

Case Study



Peter, Solomon Islands



Includes a story, classroom activities and worksheets for:

- F-Y2
- Y3-4
- Y5-6



PETER, SOLOMON ISLANDS

LOWER PRIMARY

Does your school have clean water? How far do you have to walk to find clean water at school? For Peter who lives in the Solomon Islands there have been problems with water at his boarding school for the past 60 years. This story is about how Caritas has helped Peter's school get clean water on tap.

Peter lives in the Solomon Islands and never takes water for granted. Peter became ill when he was younger and now uses a stick when he walks.

The Solomon Islands are surrounded by water, but they still have drought and water shortages – similar to Zimbabwe (Project Compassion story, Week 1). Outside of the cities in the Solomon Islands most people do not have piped water or flushing toilets.

Water is hard to find at Peter's school. Water sources at the school have dried up and rainfall is not regular. Plus water in wells and boreholes close to school made students sick or gave them rashes.

Caritas Australia, and partners Caritas Australia in the Solomon Islands (CASI) and the Solomon Islands Government Rural Water Sanitation and Hygiene division (RWASH), teamed up with the school community to fix the water problem with new water tanks and a pump.

Staff and students helped with the digging and carrying to get the tanks in. They have also been

helping to come up with a plan to manage water at school to make sure they do not run out of water again.

Thanks to this hard work the school has access to safe water on tap. Peter is no longer having to go on long walks to find water and is no longer getting sick from the water.

"Now we can stay at school to wash... it makes our life much easier."

- Peter

There is still much to be done with taps, toilets, and other equipment still in great need at the school.

After school, Peter likes to hang out with his friends. They joke and entertain each other by dancing.

"I think the future is in our hands because we are the future for the world and if we cooperate with each other and work together and discuss together, I think we will make a better world in the future, that's my dream."

- Peter

Peter hopes to help others in the future by working for an aid and development agency like Caritas himself. "I would like to thank the people of Australia and hope for Caritas to do more things for us, for our school," says Peter.

PETER, SOLOMON ISLANDS

LOWER PRIMARY



FIND PETER'S SHORT FILM AND INTERACTIVE STUDENT WORKBOOK:

<https://www.thinglink.com/fullscreen/1114684799156486145>

PRAYER

Loving God,

You hear all the prayers we offer here today. We thank you for your gift of water, the source of life. We ask you to journey with us as we walk with our sisters and brothers who are experiencing water shortages around the world. We pray for Peter, that he is able to work toward his future full of hope. We ask this prayer in your name. Amen

REFLECT

"I alone cannot change the world, but I can cast a stone across the waters to create many ripples." St Teresa of Calcutta

- What do you want to see changed in the world?
- How can you use your gifts and talents to create ripples?
- Why do you think Caritas chose to use Peter's story with this quote?

CATHOLIC SOCIAL TEACHING

Human Dignity


We believe that every person is special because God made us.

- How does Peter's story show that every person is special?

LEARNING TASKS

TASK 1: STORY STUDY ENGLISH

ACELY1650, ACELY1660, ACELY1670

 Watch (or read) Peter's story and discuss.

1. What are some challenges for Peter?
2. Where does Peter live?
3. What did you find interesting about Peter's story? Why?

4. How are Peter's community working to make a difference?
5. How did Caritas Australia help?
6. What have you learned from Peter's story?

TASK 2: PHOTO STUDY

English ACELY1650, ACELY1660, ACELY1670

Consider each photograph in the collage.

1. What is happening in the picture?
2. How do you know?
3. Where do you think the picture was taken?
4. What have you learned about the life of others around the world from this picture?
5. If you could meet the people in these photos what would you like to ask them?
6. What is your favourite picture and why?

TASK 3: COUNTRY STUDY

ACHASSK047

Search for the tags in the Interactive Workbook Thinglink (or do your own research) to find the answers to the following questions about the Solomon Islands:

1. What are the buildings made from?
2. What do the buildings look like?
3. Why is life hard for some people in the Solomon Islands?
4. What is the climate like?
5. Where are the Solomon Islands? Use Google Maps to find out the location of the Solomon Islands and the location of Australia.

TASK 4: WATER JOURNAL

Most people in Australia have easy access to clean water at home

and school, something Peter can only dream of having.

- How much water do you use each day?
- Can you think of every time you used water in the last week?

Use the Water Wise worksheet to keep track of every time you use water at school or home for one week.

TASK 5: WATER WASTAGE

Peter's school had problems with water for over 60 years. They have new water tanks to help store water and ensure they do not run out. Discuss the questions below about water and your school:

1. Does your school have water tanks?
2. What are they used for?
3. Do you have dripping taps or water wastage in your school?
4. How can you stop water being wasted?
5. What can you do at school to save water?

TASK 6: WATER QUIZ

How much do you know about access to water in our world? Test your knowledge of water using our [Kahoot Water Quiz](#).

TASK 7: WATER BOARD GAME

One in every seven people in the world do not have easy access to clean water. Every year millions of people around the world become sick and even die from drinking unclean water and from not being able to wash. Learn more about Peter's school and their issues with water with our Water Board Game.



PETER, SOLOMON ISLANDS

MIDDLE PRIMARY

Does your school have clean water? How far do you have to walk to find clean water at school? At Peter's boarding school in the Solomon Islands, finding water has been a challenge for the past 60 years. Students used to walk kilometres each day in search of clean water. With Caritas Australia's support, the school has created a new water system. Students like Peter are now in better health and can work towards a hopeful future.

Peter who was born in the Lau region of Malaita Island, never takes water for granted. "Water is part of our culture, a symbol in our dancing and our drumming. Lau means people who live in the islands," says Peter.

Peter's childhood has not been easy. As he grew older, Peter became ill and now walks with the aid of a stick.

The Solomon Islands are surrounded by water, but still suffers drought and water shortages – similar to land-locked Zimbabwe (Project Compassion story, Week 1). In the country areas of the Solomon Islands, around 70% of people don't have access to piped water and around 85% don't have access to flushing toilets. (World Bank, 2015)

Water is hard to find at Peter's school. Groundwater sources at the school have dried up and rainfall is not regular enough. Water in surrounding wells and boreholes near the school often made students sick or gave them rashes.

Caritas Australia, and partners Caritas Australia in the Solomon Islands (CASI) and the Solomon Islands Government Rural Water Sanitation and

Hygiene division (RWASH), teamed up with the school community to tackle the problem with new water tanks and a pump.

Staff and students took part in training opportunities, dug trenches, carried equipment and are helping to develop a water management plan, which teachers have linked to the school curriculum.

Thanks to this hard work and commitment, the school has access to a safe water system. Peter is no longer getting rashes or becoming sick from the dirty, smelly water.

"Now we can stay at school to wash and not interrupt our official class time, it makes our life much easier."

- Peter "

After school, Peter likes to hang out with his friends. They joke and entertain each other by dancing. Peter hopes to help others in the future by working for an aid and development agency like Caritas.

"I would like to thank the people of Australia and hope for Caritas to do more things for us, for our school."

-Peter

However, there is still much to be done at the school with taps, toilets, water and sanitation hardware still in great need at the school.

"I think the future is in our hands because we are the future for the world and if we cooperate with each other and work together and discuss together, I think we will make a better world in the future, that's my dream."

- Peter

FIND PETER'S SHORT FILM AND INTERACTIVE STUDENT WORKBOOK

<https://www.thinglink.com/fullscreen/1114762574936670210>

 **PRAYER**

Loving God,

You hear all the prayers we offer here today. We thank you for your gift of water, the source of life. We ask you to journey with us as we walk with our sisters and brothers who are experiencing water shortages around the world. We pray for Peter, that he is able to work toward his future full of hope. We ask this prayer in your name. Amen

 **REFLECT**

"I alone cannot change the world, but I can cast a stone across the waters to create many ripples." St Teresa of Calcutta

- What do you want to see changed in the world?
- How can you use your gifts and talents to create ripples?
- Why do you think Caritas chose to use Peter's story with this quote?

 **CATHOLIC SOCIAL TEACHING**

Human Dignity

We believe that every person is special because God made us.

- Clean water is a basic human right, how are basic rights important to the Catholic Social Teaching principle of human dignity?

LEARNING TASKS

 **TASK 1: STORY STUDY**

English ACELY1680, ACELY1692, Civics and Citizenship ACHASSK072, ACHASSK093

- ▶ Watch (or read) Peter's story and discuss.
- 1. What are some challenges for Peter?
- 2. Where does Peter live?
- 3. What did you find interesting about Peter's story? Why?
- 4. How are Peter's community working to make a difference?
- 5. How would you feel if you were unable to get access to clean water at school?
- 6. What surprised you from Peter's story?
- 7. Were you aware of this issue?

8. How can you help others learn about people struggling with water access around the world?
9. How did Caritas Australia help?
10. What have you learned from Peter's story?

 **TASK 2: PHOTO STUDY**

English ACELY1680, ACELY1692

Consider each photograph in the collage.

1. What is happening in the picture?
2. How do you know?
3. Where do you think the picture was taken?
4. What have you learned about the life of others around the world from this picture?
5. If you could meet the people in these photos what would you like to ask them?
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 **TASK 3: COUNTRY STUDY**

ACHASSK047

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1. What are the buildings made from?
2. What do the buildings look like?
3. Why is life hard for some people in the Solomon Islands?
4. What is the climate like?
5. Where are the Solomon Islands? Use Google Maps to find out the location of the Solomon Islands and the location of Australia.
6. Research some of the reasons why people in the Solomon Islands are experiencing poverty.

 **TASK 4: WATER JOURNAL**

How much water do you use a day? Can you think of every time you used water in the last week? Most people in Australia have easy access to clean water at home and school, something Peter can only dream of having. Keep track of every time you use water at school and at home. Compare your

results with others in the class. What patterns can you see?

1. How can you reduce your water usage at home?
2. How can you reduce your water usage at school?
3. How can you share this information with others? Can you make posters or even present at a school assembly?

 **TASK 5: WATER WASTAGE**

Peter's school had problems with water for over 60 years. They have new water tanks to help store water and ensure they do not run out.

Does your school have water tanks? What are they used for?

Imagine you are asked to design the water tank system for a new school in an area without easy access to water. What would you do to make sure there was enough water?

Draw your school plan showing how you are caring for our common home. How will you save water? Where will this water be used?

 **TASK 6: WATER QUIZ**

How much do you know about access to water in our world? Test your knowledge of water using our [Kahoot Water Quiz](#).

 **TASK 7: WATER BOARD GAME**

Every year millions of people around the world become sick and even die from drinking unclean water and from not being able to wash. Learn more about Peter's school with our Water Board Game.

 **TASK 8: GRATITUDE JOURNAL**

Peter is thrilled to now have clean water on tap at his boarding school. Long walks to unsafe water sources were tiring for Peter, who is living with a disability. With more free time and fewer illnesses caused by dirty water, Peter can fulfil his hope of focusing on his studies, providing him with a brighter future. Spend 10 minutes reflecting upon what you have learned and on all the blessings in your life. Record this reflection in a gratitude journal entry.



PETER, SOLOMON ISLANDS

UPPER PRIMARY

Peter goes to a boarding school in the Solomon Islands which has experienced water shortages for 60 years. Previously, students would have to walk kilometres each day in search of clean water, challenging for Peter, 16, who is living with a disability.

With Caritas Australia's support, the school has created a new reliable water system. Students like Peter are now in better health and can fully commit to their studies - and work towards a hopeful future.

While most Australians access clean water by simply turning on a tap, for Peter who was born in the Lau region of Malaita Island, water is something he never takes for granted.

"Water is part of our culture, a symbol in our dancing and our drumming. Lau means people who live in the islands," says Peter.

Peter's childhood has been challenging. As he grew older, Peter developed a musculoskeletal disorder, and now walks with the aid of a stick.

Peter's father decided to move in order to better provide for his family. He arranged for Peter to attend boarding school where water was in short supply.

Water is scarce, as groundwater sources at the school have dried up and rainfall is too unpredictable to rely on. Water in surrounding wells and boreholes often made students sick or gave them rashes.

The Solomon Islands may be a nation surrounded by water, however, it still experiences drought and water shortages – similar to land-locked Zimbabwe (Project Compassion story, Week 1). Around 70% of people in rural areas in the Solomon Islands don't have access to piped water, while about 85% don't have access to flushing toilets. (World Bank, 2015)

Caritas Australia, and partners Caritas Solomon Islands (CASI) and the Solomon Islands Government Rural Water Sanitation

and Hygiene division (RWASH), teamed up with the school community to tackle the problem with new water tanks and a pump.

Staff and students took part in training opportunities, dug trenches, carried equipment and are helping to develop a water management plan, which teachers have linked to the school curriculum.

Thanks to this hard work and commitment, the school campus has unrestricted access to a safe water system.

"I used to have to walk one kilometre every day to source water from the Bishop's well," says Peter. "And before that, we used the well close to the Bunyan tree but the well is so mouldy and smelly and if we have our bath there, we can get all white spots and itchy skin," Peter says. *"Now we can stay at school to wash and not interrupt our official class time, it makes our life much easier."*

- Peter

After school, Peter likes to hang out with his friends. They joke and entertain each other by dancing.

Peter hopes to help others in the future by working for an aid and development agency like Caritas.

"I would like to thank the people of Australia and hope for Caritas to do more things for us, for our school," says Peter.

However, there is still much to be done at the school, with taps, toilets, water and sanitation hardware still in great need at the school.

"I think the future is in our hands because we are the future for the world and if we cooperate with each other and work together and discuss together, I think we will make a better world in the future, that's my dream."

- Peter

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PRAYER

Loving God,

You hear all the prayers we offer here today. We thank you for your gift of water, the source of life. We ask you to accompany us as we journey with our sisters and brothers who are experiencing water shortages around the world. Help us to lift our voices with them as we share their pain. We pray for Peter, that he is able to work toward his future full of hope. We ask this prayer in your name. Amen

REFLECT

I alone cannot change the world, but I can cast a stone across the waters to create many ripples. St Teresa of Calcutta

- What do you want to see changed in the world?
- How can you use your gifts and talents to create ripples?
- Why do you think Caritas chose to use Peter's story with this quote?

CATHOLIC SOCIAL TEACHING

Human Dignity

We believe that every person is created in God's image and that all human life is sacred. We believe in the dignity of each person.

- Clean water is a basic human right, how are basic rights important to the Catholic Social Teaching principle of human dignity?
- How does your support of Project Compassion show that you believe in the dignity of each person?

LEARNING TASKS

TASK 1: STORY STUDY

English- ACELY1701, 1703, 1713

- ▶ Watch (or read) Peter's story and discuss.

1. What are some challenges for Peter?
2. Where does Peter live?
3. What did you find interesting about Peter's story? Why?

4. How is Peter's community working to make a difference?
5. How would you feel if you were unable to get access to clean water at school?
6. What surprised you from Peter's story?
7. Were you aware of this issue?
8. How can you help others learn about people struggling with water access around the world?
9. How did Caritas Australia help?
10. What have you learned from Peter's story?

TASK 2: PHOTO STUDY

English ACELY1680, ACELY1692

Consider each photograph in the collage.

1. What is happening in the picture?
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5. If you could meet the people in these photos what would you like to ask them?
6. What is your favourite picture and why?

TASK 3: COUNTRY STUDY

HASS - ACHASS1123, Geography-ACHASSK138, ACHASSK139

Search for the tags in the Interactive Workbook Thinglink (or do your own research) to find the answers to the following questions about the Solomon Islands:

1. What is the population?
2. What percentage of the population are living below the poverty line?
3. What are the official languages?
4. What is the main religion?
5. Where are the Solomon Islands? Use Google Maps to find out the location of the Solomon Islands and the location of Australia.
6. Research some of the reasons why people in the Solomon Islands are

experiencing poverty and inequality.

TASK 4: WATER JOURNAL

How much water do you use a day? Can you think of every time you used water in the last week? Most people in Australia have easy access to clean water at home and school, something Peter can only dream of having. Keep track of every time you use water at school and at home (p. 32).

- Compare your results with others in the class. What patterns can you see?
- How can you reduce your water usage at home?
- How can you share this information with others?

TASK 5: WATER AUDIT

Peter's school had problems with water for over 60 years. They have new water tanks to help store water and ensure they do not run out. Complete a water audit at your school to see how water is used, where water is being misused and how your school can be water-wise.

TASK 6: WATER QUIZ

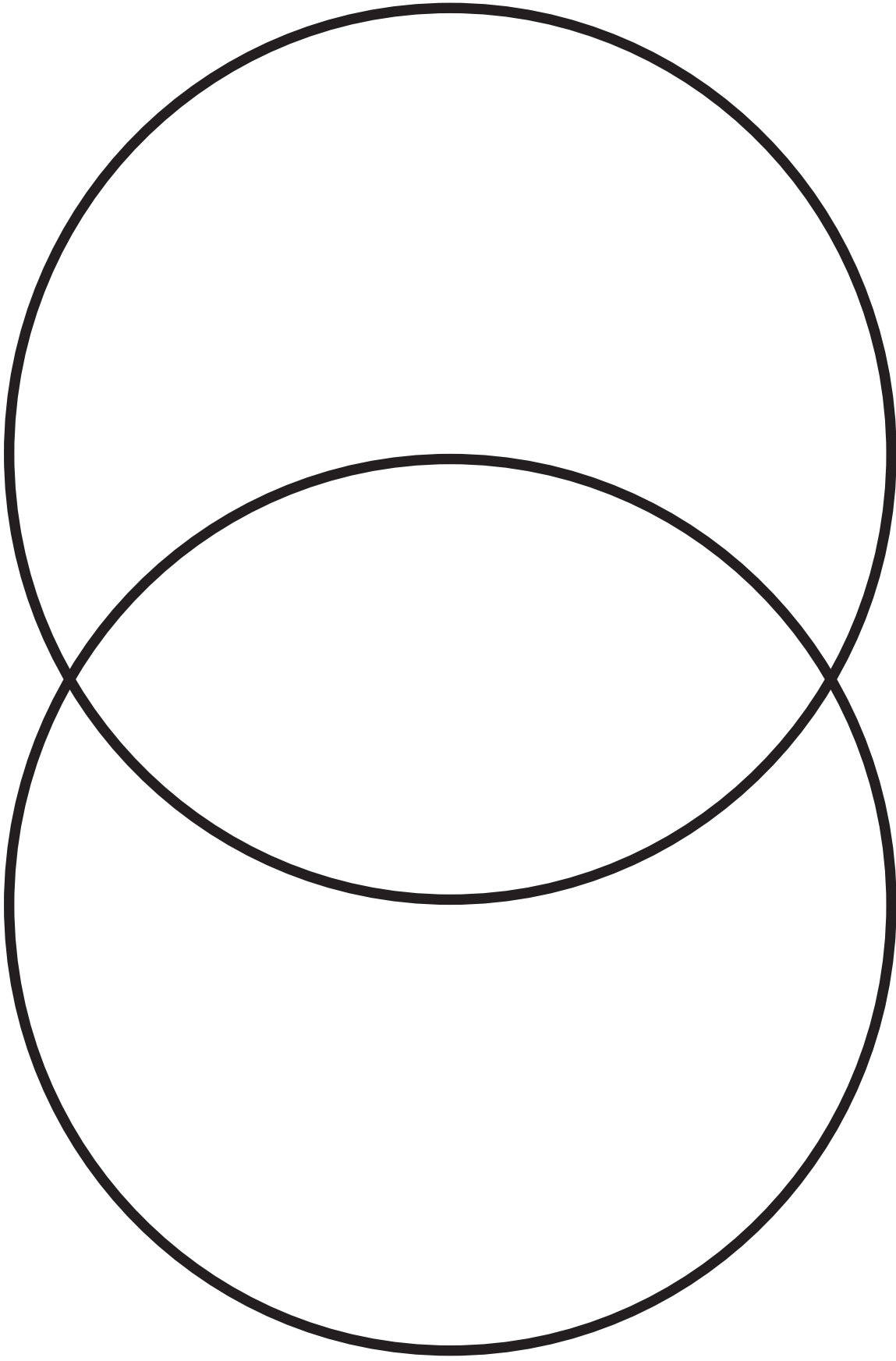
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TASK 7: WATER BOARD GAME

Every year millions of people around the world become sick and even die from drinking unclean water and from not being able to wash. Learn more about Peter's school with our Water Board Game .

TASK 8: GRATITUDE JOURNAL

Peter is thrilled to now have clean water on tap at his boarding school. Long walks to unsafe water sources were tiring for Peter, who is living with a disability. With more free time and fewer illnesses caused by dirty water, Peter can fulfil his hope of focusing on his studies, providing him with a brighter future. Spend 10 minutes reflecting upon what you have learned and on all the blessings in your life. Record this reflection in a gratitude journal entry.



Venn Diagram

How are you and Peter similar and different?

Water Board Game

Learn how a reliable source of fresh water has impacted on Peter's school in the Solomon Islands.

You need:
A dice
Counters for each child

Start

1

2

You could not find water. Go back to the start.

3

4

You help in the kitchen. Roll again.

5

6

No water in the well. Miss a turn.

7

You plan to save water. Roll again.

14

13

12

Dirty water gives you a rash. Go back 2 spaces.

11

10

9

You help dig trenches. Move forward 2 spaces.

8

15

You miss class to find water. Go back 3 spaces.

16

17

Tanks are full from rain. Move forward 3 spaces.

18

19

You are tired from the walk. Miss a turn.

20

21

School gets a new water tank. Go forward 2 spaces.

22

23

Your school has clean water. Roll again.

29

28

27

26

You cannot wash. Go back 2 spaces.

25

24

Finish

30

School

WATER WISE



Water Journal

How much water do you use a day?

Can you think of every time you used water in the last week?

Most people in Australia have easy access to clean water at home and school, something Peter can only dream of having.

Keep track of your water habits for a week. Use a tally mark to show each time you use water at school and at home.

	For Drinking or Cooking	For Washing	For Fun / Other
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Water Audit



Conducting a water audit is a great way to raise awareness of water consumption, reduce your environmental footprint and save money.

SCHOOLS - In your water audit teams, complete the table:

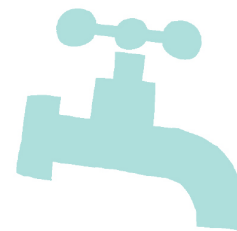
Water Devices	Number of devices	Number of water efficient devices	Number of broken or leaking and their location	Number dripping
Toilets				
Urinals				
Bubblers				
Taps				
Zip hot water heaters				
Showers				
Other				
Group total				
Class Total				

If possible, find a dripping or leaking tap and use a measuring jug and a watch/timer to work out how much water is wasted in one minute. Use the table below to work out how much water is being wasted.

A Water lost in a minute A = mL	B Water lost in an hour (A x 60) B = mL	C Water lost in 24 hours (B x 24) C = mL	D Converted into litres (C ÷ 1000) C = L	E Water lost in a year (D x 365) E = L
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Water Audit

Step by step guide



Establishing base-line data

This information is collected prior to the walkthrough audit and helps students understand where water comes from and how it is billed.

1. Find the water meter

The water meter is usually located near the main entrance of the school. If your school is on tank water you need to work out a way to measure the water in each tank. Some tanks have floats to show water level.

2. Identify the information shown on the meter

Learn about the units that your water meter measures and teach the students how to extract the information they need from the meter.

3. Read water meter before and after school for a week

This information will help you work out if there are any leaks in the system. If your school is using water overnight and there are no night users then you can reasonably assume that there must be a leak.

4. Calculate water use for each day and over the weekend

This calculation is made by simply reading the meter and subtracting the previous reading. If you have determined that there are no leaks then it is easier to calculate this amount for each day (rather than each day/night).

5. Graph results

Graphing the results will help you see any patterns and is also a good math activity.

6. Analyse results and irregularities

As the results are graphed there may be some clear patterns emerging. For example,

water use may be higher on Wednesdays or weekends. Students will be able to offer reasons (or predictions) about any patterns in the results. For example, Wednesdays may be sport days.

7. Get water bills for last 12 months

Most bills are either quarterly or half yearly. If it is difficult to get the bills it is possible to gather the same information from the school's accounts. However, you will need at least one bill to calculate the cost of the water per unit (usually kilolitres). The bills will tell you how much water the school used in the last quarter (water usage) and the cost of that water. It will also tell you the sewerage charge and the amount of water used in the previous bill and in the same period last year. All this information can be helpful in determining the amount and rate of water usage in the school.

Walk through audit

1. Approval

Obtain permission from the Principal for a walkthrough audit. It involves students being out of class and entering different spaces to do measurements.

2. Safety issues

Discuss safety and appropriate behaviour with the students. Remind them to report any dangerous objects to the teacher or supervisor. Consider doing a risk assessment for the audit procedure.

3. Divide class into 5 or 6 groups Allocate groups to areas (eg. boys' toilets, girls' toilets, canteen, staff room, outside, classrooms and bubblers). Follow the steps and record the measurements on the work sheets provided.

Water Audit

Step by step guide



4. Appoint a team leader from each group to report back

Ask the students to report back their results. Collate all the information onto one summary page.

5. Identify any obvious problems eg. dripping taps, running cisterns.

This is when problems are identified.

Developing solutions

1. Develop a plan to fix these problems

These problems often require the services of a plumber or you may need to contact your water provider.

2. List all ideas from students and then prioritise

The water audit will raise awareness of water issues and encourage students to think of ways to reduce water use and waste. Students will generate many ideas about ways to save water. List all the ideas. Some ideas will be long-term and others short-term.

3. Prepare an action plan

Take some of the ideas and turn them into a list of things to do (include short-term and long-term ideas). Create a time line for these actions and give tasks to specific people. Start with simple actions and then build up to the bigger, more difficult, actions.

4. Develop strategies to implement action plans

Some actions will be easy and obvious while others may be more difficult but still worthwhile. Some may require a budget that will need to be funded. This may mean that you will need to have a fundraising activity or apply for a grant.

5. Have the plan endorsed by the Principal

Include the Principal or School Executive to make sure that your recommendations fit into the whole school plan. The School Executive may have some more ideas or might be in a position to allocate funds to the strategies.

6. Put action plans into the School Environment Action Plan

Your school will probably have a School Environmental Management Plan. The water audit information will feed into the plan and become part of the outcomes for the plan.

7. Implement the action plan

Work through your action plan. You will discover as you do this that issues arise which you had not anticipated. Use this new information to modify the plan. Keep implementing the plan even if it takes a long time.

8. Link up with key dates

As you implement your action plan link in with some key dates eg World Water Day. It may be useful to issue a press release for an activity and get some recognition for your school.

9. Check the next bill and/or water meter

As you implement water saving actions check the water meter and/or bills to see if your actions are making a difference. Consider keeping a graph of daily/weekly water use to keep track of water savings.

Celebrate any achievements!

PETER, SOLOMON ISLANDS

"I alone cannot change the world, but I can cast a stone across the waters to create many ripples."

– St Teresa of Calcutta

100% DIGNITY

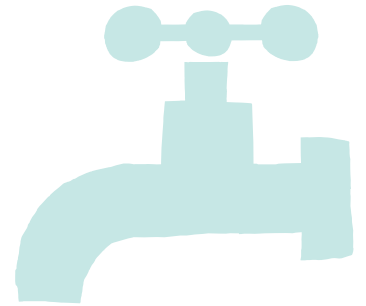


Peter, Solomon Islands

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Spend 10 minutes reflecting upon what you have learned and on all the blessings in your life.

This week I am grateful for...



Times I helped others this week...

1.

2.

3.



Next week I am going to work on...