



Anatercia (12) collects water from the community water tap near her house in Mozambique.
Photo: Emidio Josine

WATER WALK

What's it like to live without easy access to clean water?

A simulation game for Years 3–8

Includes background information and activities



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Introduction



Water is one of the world's most valuable and abundant resources. Yet, water scarcity exists in many countries and is a growing threat to millions of people around the world. Around the world, over 2.2 billion people do not have access to safe drinking water while over 40% of the world's population is affected by water scarcity.¹ Women around the world will spend a collective 200 million hours collecting water each day.² This affects their lives in many ways including their ability to prosper, to access education, their health, and their ability to have time for recreation.

Here in Australia, even the water used to flush most of our toilets has been treated to the same standard as our drinking water. Our houses have an ever-increasing number of taps, showers and toilets. Water Walk is a game to help young people engage with the problem of living without easy access to clean water and to identify with the people who have to cope with this.

Source:

¹ [World Health Organisation](#)

² [water.org](#)



Anatercia (12) collects water from the community water tap near her house in Mozambique. Photo: Emidio Josine

Summary and Aims of the Game



Participants form 'family' groups and imagine they are farmers in a village in Mozambique where their water pump has broken down.

Each group has to work together to 'collect' water from a 'river' two kilometres away. They need enough to meet their family's needs, for things such as drinking water and to water crops for food.

During the game, the leader gives 'chance cards' to particular groups, who then have to deal with changes to their situation that will affect their ability to collect enough water.

Each family fills in a family sheet to show how many of their needs they have been able to fulfil through collecting water.

The first family to collect the minimum daily amount of water is the winner.



Anatercia (12) collects water from the community water tap near her house in Mozambique. Photo: Emidio Josine

Aims of the game

- To show how hard it is to obtain enough water for daily life, in an area where there are no taps nearby and the water supply is unreliable and potentially polluted.
- To show the difference not having easy access to water can make to a person's life and how this relates to poverty.
- To help students empathise with people in developing countries without good access to safe, clean water.
- To motivate students to take action towards clean water for all.

Players and Leaders: What You Will Need



The Players

This game is aimed at Years 3–8 students. For Years 5–8 students, it could form part of a carousel of activities for a focus day on global issues.

It is suitable for groups of up to 30 players, provided there is adequate room to move about.

The Leader and the Storekeeper

You will need two adults to run the game. One adult will lead the game, i.e. check no-one is cheating, encourage 'families' to work well together, and give out more scrap paper. The Leader will decide when to give out 'chance cards' and discusses their implications with the group. They draw the game to a close and lead a reflection time.

The other adult acts as the Storekeeper and checks that families have correctly 'filled' their buckets. They give out Item Cards as families gain them through collecting water and keep a tally of crops growing for each family.

Alternatively, two responsible students could manage the Storekeeper's table.

What you will need

(with about 30 students playing)

- a large room or hall
- one long piece of blue/ brown cloth or a bench
- 6 'families' of 4 or 5 people
- 6 long tables with enough chairs
- 6 buckets labelled 'Family A', 'Family B', etc.

Place the following items in each Family bucket:

- 1 copy of [Game Sheet 4: Family Sheet](#) (p.17)
- 4 sheets of A4 scrap paper (blank on one side)
- 2 blue and 2 brown crayons
- 2 pencils
- 1 copy of [Game sheet 2: Bucket Templates](#) (p. 15)
- 2 pairs of scissors

On another table set up as the 'Storekeeper's table', you will need:

- 6 copies of [Game sheet 1: Item Cards](#) (p. 14), cut up and put into separate piles for each item
- 1 copy of [Game sheet 5: Tally Sheet](#) (p.18), to record each family's progress

The Leader of the game will need:

- 1 copy of [Game sheet 3: Chance Cards](#) (p.16), printed onto card and cut out
- Extra scrap paper, to distribute sparingly (approx. 26 pieces of A4)

Background Information: Water



Water issues

The game is set in Mozambique, but could just as easily be set in almost any other sub-Saharan country. Access to water is a major issue for people all over the world and water collection forms a major part of women's daily lives in many countries.

Only half of Mozambicans have access to improved water supply and just one in five use improved sanitation facilities.¹

Water is one of the world's most valuable and abundant resources. Yet, water scarcity exists in many countries and is a growing threat to millions of people around the world.

Water scarcity arises when the demand for clean and safe water outweighs the supply. As global populations steadily increase, so too does the need for more water. Around the world, over 2.2 billion people do not have access to safe drinking water while over 40% of the world's population is affected by water scarcity.²

Water facts

- **1 in 3** schools worldwide have either limited drinking water service or no drinking water service at all.³
- **80%** of water-deprived households involve women and girls carrying the burden of water collection.⁴

Time spent collecting water is one of the major reasons why many girls still do not go to school, even though primary education is generally free. Lack of water affects families' ability to grow enough crops to eat or sell. This affects the ability of subsistence farmers to expand their income and develop their lives. Lack of water and drinking polluted water affects health and kills millions of children, especially infants under five, through diarrhoea and water borne diseases such as cholera.



A water tap in Anatercia's village in Mozambique. Before Caritas Chokwe installed the community tap, Anatercia would have to travel up to five hours everyday, just to collect water! Photo: Emidio Josine

The production of cash crops, such as tobacco and cotton, can have dire consequences on water supplies for local people, whilst multinational companies reap rich benefits from the sale of such commodities.

The new United Nations Sustainable Development Goals (SDGs), came into effect on **1 January 2016**. They are a landmark agreement by all countries on a pathway towards a better future.

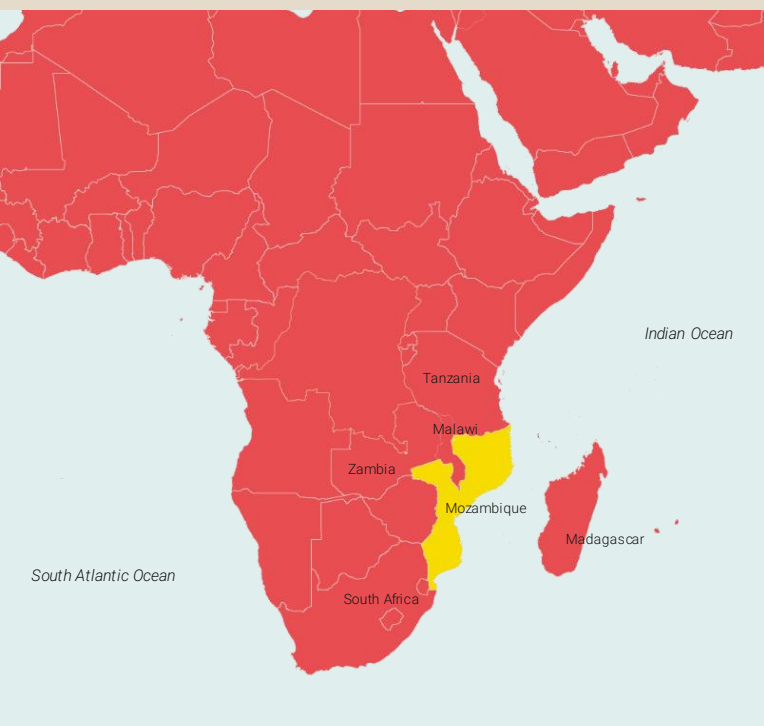
Goal 6 focuses on ensuring availability and sustainable management of water and sanitation for all.

While substantial progress has been made in increasing access to clean drinking water and sanitation, billions of people—mostly in rural areas—still lack these basic services. The COVID-19 pandemic has demonstrated the vital importance of sanitation, hygiene and sufficient access to clean water for preventing disease.⁴

Sources:

¹ [UNOCHA](#); ² [World Health Organization](#); ³ [World Health Organisation](#); ⁴ [United Nations](#)

Background Information: Mozambique



Mozambique is a beautiful coastal country, with many unique natural features and resources, and a rich culture. It has a tropical climate.

Fast facts

- Maputo is the country's capital. The largest city is Matola.
- The country's principal natural resources include natural gas, coal, mineral, sand, hydropower.
- The Zambezi River is the major river system. It is approximately 2570km long. It is the fourth-longest river in Africa and flows into the Indian Ocean.
- Approximately two-thirds of its population of more than 31 million (2020) live and work in rural areas.
- Portuguese is the official language however the vast majority of Mozambicans speak languages including Makua, Lomwe, Tsonga, Sena, Shona, and Chuabo.
- Life expectancy is 57 years (men), 63 years (women).

Mozambique is a former colony of Portugal. Many of its mineral and agricultural products were taken by the Portuguese. Mozambique gained independence in 1975.

Internal conflict began after independence. The conflict formally ended in 1992, however many of the effects are still felt today.

Mozambique has a diverse wildlife, including water buffalo, elephants, warthogs, leopards, baboons, giraffes, zebras, antelopes, lions, crocodiles and hippopotamuses and numerous species of cats. Many snakes – including pythons and venomous puff adders, cobras, and vipers – live throughout the country. There are also flamingos, cranes, storks, herons, pelicans, ibis, and other tropical waterbirds.

Mozambique has a long coastline and the many white sand beaches are an important feature for a growing tourism industry.

Although Mozambique has experienced strong economic growth, it remains one of the poorest, most underdeveloped countries in the world. Around 46% of the population lives below the national poverty line.

Food Security: Up to two million people are at risk of severe food insecurity, while nearly 45% of children under five are malnourished. Most people cannot afford the minimum costs for an sufficiently varied diet.

Marginalisation: Some community members are excluded from social, economic and political life, due to socioeconomic status, disability or education.

Natural Disasters: Mozambique is highly prone to natural disasters. With the majority of its population working in agriculture, Mozambique's farmers are particularly susceptible to drought, cyclones, and flooding which have devastated crops and livelihoods.

Sources: [Britannica: Mozambique](#); [Caritas Australia: Mozambique](#) [World Bank: Mozambique Overview](#); [BBC News World - Africa](#)

Where's the Best Place to Get Water?

In the game, the 'families' collect water from a river. Water in a rural area might be collected from a number of sources, each with advantages and disadvantages. You may wish to discuss this with the group before play starts. See the table below.

| Source of water | Advantages | Disadvantages |
|--|--|--|
| River | Free. Fast flowing water can be aerated. | Water likely to be polluted by animal faeces and could carry diseases such as cholera. Danger of hippos and crocodiles attacking while collecting water. Danger of drowning especially in rainy season. |
| Pump | Water is from deep underground and less likely to be polluted. Water less likely to run dry. | Can be very expensive digging a borehole for the pump; several boreholes may need to be dug before a good supply is found. Can be hard work to pump the water up. If pump breaks down, someone needs to know how to mend it. Parts must be fetched and paid for. |
| Well | If the well is deep enough, water likely to be less polluted than river and lake. | Can be dangerous digging the well, especially without safety equipment. If the well is not covered up, danger of contamination. |
| Waterhole (this is usually in a dry riverbed) | Free. | Erratic supply. May have to wait a long time for the hole to fill up after water is drawn. |
| Rainwater harvesting i.e. collecting rainwater from roofs and roads etc. | Rainwater should be relatively clean. Much cheaper than the cost of digging a borehole for a pump. Rainwater can be harvested using recycled materials e.g. old containers attached to pipes from roofs etc. | Rainfall is increasingly erratic in many parts of sub-Saharan Africa. Tiled or zinc roofs are needed along with guttering and a storage system. |

The Game



Preparation

1. Make a copy of the **Game Sheet 4: Family Sheet** (p.17) for each 'family'.
2. Make enough copies of **Game Sheet 1: Item Cards** (p. 14), depending on number of 'families' playing i.e. one of each item for each family. Cut out.
3. Make one copy of **Game Sheet 5: Tally Sheet** (p.18), for the 'storekeeper'.
4. Make one copy **Game Sheet 3: Chance Cards** (p.15), printed onto card and cut out.
5. Gather plenty of scrap paper (blank on one side), approx. 50 sheets for 6 'families'.
6. Set up the room.
 - i. Place 2 lines of 3 tables down the middle of the room with plenty of space for getting up and down.
 - ii. At one end of the room, set up the Storekeeper's table with the **Item Cards** on it and the **Tally Sheet**.
 - iii. At the other end of the room, lay a long piece of blue/brown cloth e.g. old curtain or a bench to denote where the river is.
 - iv. Place buckets on or under the end of each Family's table with the equipment they need to 'collect' water.

Storekeeper's table



Family A



Family B



Family C



Family D



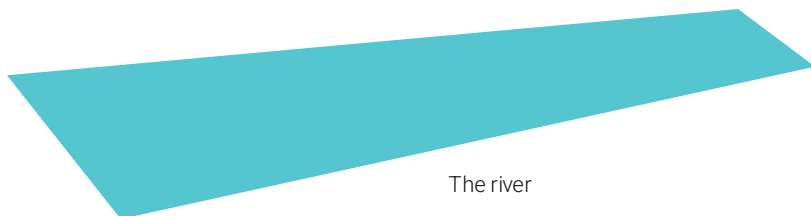
Family E



Family F



The river



Introductory Activities

(15–30 mins)



Introduce the workshop: students are going to play a simulation game to see what it is like to live without easy access to clean water. They will imagine they are living in a small, remote village in Mozambique (indicate Mozambique on a map or globe) where people do not have taps in their houses and the one village pump has broken down – not for the first time. The people on each table represent one family. First, they are going to think about water use.

1. Favourite drink

(Years 3–6)

Go round the class and ask each person to name a drink they like; encourage them to think of different drinks. Write up the names of the different drinks. Remind the class that all these drinks need water. In this session they are going to think about people who do not have such a choice about what they can drink. Did they know that it takes about 2.5 litres to produce a litre of fizzy drink?

2. Water use

(Years 3–8)

Ask students in small groups to come up with as many uses for water as possible. Encourage them to think of less obvious water usage e.g. swimming pool, golf course, washing car. What is water used for in factories/ power stations? Gather ideas on flipchart paper or board. Next, ask students which items on the list are things that someone in a less developed country living in a small village would not use water for e.g. swimming pool, golf course. Does everyone in a less developed country not have much water? Where in a Less Economically Developed Country (LEDC) might you find swimming pools and golf courses?

and/or

3. Taps and toilets

(Years 3–8)

Ask students in small groups to make a tally of how many taps they have in their houses – including shower taps. Then ask them to use a tally to add up how many toilets they have. Build up on the board the results to show how many taps and toilets the whole class has. If the class represented the children in a village in Mozambique, how many taps or toilets might they have?

and/or

4. Village and city life

(Years 3–8)

Show some photos from Mozambique and other countries in southern Africa of life in a city, town and a village. It is very important to get across the message that not everyone has to walk a long distance for water, although in the countryside there are still many people who do.

Playing the Game

(30 mins)



Explain that since the village pump has broken down, each family must fetch water from a river about 3 km away. (Name a place 3 km from your school to give an idea of the distance). Make it clear that students understand that not everyone in Mozambique gets their water in this way, but there are still many people who do. Currently, only half of Mozambicans have access to improved water supply and just one in five use improved sanitation facilities. Source: [UNOCHA](#)

Explain that the Item Cards they are going to collect represent seven basic tasks for which each family requires water. Hold up each Item Card one at a time and ask students to guess which water need each card represents. (Check understanding of the term 'cash crops', meaning the crops to earn money for things the family cannot grow, as distinct from 'food crops' for the farmers to eat themselves.)

What the families must do

To 'fetch' water, each family must cut out 'buckets' using the template on page 15 and colour them in.

They must take one completed 'bucket' of water at a time and place it in their real bucket. One person from each family must carry this on their heads via the 'river' to the Storekeeper, who will then give them an item in return. In the case of food or cash crops, which each need four 'buckets' of water, the Storekeeper will keep a tally of buckets for the family until they have collected enough.

Explain that, although clothes would actually be washed at the river and animals taken to the river to drink, for ease of play all the water needs are satisfied in the same way.

Each family keeps a record of what they have collected on their Family Sheet.

The seven basic tasks



CUP – water to drink



POT – water to cook with



SOAP – water to wash with



CORN – water to grow food crops



CLOTH – water to wash clothes with



GOAT – water to give to animals



COTTON – water to grow cash crops

Roles and Rules



The Storekeeper's role

If a coloured-in bucket is acceptable, the Storekeeper asks the family member who brought it which item they would like. They hand over the appropriate Item Card and tick this off against that family on the Tally Sheet. (Crops need four buckets of water, so the Storekeeper must keep a tally of buckets brought for these on the Tally Sheet).

The Storekeeper is allowed to reject buckets. For example, the river water is likely to be full of sediment and therefore brown, so the Storekeeper could reject blue coloured buckets. The Storekeeper can be very strict about colouring-in, especially at the start of play or if one family is very speedy.

The Leader's role

The Leader explains the game and the rules (see below) and gives out a bucket, filled with all the equipment, to each family. The Leader must ensure that families are not cheating or running with the bucket, distribute extra scrap paper and give out the Chance Cards about half way through the game. All the families must listen as each family reads out their Chance card.

NB: It is important that one family ends up with the card to say that they have a new pump, in order to show the difference that this can make.

If you have fewer than 6 groups, take out any extra cards, but not the one about the pump.

Rules of the game

1. Buckets must be cut out one at a time
2. Only one paper bucket can be taken to the Storekeeper at a time
3. No running with the buckets
4. No short cuts – everyone goes via the river to the Storekeeper
5. Only one person can leave their Family table at a time

Families may collect items in any order. They only need **one** of each of the seven items to represent that their minimum daily water requirements have been met.

The game can finish when the first family has everything on the list. If most of the others are lagging far behind, the winning group can continue to earn an **extra** cotton cash crop until one or two other families also have what they need.

Post-game Discussion

(15 mins)



Reflect

Ask the whole group how they felt as they were playing the game. What made things hard for them? What made things better? What difference would it have made if you knew you really needed the water?



Anatercia (12) collects water from the community water tap near her house in Mozambique. Photo: Emidio Josine

- Students were only carrying empty buckets. Real buckets and containers could weigh 12kg or more (1 litre of water = 1kg). Ask which parts of their body would hurt if they did this day in, day out.
- One of the Chance Cards mentions the river drying up. Many areas in sub-Saharan Africa are struggling with increasing water shortages. Why is drought an increasing problem?
- Is there any connection with our lifestyle in More Economically Developed Countries? (e.g. carbon emissions affecting the climate globally, tourism in Less Economically Developed Countries using large amounts of water)
- Some cash crops need a lot of water – e.g. cotton. What effect might using a lot of water in this way have on the local people? If people are working on large sugar plantations and farms, who will get most of the money for the cash crops they water?

Some questions and points to draw out

- This game only represented fetching water for one day's needs. How would you feel if you had to do this every day?
- Even by working very hard, some groups still did not end up with enough water for all their needs. People in this situation may work hard to survive, but still may not have the basics.
- Under these conditions, co-operation is very important if a family is to survive.
- In this game, all members of the families were working to get water; who would do this job in reality? What effect does this have on their lives? (e.g. effects on girls include interrupted education, poor health and a reduced ability to earn money to buy things the family cannot grow)

Game Sheet 1: Item Cards

Make one copy per family and cut out.



CUP



POT



SOAP



CORN



CLOTH



GOAT



COTTON

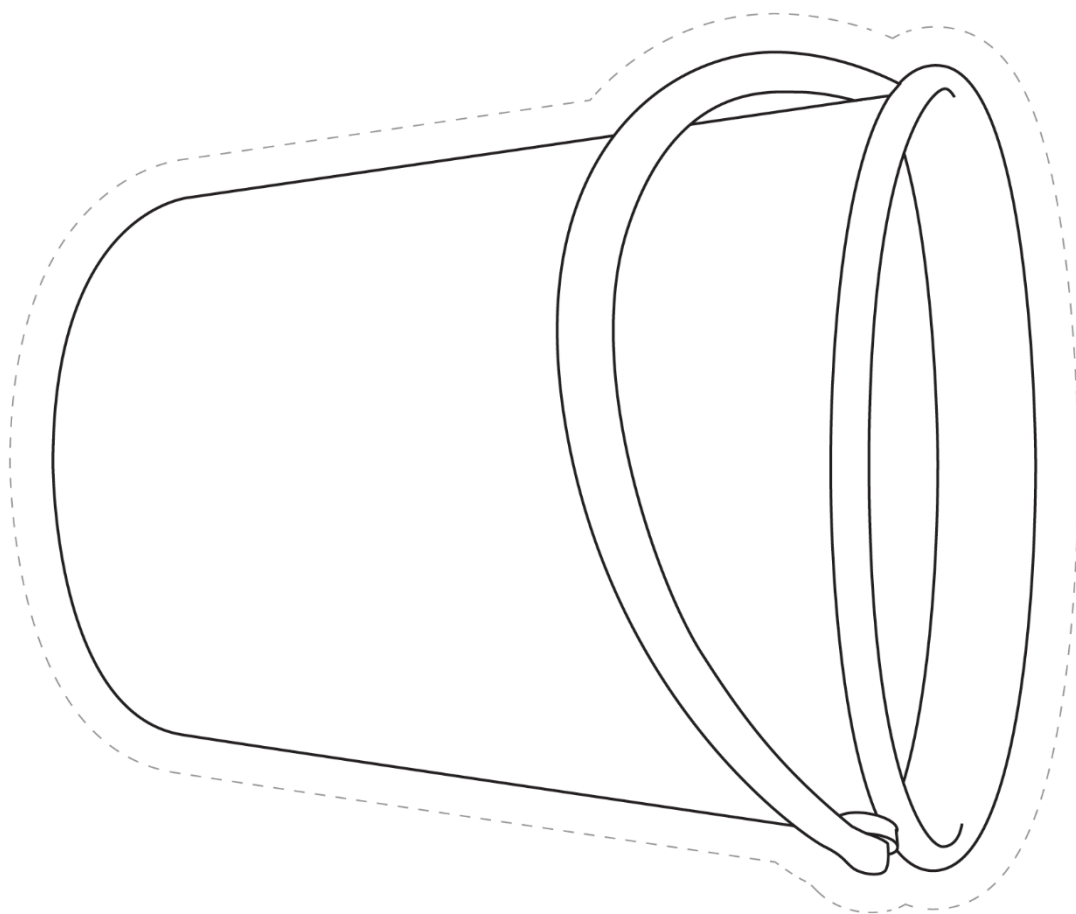
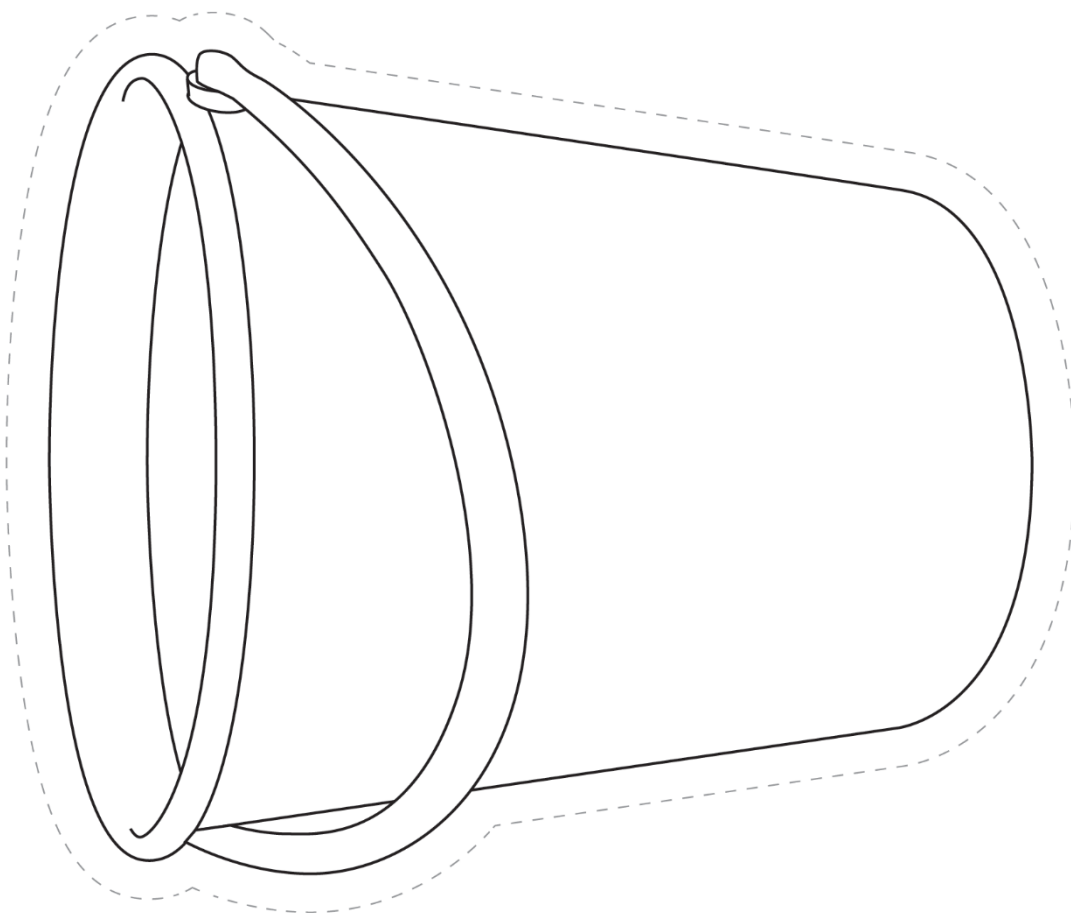


COTTON



Game Sheet 2: Bucket Templates

One bucket template needed per 'family'. Copy onto card.



Game Sheet 3: Chance Cards

For the leader to distribute. Make one copy per class and cut out.



| | |
|--|--|
| <p>Your village now has a pump nearby so you can get your water much more quickly.</p> <p>Each bucket you produce is worth 2 buckets.</p> | <p>There has been no rain this year. The river you collect water from is dry.</p> <p>One person must stop work to go and look for more water.</p> |
| <p>One of your young relatives got sick and has died. All your family must go to the funeral.</p> <p>Everyone stops work for 5 minutes.</p> | <p>The water in the river is dirty.</p> <p>3 people in your family are ill from drinking dirty water. They must stop working for 5 minutes.</p> |
| <p>You have hurt your back from carrying so much water. It is so hard to carry water now.</p> <p>You must do all work with the opposite hand to normal (left hand if you are right-handed) for 5 minutes.</p> | <p>The track home is very rough. You have fallen and spilled the water in your bucket.</p> <p>You must tear up any half finished buckets.</p> |

Game Sheet 4: Family Sheet

Make one copy per family



You live in an area of Mozambique where there is not much water.

You collect your water from a river.

You must collect enough water for your family and grow crops to sell to buy things you cannot grow.

Work hard with your family to collect enough water for all your family's needs for the day.

The first family to get everything they need is the winner!

| Water you need to collect | How many buckets you need each day for this | Item to collect | Tick box below when you have this item ✓ |
|---------------------------------|---|-----------------|---|
| 1. Water to drink | 1 | Cup | |
| 2. Water for cooking | 1 | Pot | |
| 3. Water for washing hands etc. | 1 | Soap | |
| 4. Water for washing clothes | 1 | Cloth | |
| 5. Water for animals | 1 | Goat | |
| 6. Water for growing food crops | 4 | Corn | |
| 7. Water for growing cash crops | 4 | Cotton | |

Game Sheet 5: Tally Sheet

Make one copy only



Tick off the items as families bring back 'buckets'. For items that need more than one bucket or water, keep a tally.

| Family | Drink water (1 bucket) ✓ | Cooking water (1 bucket) ✓ | Water for washing hands & dishes (1 bucket) ✓ | Water for washing clothes (1 journey) ✓ | Water for animals (1 journey) ✓ | Water for food crops (4 buckets) ✓✓✓✓ | Water for cash crops (4 buckets) ✓✓✓✓ |
|--------|--------------------------------|----------------------------------|---|---|---------------------------------------|---|---|
| A | | | | | | | |
| B | | | | | | | |
| C | | | | | | | |
| D | | | | | | | |
| E | | | | | | | |
| F | | | | | | | |

Follow-up Work

(Years 3–6)



1. A postcard from home

Empathy and action activity (45-60 mins)

Curriculum Links

English, Geography, Civics and Citizenship

What you will need

- copies of *Anatercia's Story (Years 3–6)* (p.25), enough for one per student
- copies of *Worksheet 1: Anatercia's Story* (p.29), enough for one per family group
- scissors
- A5 card for each student

Aim

To help pupils empathise with someone in a very different situation and to take action to improve their situation.

Instructions

1. Give each family group a copy of *Worksheet 1: Anatercia's Story* to cut up. Match the photos to the story. (The text and photos match as follows: A5, B4, C1, D6, E2, F3).
2. Each group reads *Anatercia's Story (Years 3–6)* aloud.
3. Ask students to discuss in pairs how they would feel if they were Anatercia. What surprises or shocks them about her story?
4. Collect and write up a list of the different feelings that Anatercia might have. What can she do about her situation? Ask students how they feel about it and write these down in a separate list. What is the difference between their feelings and hers?
5. Explain that people of all ages can write to

the government about issues they care about, including issues in other countries. They are going to let their Federal Member of Parliament (MP) know what they think about this important issue.

6. Ask students to look at the picture of Anatercia carrying the container. Give each student an A5 piece of card. On one side they draw a picture a picture of themselves, carrying a container of water by their house. On the other side write about how they feel about other people having to live without access to clean water, how they would feel if they had to carry water every day and what they want to change.
7. These cards could then be sent to your MP to ask him or her to highlight the need for Australia to support improving global water supplies. Students can then try to retell Anatercia's story, using only the photos.

Follow-up Work (Years 3–6)



2. Nothing like my life? Imagining other lives (45-60 mins)

Curriculum Links

English, Geography, Civics and Citizenship,
Drama

What you will need

- copies of *Anatercia's Story (Years 3–6)* (p.25)
- scrap paper
- pens

Aim

To understand issues created by poor access to clean water and to empathise with others.

| Same as life in Australia | Different from life in Australia |
|---------------------------|--------------------------------------|
| e.g. Goes to school | e.g. No water in the school building |
| | |
| | |
| | |
| | |
| | |
| | |

Instructions

1. Students read *Anatercia's Story (Years 3–6)*. Discuss in pairs: What is the hardest thing about Anatercia's life? Imagine you were in her family. In small groups make a list of things that would be the same about your life if you lived in rural Mozambique and what would be different. Tick differences you would enjoy and underline any differences that you would not enjoy. Discuss as a class.
2. Ask students in pairs to imagine what Anatercia and her mother might have said to each other on the day they discovered that the pump did not work. What might they have been worried about? What action might they have needed to take? Ask groups of 4 to play the parts of Anatercia, her brother and grandparents to create a freeze drama with static mime or tableaux, using the following as prompts for them to show:

No clean water

- The cause of the problem
- The effects of the problem
- Solving the problem
- How everyone feels after the problem is solved

Ask each group to perform their freeze drama.

or

3. Imagine Anatercia going to visit a rich family in Maputo, the capital of Mozambique, or coming to Australia to visit your school. What might she be surprised by or comment on? What questions might she ask about how you use water? Write a letter from Anatercia in Australia to her mother.

After 2. or 3., ask students what they have learned about children living without clean water close by.

Follow-up Work (Years 3–6)



3. Watermatics

Inspiring students to handle data
(Open-ended)

Curriculum Links

Mathematics All Years

Aim

The simulation game can lead into a rich range of Maths work on collecting and displaying data.

Instructions

1. Get each student to log how many times they use a tap or toilet in a day. Collect the results and tabulate.
2. Using graphs, show how many times you would use taps and toilets as a class in a week.
3. By putting a bowl in a sink, collect and measure the water used on five visits to a school tap to wash hands. Find out the average amount used on each visit to the tap and work out average daily and weekly use.
4. The average toilet flush may use about nine litres of water, unless there is a short flush option, which may use four litres. Log the class's toilet visits in one day and work out weekly use.
5. If you wanted to use this much water, but had to collect it in a 10L bucket, how many times would you have to fetch water?
6. Ask students to time each other carrying a pile of books for 50 metres. If the water you collected was 500 metres away, how long might this take per day, per week? Extension: students can work out the time it would take for 1, 2 and 3 kilometres. Are there any factors that might make water collection take more or less time?

7. Discuss which data would be most effective to show and how you would show it e.g. on PowerPoint, create a booklet, include on a poster.

4. Catholic Social Teaching Guided Reflection Questions.

Ask students to reflect on what they have learnt about access to water in light of the principles of Catholic Social Teaching. Use the [Catholic Social Teaching Reflection](#) (p.28)

Further ideas for awareness raising and action

- Write short role plays or use the freeze dramas about Anatercia's life and perform them to the school. Invite parents and to attend.
- Hold a [Caritas K's](#) event. You can host a walkathon at your school or your local park and raise funds to support vulnerable communities access water. Students and staff can do laps around the school field with buckets.
- Make frozen water pops and drinks to sell at a school event to raise money.
- Have bucket-related games at your school fair to raise money, e.g. throwing coins into a bucket from a distance, bucket lucky dip, or guessing exactly how much water is in a bucket.

Follow-up Work

(Years 7–8)



1. Real lives: Deadly water

(30 mins)

Curriculum Links

English, Geography

What you will need

- copies of [Anatercia's Story \(Years 7–8\)](#) (pp.26-27)
- copies of the [Convention of Rights of the Child](#) (CRC), one for each pair

Aim

To show how lack of water can affect a child's basic rights.

Instructions

Ask the class to name any of their rights as in the Convention of Rights of the Child. Build up a list. Which do they think are really important? Then give out copies of the CRC to check. (If they have difficulty naming any of the rights, give out copies of CRC straightaway).

Give out copies of [Anatercia's Story \(Years 7–8\)](#) to read in pairs. Which Rights of the Child were at risk when they had to get water from the river? (eg. 6, 17, 24, 28, 31, 32). Ask students for their reaction to Anatercia's story in the light of this information. (Modification: mark the rights at risk on the CRC sheet or write them on the board to help them find how these rights might be affected in Anatercia's story.)

2. The water issues tree

(20 mins)

Curriculum Links

English, Geography, Civics and Citizenship

What you will need

- copies of [Worksheet 2: Water Issues Tree](#) (p.30) for each group

Aim

To help students think critically about an issue and work together to think of solutions.

Instructions

Give out copies of [Worksheet 2: Water Issues Tree](#) to groups of 5-6 students.

Students discuss in groups the **roots** of the problem of lack of clean water – and write these down. On the branches they write the **effects** that lack of water has on people and their environment. They can then add fruit onto which they write possible **solutions**.

The groups can then look at each others' trees and discuss similarities and differences.

Follow-up Work (Years 7–8)

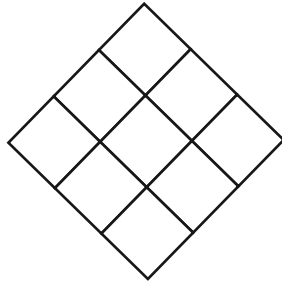


3. So what's for the best?

(15-20 mins)

Curriculum Links

English, Geography,
Civics and Citizenship



What you will need

- copies of **Worksheet 3: Diamond 9 Exercise** (p.31), cut out

Aim

To help students to work cooperatively and critically towards finding effective solutions to a global issue. The boxes on p.31 may include some of the solutions students have already mentioned, but also some new ideas. They now have the chance to think about what solutions would be the most effective.

Instructions

Give out copies of **Worksheet 3: Diamond 9 Exercise**, cut up, to small groups. Ask students to consider the nine possible actions, e.g. building reservoirs, sinking boreholes. If they wish, they can replace one idea with an idea of their own in the 'Another idea...' space.

Students place the nine cards in a diamond shape (or similar) to rank these, placing what they think would be most effective at the top and least effective at the bottom, with other actions placed somewhere between the two. If any group chooses an ineffective solution, e.g. sending taps, challenge this gently through questioning.

By asking a different question, the diamond may change shape and order. For example: which are the most realistic forms of action? Which actions will have the most long term effect? What would be the cheapest solution? Which do you think the people in Mozambique living without clean water would prefer?

4. Catholic Social Teaching Guided Reflection Questions.

Ask students to reflect on what they have learnt about access to water in light of the principles of Catholic Social Teaching. Use the **Catholic Social Teaching Reflection** (p.28)



A water tap in a remote village in Mozambique. Before Caritas Chokwe installed the community tap in the village, families would have to either wait a long time in a queue or walk 4km to the next closest water pump. Photo: Emidio Josine

Follow-up Work (Years 7–8)



5. Planning action

(30-60 mins)

Curriculum Links

English, Geography, Civics and Citizenship,
Economics and Business

What you will need

- copies of [Worksheet 4: Water Action Plan](#) (p.32), one for each small group

Aim

To help students to represent their own and others' views and plan realistic action.

Instructions

Ask students to discuss in groups what action *they* would like to take, for example:

- Organise an assembly or poster campaign in their school to get students thinking about the issues.
- Organise an eye-catching campaign in school to get signatures to send to the local federal Member of Parliament (MP). E.g. writing signatures on large drinks bottles or on a long piece of blue wallpaper to be given to the MP to take to Parliament.
- Organise a fundraising activity that will help get others thinking about the issue of access to clean water.

Give out a copy of [Worksheet 4: Water Action Plan](#) for each group. If the class has access to computers, they could research current campaigns and water facts to use in their action and produce a poster to advertise it.

Each group then presents their ideas to the class for positive, polite comments. The class can vote on which action they would like to take in the school.



Anatercia prepares to collect water from the community water tap near her house in Mozambique. Photo: Emidio Josine

Further ideas for awareness raising and action

- Hold a Caritas K's event. You can host a walkathon at your school or your local park and raise funds to support vulnerable communities access water. Students and staff can do laps around the school field with buckets.
- Make frozen water pops and drinks to sell at a school event to raise money.
- Have bucket-related games at your school fair to raise money, e.g. throwing coins into a bucket from a distance, bucket lucky dip, or guessing exactly how much water is in a bucket.

Anatercia's Story, Mozambique

(Years 3–6)



Anatercia (12) carries corn next to her fields in Mozambique.
Photo: Emidio Josine

[Watch Anatercia's Story on Vimeo](#)

Anatercia is 12. She lives with her brother, mother and elderly grandparents in a small hut in southern Mozambique. Like many rural communities, Anatercia's village has no electricity, hospital, secondary school or supermarket.

Anatercia's family are farmers. They grow crops of corn, beans, sweet potato and cassava. But with her mother's illness and her grandparent's old age, Anatercia's family couldn't look after their farm as they wanted to and, with limited access to water, their crops withered. Poor harvests meant that they were unable to sell food to earn an income and the family often went hungry.

This is a common experience in Anatercia's country. Nearly two million people currently face severe food insecurity in Mozambique, due to the combined effects of frequent natural disasters (including droughts and floods), the conflict in the northern part of the country and COVID-19.¹

Anatercia wanted to support her family. She worked hard, taking up more and more

responsibilities around the home. She even travelled up to five hours every day just to collect water!

But Anatercia is still a child and, after a while, she struggled to cope with the burden of adult responsibilities. Her education began to suffer.

Something had to change.

In 2017, Anatercia's family decided to join a program run by Caritas Australia's local partner, Caritas Regional Chokwe. The program provided initial support to the family through food baskets, seeds, school supplies and a school uniform for Anatercia. Caritas also helped Anatercia's community install a gravity irrigation system on their farm, as well as water taps for households in the village. Even Anatercia's grandmother learnt about more sustainable farming techniques to help the family produce enough food to eat and sell.

"After completing the program, we managed to have food from our irrigated farm, even without rain," Anatercia says. "I have enough time to take care of my mother because I have water close to the house, I am studying here in the community, and the farm gives us food all year round."

Now, Anatercia can easily access clean drinking water, local families are able to grow crops all year round and there is enough to eat. Anatercia is better supported by her community and has more time to study. She hopes to fulfil her dream of becoming a nurse, to help care for people like her mother and so that community members don't have to walk long distances for medical care.

With Caritas' support, Anatercia's health, education and quality of life have improved, along with the outlook of her community for all future generations.

¹ [ReliefWeb](#)

Anatercia's Story, Mozambique

(Years 7–8)



Anatercia (12) carries corn next to her fields in Mozambique. Photo: Emidio Josine



[Watch Anatercia's Story on Vimeo](#)

Anatercia, 12, lives with her brother, mother and elderly grandparents in a small hut in a rural village in the Gaza Province, in southern Mozambique. Like many rural communities, her village has no electricity, hospital, secondary school or supermarket.

Anatercia's father died when she was four and her mother has struggled with chronic health issues ever since. As her grandparents aged, her grandfather developed blindness and her grandmother could no longer walk to their farm.

Their crops, including corn, beans, sweet potato and cassava, withered from a mixture of neglect, irregular rainfall, and both droughts and floods. Mozambique's long coastline, sprawling river delta, environmental changes and variable climate make it particularly vulnerable to natural disasters.

As harvests were often poor, they were unable to sell food to earn an income and the family often went hungry.

In Mozambique, nearly two million people currently face severe food insecurity, due to the combined effects of frequent natural disasters, the conflict in northern Mozambique and COVID-19.¹

As Anatercia took on more and more responsibilities around the home to try to support her struggling grandparents, her education began to suffer, as she travelled up to five hours to collect water every day.

"We have run out of food several times," Anatercia says. "I help my family with the farm, cooking, fetching water and firewood, and caring for my mother."

Something had to change.

(continued on next page)



Anatercia is shown how to use the gravity irrigation system by Domingos, a Caritas Chokwe Extension Technician, in her fields in Mozambique. Photo: Emidio Josine

¹ [ReliefWeb](#)

Anatercia's Story, Mozambique

(Years 7–8)



(continued from previous page)

In 2017, Anatercia's family joined the Integrated Rural Development Program, run by Caritas Australia's local partner, Caritas Regional Chokwe. The program provided initial support to the family through food baskets, seeds, school supplies and a school uniform for Anatercia.

Caritas also helped Anatercia's community install a gravity irrigation system on their farm, as well as a system of water taps in the village. Anatercia's grandmother participated in training in sustainable farming techniques to help the family to produce enough food to eat and to sell.

"After completing the program, we managed to have food from our irrigated farm, even without rain," Anatercia says. "I have enough time to take care of my mother because I have water close to the house, I am studying here in the community, and the farm gives us food all year round," Anatercia says.

Caritas Regional Chokwe's Program Co-ordinator, Cacilda Tam San, says Anatercia's resilience is inspirational for her community. "Anatercia has demonstrated maturity beyond her years, by zealously carrying out difficult tasks that under normal conditions are performed by adults. We're now helping her family with community counselling and most importantly, she can complete her studies as well."

Over 5,600 people in the region have directly benefitted from this program so far, with over 24,000 people have benefitted indirectly, due to the extension of water pipes throughout the community.

Although the nearest secondary school is 10 kilometres away, and affording school materials remains a challenge, Anatercia is keen to continue her studies. She dreams of becoming a nurse to help people like her mother, so that community members don't have to walk long distances for medical care.

With Caritas' support, Anatercia's health, education and quality of life have improved, along with the outlook of her community for future generations.



Top: Anatercia (12) (left) in class at her local school in her village in Mozambique. Photo: Emidio Josine

Above: Anatercia (12) prepares to collect water from the community water tap near her house in Mozambique. Photo: Emidio Josine

Catholic Social Teaching Reflection



Curriculum Links

Religious Education

Aim

To explore the issue of access to water from a Catholic Worldview.

Introduction

Catholic Social Teaching (CST) principles cover all spheres of life – the economic, political, ecological, personal and spiritual. The principles are inspired by scripture and the writings of the Pope and other Catholic leaders about social issues.

Activity

Ask students to reflect on what they have learnt about access to water in light of the principles of Catholic Social Teaching.

- **Human dignity** – Every human being is created in the image and likeness of God and therefore has inherent dignity that should always be protected. Why do you think it is important for everyone to have equal access to clean drinking water?
- **Common Good** – The good of each human person is related to the good of the whole community. We are all responsible for each other. How does access to water benefit the whole community?
- **Preferential Option for the Poor** – We need to care for women, men and children who experience poverty and injustice. Who is impacted the most when there is a lack of access to clean water? Why do you think people who live in poverty might not have access to clean drinking water?
- **Solidarity** – We are part of one human family and have a responsibility to help each person achieve their full potential. How can we act in solidarity with people who do not have access to clean water?

- **Subsidiarity and Participation** – All people have the right to participate in decisions that affect their lives. Subsidiarity means individuals and communities that are most affected by issues, are involved in making decisions on how to best solve them. How does access to water affect people's ability to participate as a member of their family and their community? Who are the decision-makers regarding access to water in Mozambique and in Australia?
- **Care for Our Common Home** – Creation is a gift from God and everything is connected. We live in relationship with each other and all living things. When we take care of our environment we are also taking care of each other. How can we care for our common home so everyone has access to enough clean water?



An elderly woman walks to collect water in a remote village in Mozambique. Photo: Emidio Josine

Worksheet 1: Anatercia's Story

Match the photos to the story



Anatercia is 12. She lives with her brother, mother and elderly grandparents in a small hut in southern Mozambique.

Photo: Emidio Josine



Anatercia wanted to support her family. She worked hard, taking up more and more responsibilities around the home. She even travelled up to five hours every day just to collect water!

Photo: Emidio Josine



Poor harvests meant that they were unable to sell food to earn an income and the family often went hungry.

Photo: Emidio Josine



The program provided initial support to the family through food baskets, seeds, school supplies and a school uniform for Anatercia. Caritas also helped Anatercia's community install a gravity irrigation system on their farm, as well as water taps for households in the village.

Photo: Emidio Josine



"After completing the program, we managed to have food from our irrigated farm, even without rain," Anatercia says. "I have enough time to take care of my mother because I have water close to the house, I am studying here in the community, and the farm gives us food all year round."

Photo: Emidio Josine



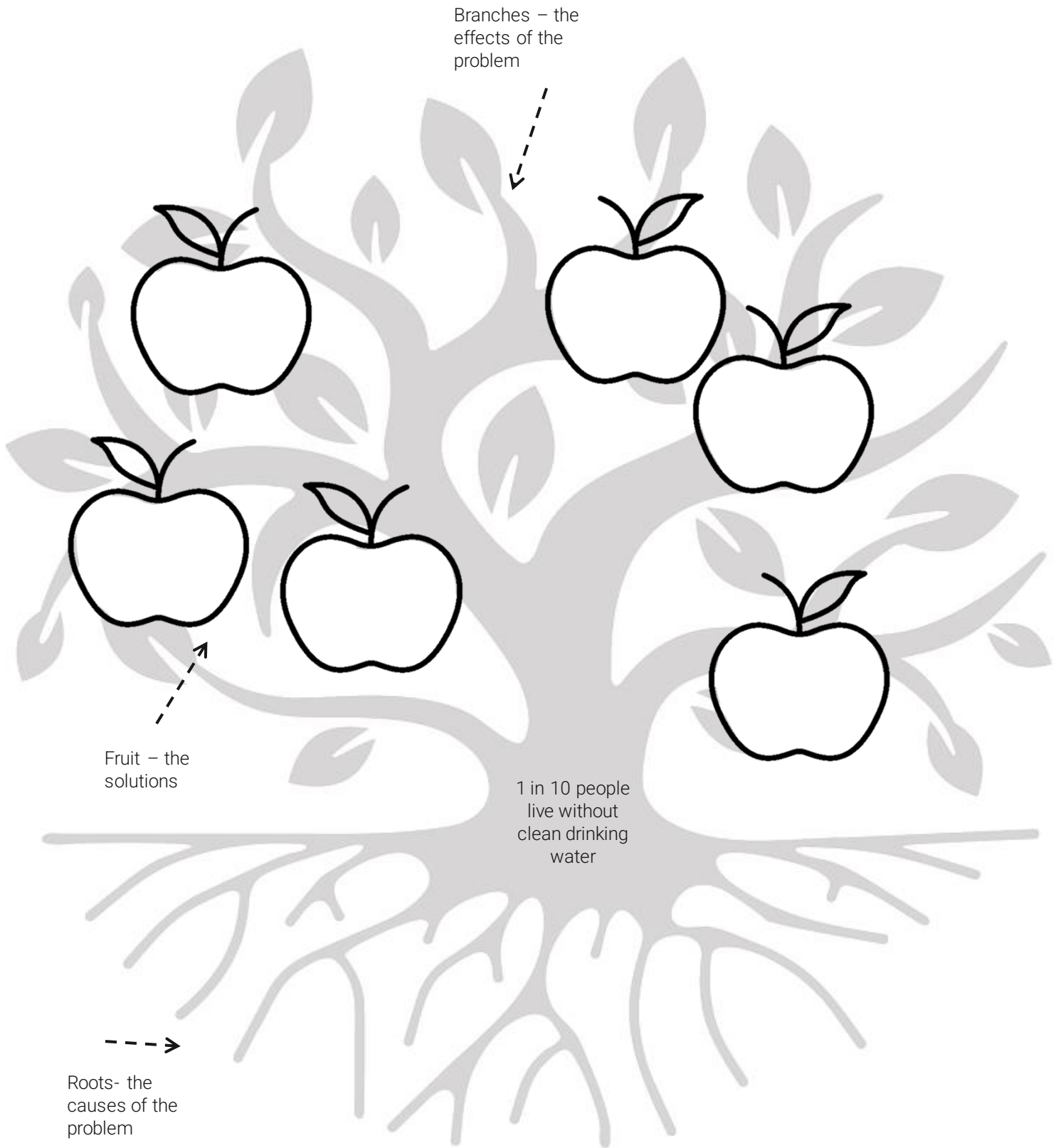
With Caritas' support, Anatercia's health, education and quality of life have improved, along with the outlook of her community for all future generations.

Photo: Emidio Josine



Worksheet 2: Water Issues Tree

Make one copy per group or project on whiteboard





Worksheet 3: Diamond 9 Exercise

Photocopy and cut out enough copies for 5 or 6 groups



| | | | |
|--|---|--|---|
| Write to your local MP to ask the government and world leaders to do more to make sure everyone has clean water. | Raise money for a water charity to install pumps in more villages in countries like Mozambique. | Write to your local MP to ask the government and world leaders to do more to make sure everyone has clean water. | Raise money for a water charity to install pumps in more villages in countries like Mozambique. |
| Send taps and toilets to Mozambique. | Make sure all children in Mozambique, including girls, finish their primary school education. | Send taps and toilets to Mozambique. | Make sure all children in Mozambique, including girls, finish their primary school education. |
| Train more Mozambicans to mend water pumps and give them the spare parts they need when they break down. | Train children and adults to 'harvest' (collect) water from roofs in the rainy season. | Train more Mozambicans to mend water pumps and give them the spare parts they need when they break down. | Train children and adults to 'harvest' (collect) water from roofs in the rainy season. |
| Stop people in 'rich' countries using cars and flying as much as they do now. | Send water to Mozambique. | Stop people in 'rich' countries using cars and flying as much as they do now. | Send water to Mozambique. |
| Make tourists visiting Mozambique pay a tax towards water supplies. | Another idea... | Make tourists visiting Mozambique pay a tax towards water supplies. | Another idea... |

Worksheet 4: Water Action Plan

Photocopy one per group



In your group discuss how you can take action to help reduce the number of people living without access to clean water. Be imaginative, exciting but also practical.

| | |
|--|--|
| What is the main thing you will do? Will it a) raise awareness of water issues b) raise money c) be part of a campaign d) do all of these? | |
| Who will you involve? | |
| How will you do it? | |
| What items do you need? | |
| Will you need any money to take action and how will you get it? | |
| What do you hope to achieve? (e.g. the number of signatures, the amount of money you hope to raise, the number of people you hope to get thinking about the issue.) | |
| How will you know if you have been successful? | |
| What slogan will you use to attract people's attention to what you are doing? | |

Acknowledgements



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Students

Learning about people not having what they need to live a healthy and safe life can be hard. If you are feeling worried or upset about anything you have learnt about through this resource, make sure you talk to your teacher or a trusted adult. They can share your concerns via our [website](#).

Do you have an idea for how Caritas Australia can improve our school resources? We would love to hear it! Please email education@caritas.org.au

Teachers

For more school resources, please visit: caritas.org.au/resources/school-resources/

Stay up to date with events and resources! Subscribe to [Caritas Australia’s Education e-newsletter](#)



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