

Teacher's Note: The 20 litre challenge

Suggested Activity Outline

1. Ask students to think about and add up how many taps there are in their home and garden. Remind them to consider places where they could access water from, like bath taps, showers, and the laundry.
2. Show students the film clip *The 20 litre challenge: Suzy versus Anyaka* (1 min 05 sec). The film clip is available on the Get Connected: Water in the world DVD or online on the Get Connected: Water in the world webpage at worldvision.com.au/schoolresources.
3. Ask students to complete the first part of the *20 litre challenge* (p 14-15) worksheet and questions (i) and (ii). The worksheet is available to download on the Get Connected: Water in the world webpage at worldvision.com.au/schoolresources.

Note: the worksheet references a graph on page 5 of Get Connected: Water in the world. The graph shows the basic daily water needs for one person. The total equals 50 litres per person, per day. This is roughly portioned out at 20 litres for hygiene; 15 litres for bathing; 10 litres for food preparation; and 5 litres for drinking.

Students are asked to multiply the number of people in their family by 50 litres per person in order to work out how many litres of water would be required by their family as a whole in order to have the basic recommended amount per person, per day.

If they had to walk to and from a well, and it takes one hour for the return trip, and they can only carry 20 litres of water per trip, students are asked to work out how many trips they would need to make, how many hours per day they would have to spend collecting water in order to obtain the required amount for their family.

4. Students are likely to find that the number of hours it takes for one person to collect water in order to have 50 litres of water per person per day is excessive and unrealistic. For example, in a family of four people it would take one person 10 hours to collect 200 litres of water.

Ask students to brainstorm some options for how they could reduce the amount of time spent collecting water from the well. For example: have other people help them collect the water; if the route allows and their family has enough money they could use a bicycle, cart or animal to help carry additional water per trip; their family is also likely to try to use less water per person per day.

5. Ask students to complete questions (iii) and (iv) re the potential impacts that walking this distance to collect and carry water could have on their health, and their education. For example, the physical impact on their arms, head, neck, shoulders, legs and feet from lifting and carrying the water; the potential risks on the journey; the potential health impacts from not having daily access to sufficient safe water; the time taken collecting water reduces the time available for rest and play; it can also interfere with going to school and being able to complete an education.