

# CLEAN WATER

## SECONDARY LEVEL

Lesson plan for the secondary classroom

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### Rationale

On April 19, 1995, Free The Children was born. Every April, we 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:** secondary
- **Themes:** health, poverty, education, clean water, sanitation and freedom
- **Estimated time:** 210 minutes
- **Learning goals**
  - Students will:
    - Formulate and share opinions on global issues and problems.
    - Demonstrate research skills by compiling information from a wide 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 on a global issue of importance.
- **Resources required**
  - Writing materials
  - Drawing materials
  - Blank paper
  - Projector and screen



- Computers and internet
- Blackboard, white board or chart paper
- 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

## Clean Water: 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.

## Clean Water: 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.

## Clean Water: The Water and Sanitation Pillar

- **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 presentations
- **Differentiated instruction:**
  - Simplified: Pairs present their research findings using a medium of choice (e.g.: visual Bristol board).
  - Advanced: Students complete the project independently.
- **Curriculum connections:** Business Studies, Canadian and World Studies, English, Health and Physical Education, Science, Social Sciences and Humanities, Technological Education.
- **Estimated time:** 1 hour of class time followed by homework hours and scheduled presentation time.
- **Steps:**
  1. Divide the class into pairs.
  2. Explain to students that in their pairs, they will create a 10-minute PowerPoint presentation on one of the seven countries Free The Children works in and one of the clean water and sanitation projects Free The Children implements there.
  3. Assign each pair one of the following countries: China, Ecuador, Haiti, India, Kenya, Sierra Leone and Sri Lanka.
  4. Once pairs have been assigned a country, ask them to begin researching the country, identifying any relevant information on thirst and potential opportunities for clean water and sanitation projects.
  5. When this research is complete, instruct each pair to choose a type of clean water and sanitation project (outlined in the Core activity) that is used in their selected country and explain the components of this project, the demands for this project and the change this project will bring about to communities in this country.
  6. With this information, pairs must create a 10-minute PowerPoint presentation to be presented to the class.
  7. In this PowerPoint presentation students must include the following from their research:
    - Country profile.
    - Potential opportunities for water and sanitation projects in the country.
    - Components of the water and sanitation project they selected.
    - Change the water and sanitation project will bring about to communities in this country.
  8. When PowerPoint presentations are complete, students will present them to the class.
  9. Students can be assessed on the quality of the information in their presentation.

## Clean Water: Five Days for Freedom Campaign

- **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:**
  1. Simplified: Teacher guides the students, prompting them with questions and ideas for the campaign.
  2. 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](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](http://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](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](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 and The Water and Sanitation Pillar.

### Assessment Rubric for Student Work

<b>Performance Factors</b>	<b>Outstanding</b>	<b>Very Effective</b>	<b>Effective</b>	<b>Marginally Effective</b>	<b>Ineffective</b>
<b>Producing Quality Work</b>	Produces high quality work.	Produces quality work.	Produces good quality work.	Produces work with limited quality.	Produces work with no quality.
<b>Using Work Time Effectively</b>	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.
<b>Knowledge of Topic</b>	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.
<b>Communicating Effectively</b>	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.
<b>Originality</b>	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

### 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

