



# Water and Hygiene: Lesson Plan



# Water and Hygiene - lesson plan and activity

## Overview of learning activities

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This activity aims to actively engage students on the topic of water and sanitation by asking them to physically explore how they access water in their everyday lives and immediate environment. Students will then be shown a short video that reveals the real-life challenges people living in poverty face in accessing the most basic of human needs – water. Through reflection and discussion, students will gain a deeper understanding of how water and sanitation impact the lives of the world’s poorest people.

## Learning outcomes

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Students will develop their research, communication and reflection skills by engaging in an interactive activity that prompts them to consider the crucial roles water and sanitation play in our everyday lives.

## Materials needed

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This activity requires the screening of a short video, computer and internet access and supplies such as poster paper, arts and crafts stationary like coloured pencils, paint, highlighters, etc.

## Directions

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1. Get the class into small groups and ask students to write a list of all the activities they do that require water, from morning to night. Encourage students to think about other household tasks they may not directly do, like washing clothes and dishes.
2. Get the class to go outside and map all the water points in their school i.e. water bubblers, toilet blocks etc. Students can record this information on a visual map/drawing or write a list.
3. Have a brief discussion about their lists/maps. Are they surprised at how much water they use? Prompt students to consider how readily available water is.
4. Now, show the class this short video about how water is accessed in South Sudan: [https://www.youtube.com/watch?v=SQYd\\_OQD2ng](https://www.youtube.com/watch?v=SQYd_OQD2ng) (please note this video may not be suitable for younger students).
5. Encourage students to reflect on the differences between their findings and how Eliza accesses water in South Sudan. What are some of the limitations Eliza has in getting safe drinking water? What are the dangers she faces in collecting and drinking the water? What does the class think about the solutions that organisations like CARE provide?
6. An optional activity is to encourage students to design a water project for a community in rural South Sudan. Things to consider are: what will be the key water source (i.e. bore water, rain water or dam water); how will they make this water source safe and readily available? How can they make sure everyone has equal access? For additional resources prompt students to do some online research. As a starting point they can head to CARE’s website: <https://www.care.org.au/what-we-do/water-sanitation-hygiene/>