

# Flood of Change

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**Educator's Guide**  
**December 2013**





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CAWST, the Centre for Affordable Water and Sanitation Technology, is a nonprofit organization that provides training and consulting to organizations working directly with populations in developing countries who lack access to clean water and basic sanitation.

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## 1 Background

The documentary video *Flood of Change* shares the story of three youth in Nepal and their movement to take action around water, sanitation and hygiene issues. The story is told by Nepalese youth who filmed 70% of the final footage and found the words and images to share this story. The documentary is a simplified version of the chain of events that led to the creation of Paschim Paaila, a youth network created by the Environment and Public Health Organization (ENPHO).

In the video, we learn about a diarrhea outbreak that happened in the Western Region of Nepal in 2009. The outbreak affected over 5,000 individuals and caused more than 464 deaths in 18 districts.<sup>1</sup> The media in Nepal covered the outbreak in the news because of its severity. The majority of the deaths were people in the ethnic group known as Dalits or “untouchables” who are a low income group in Nepal that have poor access to sanitation facilities and little education on safe water, sanitation and hygiene.

A group of youth from Kathmandu mobilized to visit the Western Region and create awareness about the importance of safe water and sanitation in the affected area. This group of youth called themselves Paschim Paaila which means “a step in the Western Region.” The Western Region of Nepal is difficult to reach in the rainy season and winter, because the roads are only accessible seasonally and bridges are poorly maintained.

ENPHO supported the youth by providing training in emergency preparedness for water, sanitation and hygiene (WASH) and financial support for their actions. All emergency response activities were coordinated by the Ministry of Health and supported by donors, such as UN-Habitat, UNICEF, Red Cross, Water Aid and district stakeholders.

During this time, CAWST (the Centre for Affordable Water and Sanitation Technology) was partnering with ENPHO, to help them establish a Water Expertise and Training Centre (WET Centre). The goal of the ENPHO WET Centre is to provide training and ongoing technical support to organizations and individuals that are implementing water, sanitation and hygiene projects in the country.

The ENPHO WET Centre Manager delivered training to the youth team and encouraged them to continue the Paschim Paaila campaign, after their response to the outbreak in the Western Region. The ENPHO WET Centre has been working closely with the Paschim Paaila team to provide capacity building, a work space, and opportunities for funding their projects.

Paschim Paaila has many members. Several of the members are undergraduate students studying Public Health. *Flood of Change* follows the stories of three members of Paschim Paaila: Phurba, Kamala and Santosh.

Phurba and Kamala are founding members of Paschim Paaila. The two of them were part of the team that responded to the cholera outbreak in the Western Region. Phurba went on to work with ENPHO and later with UN Habit. Kamala joined the ENPHO WET Centre team, where she supported the project in Pathivara, a community in Kathmandu. Santosh is a community leader that helped organize youth in Pathivara to practice better environmental sanitation. The input and support from the youth’s parents and community leaders helped ensure the project was successful.

In July 2012, CAWST supported members of ENPHO and Paschim Paaila to film *Flood of Change*, with the support of CAWST's Education Program Developer and a videographer. The youth participated in a 5-day workshop to learn about storytelling as well as technical skills to use the cameras and record the footage. Over the course of three weeks, the team of Nepalese youth filmed one another to create Flood of Change. The youth in Nepal reviewed the rough cut of the documentary and a later version of the film, to provide feedback and improve the final documentary.

Paschim Paaila continues today. Members recently participated in a training workshop about biosand filter project implementation and creating awareness about the importance of safe water and sanitation. CAWST and ENPHO continue to partner to build the skills and knowledge of the WET Centre team to provide quality education and training in the water, sanitation and hygiene sector in Nepal.

For additional questions about the relationship between the different organizations or background on the project, please contact us at [wavemakers@cawst.org](mailto:wavemakers@cawst.org) or visit our website <http://cawst.org/wavemakers>.

### Additional Resources

#### Nepal:

Nepal News: <http://www.nepalnews.com/>

Ministry of Culture, Tourism, and Civil Aviation: <http://www.tourism.gov.np/>

Centre for Intercultural Learning: <http://www.intercultures.ca/cil-cai/overview-apercu-eng.asp?iso=np>

2009 Cholera Outbreak: <http://www.inseconline.org/pics/1257598337.pdf>

Asia Pacific Human Rights Information Centre:

[www.hurights.or.jp/archives/focus/section2/2002/12/dalits-in-nepal-story-of-discrimination.html](http://www.hurights.or.jp/archives/focus/section2/2002/12/dalits-in-nepal-story-of-discrimination.html)

**ENPHO:** [www.enpho.org](http://www.enpho.org)

ENPHO WET Centre: <http://enpho.org/programs/30-programs/environment-and-public-health-institute-enphi/90.html>

Paschim Paaila: <http://www.enpho.org/programs/32-programs/disaster-preparedness-and-response/94.html>

#### Paschim Paaila:

[www.paschim-paaila.blogspot.ca/](http://www.paschim-paaila.blogspot.ca/)

[https://www.facebook.com/paschimpaaila.nepal?fref=ts&ref=br\\_tf](https://www.facebook.com/paschimpaaila.nepal?fref=ts&ref=br_tf)

**CAWST:** [www.cawst.org](http://www.cawst.org)

Youth Wavemakers: [www.cawst.org/wavemakers](http://www.cawst.org/wavemakers)

Youth Wavemakers Education Resources: <http://wavemakers.cawst.org/index.php/educator-resources>

Global WASH resources: <http://cawst.org/resources>

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<sup>1</sup> Department of Water Supply and Sewerage, 2009 National Water Sanitation survey report of DWSS 2009

## 1 Key Terms

Term	Definition
<b>Activist</b>	A person who uses or supports strong actions (such as public protests) to help make changes in society (1)
<b>Advocate</b>	A person who argues or works for a cause or group (1)
<b>Ammonia</b>	A colorless gas or liquid that has a strong smell and taste and that is used especially in cleaning products (1)
<b>Biosand Filter</b>	A water filter that makes dirty water safe to drink. The container can be made of concrete or plastic, and it is filled with layers of sand and gravel (4)
<b>Campaign</b>	A series of activities designed to produce a particular result (1)
<b>Capacity</b>	The ability to do something : a mental, emotional, or physical ability (1)
<b>Chlorine</b>	A chemical that in its natural form is a greenish-yellow gas and has a strong smell. Chlorine in a liquid or solid form is often added to water (such as in a swimming pool) to keep inhibit bacteria growth (1)
<b>Cholera</b>	A serious disease that causes severe vomiting and diarrhea and that often results in death (1)
<b>Community</b>	A group of people who live in the same area (such as a city, town, or neighborhood) (1)
<b>Coordinate</b>	To make arrangements so that two or more people or groups of people can work together properly and well (1)
<b>Cross-Contamination</b>	When harmful bacteria transfers from one area to another, such as unwashed hands and unsafe water
<b>Deep Boring Well System</b>	A water well that is dug deep into the earth; water from the well is gathered from a pump or a container
<b>Dispose</b>	To throw (something) away : to get rid of (something) (1)
<b>E-Coli</b>	A kind of bacteria that is sometimes in food and water and that can make people sick (1)
<b>Empowerment</b>	To give power to (someone) (1)
<b>Environment</b>	The conditions that surround someone or something : the conditions and influences that affect the growth, health, progress, etc., of someone or something (1)
<b>Epidemic</b>	An occurrence in which a disease spreads very quickly and affects a large number of people (1)
<b>Filtration</b>	The act or process of removing something unwanted from a liquid, gas, etc., by using a filter (1)
<b>Grey Water</b>	Wastewater leftover from household chores, such as washing dishes and laundry
<b>Groundwater</b>	Water beneath the surface of the ground that is the source of springs and wells
<b>Hardware Capacity Building</b>	Training people to build infrastructure to help solve an issue
<b>Hygiene</b>	The things that you do to keep yourself and your surroundings clean in order to maintain good health (1)
<b>Implement</b>	To begin to do or use (something, such as a plan) : to make (something) active or effective (1)

Term	Definition
<b>Iron</b>	A heavy type of metal that is very common, occurs naturally in blood, and is used to make steel (1) and is found naturally in water (3)
<b>Istanbul Principles</b>	The <b>8 Istanbul Principles for CSO Development Effectiveness</b> are a set of mutually shared values guiding the development work of Civil Society Organizations (CSOs) worldwide
<b>Mobilize</b>	To bring (people) together for action (1)
<b>Monsoon</b>	A wind in the Indian Ocean and southern Asia that brings heavy rains in the summer (1)
<b>Movement</b>	A series of organized activities in which many people work together to do or achieve something (1)
<b>Outbreak</b>	A sudden start or increase of disease (1)
<b>Pathogen</b>	Something that causes disease (1)
<b>Pollution</b>	Substances that make land, water, air, etc., dirty and not safe or suitable to use (1)
<b>Poverty</b>	A lack of something (1)
<b>Rainwater Harvesting</b>	Using pipes and containers to collect rainwater for consumption
<b>Revolution</b>	A sudden, extreme, or complete change in the way people live, work, etc. (1)
<b>Safe drinking water</b>	Water that will not make people sick at any time throughout their life, including when they are young, old or already sick (3)
<b>Sanitation</b>	the process of keeping places free from dirt, infection and disease (1)
<b>Septic Tank</b>	A tank under the ground that holds human waste from toilets (1)
<b>Software Capacity Building</b>	Educating someone about the causes of an issue to build their knowledge to fix the issue
<b>Solid Waste</b>	Solid or semi-solid, non-soluble material (including gases and liquids in containers) such as refuse, municipal garbage, and sewage sludge (2)
<b>Solidarity</b>	A feeling of unity between people who have the same interests, goals, etc. (1)
<b>WASH</b>	An acronym that describes Water, Sanitation, and Hygiene
<b>Wastewater</b>	Spent or used water with dissolved or suspended solids, discharged from homes, commercial establishments, farms, and industries. (2)

#### References:

1. Merriam-Webster Learner's Dictionary [internet]. Springfield: Merriam-Webster Inc.; [date unknown] [cited 2013 Oct. 11]. Available from: <http://www.learnersdictionary.com/>
2. Business Dictionary [internet]. Fairfax: WebFinance Inc.; [2013] [cited 2013 Oct.14] Available from: [www.businessdictionary.com](http://www.businessdictionary.com)
3. World Health Organization (2011). Guidelines for Drinking-Water Quality: Second Addendum. Vol. 1, Recommendations, Third Edition. WHO, Geneva, Switzerland. Available at: [www.who.int/water\\_sanitation\\_health/dwq/secondaddendum20081119.pdf](http://www.who.int/water_sanitation_health/dwq/secondaddendum20081119.pdf)
4. CAWST (2012). Biosand Filter Construction Manual. Available at: [http://resources.cawst.org/package/biosand-filter-construction-manual\\_en](http://resources.cawst.org/package/biosand-filter-construction-manual_en)

5. The Open Forum for CSO Development Effectiveness. [2013] [cited 2013 Dec.18] [http://cso-effectiveness.org/spip.php?page=rubrique&id\\_rubrique=67](http://cso-effectiveness.org/spip.php?page=rubrique&id_rubrique=67)

## 2 Lesson Plans

### Flood of Change Educators Guide

#### Overview



The documentary video *Flood of Change* shares the story of three youth in Nepal and their movement to take action around water, sanitation and hygiene issues. The story begins with the creation of Paschim Paaila, a youth network in Nepal that forms in response to a 2009 cholera epidemic that claimed more than 400 lives. *Flood of Change* was created by Nepalese youth who filmed 70% of the final footage and found the words and images to share this story.

The Flood of Change is accompanied by three lesson plans. The lessons guide students through an in depth look at multiple issues raised by the film including:

- digital storytelling media as authentic representation of one's own story
- disparities in the distribution of wealth
- the connection between poverty, health, safe water, sanitation and hygiene
- individual and collective action and global citizenship
- the ability of individuals, governments, and non-governmental organizations to effect civic change

In lesson 1, students view the film and discuss the significance of using digital storytelling by youth *for* youth. In lesson 2, students create a concept map to highlight the connections between multiple issues discussed in the film. Lesson 3 takes students a step beyond these concepts, as they use the Istanbul Principles to create a proposal for a project to promote safe water, sanitation and hygiene in Nepal.

#### Background Knowledge



Review the following documents prior to teaching the lessons:

- *Flood of Change* Backgrounder
- The Istanbul Principles for Civil Service Organization Development Effectiveness: <http://cso-effectiveness.org/istanbul-principles,067>

#### Time Required



The teaching guide includes three lessons. Lessons 1 and 2 are approximately 1 hour and 20 minutes each. Lesson 3 is two hours or more depending on the amount of class time allocated for the lesson.

#### Grade level



This resource has been designed for grades **10-12**. Lessons 1 and 2 can be adapted for Grades 7- 9.

#### Subject Area





Social Studies & Language Arts

### Keywords



Nepal, pathogens, poverty, safe drinking water, sanitation, hygiene, cholera, Istanbul Principles, civil society organization.

**Lesson Plan 1: Flood of Change Documentary****1 hour 20 minutes****Learning Outcomes**

At the end of this session participants will be able to:

1. Discuss the connection between water, sanitation and hygiene
2. Analyse the role of documentaries in reflecting, sustaining, and challenging beliefs
3. Connect experiences and values to those reflected in international media works

**Materials**

- Computer, internet access, and speakers
- Dry erase board, markers

**Optional:**

- SMART Board

**Preparation**

- Book computer / audio or a LCD projector
- Read the Background of Flood of Change in the Educator's Guide
- Watch Flood of Change
  - Documentary: <http://youtu.be/DYwJXml4gzk>
  - Trailer: <http://youtu.be/-a-fqAots5o>
  - Making of: <http://youtu.be/dBfkSw2q0tg>

**Introduction****20 minutes**

1. Ask students to brainstorm what they know about Nepal.
2. Ask students what they know about water, sanitation, and hygiene in Nepal.
3. Clarify the terms safe water, sanitation and hygiene based on students comments.
  - **Safe drinking water:** *is water that will not make people sick at any time throughout their life, including when they are young, old or already sick (WHO, 2011).*
  - **Sanitation:** *“Sanitation generally refers to the provision of facilities and services for the safe disposal of human urine and feces. . . . (It) also refers to the maintenance of hygienic conditions, through services such as garbage collection and wastewater disposal” (WHO, 2013).*
  - **Hygiene:** *“Hygiene refers to conditions and practices that help to maintain health and prevent the spread of diseases” (WHO, 2013).*

4. Explain that WASH is an acronym used in the international development sector for water, sanitation and hygiene (WASH). They will hear this acronym used throughout the lesson.
  5. Ask students to discuss the connection between water, sanitation and hygiene. Why do we discuss them together as one concept: WASH?
  6. Tell students that they are going to watch a documentary about how a group of youth in Nepal took action in their community following a cholera epidemic in the country by improving water, sanitation and hygiene.
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**Topic 1: Flood of Change****20 minutes**

1. Introduce the Flood of Change documentary. Explain that the documentary shares the story of three youth and their individual and collective actions around water, sanitation and hygiene issues in Nepal.
  2. Explain that the documentary was created by youth in Nepal who are part of the youth group Paschim Paaila that is profiled in the documentary.
  3. Ask the students to take notes during the film on the following points:
    - Problems with water, sanitation, and hygiene
    - Consequences of these problems
    - Individual and collective strategies youth are using to tackle the problems
    - Whose voice is represented in the storyExplain that their notes will be used for future lessons.
  4. View the documentary Flood of Change.
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**Topic 2: Telling our own Story****25 minutes**

1. Divide participants into small groups.
  2. Ask students to share their initial impressions of the film, and discuss the following questions:
    - How did the film challenge or support your assumptions about Nepal?
    - What values did the youth in the film express? Can you identify with these values? How are they similar or different to your own?
    - Youth from Nepal created the film. Why is this significant? What is the difference between sharing a story about ourselves and having someone else tell our story?
    - What role can documentaries take in reflecting, sustaining, and challenging our beliefs?
  3. Ask students to share salient points from their discussion with the full group.
-

**Review****15 minutes**

1. Ask students to reflect on the following questions in a journal entry:

*Many of the stories we hear about ‘developing’ countries contain a bias of Western media. Media influences our beliefs and impressions about people and their experiences in these countries. How might our perspectives of these places change if the stories we hear about them were authenticated by local sources?*

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**Extension**

1. Ask students to conduct independent research about Nepal and WASH in Nepal. Investigate the impact of economic activity, population growth and urbanization on the Nepal’s environment. Ask students to present the information visually (paper or digital posters). To debrief the activity, have students discuss their research projects in small groups, do gallery walk representations, or have a large group discussion about what they learned about WASH in Nepal.
2. Watch the *Making of Flood of Change* with students. Teach the students to use cameras to record and present their own documentaries about WASH issues in their community and strategies to solve those issues.

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**References:**

Merriam-Webster (no date). Available at: <http://www.merriam-webster.com/dictionary>

World Health Organization (2011). Guidelines for Drinking-Water Quality: Second Addendum. Vol. 1, Recommendations, Third Edition. WHO, Geneva, Switzerland. Available at: [www.who.int/water\\_sanitation\\_health/dwq/secondaddendum20081119.pdf](http://www.who.int/water_sanitation_health/dwq/secondaddendum20081119.pdf)

**Lesson Plan 2: Concept Map****1hr 20 minutes****Learning Outcomes**

At the end of this session participants will be able to:

1. Discuss the connection between poverty and health
2. Analyze the impact of unsafe water and inadequate sanitation and hygiene on quality of life and health
3. Identify issues that can be addressed by individuals, governments, and non-governmental organizations to effect civic change.

**Materials**

- Computer, internet access, and speakers (if you will be reviewing Flood of Change)
- Dry erase board, markers
- 1 copy of the Flood of Change Backgrounder per student

**Optional:**

- SMART Board (if reviewing Flood of Change)

**Preparation**

- Book computer / audio or a LCD projector (if reviewing Flood of Change)
- Print one copy of the Flood of Change Backgrounder per group
- Read the Background of Flood of Change in the Educator's Guide

**Introduction****15 minutes**

1. Ask students to review their notes on the Flood of Change.
2. Ask them to recall and discuss in pairs and then share:
  - Challenges the Nepalese youth faced that they saw in the film related to water, hygiene and sanitation
  - What actions the youth were taking to address the challenges

**Topic 1: Concept Map****1 hour**

1. Explain that the Flood of Change presents a lot of information about Nepal, WASH and Youth Action. The task of the students is to find the interconnections between this information.
2. Ask students to create a concept map to illustrate the connections between the different issues presented in Flood of Change. Their concept map should begin with the title "Flood of Change" and include the following terms:

- cholera, water, sanitation, biosand filter, education, poverty, Paschim Paaila, youth, ENPHO
3. The concept maps should include hierarchies and connecting words (see marking rubric).
  4. When students have completed their initial concept map ask them to read the Flood of Change Backgrounder. Ask them to add any new information they discovered from the backgrounder to their concept map.
  5. **OPTION:** Concept maps can be handed in for marking. See attached rubric.
  6. Debrief the concept maps as a large group. Ensure that students have made the following connections:
    - *The cholera epidemic was a result of people drinking contaminated water, and practicing inadequate sanitation and hygiene.*
    - *Water: the film discusses rain water, ground water and surface water*
      - *Rain water: is some of the purest. Used for washing and sometimes drinking*
      - *Surface water: contaminated with garbage and feces from people's latrines which drain into the river*
      - *Ground water: contaminated with ammonia and e-coli (iron, although mentioned by the youth, is not considered to be a contaminant since it does not present a health risk).*
    - *Sanitation: community toilets are not maintained. This contaminates water.*
    - *Biosand filter: appropriate technologies like this are used to make water safe to drink*
    - *Education is key to improving people's behaviours around WASH, and creating ownership around projects*
    - *Poverty: those most affected by the cholera epidemic were from the poorest and most disenfranchised group in society.*
    - *Paschim Paaila is a movement of youth in Nepal that promotes healthy communities and a healthy society through WASH.*
    - *Youth are key to creating sustainable change and taking action in communities*
    - *ENPHO is the organization that supported Paschim Paaila in their project*

**Review****10 minutes**

1. Ask the students to add new ideas from the group discussion to their map

**Extension**

1. Discuss the steps the members of Paschim Paaila had to take to create change in their society. Investigate the societal and cultural context of Nepal that helped or hindered the change that the youth desired through their movement.
2. Investigate the solutions that were presented in the film: biosand filter, ceramic filter, chlorine, grey water filtration, hygiene education, the multi-barrier approach and rainwater harvesting. Use CAWST resources to evaluate the effectiveness of each option:

- a. Biosand Filter: <http://resources.cawst.org/topic/biosand-filter>
  - b. Ceramic Filter: [http://resources.cawst.org/asset/ceramic-candle-filter-fact-sheet-detailed\\_en](http://resources.cawst.org/asset/ceramic-candle-filter-fact-sheet-detailed_en)
  - c. Chlorine: <http://resources.cawst.org/search/chlorine>
  - d. Grey water filtration: [http://resources.cawst.org/package/project-planninsanitation-manual\\_en](http://resources.cawst.org/package/project-planninsanitation-manual_en) - see section 7 on Domestic Wastewater Reuse and Disposal
  - e. Hygiene education: <http://resources.cawst.org/topic/community-health-promotion>
  - f. Multibarrier Approach: [http://resources.cawst.org/package/household-water-treatment-and-safe-storage-manual\\_fr](http://resources.cawst.org/package/household-water-treatment-and-safe-storage-manual_fr) - see section 2.3
  - g. Rainwater harvesting: <http://resources.cawst.org/topic/rainwater-harvesting>
3. Compare and contrast global policies related to WASH solutions. For example, research municipal policies on grey water recovery systems and practices in different provinces, states, and/or countries. Discuss the implications of these policies on the environment and the various segments of the population.

**Lesson Plan 3: The Istanbul Principles for Civil Service Organization Development Effectiveness****2 hours**

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**Learning Outcomes**

At the end of this session participants will be able to:

1. Discuss the importance of both individual and collective action in responsible global citizenship
2. Evaluate the relative abilities of individuals, governments, and non-governmental organizations to effect civic change.
3. Use the [Istanbul Principles for Civil Service Organizations Development Effectiveness](http://cso-effectiveness.org/istanbul-principles.067) to evaluate forms of international cooperation
4. Evaluate Canada's role in international development

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**Materials**

- 1 copy of the Istanbul Principles per group: <http://cso-effectiveness.org/istanbul-principles.067>
- Dry erase board, markers

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**Preparation**

- Print one copy of the Istanbul Principles per group: <http://cso-effectiveness.org/istanbul-principles.067>
- Read The Flood of Change Backgrounder in the Educator's Guide

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**Introduction****15 minutes**

1. Ask students to review the concept map that they produced for the Flood of Change and to identify places where Canada's government agencies, DFATD (formerly CIDA) or citizens from Canada could support the youth of Paschim Paaila to have an even stronger impact.
2. Discuss student's ideas as a class.

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**Topic 1: The Istanbul Principles****1 hour**

1. Ask students to imagine that the Canadian government has dedicated a small amount of funding to improving water, hygiene and sanitation in Nepal. Their task is to develop a proposal around how this money can be spent most effectively. The exact amount of money has not been specified.
2. Explain that the merit of their proposal will be judged on its alignment with the [Istanbul Principles for Civil Service Organization Development Effectiveness](http://cso-effectiveness.org/istanbul-principles.067) and the impact it will make on WASH in Nepal.

3. Divide participants into small groups. Explain that each group is a Canadian Civil Society Organization (CSO) applying for funding from the Canadian Government to support local individuals and organization improve WASH in Nepal.
4. Before developing their proposal, ask students to research what a CSO is, and decide what type of CSO they represent, i.e. a non-profit organization, a trade union, an indigenous movement, a faith based organization, etc.
5. Provide each group with a copy of the [Istanbul Principles](#). Ask them to review the principals and to consider them in the context of how Pashim Paaila and ENPHO are addressing WASH.
6. Ask each group to develop a proposal for how they will support the efforts of local organizations and individuals in Nepal to improve WASH. Their proposal should include the following points:
  - Goal and objectives
  - Summary of project
  - Explanation of how the proposed project aligns with the Istanbul Principles
7. Provide time for students to develop a written project proposal and a short presentation on their project.

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**Topic 2: Presentations****45 minutes**

1. Explain when they aren't presenting their project students will be taking the role of Government of Canada officials evaluating the merits of the other projects.
2. Explain that by the end of the presentations students must select the top project based on its alignment with the Istanbul Principles and effectiveness in addressing WASH in Nepal.
3. Provide students with scoring sheets that they can use to evaluate the projects.
4. After each presentation provide an opportunity for questions, and then ask students to score the project.
5. Collect the scoring sheets after each presentation. Tabulate the scores between each presentation when possible.
6. At the end of the presentations share the results.
7. **OPTION:** Collect written proposals for marking.

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**Review****15 minutes**

1. Ask students to journal about the following question:
  - Who can have the greatest impact in improving water, sanitation and hygiene in Nepal: individuals, civil society organizations or government? Why?
  - What role should Canada play in improving WASH in devoping countries such as Nepal? Why?

**Extension**



1. Ask students to write a full essay on one of the two questions in the review.
2. Download the *How to Take Action & Make it Count* resource from the Wavemakers website. Use the tools to identify local water issues and use the CAWST Action Guide to plan a water action project in your community.

### 3 Marking Guides

#### Concept Map Rubric

Performance Indicator	Level 1	Level 2	Level 3	Level 4
<b>Concepts</b>	<ul style="list-style-type: none"> <li>Insufficient number of concepts selected for topic</li> <li>Arrangement of concepts illustrates no understanding of conceptual relationships</li> </ul>	<ul style="list-style-type: none"> <li>Some assigned concepts included</li> <li>A few original concepts added</li> <li>Arrangement of concepts demonstrates simple understanding of subordinate conceptual relationships</li> </ul>	<ul style="list-style-type: none"> <li>All assigned concepts used</li> <li>Some original concepts added</li> <li>Most added concepts are significant</li> <li>Arrangements of concepts demonstrates an understanding of subordinate conceptual relationships</li> </ul>	<ul style="list-style-type: none"> <li>All concepts provided are included</li> <li>Many original concepts added</li> <li>All added concepts are significant</li> <li>Arrangement of concepts demonstrates complete understanding of subordinate conceptual relationships</li> </ul>
<b>Hierarchical Structure</b>	Concepts are displayed in a linear sequence. Little or no sense of hierarchical structure	Limited hierarchical structure used	Concepts connected in a hierarchical structure	Concepts connected in a hierarchical structure leading to more specific concepts
<b>Linkages</b>	<ul style="list-style-type: none"> <li>Some basic relationships indicated by connected lines</li> <li>Linking words are simple and repetitive</li> </ul>	<ul style="list-style-type: none"> <li>Straightforward relationships connected with linking words</li> <li>Linking words show variety</li> </ul>	<ul style="list-style-type: none"> <li>Most relationships indicated with a connecting line and labeled with linking words</li> <li>Linking words are accurate and varied</li> </ul>	<ul style="list-style-type: none"> <li>All relationships indicated by a connecting line and accurately labeled with appropriate linking words</li> <li>Linking words are expressive and purposeful</li> </ul>
<b>Cross Links</b>	Cross links not used	Few cross links are used to illustrate minimal connections	Cross links used to reflect straightforward connections	Cross links show complex relationships between two or more distinct segments of the concept map.

Adapted from: Smith, S., & Elaschuk, B. (2001). Sample Rubric for Evaluating a Concept Map. In B. Bennet, & C. Rolheiser, *Beyond Monet: The Artful Science of Instructional Integration* (p. 294). Toronto: Bookation

## Project Proposal Scoring Sheet

0 = Disagree 1 = Agree 2 = Exceeds Expectations

	<b>Istanbul Principle</b>	<b>Score</b>
1.	The project respects and promotes human rights and social justice.	
2.	The project embodies gender equality and equity while promoting women and girls' rights	
3.	The project focuses on people's empowerment, democratic ownership and participation	
4.	The project promotes environmental sustainability	
5.	The project describes how transparency and accountability will be achieved	
6.	The project pursues equitable partnerships and solidarity	
7.	The project will create and share knowledge and promote mutual learning between organizations in Nepal and Canada	
8.	The project promotes positive and sustainable change	
	<b>General Criteria</b>	
9.	The project will make a significant contribution to improving WASH in Nepal	
10.	The project goal is realistic	
11.	The description of the project and how the goal will be achieved is clear	
12.	The project contains original and innovative ideas	
	<b>TOTAL</b>	

**Comments:**

## 4 Curriculum Links

This table includes curriculum links for Alberta and British Columbia, Canada.

<b>CURRICULUM LINKS</b>	
<b>Alberta</b>	
<b>Social Studies 11</b>	Students will recognize the importance of both individual and collective action in responsible global citizenship
	Students will describe and assess Canada's participation in world affairs
	Students will demonstrate awareness of disparities in the distribution of wealth in Canada and the world
	Students will explain the environmental impact of economic activity, population growth, urbanization, and standard of living
<b>Social Studies 12</b>	Students will demonstrate an understanding of motives and forms of international cooperation
	Students will demonstrate an understanding of the role of humanitarian and environmentalist documents, treaties and NGOs in promoting international cooperation and understanding
<b>British Columbia</b>	
<b>Civic Studies 11</b>	Implement a plan for action on a selected local, provincial, national, or international civic issue
	Evaluate the relative abilities of individuals, governments, and non-governmental organizations to effect civic change in Canada and the world, with reference to considerations such as: <ul style="list-style-type: none"> <li>- Power and influence</li> <li>- Circumstances</li> <li>- Methods of decision making and action</li> <li>- Public opinion</li> </ul>
<b>Communications 11</b>	Identify ways in which mass media influence individual perceptions and social behaviour
	Relate a range of texts, genres, and mass media to personal interests, ideas, and attitudes
	Demonstrate the ability to connect their experiences and values to those reflected in Canadian and international literary and mass media works
<b>Visual Arts 11/12</b>	Analyze symbolic and cultural associations of visual elements and principles of art and design in media arts
	Analyze roles that media arts have in reflecting, sustaining, and challenging beliefs and traditions
	Evaluate audience response to a presentation of media artworks

<b>Social Justice 12</b>	Demonstrate attributes and behaviours that promote social justice, including <ul style="list-style-type: none"> <li>- Recognizing injustice</li> <li>- Fair-mindedness</li> <li>- Embracing diversity</li> <li>- Empathy</li> <li>- Taking action</li> </ul>
	Apply critical thinking skills to a range of social justice issues, situations, and topics
	Assess how belief systems can affect perspectives and decisions in relation to social justice issues
	Conduct a self-assessment of their own attitudes and behaviours related to social justice
<b>Sustainable Resources 12</b>	Assess the impact of water management practices on the sustainable production of agricultural commodities
	Assess environmental challenges facing Canadians, including: <ul style="list-style-type: none"> <li>- Global warming</li> <li>- Ozone layer depletion</li> <li>- Fresh water quality and supply</li> </ul>
<b>Ontario</b>	
<b>Civics &amp; Citizenship,  Grade 10</b>	<b>Civic Engagement and Action</b>
	Students will analyse a variety of civic contributions, and ways in which people can contribute to the common good.
	<b>Civic Issues and Democratic Values</b>
	Students will explain why it is important for people to engage in civic action, and identify various reasons why individuals and groups engage in such action.
	<b>Civic Contributions</b>
	Students will assess the significance, both in Canada and internationally, of the civic contributions of some individuals
	<b>Personal Action on Civic Issues</b>
	Students will develop a plan of action to implement positive change with respect to a specific civic issue, and predict the results of their plan
<b>Canadian &amp; World Issues  Grade 12</b>	<b>Global Connections</b>
	Students will evaluate the social, economic, and environmental impact of the strategies for sustainable development implemented by a variety of individuals, organizations, and institutions.
	Students will identify current global sustainability issues and environmental threats.
	<b>Understanding and Managing Change</b>
Students will evaluate the role played by non-governmental organizations and local community initiatives in different parts of the world in promoting sustainable development and responsible resource management.	

<b>The Environment and Resource Management,</b>  <b>Grade 12</b>  <b>Workplace Preparation</b>	<b>Human-Environment Interactions</b>
	Students will explain the ways in which people and other living organisms are dependent on the natural environment.
	Students will describe examples of responsible environmental behaviour in aspects of daily life.
	Students will explain the main beliefs underlying a variety of perspectives on an environmental issue.
	Students will identify positive contributions humans have made to the environment.
	<b>Global Connections</b>
	Students will explain the concept of stewardship and how it relates to the sustainability of the resources of the global commons.
	<b>Understanding and Managing Change</b>
	Students will describe how different aspects of the physical environment interact with each other in two or more regions of the world.