

Challenge 2030



Keywords

Clean water

hygiene
poor

dirty

germs
eradicate

sanitation

Resources and materials

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

Water Walk film:

<https://www.youtube.com/watch?v=4V-KoIGGJ4s>

Bucket with dirty water

Tea bags, coffee granules, stock cubes, grass

Sandra's story

Eunice's case study

Bokia's Case study

Ipads

WaterAid's *everyone everywhere* card game

Teacher's note

For this lesson, you will be using water and may need to carry out part of it outdoors or in a space where there is a sink available for waste water to be poured away or recycled.

Introduction

Since WaterAid was founded in 1981, we have worked to reach and provide clean water, toilets and hygiene to the some of the world's poorest communities around the world. 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!

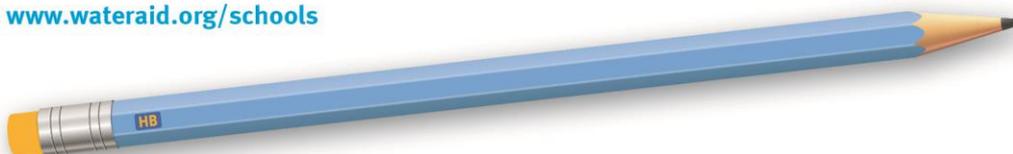
This lesson plan is informative, creative and interactive. It encourages children to think about why having clean running water, toilets and hygiene are important and that having access to such things lead to a better and happier lifestyle. It provides an insight into some of the effects that not having clean water, toilets and hygiene is having on people who live in the poorest countries around the world. Awareness brings about change and together we can transform the lives of many living in terrible conditions.

Curriculum links

- Citizenship – To talk and write about their opinions and explain their views on issues that affect themselves and society. Understand that there are different kinds of responsibilities, rights and duties in a community and this can sometimes conflict with each other,
- Science - bacteria and viruses can affect health and that following simple safe routines can reduce their spread.
- Geography – Locate the world's countries using maps.

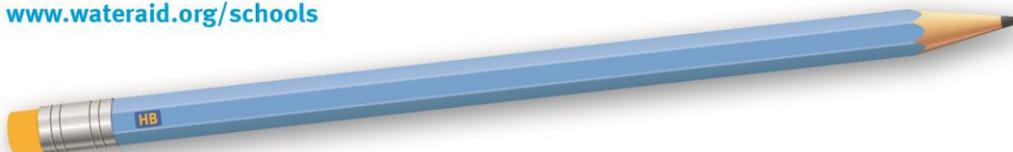
Aims and outcomes

- To understand that clean running water, good sanitation and hygiene practices are essential to improve health, livelihood, dignity, overall wellbeing and achieving aspirations.
- To develop a sense of empathy for people whose basic needs are not being met, living in contrasting localities.
- To understand that change can happen through making others aware of a situation.



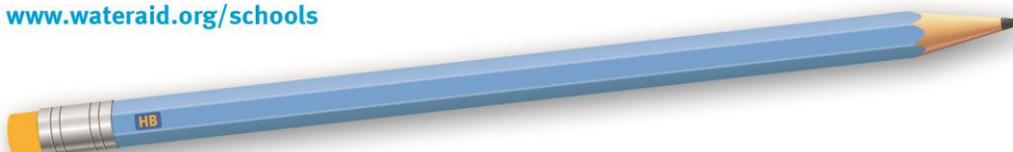
Lesson Plan

Key Question	Activity	Resource	Timing
What do you want to be when you are older?	<p>Introduction:</p> <p>Ask the children if they have heard of a charity called WaterAid? Ask children if they know who they are and what they do?</p> <p>Explain to the children that they are going to be learning more about why WaterAid do the work they do and how important their work is.</p> <p>Display the map of the world showing the different countries that WaterAid work in. Ask the children if they can spot where we are in the UK and if they can name any of the other countries/continents where WaterAid work on the map. If you move the mouse over the countries highlighted, the name of the country is revealed. Many children think that WaterAid work in Africa only. This will highlight to them that this is not the case and that poverty in fact exists all over the world. You could lead into a brief explanation that all countries experience poverty, including where we live.</p> <p>Main activity:</p> <p>Please note that you may wish to prepare a few images or words showing different professions to help children who may struggle with having an idea of what they might want to be when they are older.</p> <p>Ask the children to have a think about what they might want to be when they are older. Allow them to think without talking for one minute.</p>	<p>WaterAid map http://www.wateraid.org/uk/where-we-work</p> <p>Water walk film</p>	1 hour



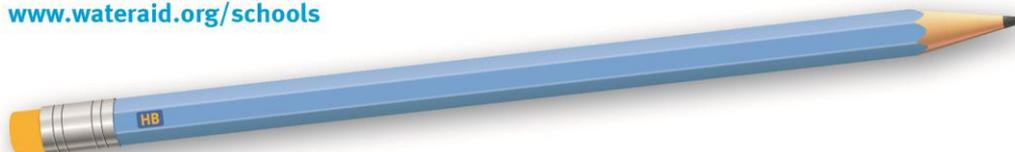
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	<p>Give them a further five minutes to go round the class to other children and exchange their thoughts and briefly discuss their chosen professions.</p> <p>Encourage the children to ask each other questions about their chosen profession such as:</p> <ul style="list-style-type: none">-Does their chosen profession require any further studying or particular training?- Who or what inspired their choice?-What excites/inspires them about their chosen profession? <p>Once the children have finished their discussions, tell them that they are going to write a letter to the person sitting next to them about what they want to be when they grow older. It should begin with:</p> <p>‘When I grow older, I could see myself becoming a ...’</p> <p>The letter should include:</p> <ul style="list-style-type: none">• Their chosen profession. What do they dream of becoming?• Who/what inspired their choice?• What interests them about their chosen profession?• What they think they may need to study or do to achieve their ambition. <p>You can adapt the questions according to the ability of the children in your class.</p>		



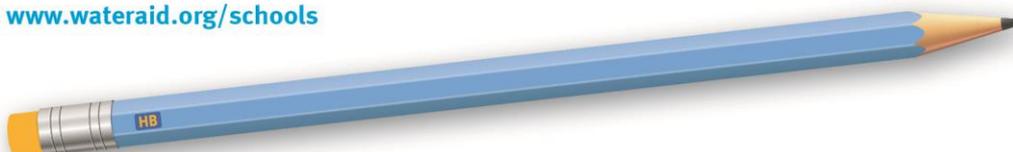
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	<p>Once the children have finished, they should swap letters with the person next to them and read them. Choose a few of the pairs to share each other's ambitions for the future.</p> <p>Ask the children if they can think of anything that could prevent them from achieving their ambition. What obstacles might they face on their journey to success? For example, they do not pass the exams they may need, they can't find their dream job near to where they live or they may not get the help they need from others to succeed and so on.</p> <p>Discuss and make a list on the board which you will refer back to later on in the lesson.</p> <p>Show the children the Water Walk film:</p> <p>https://www.youtube.com/watch?v=4V-KoJGGI4s</p> <p>Once the film has finished, ask them the following questions:</p> <ul style="list-style-type: none">- What do you think the girl in the film is doing?- Why do you think she =has to do this?- How old do you think she is?- Why do you think she has to fetch water?- What is the water she is collecting like?- How long do you think it takes to fetch the water?- How often do you think she has to make this		



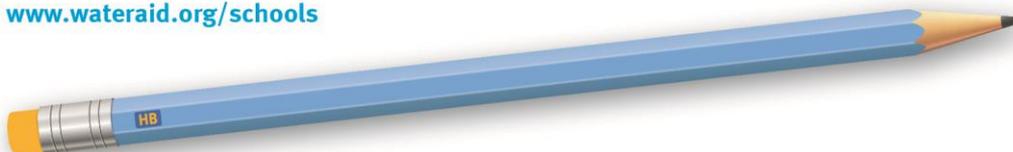
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	<p>trip?</p> <ul style="list-style-type: none">- What might she be missing out on when she does this? <p>Refer back to the list the children made earlier about obstacles to achieving their ambitions. As a class identify if anyone mentioned lack of clean running water? It's highly unlikely. However, for children like the girl in the film, this is the case.</p> <p>Explain to the children that this is the reality for millions of people, including children around the world who live in very poor conditions. Women and children, especially girls have to fetch water from rivers and streams as there is no clean water nearby or in their homes. They have to do this in the morning and then whenever needed throughout the day. The walks are long and tiring.</p> <p>WaterAid works with communities to provide them with clean water, toilets and promote good hygiene. This means that people like the girl in the film will be able to live a better life and have the chance to achieve their ambitions.</p> <p>Discuss how having clean water nearby will help these things happen. . Mention:</p> <ul style="list-style-type: none">-No more wasting time walking miles to fetch dirty water.-No more sickness due to drinking dirty water-Children will be able to attend school-Women will be able to go out to work.		



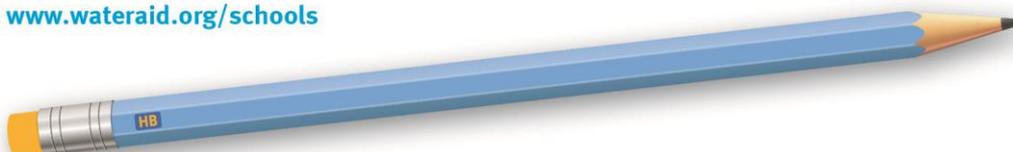
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	<p>Plenary: hold a circle time session asking children to share the main thing they have learnt about the importance of water in our lives.</p> <p>Optional activity: To explore what WaterAid do and how, you could spend the last part of the lesson playing the WaterAid card game in groups of four which explores the way in which WaterAid works in a fun and engaging way. You can request the card game by emailing education@wateraid.org</p>		
<p>What would you do if you didn't have access to clean water?</p> <p>How important is water to humans?</p>	<p>Introduction:</p> <p>You will need a bucket filled with dirty water and a clear drinking glass in the classroom ready to use.</p> <p>Take the children out into the playground/field and tell them that they are going to run around their playground/field once (Or twice depending on how big it is).</p> <p>When they have finished ask them how they feel. For example, tired and thirsty.</p> <p>Once back in the classroom, ask the children to raise their hand if they would like a drink of water. Choose a child to come to the front of the class. Scoop some of the dirty water into the clear glass and hand it to the child.</p> <p>Observe the child's reaction and ask them what's wrong.</p>	<p>Bucket with dirty (perhaps containing contents of a tea bag, coffee granules, stock cubes and grass) water in and a clear glass.</p> <p>Resource 1 – Sandra's story</p>	<p>1hr 15min</p>



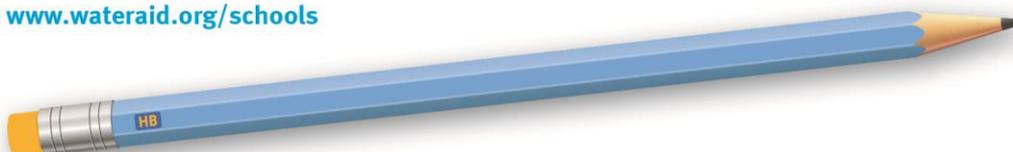
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	<p>Ask how they would feel if the only option they had was to walk for miles to fetch dirty water to drink? Ask them if we are able to survive without water? What would they then do, if the only option was the dirty water? Explain that unfortunately they would have to drink it.</p> <p>Note: Ensure that the children can have a drink of clean water if they need to after being outside and that the dirty water is disposed of safely.</p> <p>Tell the children that they are going to be thinking a bit more about water and what we use it for. Ask them to come up with as many things as possible that we use water for. List these on the board.</p> <p>Next, ask the children to name the different places we are able get water from in our everyday lives. For example, taps, water fountains and shops in bottles.</p> <p>Tell the children that we are very fortunate to have water accessible to us when we need it.</p> <p>Main activity: Introduce the class to the child in the photo (resource 3). Sandra is 10 years old. She lives in a country called Madagascar, Africa. Show children where Madagascar is on the map. Tell the class that Madagascar is a very hot country.</p> <p>Read Sandra's story to the children and ask:-Why do Sandra and her family get ill often?</p>		



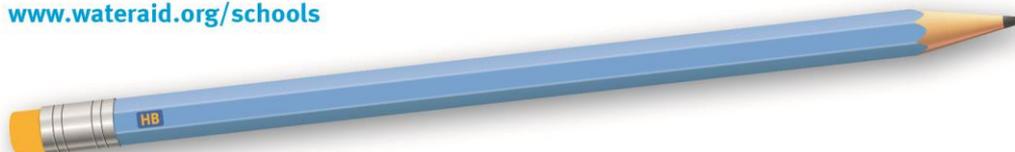
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	<p>-How can this be prevented? -After walking for miles to fetch dirty water, how would this make them feel? (Tired) - As so much energy and time is being used fetching dirty water, what are the things that children like Sandra are missing out on? Scribe answers on the board. Answers should include... going to school, studying, playing because they are too tired or busy fetching water.</p> <p>Split the class into three groups.</p> <p>Group 1: Ask the group to create a list of key words and short sentences of all the things they cannot do if they do not have clean water. What effect might not having clean water have on them? For example, illness and disease. Once finished, ask them to create a large poster with all the information.</p> <p>Group 2: Ask the group to create a list of words and short sentences of all the different things we are able to do with clean water. How does having clean water improve health, school attendance, and overall wellbeing? Once finished, ask them to create a large poster with all the information.</p> <p>Group 3: This group of children are government representatives who need to be persuaded to spend money on ensuring everyone everywhere in their</p>		



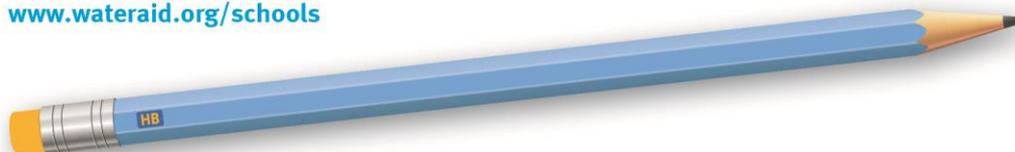
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	<p>country has clean water. What questions would they like to ask the group 1 and 2 to help them decide if they should spend money on this? They should list questions to ask each group to help them research the importance of having access to clean water. For example they may ask, how does the dirty water affect you? How do you fetch water? Where do you fetch it from? What is the water you fetch like? How does clean water mean that you can get to school? They should write all their questions on a large sheet of paper.</p> <p>Encourage the children to produce clear, neat and presentable posters. They should include pictures to make them more effective.</p> <p>Plenary: Tell the class that they are going to do some role play using the work they have just produced. Groups 1 and 2 have to persuade the government officials to make a change to their country by spending money on providing access to clean water for everyone.</p>		
<p>Why do we need toilets?</p> <p>If we didn't have toilets, where would we go to the toilet?</p> <p>Why is it important to have good</p>	<p>The government officials should ask the groups their questions, and the groups should use their posters to answer the questions and then try and persuade them to spend money of providing clean water. Can the government officials be persuaded? The government officials should use the information they have been given to make a decision for the health and wellbeing of their country.</p>		<p>Resource 2 – Eunice's case study</p> <p>Resource 3 – Boakia case study</p>



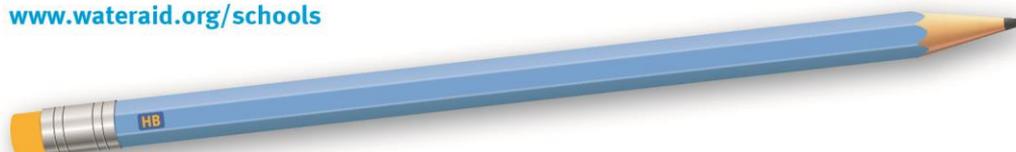
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<p>hygiene practices?</p>	<p>Arrange a performance of the role play to the whole school in an assembly and use the posters to create a display. At the end of the assembly, as for a show of hands from the audience to decide on whether money should or shouldn't be spent of providing clean water for everyone. You may need to start the assembly with a brief explanation about people not having access to clean water in all places around the world. You could even invite a WaterAid speaker in to introduce the issues and WaterAid's work and then perform the role play. In addition, you could ask parents and the local MP to attend.</p> <p>Starter:</p> <p>Ask the children:</p> <ul style="list-style-type: none"> - How important are toilets? - Why are they important? Can you imagine what life would be like if there were no toilets? Where would you go? - What problems might occur if we went to the toilet outdoors? <p>Allow a discussion to take place.</p> <p>Introduction</p> <p>Ask the children what we mean by the word hygiene? Agree a class definition.</p> <p>Ask the how important hygiene is for us and why? Go on to ask them what they do to ensure they are clean and healthy every day? Scribe the answers on the board.</p>	<p>Resource 2 – Eunice's case study</p> <p>Resource 3 – Boakia case study</p> <p>Ipads</p>	<p>Ipads</p>



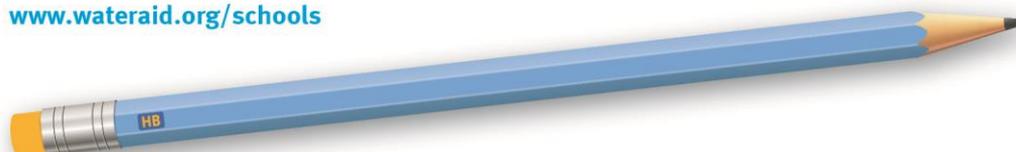
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	<p>Answers should include shower, brushing teeth, combing hair, washing hands regularly.</p> <p>Explain that you will be introducing them to two more words. These are sanitation and latrine. Ask if anyone knows what these words mean. Explain that sanitation refers to keeping clean and healthy for example through toilets and a latrine is a type of simple toilet.</p> <p>Ask the class if they know where Zambia is? Choose a child to locate Zambia and the UK on the WaterAid interactive map (assist where needed) to give some idea of place and location.</p> <p>As a class, read Eunice's case study (Resource 4a)</p> <p>Once you have read the case study, ask the following questions:</p> <ul style="list-style-type: none">-What are the difficulties Eunice may face when using the toilet in the picture?-What can they think of that could help Eunice have better access when using the toilet?-Think about the types of features that would make a toilet more accessible for wheel chairs users or people who have other types of disabilities. <p>If there is an accessible toilet in school, you could go and have a look at what is provided to help people with disabilities use the toilet or you could find some images online and display these.</p> <p>Scribe the answers on the board.</p>		



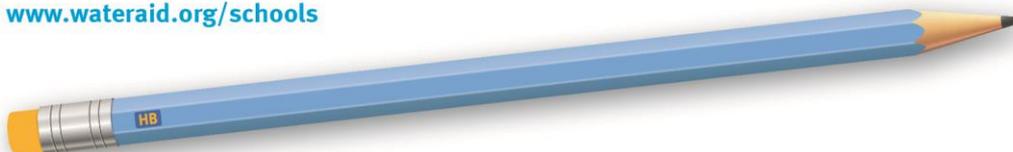
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	<p>Show the class the picture of Boakia (Resource 4b) surrounded by waste and the wooden latrine structure in the distance. Introduce the man in the photograph as Boakia who lives in Liberia. As a class locate Liberia on the map.</p> <p>In small groups, ask the children to discuss the following questions. Each group will need a scribe (either a child or adult) that can jot down the answers on a large piece of paper.</p> <ul style="list-style-type: none"> -Describe what they can see in the picture. -Where do you think Boakia is and where might he be walking to? -Why do they think there is so much rubbish in on the ground? -Who do they think put it there and why? <p>As a class read Boakia’s case study.</p> <p>Refer back to the children’s answers and identify if any of the answers describe what is happening in the picture from the case study’s information. What do they think about what they have found out?</p> <p>Main task:</p> <p>Explain that hygiene practices, such as handwashing does not always happen in some of the world’s poorest communities. This is because people have</p>		



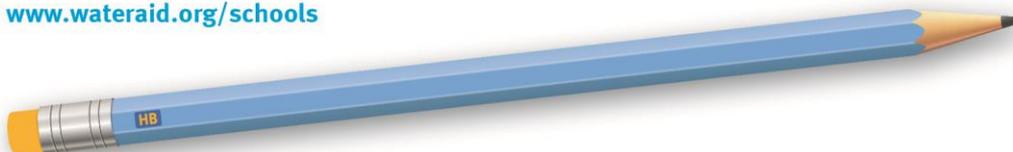
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	<p>not learnt about how important this is for their health. Unfortunately this leads to people to becoming seriously ill. In the places where WaterAid works, lessons take place to tell children all about handwashing. They can then tell their families at home about why it is so important.</p> <p>Tell the children that they can choose to either write a proposal for an accessible toilet for Eunice or they can create a lesson plan that promotes good hygiene practices for the children who attend the school in Boakia's case study. They can do this individually, in pairs or in small groups.</p> <p>Accessible toilet proposal: The proposal should include a description of what Eunice's current toilets are like, state the problems and issues that wheelchair users in her community have to face on a daily basis. Their proposal should offer physical solutions describing what an accessible toilet should look like. What features should they have? Why are accessible toilets necessary?</p> <p>Children should use the information in Eunice's case study to assist them in their proposal. They should also use pictures to help describe what their accessible toilet would look like or they could draw a picture of an accessible toilet and label it. They could even challenge themselves to make a model accessible toilet.</p>		



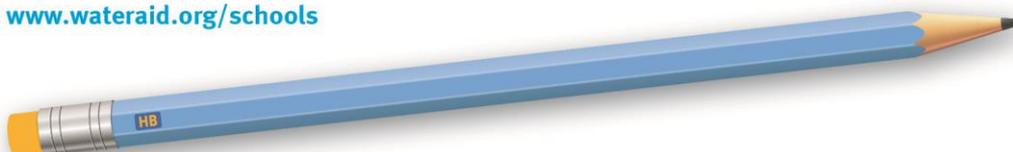
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	<p>Lesson plan on good hygiene practices:</p> <p>Get the children to consider these questions when working on their lessons.</p> <ul style="list-style-type: none">- Why is effective handwashing so important?-How do you wash your hands thoroughly?-What handwashing techniques are done to ensure hands are cleaned thoroughly?- Is water alone enough to clean hands effectively? If not, what else is needed?-When should you wash your hands? <p>They can use the internet to help them research about effective handwashing.</p> <p>Their lesson on handwashing should include:</p> <ul style="list-style-type: none">-A video recording showing how to wash hands thoroughly or a poster (with pictures and or drawings) showing and explaining how to wash hands effectively. <p>Children can also choose to include information about other hygiene practices such as keeping the toilets as clean as possible and how often they think people should have a bath and brush their teeth.</p> <p>Plenary:</p> <p>Children should share their proposals and plans to each other in small groups and make suggestions for improvements.</p> <p>If possible the children should be given the opportunity to teach their lesson to younger classes.</p>		



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	<p>These could be filmed and shared on social media or the school website.</p> <p>The proposals could be assessed in an assembly, with the head teacher giving his or her final verdict on whether their proposals are a good idea.</p>		
<p>What is being done about water and sanitation around the world?</p>	<p>Tell the children that WaterAid are on a mission to get water, sanitation and hygiene to everyone, everywhere by 2030. As well as WaterAid working on this, there are teams of governments around the world who are collectively known as the United Nations. Together they put together and agreed on a set of goals to help people out of poverty. These are called the Sustainable Development Goals. In total, there are 17 goals and goal 6 is to get 'Clean water and sanitation' to everyone around the world by 2030.</p> <p>As a class watch the video MGD7: Environmental Sustainability using the link below. http://www.un.org/sustainabledevelopment/blog/category/video-water-and-sanitation/</p> <p>Ask the children what they think of the goals. They should then create large posters that will capture people's attention with the aim of goal six. They can use what they have learnt in previous lessons to illustrate the importance of this goal. Display the posters in school, so others can learn about this.</p>	<p>WaterAid's 'everyone everywhere' card game.</p> <p>http://www.un.org/sustainabledevelopment/blog/category/video-water-and-sanitation/</p>	

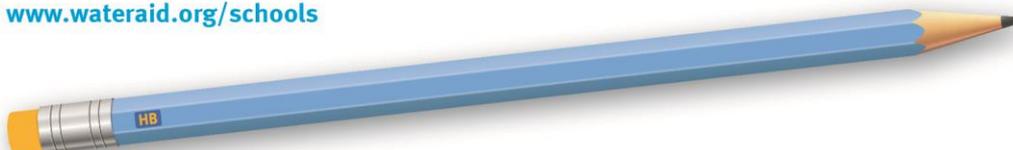


Resource 1



Credit: WaterAid/ Kate Holt

My name is Sandra I am 10 years old. I live in a country called Madagascar. Every day I walk for miles with my sisters and sometimes my mother, to collect water from the small lake. It's dirty and not good for us but what can we do? We get belly ache a lot so we have to go to the doctor. But then we come back and drink the dirty water and it all starts again. But what can we do? We always have belly ache and diarrhoea. We keep getting sick. My village is a very poor community and there is no clean water; the community is forced to collect water for both drinking and washing from dirty ponds where animals also drink from.



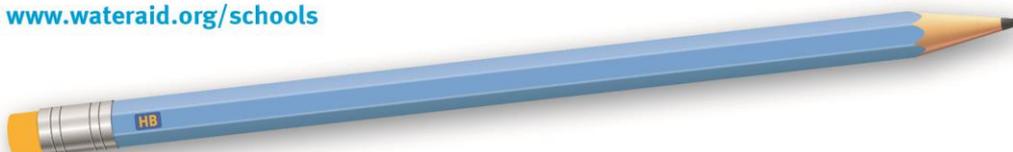
Resource 2



Credit: WaterAid/ Chileshe Chanda

My name is Eunice. I live in Zambia. This is my run down toilet which I only use in the night or early morning when people are sleeping, because I don't want to be seen crawling to use it. Since having my legs amputated, using this toilet has become a daily struggle. The absence of a decent toilet in my house is a problem that has been on my mind for a long time.

There is no dignity and privacy for me when it comes to going to the toilet. My long illness has taken up all the money I worked for and I can no longer afford to have my toilet rebuilt. I don't have the kind of money builders have been asking for, that's why I continue using this toilet in this state.



Resource 3



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. Cool and hot water is provided at the toilet. Residents have to pay to use the facilities. The latrine is used by my family and other residents. A 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 to as a toilet, which creates health hazards because the water is used for drinking and fishing.

