
CLEAN WATER

SECONDARY LEVEL

Exploring Clean Water Issues

- **Purpose:** The purpose of this activity is for students to learn about water and sanitation issues around the world and the prevalence of thirst in the global community.
- **Instructional method(s):** class discussion, partner work
- **Differentiated instruction:**
 - Simplified: Pairs choose one country to focus on for the data analysis activity and report their findings to the class.
 - Advanced: Pairs present their findings in a written report.
- **Curriculum connections:** Canadian and World Studies, English, Health and Physical Education, Mathematics, Science, Social Sciences and Humanities, Technological Education.
- **Estimated time:** 1 hour
- **Steps:**
 1. Write the word "Thirst" on the board. Ask students the following suggested questions to prompt discussion:
 - What is thirst? What are the effects of thirst?
 - How does an individual become thirsty? What are the mechanisms that cause a cycle of thirst to grow and continue?
 - Does thirst take on different forms in different part of the world? How?
 - Is it possible to bring an end to thirst around the world? If so, how?
 2. After this discussion, tell students the following statistics:
 - 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.
 3. Ask students to describe how these statistics made them feel.
 4. Divide the class into pairs and distribute B.L.M.2 and B.L.M.3 to each pair.
 5. 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. Explain that these countries were selected because of their struggles with issues such as disease, exploitation, thirst and poverty.
 6. Distribute B.L.M.2 and ask students to colour in and label these seven countries.
 7. Introduce the idea of looking at numbers, graphs and charts as evidence to support or refute a position on a topic.
 8. Distribute B.L.M.3. and explain that in this worksheet they will find a data chart outlining different indicators for those seven countries. Allow them the opportunity to look over the chart and ask any questions they may have regarding the data and what it means.
 9. Ask pairs to discuss the different indicators together so that they can gain an understanding of what they mean.



10. Following this discussion, ask the pairs to analyze the chart and identify the following:
 - Visible effects of thirst in each country.
 - The areas of most need in each country.
 - Possible solutions to the country's struggle with thirst.
11. Have each pair compile their theories and hold a class discussion around students' correlations and findings.

World Map

