
CLEAN WATER

SECONDARY LEVEL

Free From Thirst Activity

- **Purpose:** The purpose of this activity is for students to realize the ways people are affected by thirst around the world as well as the solutions Free The Children puts in place to help combat this global problem.
- **Instructional method(s):** class discussion, group work
- **Differentiated instruction:**
 - Simplified: Groups are assigned one project and must present their findings to inform the rest of the class.
 - Advanced: Students work independently and choose one project on which they create a diagram and written report.
- **Curriculum connections:** Business Studies, Canadian and World Studies, English, Health and Physical Education, Science, Social Sciences and Humanities, Technological Education.
- **Estimated time:** 1 hour
- **Steps:**
 1. Distribute B.L.M.1 and ask students to independently read “The Water Bearer.” 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?
 2. Following this discussion, 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/>
 3. After viewing this video, ask the students to reflection on the ways Free The Children is working to free communities from thirst.
 4. Divide students into groups of four.
 5. 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.
 6. The following is a list of clean water and sanitation projects Free The Children has implemented in one of the seven countries they work in. In their groups, ask students to go through the list and conduct a brainstorm around each project by answering the five W’s (who, what, when, where, and why) and the impact they believe each project could have to help free a community from thirst.
 - Deep-water wells – a borehole is drilled deep into the ground. Powered by a generator, the water then 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 this is complete, hold a class discussion around student's ideas.

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.