

Activities – Water rights

Activity 1: Why did Sheela have to go to Sri Lanka?

KS3 geography / citizenship learning objectives:

- To understand that everyone has a right to clean water and sanitation
- To investigate why Sheela Singh had to go to Sri Lanka
- To ask questions, think critically, constructively and creatively
- To solve problems and make decisions by exploring appropriate sequences of investigation



WaterAid/Abir Abdullah

Activity

Starter

Souzhal

Play the Souzhal game by going on a virtual visit to a WaterAid project in India.

In the game, interview key people involved in setting up a water network, and present your conclusions to a studio audience.

Resources

- Game: Souzhal
www.wateraid.org/Souzhal

Activity 1: Why did Sheela have to go to Sri Lanka?

Activity

Main activity

Mystery: Why did Sheela have to go to Sri Lanka?

Divide into small groups and cut up the boxes on Activity sheet 1. Spread them out so everyone can read each one.

Divide the clues between the groups, and stick them on to an A3 version of the ‘Why did Sheela have to go to Sri Lanka?’ matrix on the activity sheet.

There are no right or wrong answers and you can use any other information you have available.

Join clues together to figure out what Sheela’s job is, why she went to Sri Lanka, and how the two are connected.

Fill in the ‘Mystery answers’ activity sheet with three reasons for her visit.

Resources

- Activity sheet: Mystery clues
- Activity sheet: Why did Sheela have to go to Sri Lanka?
- Activity sheet: Mystery answers



Activity 1: Why did Sheela have to go to Sri Lanka?

Activity

Plenary

Voting dots

Each group presents one main reason why Sheela went to Sri Lanka to the class and everyone asks questions.

- Why do you think that ...?
- Can you tell us more about ...?
- What proof do you have for that?

List all of the reasons on a large piece of paper, and give everyone in the class two sticky dots each. Everyone votes by sticking their dots on the most likely reason/s.

Resources

- Large piece of paper
- Sticky dots



Activity 2: Spreading the message

KS3 geography / citizenship learning objectives:

- To understand the power of communication to improve people's lives
- To find creative ways of interpreting information and presenting it to new audiences in an accessible way

Activity

Starter

Spreading the message

Imagine you are Sheela. You're in Sri Lanka persuading some of the poorest people how they can work together to improve their lives.

You've already put on a play to tell them about it. Can you think of other ways of spreading the message?

Remember, many poor people cannot read or write. So, you need to communicate your message with little writing, eg a picture wall-chart or a radio programme. Watch the film Women: Agents of change for ideas.

Resources

- Film: Women: Agents of change
www.wateraid.org/Agentsofchange

Activity 2: Spreading the message

	Activity	Resources
Main activity	<p>Wall-charts</p> <p>Design a wall-chart to illustrate how communities can improve their lives.</p> <p>Think about:</p> <ul style="list-style-type: none">• What do you want people to know? What is your most important message?• How will you get this message across (layout, pictures)?• Who do you want to see it?• Where will you put it?• What difference will it make? <p>Then, sketch a layout (or use a DTP computer package):</p> <ul style="list-style-type: none">• What will you call it?• How will you make it eye-catching? <p>Share your initial ideas with the class. Use the best of these to produce your wall-chart.</p>	<ul style="list-style-type: none">• DTP package or paper and colours

WaterAid/Martin Punaks



Activity 2: Spreading the message

Activity

Resources

Plenary

Making a difference

As a class, look at the wall-charts. Which ones are most effective and why? You could develop criteria to assess them, eg Is it eye-catching? Are the messages clear? Is it easy to understand if you cannot read or write?

Finally, as a class read one or both of the People's stories. How have Abdul and Hasina improved community life? Are there any similarities with Sheela's story?

- Learner's wall-charts
- People's stories:
Abdul Rezarq, Pakistan
www.wateraid.org/AbdulRezarq
- Hasina, Bangladesh
www.wateraid.org/Hasina



Activity sheet: Mystery clues



Sheela taking apart the pump.

Sheela's community rely on her to clean the handpump's pipes and cylinders and to make repairs.

Sheela was asked to help convince some of Sri Lanka's poorest women to train as handpump mechanics and promote good hygiene.

Sheela is a handpump mechanic in a village in Mahoba.

Before Sheela didn't have a clean or private place to go to the toilet.

Women in Sri Lanka often face the same problems as women in India.

Sheela and her children used to get sick because they didn't know about good hygiene.

Activity sheet: Mystery clues

Mahoba is in Uttar Pradesh state in northern India.

Since the women learnt to repair the handpump they are respected more in the community.

WaterAid invited Sheela to visit poor communities in Sri Lanka.

The women's group asked WaterAid to help them become handpump mechanics.

Sheela learns her lines every evening. She wants everyone to see how much women, like her, can achieve.

The play will be performed to people in Sri Lanka who don't know about good hygiene or how to repair their handpumps.

Since her training Sheela goes to other villages and gets paid to repair their handpumps.



Activity sheet: Mystery clues

Sheela left school to help at home when she was nine. Her brothers continued until they were 16.

Before when the handpump broke no one knew how to fix it and the women had to walk a long way to find water.



Years ago, Sheela and her friends set up a women's group to try to make life better for their community.

Today, most people in Mahoba use a handpump to collect clean water from wells.

The play is about a handpump mechanic like Sheela. It explains how women can be mechanics just like men.

Sheela Singh.

Sheela wants to show women in Sri Lanka that they can promote good hygiene and mend handpumps.

Activity sheet: Mystery clues

Women used to be expected to stay at home. Many girls couldn't get an education.

Women and children are healthier now they have toilets and know about good hygiene.

Good hygiene, like washing your hands, keeps people healthy.

Many people in Sri Lanka don't have toilets or knowledge of good hygiene.

Carrying heavy loads of water can damage your body, especially your head, back and spine.

As women are seen as more equal, girls are encouraged to go to school now.

Sheela now earns money to help her family.

Sheela wants her children to have a better life than she did.

Activity sheet: Mystery clues

A lot of people in India don't have a safe, clean or private place to go to the toilet.

People in Mahoba used to have to collect water from open wells where the water was unsafe to drink.



Sheela with other handpump mechanics.

Sheela encourages other people to build toilets to improve their health.

Sheela teaches other women in Mahoba learn about good hygiene to stop diseases.

Sheela lives in Mahoba.

Sheela sees education as a way out of poverty.

Activity sheet: Storyboard

Information about Sheela	Information about life in Mahoba before the well	Information about life in Mahoba after the well	Information about Sri Lanka	Other information

Activity sheet: Mystery answers

There are many reasons why Sheela had to go to Sri Lanka:

One reason is ...

A second reason is ...

Of all the reasons, I think the most likely one is ...