

# CLEAN WATER & SANITATION

EDUCATIONAL RESOURCE FOR TEACHERS AND FACILITATORS



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Water is vital to life: We use it for drinking, cooking, hygiene and growing food. However 663 million people in the world do not have access to clean water with huge consequences. This resource contains activities and information to explore the impact of water insecurity on the lives of people in developing countries. It also contains information about the work of Concern in this area and the need to work towards SDG6.

## WATER INSECURITY – A DEFINITION

Water insecurity is when a population doesn't have access to a sustainable source of water, and there isn't an adequate amount to sustain the needs of the population. Water is vital to human and animal life, and impacts on poverty, health, access to education and inequalities.



- Around 2 billion people live in areas of water scarcity, and another 1.6 billion live in places where there isn't access to necessary infrastructure to move water from lakes and rivers to communities.
- By 2025, 1.8 billion people are expected to live in areas of absolute water scarcity...as in little to no access to water!

## TEACHER/ FACILITATOR ACTIVITY 1

### How much water do I use? (20 minutes)



#### NEED:

- Pens and paper
- A copy of the water figures (to the right) for each individual/ group or them displayed on a projector for all to see

#### INSTRUCTIONS

- Ask your students to discuss how they use water everyday
- They then either individually or as a group should work out how much water they use in an average day using the water figures
- Discuss the findings of this. How much water is used on average in the group? Tell them that the average Irish person uses 150L of water a day
- Now, tell the group that in developing countries, people often survive on around 20L of water per day each.
- Ask the group to plan how they would use their water each day in light of this.
- What are the challenges involved in this? What might the consequences be?

## WATER FIGURES:



### WE USE FAR MORE WATER THAN WE REALISE EACH DAY

- 5 minutes in the shower = 72L
- Cooking and drinking = 15L
- Brushing teeth with the tap off = 1L
- Washing hands = 15L
- Flushing the toilet = 6L per flush
- One cycle on the washing machine = 45L
- Washing the dishes = 10 litres
- Keeping animals = 30 litres

## Water facts



- 2.4 billion people do not have access to basic sanitation such as toilets.
- Every 90 seconds a child dies due to preventable water and sanitation related diseases
- At least 1.8 billion people globally use a source of water which is contaminated with faeces
- 65 million girls are out of school globally, with issues relating to water being a huge contributor to this

- If 71% of the earth's surface is made of water, why do some people not have access to a supply?

#### Discussion points

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## GRACE'S STORY

My name is **Grace** and I am 9 years old. I live in a district in the south of Malawi, a country in Sub-Saharan Africa and I live with my family on a farm where we grow maize and rice.

My mother says that growing food is hard work! All the women in our village do the farming as this is women's work. When girls get married, they go to live with their husbands family and are expected to take care of the household...this includes growing food. There is always a lot to do! Girls often get married quite young so they may need to leave school.



In the morning, I get up early with my mother to light the fire and go and collect water for the house. I used to hate this job. I would have to walk for an hour down to the river. Then, I had to climb down a bank to the river to gather water in a big bucket. It was difficult to get back up the bank. I had to watch out for wild animals too! There can be snakes in the grass near to the water, and I've heard stories of children getting snatched by crocodiles in the river! My father says that isn't true though...still, during the rainy season we would go in pairs to keep watch.

My brother doesn't have to help with the chores. He just gets up and goes to school.

One day, there was a big meeting in our village. A group called Concern Worldwide wanted to put in boreholes – these are deep holes that bring up water so we can have water in our own village so we don't have to travel. We also had talks about how we should use the water to stay healthy. Sometimes small children would die as the water in the river wasn't always clean.

Now we have the borehole my mother has more time to stay at home, and also I don't have to spend as much time collecting water or helping in the fields so I can go to school. There is also some money so I can get a school uniform. I went a few times before but was ashamed because my clothes were unclean.

When I'm older I want to be a community health worker and help people to stay healthy.



## TEACHER/ FACILITATOR ACTIVITY 2

### Story telling



#### INSTRUCTIONS

- Share Grace's story with your group.
- Ask students in pairs to create two brainstorming sessions entitled 'before' and 'after'. Ask them to write down around each one what Grace's life was like before and after the borehole was introduced. They should include any emotions that they think Grace experienced.
- Ask the students to individually write about or create a story board of their own daily water story (this could be a special day, a school day, weekend, etc.)
- Ask students to identify the differences between their experience of water and Grace's experience. You may additionally wish to ask your group to research the life of a person in Bangladesh which experiences heavy flooding as another experience with water.

#### DEBRIEF

- How does water impact on your life?
- Does everyone in the world have the same experience with water as you do?

**Extra extra!** If you wanted to extend this activity for further reflection you could divide students into small groups and ask them to create a piece of artwork to contrast their experience of water with Graces. This can be interpreted in anyway the group chooses.



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## WORLD WATER DAY 22ND MARCH

World Water Day has been celebrated each year since 1993. It is about taking action to tackle the water crisis.

Each year, the UN chooses a different theme to focus on different aspects of water insecurity.

Check out the world water day website to find out more!



### Discussion points

- What are the consequences of water insecurity?
- What do you think that the implications are for the whole global community?
- What knock on effects do you think there will be to achieving the other SDGs if people don't have access to water?

### KEY WORDS:

- **Surface water** - rivers and lakes which are sources of water for drinking and cleaning.
- **Ground water** - the water in the ground found in rocks, sand and soil which irrigates crops and eventually finds its way into rivers and lakes.



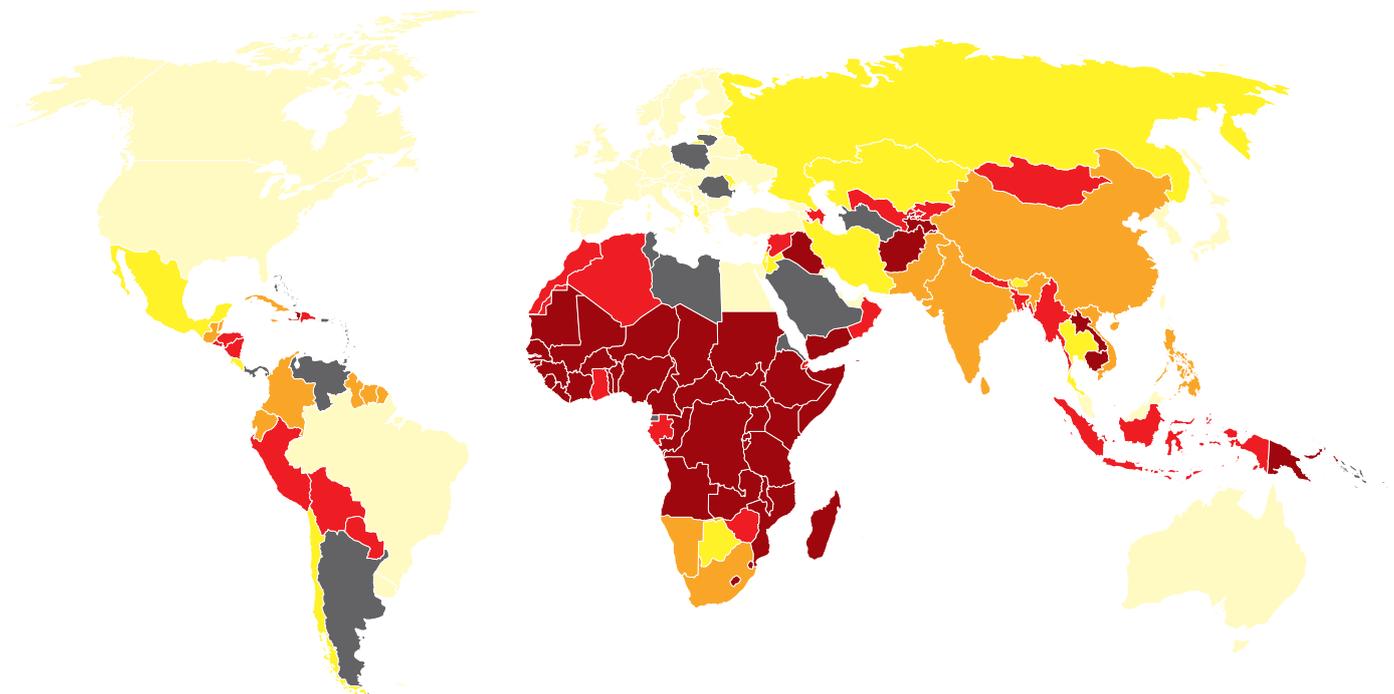
## Water and climate change

Climate change is having a big impact on access to water for vulnerable communities around the world. It is projected to reduce the amount of surface and ground water available, especially in regions which are already dry. Less water means that people may not have enough to drink, eat as well as less access to sanitation. All of these can result in serious health problems. Additionally, it may also lead to people having to migrate from their homes to a different part of their country or another country in order to survive.

In other parts of the world, climate change is linked to more storms and flooding, as well as contaminating water supplies needed for drinking.

## WATER INSECURITY IN THE WORLD

Credit: World resources institute 2017





## TEACHER/ FACILITATOR ACTIVITY 3

### Image Theatre

This activity can be used for groups to explore the feelings and emotions of those living the reality of water scarcity.

#### NEED:

A clear space with no tables and chairs

#### INSTRUCTIONS

- Ask students to walk freely and independently around the room into all the spaces. This doesn't have to be in a circle. Let them walk in any directions they want to
- As the students continue to walk but tell them that you are going to call out instructions to express an emotion. During movement and emotion transitions instruct students to freeze on the spot. Call out the following, giving time between each one:
  - a) Move as if you are happy (smiling, skipping)
  - b) Move to show you are confident (shoulders back, head held high)
  - c) Move as if you feel peaceful (slowly, calmly, pausing to enjoy moment)
  - d) Move to show you are exhausted and hungry (touching stomach, crouching)
  - e) Move as if you have been told some shocking news (frantic, stunned)
- Ask individuals to describe how the emotion made them feel.
- Next, divide the students into groups of no more than 4 and ask them to move into a space. They are now going to focus on one particular theme of water scarcity.
- Ask the students to come up with three freeze frames in their groups. Give them around 8 minutes
  1. **Freeze frame one:** What is the present situation?
  2. **Freeze frame two:** How can the problem be solved?
  3. **Freeze frame three:** What should the future look like?
- Ask the students to form a circle again and 'perform' their freeze frames
- Give the other members of the group a chance to ask questions and explore the emotions/events in front of them



### DEBRIEF

- Give the students a chance to express their feelings after 'stepping into the shoes' of others in the world. What emotions did they experience?
- Ask them as a group to consider how they can share this experience with the wider community

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Scarcity of drinking water has meant that women have had to walk more than 3km for water for their family. Shyamnagar, Satkhira, Bangladesh. Photographer: Mahmud/Map Photo Agency. December 2012

## GENDER INEQUALITY

Lack of access to water intensifies gender inequalities. In developing countries, households without a direct water supply often rely on women and girls to fetch water.

- The average length women and girls walk for water is 6km
- In Sub-Saharan Africa women and girls spend 40 billion hours a year collecting water and carry an average of 5 litres of water
- If girls are walking long distances to fetch water this means that they often cannot attend school and/or end up dropping out. This has a huge impact on their future opportunities.



## *Women, girls, water and sanitation*

We often don't feel comfortable talking about toilets.

But have you ever thought about how important they are? 2.5 billion people in the world do not have access to proper sanitation – that is washing facilities, latrines and toilets. Access for everyone is vital for the health of the whole community. Every year more children die from diarrhoea-related disease than from HIV, malaria and tuberculosis combined.

Toilets and latrines are also especially important to women and girls. Many toilets do not have any facilities to help women and girls manage their menstrual hygiene. If this is the case in schools, many girls will drop out which impacts on their education. A lack of privacy for women and girls increases the risk of sexual violence and often if toilet blocks are not lit properly, women will not use them as they fear for their safety.

November 19th is world toilet day. It is a day to take action on this important issue.



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## CONCERN'S WORK IN HAITI

Haiti is the poorest country in the western hemisphere and is prone to natural disasters such as earthquakes, hurricanes, flooding and droughts. In October 2016, Hurricane Matthew made landfall in Haiti which damaged homes and infrastructure, as well as flooding rivers and toilets leading to contamination of drinking water.

Concern have been working in Haiti since 1994, and have been involved in projects to drill boreholes and restore wells for community water access as well as assisting communities to set up committees to manage their water. We have also trained people on good hygiene to prevent diseases like cholera and diarrhoea.



**Pictured:** Hygiene practices trainings were provided to 1013 pupils within the 10 schools followed in 2016, and ended with a final session which included a game/contest and lunch for the children. La Gonâve, Haiti. Photographer: Katia Antoine, Nov 2016

## Did you know...



Water is hidden in all that we see and use. It is in our cars, our clothes and even between our burger buns! **It takes.....**



**140 LITRES**

of water to grow enough coffee beans to make one Americano!



**2,400 LITRES**

of water to make a single hamburger



**11,000 LITRES**

to produce a pair of jeans – that is the equivalent of watering your garden for nine hours!



**400,000 LITRES**

to build a car



## TASK:

Access to sustainable and clean water supplies is vital to meeting the SDG targets by 2030. Clean water and sanitation for communities such as those in Haiti means more opportunities and a brighter future.

Look at the other 16 SDG targets and brainstorm why and how access to water is needed to meet these goals.

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## Campaign and make a change!

Water insecurity is one of the biggest threats to many communities in the world today, leading to more inequality, health issues and poverty! Get involved and raise awareness of this.



### What is campaigning?

Campaigning is working towards an aim. For example, the bigger campaign for this issue would be everyone having access to clean water. By taking action on this in your community you will join a global campaign to achieve this. Campaigns have lots of actions within them.

### What is activism?

Activists are people who take action on a number of different campaigns. This could be because they have different interests, or because the campaigns are related. For example, taking action on clean water and climate change are related issues so working for one can help work towards to other.



## HERE ARE SIX IDEAS TO HELP YOU CAMPAIGN ABOUT SDG6:

- 1 Organise a walk for water in your school or local community to highlight the distances women and girls walk to collect water. Concern can provide you with a Gerry can for your walk!
- 2 Celebrate world water day on 22nd March
- 3 Reduce, reuse and recycle packaging and limit food waste to take action on climate change
- 4 Think about how much water you use and try to reduce the amount. Use the guide on page 2 to help you
- 5 Try to live for a day on 20L of water to highlight the difficulties people in developing countries face. You could ask people to sponsor you and use social media to tell people about your experiences
- 6 Arrange an event in your school or community to fundraise for the work that Concern do!

## GET IN TOUCH!

- Contact concern to take part in a workshop: [schools@concern.net](mailto:schools@concern.net)
- Follow us on twitter @concernactive, and tweet us to tell us about any actions you have taken to work towards SDG6
- Try to complete as many of the actions above and encourage those in your community to do the same. And don't forget to let us know what you've been up to!
- Fundraise in your community for our projects to assist people in accessing clean water
- Spread the word! Tell as many people as you can about how much water they are using to raise awareness of this issue

