



# **THE RIPPLE EFFECT**

# **ASSEMBLY**

**MAKING WAVES IN PRIMARY SCHOOLS**

## **TEACHER GUIDE**

**NORTHUMBRIAN**  
**WATER** *living water*



**THE RIPPLE EFFECT ASSEMBLY - MAKING WAVES IN PRIMARY SCHOOLS**

# **INTRODUCING THE RIPPLE EFFECT ASSEMBLY MAKING WAVES IN PRIMARY SCHOOLS**

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

We're offering lots of content and timing options for the assembly so you can tailor it to suit your needs whether you have 45 minutes available or only 25 minutes.

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

Below you can see a table with all of the activities included in the pack with approximate timings. The whole assembly should take about 45 minutes, but we have made some alternative timing recommendations below.



## THE RIPPLE EFFECT ASSEMBLY - MAKING WAVES IN PRIMARY SCHOOLS

# ASSEMBLY CONTENT AND APPROXIMATE TIMINGS:

Time	Detail
5 minutes	<b>SETTING THE SCENE</b> 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.
20 minutes	<b>THE WATER TRACKERS STORY</b> 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	<b>THE ACTIVITY ZONE</b> The assembly will be active and full of energy as the children take part in games to embed learning. Please choose one game to play with your pupils.
5 minutes	<b>WATER WORKER Q&amp;A</b> This video will draw children further into the water cycle and put a focus on the different skills required to play a part in the water treatment process. This activity is suitable for KS2.
5 minutes	<b>THE WATER TRACKERS SONG</b> Pupils will listen to the catchy Water Tracker Song which includes some key facts about waters and easy tips to save water. They will be invited to sing along.
10 minutes	<b>MAKING THE RIPPLE EFFECT PLEDGE</b> Pupils come up with their own pledge and commit to make positive changes to the way they use water, and to use their knowledge to help other people save water.



## THE RIPPLE EFFECT ASSEMBLY - MAKING WAVES IN PRIMARY SCHOOLS

# AFTER THE SESSION

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**Remember to print or download our Ripple Effect Water Pledge certificates. We also have recommendations of how to involve your whole school community in The Ripple Effect.**

- We 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](http://www.nwg.co.uk/ripple) to continue your water saving adventures!
- Why not involve parents and carers in your Ripple Effect Pledge? You can use your school newsletter to promote easy water saving ideas 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 share their Ripple Effect pledges with everyone?
- 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 [savingwater@nwl.co.uk](mailto:savingwater@nwl.co.uk).

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

# ONLY HAVE A SHORT AMOUNT OF TIME AVAILABLE FOR YOUR RIPPLE EFFECT ASSEMBLY?

You could only deliver the activities below. The other elements of the assembly could be covered during classtime.

**Welcome and Introductions:** 5 minutes

Why not consider playing The Ripple Effect song as your children come into assembly?

**The Water Tracker Story:** 20 minutes

**The Ripple Effect Pledge:** 10 minutes



# ASSEMBLY ACTIVITIES AND TIMINGS

## Welcome and introductions

**Timing:** 5 minutes

Welcome the pupils to The Ripple Effect Assembly. Tell them that you are all going to be exploring our most precious resource, water.

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

“Our assembly 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 your Ripple Effect pledge, this is a special promise that all Water Trackers take at the start of their 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.”

- 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.
- Bring up the Water Tracker story on the whiteboard. Tell the pupils to pay close attention to the story as you will ask them questions about it at the end... You may want to tell them that this is part of their Water Tracker training!

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### THE WATER TRACKER STORY

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**Timing:** 20 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 and press play on each slide.
  - 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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3. 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.

4. 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.

5. 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.

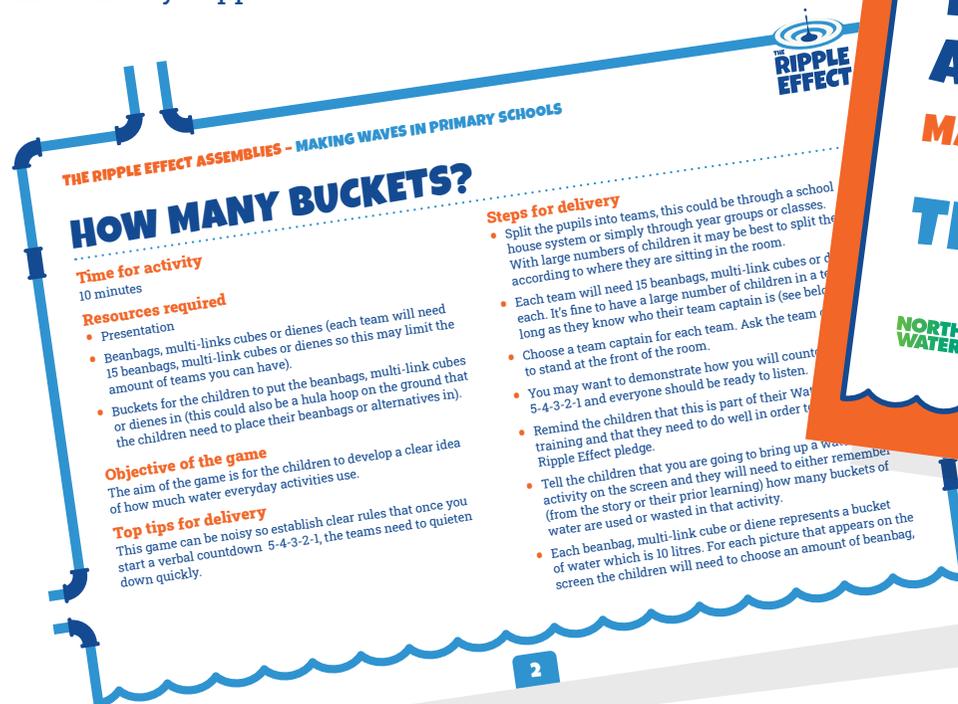


## THE RIPPLE EFFECT ASSEMBLY - MAKING WAVES IN PRIMARY SCHOOLS

### THE ACTIVITY ZONE

**Timing:** 10 minutes

- Tell your pupils that it's now time to test their skills and knowledge about the water cycle further.
- The pupils have now entered the Activity Zone. Refer to the separate Game Guide for timings, resources and delivery support.



THE RIPPLE EFFECT ASSEMBLIES - MAKING WAVES IN PRIMARY SCHOOLS

### HOW MANY BUCKETS?

**Time for activity**  
10 minutes

**Resources required**

- Presentation
- Beanbags, multi-link cubes or dienes (each team will need 15 beanbags, multi-link cubes or dienes so this may limit the amount of teams you can have).
- Buckets for the children to put the beanbags, multi-link cubes or dienes in (this could also be a hula hoop on the ground that the children need to place their beanbags or alternatives in).

**Objective of the game**  
The aim of the game is for the children to develop a clear idea of how much water everyday activities use.

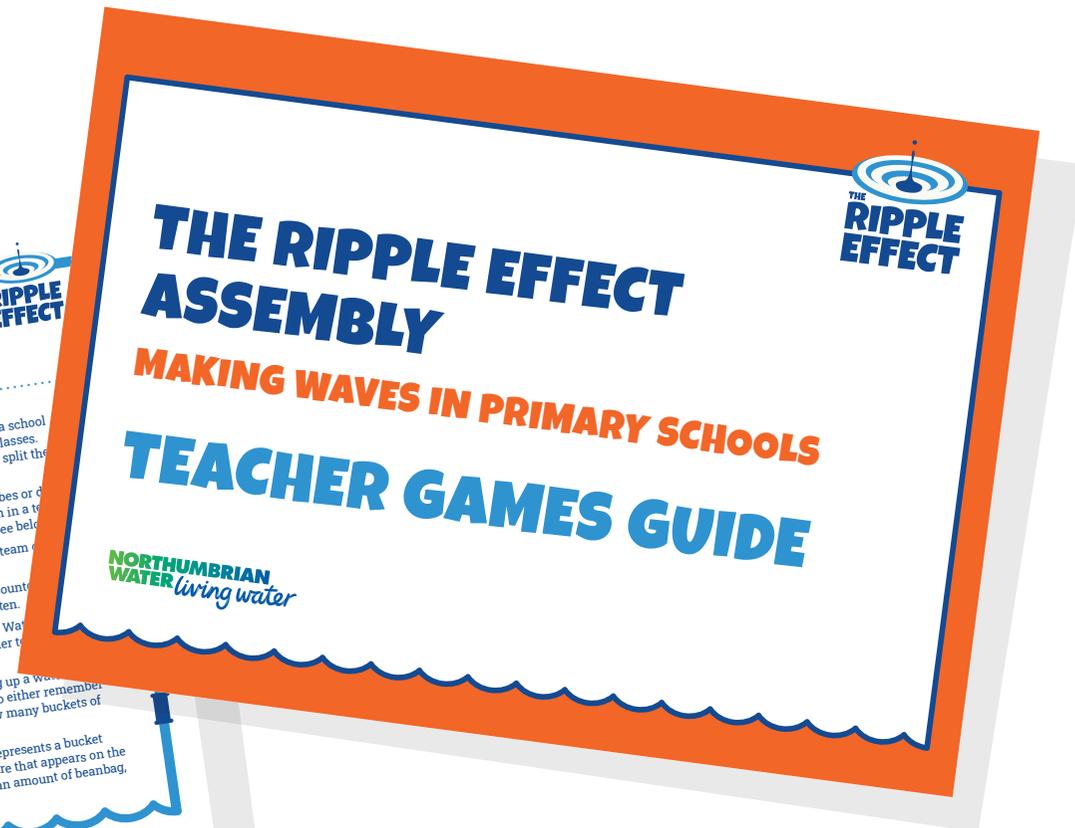
**Top tips for delivery**  
This game can be noisy so establish clear rules that once you start a verbal countdown 5-4-3-2-1, the teams need to quieten down quickly.

**Steps for delivery**

- Split the pupils into teams, this could be through a school house system or simply through year groups or classes. With large numbers of children it may be best to split the according to where they are sitting in the room.
- Each team will need 15 beanbags, multi-link cubes or dienes each. It's fine to have a large number of children in a team as long as they know who their team captain is (see below).
- Choose a team captain for each team. Ask the team captain to stand at the front of the room.
- You may want to demonstrate how you will count down 5-4-3-2-1 and everyone should be ready to listen.
- Remind the children that this is part of their Water Cycle training and that they need to do well in order to earn their Ripple Effect pledge.
- Tell the children that you are going to bring up a picture of an activity on the screen and they will need to either remember (from the story or their prior learning) how many buckets of water are used or wasted in that activity.
- Each beanbag, multi-link cube or diene represents a bucket of water which is 10 litres. For each picture that appears on the screen the children will need to choose an amount of beanbag,

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THE RIPPLE EFFECT

## THE RIPPLE EFFECT ASSEMBLY

### MAKING WAVES IN PRIMARY SCHOOLS

# TEACHER GAMES GUIDE

NORTHUMBRIAN  
WATER *living water*

## THE RIPPLE EFFECT ASSEMBLY - MAKING WAVES IN PRIMARY SCHOOLS

### WATER WORKERS (OPTIONAL)

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**Timing:** 10 minutes

- This optional element of the assembly will bring the children even closer to the water cycle and water treatment cycle. They will also learn about the sorts of skills required to work in different roles within water treatment.
  - Bring up the Water Workers film and ask the children to watch carefully and think which role might work best for them.  
**Link to the film.**
  - Once the pupils have watched the film ask them the following questions to check their understanding. The correct answer is highlighted:
6. Can you remember how many people work at Northumbrian Water and Essex & Suffolk Water and how many different jobs there are?  
**A:** 3,000 people and 800 jobs  
**B:** 3,000 people and 500 jobs  
**C:** 500 people and 80 jobs
  7. What did Tom speak to farmers, businesses and landowners about?  
**A:** How to use less water  
**B:** How to reduce pollution in water that hasn't been treated yet  
**C:** How to use less electricity
  8. What does Tom use sometimes to quickly find water problems?  
**A:** Drones  
**B:** Specially trained pigeons  
**C:** Satellite imagery
  9. What does Diran have a special room for?  
**A:** Taking out harmful bacteria and germs from water  
**B:** Taking a break and listening to soothing sounds of waves  
**C:** Making sure that water tastes and smells great
  10. In which season does Katie say we use a lot of water?  
**A:** Spring  
**B:** Autumn  
**C:** Summer

## THE RIPPLE EFFECT ASSEMBLY - MAKING WAVES IN PRIMARY SCHOOLS

### THE WATER TRACKERS SONG

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**Timing:** 5 minutes

- Tell the pupils that they are doing really well and are clearly learning lots about using water wisely and protecting the water cycle. They are nearly ready to take their Ripple Effect Pledge.
- Let the children know that to launch the ceremony, you need to play a special song that will help them remember some important water facts and easy ways to save water.
- Bring the words up on the screen and press the play button and invite the children to join in if they wish.
- The Ripple Effect song is very catchy – you could set the song as part of the pupil's homework for that week, this will also mean that parents and carers will learn some interesting water efficiency facts!



## THE RIPPLE EFFECT ASSEMBLY - MAKING WAVES IN PRIMARY SCHOOLS

### THE RIPPLE EFFECT PLEDGE

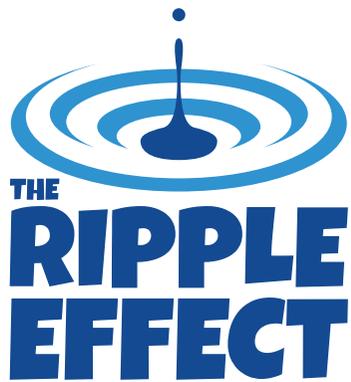
**Timing:** 10 minutes

- Congratulate the pupils on the learning that they have achieved during the assembly.
- Ask them to turn to the person next to them or to have a think by themselves about their favourite bit of the assembly, was it the story? The game? The song? The animation?
- Now it's time to get ready to make The Ripple Effect pledge, this will be the pupils' first steps on the way to becoming a fully fledged Water Tracker.
- To make The Ripple Effect pledge, the children need to make a special promise to:
  - Make positive changes to the way they use water
  - Use their Ripple Effect knowledge to help other people
- Again, ask the pupils to have a think by themselves or to chat to the people around them and to come up with all of the different ways they can save water at home. This could be anything from taking shorter showers, not filling the bath all the way up to the top, never leaving the tap running when they are brushing their teeth (there will be examples on the screen).
- Ask some of the children to share their answers.
- Once the children have shared some ideas, tell them that in addition to their individual pledges that they are also going to make a class (or school) pledge: not leaving the tap running when brushing teeth.
- Ask now for the pupils to turn their attention to the second part of the pledge, who are they going to share their knowledge with? Can they help one other person to make the same positive changes? Ask the children to think about this for a short time by themselves.
- To make the pledge, ask your pupils to stand up (if it's safe to do so) and move the presentation to the celebration page. Ask everyone to adopt a suitable Water Tracker stance – this can be a superhero pose or the children can make a V shape with their fingers (palms facing forward) and bring them together to make a W shape! Once they are in position, they can all join in together in making their Ripple Effect Pledge. You could also have the water song on in the background Making The Ripple Effect Pledge is a great photo and/or video opportunity, this can be used in school and shared with parents. Northumbrian Water Group would also be delighted to receive content related to your pledges, you can send any content to [savingwater@nwl.co.uk](mailto:savingwater@nwl.co.uk).
- Ask the pupils to repeat after you: 'I agree to make positive changes to the way I use water. I will always turn the tap off when I am brushing my teeth'. We recommend you split this up into shorter phrases to help the children join in with you.

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- As a group, celebrate The Ripple Effect Pledge and tell the children that you will be checking in on how their pledges are going.
- The final slide of the presentation shows some of the highlights from the other Water Tracker resources such as the Water Impact calculator, the water action badge activities and Amie's water diary from Arizona in America. You can use those resources in your classroom at a later date.
- To close the assembly, you may want to play the Water Song again as the children return to their classrooms.
- Remember that you can download our Ripple Effect Pledge certificate, these can be personalised by the pupils and kept as digital certificates or printed out and then sent home.





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WATER** *living water*