3, C1

## Resources

- **Resource sheet 4:** 'Water facts and figures'
- Music such as Handel's 'Water Music', or 'Beautiful Rain' by Ladysmith Black Mambazo
- **Resource sheet 5:** 'Muhammad washes'
- Painting materials as required and available

## Vocabulary

Developing world, drinking water, drought, gift, hygiene, Muhammad (peace be upon him), sanitation, waste

## Introduction

Ask the class what problems they have when it rains.

## Key questions ?

*What can't they do when it's raining?  
What does it spoil or ruin?*

Now turn it around and ask them if they can think of any positives. When they look out the window and see it raining, is there anything that they think is good about it? Explain that this second reaction is the norm for most of the world. For the majority of the world's population, rain is something that is not groaned at, it is celebrated.

Share the learning objective: 'In this lesson, we are going to hear a story that will show a belief that something does not have to be alive for believers to think it is a gift from God.'

## Key questions ?

*How do you feel when it rains?  
How do people in countries where water is scarce feel when it rains?  
Why do Muslims believe water is worthy of respect?  
How can people show respect for water?*

## Activities

---

### Stimulus

Ask the class to brainstorm, in groups of whatever size you think appropriate, all the different uses of water they can think of. Give them time to do this in either words or pictures. Have a sharing time together and then ask them where all this water comes from; for us, it is the tap.

Show the water facts (resource sheet 4) about how much water is used in this country per person. Then show the facts about water use in other parts of the world. Discuss how the things we use water for would have to change if we didn't have taps in our houses. Where would we get our water from? Why would we make every effort to use less? Bring out from this discussion how poor rainfall makes even this water usage very uncertain. Explain that this is why people celebrate rain when it comes.

Explain that because most of the world's population does not have a reliable water supply to their homes, water is valued as something precious. Some believers think that water should be valued as a gift from God.

Introduce the story from Islam on **Resource sheet 5: 'Muhammad washes'**. Tell the class that it tells believers to show their respect for the world and its creator by treating the resources of the world with care. Re-emphasise the themes from previous lessons if you think this is needed and then tell the story.

### Response

Ask people to close their eyes and imagine they are lying in bed, trying to sleep after a hot day in a place where water is hard to come by. They are thirsty because they have not had as much to drink as they would have liked. They are dirty and grubby because there has not been enough water to wash. While they are trying to sleep, rain begins to gently pitter-patter on their roof and window. Then it begins to speed up and pour down. Ask people to try to imagine how they would feel, knowing that in the morning the wells would be full and the rivers flowing.

After any discussion or feedback you think is necessary, ask people to paint a water picture. They could do a larger scale one with poster paints, or a smaller one with watercolours. Use this opportunity to emphasise the need to value and care for resources. While they work they could listen to appropriate music, either classical such as Handel's 'Water Music', or more contemporary such as 'Beautiful Rain' by Ladysmith Black Mambazo, an African song that celebrates rain.

## Plenary

---

When people have finished their work, remind them of the learning objective. Can they explain to a partner some reasons why believers might consider the way they use water reflects their respect for God?

Explain that, even in this country, water wastage has an impact on the environment, the economy and the ecology of our landscapes. Can they think of a way in which they could show more respect for water by wasting less?

At the end of the lesson, ask people to copy and complete the sentence:

- 'Today I have been thinking about...'

## Differentiation

---

(By task) some people could be given a narrower range of materials to complete the painting, or smaller paper, depending on their strengths and needs.

## Extension

---

More able people could do research into how water is used and managed, both in their own locality and in countries of a contrasting stage of economic development.



Name:

Date:

## Water facts and figures

1.1 billion people in the world – one sixth of the world's population – do not have access to fresh drinking water.

2.4 billion people – two fifths of the world's population – do not have even a basic toilet.

2.2 million people in developing countries, most of them children, die every year from diseases associated with lack of access to safe drinking water, inadequate sanitation and poor hygiene.

The number of children that die from diseases that could have been prevented by access to safe water, basic sanitation and hygiene education is equivalent to 20 jumbo jets crashing every single day.

A child dies every 15 seconds from diseases associated with lack of access to safe drinking water, inadequate sanitation and poor hygiene.

The average person in the UK uses 135 litres of water every day.

The average person in the developing world uses 10 litres of water a day.

The weight of water that women in Africa and Asia carry on their heads is the equivalent of your airport luggage allowance (20 kg).

One flush of your loo uses as much water as the average person in the developing world uses for a whole day's washing, cleaning, cooking and drinking.

Currently, it is estimated that about £14.5 to £16 billion is spent annually on the water and sanitation sector in developing countries.

Europeans spend £6 billion on ice cream each year.





Name:

Date:

## Muhammad washes

One fine day, the prophet Muhammad (pbuh) was travelling with some of his companions. They stopped to rest by a stream. The water gurgled and bubbled on its way. The day was hot, the road was dusty and the cool, clear water beckoned them in.

The companions paddled in the soothing waters and washed the dirt from their hands. With great delight, they splashed their faces with the refreshing waters, grateful for so much fresh water.

As they did this though, they began to notice that Muhammad (pbuh) was not joining in. Instead, he had taken a small bowl from

his belongings. He dipped the bowl into the stream and began to wash his hands. Next, he scooped up small handfuls from the bowl to wash his face.

His companions were very confused. 'Prophet,' they asked, 'there is so much water in the stream, why are you acting as if there was only very little?'

'Allah gives us good gifts,' replied Muhammad (pbuh), 'and he gives enough for all. Even when there is plenty, there is no need to waste even the smallest part of the goodness he has given.'