

## Lesson 6

# The History and Future of Sanitation

### PLANNING

<b>Subjects</b>	English Personal Development History Geography Employability
<b>Learning Outcomes</b>	Pupils will be able to: <ul style="list-style-type: none"> <li>• understand the history of sanitation;</li> <li>• explore how poor sanitation affects one particular geographical area; and</li> <li>• explore job opportunities connected with water, sewage and charities.</li> </ul>
<b>Thinking Skills and Personal Capabilities Focus</b>	Pupils will have opportunities to develop skills in: <ul style="list-style-type: none"> <li>• listening actively and sharing ideas and opinions (<b>Working with Others</b>); and</li> <li>• managing emotions and use appropriate language when explaining the issues (<b>Self-management</b>).</li> </ul>
<b>Attitudes and Dispositions</b>	Pupils will develop: <ul style="list-style-type: none"> <li>• concern for others; and</li> <li>• community spirit.</li> </ul>

### SUGGESTED TEACHING AND LEARNING STRATEGIES

#### LAUNCH

Lead a class discussion, using prompt questions and effective questioning techniques:

- What types of toilets have people heard of?
- When do you think toilets were invented?

Possible answers and discussion points:

- dry toilets, flushing toilets, latrines, urinals, self-flushing toilets
- the flush toilet was invented in 1596, but didn't become widespread until **1851**
- before then, the toilet could have been communal outhouses, chamber pots or holes in the ground.

Encourage your pupils to read this British Association of Urological Surgeons article

[A Brief History of the Flush Toilet](#)

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### DEVELOPMENT



#### ACTIVITY 1

Link toilets and sanitation to particular era of history pupils are currently studying.

##### **Victorian**

Encourage your pupils to read and watch these articles and videos.

[Victorian Bathrooms: A History Lesson](#) and [Bathrooms Through the Ages Victorian Era](#)

##### **Medieval Era**

[What Hygiene was like for Medieval Peasants](#) (duration 11 minutes)

##### **Roman Toilets**

[Introducing Roman Toilets](#) (duration 3 minutes)

##### **Think, Pair, Share**

Ask your pupils:

What would the sanitation concerns have been in the period of history that you are studying?

What types of jobs would have been associated with toilets and sanitation in the era that you are exploring?



#### ACTIVITY 2

Ask your pupils to select one charity and research it, focusing on the issues in one particular country that they are hoping to help.

Ask your pupils to form pairs and work together to give a brief presentation (around 4 minutes) to the class focusing on the work of the charity and one specific country with sanitation issues. Include information about volunteering opportunities in that charity.

Ask your pupils to explore one job that interests them in the engineering or charity sector.

Managed sanitation is a world concern. Many charities are involved in assisting countries improve sanitation to avoid disease and deaths.

##### **Suggested charities**

[One Drop](#)

[Plan UK](#)

[Water for Life](#)

[Water for South Sudan](#)

[Water is basic](#)

[Wateraid](#)

Encourage your pupils to create presentations about their chosen charity and present to the class.

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 **ACTIVITY 3**  
Ask your class to investigate job opportunities in water and sanitation.

Here are some examples:

Apprenticeship schemes at [Thames Water](#)

Recruitment in [sewage treatment](#)

Input Youth jobs in [waste water management](#)

Prospects job opportunities in [water engineering](#)

[Water engineering](#) jobs on the Arabian Peninsula

[Water Engineer](#) overview

Careers at [ni.water.com](#)

Encourage feedback from your pupils.

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## DEBRIEF

Ask your pupils to sum up, in their own words, why good sanitation is important for communities and the environment.

Possible answers include:

- Communities – health, disease, mortality rates, education, safety; and
- Environments – pollution of land, rivers and seas, threat to wild life, fish and food supplies.