

# Challenge 2030

 **Keywords** Clean water hygiene dirty germs disease

## Resources and materials

WaterAid map:

<http://www.wateraid.org/uk/where-we-work>

Finiavana fetching water

Water walk film:

<https://www.youtube.com/watch?v=4V-KolGGJ4s>

Finiavana's water walk

Clean toilet

Photographs: woods, behind a shed, a lift and pavement. Zara standing next to her school toilet, children enjoying clean water and children happy in their class.

## Teacher's note

This resource includes 3 lessons which can be divided up in any way that is appropriate to your class and time available.

## Introduction

Since WaterAid was founded in 1981, we have worked to reach and provide clean water, toilets and hygiene to some of the world's poorest people. This has had a huge impact on millions of people and has significantly reduced the spread of disease and death rates, as well as helping people to take the first steps out of poverty.

Although we are very proud of our achievements to date, there are still many more communities to reach. There are 663 million people living without safe water and 2.4 billion people still don't have access to adequate sanitation. That's the equivalent to 1 in 3 of the world's population. This leads to 315,000 children under the age of five dying each year from diarrhoeal diseases caused by dirty water and poor sanitation. That's almost 900 children per day. WaterAid want to change this. We want everyone, everywhere to have access to clean water, toilets and hygiene by 2030. It's a big ambition but with your help, we can do it! This lesson introduces children to WaterAid and offers an insight into the reasons why they carry out the work they do in some of the world's poorest communities, focusing on water, sanitation and hygiene. Through the use of films and images, the children learn that some people are living in extremely poor conditions. The plan intends to make children understand just how important water is for a healthy life and that without it we would not be able to survive.

Children are introduced to the different countries WaterAid work in around the world and the term charity. The lessons provide an insight into the struggles people in poorer countries face on a daily basis due to not having clean water, sanitation and good hygiene practices. The lesson then goes on to raise awareness of how crucial these three essentials are in order to be healthy and achieve personal goals and aspirations.

## Curriculum links

### Citizenship:

To share their opinion on things on things that matter to them and explain their views.

To recognise what is fair and unfair and what is right and wrong.

Consider social and moral dilemmas that they come across.

### Geography:

Use world maps, atlases and globes to identify countries and continents.

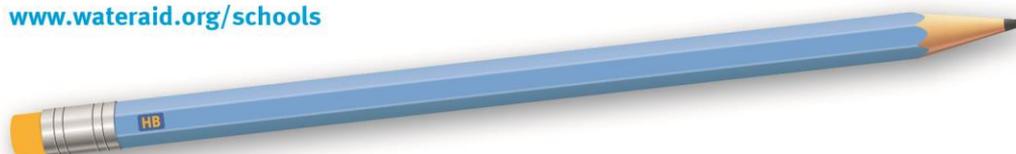
Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.

### Aims and outcomes

To understand that clean water is precious.

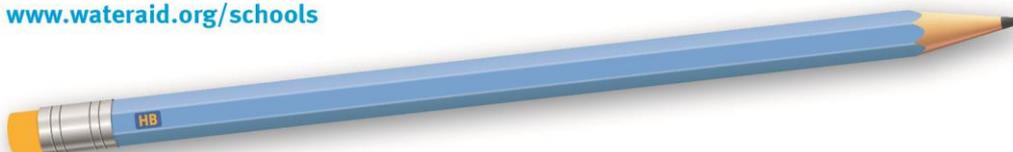
To understand that having clean water, good sanitation and hygiene practices are essential to stay healthy.

To develop a sense of empathy for people whose basic needs are not being met, living in contrasting localities.



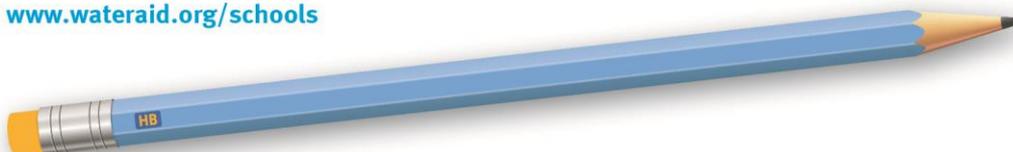
## Lesson Plan

Key Question	Activity	Resource	Timing
<p>Who are WaterAid?</p> <p>To understand that some people in the world's poorest countries do not have access to clean running water.</p>	<p>Starter</p> <p>Display the WaterAid logo and ask the children if they have seen it before? Who are WaterAid? Have they heard of WaterAid before? Who knows what WaterAid do?</p> <p>Display the WaterAid map  <a href="http://www.wateraid.org/uk/where-we-work">http://www.wateraid.org/uk/where-we-work</a></p> <p>Tell the children that the blue areas are the places that WaterAid work in.</p> <p>Tell the children that WaterAid is a charity. Ask if anyone knows what this means. Explain that charities help people in need.</p> <p>Tell the children that they are going to learn about some of the things that WaterAid do and why their work is so important.</p> <p>Introduction:</p> <p>Ask the children to look at their hands. Ask the children if they are clean or dirty? How do they know? Ask the children when the last time they washed their hands was? Establish when that was.</p> <p>Ask at what times throughout the day we should wash our hands? Before eating, after using the toilet, when playing outside etc. Create a list, which you will refer back to later in the lesson.</p> <p>Ask the children:</p> <ul style="list-style-type: none"> <li>-What do we need to use to make our hands clean when they are dirty?</li> <li>-Can we clean our hands with dirty water? Why not?</li> </ul>	<p>WaterAid map</p> <p>Resource 2- Finiavana fetching water.</p> <p>Resource 3 – Finiavana's water walk journey.</p>	<p>1 hour 15 minutes</p>



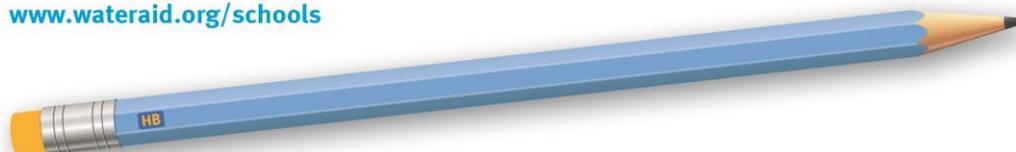
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Key Question	Activity	Resource	Timing
	<p>Show children resource 2.</p> <p>Introduce the boy in the photo as Finiavana, a 9 year old boy who lives in a country called Madagascar, which is an Africa. Show the children the map of the world. Ask the children if anyone can point out where Africa is on the map?</p> <p>Once Africa has been pointed out, show children where Madagascar is and where we are in the UK. Ask them how we would get there if we were to travel there. Tell them that we would have to take a plane to travel to Madagascar from where we live in the UK.</p> <p>Ask the children to look carefully at the picture. Ask them:</p> <ul style="list-style-type: none"><li>- What is happening in the picture? Tell them that Finiavana is fetching water.</li></ul> <p>Discuss what Finiavana might want to use the water for and scribe the answers on the board.</p> <p>Explain to the children that in many poorer countries around the world people have to fetch water from rivers and ponds. The water is very dirty, but they have to drink it as there are no taps with clean water available. Children like Finiavana and their mothers have to walk long distances to fetch dirty water every day.</p> <p>Main activity:</p> <p>Refer back to the list of the different times in a day that we should wash our hands and then get the children to think about the amount of water that is in Finiavana's bucket.</p> <p>Show the children a bucket in similar size to Finiavana's</p>		



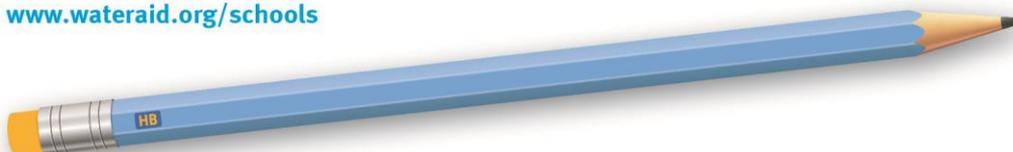
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	<p>one. Do they think the bucket contains enough water for Finiavana's whole family to wash their hands for a whole day?</p> <p>Fill the bucket with water and choose three children to come and wash their hands using a small cup to scoop the water to wash their hands as well as your hands. You will need to do this over a sink or using a large tray so that the waste water can be poured away. When you have finished, show the children how much water is left in the bucket. What do they now think about the amount that is needed, just for washing hands? It's not enough.</p> <p>Ask the children to go back to their tables and brainstorm the different things water is used for throughout the day. (Washing clothes, dishes, washing fruit and vegetables, brushing teeth, bathing etc). When they have finished ask them to think about how many buckets of water they think would be needed to do all the things they have brainstormed.</p> <p>Show the Water Walk film to the class <a href="https://www.youtube.com/watch?v=4V-KoIGGI4s">https://www.youtube.com/watch?v=4V-KoIGGI4s</a></p> <p>Once it has been viewed, discuss the film as a class using the questions below.</p> <ul style="list-style-type: none"><li>-Why was the girl walking so far in the heat?</li><li>-How do you think she felt?</li></ul> <p>Tell the children that the child they saw in the film is a similar age to them. Children like the girl in the film are often unable to go to school like they do because they</p>		



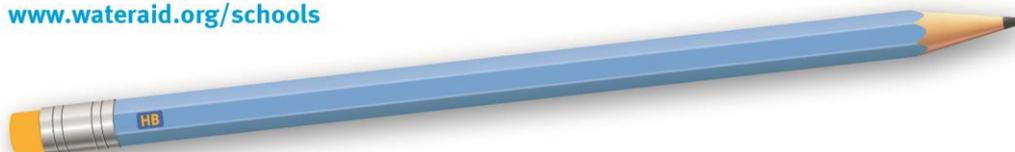
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	<p>have to use up a lot of their day fetching water.</p> <p>Show the children the rest of the photographs of Finiavana's water journey (resource 3). Tell them that they are going to create a story board using the photographs.</p> <p>Generate discussion around each photo. Discuss what is happening, how Finiavana is feeling and why. Scribe key words on the board.</p> <p>Tell the children that they are to write in the first person and for each picture write what they think Finiavana is thinking on the journey to fetch water.</p> <p>Arrange the children into mixed ability pairs or small groups ensuring that each group has at least one child that can do the writing and the other child(ren) can contribute to the group by describing what they think Finiavana is thinking in each picture.</p> <p>Plenary:</p> <p>Get the children to present their work to the rest of the class. They could role play and act out Finiavana's journey, reading what they wrote for each photograph.</p> <p>When the children have finished showing their story boards to the class, ask them if they can tell their partners words to describe what it would be like to walk long distances to fetch dirty water several times a day. Answers could include disheartening (knowing the water is dirty), tiring, stressful, achy, waste of time, scary because they know the water will make them ill etc.</p> <p>The story boards could be displayed in the classroom or</p>		



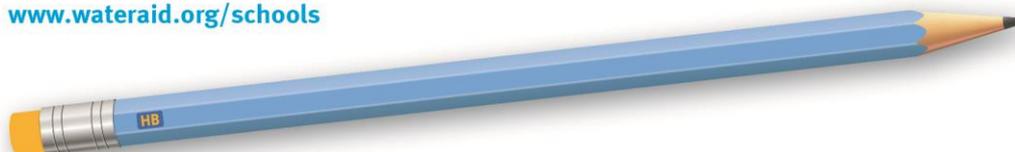
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	<p>presented in an assembly. You could even invite a WaterAid speaker to see the children's work and tell them more about WaterAid.</p> <p><a href="http://www.wateraid.org/uk/audience/community-groups/request-a-speaker">http://www.wateraid.org/uk/audience/community-groups/request-a-speaker</a></p>		
Where would you go to the toilet if there were no toilets?	<p>Introduction:</p> <p>Ask the children what does sanitation mean? Getting rid of waste and sewage, free from dirt and germs.</p> <p>Show the children a photo of a clean toilet in a clean area (Resource 3). Ask the children if they would use this toilet? Why would they use the toilet? (Because it looks clean and fresh and looks like it smells fresh too).</p> <p>Show the children photos of the woods, behind a shed, in a lift and on the pavement (Resource 4). Ask them if they would go to the toilet in any of these places. What would they use to wipe their bottoms? How would they wash their hands? Where would they go if they didn't have anywhere to go?</p> <p>Ask why it is important to keep toilets clean? And why it is important to wash hands after every use? Scribe answers on the board. Encourage the children to use key words such as hygiene, germs and disease.</p> <p>Show the children the picture of 8 year old Zara who also lives in Madagascar (Resource 6). She is standing beside her school toilet. Explain to the children that the school</p>	<p>Resource 4 – Clean toilet</p> <p>Resource 5 – photo of woods, behind a shed, in a lift and the pavement</p> <p>Resource 6 – Zara standing next to her school toilets</p> <p>Resource 7 - Children enjoying clean water and children happy in their class</p>	1 hour



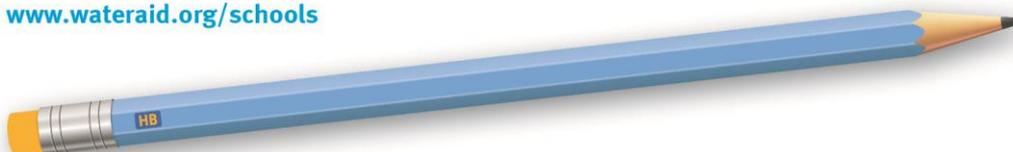
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	<p>toilets are no longer used because they are in such poor condition. The children have no other option but to go the toilet outside in the open.</p> <p>Main activity:</p> <p>Get the children to draw around their right hand and in the palm of their hand write one sentence about hygiene. For example, <i>It is important to wash our hands because... We need toilets because... If we didn't have toilets... We need to encourage others to wash their hands and practice good hygiene.</i></p> <p>When the children have finished create a chain of the hands and think of a title. This could be: 'Why is hygiene important?'</p> <p>Plenary</p> <p>Get the children to role play interviewing each other. In pairs, one child thinks of hygiene questions to ask and their partner answers the questions. For example, why is it important to wash your hands after using the toilet? Can you describe what your perfect toilet would be like?</p> <p>Use to wipe their bottoms? How would they wash their hands? Where would they go if they didn't have anywhere to go?</p>		
What does WaterAid do?	Display the WaterAid map showing all the different countries WaterAid works with. Explain to the children that for many years now WaterAid has been working very hard in all of these countries. They work with people to help bring them out of poverty. You may need to discuss what is meant by the word poverty. WaterAid achieve this by	Resource 7 - Children enjoying the water and children enjoying	1 hour



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	<p>providing clean water, toilets and hygiene.</p> <p>Ask the children what they think happens to people if they do not have these things.</p> <p>Explain to the children that the film and photographs they have looked at are real life problems that affect millions of people.</p> <p>Show the children resource 7 showing children in their village in Uganda enjoying the clean water and the children happy in their class. Explain to the children that because they have clean water in their village, they no longer have to use up a lot of their time fetching water and they can go to school.</p> <p>Tell the children that this is the work that WaterAid does and explain to the children that people help WaterAid to do this work by raising money or telling others about how important water and toilets are. WaterAid have a mission that everyone everywhere should have access to clean water, toilets and hygiene by the year 2030. Explain that everyone can get involved to help.</p> <p>Each child should produce a poster, choosing clean water, toilets or handwashing to show the message of everyone, everywhere by 2030. They can draw images of their chosen theme and use the title 'Everyone, everywhere by 2030'. Display the posters in the classroom to remind the children about this important issue.</p>	school	

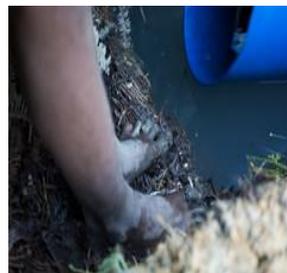


Resource 2 Finiavana collecting water

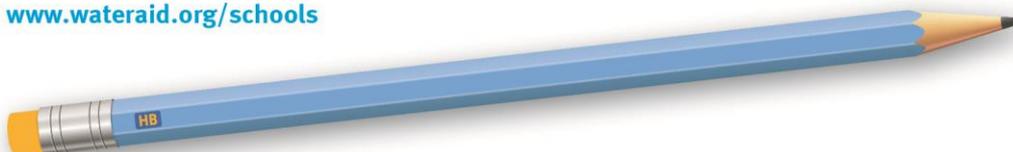


Resource 3

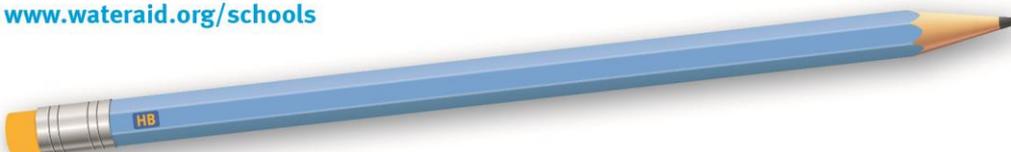
Finiavana's water walk



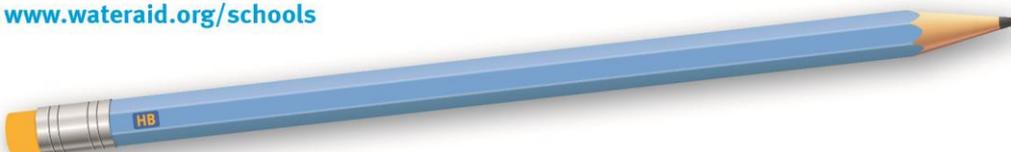
Credit: WaterAid/ Ernest Randriarimalala



Resource 4 – Clean toilet



Resource 5



Resource 6

Zara standing next to her school toilets



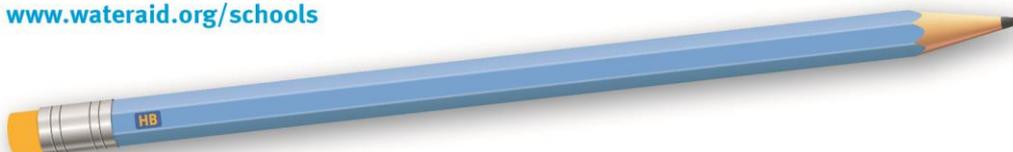
Credit: WaterAid/ Kate Holt

Resource 7

Children happy in their class



Credit: WaterAid/ Eliza Deacon

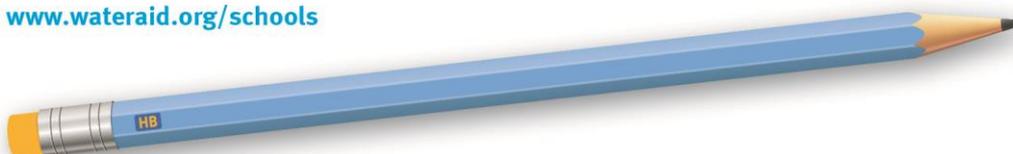


Children enjoying clean water



Credit: WaterAid/ Panos/ Abbie Trayler-Smith

[www.wateraid.org/schools](http://www.wateraid.org/schools)



 **WaterAid**