

Water Fight Summer Campaign



Keywords

Toilet taps fresh water hygiene petition sanitation
hygiene communities

Resources and materials

Old school images
Maps and globes
WaterAid interactive map
<http://www.wateraid.org/uk/where-we-work>
Case studies 1,2,3,4 and 5
UN Sustainable Development Goals
<http://www.un.org/sustainabledevelopment/blog/category/video-water-and-sanitation/>
iPads / tablets
Paper and pens

Teacher's note

The timings on this plan are a guide. Some activities may require more time to complete.

The first part of the audit activity requires pupils to carry out a quick task involving other pupils and various school staff. This may have to be done during non-teaching time.

Introduction

Have you ever considered what daily life would be like without taps and toilets in your school? What about how important it is to have clean running water and safe, clean, private toilets? Unfortunately, this is the reality for millions of people living in some of the world's poorest communities. In many cases children and staff are forced to either go to the toilet out in the open or go through the school day without toileting at all. Often they are not able to wash their hands or only have dirty water available to them to do so. Because of this, many children skip school, which has a detrimental effect not just on their overall well-being but also on the children being able to gain an education and achieve their career goals and future aspirations.

Every child has the right to an education and taps and toilets are a basic necessity that should be in every school setting around the world. WaterAid needs everyone to help us do something about this problem that millions of school children (and staff) have to endure every day. *The Water Fight* is a global movement to make clean water and decent toilets normal for every child. It's a fight against the inequalities that hold children back from the happy childhood they deserve, the education they need, and the chance to turn their dreams into reality. It's a fight for children everywhere. This summer, join *The Water Fight* and help make clean water and decent toilets normal for every child by 2030. WaterAid is asking for your school's help to make this happen by signing a petition asking our government to support toilets and taps being put in every school around the world. By signing our petition, we can change the future prospects of millions of school children all over the world.

Curriculum links

Geography - Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field

Mathematics - Begin to model situations mathematically and express the results using a range of formal mathematical representations

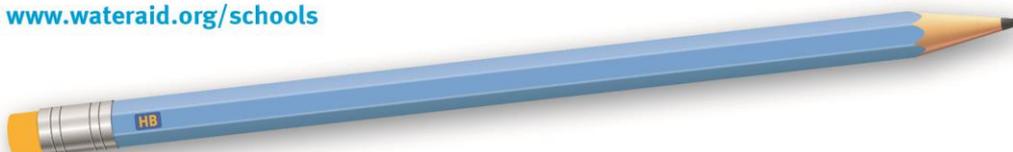
Citizenship - Develop an interest in, and commitment to, participation in forms of responsible activity, that they will take with them into adulthood

Aims and outcomes

This plan intends to make pupils aware of the fact that not all schools around the world have decent toilets and clean running water. It encourages pupils to realise just how crucial it is for schools to have decent toilets and taps with clean running water.

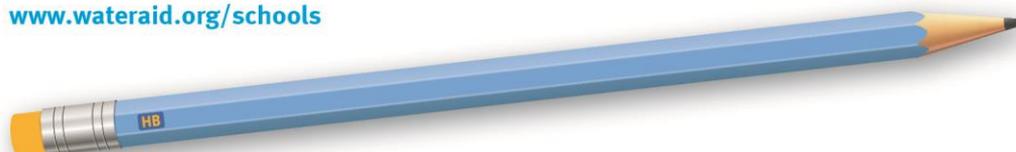
The pupils will interview an elderly person to gain some insight into what their toilet and handwashing facilities were like when they were at school. They will then compare their findings with their own experience of having/using the toilet and handwashing facilities at school, highlighting any similarities or differences.

The case studies give an insight into what the current toilet and handwashing facilities are like in schools in some of the poorest communities around the world. Pupils will then have the opportunity to understand the difficulties and obstacles pupils and staff endure on a daily basis. Pupils will get involved in campaigning for decent toilets and taps in all schools everywhere.



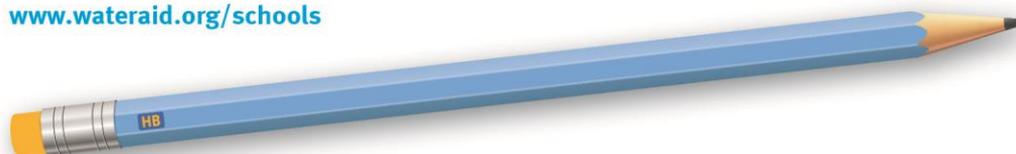
Lesson Plan

Key Question	Activity	Resource	Timing
Do you have enough toilets and taps at your school?	<p>Allow pupils 2 minutes to think carefully about the one thing they cannot live without in school. Gather answers and scribe on the board. Then prioritise the list as a class. If toilets and taps are not at the top of the list, ask whether they think that what they have put at the top of the list is more important and why.</p> <p>Continue with a brief discussion about where the taps and toilets are in school. Explain to the pupils that they are going to be carrying out an audit where they count up how many taps and toilets there are in their school and gather thoughts about the Importance of these facilities.</p> <p>Delegate the different audit tasks to small groups.</p> <p>Audit task 1: Count the total number of taps in the building. The results should be recorded in the form of a tally chart. Photographs should be taken if possible.</p> <p>Audit task 2: Count the total number of toilets including adult and pupil's facilities. The results should be recorded in the form of a tally chart. Photographs should be taken if possible.</p> <p>Task 3: Ask different people how important having taps with clean running water is in school on a scale of 1 to 5, with 1 being less important and 5 being highly important and then ask why.</p> <p>Remind pupils not to disturb people who are busy. You could pre-arrange people for the pupils to speak to such as a member of kitchen staff, a child, a teacher, the caretaker, head teacher or deputy. The pupils must record their answers either in writing, with a voice recorder or they</p>	Paper and pens	Audit task pupils can do in their time, then 1 hour for the rest of the session.



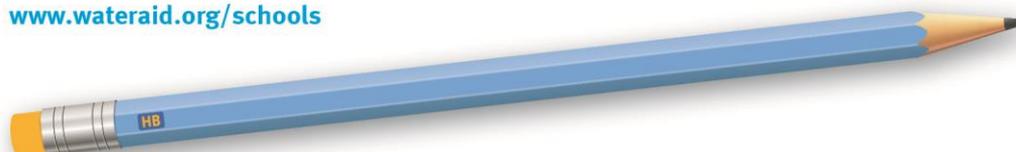
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	<p>could create a quick online survey. Pupils should then present their results neatly on a big sheet of paper.</p> <p>Display the results in class visible for all the pupils. Each group should talk through their findings.</p> <p>Using the results, pupils should create bar graphs showing how many taps and toilets there are in the entire school building(s). Then, a bar graph to show the total number of children and staff who currently attend the school. Finally, they should work out the ratio of taps and toilets to pupils and staff.</p> <p>Ask pupils if they think they have enough toilets and taps for the amount of people attending the school. Is there ever a queue to use the toilets? Are the toilets always in working order and clean?</p>		
What were school toilets and taps like many years ago?	<p>Introduction:</p> <p>Pre task: Pupils use the internet to search for images of either an old school toilet or a photograph of their school building in the past. If this is not possible, they could search for an image of an old school building.</p> <p>Ask the pupils if they know how old their school is. Has their school been recently built or rebuilt? Ask if any of the pupils managed to find a picture of their school? Ask the children to look at their photographs of the old building. Can they imagine and describe what they think the school toilets may have been like?</p> <p>As a class, look at resource 1. Briefly highlight the main features. School toilets would often be</p>	Old school images	1 hour



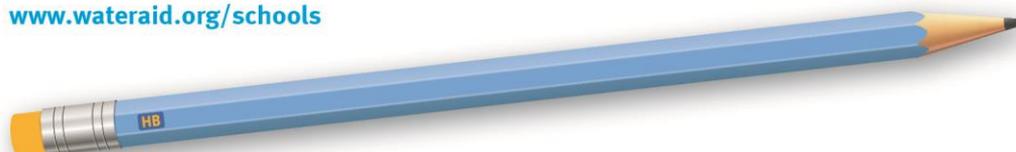
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	<p>separate to the main school building. Ask if they think there was any heating in the toilet blocks? If not what would have happened to the water supply during winter? How might this cause difficulties?</p> <p>Ask pupils to look at the photographs that they have found and briefly compare the similarities and differences to the toilets they have in their school currently. Answers for the differences may include: Cold, separate outdoor buildings, differently designed etc. Similarities may include – has a flush, a cistern, toilet seat etc.</p> <p>Main activity:</p> <p>Explain to the pupils that they are going to interview someone elderly for their homework, for example their grandparents or a neighbour. They are going to ask questions about what their toilet facilities were like when they were at school.</p> <p>Pupils should use this part of the lesson to plan their questions to find out as much as possible.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • Which country did you go to school in? • In which decade did you attend school? • Roughly how many pupils attended your school? • How many toilets and hand washing facilities were there for the whole school? • Do you have any pictures or can you describe them? • What was your experience of using the school's toilet facilities like? • Were they outside toilets? • Were there hot as well as cold taps? 		



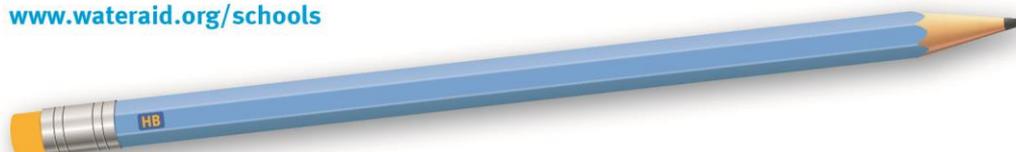
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	<ul style="list-style-type: none">• Were there toilets for separate genders and did the staff use the same toilets as the children?• Were there separate toilets for parents and visitors to the school?• Do you think not having decent toilets and hand washing facilities would have affected your education in any way and if so, how?• Who would fix the toilets if they broke down?• Did they break down often? <p>Get the pupils to also think about the types of questions they would ask if their interviewee didn't have toilet and handwashing facilities in their school.</p> <p>Plenary: Ask pupils to share their questions in small groups or with the rest of the class. Can they think of any other interesting questions that could be added?</p> <p>Post interviews: Discuss answers. Did anyone interview someone who went to school in another country? Did anyone interview someone who didn't have any toilet facilities at their school? If yes, where did they go to the toilet?</p> <p>From the answers they received, compare and contrast how school toilet facilities have changed over the years.</p> <p>Using their research and comparisons, ask the pupils to summarise how school toilets and handwashing facilities have been modernised. What expectations do we have today of our toilet and handwashing facilities in school? Ask pupils if they think this should be standard for all</p>		



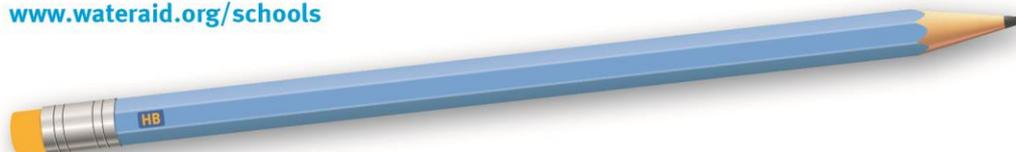
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Key Question	Activity	Resource	Timing
	schools (primary and secondary) around the world? Why?		
Do all schools around the world have decent toilets and clean fresh running water?	<p>Introduction:</p> <p>Ask the pupils to imagine what school life would be like if there were no toilets or taps? Where would they go to the toilet? Where/how would they wash their hands? Would they want to come to school? (Show of hands)</p> <p>Briefly discuss how this might affect their education. How would the pupils feel if they had to share toilets with the opposite gender? Or if their toilets had no doors or locks for privacy?</p> <p>Ask pupils if they have heard of a charity called WaterAid. Explain that WaterAid work with some of the poorest communities around the world to provide clean running water, decent toilets and promote good hygiene practices, such as handwashing. This work includes ensuring that schools also have access to clean water and decent toilets.</p> <p>Tell pupils that they are going to examine some case studies about some of the poorest communities around the world. The case studies come from different countries; Liberia, Ethiopia, Nepal and Uganda. Together, locate where these countries are on the interactive WaterAid world map.</p> <p>Prepare large sheets of paper, each with a different study stuck in the middle. Arrange the pupils into small groups.</p>	<p>Maps/ Globes</p> <p>WaterAid interactive map http://www.wateraid.org/uk/where-we-work</p> <p>Case studies 1, 2, 3, 4, and 5.</p>	1 Hour



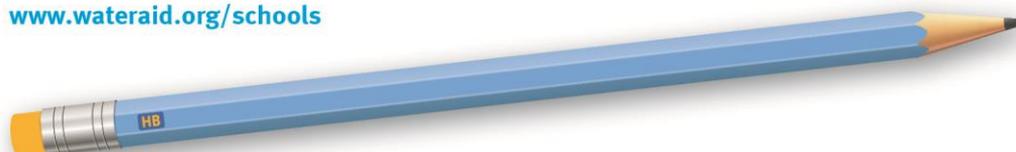
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	<p>Provide each group with a case study. After reading the case study as a group, pupils should discuss what the issues are and record their thoughts. They should consider the questions below for each one and write their answers on the large sheet of paper around the case study. They could create short headings such as: problems, effects and solutions. Pupils can add any relevant information to their sheet of paper.</p> <p>Case study 1:</p> <p>Boakai lives in a country called Liberia. Describe what is in the picture. Why do you think the children and staff have to use these toilets? How do you think the children and staff at the local school feel having to walk to the toilets (a few times a day)? What effect would this have on the children's education? What is the solution? What kind of hygiene education would need to take place?</p> <p>Case study 2:</p> <p>Think of words to describe the condition of the toilets pictured. How would you feel if your school toilets were in the same condition and you didn't have taps to wash your hands? Would you miss school or would you continue to attend school and either use the toilets or try to find somewhere private to go out in the open? What effect would missing school have on your education?</p> <p>Case study 3:</p> <p>What are the issues at Sushma's school? What effect does this have on girls when they are menstruating? How do the girls feel when they</p>		



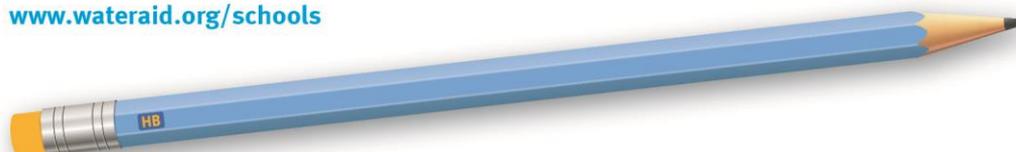
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	<p>attend school during their mensuration? List some possible solutions. What does WASH mean?</p> <p>Case study 4:</p> <p>What is Mulumba’s role at the school apart from teaching? Describe life at Mulumba’s school for the teachers and pupils before they had water, sanitation and hygiene? Describe how this made pupils and staff feel at Mulumba’s school. What was the issue with the amount of toilets available compared to the amount of children attending the school? How has WaterAid supported the school? How has school life become easier? Describe how the pupils and staff felt afterwards when the water, toilets and hygiene improved. How did daily school life improve?</p> <p>Case study 5:</p> <p>What was school life like before the toilets and the borehole was constructed at Dombo’s school? What effect did having no toilets and clean water have on the pupils at the school? What do you think hygiene levels were like? Discuss how you think this made the children feel and what effect it had on their education and overall wellbeing.</p> <p>When a borehole supplying clean, running water and toilets were constructed at the school, why do you think it was necessary to start a health club? What did Dombo learn at the health club? As a team leader at the school’s health club, what did Dombo teach others to do? What difference did having clean water and toilets at the school have on daily school life?</p>		



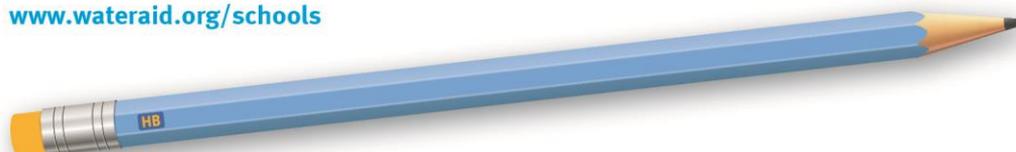
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	<p>Plenary:</p> <p>Groups should be given enough time to talk to the rest of the class about their case study. They should focus on what the problems are, how it affected the pupils and staff and what solutions were put in place. As a class, discuss how being in a similar situation would make them feel.</p> <p>Ask pupils why they think it is necessary to have health groups that promote and teach about hygiene.</p> <p>Explain that if a person has never had access to clean, running water, there are some things that they may need to be made aware of. For example how not to waste water, how to wash their hands thoroughly and at certain times of the day. Remind pupils that in order to maintain a healthy lifestyle, amongst other things, having access to clean water, decent toilets and practising good hygiene are all essential.</p>		
How can we make a difference?	<p>Introduction:</p> <p>Explain that the issue of not having toilets or taps for handwashing is a huge problem for millions of school children living in poor communities around the world. They are missing out on a decent education because of this and we need to help make a positive change. Every child everywhere, has the right to a decent education.</p> <p>As a class look at the UN Sustainable Development Goals. Explain to the pupils that the United Nations worked together to agree on a set of goals to help get people out of poverty and stay out of poverty. These are called the Sustainable Development Goals (SDGs). In total,</p>	<p>UN Sustainable Development Goals http://www.un.org/sustainabledevelopment/blog/category/video-water-and-sanitation/ ipads</p>	1 hour 30 mins



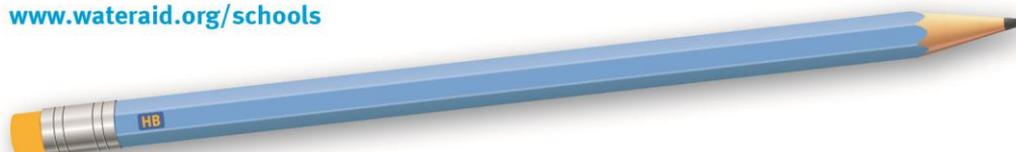
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	<p>there are 17 goals and goal 6 is to get 'Clean water and sanitation' to everyone around the world by 2030.</p> <p>Watch the UN film about the SDGs. http://www.un.org/sustainabledevelopment/blog/category/video-water-and-sanitation/</p> <p>Ask the pupils what they think of the goals. Which do they think are the most important? Is there anything they would add or remove and why? Do they agree that water and sanitation should be one of the goals and what are their reasons?</p> <p>Explain to the pupils that they are going to be working on an awareness raising campaign. Brainstorm different ways that they can raise awareness about the lack of decent sanitation and clean water in many schools around the world. Ask them how a wide audience can be reached and discuss the effectiveness of social media in relation to getting messages out to a wide audience. They should think about where they get their information from and how effective this is.</p> <p>Main activity:</p> <p>Tell the pupils that they are going to make a video to make others aware of the lack of decent sanitation and handwashing facilities in many schools around the world. They need to highlight the detrimental effect this is having on the children's well-being, education and future.</p> <p>Start by asking the pupils to tell you what they think makes a good video. Use the following list to help if needed:</p>		



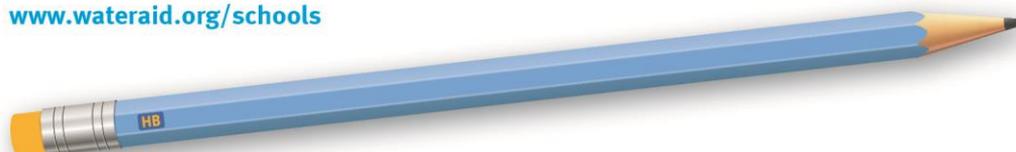
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	<ul style="list-style-type: none"> - Gather relevant and useful up to date information. - Run through what you are going to say and show in the correct order. - Use clear, simple language and get straight to the point. - Speak clearly. - Use good body language. - Use good angles, making sure the camera is aimed at whoever is talking and focuses on any props/bits of information clearly. - Good lighting - Make it more interesting by adding effects or filters if possible. <p>Pupils should remember the messages they are trying to get across and should plan the most effective way possible of achieving this. They should include Information from the work they have done in previous sessions to illustrate the damaging effect having no clean water and toilets in schools is having on pupils and staff.</p> <p>The videos should be planned on a storyboard and then filmed If possible.</p> <p>Plenary: Pupils should share their storyboards or videos with the rest of the class to gather feedback about how effective they are.</p>		
How can we make a difference continued...	Explain to the pupils that WaterAid and their supporters really want to ensure that all school aged children around the world have access to decent toilets and handwashing facilities. Can they think of ways that WaterAid can achieve this? Briefly discuss some suggestions.	Paper and pens	1 hour



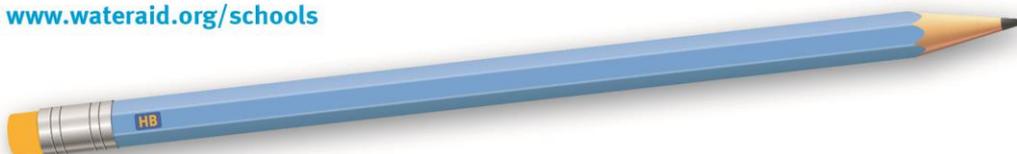
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	<p>What is a petition?</p> <p>Ask the pupils if they have ever heard of a petition? Explain that a petition is a request to important people in power that can make decisions or change things. The request is signed by as many people as possible so that those who have the power to do something about it, can see that it's very important to lots of people. For example, people may start a petition to try and get safe crossings across a busy road that is used by children.</p> <p>Explain that WaterAid have started a petition. WaterAid want our government (our country's leaders) to make sure that there are decent toilets and handwashing facilities in every school around the world. WaterAid are asking us all to sign their petition asking the government to take action. It will make a huge difference to millions of children around the world and allow them to receive a better education and improve their lives.</p> <p>Ask the pupils what they think of this idea? Would they like to sign the petition?</p> <p>Follow on activity:</p> <p>Ask pupils to compile a letter to your local MP asking for them to commit to putting decent toilets and handwashing facilities in every school, everywhere. Recap and recall what has been learnt and include this in the letter.</p> <p>You could also use social media to reflect what the pupils have been doing and encourage others to do the same.</p>		

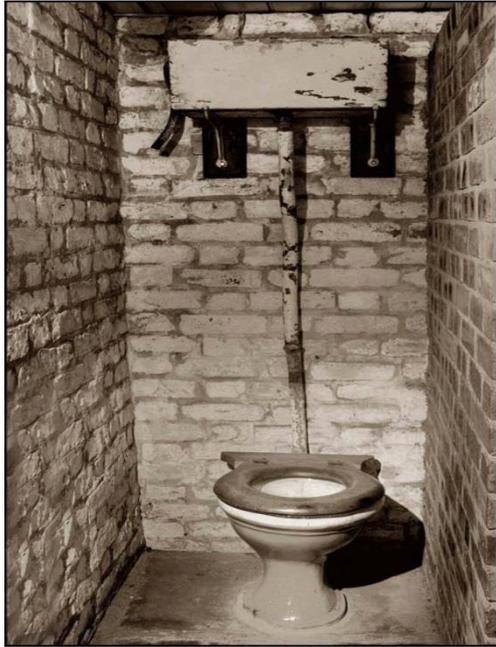


Resource 1

www.wateraid.org/schools

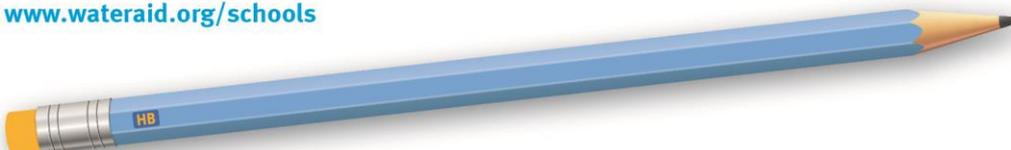


 **WaterAid**



A school toilet in the 1950's (Google images).

Case study 1

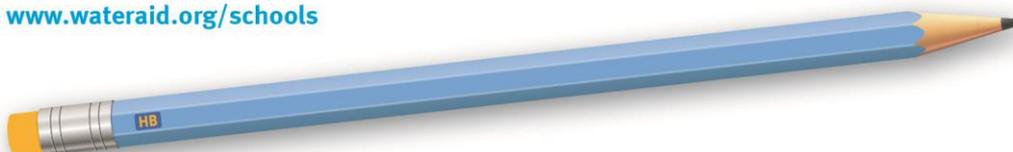




Credit: WaterAid/ Ahmed Jallanzo

My name is Boakai and I am a fisherman. I live with my family in Monrovia, Liberia. The zinc and wooden structure (located in a fishing community) in front of me is a private latrine with a bath and it is built over the water so that waste can get washed away. Cold and hot water is provided and residents have to pay to use the facilities. The latrine is used by my family and other residents. The local primary school does not have latrine facilities so children attending the school (aged between 3 and 15) also use the latrine. Our town is home to approximately 75,000 people and the land it is built on is waterlogged. About 95% of the houses here do not have access to latrine facilities. Our town has a major unemployment problem. The area lacks proper sanitation and public toilets. The only public toilets in the area are pay to use toilets, which the residents cannot afford. For this reason, people have to defecate out in the open. The beach is often used as a toilet which creates health hazards because the water is used for drinking and fishing.

Case study 2

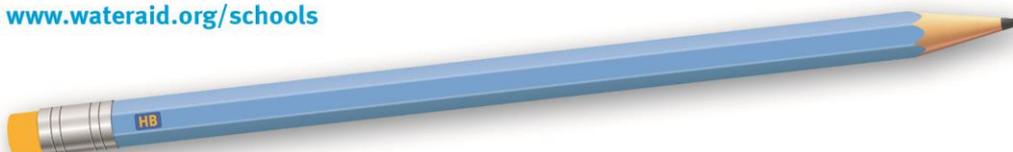




Credit: WaterAid/ Behailu Shiferaw

This is a picture of the toilet facilities in a school in Ethiopia.

The issue of not having access to decent toilets and clean running water is unbearable. The children would rather go home than use the toilets there. During morning and lunch breaks, the students have to stand in long queues and when the bell rings, all the students who are still queueing and waiting to use the toilet have to go back to their lessons without using the toilet. The toilets do not have doors and are not fitted with water connections, making it difficult to keep clean. They are dirty and smelly. Children toilet near the entrance because they don't want to go inside the toilet.



Case study 3



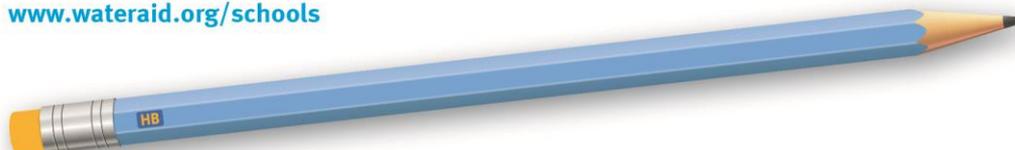
78278 Credit: WaterAid/ Sushma Diya

“My name is Sushma. I attend a school in a country called Nepal. Our school is in urgent need of new, friendly toilets. The one we use doesn’t lock properly. If someone is inside, the other person has to wait outside holding the door for her. Because of a lack of latrines in our school, we have to wait in a long line. This is very problematic for us and we are in need of more girl friendly latrines.”

Girls do not have access to safe water, sanitation and hygiene (WASH) facilities. Poor WASH services and a lack of awareness, forces girls to face shame, humiliation and unhygienic conditions at school. Girls lack a safe learning environment and health education on menstruation.

Poor services for managing menstruation can also encourage girls to miss school. A study by WaterAid Nepal, found that 53% of girls miss school during their periods. Girls explained that they feel embarrassed due to a lack of privacy in school latrines, non-availability of hygienic disposal facilities for used sanitary materials, and a lack of water for hand washing. Many more girls explained that when they do attend school during their periods, they perform poorly because they are constantly worried about being teased and avoid standing up to answer questions for fear of leakage.

Case study 4





Credit: WaterAid/ Mani Karmacharya

(L-R) Dilmaya, Sangita and Manorama at the hand pump station in the school.

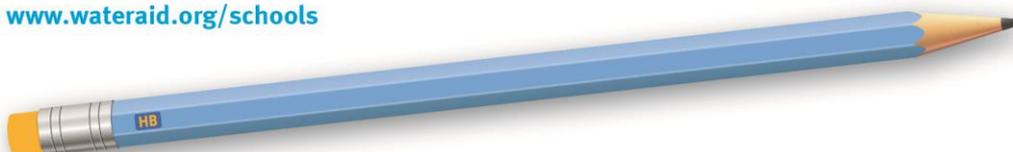
“My name is Mulumba. I am 28 years old and I have been teaching in a primary school in Nepal for the last four years. For the last three of these I have been the Head of Sanitation in the school. Since then I have seen many changes take place in the school. Two years ago, before WaterAid started implementing a water, sanitation and hygiene project in our school, life was very hard for both the teachers and the pupils. There was a lot of absenteeism due to lack of water and sanitation facilities. The nearest borehole is three kilometres away from the school, and the natural spring well where we also used to get water is in a nearby village, about two and half kilometres away.

The pupils never enjoyed walking to these places to collect water. As a result, many would prefer staying away from school. On any given day absenteeism was about a quarter of the school population. For those who would go to collect water, they would end up missing classes because the water sources were far away.

Regarding sanitation, the school had only five latrines for both boys and girls. - The Ministry of Education recommends 40 pupils per latrine but here we have 722 girls using only five latrines.

With the support of WaterAid, we recently acquired a borehole within the school. Our pupils no longer have to walk very far so don't have to miss class because they are searching for water. The general cleanliness of our sanitation facilities and classrooms has improved because we have enough water for cleaning. We use the water from the borehole to prepare lunch and we can drink safe water from the school borehole.”

Case study 5





Credit: WaterAid/ James Kiyimba Uganda



Credit: WaterAid/ James Kiyimba Uganda

“My name is Dombo Jovira/ I am 14 years old and I attend a school in Uganda. At school, I am a member of the school’s health club. We learn about personal hygiene, such as cleaning ourselves, cutting our hair and finger nails, washing clothes, bathing and making soap. When making soap, we mix in leaves from different plants to give it a scent. After mixing our ingredients, from half a bar of ordinary soap we get two bars of soap. I also make this soap at home. I am a team leader at the health club. I train others on how to make soap and how to use the toilets and how to wash their hands. I do practical training - I wash my hands and others watch. We have senior male and female teachers who talk to us about body changes. The male teacher talks to the boys and the female teacher usually talks to the girls, though we have many activities where boys and girls are brought together. From the club I have learnt that girls’ menstruation is normal; as a result, boys no longer laugh at girls when they’re on their periods.

Before the construction of the toilets, we defecated in the open as well as urinating in the open. We did this in the bush. We don’t suffer from water related illnesses as much now. I used to stay at home from school due to illnesses. Before the borehole, we used to search for water and be late for class. We now have a borehole where we get water for cleaning our classrooms, cooking, cleaning our sanitation facilities and drinking. My performance has been better - I was the best student in class. This makes me feel proud and happy. English and social studies are my favourite subjects. They are easy and I enjoy them. On completion of my studies, I would like to become a doctor. I play football in the field next to the school. I support Manchester United – my favourite player is Ronaldo. I appreciate the changes here - the borehole, latrines and learning to make soap.”

