

WATER IS OUR MOST PRECIOUS RESOURCE

It's in your hand to

Respect it!
Protect it!
Conserve it!

COMPLEMENTARY EDUCATION FROM 12 YEARS ONWARDS





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Course 2022-2023

ACTIVITY 1: WATER, A NECESSARY RESOURCE.

INTRODUCTION AND RATIONALE

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, even though this indicator is used to calculate access to safe drinking water globally, improved water sources are those that separate human and animal consumption and sewage, 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.

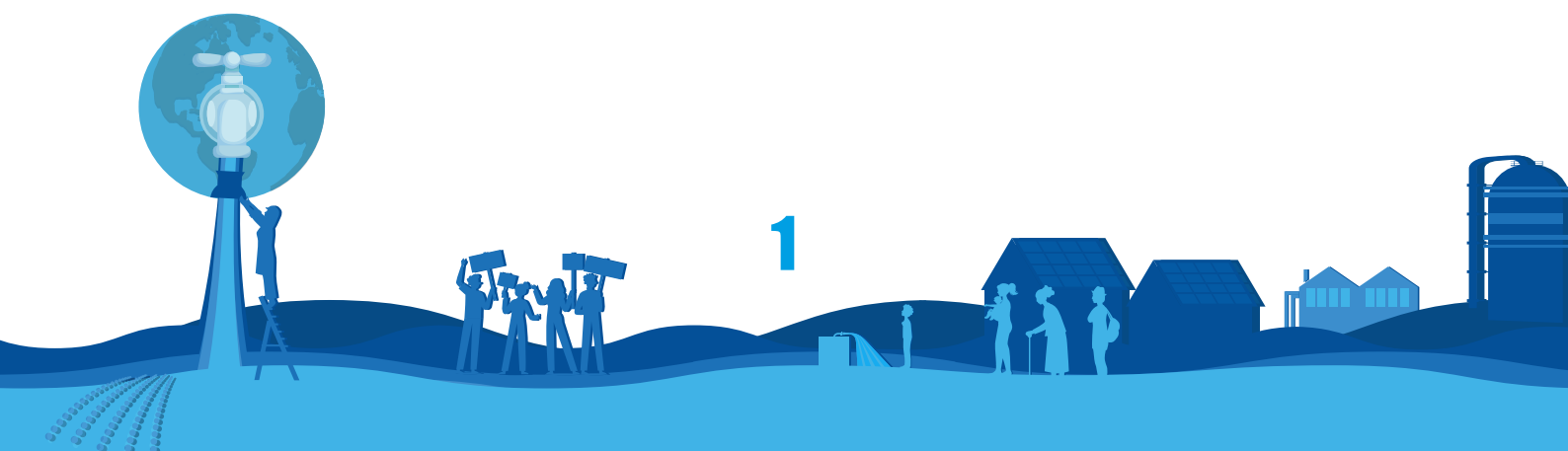
Access to water and sanitation is a universal right that is still not guaranteed. This game aims to show young people the value of water and how the development of peoples depends on it. We took advantage of the activity to present the work done by NGOs in Madagascar, where there are educational projects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

EDUCATIONAL GOALS

- To make the situation in Madagascar known in terms of SDG 6.
- To learn how 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 CARDS
- ANNEX 5 - DROPS / ANNEX 5 -
- Annex 6 - WATER CONSUMPTION CARDS

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

INSTRUCTIONS:

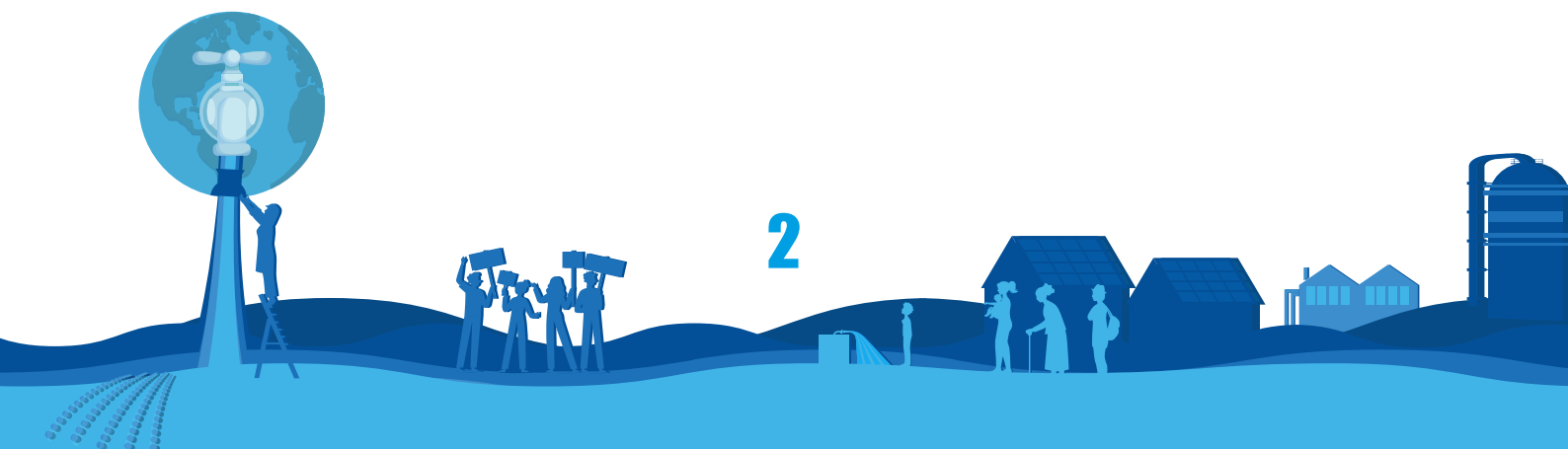
EDUCATIONAL MATERIAL FOR CHILDREN FROM 8 TO 12 YEARS OLD

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

Each group is given a card (Appendix 4 - target cards), on the front side the situation and goal 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 (attachment 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.

TEST:

Desarrollar actitudes de consumo responsable utilizando la reducción y el reciclaje de materiales.

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 they success -

If they success --- This group will achieve its first goal, which is an agricultural training course for adults. This training has been 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 financially 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.

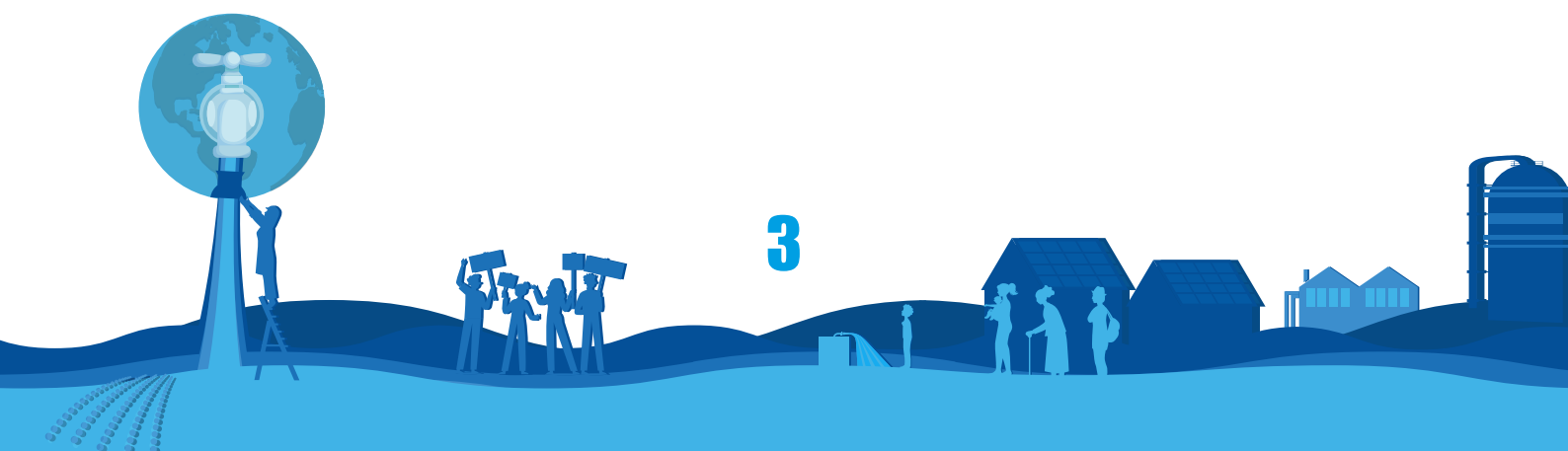
If they do not succeed - They continue without achieving any of the goals.

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. 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.





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If they succeed, but had not accomplished the previous goal – the previous goal 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.

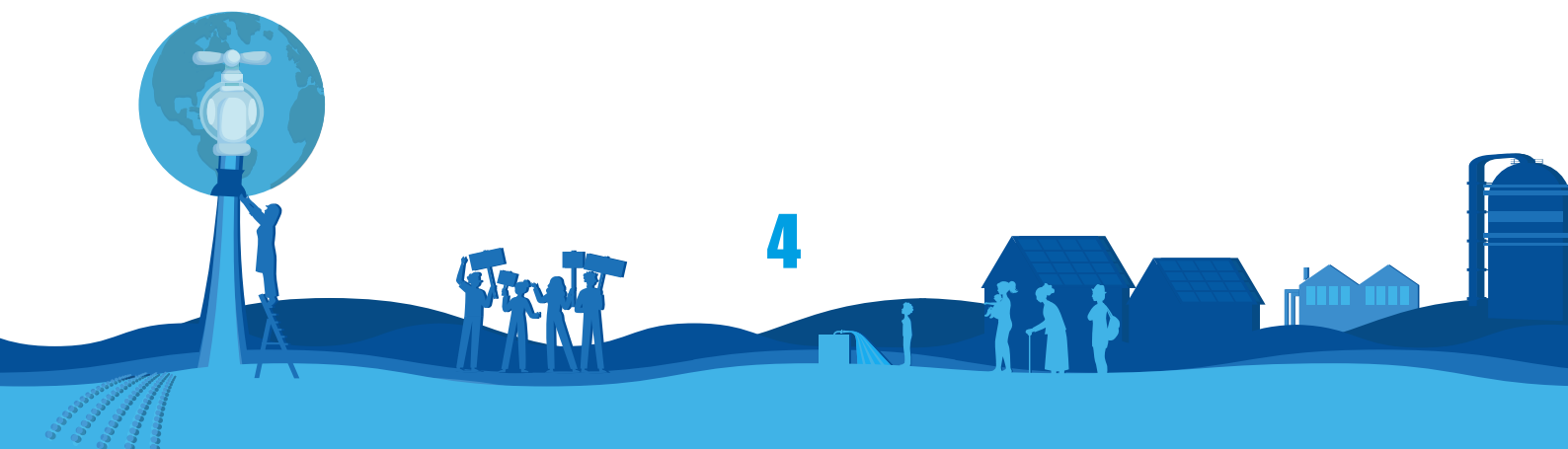
If they succeed, but did not achieve the previous goal – the previous goal is achieved.

SCHOOL: Schools will be given cards (Appendix 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.

If they succeed, but had not accomplished the previous goal – The previous goal is achieved.



CONCLUSIONS:

If you have achieved all 4 objectives: 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 have achieved three of the objectives: not bad.

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

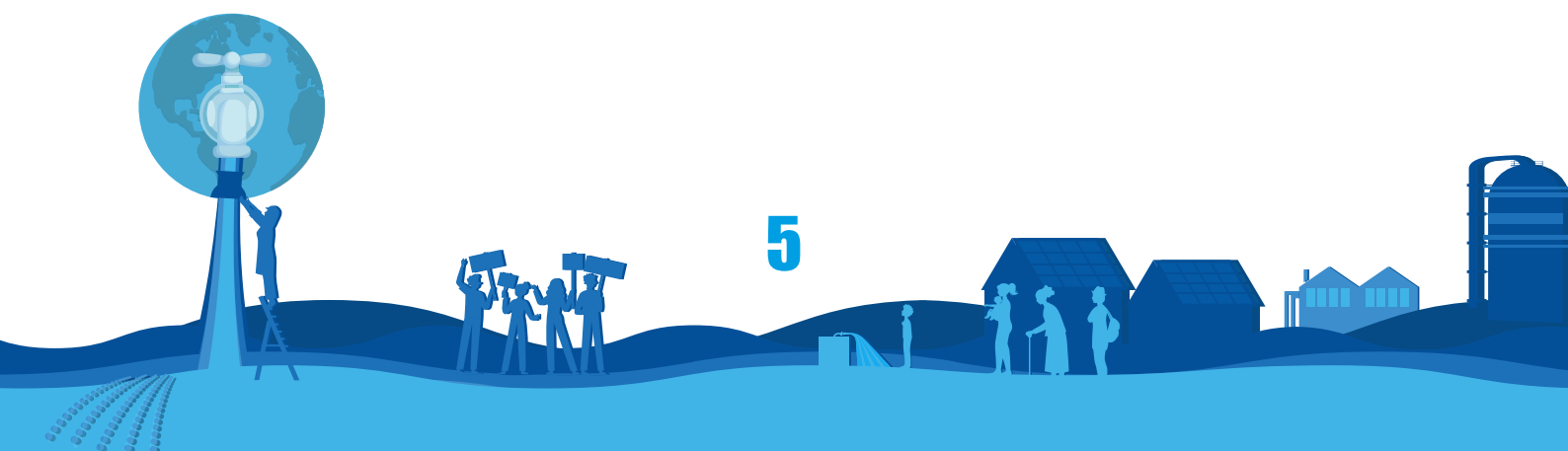
If you have achieved 1 of the goals: you have to keep working.

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 to make a list together, what can you do to optimise your water consumption?

- Reflect on the data of the school's 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.



LINKS PARA CONOCER PROYECTOS SIMILARES:

- <https://www.fundacioproide.org/projectes/madagascar/>

ACTIVITY 2: WATER, A UNIVERSAL GOOD?

INTRODUCTION

Water is almost always present in our daily lives, although this is not the case in all parts of the world. Today, there are still millions of children without access to water, even though it is a universal right. Moreover, there are still many people who think that water is an infinite resource that will never run out. Rich countries consume 12 times more water than poor countries. This activity aims to generate a space for reflection on water consumption, proposing alternatives for change and saving.

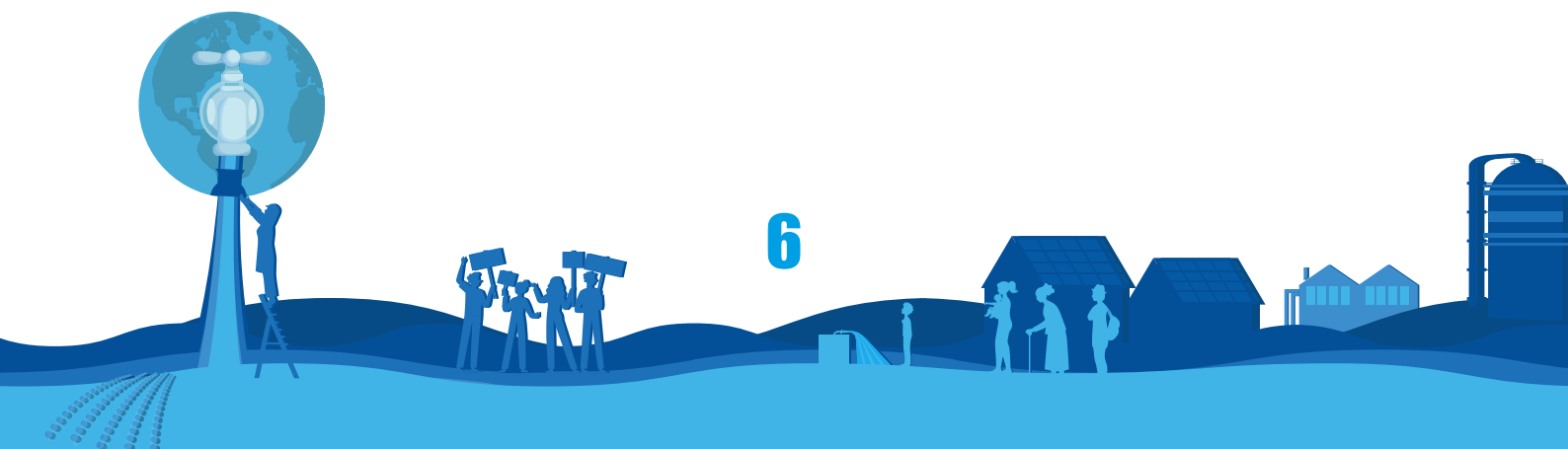
MATERIAL

- Roll of wrapping paper or cardboard
- Markers
- Campaign video: Water, a universal good?

DEVELOPMENT

Before watching the video:

We sit in a circle and make a list on a large sheet of paper of all the times of day when we consume water and how we do it (e.g. brushing our teeth, drinking water, taking a shower...). When we are done, let's imagine what our daily life would be like without running water, and think about what we could do if we ran out of water. Let's make a list.



After watching the video

Review the first list and expand it if necessary.

- Are we aware that there are millions of people in the world who do not have access to running water in or near their homes?
- Does the life you imagined without water resemble the life we saw in the video?
- Do you think our consumption influences the consumption of others?
- Do you think our water consumption affects the sustainability of the planet?
- What facts surprised you most about the video??

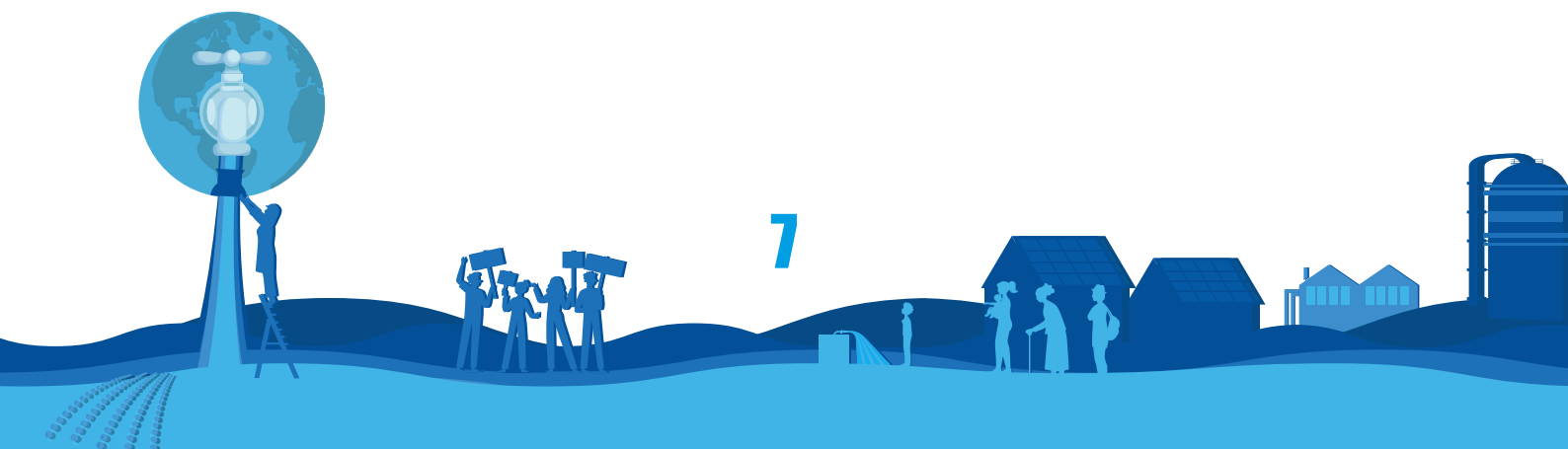
When we are done with the questions, we will take the first list of moments when we use water and try to find solutions to save water at all these moments. From all the solutions, we will create challenges.

Each person in the group will choose a challenge (e.g. a bucket of water collected from the shower, watering plants with cooking water, etc.) and make a video to post it on the organisation's or group's social media and in doing so create an awareness campaign for which they will have to invent a hashtag.

ACTIVIDAD 3: ¿QUÉ SABES DEL AGUA?

We are all more or less aware that our lifestyle, our consumption and our comfort have global consequences, consequences that affect the climate and alter the natural cycle. However, our daily lives do not allow us to stop and think about alternatives, or to see the impact this lifestyle can have in the global north. Sometimes, when we put numbers to these ideas, things become clearer and we are able to better understand the extent to which we are affected by climate change.

To discover these figures, we propose the memory game. Instead of matching pairs, you will find questions and answers.



MATERIAL

Attached memory.

TIME:

45 min.

DEVELOPMENT:

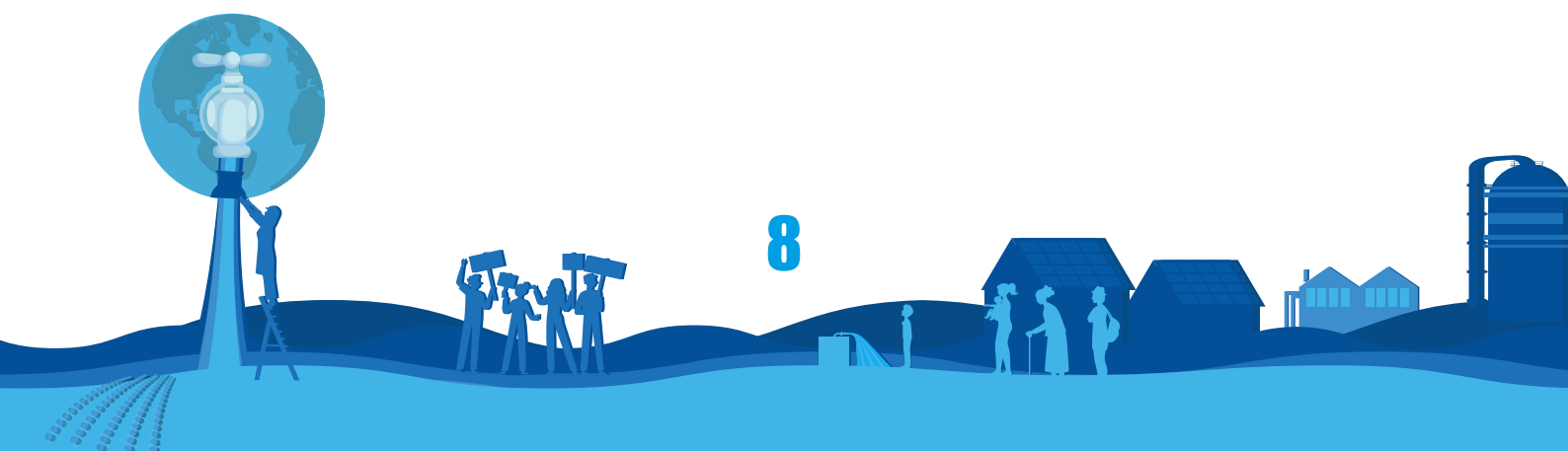
Prepare the game pieces. The questions have a light blue back and the answers are dark blue, so you can distinguish them. To find out if you got the answer right, you have to look at the colour of the frame of the piece when you turn it over.

The development of the game is the usual, finding pairs in turn, but you can adapt it to the reality of your group, playing in groups or individually, and gradually finding pairs.

FINAL REFLECTION

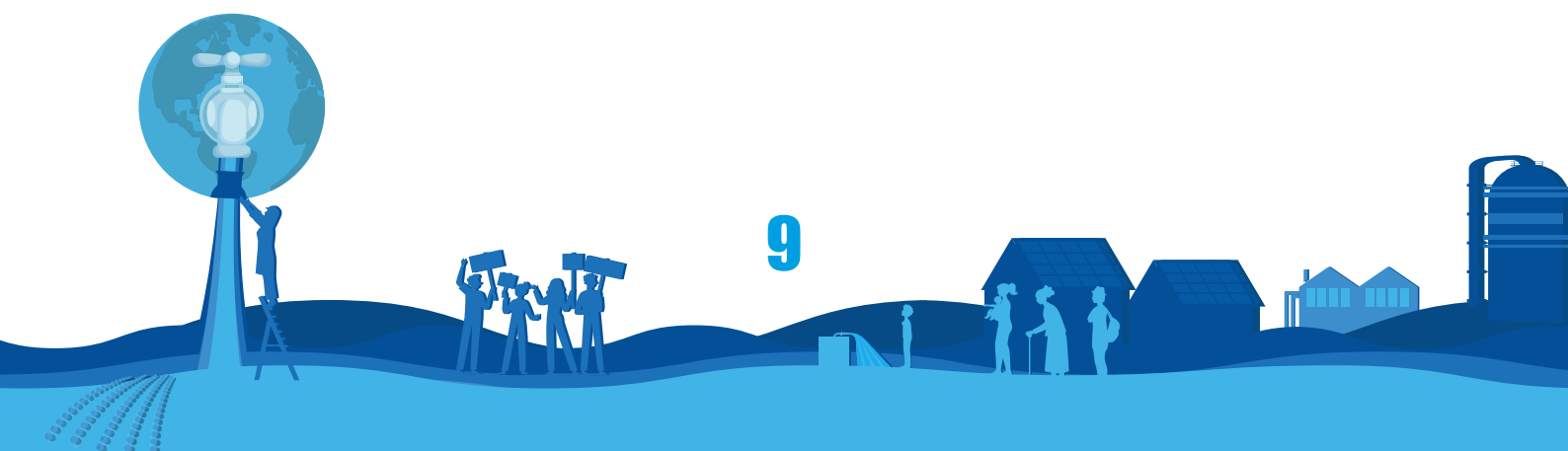
Once all pairs have been discovered, we share them together.

- Which of the following facts caught your attention the most?
- Would you have been able to guess them without the colours?
- Did you know any of these facts?
- What data concern you directly?
- Is there anything we can do to reverse one of these situations?



ANNEX 1

INITIAL SITUATION



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, expecially 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?



ANNEX 2

OBJECTIVE SHEETS



girls

Goal 1:
You have
secured a new
enrollment in
the school.

Goal 2:
You have
achieved that
half of girls
attend school.

Goal 3:
You have
achieved that
3/4 of the girls
attend school.

Goal 4:
You have
achieved that
all girls are in
school..

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.

parents

Goal 1:
You have
achieved
training in
agriculture

Goal 2:
You have gotten
an interview to
work in the
school canteen.

Goal 3:
Half of
parents have
gotten jobs.

Goal 4:
All parents have
jobs

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.

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.

ngo (charity organization)

Goal 1:
You have
submitted the
grant to
construct a
well.

Goal 2:
You have raised
€6000 for the
construction of
the well.

Goal 3:
You have built half
of the well..

Goal 4:
You have finished
the construction
of the well.

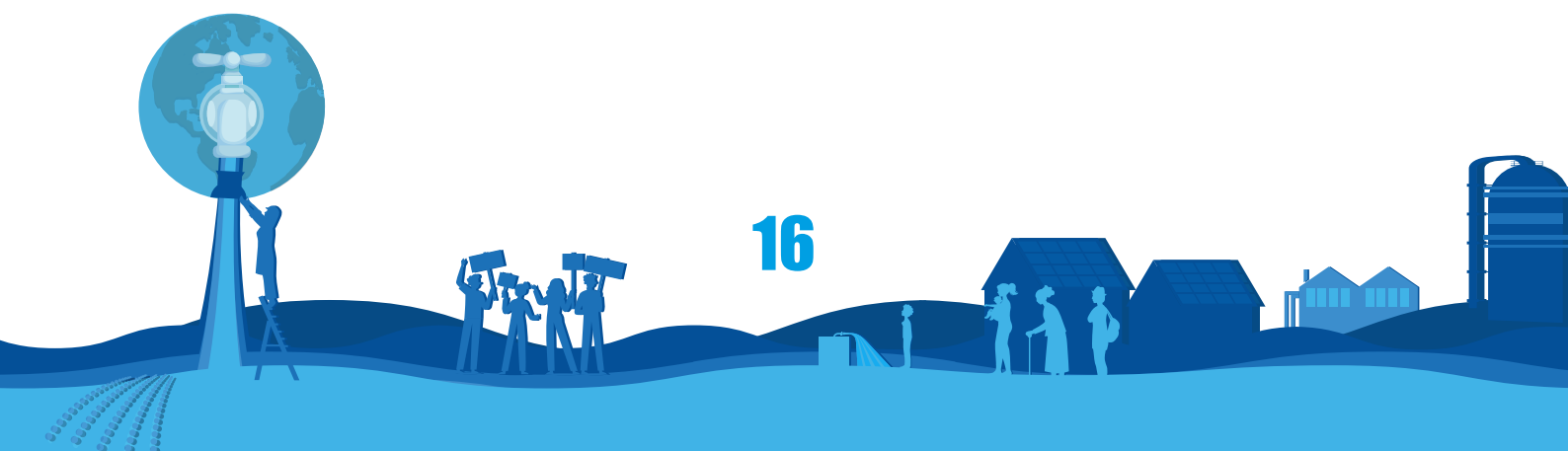
NGO

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.

ANNEX 3

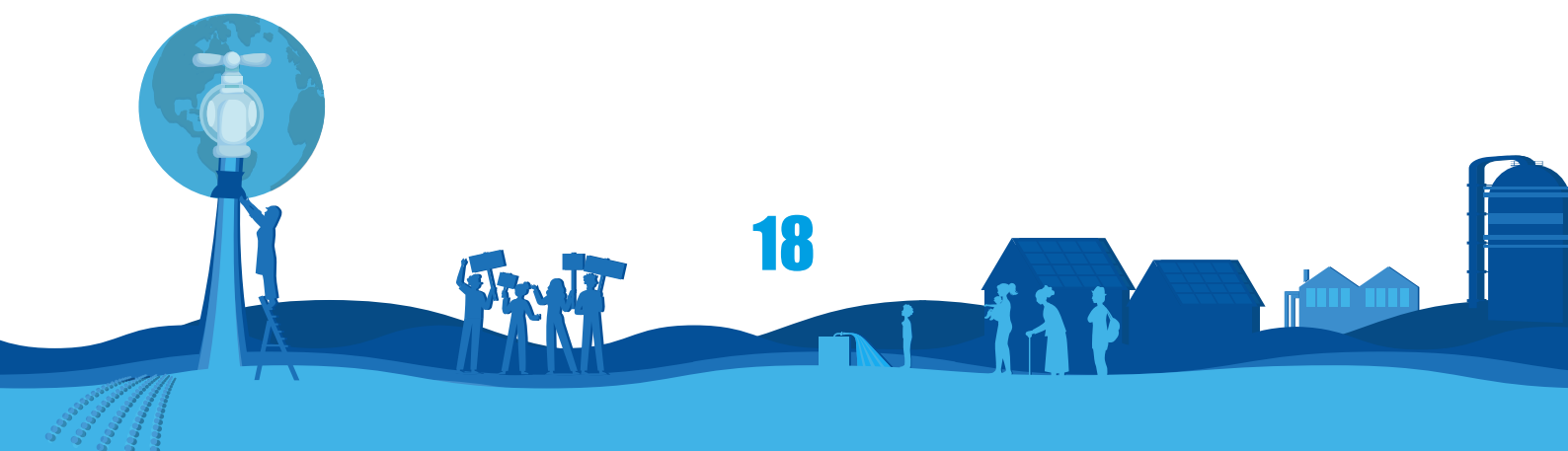
DROPS OF WATER

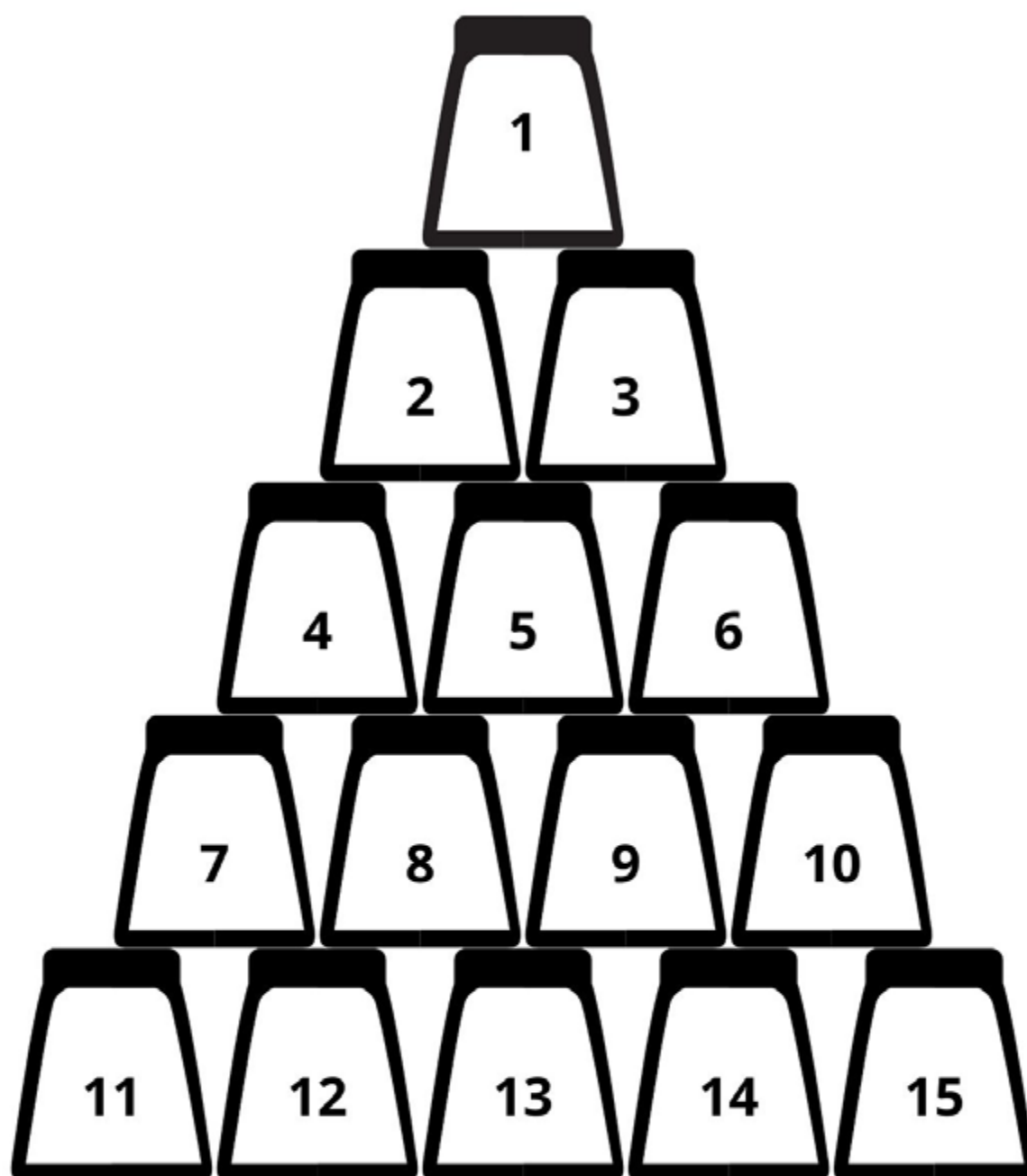




ANNEX 4

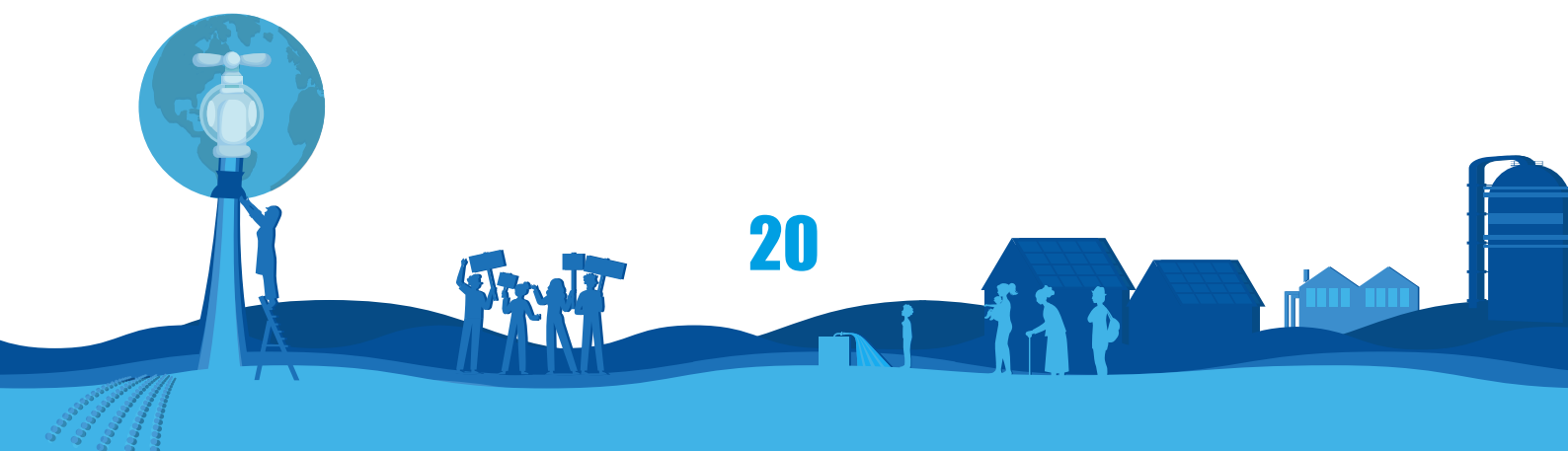
GLASSES





ANNEX 5

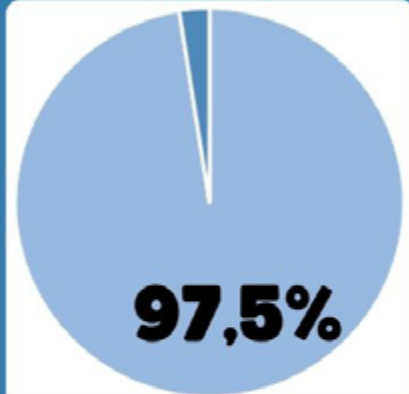
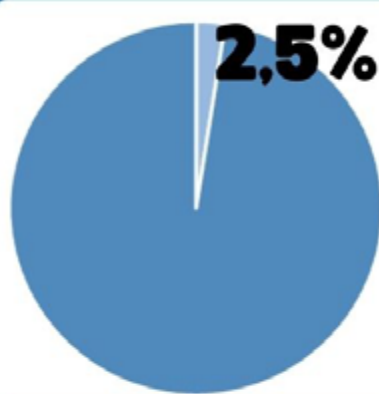
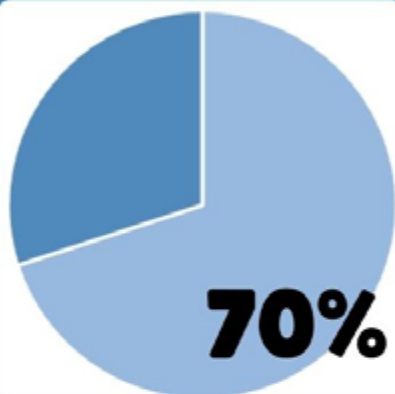
SHEETS



What is the percentage of water on planet Earth?

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

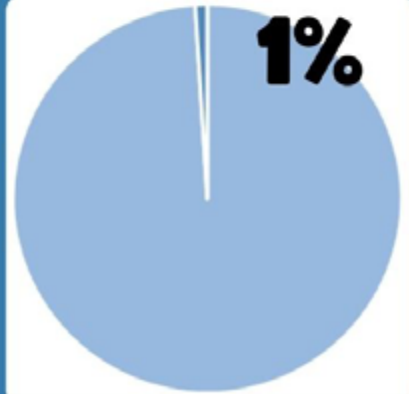
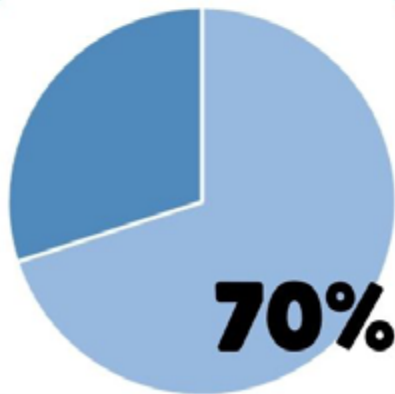
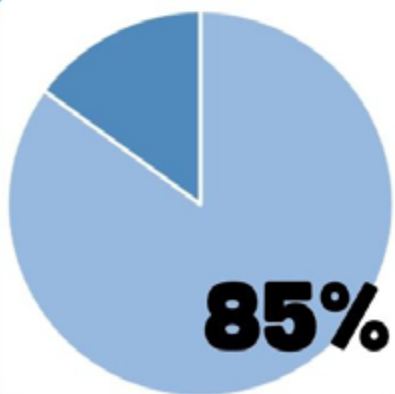
Of all the water on the planet, what percentage is salt water?



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

What percentage of fresh water is frozen at the poles?

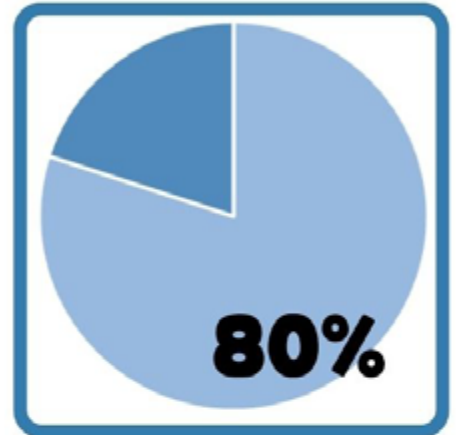
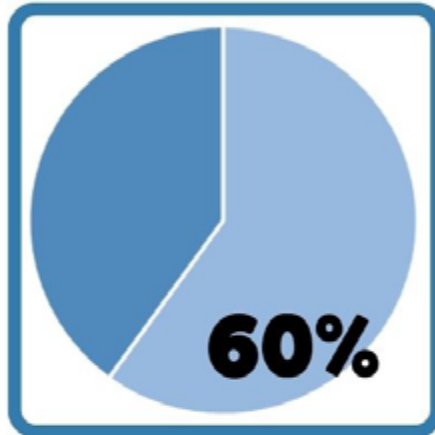
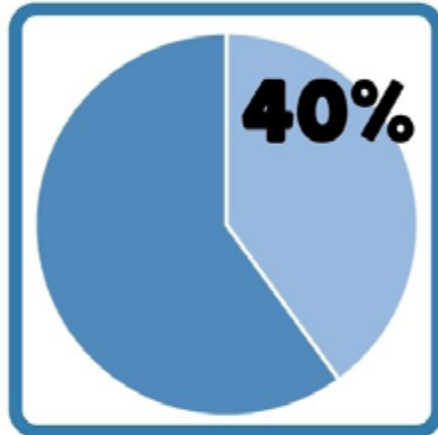
What is the percentage of liquid (not frozen) fresh water available on the entire planet?



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

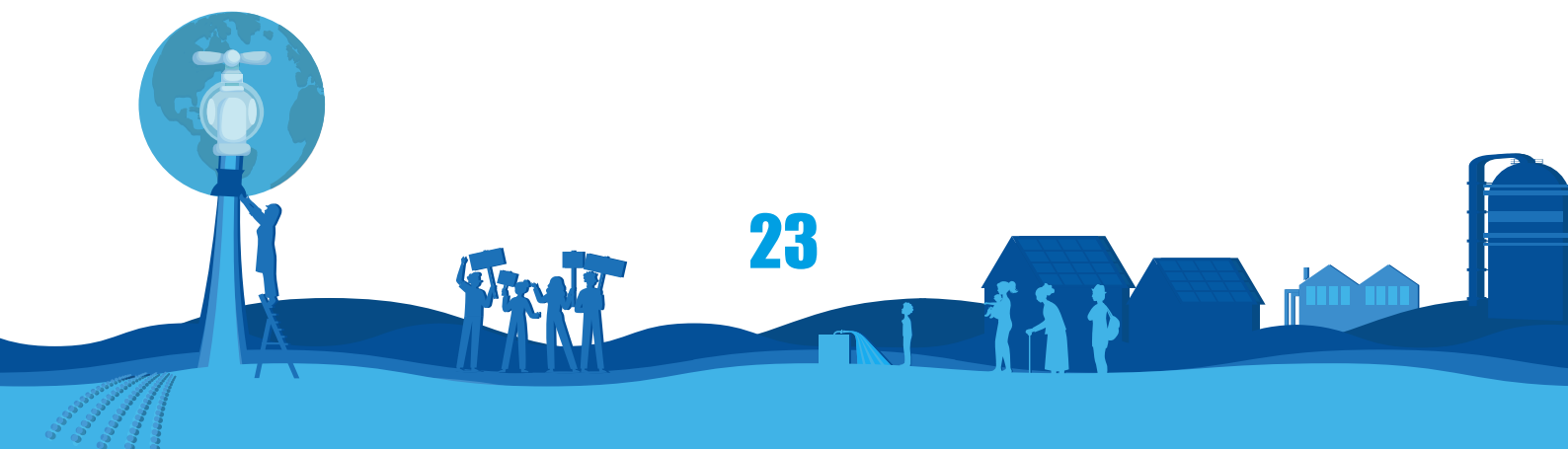
What percentage of the population lives far from rivers and therefore needs the cooperation of countries to have access to drinking water?

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



ANNEX 6

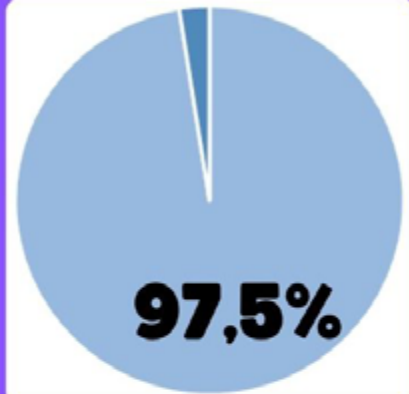
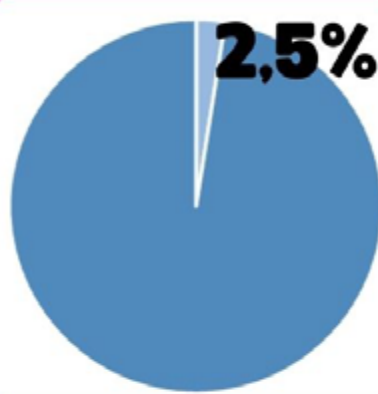
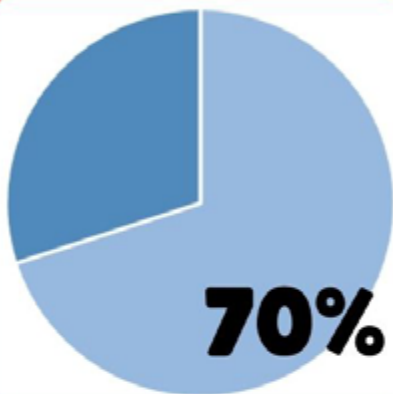
MEMORY



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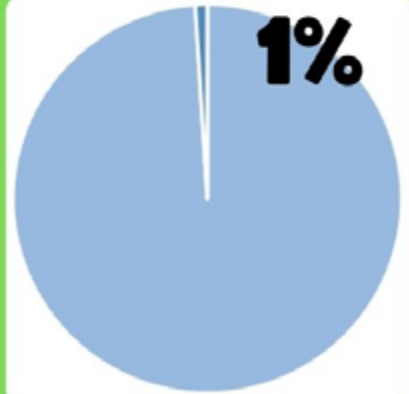
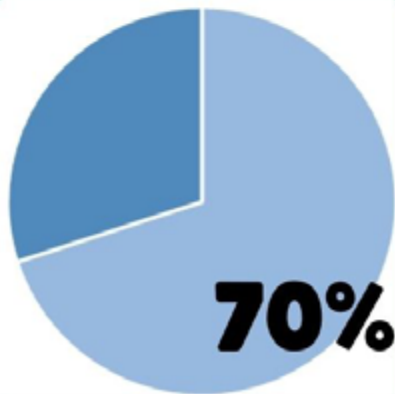
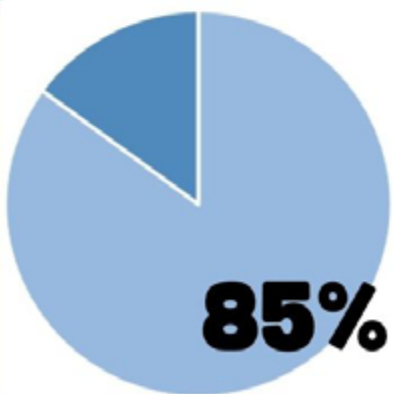
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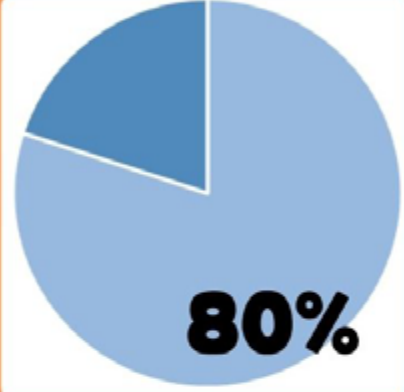
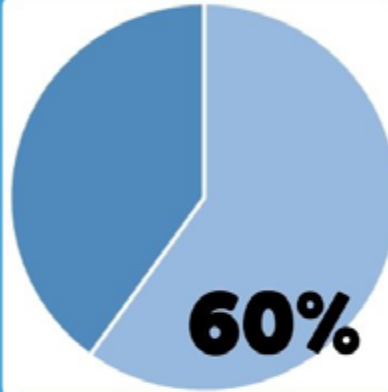
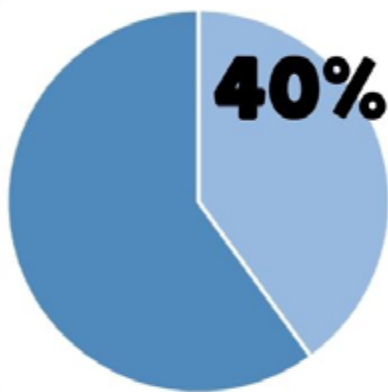
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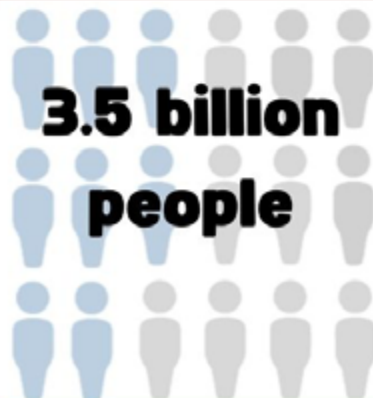
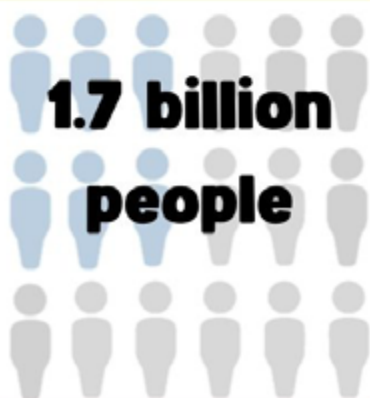
What percentage of wastewater ends up in rivers and seas without treatment (i.e. polluting)?



How many people in the world do not have access to safe drinking water?

How many people fall ill each year due to lack of access to safe drinking water?

How many gallons of water per person per day does the WHO recommend to maintain an adequate standard of living?



**How many
people do not
have access
to a
bathroom?**

**How many
people drink
water from
contaminated
sources?**

**How many children
die each year from
diseases related to
lack of clean water?**

**673 million
people**

**1.8 billion
people**

**800
children**

**How many people
die each year
from diseases
related to lack of
clean water?**

**more than
2 million
people**



¿QUÉ SABES
DEL AGUA?



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A dynamic splash of water droplets and streams, rendered in a light blue color, centered within a square frame.

**¿QUÉ SABES
DEL AGUA?**

A dynamic splash of water droplets and streams, rendered in a darker blue color, centered within a square frame.

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