

The Water Fight

 **Keywords** germs hygiene unhygienic healthy toilets taps petition

Resources and materials

Photographs of the children's toilets previously taken by teacher.

Pencils, paper, scissors.

Resource 1 –images of different places.

Resource 2 – image of toilets.

Resource 3 – Zara standing next to her school toilets.

WaterAid interactive map:

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

Resource 3a, 3b, 3c

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.

You will need to take some photographs of the school toilets for use during the lesson.

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.

The lesson plan begins by asking the class to consider what is needed at school to have a good day. It then explores how germs are easily spread and how this can lead to illness. They then investigate why it's important to have clean running water and decent toilets in school, and find out about children's lives in places where these are not available.

Curriculum links

Geography

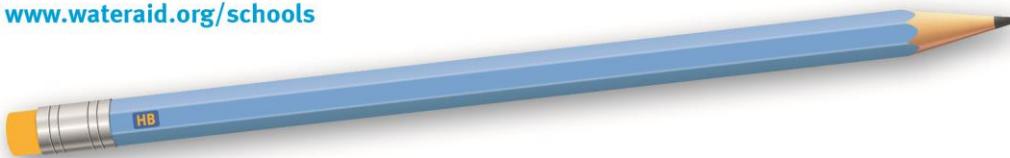
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

PSHE

- Health and well-being and living in the wider world.
- The importance of, and how to, maintain personal hygiene.

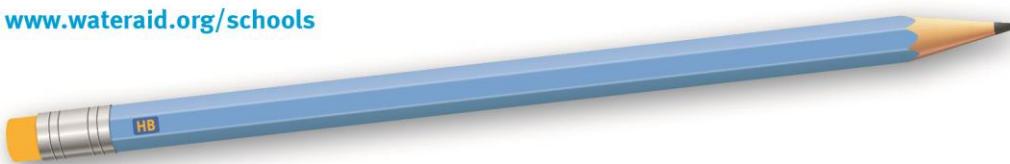
Aims and outcomes

- To understand that having clean running water and decent toilets in school helps to keep us healthy and achieve our full potential.
- To know that many schools do not have clean running water and decent toilets.
- To examine the effects of not having clean running water and decent toilets at school.
- To understand how we can all help to make a positive change.



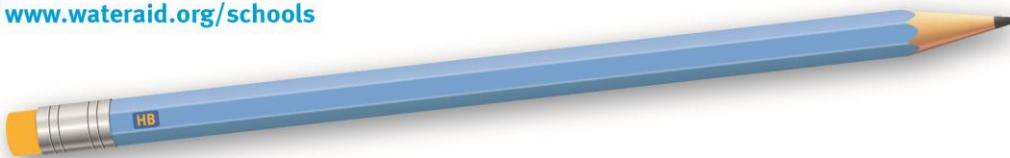
Lesson Plan

| Key Question | Activity | Resource | Timing |
|--|--|---|--------|
| <p>Why do we need toilets and taps at our school?</p> <p>How necessary are taps and toilets at school?</p> | <p>Introduction</p> <ul style="list-style-type: none"> Ask the children to think about what is needed to have a good day at school. Gather their answers and scribe on the board. Highlight anyone who may have mentioned taps and toilets. Explain to the children that they are going to be thinking about taps and toilets in school and why they are important. Take the children into the school toilet area. Ask the children to have a look at the toilets and describe their condition. Ask: <p>Do they look clean?</p> <p>How often do they think they are cleaned and need to be cleaned?</p> <p>Do the toilets need to be cleaned every day and why?</p> Next, ask the children to identify the features of the actual toilets. For example, the flush, toilet seat and toilet lid. Ask: <p>What happens when the toilet is flushed?</p> <p>Why do toilets need these features?</p> <p>Are the features all necessary?</p> Take the children to the handwashing station and ask them the following questions: | <p>Photographs of the children's toilets previously taken by the teacher.</p> <p>Pencils Paper Scissors</p> | 1 hour |



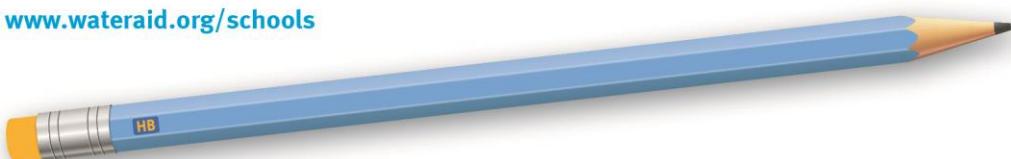
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| Key Question | Activity | Resource | Timing |
|--------------|---|----------|--------|
| | <p>Why are there always sinks with taps and hand towels next to toilets?</p> <p>Ask a child to turn the tap on. Ask what is happening? (Clean water is coming out)</p> <p>Ask why are there two taps at each sink? (To have hot or cold water available)</p> <p>Ask the children if they think this is necessary and why? (Warm water helps to get rid of germs easily)</p> <p>Ask the children what they should always do when they have finished using the toilet? (Wash their hands)</p> <ul style="list-style-type: none"> Back in the classroom, show the children images of the different features of the toilet area. For example, the flush, toilet seat, toilet roll, toilet bowl, taps, sink, soap and so on. Discuss the importance of each feature including how they help to keep us healthy. Whilst discussing, introduce the words <i>hygienic</i> and <i>unhygienic</i>. <p>Activity:</p> <ul style="list-style-type: none"> Display the photographs of the toilets previously taken. Explain to the children that the photographs have all the features needed to be able to use the toilet comfortably and effectively. Continue with the following differentiated activities: <p>Lower Ability (LA): Label the toilet features and write a sentence about why one of the labelled features is necessary.</p> <p>Middle Ability (MA): Label the toilet and write why two of the features are necessary.</p> | | |



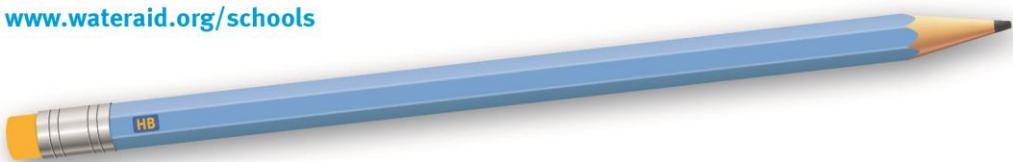
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| | <p>Higher Ability (HA): Using a word list of the different features (taps, sink, flush, toilet seat and so on), draw the essential features a toilet needs and explain why four of them are necessary.</p> <p>Encourage all the children to use the words <i>hygienic</i> and <i>unhygienic</i>.</p> <p>Plenary</p> <ul style="list-style-type: none"> Ask a few children to share their work with the rest of the class. Ask them to explain how important they think having toilets and handwashing stations are at school and what could happen if they didn't have these facilities? <p>Homework</p> <ul style="list-style-type: none"> Explain to the children that they need to interview someone elderly. This could be a grandparent or elderly family friend. They should ask them what their toilet and handwashing facilities were like at their school when they were younger. They should write down a few sentences that describes what the facilities were like. You could come up with some of the interview questions as a class, as well as encouraging the children to think of their own. For example: <p>What country did you go to school in?</p> <p>Did your school have toilets?</p> <p>Were your toilets inside the main school building or in a separate building to the school?</p> <p>Did you have hot and cold taps?</p> | | |



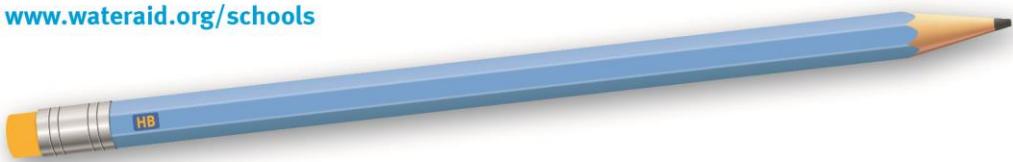
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| | <ul style="list-style-type: none"> You could ask children to invite grandparents in to school to talk about their school's taps and toilets. | | |
| <p>What would you do if there were no taps or toilets at school?</p> <p>How would this make you feel?</p> | <p>Introduction</p> <ul style="list-style-type: none"> Ask the children to think about how many times they think they use the toilets at school in one day. Write the average answer on the board. Discuss the different times during the school day that the children wash their hands. For example, after using the toilet and before eating. Gather answers and agree on an average amount of times that hands are washed in a day. Record this on the board. Recap the last lesson and ask them to explain the importance of having taps and toilets in school. Now ask them what they would do if they didn't have taps or toilets? Where would they go if they needed the toilet? Where would they wash their hands? Display the images of the different places (Resource 1). Ask them if they would go to the toilet in any of the places pictured. Why? Why not? Split the class into small groups or pairs. | <p>Resource 1 – images of different places</p> <p>Resource 2 – Image of unkept toilets</p> <p>Resource 3 – Zara standing next to her school toilets.</p> | |



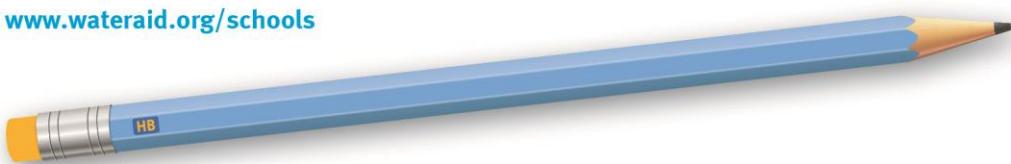
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| | <ul style="list-style-type: none"> Explain that they are going to think about what school would be like if there were no taps or toilets. They should tell each other how this would make them feel. Encourage them to use the key words where possible. Each group or pair should feedback their thoughts to the class. Their answers and use of key words should be scribed on the board. Their answers should include the following ideas: Their hands would be dirty; they would have to eat their lunch with dirty hands; touch classroom equipment with dirty hands; after messy activities like painting they would not be able to wash their hands; some children and adults would end up going to the toilet in the playground/playing field; the area would be messy and very smelly. Show the children resource 2 and ask them to think of words to describe the toilets. They should share these with the rest of the class. Create a word map on the board. How would they feel if they had to use the toilets in the images? Next, show the children the picture of Zara, who lives in Madagascar (resource 3). Locate Madagascar on a map of the world or globe and where we are in the UK. | | |



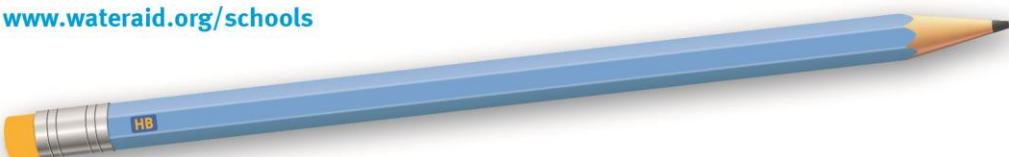
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| | <ul style="list-style-type: none"> Ask the class to guess what the picture is showing. Go on to explain that Zara is standing beside her school toilets that are no longer used because they are in such poor condition. This means that the children have no other option but to go to the toilet outside in the open. Ask the class how they feel about this? Do they think this is fair? <p>Activity</p> <ul style="list-style-type: none"> Tell the children that they are going to make hand prints and write a short message on them (see below). The hands can either be cut out after drawing round their hands, or the children can make hand prints using paint. They should choose to write either one or two sentences each about what attending school would be like if there were no taps or toilets. Provide a word mat if needed. Examples could be: <p><i>If there were no taps in our school, we would not be able to wash our hands.</i></p> <p><i>If there were no taps in our school, our hands would be dirty and we would spread germs everywhere and get sick.</i></p> <p><i>If there were no toilets in our school, we would be forced to go out in the open.</i></p> | | |



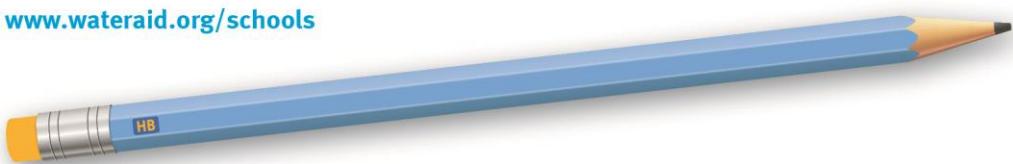
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| | <p><i>If there were no toilets in our school, I would feel very uncomfortable.</i></p> <p>Plenary</p> <ul style="list-style-type: none"> Chose some children to read their messages to the rest of the class. Ask the children if they would still want to come to school if there were no taps or toilets? Why? Why not? They should take a little time to reflect on how they would feel about this and how they think it might affect them. | | |
| What can we do to get taps and toilets in schools to those around the world that don't have them? | <p>This can be taught as a PSHE lesson.</p> <p>Introduction</p> <ul style="list-style-type: none"> Display the WaterAid map showing all the different countries where WaterAid works. Explain to the children that for many years, WaterAid has been working very hard in all of these countries. They work with some of the poorest people to help make their lives better by providing clean running water, decent toilets and teaching people about good hygiene, such as handwashing. Ask the children to recap what happens if they do not have taps and toilets and what happens when they do. Display resource 3. This shows images of children in their village in Tanzania (find Tanzania on the map) enjoying clean water | WaterAid map: http://www.wateraid.org/uk/where-we-work Resource 3a,b,c – Children in their school happy because they have decent toilets and handwashing facilities | 1 hour |



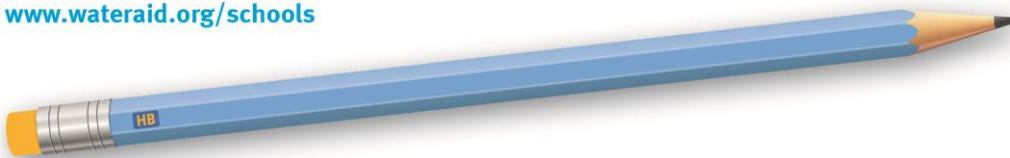
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| What is a petition? | <p>and looking happy in school. Ask the children why they think the children in the pictures are happy? What do they have? Explain to the children that because they have clean running water and decent toilets in their school, they can enjoy going to school every day.</p> <ul style="list-style-type: none"> Tell the children that WaterAid really want to ensure that children who live in some the poorest places around the world, have taps and toilets in their schools. <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 the petition as it will make a huge difference to millions of children around the world and allow them to | | |

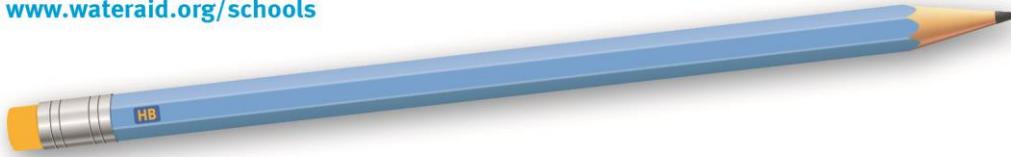


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| | <p>receive a better education and improve their lives. Ask the children what they think of this idea? Would they like to sign the petition?</p> <p>Follow on activity</p> <p>As a class, compile a letter to your local MP asking them to make sure all of our government's plans for schools across the world include taps and toilets for every child. Recap and recall what has been learnt and include this in the letter. Include the children's handprints to show the children's thoughts.</p> <p>You could also use social media to reflect what the children have been doing and encourage others to do the same.</p> | | |



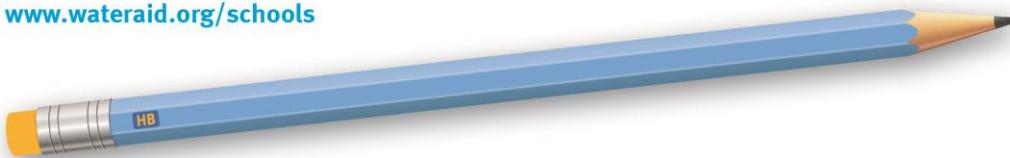
Resource 1



Resource 2



8-year-old Zara stands next to latrines that are no longer fit for use at her school in Madagascar. Children at the school have no choice but to go to the toilet out in the open.



Resource 3a



The children can now enjoy school every day because they have nice new toilets and handwashing facilities. They no longer have to take time off school and can concentrate better in school.

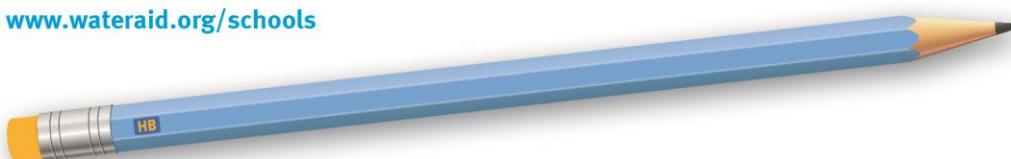
Resource 3b



Credit: WaterAid/ Ernest Randriarimalala

Teachers and children at a primary school in Madagascar are happy now that they have decent toilets and handwashing facilities.

“Before we were dirty and didn’t really want to go to school, but now we are very clean and motivated.”



Resource 3c



Credit: WaterAid/ Ernest Randriarimalala

Children happily washing their hands at their new handwashing station.

