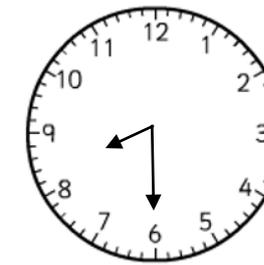
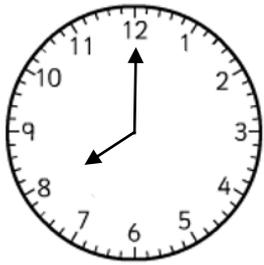
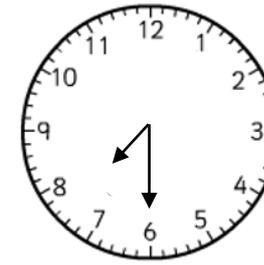
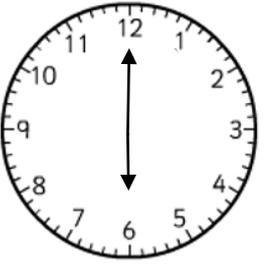
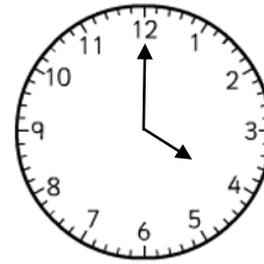
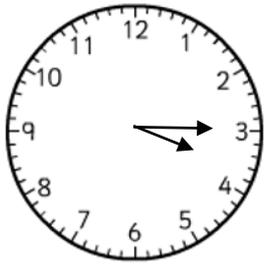
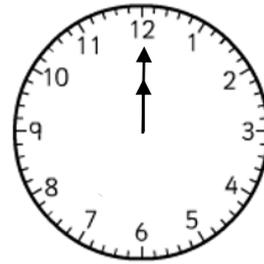
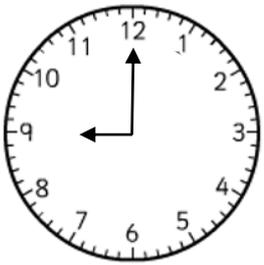
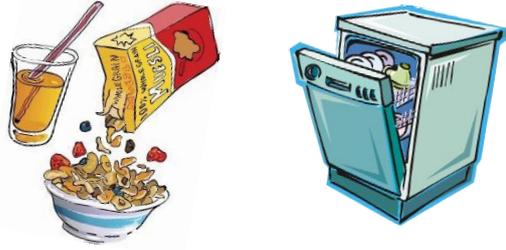
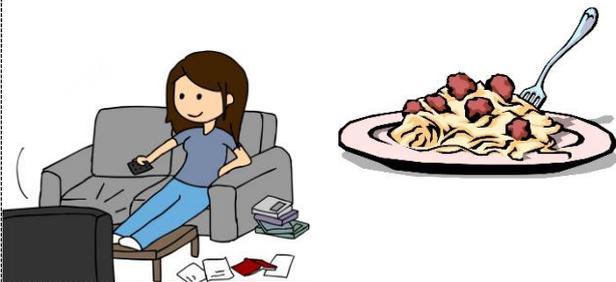
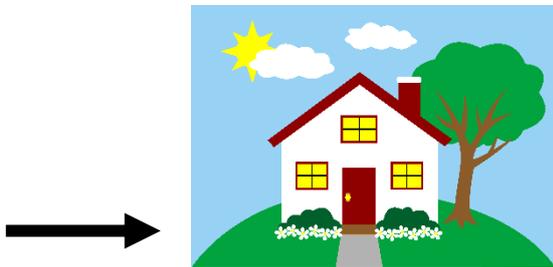
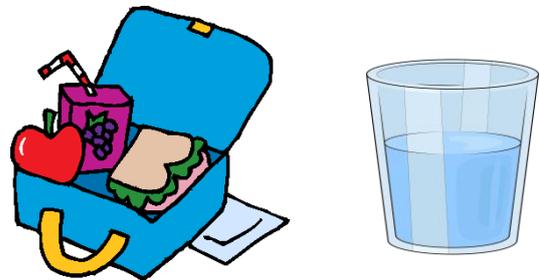
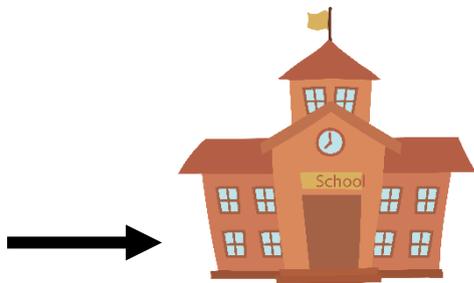


## Activity 1: A Day in the Life (Times)





# Activity 1: A Day in the Life (UK Pictures)





# Activity 1: A Day in the Life (Nepal Pictures)



## Activity 2: HOT SEAT!

**Before you take the hot seat, here are a few questions and thoughts to help you answer the class' questions:**

- Imagine not being able to stay in school after year 6. How would you feel? Would it be fair? What do you think your future would be like?
- How would you feel if you did not have clean water to drink and wash in and you did not have a toilet? Would you feel sad, angry, embarrassed? If you had to drink dirty water and it made you or your family member ill how would it make you feel? What if you could not go to school because you were ill from drinking dirty water – how would that make you feel?
- Because you are a girl it is one of your jobs to get water for your family every day. You might have to walk miles each day and not go to school.
- Imagine that you have your period but there is no toilet in school? How would that make you feel?
- How are things improving? Sand filters are being installed, taps and toilets are being built in schools and in communities. This means you don't have to walk far to get water and you can go to school. How does this make you feel?
- Having a better water supply means you can get a secondary school education and perhaps even go on to get more education and do any job you would like. How does that make you feel?



**The class may ask you some questions we haven't thought about so try and empathise with students in Nepal.**

**Good Luck!**

### Activity 3: MATERIALS

#### Instructions

1. Decide which order the materials go into the bottle (think about what materials will do the best job of filtering the water). Explain your decision to your teacher.
  2. Place the materials into the bottle
  3. Slowly pour the dirty water into the bottle and see what happens.
  4. Carefully observe what happens in each bottle.
  5. As a class, compare the water after it has passed through each group's filter. Which group has managed to get their water the cleanest?
  6. Would you make any changes to your investigation?
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