

Challenge 2030



Keywords

clean water
poor

hygiene
eradicating

dirty
latrines

germs
defecating

sanitation

Resources and materials

Large sheets of paper and pens

WaterAid map

Questionnaires

Water walk film:

<https://www.youtube.com/watch?v=4V-KoJGGJ4s>

Case studies

Hygiene promotion photos

Ipads

Computers

Teacher's note

Note to teacher:

The United Nations have set 17 Sustainable Development Goals which aim to transform the world in which we live. Goal 6 aims to achieve universal access to 'clean water and sanitation'. There are lots of useful videos and information, which you could explore and incorporate into your lessons. To find out more about the sustainable goals, visit the website below:
<http://www.un.org/sustainabledevelopment/>
Please note that the timings are for guidance only, and should be adjusted to suit your class's needs and time available.

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 focuses on the importance of having clean running water, good hygiene practices and sanitation. This is achieved through the use of films and case studies. It intends to make pupils aware of the effects of having no clean running water can have on people's everyday lives. So much time and energy is used up fetching water every day. Lack of clean running water makes people vulnerable to sickness and so interferes with people's ability to go out and work or gain an education. Lack of clean running water prevents one from achieving their future dreams, hopes and aspirations in life.

The pupils should be able to identify problems based on what they have learned in the lessons and are then challenged to suggest possible solutions. All their ideas and thoughts are then to be presented in the form of a poster or leaflet. This will then be used in their attempt to promote awareness through various mediums/platforms. By spreading awareness, together we can achieve our goal of reaching everyone everywhere with safe water and sanitation by 2030!

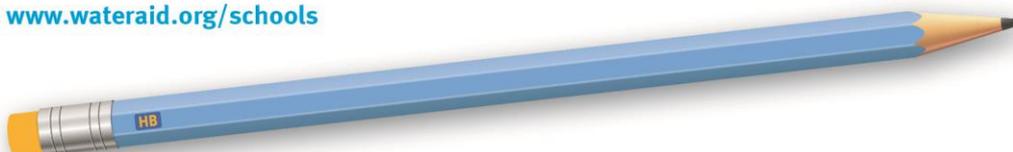
Curriculum links

Citizenship - The ways in which citizens work together to improve their communities.

Geography - Develop contextual knowledge of the location of globally significant places. Build on knowledge of globes, maps and atlases.

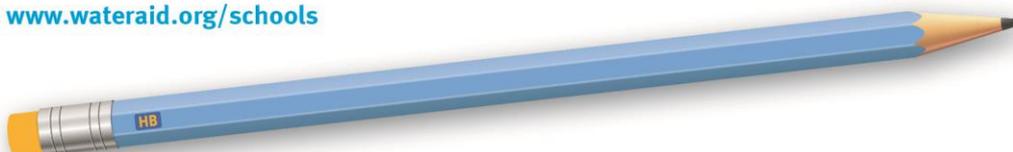
Aims and outcomes

- To understand that water, sanitation and hygiene are essential to improve health, livelihood, school attendance, dignity and overall wellbeing.
- To understand that drinking dirty water, poor sanitation and hygiene practices can cause disease and death.
- To recognise that positive change can happen by making others aware.



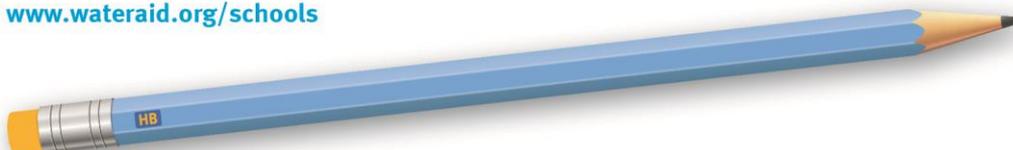
Lesson Plan

Key Question	Activity	Resource	Timing
What could prevent you from achieving your dreams for the future?	<p>Starter:</p> <p>Provide a large piece of paper entitled 'Fun things we use water for'. Allow the pupils 3 minutes to write down as many fun things that we use water for. For example, water fights, swimming in a swimming pool, using a hose to wash the car etc.</p> <p>Once finished, on a separate piece of paper entitled 'Essential things we use water for' (Basic human needs), allow a further 3 minutes to write down all the essential things we need water for. For example, drinking and washing.</p> <p>Once the time is up, tell the pupils that you will come back to the sheets of paper later in the lesson.</p> <p>Main activity:</p> <p>Ask pupils to think about what they want to be or could see themselves doing when they are older. Allow 1 minute for them to think in silence. Provide each pupil with a questionnaire and tell them they have five minutes to fill in the questionnaire. Once completed, ask the pupils to share their answers they wrote with the person next to them (5mins).</p> <p>Tell pupils to think carefully about the question you are about to ask them:</p> <p>'What obstacles do you think you could potentially come across that could hinder their chances of fulfilling your passion/achieving your goals?'</p> <p>Ask for some examples, or give some pointers if necessary. For example, not achieving the right grades in exams etc. Ask pupils to bullet point their</p>	<p>Large sheets of paper and pens.</p> <p>Questionnaires</p> <p>Water walk film</p>	<p>10 minutes</p> <p>10 minutes</p>



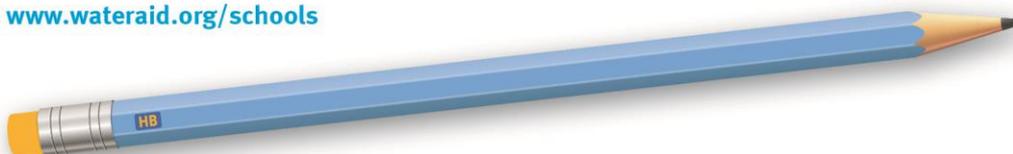
Lesson Plan

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	<p>answers in the space provided on their questionnaires.</p> <p>Once this is done, show the Water Walk film to the pupils. https://www.youtube.com/watch?v=4V-KoJGGJ4s</p> <p>Once you have shown the film, ask the following questions and scribe answers on the board: :</p> <ul style="list-style-type: none"> • What is the girl in the film doing? • Why do you think she has to do this? • How old do you think the girl is? • How often do you think she has to make this trip? • How long do you think it takes to fetch water? • When do you think she has to fetch the water? • What and who do you think the water is for? • What might she be missing out on If she is fetching water? • What other things could she be doing instead of fetching water throughout the day, every day? <p>Explain to the pupils that in some of the poorest communities around the world, people are severely affected by having no clean running water. It is the job of children (mainly girls) as young as 6, and women to walk for miles to fetch dirty water which is used for drinking, cooking and washing.</p> <p>Refer back to the list of answers from the last question. Explain to the pupils that all the things on</p>		<p>2 minutes</p> <p>15 minutes</p> <p>3 minutes</p>



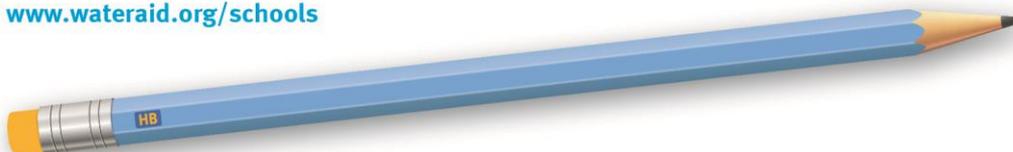
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Key Question	Activity	Resource	Timing
	<p>Tell the pupils that they are all in fact true.</p> <p>End the lesson with the following film:</p> <p>‘Transforming women’s lives’ https://www.youtube.com/watch?v=u8P636QQ8kE</p> <p>Optional activity:</p> <p>To explore what WaterAid do and how, you could spend a lesson playing the WaterAid card game or our online game, Water Quest. Both explore the way in which WaterAid works and the issues and can give a real insight into stories from our work in a fun and engaging way. You can request the card game by emailing education@wateraid.org or play the online game by visiting www.wateraidgames.org</p>		
What would you do if there were no toilets?	<p>In the last lesson the pupils learnt about the effect of not having clean water on people’s everyday lives. In this lesson they are going to learn about why toilets and hygiene promotion is so important.</p> <p>Introduction:</p> <p>Ask the pupils what they would do if there were no toilets available to use? Where would they go? Gather their suggestions.</p> <p>Put a copy of each of the case studies on the pupil’s tables.</p> <p>Case study information:</p>	<p>Case studies 3a, 3b, 3c World maps Hygiene promotion photos x2</p>	1 hour



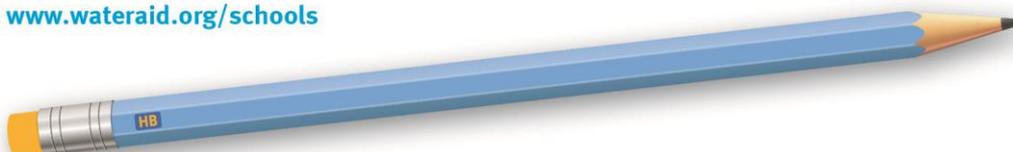
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Key Question	Activity	Resource	Timing
	<p>Case study 3a is a case study providing a glimpse into Aribian's life around the issues of local sanitation conditions in his community in Lagos, Nigeria.</p> <p>Case study 3b is an image showing the condition of a toilet facility in Monrovia, Liberia and some of the difficulties the local people experience.</p> <p>Case study 3c introduces Nankeshar from New Delhi in India. It highlights some of the dangers and challenges he faces due to a lack of decent sanitation and what affect this has on him and others.</p> <p>Main activity: Ask the pupils to read each case study in pairs or small groups. Provide maps or atlases so that the pupils are able to locate the places where the case studies are from.</p> <p>Ask the pupils the following questions and encourage pupils to use key words such as defecation, latrines, disease and hygiene when discussing. You may need to come up with class definitions, if these are not familiar terms.</p> <ul style="list-style-type: none"> -What do the case studies all have in common? -What is the problem? (Issues with decent sanitation facilities). -What problems are created when there is lack of decent sanitation? Answers should include people become ill, which can cause death. 		



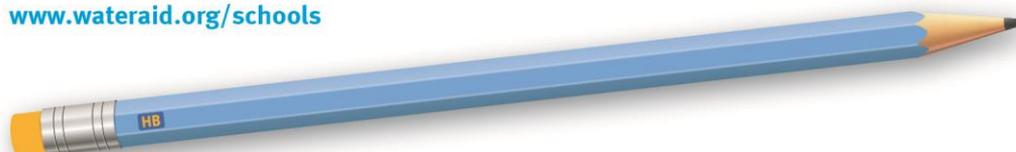
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Key Question	Activity	Resource	Timing
	<p>Tell the pupils that solutions are needed now and recap the statistics from the previous lesson.</p> <p>Explain to pupils that you are going to be thinking about members of the community that may face additional problems due to a lack of toilets. Ask them to think about and discuss the following small groups:</p> <ul style="list-style-type: none">- Which groups of people may find queueing for long periods of time and going to the toilet out in the open particularly difficult? Answers should include people with disabilities, pregnant women, the elderly, very young children and so on.-What is needed to help these people? What might the solutions be <p>Ask each group to share some of their thoughts with the rest of the class.</p> <p>Tell pupils to think about the case studies that they have just read and ask what must we do after we have used the toilet and why? (Wash hands).</p> <p>Where do they think the people who live in communities similar to the ones in the case studies are able to wash their hands when they have finished going to the toilet? What kind of water might they have available to them?</p> <p>Why is it important to wash hands after using the toilet? What happens if you do not wash your hands</p>		



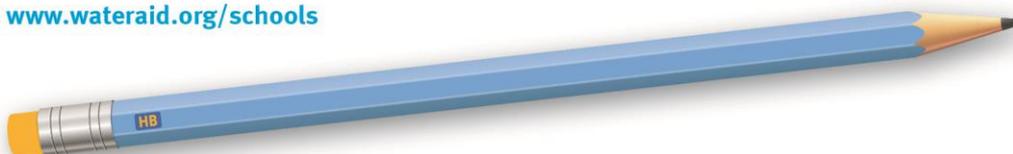
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Key Question	Activity	Resource	Timing
<p>How can we make others aware of the affect lack of water is having on people in poor countries?</p>	<p>after using the toilet?</p> <p>Tell the pupils that when people in these communities are reached with clean running water, it is crucial that they are made aware of good hygiene practices too. Can they think why this is important? Answers may include ensuring that the community does not spread illness and disease, to keep everyone healthy now that they have clean water, to not contaminate the water and so on.</p> <p>Ask them how they think good hygiene practices (such as hand washing) could be promoted? Discuss answers with the class.</p> <p>Show the pupils the three hygiene promotion images and discuss what is happening in the images. Do they think that these are good ways of promoting hand washing? Why?</p> <p>In pairs ask the pupils to choose one case study and create two lists. One list of the problems and issues and the other list of possible solutions that they can think of.</p> <p>Ask the pupils to present this information as a large poster or large leaflet. Encourage them to use pictures, questions, facts etc. Their posters and leaflets will be useful for the next lesson.</p> <p>Plenary: Pupils should present their posters to the class and take questions about their ideas.</p>		



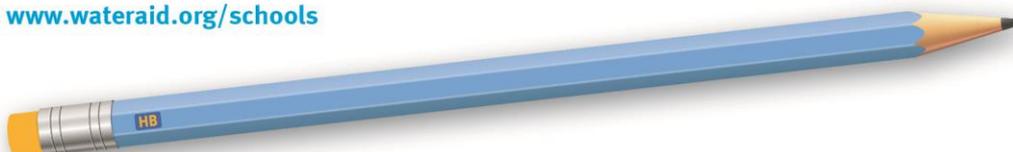
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Key Question	Activity	Resource	Timing
	<p>Supplying people with clean water, sanitation and hygiene can help to eradicate extreme poverty and significantly reduce the spread of disease and death rates.</p> <p>Introduction: Ask pupils if they can suggest ways to promote awareness of the effects of having no clean running water, poor sanitation and hygiene? They could brainstorm ideas in pairs and then share with the rest of the class. Ideas could include letter writing, assemblies, lessons, advertisements, leaflets and so on.</p> <p>Ask the children, if they were going to run an awareness raising campaign to create change, who would they campaign to and how? Discuss all the possible ways that this could be done. For example, write to MPs, give talks about the issues, put up posters, speak to friends and family etc. Scribe answers on the board. Ask them which they think are more effective why. You could watch some popular adverts from TV and consider why they are effective or have little impact.</p> <p>Tell pupils that the United Nations, an organisation made up of representatives from countries all over the world to promote cooperation between countries, has created a set of goals to work towards in the next 15 years. These are called the sustainable development goals. Goal 6 is to get 'clean water and sanitation' to everyone across the world.</p>	Ipad and computers Paper, card, Posters and leaflets from previous lesson	1 hour and 30 minutes



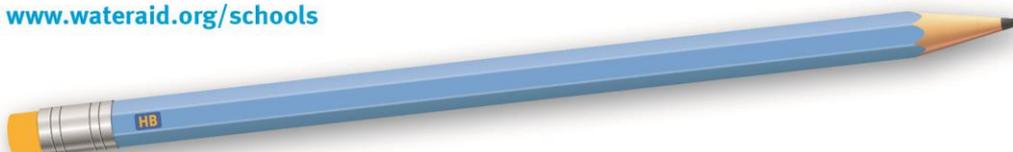
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	<p>Governments have agreed to work together to make this happen.</p> <p>Watch the film MGD7: Environmental Sustainability using the link below.</p> <p>http://www.un.org/sustainabledevelopment/blog/category/video-water-and-sanitation/</p> <p>Remind the pupils that WaterAid want to ensure that this goal becomes a reality through their mission to get safe water, sanitation and hygiene to everyone, everywhere by 2030.</p> <p>Pupils could explore this site further to discover more about the Sustainable Developments Goals (also known as SDGs).</p> <p>Main activity:</p> <p>Tell the pupils that using all the information from the previous lessons, they are to choose between creating a blog, making a video, conducting an interview with questions and answers that can be acted out or writing a letter to raise awareness of the SDG on water and sanitation and WaterAid's mission to see this fulfilled. Pupils can be paired or put into small groups for this task.</p> <p>They need to think about:</p> <ul style="list-style-type: none">• What is the problem?• Who is affected?• How they are affected?• Possible solutions• How these solutions are to happen? Who		



Lesson Plan

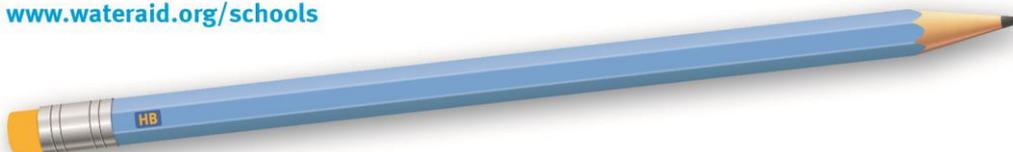
Key Question	Activity	Resource	Timing
	<p>needs to get involved?</p> <ul style="list-style-type: none">• Who is their audience?• What is needed to achieve the goal?• How can people get involved? <p>They should use the WaterAid website to find stories and ideas to use in their work:</p> <p>www.wateraid.org</p> <p>Plenary:</p> <p>Pupils present their work to the class. The rest of the pupils should ask questions to the presenters about their campaign. They could vote for the best ones based on the above criteria and the best ones could go on to present to other classes or an assembly to the whole school. You could invite MPs and members of the community into school to hear the pupil's presentations and even ask a WaterAid speaker along too.</p> <p>Use the power of social media to share the pupils work and spread the message too!</p> <p>http://www.wateraid.org/uk/audience/community-groups/request-a-speaker</p>		



Questionnaire

1. Why do you think it is important to attend school?
2. What subjects do you enjoy at school?
3. If you could choose any profession to work in as an adult, what would it be?
4. Do you know what training or qualifications you would need to do?
5. Who/what inspired you to want to be in your chosen profession?

What obstacles can you think of that could prevent you from achieving your future aspirations of working in you chosen profession? List them below:



Case study 3a

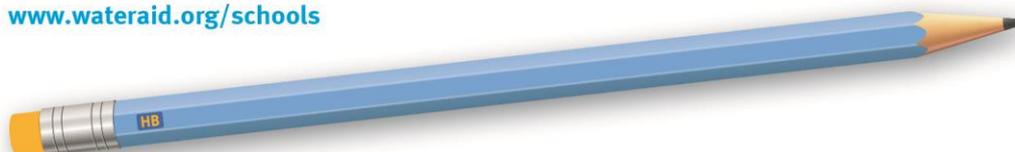


Aribiyan, in front of his latrine. In Ifelodun, Lagos, Nigeria, September 2016

Credit: WaterAid/ Tom Saater

My name is Aribiyan. I live with my wife and 4 children in Lagos, Nigeria. I have lived and worked in my community for 28 years. My family and I live in wooden house on a piece of land that I bought myself. Although I like my community and the way we all work together, the flooding, lack of a road suitable for cars, lack of drinking water and a good toilet system makes me dislike living here. I have to buy drinking water from a few streets away and the bank promised us that they would help us with a borehole (a hole dug in the ground from which clean water can be pulled up), but that promise has not been fulfilled yet. Using the toilet is very difficult, especially during the rainy season. We have dug a hole in the ground where we placed a drum and to add some sort of privacy, we have built a wooden cubicle around it. That's all we can do at the moment because the ground our community is situated on at the moment is covered in rubbish.

Whenever it rains here, the entire community gets flooded and waste spreads everywhere.

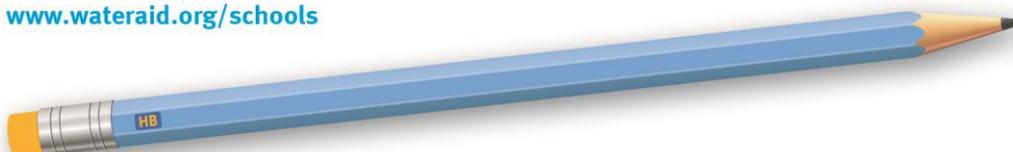


Case study 3b



Credit: WaterAid/ Ahmed Jallanzo

This is a view of a toilet facility in a town called West Point in Monrovia, Liberia. The area lacks proper sanitation and public toilets. There are pay toilets that you can pay to use, however residents cannot afford them, and so people are forced to defecate in public. The beach surrounding West Point is often used as a toilet which creates health hazards because the water is used for drinking and fishing. The latrine in the photograph was constructed in 1983 and was renovated in 1989. Water used at the toilet facility is taken from a hand dug well which only has water available at certain times of the year. The locals use the latrine for both bathing and going to the toilet. There is no electricity or running water. The human waste from the latrine falls directly into the seawater below, which many people use to bathe in.



Case study 3c

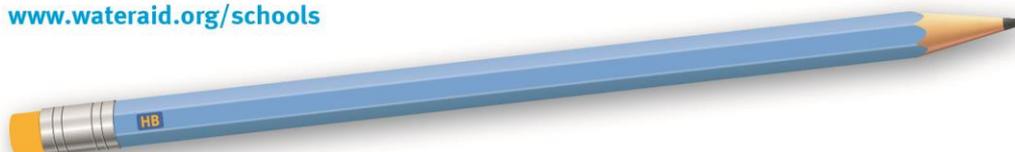


Credit: WaterAid/ Adam Ferguson

My name is Nankeshar. I am 18 years of age and I live in a city called New Delhi in India. I moved here just under a year ago with 8 members of my family. I do whatever work I can get, whenever I can get it. It's okay to live here but it's different in that the village where I used to live has more open space and there are a lot of people who misbehave here. The toilets where I now live close at 11pm, so if anyone needs to go to the toilet after this time they either have to hold it or they go outdoors here. This is a very dangerous area, for example, you can get your mobile phone stolen off you. Many things happen here, so if I do come here, I come with 2, 3 or 4 people. It's very hard.

In my community there are 7 toilets for the men and 7 for the women (there are 2000 people living in my community). Because there are so many people, people waste a lot of time queuing, especially in the morning. So I decide to come here so that I don't waste time. Then I go back home and make my breakfast. After that I go out to look for work. Our landlord made his own toilet but he does not allow anyone to use it. When I come here there is human waste everywhere. So when you come here to go to the toilet, you can catch a lot of diseases. We do not have any other choice but to come here and it saves time too. But we spend a lot of time coming here and going back so it doesn't really save time. But I prefer to come here instead of queuing to use the community toilet.

If I am late for work, then I am not able to work for the whole day, which means I lose out on money. I do labouring and building houses. I usually make 350-400 (just under £5) rupees in a day. I pay my rent, I eat, and whatever money is left I send it home to my mum and dad. I usually manage to save 7000 rupees a month, and my rent is 1500 rupees per month.



Hygiene promotion images



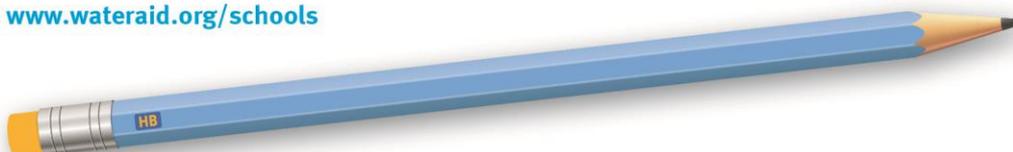
A local artist painting hygiene messages on the wall of the newly built toilet block at a public primary school in Madagascar.

Credit: WaterAid/ Ernest Randriarimalala



Allah Nawaz, 12, is asking questions about hygiene using hygiene promotion posters.

Credit: WaterAid/ Mustafah Abdulaziz





Credit: WaterAid/ James Kiyimba.

“I like our new latrine because it has messages and pictures about good sanitation and hygiene practices on the wall. The handwashing facilities are also nearby.”

Anguyo Jackson, aged 13, Uganda.

