

CLEAN WATER

ELEMENTARY LEVEL

Lesson Plan: For the elementary classroom

Rationale

On April 19, 1995, Free The Children was born. To celebrate our sixteenth anniversary, from April 11 to 15 we will go back to our roots to put the focus on some of the issues that fueled Free The Children in the beginning. Free from poverty and exploitation, free from disease and thirst. These four freedoms are the inspiration for our Adopt a Village model, a model which we feel creates the basis for change in the international communities we work in.

This lesson plan was created to provide educators with a comprehensive lesson on the purpose and inner workings of the clean water and sanitation pillar from Free The Children's Adopt a Village model. With this knowledge students will learn the value of their participation in Free The Children programming and understand the contribution they have made to free global communities from thirst. With this knowledge we encourage students to exercise their freedom to act by taking part in Free The Children's Five Days for Freedom campaign through dynamic fundraisers and awareness raising events.

This lesson is organized into four parts—orientation, core, conclusion and extension activities—and is followed by Blackline Masters and an assessment rubric. At the conclusion of this lesson, students will participate in Free The Children's Five Days for Freedom campaign as an engaging outlet for action.

Thank you for your ongoing contribution to Free The Children and the global community.

Details

- **Grade level:** elementary
- **Themes:** health, poverty, education, clean water, sanitation and freedom.
- **Estimated time:** 135 minutes plus one three-day activity that can be done intermittently throughout your regular school program.
- **Learning goals**
 - Students will:
 - Formulate and share opinions on global issues and problems.
 - Demonstrate research skills by compiling information from a variety of print and electronic resources.
 - Participate in active group work and class discussions.
 - Communicate effectively in written, oral and artistic forms.
 - Further develop the ability to think critically.
 - Raise awareness about an important global issue.
- **Resources required**
 - Writing materials
 - Drawing materials



- Blank paper
- Projector and screen
- Blackboard, white board or chart paper
- Collectable item (pennies are recommended)
- Class set of empty, clear jars
- Freedom Fest Guide, Freedom 101 and Action Guide
- Blackline Master 1 (B.L.M.1) - Blackline Master 3 (B.L.M.3)
- **Assessment**
 - Appendix 1: Assessment Rubric for Student Work

Free From Thirst: Appreciating Water Activity

Orientation Activity

- **Purpose:** The purpose of this activity is for students to develop an appreciation for water by monitoring their daily water use and learning about water and sanitation issues around the world.
- **Instructional method(s):** class discussion, independent activity
- **Differentiated instruction:**
 - Simplified: Students will partner up with a buddy for this activity.
 - Advanced: Students will monitor their water use in school and outside of school by carrying their jar with them.
- **Curriculum connections:** Grades 2 – 8, Language Arts, Mathematics, Science and Technology and Social Studies.
- **Estimated time:** this is a three-day activity that can be done intermittently throughout your regular school program.
- **Steps:**
 1. Prior to this activity, decide on a small collectable item that can be gathered by the class (e.g.: pennies). Encourage students to collect as many of this item as they can and bring their collections back to the classroom.

Teacher Note: Pennies are a great collectable item for this activity because they can be donated to your Free The Children Adopt A Village project when the activity is complete.

2. Compile student collections in one communal basket in the room.
3. When the collection is substantial, ask each student to bring one empty and clear jar to class. Have each student label their jar, “The Water I Use”, and place their jar on the edge of their desk.
4. Explain to students that the pennies represent water while the jars represent the amount of water they use.
5. Beginning on a specific day, ask students to go about their regular routines for the school day (e.g.: drinking from the water fountain, flushing the toilet, washing their hands etc.). Every time the students use water, ask them to take a penny from the basket and place it in their jar.
6. At the end of the day Distribute B.L.M.1 to each student in the class.
7. First ask students to fill out their name, date and count the amount of pennies in their jar.
8. Next, reflect on the day by asking the following suggested questions:
 - When and how did you use water today?
 - Does the amount of pennies in your jar surprise you? Why?
 - When you look around the room and see the pennies in everyone’s jars, how does this make you feel?
 - At any point during the day, did you use water in a wasteful manner?
 - What are some ways you can cut back on your water use to stop this waste from happening?
9. Ask each student to come to the front of the room and dump their pennies back in the class basket. Explain to the class that tomorrow they will do the same activity; however, this time they will try to cut back on the water they waste during the day.
10. Following this discussion, ask students to fill out the remainder of the chart on B.L.M.1 on their own.
11. Do this activity for two more days until B.L.M.1 is complete. At this time, ask students the following suggested questions about the activity:



- What is thirst?
 - What are some reasons why you become thirsty?
 - Have you ever been in a situation when you could not quench your thirst?
 - Would you ever drink dirty water? Why not?
 - Why is it important to wash your hands?
12. Tell students the following facts about water and sanitation:
- In developing countries, about 80% of illnesses are linked to poor water and sanitation conditions.
 - Roughly 1 in every 8 people around the world does not have access to safe drinking water.
 - Worldwide, 2.5 billion people are without access to adequate sanitation facilities.
 - Around the world, 1 out of 4 deaths in children under the age of five is due to a water-related disease.
13. After hearing these facts ask students the following suggested questions:
- How did these statistics make you feel?
 - Why was this thirst activity important? What did it teach you about water?
14. Before concluding this activity ensure students are aware there are people around the world who do not have access to clean water. Encourage them to develop an appreciation for water and an understanding of how fortunate they are to have access to clean water.

Free From Thirst – Water Around the World

Core Activity

- **Purpose:** The purpose of this activity is for students to learn about the seven countries Free The Children works in around the world and the ways thirst affects the livelihood of the people in these countries.
- **Instructional method(s):** class discussion, independent work
- **Differentiated instruction:**
 - Simplified: Choose one statistic in the statistics activity and focus on it by breaking it down and explaining it to the students.
 - Advanced: Students will read the story on their own and come to independent conclusions.
- **Curriculum connections:** Grades 4 – 8, Health and Physical Education Program, Language, Mathematics and Social Studies.
- **Estimated time:** 45 minutes
- **Steps:**
 1. Explain to students that Free The Children works in seven marginalized countries around the world, these countries are: China, Ecuador, Haiti, India, Kenya, Sierra Leone and Sri Lanka.
 2. Explain that these countries were selected because of their struggles with issues such as disease, exploitation, thirst and poverty.
 3. Distribute B.L.M.3 and ask students to colour in and label these seven countries.
 4. While students are working on their maps, write the following words on the board: literacy rate, child labour, under 5 growth stunting, primary school attendance, unemployment rate and poverty line.
 5. Tell students they are going to participate in a statistics demonstration, but first they must learn what the different statistics mean. Explain that all of the words on the board are development indicators. These are numerical measurements of the quality of life in a country. Run down the list of indicators and explain what each one means.

Teacher Note:

Literacy rate: the percentage of the population that can read and write.

Child labour: Percentage of children aged 5 to 14 years of age involved in child labour activities.

Under 5 growth stunting: the amount of children under age 5 who suffer from reduced growth rate

Primary school attendance: the percentage of children in the age group who attend school.

Unemployment rate: the percentage of the labour force that is without jobs.

Poverty line: is the minimum level of income deemed necessary to achieve an adequate standard of living

6. Discuss when an indicator suggests a low quality of life versus a high quality of life.
7. Begin the demonstration:

Teacher Note: Go down the list below one at a time, asking students to sit after each demonstration. At that time, ask them to write the information they learned on their map and discuss its meaning.

- Ask 2/3 of the class to stand up (in a class of 20 this is 13 students). Tell them that this is the amount of people in Haiti who do not have a formal job.

- Ask 26% of the class to stand up (in a class of 20, this is 5 students). Tell them that this is the amount of children in Kenya who are forced to work.
 - Ask 15% of the class to stand up (in a class of 20, this is 3 students). Tell them that this is the amount of children under age 5 in China who suffer from stunting (reduced growth rate). This is due to inadequate nutrition.
 - Ask 83% of the class to stand up (in a class of 20, this is 17 students). Tell them that this is the amount of primary school children in India who attend school.
 - Ask 23% of the class to stand up (in a class of 20 this is 5 students). Tell them that this is the amount of people in Sri Lanka who live below the poverty line.
 - Ask 84% of the class to stand up (in a class of 20 this is 17 students). Tell them that this is the amount of people in Ecuador, age 15 and over, who are literate.
 - Ask 46% of the class to stand up (in a class of 20 this is 9 students). Tell them that this is the percentage of girls age 15 – 24 in Sierra Leone that are literate. Following this, ask 66% of the class to stand up (in a class of 20 this is 13 students). Tell them that this is the percentage of boys age 15 – 24 in Sierra Leone that are literate.
8. When this activity is complete, revisit the list of indicators and seven countries using the following suggested questions:
 - Why do these countries need to be freed from thirst?
 - Why is it important that Free The Children has chosen to work in these seven countries?
 9. Ask students to formulate a list of educated guesses that indicate any correlations between the indicators and thirst (e.g.: low school attendance could be the result of girls having to spend the day collecting water for their families). Encourage students to think critically to find these relationships.
 10. When this discussion is complete gather the class together and read them the story “The Water Bearer” on B.L.M.2. After the completion of the story, ask students the following suggested questions:
 - What is the dilemma Milot, his family and his community are facing?
 - Why is access to water important?
 - How does Milot help his family and his community?
 - How is Free The Children helping free this community from thirst?
 11. To conclude this activity, ask students to write a reflection from Milot’s point of view about how this clean water and sanitation project will help free his family and community from thirst.
 12. Students will hand in their reflections for grading.

Free From Thirst: Clean Water and Sanitation Pillar Activity

Concluding Activity

Purpose: The purpose of this activity is to educate students on Free The Children's clean water and sanitation pillar in order to learn about ways communities around the world can be freed from thirst.

- **Instructional method(s):** class discussion, partner work, class presentation
- **Differentiated instruction:**
 - Simplified: Teacher demonstrates what the different projects look like prior to partner work.
 - Advanced: Students work independently on their poster.
- **Curriculum connections:** Grades 4 – 8, The Arts, Health and Physical Education Program, Language, Science and Technology and Social Studies.
- **Estimated time:** 1 hour
- **Steps:**
 1. Tell students that Free The Children works in a variety of ways to help free communities from thirst. Show the class the following video to provide further information about Free The Children's Adopt A Village, Clean Water and Sanitation pillar: <http://www.freethechildren.com/whatwedo/international/aav/water/>
 2. After viewing this video, ask the students to reflect on the ways Free The Children is working to free communities from thirst.
 3. Divide the class into pairs.
 4. Explain to pairs that every country and community faces different challenges whether it's prevalence of drought, lack of a clean water source or lack of proper sanitation facilities. Based on these challenges Free The Children chooses an appropriate clean water and sanitation project that will help free the specific community from thirst. Note to students that these projects are continually evolving as new technologies are developed and needs arise.
 5. Explain that each pair is going to select a water and sanitation project Free The Children has implemented in one of the seven countries they work in. When they have chosen their project, they must work together to create a poster that shows how this clean water and sanitation project frees communities from thirst.
 6. Allow pairs to choose one of the following water projects:
 - Deep-water wells – a borehole is drilled deep into the ground. Powered by a generator, the water comes up this hole through a piping system and is stored in a water tower. Water is pumped from the water tower to various water kiosks throughout the community.
 - Rain catchment systems - attached to school roofs, this system catches and filters rain water and sends it to a storage reservoir where it can be used by school and community members.
 - Hand-washing stations – set up in schools, these stations allow students to develop healthy, sanitary habits.
 - Latrines – built on school grounds, latrines offer sanitary bathroom facilities and enable girls to attend school.
 - Water and sanitation education programs – organized in schools, these programs educate students on sanitary practices and the dangers of drinking dirty water.
 7. When pairs have completed their posters, ask them to explain their water project to the class, outlining its benefits and how it works.
 8. Display completed posters around the school to educate the student body on projects helping to free communities around the world from thirst.

Lesson Plan: Extension Activity

Extension activity: Five Days for Freedom

- **Purpose:** The purpose of this activity is to provide students with an outlet for action by engaging them in Free The Children's Five Days for Freedom campaign.
- **Instructional method(s):** class discussion
- **Differentiated instruction:**
 - Simplified: Teacher guides the students, prompting them with questions and ideas for the campaign.
 - Advanced: Allow the students to lead the discussion and determine what actions to take for the campaign.
- **Estimated time:** 25-30 minutes
- **Steps:**
 1. Ask students to reflect on all they have learned throughout the lesson.
 2. Explain to them that Free The Children's Five Days for Freedom campaign is a call to action, a tangible way that they can fundraise and raise awareness to protect children's freedoms around the world.
 3. Following this group work, further introduce the campaign by viewing the videos on the following websites:
 - Five Days For Freedom <http://www.fivedaysforfreedom.com/>
 - Free The Children's YouTube or TeacherTube channel "It's Not Charity" - <http://www.youtube.com/watch?v=ZJjSYkGi1dk&feature=relmfu> or http://www1.teachertube.com/viewVideo.php?video_id=210849&title=It_s_Not_Charity_Kenya
 4. Divide the class into small groups and distribute campaign resources to each group: Five Days for Freedom Action Guide, Freedom 101 Guide, and Freedom Fest Guide. Allow them five minutes to sort through the resources.
 5. Gather the students attention and ask them the following suggested questions about the Five Days for Freedom campaign:
 - Why is this campaign important?
 - What are the goals of this campaign?
 - How can we use this campaign to help free communities from thirst?
 - How can we use the knowledge learned during the course of this lesson to support our campaign initiatives?
 - What are the steps to take to participate in this campaign?
 - What do we want to achieve by the end of the campaign?
 6. Following this discussion, have students turn to the Five Days For Freedom Action Guide and determine an action plan for their campaign.

Additional Resources

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to useful online resources:

- Free The Children Five Days for Freedom campaign – www.freethechildren.com/fivedaysforfreedom
- Free The Children “It’s Not Charity” video - <http://www.youtube.com/watch?v=ZJjSYkGi1dk&feature=relmfu> or http://www1.teachertube.com/viewVideo.php?video_id=210849&title=It's_Not_Charity_Kenya
- Free The Children’s “Youth Impact” video - <http://www.youtube.com/watch?v=xvArZFUpUKk> or http://www1.teachertube.com/viewVideo.php?video_id=210862&title=We_Day_Your_Actions_Your_Impact
- Global Voices column archives - <http://www.thestar.com/comment/columnists/94598>
- Adopt A Village Clean Water pillar - <http://www.freethechildren.com/whatwedo/international/aav/water/>
- Adopt A Village Alternative Income pillar - <http://www.freethechildren.com/whatwedo/international/aav/altincome/>
- Adopt A Village Education pillar - <http://www.freethechildren.com/whatwedo/international/aav/education/>
- Adopt A Village Health pillar - <http://www.freethechildren.com/whatwedo/international/aav/health/>

Appendix 1

Use the below assessment rubric to evaluate students' comprehension of issues and participation in the lesson plan activities. This rubric can be used in the following activities: Thirst, Free From Thirst and The Clean Water and Sanitation Pillar.

Assessment Rubric for Student Work

Performance Factors	Outstanding	Very Effective	Effective	Marginally Effective	Ineffective
Producing Quality Work	Produces high quality work.	Produces quality work.	Produces good quality work.	Produces work with limited quality.	Produces work with no quality.
Using Work Time Effectively	Always remains on task, showing exemplary adherence to boundaries and rules.	Consistently remains on task, showing respect to boundaries and rules.	Sometimes on task, showing inconsistent observance of boundaries and rules.	Sometimes on task, showing limited observance of boundaries and rules.	Not on task, showing no observance of boundaries and rules.
Knowledge of Topic	Demonstrates thorough knowledge and understanding of concepts.	Demonstrates considerable knowledge and understanding of concepts.	Demonstrates some knowledge and understanding of concepts.	Demonstrates limited knowledge and understanding of concepts.	Demonstrates no knowledge and understanding of concepts.
Communicating Effectively	Expresses and organizes ideas and information with a high degree of effectiveness.	Expresses and organizes ideas and information with considerable effectiveness.	Expresses and organizes ideas and information with some effectiveness.	Expresses and organizes ideas and information with limited effectiveness.	Expresses and organizes ideas and information with no effectiveness.
Originality	Presents or selects a fresh and original idea.	Presents or selects a somewhat original idea.	Presents a somewhat predictable response to the topic.	Presents a predictable response to the topic.	Restates topic using no original ideas.

Blackline Master 1

Name: _____

The Water I Use

Date:
The number of pennies in my jar:
The ways I used water today:
I will cut back on my water use by taking the following actions:

Date:
The number of pennies in my jar:
The ways I used water today:
I will cut back on my water use by taking the following actions:

Date:
The number of pennies in my jar:
The ways I used water today:
I will cut back on my water use by taking the following actions:

By participating in this activity, I learned ...

Blackline Master 2

The Water-Bearer

Days after the January 2010 earthquake, about 100,000 Haitians fled from their ruined homes in Port-au-Prince, seeking shelter, food and water.

Milot Bien Amie's family was among them. With nothing left, Milot, his wife and four children could not stay in the capital in the scramble for scarce supplies. They escaped to the Central Plateau, where international NGOs were setting up internally displaced persons (IDP) camps as quickly as possible.

Arriving in the rural village of Pandiassou, Milot and his family were given a tent and a small space on the soccer pitch of the local elementary school. They now share this field with 20 other tents, each housing 3 to 12 people.

As the months wear on, tents are starting to tear, the few household items they have are wearing out, and the prospects of work and food aid are fading fast.

In the last week of August, the community water fountain went dry. For days, the families had no water other than the few drops collected from rainfall.

Every year, hurricane rains get so heavy they break the pipes that bring water into the villages. Locals are prepared for this and know other sources of water. However, those in the camp struggle to find their way in a foreign, rural environment.

After a few days, Milot could wait no longer for the fountain to turn on. He borrowed a wheelbarrow and empty containers and set out to discover where his local neighbours were getting their water. Following them to a man-made lake 25 minutes away, Milot filled every jug and laboriously wheeled them back to his camp. Like that, Milot became the community's "water bearer".

"The life is better here for our children," Milot says, "but we need to find work and be able to access the things that we need, including water."

Milot has stepped up to help free his community from thirst. But he cannot do it alone. Free The Children, which previously built a school a Pandiassou and supported relief efforts, is working with the community to repair and strengthen the pipes.

Long-term, Milot, Free The Children and others in Pandiassou are helping create a permanent and secure water source not only for the IDP camp, but also for two nearby villages.

World Map

