

WATER IS OUR MOST PRECIOUS RESOURCE

It's in your hand to

Respect it!
Protect it!
Conserve it!

ACTIVITIES

13-18 YEARS



ACTIVITIES 13-18 YEARS

Introduction: the 2030 Agenda

Goals:

- Learn about the 2030 Agenda and the Sustainable Development Goals.
- Understand the link between the different goals to achieve equitable and sustainable development for all.
- Understand the relationship between Goal 6, Clean Water, and the other goals, particularly Goal 5, Gender Equality.

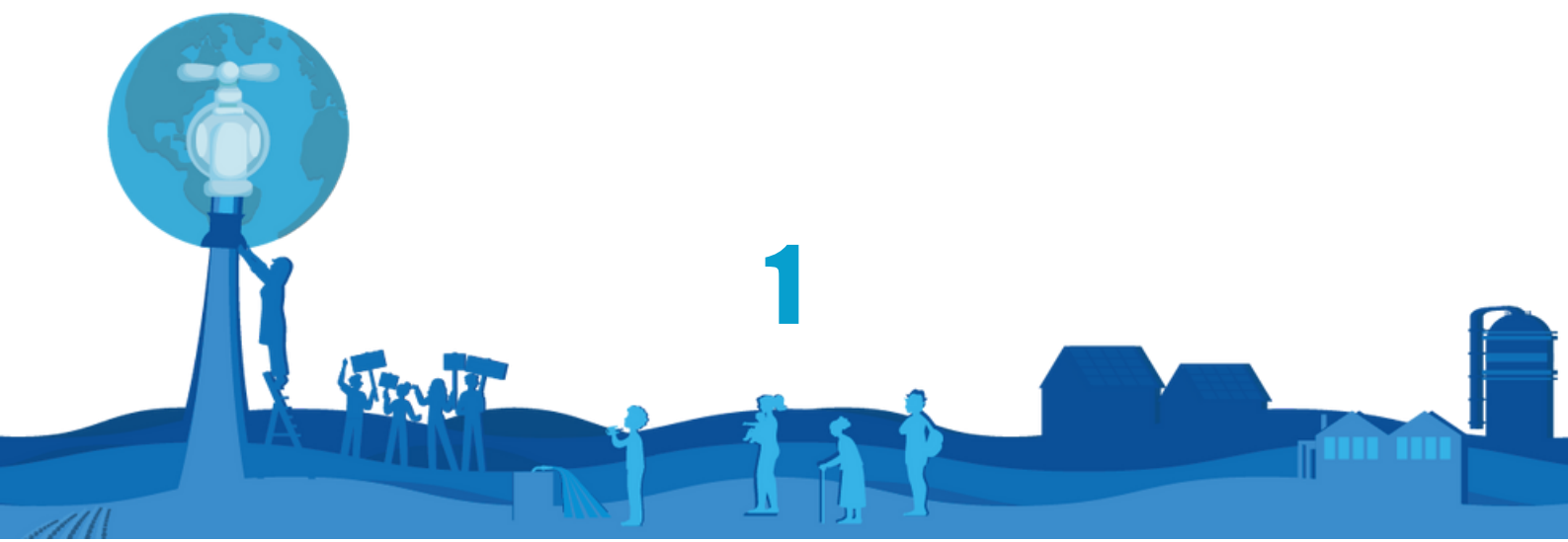
Time: 20'

Material: Projector, Board, Attachment 1

Development:

We project the image of Annex 1 i.e. the 177 goals of the 2030 Agenda. We invite students to think about the links between the goals and in particular what connections exist between Goal 6, Clean Water, and the others.

What connections are there between water and health (SDG 3), water and hunger (SDG 2) water and poverty (SDG 1)? And between water and education (SDG 4)?



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Water is life and is present in each of the dimensions of sustainable development, including gender equality (SDG 5). We then invite students to think about the relationship between the two goals (5 and 6) and write the main ideas that come up on the board or on a poster.

Activity 1: who is most affected by the water conflict

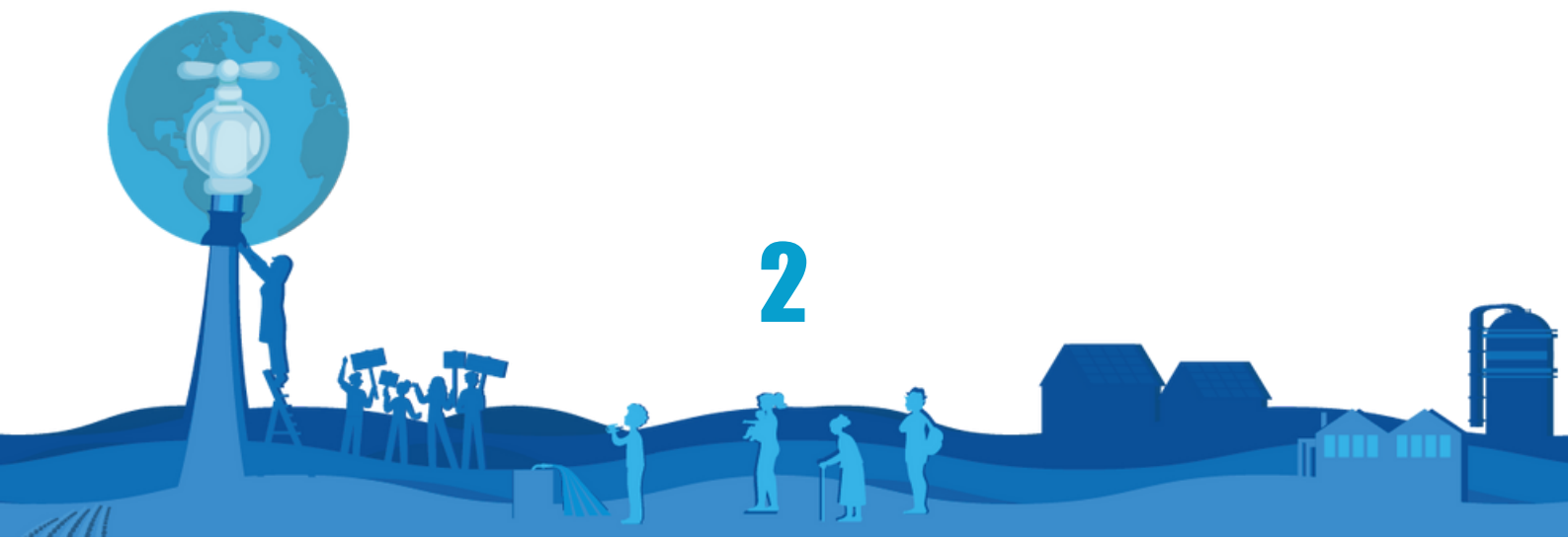
Goals: Understanding how inequality in access to water causes and/or exacerbates gender inequality

Time: 20'

Material: Projector, Board, Video

Development: We return to the poster or blackboard where the links between water and gender equality were written, and keeping them in mind we propose that students watch the video "Who is most affected by water conflict."

After watching the video, let's look at the board together to see if there are any elements to add, or expand on, and write them down. It would be good to try to bring out the following themes:



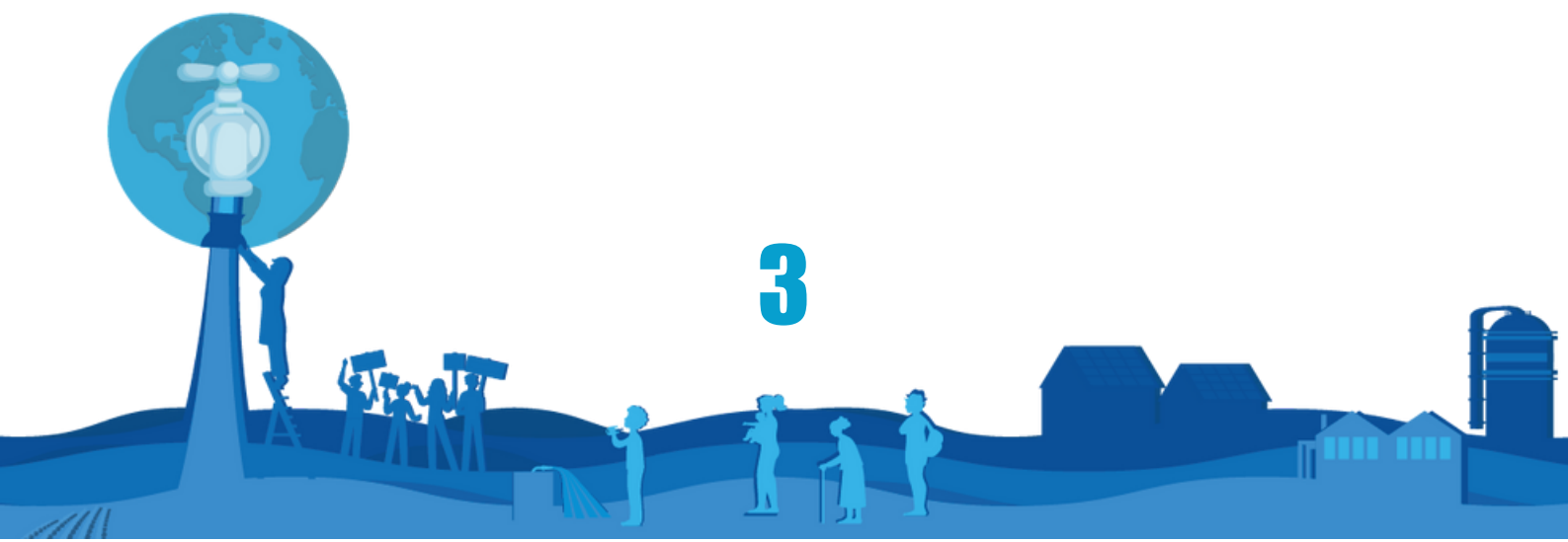
ATTIVITÀ 13-18 ANNI

Girls, water and education: from a very young age, many girls do not go to school because they are in charge of fetching water and bringing it home. The lack of safe and nearby access to clean, potable water affects girls' access to education and thus their ability to build their future through education. Likewise, adult women take on this task at the expense of training, studies, paid work, and personal fulfillment.

Water and women's health: lack of water afflicts many women around the world who lack sufficient tools for proper hygiene during menstruation. Similarly, in many contexts it is women who take care of children and sick people, whose health depends on the quality of the water we drink. Diseases transmitted by contaminated water will afflict women even more as they take care of the sick and young children.

Water access and safety: many women and girls have to travel miles to reach water sources, often on isolated and unsafe roads where they can become victims of assault and harassment. The same happens when there is a lack of separate bathrooms for women and men in public settings.

Women and politics: how many women from the most fragile and impoverished realities are directly involved in the political processes of water resource management? Few of them are active players in the water management systems that also involve them so closely.



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Activity 2: unequal water (part 1)

Goal: reflect on the inequitable distribution of resources worldwide, particularly water.

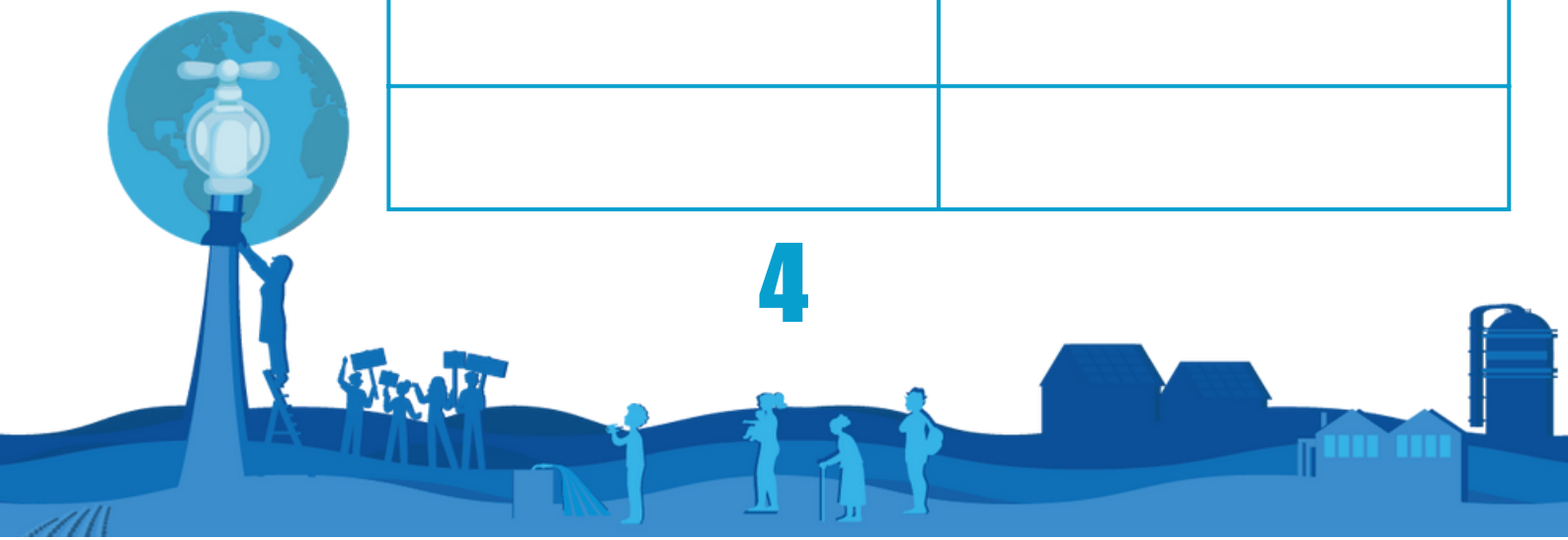
Time: 20'.

Summary: Viewing the "Unequal Water" campaign video, which briefly presents some data on the imbalance in water expenditures between rich and poor countries. On the rate at which societies are growing. And how that affects climate and water. Which is something we should be trying to address, from large corporations to the smallest households.

Material: Table Annex 2a, internet, video

Development: ~After watching the video, we project the following table and ask students to come up with ideas to complete it, based on those that can be gleaned from the video. This can be done in small groups and then there is a short group discussion.

Consumption habits	Impact



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Activity 23: unequal water (part 2)

Goals: reflect on the inequitable distribution of resources worldwide, particularly water.

Time 20'.

Summary: After watching the video, we continue to reflect on the topic of water.

Material: Internet, unequal water video, quiz (Appendix 3), projector.

Development:

After completing the table from the previous activity, we will continue to analyze the impact of our water consumption habits on human rights. To do this, we will divide the students into groups and hand out a test (Attachment 3).

The solutions to the test can be found in the same attachment.

We can let students search for information to get the right answer to each question or let them do it without searching for information, like a game.



ACTIVITIES 13-18 YEARS

Activity 4: unequal water (part 3)

Goal: reflect on the inequitable distribution of resources worldwide, particularly water.

Time: 30'.

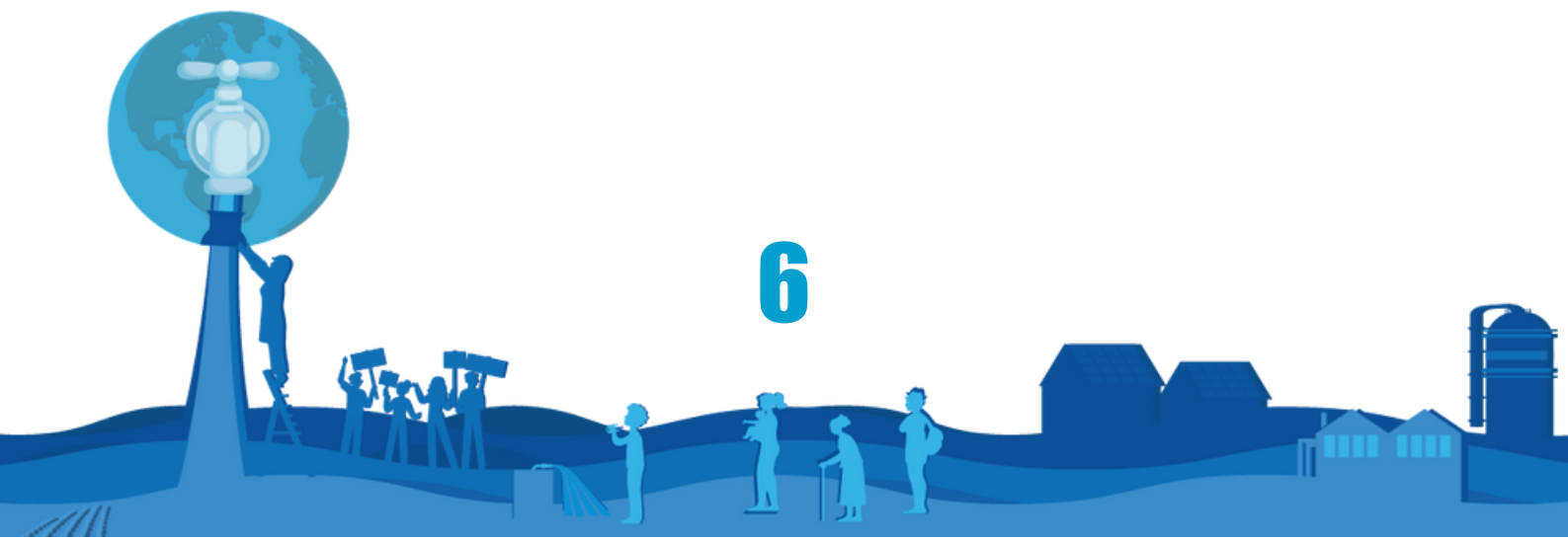
Summary: After activities 2 and 3, we continue to reflect on the theme of water.

Material: The following can be used to make the infographic: computer/tablet, cardboard, paper and colors.

Development:

Students can work in the same groups as in the previous session. The goal of the activity is to graphically capture the data obtained in the test, creating an infographic.

Each group will make a short presentation of their infographic to the rest of the class.



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Activity 5: Responsible water

Goal: reflect on the inequitable distribution of resources worldwide, particularly water.

Time: 30'.

Summary: After watching the video, we continue to reflect on the topic of water.

Material: Internet, table attachment 2b, "Responsible Water" video.

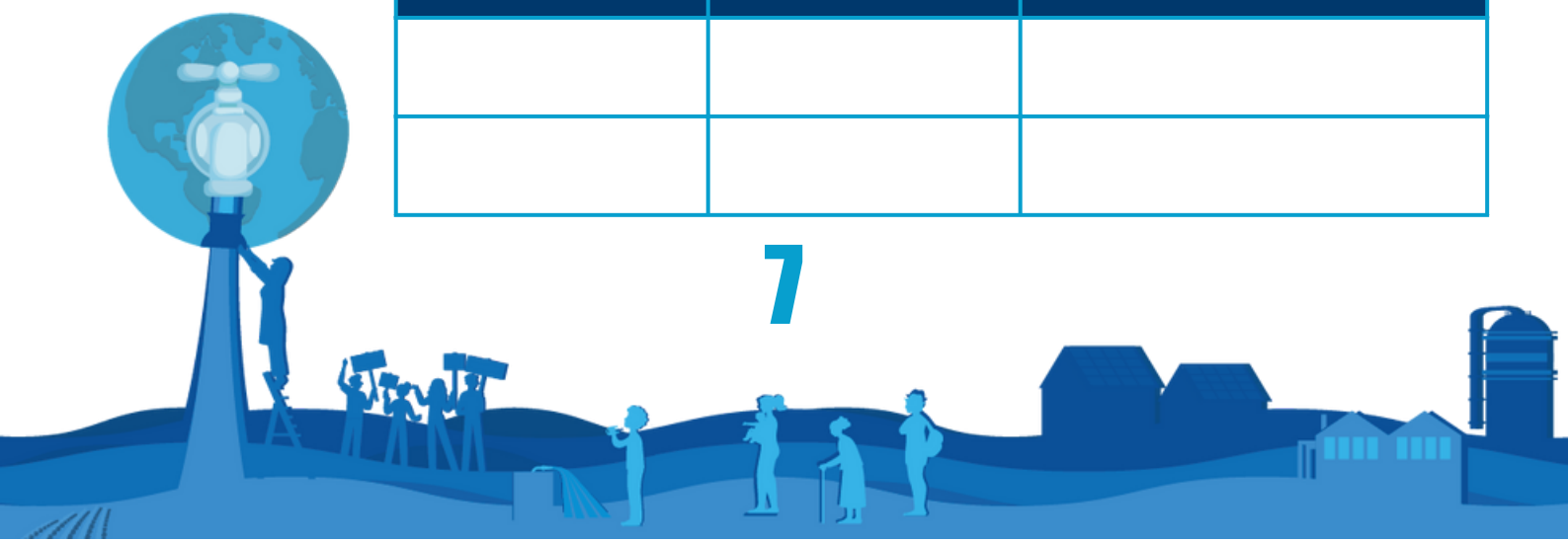
Development:

This activity can be done independently or after working on activities 2, 3 and 4. It is recommended to have done at least activity 1.

The video "Responsible Water" is shown, and after viewing, the table is completed with the ideas contributed by the students.

To conclude, the alternative solutions that were shown in the table are compiled into a decalogue of good consumption practices. They can do this in cooperative groups or in a large group and post it on social media, mentioning and tagging the NGO in your country.

Consumption habits	Impact	Possible solution



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GAME/WORKSHOP: WATER, A NECESSARY WEALTH.

Introduction and justification:

In 2010, as part of the Millennium Development Goals, some 2.6 billion people gained access to improved water sources, reaching 90 per cent of the world's population. But it should be noted that although this indicator is used to calculate access to safe drinking water globally, improved water sources are those that separate human and animal consumption and faecal water, but are not necessarily safe drinking water, so this indicator is not completely reliable. Today, there are still 663 million people without guaranteed access to water, half of them in sub-Saharan Africa and a fifth in South Asia.

Access to water and sanitation is a universal right that is still not guaranteed. This game aims to show young people the value of water and how the development of peoples depends on it. We took advantage of the activity to present the work done by NGOs in Madagascar, where there are educational projects related to water, in terms of access and sanitation.

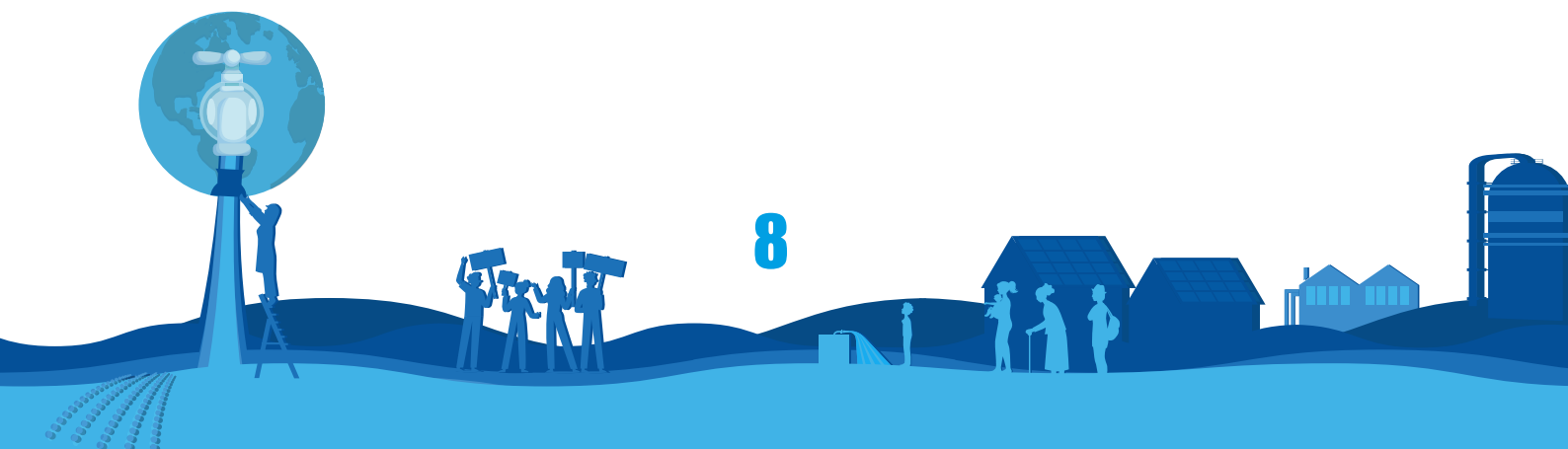
Educational goals:

- To make the situation in Madagascar known in terms of SDG 6.
- To learn to play cooperatively
- To look at what guaranteed access to water means to a society.

Time: 1h

Material:

- 15 reusable plastic cups
- 2 containers (buckets, basins...)
- Scarves or masks to cover the eyes
- ANNEX 3 - INITIAL SITUATION
- ANNEX 4 - TARGET SHEETS
- ANNEX 5 - DROPS / ANNEX 5 -
- Annex 6 - WATER CONSUMPTION SHEETS



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The introductory situation is read out (ANNEX 3 - INITIAL SITUATION).

Instructions:

Four groups are made, each group will choose a role: parents; community girls; team school management; local NGO.

Each group is given a card (Annex 4 - target cards), on the front side the situation and purpose of the game is explained. On the back side is the goal with the degrees of achievement they have to achieve while doing the tests. They have to read it and put it on the card.

Each time a test is passed, a drop of water (annex 5 - drops) is given to each group that requests it.

The ultimate goal is to obtain all 4 drops of each group.

Development:

There are four tests, one for each group. You start with the order you choose; the other groups must act as observers, evaluators and collaborators in the test as specified in the test.

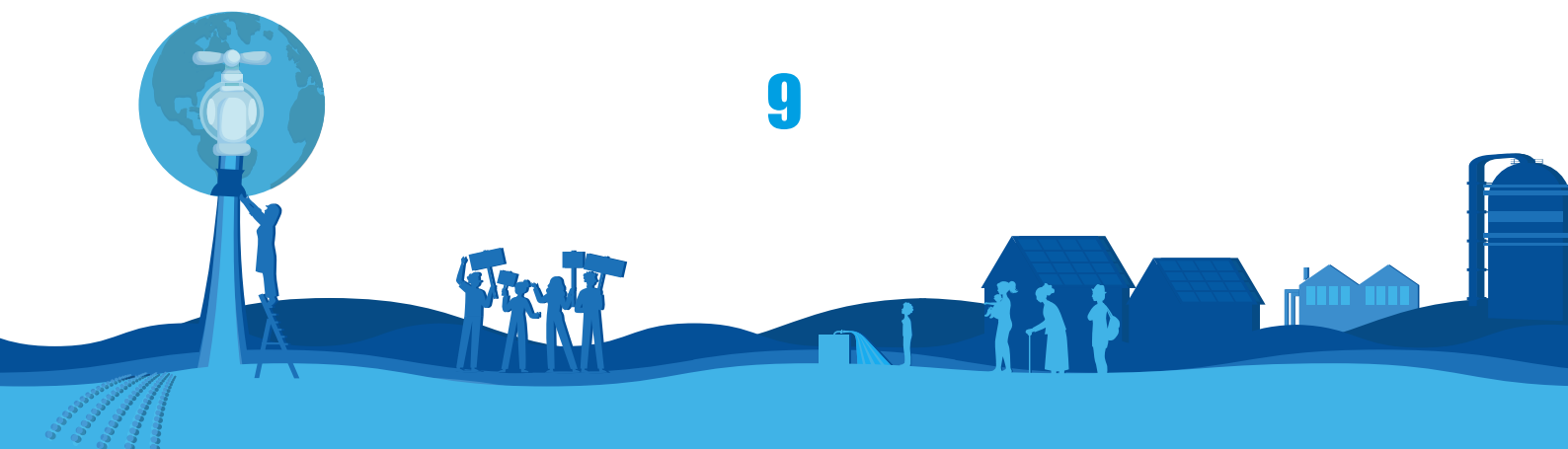
Testing:

PARENTS: The test consists of sorting the total number of participants in the game by date of birth, but they cannot speak, they will have to communicate through gestures. They must achieve this within 3 minutes.

If successful – This group will achieve its first goal, which is an agricultural training course for adults. This training was made possible by the grant the NGO presented, so the NGO also achieves its first goal. This training means that one more student can enrol (goal 1 girls) and thus the school has one more student, improves economically and can open a canteen (goal 1 realisation) to guarantee a meal for the students. So, thanks to the efforts of parents, we have all improved our situation. Thank you.

If they do not succeed – they continue without achieving any of the goals.

NGO: The NGO test consists of dismantling a tower of reusable plastic cups and reassembling them in the same order at a distance of 5 metres, in less than 4 minutes.



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Each person can only take one cup on each of the trips they make.

Picture of initial glasses (Annex 5 - ships)

If they succeed – With this test, the NGO obtains a financial contribution of € 6,000 (goal 2), which will generate two jobs in the school canteen (goal 2).

If they do not succeed – this goal remains unattainable.

If they succeed, but had not reached the previous target – the previous target is reached.

GIRLS: They must carry half a litre of water from one container to the other separated by 5 metres, blindfolded. There is no time limit. In order not to get lost, they will be guided by members of other teams.

In case of success – You will have had $\frac{3}{4}$ of the girls in the community attending school regularly due to the agricultural training their parents received which led to half of them having a job (goal 3). This has increased the school's income and enabled them to build a vegetable garden to supply the canteen (goal 3). With the start of work on the vegetable garden, the NGO started the construction of the well, which is already half finished (goal 3).

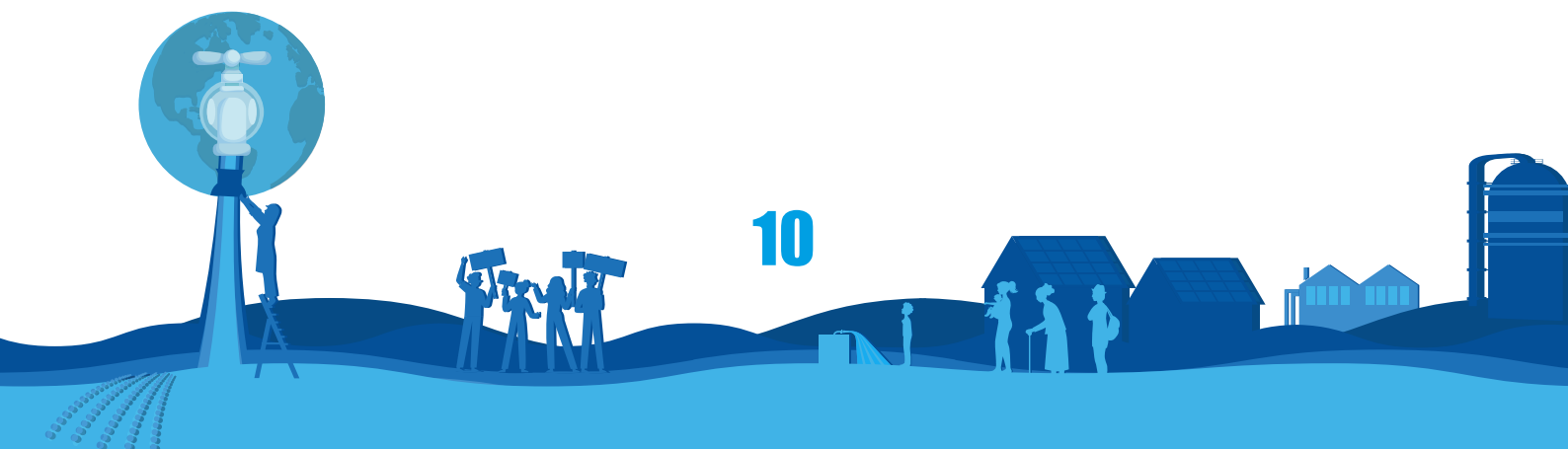
If they do not succeed – this goal remains unattainable.

If they succeed, but did not achieve the previous goal – the previous goal is achieved.

SCHOOL: Schools will be given cards (Annex 6) with data on world water consumption and, on the other side, cards with percentages. They will need to know how to match them correctly. If they need it, they can ask the other groups for help.

If they are successful – They will be able to offer two new jobs to parents (goal 4) so that all parents in the community will have jobs (goal 4). The NGO will have finished constructing the well (goal 4) that will allow the garden to be irrigated and all the girls to go to school (goal 4) because they will no longer have to walk 5 kilometres to reach the well.

If they do not succeed – this goal remains unattainable.



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IF they succeed, but had not achieved the previous goal – the previous goal is achieved.

Conclusions:

If you have achieved all 4 goals: Congratulations! You have achieved optimal development of the entire community. The NGO has finished its work and will now have to ensure, with the cooperation of the whole community, the continuity and maintenance of the well to ensure the education of the girls in Anjiamangirana. Now they are all in school because the parents have jobs and can pay school fees and the girls do not have to fetch water five kilometres away every day because water is not available.

Water is closer to home and they can collect it at any time. The school has a canteen and a vegetable garden where community parents work and, thanks to this, guarantee a meal a day for all the school's students

If you achieved three of the goals: not bad.

If you have achieved 2 of the goals: you are halfway there.

If you have achieved 1 of the goals: you have to keep working.

QUESTIONS FOR REFLECTION:

Water is a very necessary good and not just for drinking. Are you aware of how much water you consume or use during the day? Try making a list together, what can you do to optimise your water consumption?

Reflecting on the data of the school test questions.

As NGOs working to guarantee the right to education, we have to take into consideration many factors, such as water, because in order to guarantee the education of children and young people, their environment must be favourable. Therefore, we also work to ensure that the environments of children and young people around the world are conducive for them to continue their education.



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Task 7: Become a campaign manager!

Goal: To understand the importance of active participation for change.

Time: 60'

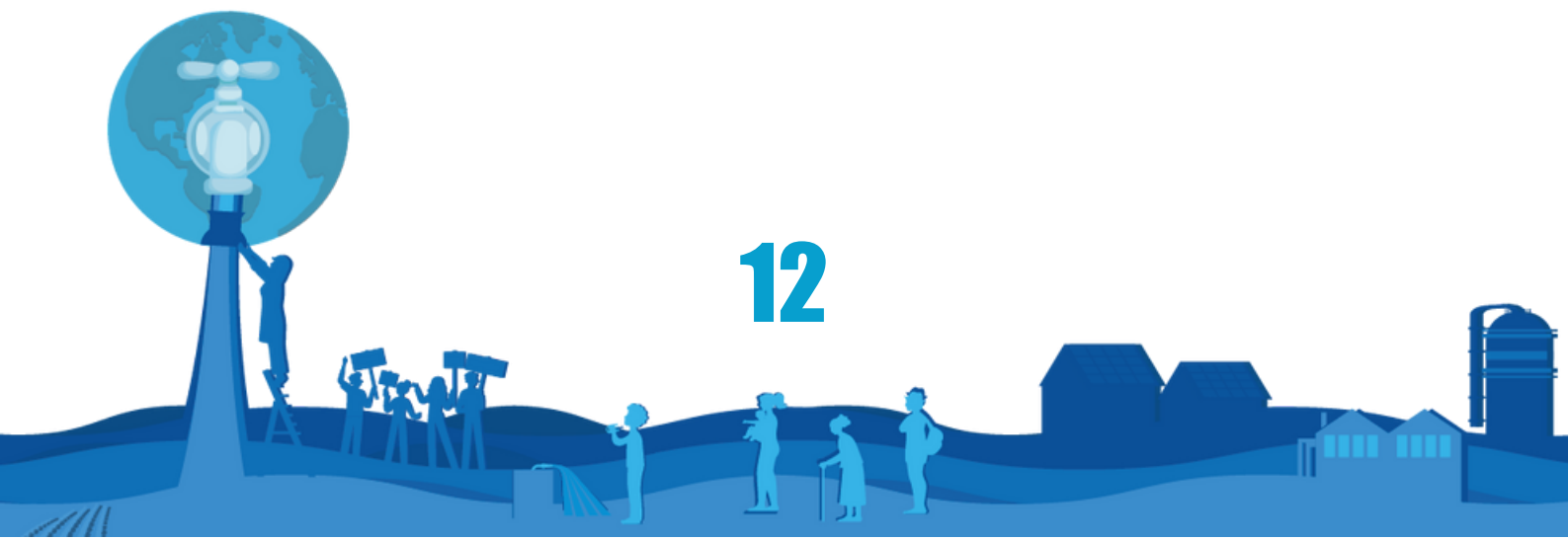
Summary: Group work to create an awareness campaign for their peers/school/community.

Materials: smartphone, pc, tablet.

Development

In light of the findings of the previous activities and the different dimensions in which water and gender equality intersect, we invite students to become advocates for change!

The class group is divided into groups of 3 or 4 who are tasked with creating an awareness campaign on the topic of "women and water," targeting other students in other classes. They can focus on one or more of the dimensions that emerged from the previous activities (e.g., just "water, girls and education" or just "women, water and health" or more broadly "Water and gender equality").



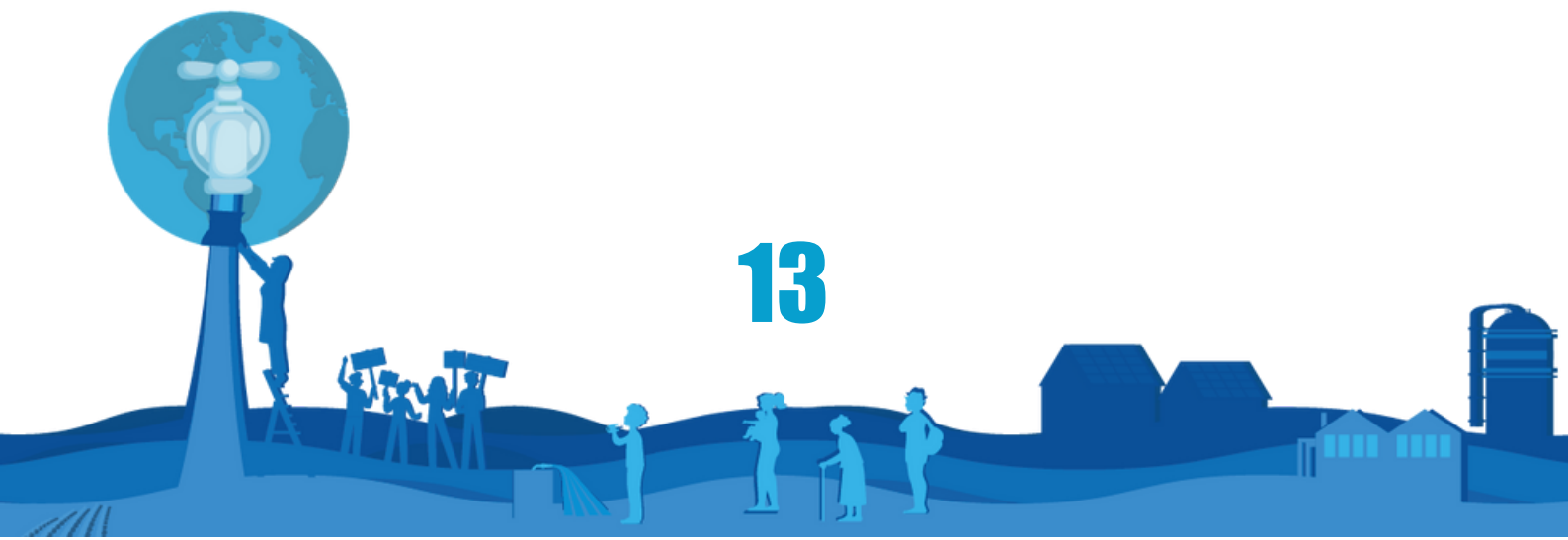
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Students will have to create a campaign poster, with a representative photo or graphic, a slogan, and a small text (copy or "claim") stating the objective of the campaign. To do this, they can use any programs they like, including CANVAS, PowerPoint, Publisher, or their own artistic drawing.

Once they have designed the poster they have to structure the campaign. They can choose to start a social campaign, and/or a series of events in the school and neighborhood, and/or specific activities to spread their message (they can be inspired by the campaigns of the United Nations or other major organizations).

The groups should then present their work to the rest of the class, and a small impartial jury (composed of some students or some teachers) will decide on the most effective campaign to raise awareness of the impact of the absence of water on gender equality.

Exchange time can then be organized among the various classes and decide whether and how to implement the campaigns proposed by the students.



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Final remark: having care of water is in your hands, you have the answer.

Time: 20'

FOR EVERYONE AND FOREVER?

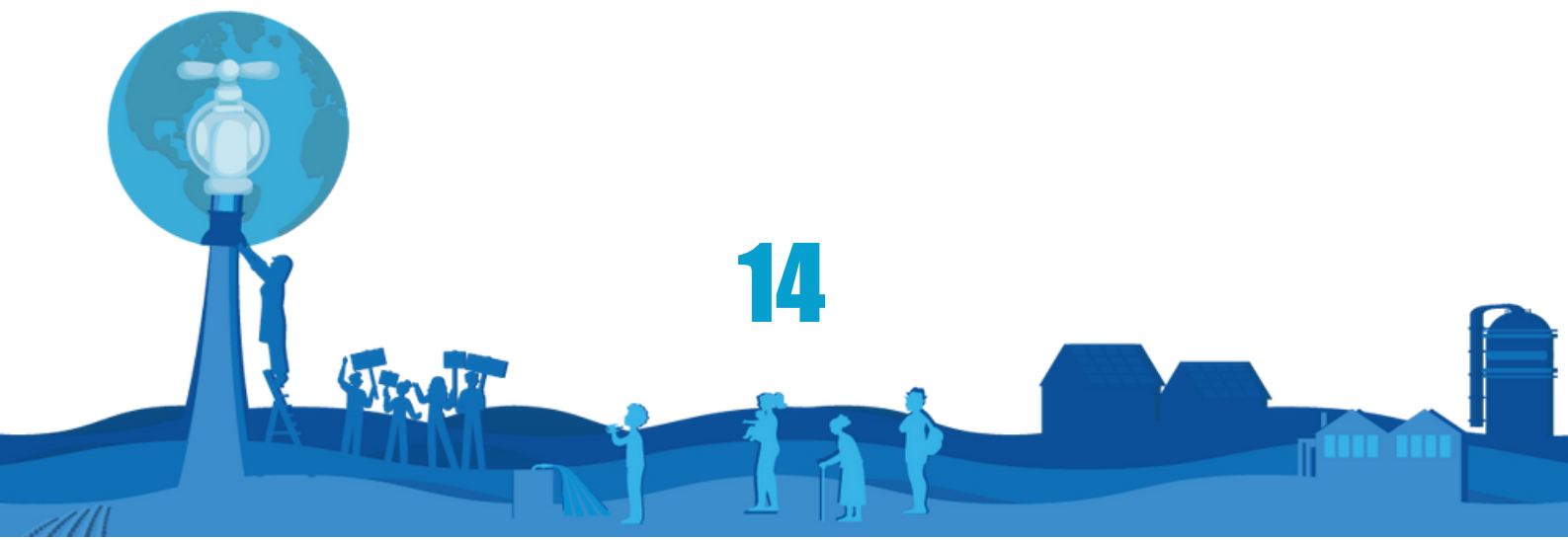
We are convinced of the importance of water for the development of life; it is an essential resource for all living beings. People and communities depend on it. It is a right to have access to this resource and civic duty to ensure its availability to all human beings. Uses and customs, abuse and mismanagement of the resource create water stress in many areas of the world. As a scarce and essential resource, its availability generates tensions and even conflicts.

Consider the following data:

Water scarcity affects more than 40 percent of the world's population, and this percentage is likely to increase. More than 1 billion people now live in river basins where water consumption exceeds groundwater recharge.

3 in 10 people lack access to safe drinking water and 6 in 10 lack access to safe sanitation.

160 million children suffer from malnutrition and developmental delays, which have a lifelong impact on their health, education and economic potential. Fifty percent of malnutrition cases are related to lack of safe drinking water and sanitation.



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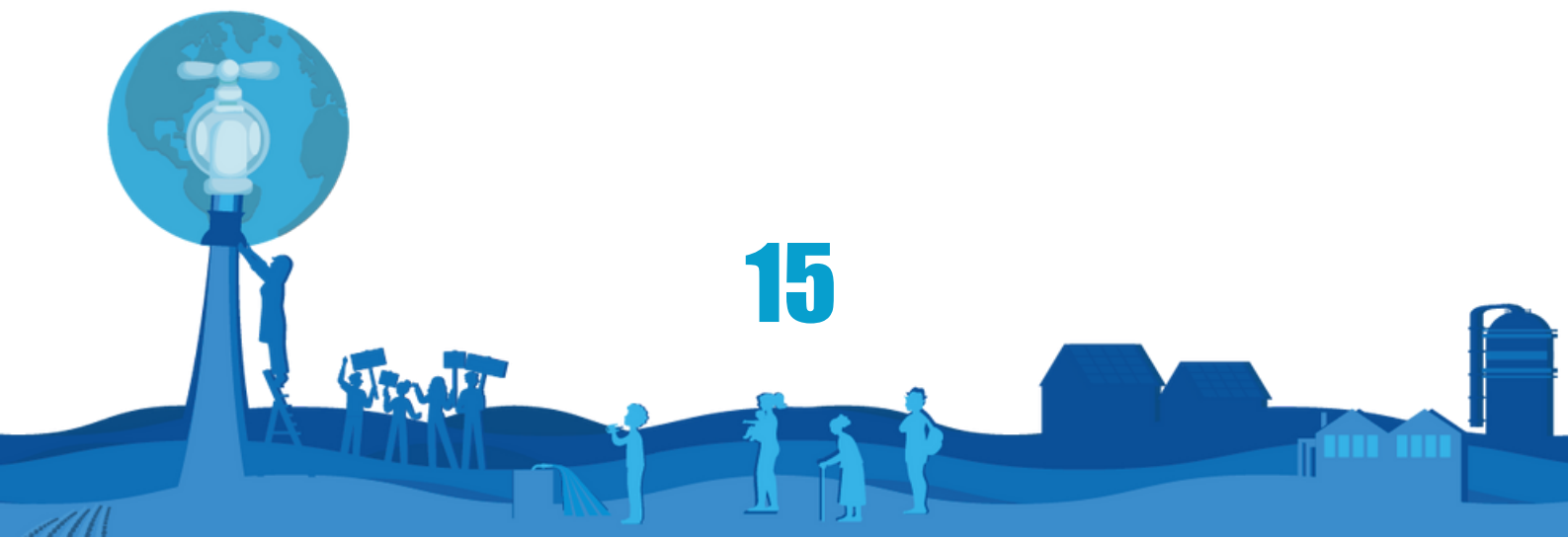
Every day, in the world, 125 million hours are spent collecting and transporting water, a task performed primarily by women and girls. With access to clean water, they could invest that time in their education and income-generating economic activity.

We use more water in a one-minute shower (nearly 20 liters) than most people in sub-Saharan Africa use in an entire day for drinking and washing (between 7 and 18 liters on average).

According to WHO, 20 liters of water is sufficient for the basic needs of drinking, cooking, and hand washing in a developing country, but other common tasks such as bathing or laundry require larger volumes of water that cannot be met with 20 liters.

88% of wastewater from human activities is discharged into rivers or the sea without any treatment, resulting in pollution.

4 billion people do not have access to basic sanitation in toilets or latrines.



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In conclusion:

Water is an essential but scarce resource in nature.

Population growth and the use and abuse of it puts it at risk of not being sufficient.

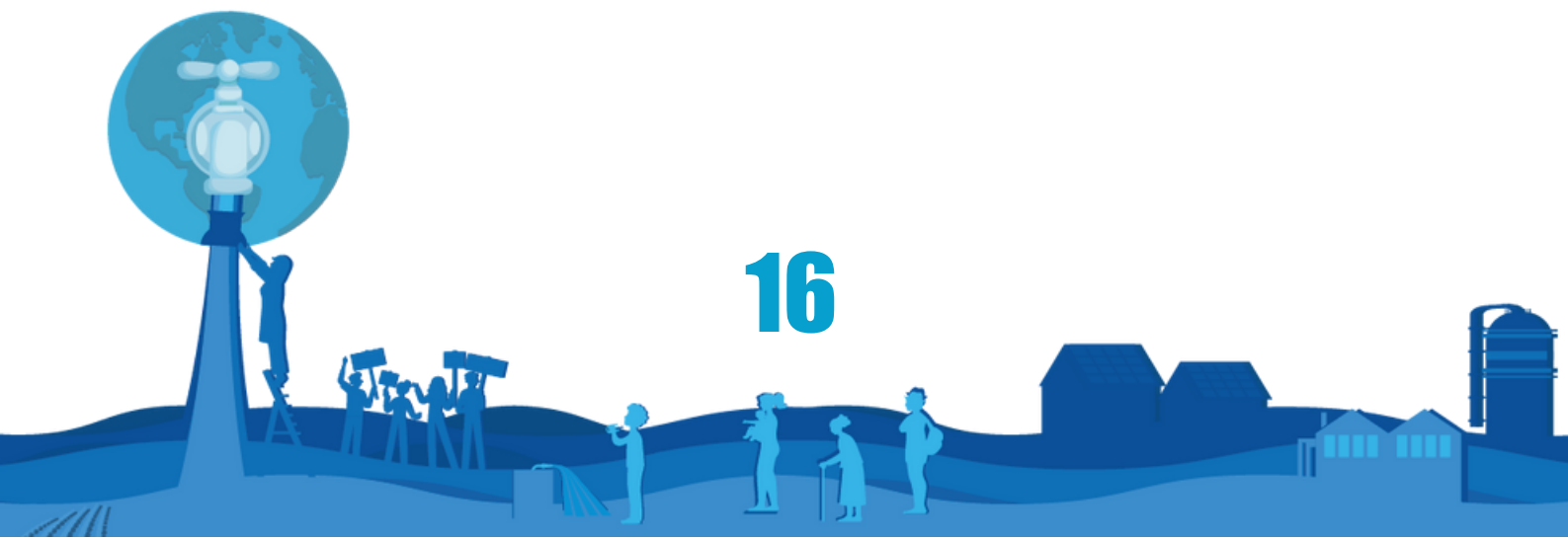
Industrial discharges and organic waste mean that less and less water is available.

Education is needed to reduce water consumption and prevent pollution.

Responsible consumption is necessary. We must all participate to ensure the future of this resource.

ECO-SOCIAL REFLECTION

In July 2010, the United Nations General Assembly recognized the importance of water, the right to access to water and sanitation. It established that every human being has the right to 50-100 liters of safe and affordable water per person per day and that access should be within 1,000 meters or at most half an hour from home.



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In an effort to achieve this short-term goal, Sustainable Development Goal (SDG) 6 is "Ensure the availability and sustainable management of water and sanitation for all." Water scarcity currently affects more than 40 percent of the world's population.

Proximity to water is a position monopolized by the ruling classes, and marginalized populations are denied access to this natural resource.

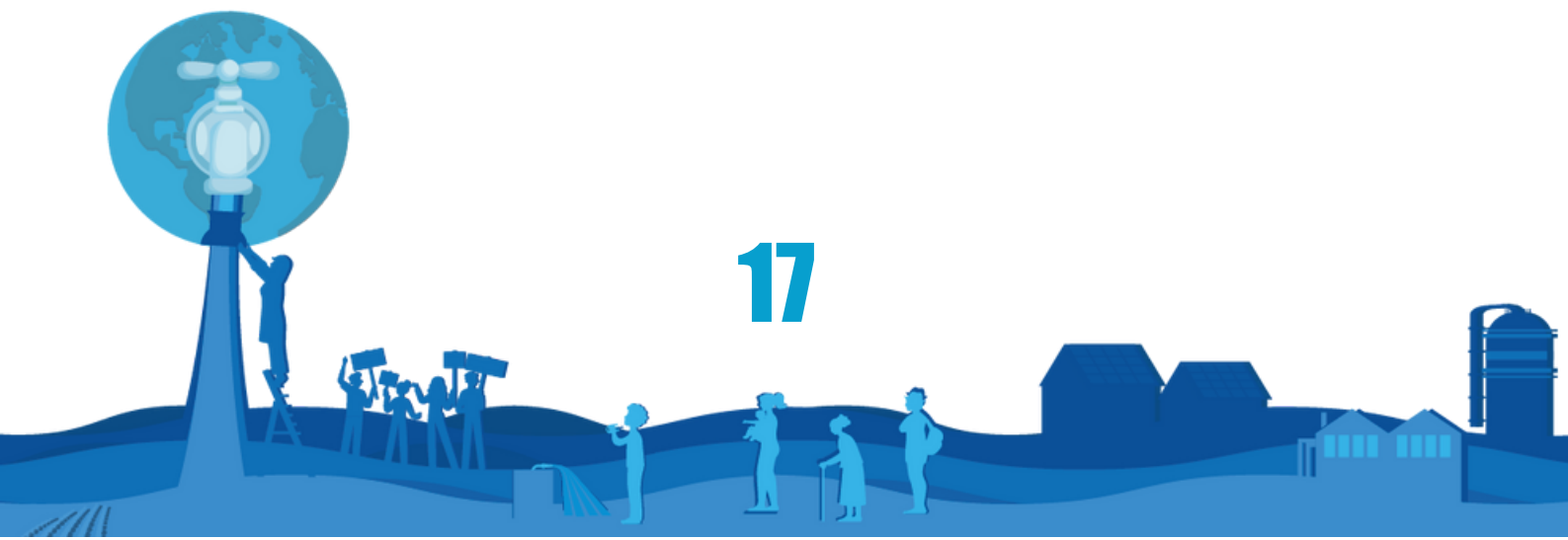
663 million people do not have access to clean water, meaning one in nine people in the world do not have access to clean water.

Vulnerable people suffer most severely from the consequences of water shortages.

In Africa and Asia, women and girls walk an average of 6 kilometers every day carrying water tanks that weigh more than 20 kilograms.

People's health is affected by the availability of this resource.

Every day, about 1,000 children die from diseases associated with poor hygiene.



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Conclusion

"Human beings are responsible for the life we enjoy.
the future of this life is water."

With the class gathered together we propose a final dialogue, including projecting the images.

- Is the sentence true for you?
 - Is this life in danger of disappearing?
 - It is said that the next natural resource that will generate tensions, crises, wars ... will be drinking water, why?
 - Access to water is a recognized human right-how can it be guaranteed to all people?
- Our engagement begins at



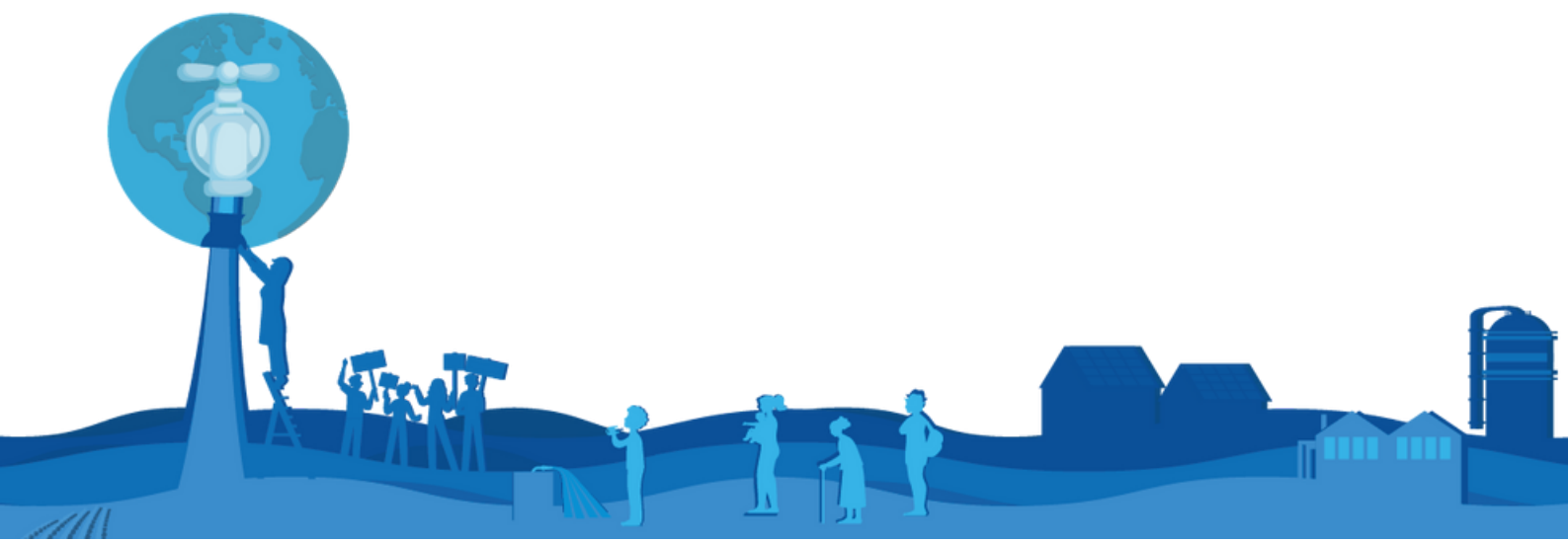
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ANNEXES



ANNEX 1: SDG



[illegible]

[illegible]

ANNEX 3: TEST

WHAT DO YOU KNOW ABOUT...

Usable water is inequitably distributed and contested, generating conflict and being unfairly hoarded in impoverished countries due to weak legal and political security. While water consumption in the Western world is disproportionate and unfair, the poorest households in fragile countries are those who, due to lax environmental regulations, are not protected from ecological abuses by large corporations. Lakes, rivers, canals, etc. are polluted, making the people who live there sick and killing the biodiversity that feeds them.

Answer the following questions by choosing the correct answer (there may be more than one)

1. Did you know that the average distance young women in rural Asia and Africa have to travel to access water sources is about...?

- a. 2 km.
- b. 6 km.
- c. 10 km.

2. Did you know that this work requires that many children ...

- a. are excluded from the educational system
- b. are exposed to all kinds of violations of their rights
- c. both are correct

3. Did you know that lack of access to water is a direct cause of child malnutrition? According to Unicef, the average number of malnourished children each year is:

- a. 50 million
- b. 100 million
- c. 200 million

ANNEX 3: TEST

4-How many children in the world die every day from diarrheal diseases associated with unsafe drinking water and poor sanitation?

- a. about 1000 children
- b. about 10000 children
- c. about 100 children

5. More than _____ live in areas where there is limited water

- a. 50 million
- b. 2000 million
- c. 300 million

6. In 2019, in impoverished countries , only _____ of health facilities had basic water services

- a. 50%
- b. 10%
- c. 75%

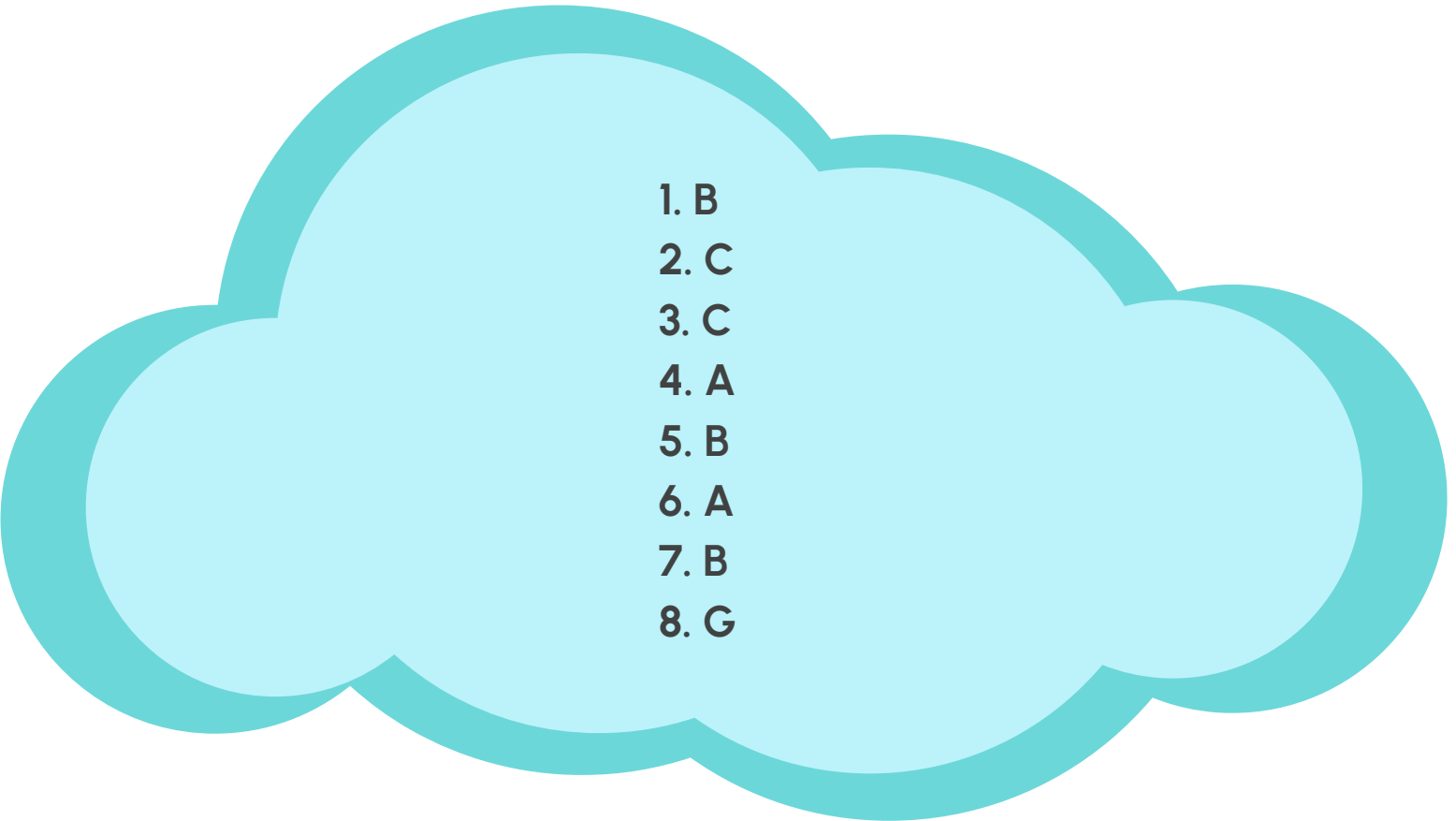
7. _____ of people do not have access to basic sanitation?

- a. 1,3 million
- b. 2,6 million
- c. 3, 8 million

8. In conclusion, which of the following children's rights are violated due to lack of water?

- a. Right to life
- b. Right to food
- c. Right to health and protection
- d. Right to freedom
- e. Right to education
- f. Right to identity
- g. All are correct

ANNEX 3- TEST ANSWERS

- 
1. B
 2. C
 3. C
 4. A
 5. B
 6. A
 7. B
 8. G

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ANNEX 3 - INITIAL SITUATION

We are in Anjiamangirana, in the north of the island of Madagascar. This is a rural village where the main activity is agriculture and farming. The majority of the inhabitants (less than 1000) are school age children.

Unfortunately, not all of these children can go to school, especially girls, because their main task at home is to fetch water.

The nearest well is about 5 kilometers away from the village (a two-hour walk) and they have to make at least two trips to bring all the water needed for the whole family. They do not do this work alone, but are accompanied by their mothers.

A local NGO that works to get all children and youth into school realized that the only way to ensure girls' education is to bring water to the village, and so, together with the community, the NGO decided to build a well.

The school of this little village, which is run by the diocese, cedes a piece of its land to build the well, because if the school has water, the girls will be able to fetch it closer and at the same time study. Furthermore, the presence of water it will also improve the hygiene of the children and the facilities, and eventually create a vegetable garden that will supply the school canteen and ensure a healthy meal for all the students everyday.

But to achieve all this we need to work, are you ready?



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ANNEX 4 - OBJECTIVE TOKENS

girls



girls

You are a group of girls of the village who had to stop going to school when you were 8 years old because you were strong enough to carry water. Every day you walk 2 hours to fetch water and carry it home, and then you cook for the family.

Your goal is to be able to go back to school.



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parents



parents

You are a group of fathers and mothers. The fathers are unemployed and the mothers have to walk 2 hours to fetch water and take it home, and then go to the market to sell. Your economy is not stable and you cannot afford to send your daughters to school.

Your goal is to get a stable job.



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school

Goal 1:
You have
obtained a
school canteen.

Goal 2:
You have secured
2 workers for the
canteen.

Goal 3:
You have
achieved the
installation of a
school garden.

Goal 4:
You have secured
2 workers for the
school garden.

school

You are the administration of the school and you have realized that the girls' attendance at school is deficient because they are in charge of housework. To improve the facilities, you want to install a water well in the school to improve hygiene, but also to have a vegetable garden to ensure one meal a day for the children of the school.

Your goal is to get an agricultural garden and a canteen.



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ngo (charity organization)



NGO

You are a local NGO that works for the development of villages and to ensure the education of children. Seeing the problems in Anjamangirana, you believe that the best solution for the girls to go to school is to have a water well so that they do not have to travel so many kilometers.

Your goal is to build a well.



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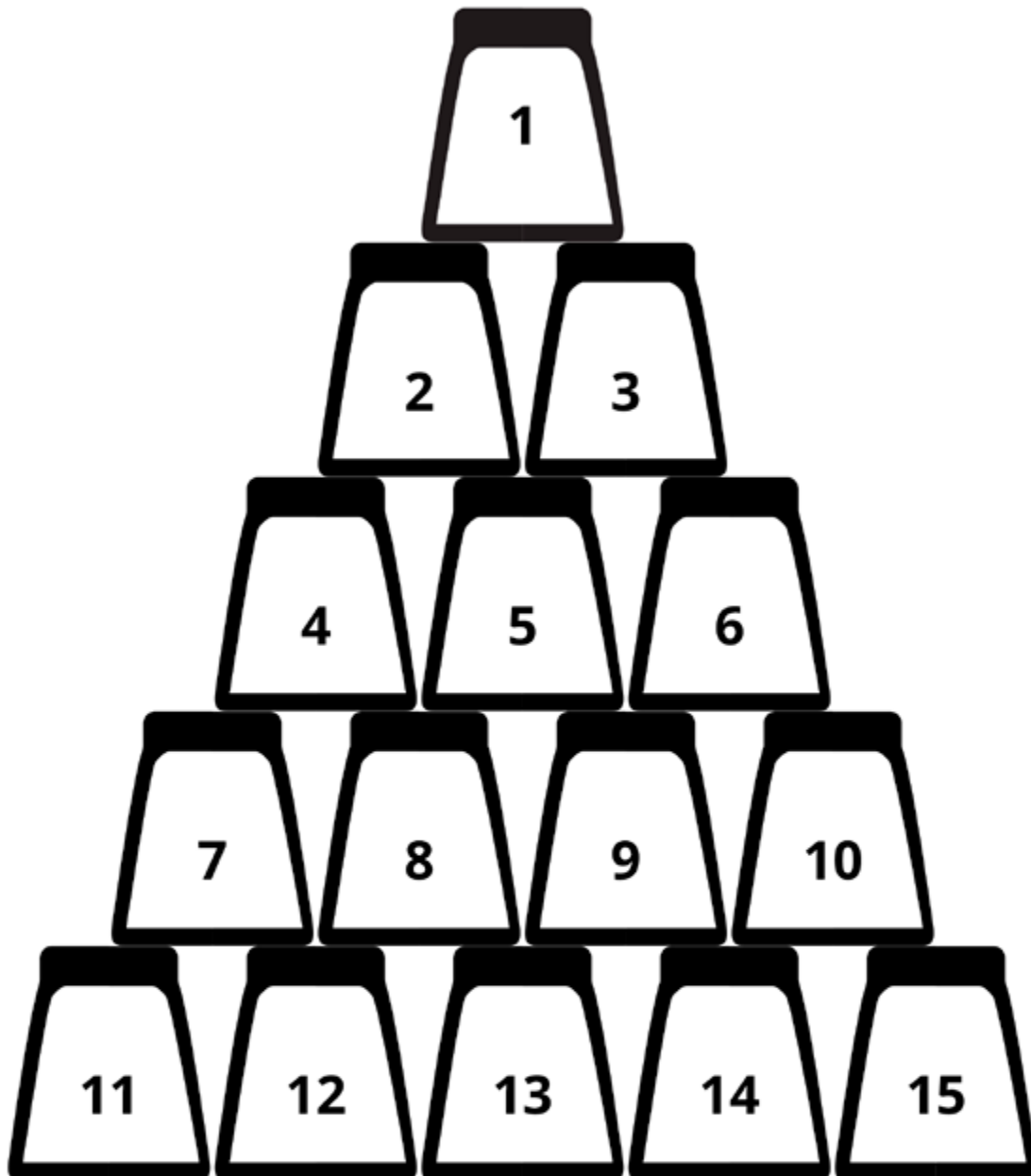
ANNEX 5 -RAINDROPS



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ANNEX 5 -CUPS

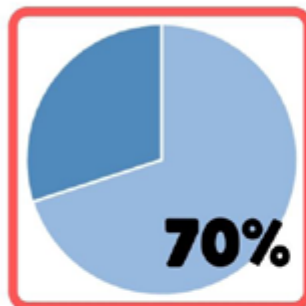


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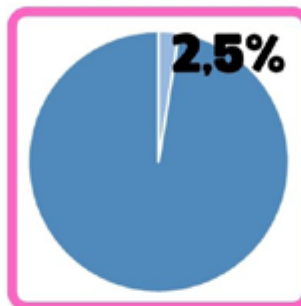
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ANNEX 6 -WATER CONSUMPTION SHEETS

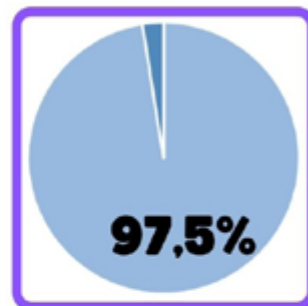
What is the percentage of water on planet Earth?



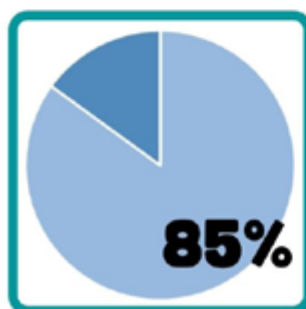
Of all the water on the planet, what percentage is fresh water?



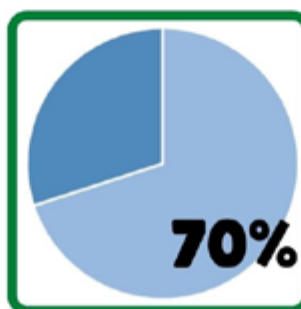
Of all the water on the planet, what percentage is salt water?



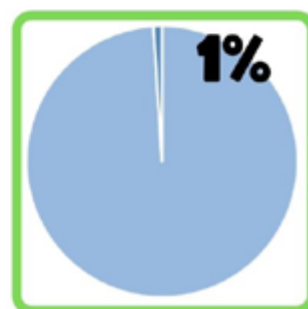
What percentage of the total water is consumed by 12% of the population?



What percentage of fresh water is frozen at the poles?



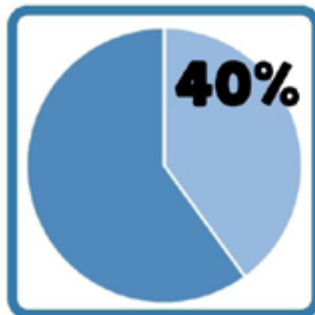
What is the percentage of liquid (not frozen) fresh water available on the entire planet?



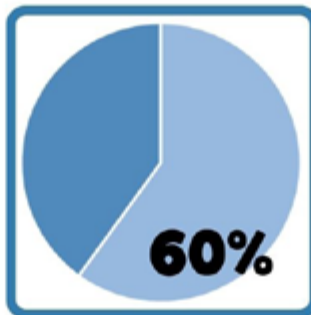
ANNEXES

Course 2022-2023

What percentage of the population lives on the banks of international rivers?



What percentage of the population lives far from rivers and therefore needs the cooperation of countries to have access to drinking water?



What percentage of wastewater ends up in rivers and seas without treatment (i.e. polluting)?

