

**SUGGESTED LEARNING ACTIVITIES:
SAFE WATER AND SANITATION – TEACHER'S NOTES**

UNIT 4	Global health and human development
AREA OF STUDY 2	Promoting global health and human development: Outcome 2
KEY KNOWLEDGE	<ul style="list-style-type: none"> The interrelationships between health, human development and sustainability to produce sustainable human development in a global context. Different types of aid, including emergency aid...non-government organisation aid, and how they are used to achieve global health and sustainable human development. Programs focusing on ... safe water and sanitation.
KEY SKILLS	<ul style="list-style-type: none"> Identify and explain different types of aid and evaluate their contribution towards achieving global health and sustainable human development. Analyse and evaluate aid programs in terms of the elements of sustainability and their contribution to health and sustainable human development. Analyse the interrelationships between health, human development and sustainability in a range of scenarios.
LEARNING AIM	Students will investigate Oxfam's provision of emergency aid ,and its work as a non-government organisation providing aid to promote sustainable human development by providing safe water and sanitation programs.
LEARNING PROCESS	Students will work in pairs or teams to investigate and develop an understanding of programs designed to promote safe water and sanitation via emergency/humanitarian aid provision and longer term sustainable safe water and sanitation programs.
RESOURCES	<p>Oxfam and WASH PowerPoint.</p> <p>Why is water contaminated and dirty?: https://www.oxfam.org.au/explore/water-sanitation-and-hygiene/clean-water-saves-lives/</p> <p>Water, Sanitation and Hygiene (WASH): www.oxfam.org.au/explore/water-sanitation-and-hygiene/</p> <p>Tippy tap in action: https://www.oxfam.org.au/2014/05/how-a-tippy-tap-can-save-a-life/</p> <p>English version of Zulu tippy tap instructions: http://www.tippytap.org/wp-content/uploads/2011/03/How-to-build-a-tippy-tap-manual.pdf</p> <p>Oxfam Video – Sammy J and Randy – The Tippy Tap: http://www.youtube.com/watch?v=3bh4MkFD5Zc</p> <p>CDC tippy tap making instructions: http://www.cdc.gov/safewater/publications_pages/tippy-tap.pdf</p> <p>Make your own story board on why we need to and how to wash your hands: http://www.tippytap.org/wp-content/uploads/2011/03/GHD-report-manual2.pdf</p>

RESOURCES

Calculate your water usage: <http://www.hunterwater.com.au/Save-Water/Water-Usage-Calculator.aspx>

Oxfam bucket images: <http://goo.gl/Qs0XDL>

How to clean water?

- Slow sand filtration <http://www.cdc.gov/safewater/sand-filtration.html>
- Ceramic filtration <http://www.cdc.gov/safewater/ceramic-filtration.html>
- Solar disinfection <http://www.cdc.gov/safewater/solardisinfection.html>
- Chlorination <http://www.cdc.gov/safewater/chlorination.html>

LEARNING ACTIVITIES

*These are available as
Student Worksheets.*

Activity 1: Down with dirty water

To introduce the activity, view the video 'Sammy J and Randy – Separating the liquid from the solids': <http://www.youtube.com/watch?v=l8EXTKvtG1E>

Students consider the infographic on 'Why water is contaminated and dirty' at <https://www.oxfam.org.au/explore/water-sanitation-and-hygiene/clean-water-saves-lives/>

In groups, brainstorm the short term and long term impact on health of consuming dirty water – consider all 3 dimensions of health.

In pairs, go to "Water, sanitation and Hygiene" at www.oxfam.org.au/explore/water-sanitation-and-hygiene/

Then follow the link at the bottom 'We'll show you how we do it' to 'Safe water means better health' to 'Read more about work in water and sanitation'.

Using these 3 web pages from Oxfam, pairs of students generate their own infographic on work being done by an NGO to provide long term solutions to water and sanitation issues. This can be computer generated or completed on butcher's paper for display around the room.

Activity 2: The Tippy Tap

This activity can also be used to teach the concept of the importance of education in gaining a shared meaning of language to promote literacy in AoS 1 Outcome 1 dot point 4.

Before this activity you will need to collect the following items, as per the Tippy Tap Instructions:

- 4x forked sticks, around 2m long
- 4 x straight sticks, around 1m long
- 2 x hand-held shovels
- 2 x plastic jerry can or similar plastic bottle (cordial, washing liquid etc.)
- 2 x 3m string
- 1 x empty plastic onion bag
- 2 x soaps
- 2 x candle
- 2 x nails
- 2 instruction sheets (at the end of this document) one in English, one in Zulu.

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Divide class into two groups. Have each group well away from each other so they can't overhear or see the other group.

One group is provided with a sheet of instructions and necessary equipment to build a tippy tap in English. The other group is given the same equipment but instructions in Zulu. Allow them ½ hour to construct the device.

Each group is to then evaluate their own performance in terms of understanding the instructions and how well they worked as a community to meet their needs of providing safe water on hand for their families. Record the evaluation.

Join both groups together and discuss the importance of the shared understanding of language and its symbols (literacy) to complete such a project.

Then show <https://www.oxfam.org.au/2014/05/how-a-tippy-tap-can-save-a-life/> to show how easy it should have been!

Activity 3: Singing and storyboards

Watch the following video 'If you're happy and you know it, wash your hands':

http://youtu.be/1gndHs_Z3Fk

Discuss the role of imagery and song in delivering health messages and why this delivery method is used.

Use the tippytap.org instructional info sheet as a prompt for the types of imagery to be used at <http://www.tippytap.org/wp-content/uploads/2011/03/GHD-report-manual2.pdf>

Students to make their own pictorial story board on why we need to and how to wash your hands.

Activity 4: Hygiene kits

Students discuss in groups what they consider to be 'essential' to maintain their own personal hygiene in a day / over a week. Have them list these items in order of priority/importance.

Have students then compare their list of 'essential hygiene items' to Oxfam's hygiene kit – could you survive?

Extension Activity: Have students price these items and work out cost per week or day – compare to the poverty line of US\$1.25/day – discuss the reality of their hygiene list to people in developing countries.

Activity 5: The water we use

Students calculate their own water usage by visiting:

<http://www.hunterwater.com.au/Save-Water/Water-Usage-Calculator.aspx>

Bring a 14L bucket to class (the volume that Oxfam uses in their water bucket) to show them, alongside images of the Oxfam bucket: <http://goo.gl/QsOXDL>

More information about the Oxfam bucket can be found here:

<https://www.oxfam.org.au/explore/water-sanitation-and-hygiene/water-for-life>

Discuss why it is the quantity it is (to allow people to carry it), why it has a lid, and why it has a pourer tap rather than people dipping into it (prevent cross contamination)

Ask students to discuss groups, then report back to the class: 'Could you live on 14L water a day?'

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Activity 6: Peepoo to the rescue

Discuss the role of NGOs, particularly Oxfam, in providing emergency water and long-term water and sanitation services.

Use the Oxfam and WASH PowerPoint provided to show how emergency water and toilets are provided and how waste is dealt with. View the Peepoo clip in the PowerPoint.

Then discuss the long term provision of sanitation and how to clean water using the following CDC websites:

- Slow sand filtration <http://www.cdc.gov/safewater/sand-filtration.html>
- Ceramic filtration <http://www.cdc.gov/safewater/ceramic-filtration.html>
- Solar disinfection <http://www.cdc.gov/safewater/solardisinfection.html>
- Chlorination <http://www.cdc.gov/safewater/chlorination.html>