

This resource was created as part of WaterAid's 2021 Winter Appeal, Thirst for Knowledge. All facts, photos and case studies correct as of November 2021.



CRITICAL THINKING SESSIONS 1, 2 & 3: TEACHER NOTES

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For use with accompanying PowerPoint



KS3, 4 & 5 – CRITICAL THINKING

Introduction to WaterAid (slide 1-5)

What is WaterAid?

WaterAid is a charity that is helping people who don't have access to clean water, decent toilets and good hygiene. They are working in Nepal (and 27 other countries) to make these 3 things normal for everyone, everywhere.

What do we mean when we say charity?

- Charities raise money needed to help others by doing lots of different things, e.g.
 - Bake sales
 - Sponsored runs or events
 - Charity shops
 - Challenges or competitions

- For example – people raise money for WaterAid, and WaterAid then uses this money to help bring clean water, decent toilets and good hygiene to everyone, everywhere.

WaterAid exists because there are 771 million people in the world who do not have clean water close to home.

Clean water, decent toilets and good hygiene are basic human rights. This means that everyone should have access to them, and they should be a normal part of daily life for everyone, everywhere – but they aren't.

For us here in the UK, having access to clean water is normal. In fact, we've all probably used these things today! Who can tell me what they've used water for today? (select students to share their ideas).

Examples:

- Brushing our teeth
- Having a drink
- Washing our hands
- Flushing the toilet

Why does WaterAid work in Nepal?

In Nepal, more than one in three adolescent girls leave school after primary education, often because of poverty.

Let's look at these key statistics on the board about the water across the world and in Nepal.

- How do these statistics make you feel?
- Which ones shock you the most?
- Are there any surprises here?
- How do you think this compares to the UK?

When girls miss out on water, they miss out on the knowledge to create change.

Right now, a lack of clean water, decent toilets and good hygiene in schools is holding too many girls back.

How does water link to girls and education?

- With a third of schools still without a decent toilet, millions of girls around the world are being forced to stay at home when they have their period.
- Dirty water at schools and in communities also makes children ill, meaning they miss more lessons. And because girls are responsible for collecting water in 8 out of 10 households, they spend hours walking to and from the nearest water source instead of going to school like boys.
- Right now, too many children in schools across Nepal don't have a supply of clean, running water. It means they must leave their lessons to fetch water from a nearby well, but this is also contaminated and dirty. Teachers say that children are often off sick.
- There is only one functioning girl's toilet, yet without running water for cleaning it gets very dirty and becomes all but unusable. Children go home just to go the toilet, missing classes. When girls have their period, they are forced to either go home or they go into the nearby fields to change their sanitary pad.
- Without decent toilets, clean water, and soap to wash with, or anywhere private to change or dispose of their sanitary pads, many girls across Nepal miss school when they are on their periods. Some girls miss lessons when going home to change their pads, others will be off school for four or five days a month. It means that girls have to catch up on classes and fall behind the boys.

Without water, another generation of girls and young women are being left behind. Clean water, decent toilets and good hygiene in schools and close to people's homes can quench every girl's thirst for learning. It means more girls will have an equal chance to learn with dignity and in safety.

How does this video make you feel? (discuss with students)

https://www.youtube.com/watch?v=U-DMMJpgiFk&ab_channel=WaterAid

Optional Video: Buckle your seatbelts and get ready to board the plane to Nepal! Watch this 20 minute video in which Mani takes us on a virtual tour of Nepal.

Some conversation starter questions:

- *What did you think about this tour?*
- *Was there anything that made you feel happy or sad?*
- *Did anything surprise you about the school?*
- *What difficulties would a child face growing up in Lahan?*
- *Would there be different difficulties for girls and boys?*

If link on screen isn't working, find the video at: https://youtu.be/SsQRz9_RgdM

KS3, 4 & 5 – CRITICAL THINKING

SESSION 1: INEQUALITY AND TABOO

Introduction:

This is session 1 in a suite of 3.

Each session can be delivered as a one off or can be used as a series of activities and debates. Please use the accompanying PowerPoint presentation.

Purpose of session:

- To explore the role of girls in Nepal
- To challenge inequality and differing aspirations due to gender
- To raise awareness of the barriers experienced by women during menstruation

Session length: 15 – 30 minutes

When could you do this?

- During tutor time
- Activity to support curriculum links in English Language, Geography, Science or Citizenship

Links to the English National Curriculum:

- PHSE - Equality and gender stereotypes
- Citizenship – Understanding key citizenship ideas and concepts
- English Language - written and spoken word
- KS3 Geography: International development; Place knowledge
- AQA Geography
 - AQA -3.2.1 Section A: Urban issues and challenges
 - AQA -3.2.3 Section C: The challenge of resource management
- OCR Geography A
 - OCR - 2.2 People of the Planet
- Science
 - OCR Biology

- Topic B6: Global challenge

Before you start the sessions, please:

- ***Access resources:*** Make sure you can access or print the accompanying 'Activity Printout' PDF
- ***Access video links:*** Ensure you can watch the video clips on YouTube.

TEACHER NOTES

Overview

This is a critical thinking session designed to help students to understand the challenges faced by other young people globally, with a specific focus on gender and the taboo/stigma surrounding menstruation in Nepal.

Critical thinking strand

These activities are designed to support the Strand 'Becoming more open thinkers' by encouraging students to:

- Identify and explore alternative points of view
- Consider bias
- Develop and evaluate arguments and reasoning
- Challenge assumptions

INTRODUCTION TO THE CONTINUUM LINE ACTIVITY

The class will have the opportunity to express their opinions on 2 opposing statements by moving along a 'continuum line'. Throughout the session, students will hear new information and be given the opportunity to change their position on the continuum line.

Students will consider and challenge the below opposing statements (available to print on the accompanying resources sheet):

Boys in Nepal should collect all the household water and do all the household chores

Girls in Nepal should collect all the household water and do all the household chores

Instructions

- Stick each statement on opposite walls. Make sure you stick the statements on walls other than where your interactive whiteboard is and ensure that students can see the whiteboard when standing between the statements.
- Make sure there is space for the students to stand between the walls on the continuum line.
- To begin with, ask the students to consider their opinion and move to that point on the continuum line. You may want to photograph the students at this starting point and revisit at the end to demonstrate the changing viewpoints through the debate.
- **Open the floor for debate.** Discuss why students have chosen to stand in a particular place along the line – select students to share their thoughts and tell them to listen carefully to each other. They will be given the opportunity to move.
- Display resources 1.1 and 1.2 (on slides 9 – 10) on the board and read through them. Give students the opportunity to discuss these, and to move to a different point along the continuum if they wish.
- Show the students this WASH video:
https://www.youtube.com/watch?v=wF_HlgnWEwU
- Again, ask does any want to move and why?
- Take a photograph of the students' final positions along the line after the debate and compare to the positions they started.

CHALLENGE TASK (OPTIONAL)

Background information:

In pairs or groups, and with the help of IT facilities for research, students should complete this decision-making exercise:

'Decided what actions should be implemented to ensure that girls receive an education in Nepal'

Instructions:

- Ask students to work in pairs or groups.
- Ask students to 'Decide what actions should be implemented to ensure that girls receive an education in Nepal.'
- Resource 1.3 can be used to help students make their decision and can be printed and handed around or shown on the whiteboard (slide 11).
- Ensure that students can explain why they have chosen these. They should be ready to present their ideas back to the class and to justify their decision.
- Students could do further online research using these links:
 - <https://www.wateraid.org/uk/where-we-work/nepal>
 - <https://www.wateraid.org/uk/virtual-visit-to-nepal>
- Students could present their idea through:
 - A PowerPoint presentation
 - Poster presentation
 - Speech
- Once students have presented their ideas, review resource 1.4 (slide 12 or printed) as a class which shows how WaterAid will support people in Lahan – did students suggest similar actions were needed?

PLENARY

- Ask the students to reflect on their ideas. Did they change throughout the session? Did the information impact or change their opinions.
- Read the quote on slide 15:
 "All animals are equal, but some animals are more equal than others"
 (George Orwell, Animal Farm)
 Is this true in relation to getting an education?

EXTENSION ACTIVITY (OPTIONAL)

- Discuss the quote: "Girls and young women in Nepal are not defined by the challenges they face. They have the strength, intelligence and courage to change their own lives forever. But they need clean water,

decent toilets and good hygiene to help them get an education and fulfil their potential." *WaterAid Winter Appeal 2021: Thirst for Knowledge*

- Discuss the different ways that students can get involved in WaterAid's work:
 - **World Challenge.** Volunteering
<https://weareworldchallenge.com/uk/>
 - **Duke of Edinburgh Award.** Volunteering
- Watch:
 - **The Beacon Project.** Watch the video to see how this project can impact on the lives of students:
<https://www.youtube.com/watch?v=g9e9eoJUsGM>
 - **Unheard voices.** Watch and discuss the video produced by students in the UK and Nepal for COP26 giving their voice to the major issues of today:
<https://www.youtube.com/watch?v=yHEu6IZc0Jk>

KS3, 4 & 5 – CRITICAL THINKING

SESSION 2: ACCESS TO EDUCATION

Introduction:

This is session 2 in a suite of 3.

Each session can be delivered as a one off or can be used as a series of activities and debates.

Purpose of Session:

- To consider the education challenges facing students globally
- To explore the impact of poor sanitation and water quality on education
- To explore UN Sustainable Development Goal 6 to ensure availability and sustainable management of water and sanitation for all

Session length: 15 – 30 minutes

When could you do this?

- Tutor time
- As an activity to support curriculum links in English language, Geography, Science or Citizenship

Links to the English National Curriculum:

- PHSE - Equality and gender stereotypes
- Citizenship – Understanding key citizenship ideas and concepts
- English Language - written and spoken word
- KS3 Geography: International development; Place knowledge
- AQA Geography
 - AQA -3.2.1 Section A: Urban issues and challenges
 - AQA -3.2.3 Section C: The challenge of resource management
- OCR Geography A
 - OCR - 2.2 People of the Planet
- Science
 - AQA Chemistry
 - AQA - 4.10.1.1 Using the Earth's resources and sustainable development

- OCR Biology
 - Topic B6: Global challenge

Before you start the session, please:

- ***Access resources:***
 - Make sure you can access or print the statements in the accompanying printout PDF for slide 19 (Resource 2.1)
 - Flip chart paper
 - 4 different coloured pens
- ***Access video links:*** Ensure you can watch the video clips on YouTube.

TEACHER NOTES

Overview

This is a critical thinking focusing on the challenges young people in Nepal face which are caused by poor sanitation and limited access to clean water. Students consider access to water, sanitation and hygiene from the perspective of both students and teachers.

Critical thinking strand

The activity is designed to support the strand 'Becoming more open thinkers' by encouraging students to:

- Identify and explore alternative points of view
- Consider bias
- Develop and evaluate arguments and reasoning
- Challenge assumptions

INTRODUCTION TO THE FLAT CHAT ACTIVITY

The class will respond to statements posted around the room. Discussion takes place in written form to enable all students to have a voice and constructively challenge their thoughts and responses. Each student will need four different coloured pens.

Instructions

- Print out or write the statements from the accompanying printout PDF (resource 2.1) on A3/ Flip Chart paper and place around the room. There are 12 statements. Ensure there is enough space for students to annotate the statements.
- There are 4 stages of this activity. You can set time limits for each stage of the process (3-5 minutes depending on the length of your session)
- Students don't need to write on every statement at each stage.
- Students use different coloured pens at each stage to highlight how the debate has evolved and how reasoning has been developed or challenged.

- **Stage 1** (first pen colour)
 - Students write any initial emotions, thoughts or reactions to the statements in the middle of the page. They can work independently and in silence if preferred. These annotations are anonymous.

- **Stage 2** (another pen colour)
 - Students have a short period of reflection and return to the paper to annotate, indicating whether the statement in the middle is a **barrier** or an **enabler** to education. This can be done with coloured sticky dots if preferred or numbers.

- **Stage 3** (3rd coloured pen)
 - Students revisit the statements and add to the comments of their peers written during stage 1. These can be solutions, feelings, reactions etc.

- **Stage 4** (4th coloured pen)
 - Students revisit the sheets and reflect upon whether their thoughts or opinions have been influenced by the activity/comments of others.

CHALLENGE TASK (OPTIONAL)

This activity would be most suited to computer-based research and could be set as class work or homework.

- Introduce the Sustainable Development Goals using the notes below.

In 2015, world leaders agreed to 17 goals for a better world by 2030. These goals are all focused on sustainable development, which means meeting the needs of today without compromising the needs of tomorrow/the future. The Sustainable Development Goals have the power to end poverty, fight inequality and address the urgency of climate change. Guided by the goals, it is now up to all of us, governments, businesses, civil society and the general public to work together to build a better future for everyone.

The goal we're going to be focusing on today is SDG 6: "Clean Water and Sanitation - Ensure availability and sustainable management of water and sanitation for all."

We know that having access to water, sanitation and hygiene can enable girls to have better access to an education. This is one of the many reasons that it's important to achieve SDG6. It's everyone's responsibility to help make sure we achieve these goals.

So, your challenge task is:

How can YOU help to ensure that UN sustainable development goal 6 is achieved by 2030? Develop a plan outlining the main actions which are needed.

- Students should work in pairs or groups.
- Ask students to develop a plan to outline the main actions needed to ensure SDG6 is complete.
- Areas to consider:
 - Activism – the importance of raising awareness of the issue (in the local community, school, amongst family and friends)
 - Fundraising and supporting WaterAid, in their Winter Appeal and beyond
 - Volunteering – how could students help organisations (such as WaterAid) who work on SDG6
 - Working with key stakeholders – who should be consulted/involved with your plan? Governments, NGO's, local communities...

- Useful links for student research:
 - **Sustainable development goals:** <https://www.globalgoals.org/>
 - **SDG6:** <https://www.globalgoals.org/6-clean-water-and-sanitation>
 - **Progress achieved already on SDG6:** <https://www.unwater.org/publications/summary-progress-update-2021-sdg-6-water-and-sanitation-for-all/>
 - **The Beacon Project:** Watch the video to see how this project can impact on the lives of students.
<https://www.youtube.com/watch?v=g9e9eoJUsGM>

PLENARY

- Watch
 - WaterAid Explains: Periods (slide 22)
https://www.youtube.com/watch?v=EZWYcccauD4&ab_channel=WaterAid
 - WaterAid Explains: What does gender have to do with Water? (slide 23) https://www.youtube.com/watch?v=KCTVOqOgtvk&list=PLc-oawSTIDS2dkYgRyDSvnaaJPxf85wU1&index=5&ab_channel=WaterAid
 - Everyone, Everywhere 2030: Grace's Story (slide 24)
https://www.youtube.com/watch?v=wF_HlgnWEwU&ab_channel=WaterAid
- Discuss as a class:
 - *'You can empower students to get the education we would want for ourselves, simply through clean water, decent toilets and good hygiene.'* WaterAid, Winter Appeal 2021
 -

EXTENSION ACTIVITY (OPTIONAL)

- Have a look at the way students can get involved in these possible activities:
 - **World Challenge.** Volunteering
<https://weareworldchallenge.com/uk/>

- **Duke of Edinburgh Award.** Volunteering
- **Citizenship.** Implement citizenship
- **The Beacon Project.** Watch the video to see how this project can impact on the lives of students:
<https://www.youtube.com/watch?v=g9e9eoJUsGM>
- **Unheard voices.** Watch and discuss the video produced by students in the UK and Nepal for COP26 giving their voice to the major issues of today:
<https://www.youtube.com/watch?v=yHEu6IZc0Jk>

KS3, 4 & 5 – CRITICAL THINKING

SESSION 3: ACCESS TO WATER

Introduction:

This is session 3 in a suite of 3.

Each session can be delivered as a one off or can be used as a series of activities and debates.

Purpose of session:

- To explore the inequality of water availability in schools across the world
- Challenge inequality in access to education across the world
- Raise awareness of the barriers to education across the world

Session length: 15 – 30 minutes

When could you do this?

- Tutor time
- Activity to support curriculum links in English language, Geography, Science or Citizenship

Links to the English National Curriculum:

- PHSE - Equality and gender stereotypes
- Citizenship – Understanding key citizenship ideas and concepts,
- English Language -written and spoken word
- AQA Geography
 - AQA -3.2.1 Section A: Urban issues and challenges
 - AQA -3.2.3 Section C: The challenge of resource management
- OCR Geography A
 - OCR - 2.2 People of the Planet
- Science
 - AQA Chemistry
 - AQA - 4.10.1.1 Using the Earth's resources and sustainable development
 - OCR Biology
 - Topic B6: Global challenges

Before you start the sessions, please:

- ***Access resources:*** Make sure you can access or print the accompanying 'Activity Printout' PDF for resource 3.1 (slide 29)
- ***Access video links:*** Ensure you can watch the video clips on YouTube.

TEACHER NOTES

Overview

A critical thinking exercise to challenge students to think more broadly about a subject, in this case the fact that 31% of schools don't have a basic water service. Students will use the question generator template to explore the chosen topic.

Critical thinking strand

These activities are designed to support the Strand 'Becoming better at thinking' by encouraging students to:

- Become inquisitive
- Ask and organise good questions
- Develop awareness and understanding of one's own thought processes (metacognition).

INTRODUCTION TO THE QUESTION GENERATOR ACTIVITY

The question generator is a framework which helps students of all ages to ask better and deeper questions as part of an enquiry. Students use Resource 3.1 (slide 27) to create and apply questions using the vertical and horizontal axes.

Students will challenge one of the statements and develop questions in response to it:

1. 31% of schools don't have a basic water service
2. Globally just over 1/3 (37%) of schools do not have a decent toilet
3. Globally 43% of schools do not have soap and water for handwashing

Instructions

- Ask students to work with a partner or in groups. Students choose one of the 3 focus statements to challenge. Show statements on the board (slide 28)
- Display Resource 3.1 (slide 29) on the board or print a copy for each pair/group.
- Ask students to create and apply questions using the vertical and horizontal axes. Question beginning with 'what, who, why, how' on vertical axes and 'is, did, was, could, if' on the horizontal axis.
 - For example: What is the impact of this? How did we let this happen?
- Students now join into groups of 6 or 8 to Identify common question themes and write themes on post it notes.
- Each group comes up to the board/wall/flip chart paper and adds post-its notes. Select a few students to organise these into common themes.
- Select 2 or 3 questions from the sticky notes to debate.

CHALLENGE TASK (OPTIONAL)

- In pairs or groups, complete the challenge below:
 - How can we encourage maximum fundraising for WaterAid at schools, with minimal effort from teachers, through a new fundraising event/game/activity?

Scenario:

WaterAid are challenging you to come up with a fundraising event for your school. As a young person yourself, you have a unique insight into schools and education. WaterAid wants to use your expertise to come up with a fundraising idea that could (in theory) happen in your school.

The primary aim of the fundraising event will be to raise as much money as possible for WaterAid, whilst a secondary aim will be to make the work of WaterAid relevant to UK secondary schoolchildren's lives.

It's not a requirement to actually run the event you plan, however, you do need to plan the event as if you were. The below bullet points will help guide your thinking

Think about:

- *Be creative! Think outside the box. See what other charities are doing for inspiration.*
- *How would you communicate WaterAid messages and our mission through your event?*
- *How much would it cost to run? E.g. Do you need to buy anything to run this event? Products, decorations etc. Or could you make things yourself? Think about how to cut costs.*
- *What will be the main message of the event? Will it be about education? Handwashing? Toilets? Periods? Gender inequality? Etc.*
- *What will the main activity be? E.g. Will it be sports? Selling products? Competition? Games?*
- *Will there be prize(s) involved? What will they be? How will you get them?*
- *How would you promote the event?*
- *What challenges could there be? How will you overcome them?*
- *Look at WaterAid's past and current fundraising for inspiration and to get an idea of what WaterAid currently do: <https://www.wateraid.org/uk/get-involved/fundraising>*
- *Making it 'Covid safe' – consider things such as handwashing, social distancing and rules about group gatherings.*
- *What would happen if we went into another lockdown, or schools closed again? Could the fundraising event be virtual?*

PLENARY

- Your students decide if your class or school could fundraise for WaterAid's Winter Appeal: Thirst for Knowledge.

EXTENSION ACTIVITIES

- Watch:
 - **Watch P.E.riod Excuses** [video](#) and try out the related [activity pack](#).
 - **The Beacon Project.** How a project can impact the lives of students <https://www.youtube.com/watch?v=g9e9eoJUsGM>
 - **Unheard Voices.** Listen to young people's voices from Nepal and the UK about water and climate change <https://www.youtube.com/watch?v=yHEu6IZc0Jk>
- Discuss

- “Girls and young women in Nepal are not defined by the challenges they face. They have the strength, intelligence and courage to change their own lives forever. But they need clean water, decent toilets and good hygiene to help them get an education and fulfil their potential.” WaterAid, Winter Appeal 2021
- Research
 - What opportunities could there be to fundraise for WaterAid? Start by looking at their website: <https://www.wateraid.org/uk/get-involved/fundraising/fundraising-ideas-for-schools>

END