



Walking for Water — Guide for guest lessons



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Foreword

Walking for Water is a fundraising and awareness-raising concept where school children aged 10-13 walk 6 kilometres, carrying 6 litres of water in a backpack. That's just under 4 miles, and is the average distance that women and girls in developing countries must walk every day, typically carrying 20 litres of water.

Funds are raised by the school children themselves, mainly as donations from friends and family. It's a perfect community initiative to build excitement and engage our youngest generation to help tackle the global water crisis.

The money is used to finance water projects in developing countries, which the kids can then follow through their schoolwork and online. As a preparation for the walk, guest lecturers educate the children about the importance of clean water and adequate sanitation in developing countries. Our March 2009 series of walks raised one million Euro for international water development projects, with low organizational costs.

Walking for Water launched eight years ago, and we've outperformed expectations each year since. From just a few hundred children walking at the first event, 2009 saw 18,000 children from 380 schools walk for water. In 2010, 30,000 children from 640 Dutch schools are expected to participate.

Aqua for All has now opened up Walking for Water, as a concept that can be replicated and improved upon by any organisation around the world that wants to host a Walking for Water event. Groups such as NGOs, municipalities, churches or Rotary Clubs can function as a 'Support Centre', and organise events for one or more schools. Just as exciting, the money raised can now be used to fund live projects through our internet partner Akvo.org, with the children following project updates online, direct from the communities they are helping to transform.

I hope you see the simplicity and power of Walking for Water, and myself and my team look forward to working with all of you as we bring the global water crisis to life amongst children, their families and their friends.

Sjef Ernes, director of Aqua for All.



Introduction

About Walking for Water

Walking for Water is an annual sponsor event which takes place around World Water Day (22 March). Primary school children aged between 10 and 13 walk 6 kilometres with 6 litres of water on their back, as many children in the developing world do on a daily basis. The money raised goes to water projects in developing countries. The walk is also used for educational purposes: drinking water and sanitation are given extra attention in class – including the project to be sponsored – both by the teaching staff and guest speakers.

Guest lesson

You're going to give one or more guest lessons to students aged 10-13, that who are participants of in the "Walking for Water" event. The children participate in three parts of the programme:

- A guest-lesson
- A 6 km walk with 6 litres of water in a backpack
- Collecting money from sponsors, for example family and neighbours

An important goal of Walking for Water is developing the children's understanding about the global problems regarding drinking water and sanitation. The guest lesson plays an important role in this process.

The topics that must be addressed during the guest lesson are:

- The water and sanitation situation in your own country, including the local, regional and national situation
- The water and sanitation situation in developing countries / regions
- Information about the project for which the children will be collecting money
- Informing them of the wider programme, and how they play an important part amongst tens of thousands students participating in the sponsored walk

In this manual you'll gain information and tips that we hope will help you conduct a really successful guest lesson.

Preparation (around late February)

The guest-speaker has a preparatory meeting with a teacher in the school, where the following topics are to be discussed:

- Discuss the planned activities, and make sure these are connected to the program. Are the students used to group-work? If so, make use of it. Allow the children to work in small groups to improve learning and interaction.
- Discuss the size of the group.
- A group should consist of a maximum of 50. Otherwise it will be difficult to give an interactive lesson.
- Which materials will need to be ready (e.g. marker pens, large sheets of paper, monitor, video, computer, beamer).
- Presence of a globe or map.
- Presence of a teacher during the lesson (for greater control).

On the day of the lesson

Bring: a watch to keep an eye on the time, photos, movies, and artefacts related to the region that the children will be collecting for. Ideally, the photos should be at least A4 size.

- Check again if the teacher is present (presence is necessary) and ask about the size of the group again.
- Be on time so you can set up and talk to the teacher.
- Ask the teacher about (sponsor) activities that the group may have come up with. Sometimes this has been discussed or decided upon earlier, and may clash with the end goal.

Characteristics of children aged 10-13

- Their interests and ambition vary widely, from budding rocket scientists to theatre artist.
- The attention span of the children is about 20-30 minutes. Divide the lesson into units of about 20 minutes.
- Don't only explain, but allow the children to complete tasks and think along with you.
- They are often aware of the problems in developing countries (through classes at school) though it often doesn't interest them.
- They can often show interest in stories related to the environment or animals (though boys especially may tend towards articulating interests in computer games).
- They are used to working in groups, though double-check with the teacher beforehand that this is the case.
- They often do not keep silent if someone is speaking to the class.
- They often raise their hand and begin speaking immediately. Clarify in the beginning if you do not wish this to be so.
- Use appropriate language – their vocabulary is still limited.
- Verbal information is remembered badly (about 20%), visual information is slightly better. Working on it themselves, or discussing it / explaining it to each other with personal examples works best.
- The group can be about 25-30 students.

The lesson plan

Introduction

- Introduce yourself clearly. Explain your relationship with Walking for Water.
- Explain what you will be doing, and how you will structure the lesson.

Tip: a catchy opening phrase will help to secure the attention. For example say “hello” in the language of the country, or wear a clothing-item (headdress / scarf).

Tip: Keep the story short and to the point, with less theory and much use of examples (possibly supported by visual material).

Type of guest lesson

Make a choice of the type of lesson you want to provide:

1. Project lesson – Guest lesson regarding the chosen project
2. Water-themed lesson – A water specialist speaking on the issue

Type 1 – Project lesson

5 min.	Introduction
10-15 min.	The project (use photos, movies etc.)
10-15 min.	The problem – Water-stress (listening and reacting), situation in the country
10-15 min.	Exercise/ solutions (discussions)
5-7 min.	Millennium development goals, Walking for Water, sponsor-activities.
	Rounding up

Type 2 – Water-lesson

5 min	Introduction
10 min	Group discussion
30 min	Water-situation in the country (discussion, with time for reactions)
	Water-stress (listening and reacting). How do people get water in that situation?
	Walking for Water program (action)
5-7 min	Millennium development goals, Walking for Water, sponsor-activities
	Rounding up

General facts about the country in which the sponsored project takes place

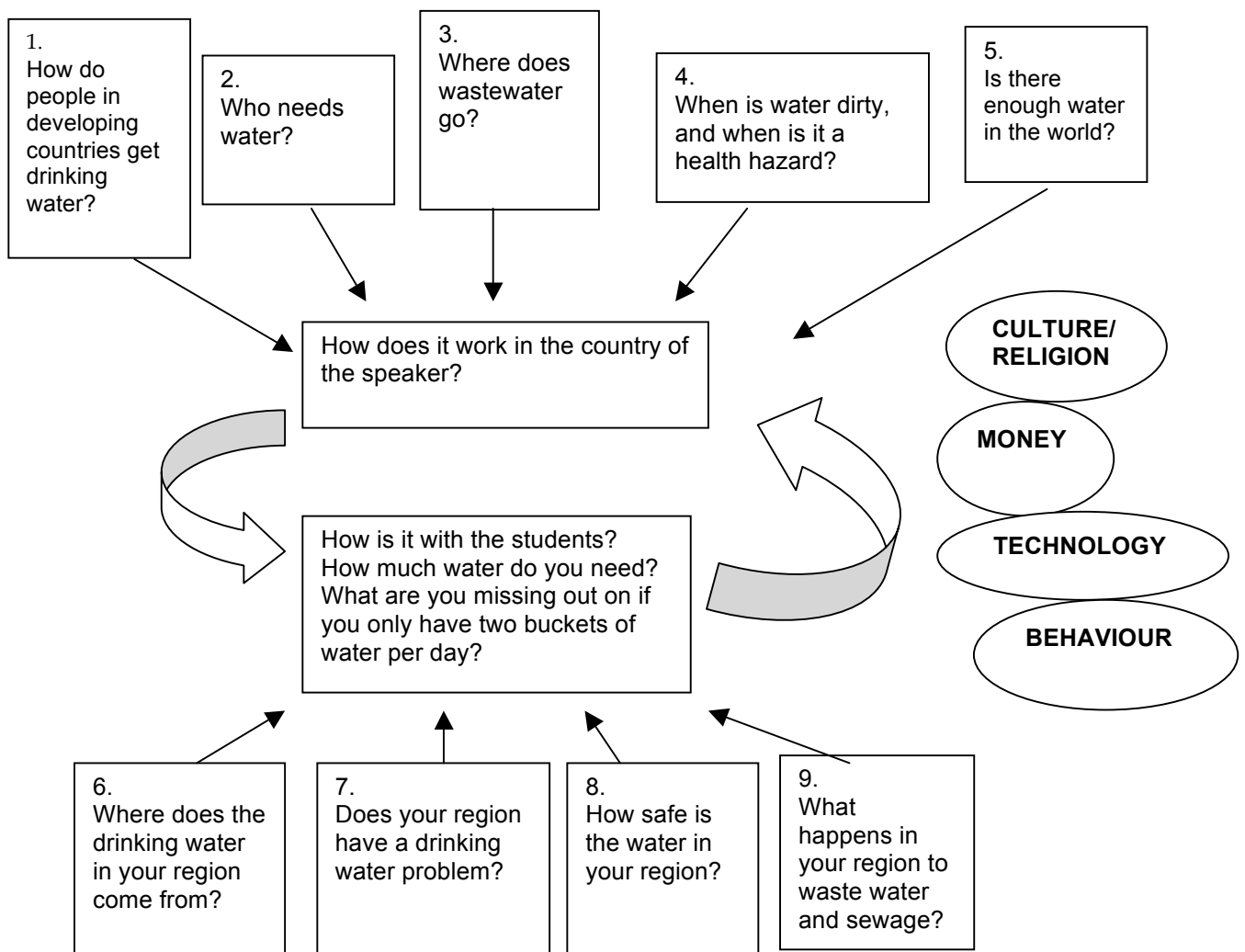
Collect fun, interesting facts about the project and the country itself. For example about the size (compared to their own country), average life-expectancy, capital city, number of inhabitants of the affected village / city / country, the languages spoken, access to water etc. These facts can often be found on the Internet.

Basic information

Exercises

- When assigning the exercises, make sure to give a time limit. It's better to stop when 75% have finished, than waiting for the last ones to finish while the rest fidget and get restless, meaning order will break down.
- Do not hand out things yourself but remain standing in front of the class. Children are used to handing out things for the teacher, or ask the teacher to help. If everything is going smoothly with the lesson, then you can relax and sit on or at a desk.
- Integrating a mild competitive element can work well, but shouldn't be a goal in itself (bring a small prize, or discuss an appropriate prize with the teacher)

Water as key to reducing poverty



Subjects

Explain the difference between your country and the developing countries in terms of the origin of drinking water. Here below you see an example of the situation in the Netherlands.

Example: Situation in the Netherlands

Basic information:

In the Netherlands there is enough water to provide us all with drinking water. There is groundwater and surface water. Who knows the difference? About two-thirds of the drinking water comes from rainwater (rainwater that disappears into the ground). A third originates from surface water from the Rhine and the Maas. Before water is drinkable, it must be purified.

<Explanation about water purification (guest speakers with a background in water purification can tell something about the water purification company. Tip: keep it simple)>

The groundwater in the Netherlands is of good quality, so simple purification techniques are often sufficient. Surface water is more polluted, amongst other reasons because dangerous chemicals are released in the water. This water needs to be more extensively purified. First the water is let into large storage tanks. Certain impurities sink to the bottom. This process is called "pre-purification". After about 6 months another pre-purification follows in the water company. Then that the water is pumped into the dunes through a pipe system. The dunes work as a gigantic filter. After about two months, the water is ready for drinking in the Netherlands.

Questions that are often addressed in the guest lesson

1. **Where does the drinking water of the students originate?**
 - The water supply company ... uses groundwater in ... , with deep wells and / or purified surface water from the Rhine, Maas, Waal, IJssel, IJsselmeer, with or without passing through the dunes, the river bank etc.
 - The groundwater beneath ... that is used, is thousands of years old
 - Etc.
2. **Does ... also have water problems?**
 - Nature and drought
 - Water requirements of industries along the rivers
 - Pollution of the Maas, Waal en Rhine by neighbours and by ourselves
 - The problems of sandy soil
 - The efforts by nature protection areas such as Biesbosch, the storage tanks along the Maas, the dunes...
 - Etc.
3. **How safe (and nice) is the drinking water in ...?**
 - The groundwater has no harmful viruses and by treating it carefully it remains free of bacteria and viruses.
 - The water contains little calcium, and is therefore soft.
 - Cold water always tastes better.
 - When you open the tap, out flows clean, fresh and good water. Always.
4. **What happens with the sewage and waste water in ...?**
 - There are ... water authorities in the region ... that treat the sewage water collected by the municipalities in wastewater treatment installations, before it is released into the rivers.
 - The municipality is held responsible for the sewage.
 - Rainwater does not belong in the sewage. Where does it belong? Who owns the rain?

The situation in the 'project' country

Basic information

In developing countries there is also groundwater and surface water but because of irregular rainfall the population often has to make do with small, temporary streams of water. To collect this, people often have to walk several kilometres across the countryside. Often women and children collect the water from rivers, canals, sources or wells. Contrary to in the Netherlands the water is not purified before drinking. In fact, humans and animals further pollute the water by urinating and defecating in it. This water is often contaminated.

5. How do people in developing countries access their water?

- Groundwater pumps draw shallow water, with a bucket or hand pump
- Deep wells with windmill pumps or diesel-powered pumps
- From the river, near the bank
- Lakes and ponds
- Rainwater, water originating in the mountains
- Distribution via water-vendors with donkey-carts, buckets, tank-wagons
- Water-refugees, people in search of water, nomads, victims of drought

6. Who needs water?

- People – to drink and cook food
- Cleaning (clothes, house, shower, hand washing)
- Agriculture, keeping livestock, growing vegetables, plantations, greenhouses
- Industry, slaughterhouses, chemical industry, food industry
- Fishermen
- Recreation, tourism (tourists on average consume 4x more water than they do at home), sport
- Nature, animals
- Hospitals, schools, buildings
- Energy centres
- To produce one steak, it takes 250 buckets of water
- War about water, fighting about water, problems with dams. Who is most important? Who gets water first?
- At this moment 1.2 billion people (one in five) do not have access to safe drinking water

Wastewater

Simply providing clean water to drink will not ensure the health of children. In Africa especially, a lot of children do not have access to a toilet and clean water with which to wash their hands, not even at schools. It is often dirty around the schools, because students need to urinate and defecate in bushes. A lot of children get sick this way, and it is very dangerous. That is why a lot of children do not go to school. With the money we make latrines for these children to have safe sanitation.

Question

Who has ever used a latrine? Show a photo of a latrine.

- Latrines, chamber pots
- It flows away through open sewers and streams of rainwater
- Un-purified, it flows into rivers, brooks and lakes
- Industry releases untreated waste water
- It ends up in the sea where fish and coral are destroyed
- WC stands for Water Closet (a pot through which water flows and flushes away faeces), popularised by an Englishman more than 100 years ago. The Chinese however, had invented it more than 2,000 years ago. What would it have been called?
- Polluted water conveys diseases (malaria, diarrhoea), infections (cholera, typhus, dysentery) and destroys nature. Some types of pollution do not break down and enter the food chain (fish, grass, plants, water). Every day 6000 children die because of unsafe water, which is like 12 Jumbo Jets crashing every day.

7. When is water dirty, and when is it unhealthy?

- Rainwater is dirty, turbid, gray, warm and does not taste good but it is healthy.
- Clear water that contains bacteria tastes good and is clean, but is very unhealthy.
- Swimming pool water is dirty and tastes like chlorine, but it is safe.
- A closed well has very healthy and reliable drinking water.
- A well to which people and animals have access is dirty and unhealthy.
- Water from the river is unsafe, even the clean, unclouded upper layer of the water.
- Bacteria and viruses, chemicals and solvents are not visible but very unhealthy. Particles such as calcium, small animals in the water, dust and sand are unappetizing, but not unhealthy.
- A water filter that is not regularly cleaned becomes a source of dirt and is unhealthy and dirty.
- A water source near a place where faeces are dumped in the ground is very unhealthy.

Hygiene

Adults and children need to know that good hygiene practices are very important. For Example washing hands after using the latrine and before eating to kill bacteria. Washing hands reduces the chance of getting diarrhoea.

Children like to talk about what they learned at school. In developing countries we make use of this so that brothers, sisters, friends and parents will be informed and develop the same practices.

Question

How do you make sure that you maintain hygiene?

Brush your teeth (twice a day), wash your hands when you get home, comb your hair, cut your nails and shower or wash everyday.

8. Is there enough water in the world?

- 70% of the Earth's surface is water, but it is all salty water. Less than 3% is fresh water, but most of that is frozen in ice in the north and south poles, and on the mountaintops as glaciers. So we need to be economical and careful to protect the water we have.
- Water is unequally divided. The worst places are the dry / desert areas in North Africa and the Middle East, regions that contain a twentieth of the world's population.
- Sun and rain are also unequally divided. In Africa there is 3x more rainfall than the Netherlands, but in the Netherlands it rains very often, whereas in parts of Africa it may only rain twice a year.
- Rivers that flow through several countries often cause fights. The country at the end gets all the junk and pollution, but possibly not enough water. This is one of the most important water problems that world leaders are trying to solve today.
- Who owns the rainwater? It comes from above, and if it is too little it gets caught and gets an owner. If it is too much nobody wants it and it keeps getting given to others.
- Can we make fresh water from salty water? Yes, it is expensive but it has been possible for 40 years.

Water usage

Clean water in the Netherlands is a given. If you open a tap in the Netherlands it is assumed that clean water comes out. We use clean drinking water to keep ourselves and our environment clean. We use water for almost everything we produce. Because we can always access water we use a lot. We can take longer showers, use the garden hose, or even fill up a big swimming pool in the garden. In the Netherlands we use more than 135 litres a day. In the USA the average person uses even more – about 700 litres. The most water is used when showering or taking a bath. But using the washing machine and flushing the toilet use a lot of water too.

Question

In the Netherlands **everyone** can easily access clean drinking water. What percentage **cannot** do that in Africa? Ask children to raise their hands if they think they know the answer.

Answer

38% – 300 million people – in Africa do not have access to clean drinking water. They use polluted water from rivers, lakes and unprotected water sources that cause all kinds of diseases.

Exercise

Allow children to calculate how much water they use. Write the activities on the blackboard or flip-board (best is to write it beforehand and cover it till this moment). Allow children to come to the board to write down how many litres they think each activity needs

- How often do you go to the toilet? 4 litres for number 1, and 6-9 litres for number 2
- Does the school have water-saving toilets?
- How much water is needed to cook and drink? 5 litres
- To wash the dishes? 5 litres
- Brush your teeth? 2 litres
- Wash your hands? 1 litre
- Take a shower? 50 litres
- Washing clothes, sport, biking, playing
- Washing the car with the garden hose? 150 litres
- Cleaning up? 20 litres?
- Brushing teeth, washing hands, showering, taking a bath
- Other stuff? (Changing aquarium water, changing pool water at home, leaking taps etc.)

<See the pie chart on the last page>

2. Water scarcity

To live decently everybody needs about 80 litres of water per day. Three quarters of the world population has no more than 50 litres per day. In some countries people need to manage with a few litres of water per day.

Exercise

Give the children 2 buckets of water and ask them to place themselves in the shoes of someone in a developing country, for example the country that the speaker knows well. What would you stop doing? How economical can you be?

3. Looking at Photos

Exercise

Give the children (in small groups that were already formed) photos of A4 size on which there is a lot to see. Let them look and present what they all see and what it can mean.

Millennium development goals

In 2000, 189 countries agreed that in 2015 things would look better. They decided upon 8 concrete goals on paper to help solve the problems of poverty, disease and starvation, called the Millennium Development Goals.

Possibly ask: who knows what the goals are?

1. Less poverty
2. Everyone goes to school
3. Gender equality
4. Lower child mortality
5. Healthy mothers
6. Less life threatening diseases
7. Clean drinking water
8. Fair trade and medicines

With the money that the children collect for Walking for Water we help to accomplish goal number 7 (clean drinking water). Goal 7 states that the amount of people without clean and safe drinking water should have halved in 2015 compared to the number in 1990.

Rounding up

You now know more about the water problems people face in developing countries. By participating for Walking for Water you help solve a part of the problems.

Looking for Sponsors

This section contains additional advice that you may want to provide to the children to help them raise funds for their walk. First discuss this area with the teacher – the school may already have a specific plan / set of advice or may already have briefed the children.

Indicate the importance of looking for sponsors to support the project, try and get the children excited and enthusiastic.

Task:

Make the goal concrete

Building 1 toilet / pump costs xx How much do you think you can raise with the school / group. This means you can raise enough for xx pumps and toilets. (ask your support centre)

(For the calculations you can assume that each child will raise 30 Euro / 43 dollars).

How do the children find sponsors?

In the immediate surroundings – for example parents, neighbours and acquaintances that can sponsor them for walking 6 km. But BE CAREFUL – this is not a collection. The child can only ask people he/she knows.

From experience we know that a child will collect an average of 30 Euro (43 dollars) with the walk. Underneath are some suggestions to raise this much, or more.

- Return bottles to collect deposit
- Ask grandma, grandpa, aunts, uncles, neighbours and friends of your parents to help
- Let your parents take the sponsor form to their office and ask colleagues to help
- Go around with sponsor forms during a relative's birthday party
- Save your pocket money
- Make and sell something, for example bake cakes
- Ask the parents of children in different forms / classes to sponsor you
- Do jobs like sweeping the street, washing cars or running errands
- Write a piece in the school newspaper asking people to sponsor your class
- Write a piece for the local newspaper asking people to sponsor your class

- Organise a yard sale at school

Sponsor-form

With the sponsor form the sponsors (the people supporting your walk) can sign up. After the sponsored walk the children need to collect money from the sponsors and give it to the school. If you like, one of your parents can come along to collect the money (in the past parents have expressed that they feel uncomfortable about their children walking alone with large sums of money). The school will give the money to the support centre noting the project and name of the school.

Disposal of water and bottles

At the end of each walking route there is as possibility to empty the PET bottles. In this manner the water is returned to the cycle of nature. Disposal of bottles should be taken very seriously, too, as 6 x 1 litre bottles x 30,000 children is 180,000 plastic bottles. Discuss with the teachers whether the bottles can be used in the school, for instance to water the plants, to drink, to empty into the toilets. Some support centres choose to fill the water bottles with water from a lake or pond.

Walk

Name the date, place and time of the walk

<For guest lecturer>

Explanation Walking for Water

What is Walking for Water?

Walking for water is a sponsored walk for children aged 10-13 from primary school. Children walk for 6 kilometres with a backpack in which there is 6 litres of water. The backpack will be received from Walking for Water, and they can keep it after the walk. The goals behind the sponsored walk are that they experience and develop understanding of practices that people go through in developing countries and raise funds for real water projects in those regions.

Where does Walking for Water take place?

Walks are being organised all over the country. Walking routes are selected by support centres in many locations. Some schools choose to walk without a support centre, or select the route themselves.

When does Walking for Water take place?

Walking for Water will take place during the week that World Water Day (22nd March). World Water Day is a global event that highlights the global water crisis. The initiative grew out of the 1992 United Nations Conference on Environment and Development (UNCED) in Rio de Janeiro.

The United Nations General Assembly designated 22 March of each year as the World Day for Water, to be observed starting in 1993. States were invited to devote the Day to implement the UN recommendations in chapter 18 (Fresh Water Resources) of Agenda 21, and set up concrete local activities.

How many litres of water do we use everyday?

