



CLEAN WATER

ELEMENTARY LEVEL

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.2 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.1. 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.

Participate in Free The Children’s Five Days for Freedom campaign as an engaging outlet for youth action. Check out www.weday.com/takeaction to learn more.

Blackline Master 1

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

