



KS1 Lesson Plan



Keywords

clean water

disease

hand washing station

collaboration

hygiene

tippy tap

fundraising

Introduction for teachers

This lesson plan encourages Key Stage 1 pupils to appreciate the fresh, clean water so freely available in the UK, and understand that millions of others around the world do not have this basic right. It prompts children to think about what life would be like without clean water and develop a sense of empathy. Pupils will learn about Nirinasoa, a little girl from Madagascar who makes a long trip to collect unsafe water at least three times a day for her family. Pupils will also explore the dangers of using unsafe water, with a focus on handwashing and hygiene.

WaterAid's vision is of a world where everyone everywhere has access to safe water, sanitation and hygiene by 2030. With your school's help, this ambitious target can be reached.

Right now:

- **1 in 10 people around the world don't have access to safe water.**
- **Diarrhoea – caused by dirty water and poor sanitation – is the second biggest killer of under-fives worldwide**
- **1 in 3 people around the world don't have access to a proper toilet.**

Resources and materials

- * PowerPoint presentation – Nirinasoa's walk
- * Buckets
- * How to build a tippy tap film: <https://youtu.be/qwcWyxwKP60>
- * How to make a tippy tap instructions
- * Tippy tap image

Tippy tap materials

- * 4 long sticks (about 1.2m long)
- * 2 shorter sticks (about 90cm long)
- * Stones
- * Screwdriver
- * String
- * 3L milk container

Teacher's notes

Each activity should last an hour. However, more time can be allocated if needed.

You could launch the challenge by inviting a WaterAid speaker to speak to the students and inspire them to want to change lives. Book a speaker for free at www.wateraid.org/speakers

The WaterAid Schools Challenge

There are two parts to the Key Stage 1 WaterAid Schools Challenge:

1 Build a solution

Pupils are challenged to build a tippy tap to demonstrate and understand how very simple solutions can make huge, life changing differences – a vital part of ensuring that everyone everywhere is reached with clean water and hygiene by 2030.

2 Create and carry out a fundraising activity

Pupils will be tasked with creating and carrying out a creative fundraising activity to make real change happen for the millions of people around the world who do not have safe water, toilets and hygiene.

They could get involved in WaterAid's Pupil Pipeline, hold a water-themed mufti day or organise a blue cake sale! We'll send your class a special certificate that they can display with pride, and an update on what their fundraising has helped achieve.

By completing both parts of the challenge, students will learn to work collaboratively and follow instructions as well think creatively to raise money for WaterAid.

When the challenge has been completed, send us photographs of your pupils' tippy tap building and a summary of their fundraising to schools@wateraid.org – and be in with a chance of appearing on the website as our Star School!

You could also ask your pupils to contact their local MP or other influential figures in the community to tell them about what they've learnt and the solutions they have designed. Try and come up with the most creative ideas possible to make sure they really stand out. How about postcards in the shape of water droplets or sending messages in old water bottles?

Curriculum links

Science: The basic needs of animals, including humans, for survival (water, food and air).

Geography: Hot and cold areas of the world; key physical features, including: forests, hills, rivers, soil, valleys, vegetation, seasons and weather.

DT: Design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

Aims and outcomes

- * To appreciate clean, fresh, easily available water and to realise how precious this natural resource is.
- * To understand that dirty water, poor sanitation and poor hygiene causes disease to spread.
- * To explore some simple solutions to the problems including building a working tippy tap.
- * To understand that they can help to make a change to people's lives through fundraising.

Activity 1

Why do we need clean water?

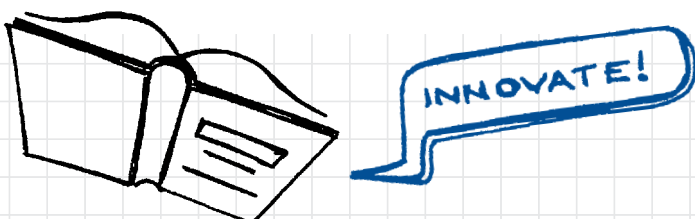
Introduction - Whole class mini activity

Allow 15 minutes

Ask the pupils to think about all the things we need clean water for. Scribe answers on the board (you will need at least 10+ answers).

Arrange the pupils into groups of six. Ask them to take turns to mime one of the actions on the board without telling the rest of the group which one they have chosen. Ask the rest of the group to guess the mime. Once correctly guessed, it is the next pupil's turn.

Ask each group to come up with one more thing (which is not on the board) that we need clean water for. Ask each group to mime this to the rest of the class to guess.



What would happen if there was no clean water?

Starter:

Allow 45 minutes

Ask the children to think about the previous task and refer back to the answers scribed on the board. Ask the children to think about these questions and discuss:

- How important are the tasks?
- How would we be able to do each of the tasks if we didn't have clean water?
- What would everyday life be like if we were unable to carry out those tasks because of lack of clean water?
- What would you do? Where would you go to get clean water if you didn't have a tap in your home?

Tell children that as well as not having clean water, many people also don't have a toilet

Tell the children that clean drinking water, proper toilets and good hygiene are essential, yet millions of people living in very poor places around the world do not have these basics.



Explain that a charity called WaterAid wants to change this. Ask if any of them have heard of WaterAid.

Explain that WaterAid wants to ensure that by the year 2030 (the children could work out how many years away this is) everyone, everywhere will have safe water, toilets and hygiene.

Main Activity:

Ask the children to write a simple poem titled, 'Because there is no clean water...'. It can be as long or as short as they wish. Encourage the children to write about the things people are unable to do due to a lack of clean water. What might happen to them if they drink dirty water? What would they do if there was no clean water? Where would they get water from?

Encourage children to refer to the scribed answers. Provide lower ability children with word mats and key words to support them with their poems or letters.



For example:

- Because there is no clean water, I have dirty hands covered in germs.
- Because there is no clean water, I drink dirty water and may become very ill.
- Because there is no clean water, I have to walk miles to fetch dirty water
- Because there is no clean water, I cannot go to school.
- Because there is no clean water, I get diarrhoea.

Encourage middle and higher ability children to extend their sentences using conjunctions. For example, 'Because there is no clean water, I cannot wash, so I have dirty hands, which spread germs to other people'

This activity will encourage the children to develop their sense of empathy and understanding for those who do not have access to clean water.

Plenary:

Children can share their work with the rest of the class by reading their poem aloud.

Activity 2

Resources

- * PowerPoint – Nirinasoa's walk

What is life like without access to clean water?

Allow 1 hour

Starter:

This activity could be carried out as a PSHE activity or children could answer the initial questions in their table groups and share their answers with the rest of the class.

Reiterate that millions of people around the world don't have access to safe water. They have no choice but to drink dirty water that could make them very ill. As people don't have taps in their

homes or communities, they have to walk to the nearest river or stream to fetch water.

Ask the pupils:

- **Whose job do you think it is to fetch water for the family? Why?**
- **Who would you send from your family and why?**

Explain that it is often the job of women and children, in particular girls, to go and fetch the water. This can often take a very long time, as it can be very far from home. They often have to get up very early in the morning to go.

Ask the pupils:

- **If women and children spend a lot of time fetching water every day, what kinds of things would they miss out on? Think about the things they do and the things their parents/carers do throughout the day. List their answers on the board.**

Responses should include: They would miss out on going to school, going to work and playing with friends. They are also more likely to get sick from drinking the dirty water. Allow the pupils to generate questions and discussion around the issue.

Tell the pupils that they are now going to find out about Nirinasoa, a little girl who lives in a village in Madagascar. You may wish to locate Madagascar and the UK on a globe or map, to give the pupils an idea of where Madagascar is and ask the pupils if they think it is near or far from home.

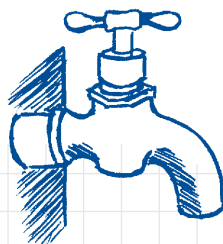
Go through the PowerPoint slides with the class to show them Nirinasoa's journey. Encourage discussion by asking the questions in the notes section of the slides, and on slide 18.

Activity 3

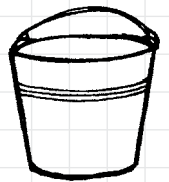
Allow 1 hour

Resources

- * Buckets with strong handles and outside tap



How far could you carry a bucket of water?



Take the pupils outside wearing waterproof coats and the buckets.

When carrying out this activity, be mindful that the maximum weight a child should carry should not exceed 5 litres.

Ask everyone in the class to pick up the empty buckets and feel how heavy they are. How far do they think they can walk with them? (Quite far – they are light without water in them).

Now, fill the buckets with water. Ask how heavy they are (very heavy now). Ask how far the pupils think they can walk with the buckets. They then take turns carrying the buckets to see how far they can walk with them. Who can carry the bucket the furthest?

If the weather conditions are poor outside, this activity could be carried out inside, perhaps in the school hall. A bucket could be replaced with a carrier bag with water bottles inside to avoid any potential spillages of water.

What does it feel like to be Nirinasoa carrying a full bucket of water every day on her head?

Return to the classroom. Ask the pupils for words that describe what it felt like carrying a bucket of water. Write them on the board.

Ask if they can remember from the slideshow how Nirinasoa carries her water (on her head) and what it might feel like? Answers could include; it could make her head hurt, it could make her neck hurt, she could spill the water and get wet, she would be very tired.

Ask pupils about the weather today – is it warm, cold, windy? Reiterate that Nirinasoa lives in Madagascar – a country where it can get very hot. Ask what it would be like to carry water on a very hot day. How might it be different to a cold day?

Activity 4

Resources and materials

- ✱ How to build a tippy tap film: <https://youtu.be/qwcWyxwKP60>
- ✱ How to make a tippy tap instructions
- ✱ Tippy tap image

Tippy tap materials

- ✱ 4 long sticks (about 1.2m long)
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- ✱ String
- ✱ 3L milk container

How can we help children like Nirinasoa?

Allow 1 hour

Tell the children that as well as not having running water, many people also don't have a toilet or a place to wash.

Ask:

- **What do you always need to remember to do after using the toilet?**
- **How would you wash your hands without clean water?**
- **Why do we wash our hands and what problems could be caused by not washing our hands?**

Explain that without good hygiene, such as handwashing, people can't stay clean and deadly diseases spread fast. Something as simple as handwashing with soap can stop the spread of disease, but many people in very poor places around the world don't have taps and soap.

Show the children the picture of a tippy tap and ask them if they know what it is? What can they see? What do they think it is used for? How might it work?

How can people with no running water wash their hands?

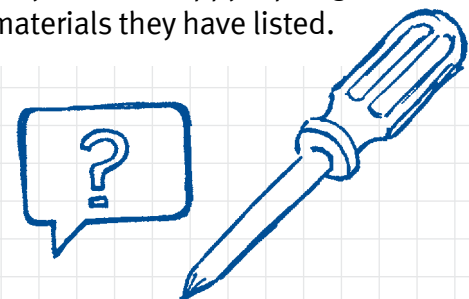
Explain that in places where there is no clean running water, people do not have kitchens and bathrooms like we do where we can wash our hands. So in some of these places, people use something called a 'tippy tap'. Tippy taps are handwashing stations where people can wash their hands and keep germs from spreading.

Show the film of how tippy taps work.

Display the tippy tap image. Ask the children, why they think the tippy tap is constructed the way it is? Why don't people just pick up the bottle and pour the water onto their hands? While discussing how they work, explain that tippy taps are constructed this way because they should not be touched. This reduces the risk of germs being spread.



With the class, create a list of materials the pupils can see are needed to make a tippy tap. They can then describe how they think the tippy tap might be made using the materials they have listed.



Ask the children if they have ever used a sink where they can just put their hands under the tap and the water begins to flow and when they move their hand away from under the tap, the water stops? This means that there are no surfaces to touch which reduces the spread of germs. The idea of a tippy tap is the same. Explain that WaterAid helps people to build their own tippy taps, so that they are able to wash their hands and stop illnesses and germs from spreading.

Explain to the children that they are going to take part in a challenge to help WaterAid make sure that everyone, everywhere has safe water, toilets and hygiene by the year 2030.

Explain that you are challenging them to make a simple version of a tippy tap in order to explain to others why it is very important in stopping germs from spreading. This could be done in groups or as a whole class. Use the instructions on the 'How to make a tippy tap' sheet to do this. Explain that they must follow the instructions in the order they are written to make sure it works correctly. Take photographs of the children making their tippy taps to share with WaterAid.

Tell the pupils that WaterAid believes that collaboration is very important for its work. Discuss the meaning of this word with the class, and tell them that WaterAid ensures that they work collaboratively with the people they help to make sure everyone is included and involved. It's therefore important to work collaboratively on this WaterAid challenge.

Once the children have made their tippy taps, they can write a step by step description on how they made them:

'First we, Then we, Next we...' They should also list the materials used and add pictures if they wish.

They could show their tippy taps in assembly or to other classes in the school, explaining how they

made them and demonstrate how they work. They could also explain why they are used.

If possible, the children could have a go at using the tippy taps to wash their hands before lunch time.

What can we do as a class to help other children like Nirinasoa?

Explain to the children that the second part of their WaterAid Challenge, is to raise money to help get water, toilets and hygiene to everyone, everywhere by the year 2030.

Remind pupils that WaterAid always works collaboratively. Ask them to recap what this means. By working collaboratively on an idea to raise money, they will be able to achieve much more.

Option 1: Pupil Pipeline

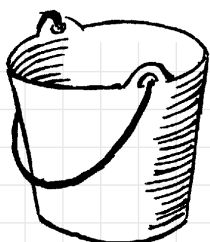
One way they could fundraise, is by taking part in WaterAid's Pupil Pipeline challenge. You can find out more about Pupil Pipeline here:

www.wateraid.org/uk/joinpipeline

The class could encourage others to get involved by putting on an assembly about WaterAid and the Pupil Pipeline challenge. You could include this as part of your tippy tap assembly. The pupils could also design posters and leaflets about Pupil Pipeline and include how much they aim to raise.

Set a target amount to motivate and encourage your pupils. It could even be linked to the year 2030. For example, each child raises at least £2.03 or £20.30, or as a class you aim for £203, or if you are feeling very ambitious, you could set your target at £2,030!

If Pupil Pipeline is not viable, you could hold a water themed mufti day or organise a cake sale.



Option 2: Collaborative fundraising challenge



Let the children come up with fundraising ideas!

Suggest and discuss a few fundraising ideas in class first – cake sale, sponsored walk, sponsored silence, dressing up day.

Ask the children if they can come up with some of their own ideas. Explain to the children that the money raised will help people in poorer places around the world learn about good hygiene such as handwashing and have clean, safe water available to them.

Share all the ideas with your class, take a vote and begin organising your fundraising activity. To make the process even more collaborative, children could present a selection of their fundraising ideas to the head and deputy head of the school or during an assembly.



Encourage and ask parents, adults and the school PTA to get involved where possible to help the children put their activity into action.

Reiterate that their work and fundraising will help get water, hygiene and toilets to everyone, everywhere by 2030.

Share achievements on your school's social media channels and tag WaterAid UK. Don't forget to send us photographs of your pupils' tippy tap building and information about their fundraising to schools@wateraid.org and be in with a chance of appearing as our Star School on our website!

Good luck! We can't wait to hear about how you tackled the WaterAid Schools Challenge!

 **WaterAid**
Schools Challenge

