

Bogs and body parts story:

Tell your audience to listen carefully to the story you are about to read them – and to point to the relevant part of the body when they hear each mentioned in turn. Have a practice first: ask the children to point to their **heads**, **hands**, **tummy** and **feet** etc. If the children miss a body part as you read out the story, you may need to prompt them by re-reading the sentence with deliberate emphasis on the trigger word.

Shake things up a bit

You could turn this into a more lively exercise by asking the children to stand up and wiggle each part of the body as you mention it. In this case, although they will start sitting down, they will need to stand up almost immediately!



Rachel's story

I'd like you to meet someone called Rachel. She lives in a country called Ivory Coast in Africa. It's very hot and very dry there and the people in Rachel's village are very poor. Not very long ago, the village was very dirty too. People used to throw rubbish everywhere because they didn't have bins. They didn't have toilets either so there was poo at the side of the street.

Can you imagine if *[insert your town/village's name]* was like that?

Rachel had to tread very carefully so her **FEET** didn't get dirty.

There were lots of flies buzzing around and spreading germs. Rachel had to flick them away with her **HANDS**. People in the village used to get sick. They didn't know that the flies were landing on their food with tons of germs on their **LEGS**.

Rachel often had a very sore **TUMMY**. Sometimes she was so ill that she had to go to a hospital a long way away to get better. She used to lie on her **BACK** on her hospital bed and wish she was back in school.

Rachel loves school because she wants to do well in exams and get a good job. But she often had to miss class because her **TUMMY** was poorly.

Then, one day, some kind people came to Rachel's village because they wanted to help. They taught everyone in the village how to build toilets. Rachel's family needed strong **ARMS** to dig their toilet but they were very happy and proud when it was finished.

People in the village are well now and they don't get sick. So they can spend more time growing food and they have more to eat.

Now Rachel is happy and healthy and she goes to school every day. Her **HEAD** is full of her favourite subject, maths!

Her family love their toilet so much that their **HEARTS** are full of joy. How much do you love your toilet?

Continue the conversation

Here are a few questions to start a discussion among older children:

- Can you imagine what it would be like if you didn't have a toilet?
- What happened to Rachel before she has a toilet?
- What might happen to you if your toilet broke?
- Does Rachel's story make you think differently about your toilet at home?

Other activities

- Invite the children to lie on their back on a large piece of paper (eg wallpaper) and draw around the outline of their body.
- Play 'Twister'!
- Stand in a circle as a group and keep a balloon up in the air so it doesn't touch the ground. But you can only touch the balloon with one body part eg head, foot, elbow. The leader calls out a different body part for each round.
- Sing one of the following:
 - 'Head, shoulders, knees and toes'
 - 'If you're happy and you know it'
 - 'The Hokey-Cokey'

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