

The Water Fight



Keywords

germs hygiene healthy hygienic unhygienic sanitation latrines
petition

Resources and materials

Paint, paint brush, pencils, paper, iPad/tablet, water droplet and hand templates.

Resource 1a and 1b.

WaterAid interactive map

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

UN sustainable goals website

<http://www.un.org/sustainabledevelopment/blog/category/video-water-and-sanitation/>

Resource 3a: old school toilets in Madagascar.

Resource – 3b, c, d: New school toilets in Madagascar.

Teacher's note

The timings given for each lesson act as a guide only.

Lessons can be adapted to suit the usual duration of your lessons and the needs of your pupils.

Introduction

Do you have clean running water and toilets at your school? Of course you do. It's just normal, right? However, around the world, 1 in 3 schools don't have access to these basics. This is more than an inconvenience. It's a barrier holding children back from getting the education and the future they deserve. It's not fair and it shouldn't be normal.

With no taps or toilets at school, children get sick and miss lessons and they can't concentrate in class. With your school's help, we can change normal for children everywhere. So they have a fair chance to grow into healthy, happy, productive adults and help their communities prosper. We're asking your school to join The Water Fight by signing our petition asking the UK Secretary of State for International Development, to make sure all UK Government plans for schools globally include taps and toilets for every child.

This plan begins by asking the question 'what is the one thing at school that they cannot live without?' It then encourages the children to think about the importance of having taps with clean running water and toilets at their school. It highlights the fact that many children around the world have little or no access to clean water or toilets in their schools and allows them to consider the effect this can have on children's everyday lives and futures.

Curriculum links

Geography

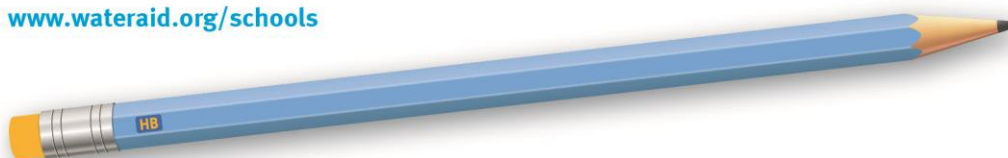
- Use maps, atlases, globes and digital/computer mapping to locate countries.

PSHE

- Health and well-being and living in the wider world.
- Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.

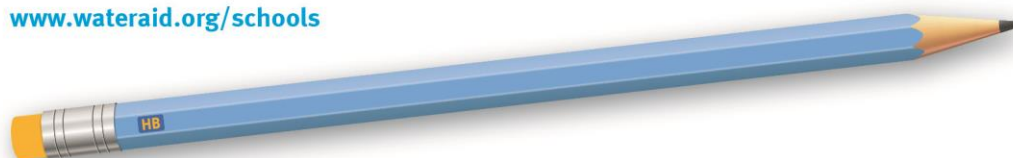
Aims and outcomes

- To understand that not having access to clean running water and decent toilets at school can affect student's overall well-being and prevent them from achieving their full potential.
- To know that not all schools around the world have clean running water and access to decent toilets.
- To identify how we can help make a positive change.



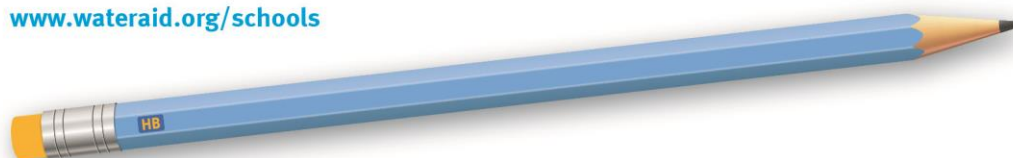
Lesson Plan

| Key Question | Activity | Resource | Timing |
|---|--|---|--------|
| How important are our toilets and taps at school? | <p>Introduction</p> <ul style="list-style-type: none"> • Allow the children 2 minutes to think carefully about the one thing they cannot live without in school. • Gather their answers and scribe them on the board. Prioritise the list as a class. If taps and toilets are not at the top of the list, ask whether what has been put at the top of the list is more important and why? Explain to the children that they are going to be thinking about taps and toilets in school and why they are important. • Choose 10 children to come to the front of the class. Have a variety of different coloured paint and a paint brush available. Ask the 10 children to hold out their palms. Using the brush, paint the palms of the children's hands ensuring that each hand has a different colour. Tell the children that they are going to walk around in silence, giving a high five the other children in the class. • Tell the children that the paint represents germs that are on our hands. • Once they have done this, ask the children to look at their hands. Choose a child to explain to the class what has just happened (by touching other hands, the germs were spread). | Paint Paint brush Pencils Paper Ipad/tablet Water droplet and hand templates | 1 hour |



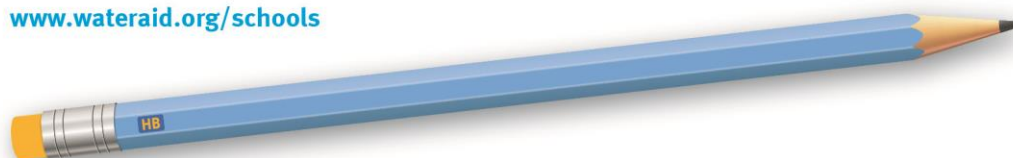
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| | <ul style="list-style-type: none">• Ask the children if they would put their fingers in their mouth? Why? Why not?• Explain to the children that the activity demonstrated how easily germs are spread.• Explain that germs are everywhere. Many germs are invisible and cannot be seen by the naked eye, but we know that germs exist. Ask the following questions: Why are germs a problem? What happens if germs are spread? How we can reduce/prevent the spread of germs? (Wash our hands)• Ask the children to go and wash their hands with soap, preferably using warm water, until all the paint has gone.• Now that they can see the paint has gone from their hands, explain to the children that by washing our hands regularly, we reduce the spread of germs.• Ask the children what can happen to us if we don't wash our hands often? Answers should include: we become prone to getting tummy aches; we become ill; spread germs and so on. <p>Main activity</p> <ul style="list-style-type: none">• Ask the children what they would do if there were no taps with clean running water to be | | |



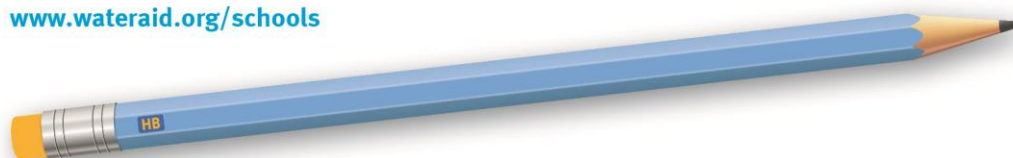
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| | <p>able to wash their hands at school? How would they clean their hands? What would they clean their hands with? Gather their answers and discuss.</p> <ul style="list-style-type: none">Spilt the class into three groups as follows. <p>Group 1</p> <ul style="list-style-type: none">Start with a brief discussion about where the taps and toilets are found in school. Explain that they are going to be carrying out an audit of the taps and toilets in school. This means they will count how many taps and toilets there are in their school.With an adult, they should go around the school and count how many taps and toilets (children's and staff) there are in the building in total. This should be done in the form of a tally chart. If possible the children should take photographs too. Remember to include the kitchen, staffroom and caretaker's office.During their audit, they should ask up to four 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 why. You (or they) could pre-arrange appointments with relevant people to speak to such as a member of kitchen staff, a child, a teacher, the caretaker, head teacher or deputy. The children must record their answers either in writing or with a voice | | |



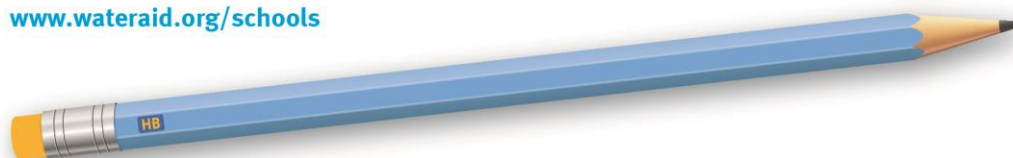
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| | <p>recorder. Children should then present their results on a large sheet of paper.</p> <p>Group 2</p> <ul style="list-style-type: none">• Discuss why it is important to have handwashing facilities in school. When should hands be washed during the school day? Why? You could recap the previous activity if necessary.• Ask what things are needed to ensure hands are washed properly. For example, soap, hot and cold clean running water, hand towels and so on. The children should then use the information to create a poster about how to wash their hands effectively. They should think of titles for their posters such as 'Handwashing is important because...'. They should draw or paint pictures, print images from the internet, or take their own photographs. <p>Group 3</p> <ul style="list-style-type: none">• Discuss what their school day would be like without clean running water to wash their hands or drink or even wash fresh fruit and vegetables in the school kitchen. On templates of water droplets or cut outs of hands, ask the children to either write a few sentences or a short poem about the things they would not be able to do if there was no clean running water at school. You could | | |



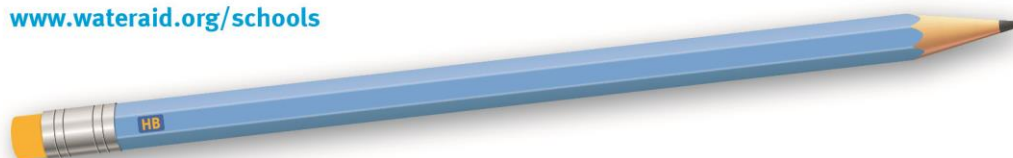
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| | <p>brainstorm some ideas to get them started or provide sentence starters.</p> <p>Plenary</p> <ul style="list-style-type: none"> Once all the groups have finished, ask each group to present their work to the rest of the class. Ask on a scale of 1 to 5 how important they think having taps is in their school? 1 being not important and 5 being extremely important. You could use mini-whiteboards for them to display their answers. Ask a few children to explain their thoughts. | | |
| <p>Would your education be affected if your school did not have access to clean running water and decent toilets?</p> | <p>Introduction</p> <ul style="list-style-type: none"> Ask the children to tell you the things they are able to do because they have access to clean running water. For example, wash their hands, drink, shower and so on. Scribe the answers on the board. Ask the children if they think not having access to clean running water could affect them being able to attend school? They should explain their answers. Gather answers and record these on a mind map. Explain that many children living in the poorest communities around the world, do not have taps with clean running water or toilets in their schools. Explain that many that do have toilets are in very poor condition. | <p>Resource 1a and 1b.</p> | <p>1 hour</p> |



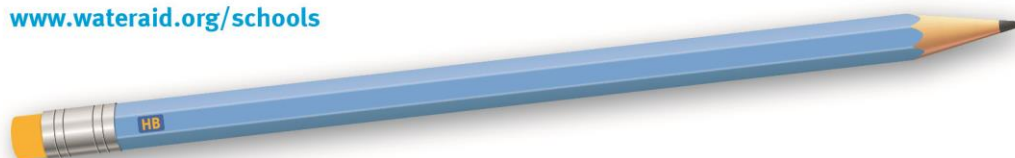
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| | <ul style="list-style-type: none">Using resource 1a, introduce the class to Pa who lives in Madagascar. Show children where we are in the UK and where Madagascar is on a world map. Explain to the children that at Pa's school there are no taps with clean running water. Ask the children to mention the things that Pa is unable to do because there are no taps. For example, wash hands, drink, keep clean, reduce the spread of germs and so on.Read Pa's story to the class. Ask the children how they think Pa and his friends may feel. For example, sad, unhappy and frustrated. Ask the children to think of questions they would like to ask Pa about not having clean toilets. <p>Main activity</p> <ul style="list-style-type: none">Tell the children that they are going to be interviewing each other. Split them into mixed ability groups of five and explain that you will be giving them all roles. Two should be given the role of children from the UK (interviewers), two should have the role of children from Pa's school in Madagascar (interviewees) and the fifth child should use an iPad / tablet (or similar) to record the interview.Ask each group to think of a minimum of 6 questions that they would like to ask the children from Madagascar and how they think the children from Pa's school may respond. | | |



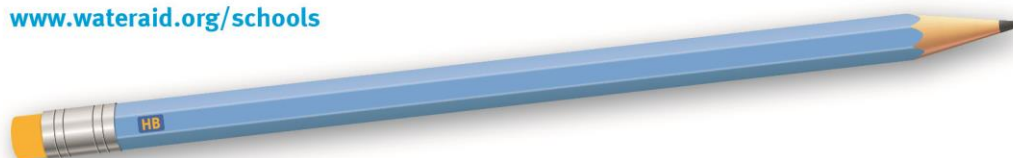
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| | <p>They can use some of the questions already suggested previously.</p> <ul style="list-style-type: none"> You could model the interview process with another adult (or a child) to show the children how an interview is conducted, or use a suitable video. Remember to model body language of both the interviewee and interviewer. Discuss how they may be feeling. For example, the interviewee may be excited and nervous, but also sad when they are talking about the lack of water and toilets at school, and the effect this has on them. Once time is up, they should show their interviews to the rest of the class. <p>Plenary</p> <ul style="list-style-type: none"> Explain to the children that Pa's school now has taps with clean running water. Read Pa's story (resource 1b) about what school life is like now that there is clean running water at his school. Recap the importance of taps and toilets in school and how having to go without might feel. | | |
| What would you do if there were no toilets in school? | <p>Introduction</p> <ul style="list-style-type: none"> Ask the children to imagine what attending school every day would be like if there were no | WaterAid map http://www.wateraid.org/uk/where-we-work | 1 hour |



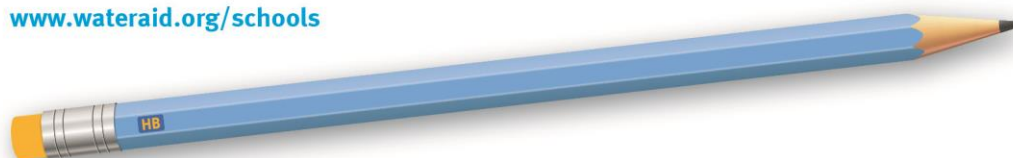
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| | <p>toilet facilities? What would happen and how would they feel?</p> <ul style="list-style-type: none"> • Ask the children how many times they think they use the toilets in school on an average day? What would they do if there were no toilets? Where would they go to the toilet? How would they clean themselves? Would they want to go to school if there were no toilets? Why? • Using resource 2, introduce the class to Boakai, a fisherman from a country called Madagascar in Africa. Ask them to locate Madagascar on the WaterAid interactive map and where we are in the UK. <p>Main task</p> <ul style="list-style-type: none"> • Tell the children that they are going to interview an elderly person. This could be a grandparent or a neighbour to find out what their toilet and handwashing facilities were like when they were at school. What questions can they think of to ask them? Questions could include: <p>Which country did they go to primary school in?</p> <p>How many toilets did they have in their school?</p> | <p>UN sustainable goals http://www.un.org/sustainabledevelopment/blog/category/video-water-and-sanitation/</p> <p>Resource 2</p> | |



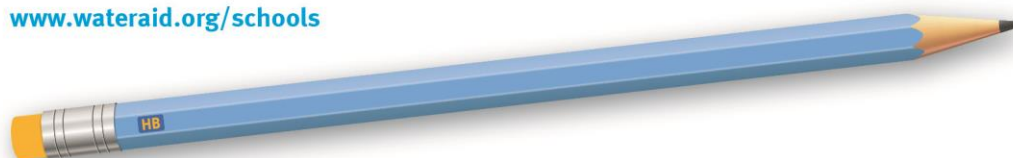
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| | <p>Did the staff have separate toilets to the children?</p> <p>Was their school big or small? How many floors did it have? Were there toilets on every floor?</p> <p>Did they have any handwashing facilities?</p> <p>Were the toilets inside or outside?</p> <p>How was the waste flushed away?</p> <ul style="list-style-type: none">As a class come up with interesting questions. Working in mixed ability pairs, ask the children to think of and choose from the class list at least seven interesting questions that they can ask. Tell the children to leave a space at the end of the interview for anything else the interviewee may want to add. They could prompt them to discuss whether they feel the toilet and handwashing facilities affected their education in any way. <p>Homework task</p> <ul style="list-style-type: none">Once the questions have been finalised, tell the children that they now have to interview an elderly person that they know well. The children can also search online for images of school toilets from the time their interviewees went to school. If possible they should print the pictures and share these with the rest of the class. | | |



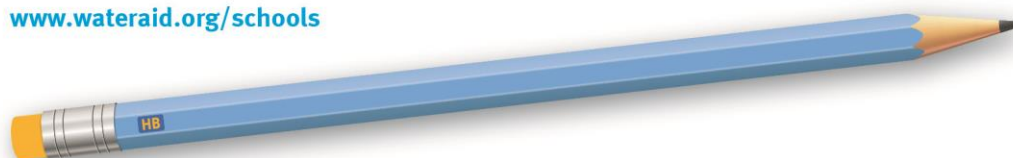
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| | <ul style="list-style-type: none"> Tell the children that a parent or carer should be present when they are conducting their interviews. Send a note home with the children's questions briefly explaining the task. Once the children have completed their interviews, they should share their findings with the rest of the class. Ask the children to think back to the lesson about toilets and handwashing facilities in their own school and compare these with the information they gathered from their interviews. As a class, a compare / contrast table should be created. Their findings could be presented in an assembly for the rest of the school. Invite their interviewees into school, or create a display all about the history of school toilet facilities for children and visitors to see. | | |
| Do all schools around the world have access to taps and toilets? | <p>Follow on activity</p> <p>This activity could be taught as a PSHE lesson.</p> <ul style="list-style-type: none"> Display resource 3. Ask the children to describe what they can see. Explain that this is an image of toilets in a primary school in Ethiopia. Explain that the toilets are used by all the children in the school. Locate Ethiopia on the interactive map and remind them of where we are in the UK. Go round the class and ask the children to say one word that | <p>WaterAid map http://www.wateraid.org/uk/where-we-work</p> <p>Resource 3a – old school toilets in Madagascar.</p> | 1 hour |



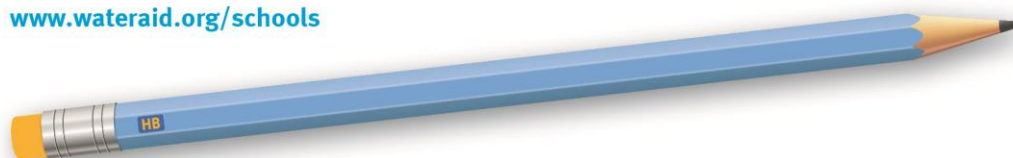
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| | <p>would describe how they would feel if their school toilets were like the ones in the image. Record the words on the board.</p> <ul style="list-style-type: none"> • Read the case study to the class. Explain that in some of the poorest communities around the world, this is the reality for many children. • Ask the children if they have heard of the charity WaterAid. Explain that WaterAid does lots of work with some of the poorest communities around the world to provide clean running water, decent toilets and promote good hygiene, such as handwashing. • Ask the children to recap what they learnt in previous lessons about the importance of toilets. Ask them to describe the features of a decent toilet. This can include: <ul style="list-style-type: none"> Handwashing facilities. Accessible for people with disabilities. Separate toilets for boys and girls. Soap. Clean water. Regular cleaning. Toilet tissue being available. | <p>Resource – 3b,c, d new school toilets in Madagascar</p> | |



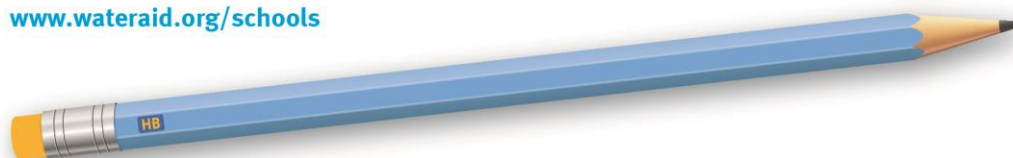
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| | <ul style="list-style-type: none">• Display resource 4a, b and c.• Explain to the children that WaterAid worked with the local community to build new toilets for the children to use at the school in Ethiopia. Boy's and girl's toilets are now separate, and an accessible toilet has also been built for children with disabilities. There are also showers that have been built for the children to use after P.E. lessons.• Ask what they think the children at the school in Ethiopia felt about their new toilets? Answers may include happy, excited, healthier, hygienic and so on.• What important messages do the children think have been painted on the wall of the toilet block and why? (Resource 3b) What difference do they think this may have made to the children's attendance and achievement at school?• Go on to explain that most of the world's leaders are part of a group called the United Nations (the UN). They work together on solving problems to help make the world a better place.• Explain that the United Nations agreed 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 | | |



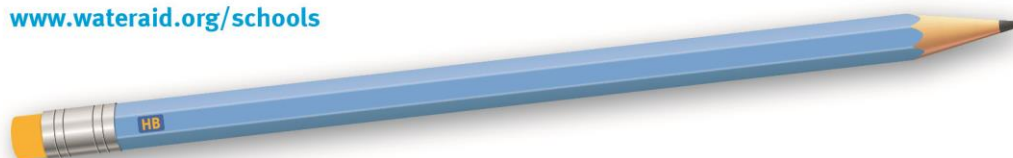
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| | <p>total, there are 17 goals. Goal 6 is to get 'Clean water and sanitation' to everyone around the world by 2030.</p> <ul style="list-style-type: none"> As a class watch the UN film about the SDGs. <p>http://www.un.org/sustainabledevelopment/blog/category/video-water-and-sanitation/</p> <ul style="list-style-type: none"> Ask the children what they think of the goals. Are they a good idea? Why? Why not? They should then create large posters that will capture people's attention about goal six. They can use what they have learnt in previous lessons to illustrate the importance of this goal, as well as any other information they have researched and think is Important. Display the posters in school to raise awareness about the water and sanitation goal. | | |
| What can we do to make a difference? | <p>What can we do?</p> <ul style="list-style-type: none"> Tell the children that WaterAid want to ensure that children everywhere have access to decent toilets and clean water in their schools. Can they think of any ways that WaterAid can do this? Briefly discuss some suggestions. | Pen/pencils and paper | 1 hour |



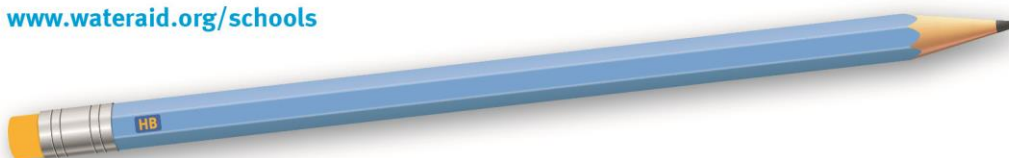
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| | <p>What is a petition?</p> <ul style="list-style-type: none">• Ask the children if they have ever heard of a petition? Explain that a petition is a request to important people in power. These people can make decisions to change things. The request 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.• Explain that WaterAid have started a petition to make sure all of our government's plans for schools across the world include taps and toilets for every child.• 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. Ask the children what they think of this idea? Would they like to sign the petition? <p>Follow on activity</p> <ul style="list-style-type: none">• As a class, compile a letter to your local MP asking them to make sure all of our government's plans for schools across the world include taps and toilets for every child. | | |



Lesson Plan

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| | <ul style="list-style-type: none"><li data-bbox="464 264 1110 427">• Recap and recall what has been learnt and include this in the letter. Include the children's posters with the letter. The letter could be written on a water droplet or handprint.<li data-bbox="464 504 1110 622">• You could also use social media to reflect what the children have been doing and encourage others to sign WaterAid's petition. | | |



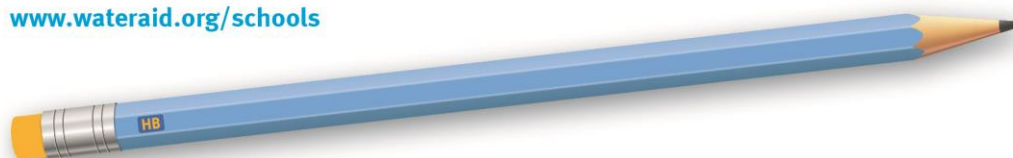
Resource 1a



Credit: WaterAid/ Ernest Randriarimalala

Six year old Pa lives in a country called Madagascar. He describes what daily life was like at his school before they had taps and decent toilets.

“In school, we learn to read, write and pray. During break time, I play football with my friend using a ball that we make with plastic bags. At my school there was no clean water and nowhere for us to wash our hands. Every day I suffered because there was no clean water to drink. I would be in school for six hours a day, starting from 7 am to 1 pm. Without water to drink, I couldn’t concentrate on the lesson. Sometimes I was sleepy because I was thirsty. I like going to school because all my friends are there. We do stuff together and play together. When I am older I would like to work. I would love to work in Antananarivo (the capital of Madagascar) because I’ve never been there.”



Resource 1b



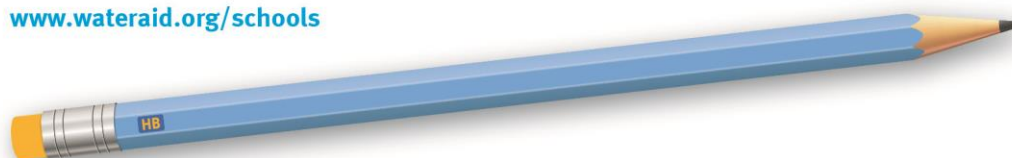
WaterAid/ Ernest Randriarimalala

Pa describes what school life is like now that they have taps with clean running water.

“We have running water in our school and in our village now. Going to school is now much better than staying at home as we have everything we need here. We have tables, chairs, a nice toilet and running water from taps. Now we have nice blue latrines, a shower and taps. It’s so nice.

In my school we can now drink water at any time. Sometimes our teachers have to tell us not go to the toilets and taps all the time, but we do because it’s so nice! I can drink very clean water and wash my face with it every day. We can even have a shower after sports or even when we just want to.

I am no longer thirsty and sleepy in class. The water we get from the tap is very clean and fresh. I no longer have diarrhoea when I drink water from the taps. We have more time to play and to be with our friends as we no longer fetch water from far away. Our water source from before is no longer used because it is far away and dirty. There isn’t even any way to get there anymore as people have stopped fetching water and weeds have grown along the path.”



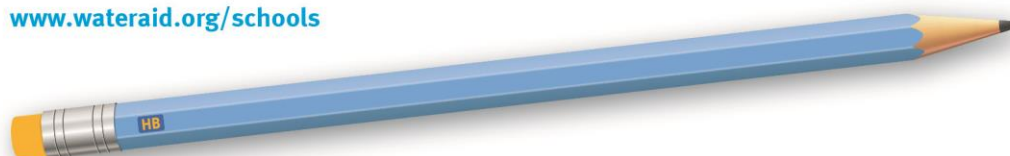
Resource 2



Credit: WaterAid/ Ahmed Jallanzo

My name is Boakai and I am a fisherman. I live with my family in Monrovia, Liberia. The structure 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 in the latrine. 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 as a toilet which creates a health hazard as the water is used for drinking and fishing.



Resource 3a Fitawrari Habte Giorghis Primary School. Addis Ababa Ethiopia

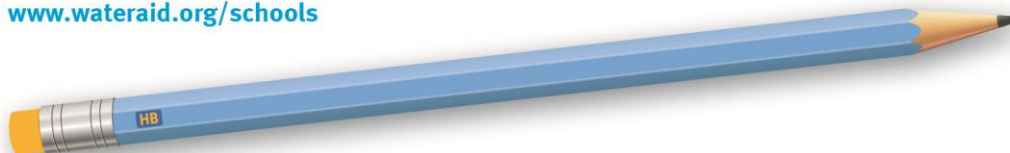


Credit: WaterAid/ Behailu Shiferaw

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

The issue of not having access to decent toilets and clean running water was unbearable. The children would rather go home than use the toilets at school. During morning and lunch breaks, the students would have to stand in long queues, and when the bell rang all the students who were still queueing and waiting had to go back to their lessons without using the toilet.

The old toilets did not have doors and were not fitted with water connections, making it difficult to keep them clean. They were dirty and smelly. Children would end up going to the toilet by the entrance because they didn't want to go inside the toilet.

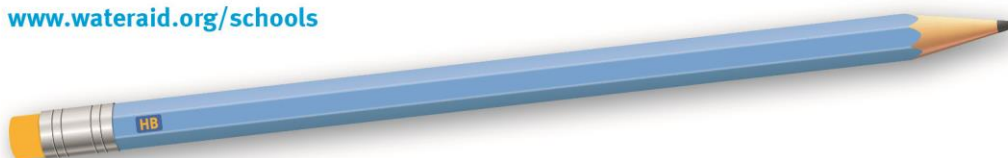


Resource 3b

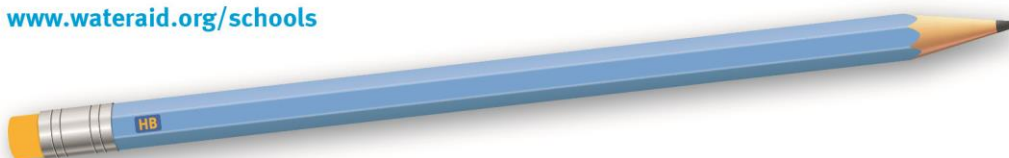
In 2016, WaterAid and members of the local community worked together to build toilets for the children at this school in Ethiopia.



“The new toilets are inclusive but we don’t have many students with disabilities in my school, although that does not mean they don’t exist. We know there are many disabled children in the area, but they don’t come out and register for school because they are afraid of having to deal with poor facilities. Now, when parents hear that this school is inclusive and a safe space for their children with disabilities, they bring them out and get them registered. I think that’s a great thing.”



Resource 3c



Resource 3d



“My name is Edilawit. I am 12 years old and I attend a primary school in Ethiopia. I am very happy with the new toilets and hand washing facilities at my school. Before, I wasn’t able to wash my hands because there was hardly any water. Only two of the taps worked and over a thousand students were fighting to use them. If I wanted to wash, I would be waiting for so long that I might not have time left to eat before the lunch break ended.”

