EVELYN'S STORY RESOURCE PACK

YEAR 10 TEACHERS

OXFAM
Australia

CONTENTS

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INTRODUCTION

ABOUT OXFAM

At Oxfam, we believe all lives are equal and no-one should live in poverty. We join forces with people who share this belief, to empower communities to build better lives for themselves. That's why we are there on the ground, not only to save lives in times of crisis, but also to develop lasting solutions. Our work spans wide because there are many causes of poverty. That's why we're also in front of decision-makers, governments and corporations, and speak out on the big issues

This resource has been mapped to support the implementation of the Australian Curriculum, we strongly suggest that teachers also address the specific curriculum state jurisdictions, authorities and sectors. Available online for free download, the resource includes:

- Specific mapping to the Australian Curriculum

- Curriculum tables with Content Descriptors for the targeted bands

- Tablet and print friendly student activity worksheets

- Detailed lesson plan with support for assessment task decisions by the teacher

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Disclaimer: Reference has been made to the Australian Curriculum. This resource was developed as implementation support and does not imply endorsement by ACARA. Teachers should also refer to state jurisdiction for local curriculum context. This resource was originally published in September 2018. All information and links correct at the time of publishing.

EVELYN'S STORY YEAR 10 RESOURCE PACK

This resource pack is designed for a Year 10 cohort, addressing knowledge in alignment with the Australian Curriculum related to geographical knowledge, understanding and inquiry skills. This lesson sequence will focus upon the quality and variability of Australia's water resources compared with other continents, alongside the nature of water scarcity and ways of overcoming it. The aim of this resource pack is to:

- Further student knowledge and understanding of issues affecting development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands.

- Aide students in understanding the role of international and national government and non-government organisation initiatives in improving human wellbeing in Australia and other countries.

- Encourage students to synthesize information from various sources and draw conclusions

Students should hold an understanding of:

- Development

- Wellbeing and indicators of wellbeing

- Inequality, in particular spatial inequality

- Multiple component indexes, particularly the Human Development Index

- Humanitarian aid

- Non-government organisations

Students will reflect upon their learning to propose individual and collective action in response to geographical challenges, alongside applying geographical concepts to draw conclusions based on analysis of data and information collected.

HOW TO USE THIS PACK:

This resource pack is designed so as students undertake an introductory activity the day before viewing a video of Evelyn's story, to gain understanding of the definition of physical and economic water scarcity or quality and the impact upon people, livestock and countries. After reading through the background material, students are expected to complete the first set of questions. The introductory activity can be printed and handed out to students separately from the last three pages of text and questions.

The following lesson students will watch the VR story before completing the second set of questions in small groups. Details can be found under the lesson plan section of this resource pack.

Following this lessons or for students who require it, there is a further extension and homework option available.

HOW TO SET UP AND WATCH A VR STORY IN YOUR CLASSROOM:

Any phone with access to YouTube should be compatible with your VR headset. We suggest the Google Cardboard headset as a great entry level VR headset, it's great for viewing VR films in a large group. Any headset will also work for the audio but closed over-ear headphones will help students get the most from the experience. You can buy the Google Cardboard headset online for USD $15 here:

https://vr.google.com/cardboard/get-cardboard/

When you get it, you can open this YouTube link within this email on your smartphone: **https://www.youtube.com/watch?v=jZUnUCWqwFw&feature=youtu.be** or search "Oxfam VR 360"

You'll need WIFI to stream it. It will open your YouTube app (if you don't have the YouTube app on your phone you can download it). As soon as it starts playing, select the VR headset icon in the YouTube window (next to the total duration time bottom right). Open the front section of the Google Cardboard headset and pop your phone in there sideways with the viewing screen facing you. Don't forget to plug in your headphones.

The film may appear blurry at first as the film will be streaming from the internet, so let it play/stream all the way through, so the second time you watch it should be MUCH clearer.

Watch through completely once to make sure it's all hunky dory, and then you'll be ready to show others. It still may be blurry for the first few seconds on subsequent viewings though.

Students can also view this video on a device, such as an iPad on 360 experience. Teachers who have trialled this method stated that the headset gave the best experience, however it is still worth viewing on the video on their device as it allowed them to see the landscape in the 360 view.

IMPORTANT NOTES

As the Google Cardboard headset provides a more crude viewing experience, people watching are more likely to experience motion sickness or dizziness, so for safety reasons make sure they are sitting down (not standing), and tell them that they can stop anytime if they feel unwell. Stay with them so they feel safe. Seat them in a swivel chair so they can look around completely to watch the 360-degree film. The VR vision can take some getting used to so suggest students try it out and see if they get used to the VR experience, encourage students to look up, down and around to see the whole 360 experience.

TEACHER LESSON PLANS AND ANSWER KEY

AUSTRALIAN NATIONAL CURRICULUM: GEOGRAPHIES OF HUMAN WELLBEING (YEAR 10)

Knowledge and Understanding

- Issues affecting development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands.

   - Investigating development issues (for example, access to clean water, sanitation, health services and adequate food and shelter) and their potential impact on human wellbeing.

- The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries.

Skills

- Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view.

Pre-Existing Knowledge:

Students should have an understanding of the following terms/concepts:

- Development (including the terms MECD and LECD)

- Wellbeing and indicators of wellbeing (political, social, environmental).

- Inequality, particularly spatial inequality

- Multiple component indexes, particularly the Human Development Index (HDI)

- Humanitarian aid, Non –governmental organisation (NGO)

Activities:

1. Students should read through the background material and complete the questions (Activity Sheet #1).

2. In class, students could be broken up into groups of 3-4 with each student assigned a role (moderator, recorder, speaker):

   a. Each member of the group should share their answers from night before with the group. These can be recorded independently or in an electronically shared document.

   b. Students take turns watching the video Evelyn's story. While one student watches the video, other students complete Activity Sheet #2.[1]

   c. Students share their impression of the video by completing Activity Sheet #3 together. These can then be shared with the class as a whole.

3. Extension/Homework: Africa is the second driest inhabited continent after Australia, holding 9% of global freshwater resources and 15% of global population (second highest after Asia).[2] Yet, more Australians have access to clean water and sanitation facilities. Students can use Activity Sheet # 4 to compare wellbeing indicators for Kenya and Australia and answer one or more of the questions on the sheet.

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1   It will not matter if the students watch the video before or after completing the activity sheet.

2   African Water Atlas Vol 1 (United Nations Environment Programme)

ANSWER KEY: ACTIVITY SHEET #1

Based on the information provided, please answer the following questions.

1. **What impact does poor sanitation have on health and well-being?**

   a. Drinking contaminated water can cause outbreaks of diarrheal diseases, viral hepatitis A, cholera, dysentery and dracunculiasis (Guineaworm disease) are also a result of drinking contaminated water.

   b. Can impact the food supply, making people sick

   c. Appears to be linked to an increase in child deaths as well a cycle of poverty.

2. **What are possible economic benefits for having access to clean water?**

   a. Lower healthcare provision costs

   b. Improved productivity

3. **How can you explain the difference in urban and rural access to improved water sources (Figure b)?**

   a. Urban areas are often the first to receive infrastructure development. A skilled or semi- skilled workforce may be easier to access; the pipes cover smaller areas than rural pipes would have to.

4. **What might be the impact of improved access to water for women and girls in places like Kenya?**

   a. Women would be able to spend less time accessing water and more time caring for children. They may be and feel safer.

   b. Girls may be able to attend school more regularly.

   c. Everyone would have a lower probability of contracting a water-borne disease.

ANSWER KEY: ACTIVITY SHEET #2

1. **Based on all the information above, do you think Kenya can be categorised as an MECD or an LECD? Justify your answer.**

    a. Kenya can be classed as an LECD. Students can cite life expectancy (although this has improved), the high birth rate, lack of access to water in both urban and rural areas, the % of the population living below the poverty line, etc.

2. **Using the information above, describe how different life might be in urban centre vs a rural area in Kenya.**

    a. There may be some better access to water in an urban centre. Urban dwellers may spend less time fetching water. It's possible that there are better health outcomes for those dwelling in cities as healthcare facilities may be larger/better and there may be better sanitation practices/facilities.

3. **In what ways could improved access to water impact the well-being of people living in the Turkana region of Kenya? Please use at least 2 indicators of wellbeing in your answer.**

    a. There may be fewer outbreaks and deaths from disease because clean water is available and there is enough of it for all domestic uses (eg. People do not need to decide if they can cook or wash their hands with water, they can do both). Along with improved food security, this may have a positive impact on the life expectancy and child mortality rates.

    b. Women and girls might spend lies time gathering water and more time attending school and taking care of children/livestock. Women and girls may feel safer gathering water if they do not have to go as far. This may help improve female literacy and a host of other outcomes for females.

    c. There might be enough water for livestock. This may improve economic outcomes for those in rural areas such as Turkana.

4. **What barriers might the government or a Non-governmental organisation (NGO) face in trying to improve access to water? How might these be overcome?**

    a. There may be geographic challenges in getting pipes to various areas. Power may be intermittent or non-existent in rural areas. There may be a lack of expertise about maintenance and management of water facilities. There may be little interest from private companies in investing in the area. The government may be short of funds to develop improved water sources.

    b. These challenges might be overcome by working together to build improved facilities rather than 'going at it alone'. Solar power could be harnessed create power needed for pumping stations, etc.

ANSWER KEY: ACTIVITY SHEET #3

Using the video (https://www.oxfam.org.au/virtualreality/) and the information provided, please answer the following questions

1. **What water practices were occurring in Evelyn's community before Oxfam's water project?**

   a. Water was available for only 2 hours every 8 days. This meant there was not enough water for everyone in her community.

   b. Evelyn had to dig for water where the river used to flow. This is considered an unsafe water source. The video also shows her walking past a hole with water in it which she says even the animals will not drink from.

   c. The video also shows Evelyn and her sibling using the water to wash their hands. The water does not appear clean and this may spread disease.

   d. The text describes the community's use of the water pan as a source of water. The water had a foul odour and green colour and was used by the community for several purposes. This probably contributed to the increasing number of gastrointestinal diseases reported by the local nurse.

   e. The text also indicates that the community may use Lake Turkana as a last resort, knowing this will make them ill.

2. **In what ways were these practices impacting Evelyn and her community?**

   a. Evelyn describes in the video how long it takes her to find water.

   b. Evelyn's sister was unwell and needed to visit the nurse, possibly as a result of drinking contaminated water.

   c. Lack of water could create conflict within the community (text)

   d. The text discusses the fact that the search for water diverts girls away from school (Evelyn mentions this as well) and can mean women spend a long time collecting water.

   e. The text discusses a rise in gastrointestinal diseases in the community

   f. The community has to make hard choices about how to use the water they do have. Some will choose to water livestock because that is their livelihood. This means there may not be enough for sanitation (washing hands after using the toilet), cleaning and cooking (text)

3. **How did Oxfam contribute to developing access to safe water? What impact do you believe this will have on the community?**

   a. Oxfam worked with other partners, including the government to install a solar water system. This included installing a nine-kilometre pipeline, rehabilitating water kiosks (central points where the community can access water) that were not working, providing training in water system maintenance and management drilling a new community borehole in a nearby village.

   b. The video shows the community gathering around the new water kiosk and celebrating when the clean water flows.

   c. A new pipeline probably means:

      i. Girls will be able to attend school more frequently

      ii. There will be enough water for all of the needs of the community

      iii. Improved sanitation (eg water is available for washing hands) this means there may be fewer incidences of illness and death from water borne diseases.

      iv. Improved economic conditions - perhaps less livestock will die if there is a drought.

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