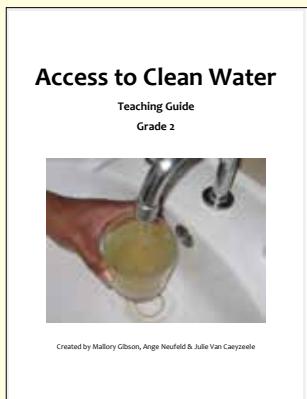


# ACCESS TO CLEAN WATER

## TEACHING GUIDE

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Water is the most important resource on this planet. Individuals use it to clean, cook, play, drink, etc. It is important that students understand that while access to clean water is a basic human right, a large portion of our population lives without. According to Niko Roordra in *Fundamentals of Sustainable Development*, “By 2050 it is expected that the number of people without reasonable access to an improved water source will rise to four billion, or 45 percent of the world’s population” (p. 60). It is important that we are teaching students the value of water in order for them to care about finding creative solutions to real world problems of distribution. While the filters these students will make will not be used to directly solve the problems Northern families are facing with boil-water advisories, this unit does teach children to be motivated to take action and to use scientific technology to address human needs. By understanding the importance of water in our daily lives, we are better able to self-assess our usage and plan for a sustainable future.

This curriculum is excerpted from the Access to Clean Water Resource created by Mallory Gibson, Ange Neufeld and Julie Van Caeyzeele. The full resource is available at [www.resources4rethinking.ca/en/resource/access-to-clean-water](http://www.resources4rethinking.ca/en/resource/access-to-clean-water).

For free access to over 1,300 teacher-reviewed, curriculum-connected classroom resources please visit [R4R.ca](http://R4R.ca).

### LESSON 1: PERSONAL WATER USAGE

Before students can understand the differences among access to water they first must understand how much and often they use water in their daily life.

#### OBJECTIVES:

- Identify sources of drinking water, and explain how this water is distributed in one's own and in other communities.
- Describe different uses of water by humans. Examples: drinking, washing, cooking, canoeing, irrigating...
- Record personal use of water, and identify ways in which they can reduce water usage. Examples: rather than leaving water running while brushing teeth, turn off tap to reduce usage...

**ACTIVATE:** On chart paper, brainstorm all of the ways that we use water. Include daily uses for cleaning and cooking as well as recreational purposes.

**ACQUIRE:** Once students have come up with as many uses as possible have them complete the 4 quadrant chart worksheet, drawing and labelling 4 ways that they use water. See example below & appendices 1:

WASHING HANDS	SHOWERING
WATER SLIDES	DRINKING

**APPLY:** Send students home with the following chart to record their personal water use for 24 hours. Appendices 2:

WATER USE:	AT HOME:	AT SCHOOL:	OTHER:
Bathroom			
Washing			
Brushing Teeth			
Recreation			
Drinking			

## LESSON 2: COMPARISON TO NORTHERN COMMUNITY

Once students have a good understanding of the quantity and frequency of water they are using each day, they can be introduced to the reality that this is not the norm for everyone.

### OBJECTIVES:

- Explain and appreciate the importance of clean air and water for humans, plants and animals.
  - Identify substances that pollute air and water, and describe ways of reducing such pollution.
- Examples:** car exhaust, smoke, carbon monoxide, oil, house paints, and sewage...
- Recognize that clean water is an increasingly scarce resource in many parts of the world, and describe consequences of a shortage of clean water.

**ACTIVATE:** Take the children's four quadrant drawings and post them on the wall, board or somewhere visible to students.

While they are watching, tell them that they are going to learn about all of the ways that people in Northern communities use water in their daily lives. Go through each drawing and using a Post-It note, cover up the pictures that are not possible in Northern Communities.

### Examples:

**Drinking water from tap** – could get ill  
Having a bath – contaminants could hurt your skin

**Water Fights** - no extra water available for recreation use

**ACQUIRE:** Don't supply the students with the 'why' of the Northern Communities water deficits. Instead, have them generate questions based on the spots that the Post-It notes are covering. Ie. Why can't they drink from the tap? How do they get water they can drink? Can they play any water games? How do they wash the dishes?

**APPLY:** Using Skype, connect with a Northern Community that is under a boil water advisory and have the children ask a member of the community their questions. Have students use their individual blogs to write about what they have learned from the answers, how this makes them feel and anything else they still wonder about.



## SUPPLEMENTARY READINGS, VIDEOS AND WEBSITES

### BOOKS

#### **Sandy's Incredible Shrinking Footprint**

*Written by: Femida Handy and Carole Carpenter*

Sandy loves going to the beach at her Grandpa's house. One day she comes across a pile of garbage that is ruining the beautiful beach. Through "Garbage Lady", Sandy learns about an ecological footprint and everyone's responsibility to shrink it.

#### **Save Water**

*Written by: Kay Barnham*

This easy to read book with lots of great pictures explores where water comes from, how water can be polluted and why we should save water.

#### **Splash! Water – Taking Care of Your Planet**

*Written by: Nuria and Empar Jimenez*

In this colourful picture book, children learn about the importance of water in the lives of all people, plants and animals. Children discover ways to conserve water.

#### **Love your world – how to take care of the plants, the animals and the planet**

*Written by: Dawn Sirett*

This beautiful book is full of photographs of children taking care of the Earth. Kids learn how they can make a big difference through activities such as growing a garden, recycling trash and reusing.

### **10 Things I Can Do To Help My World**

*Written by: Melanie Walsh*

This colourful and engaging picture book gives young kids ten simple things that we all can do to help the world.

### VIDEOS

#### **Wonder Grove Kids**

<https://www.youtube.com/watch?v=rl0YiZjTqpw>

This is a great kid-friendly video that talks about why water is a valuable resource, the importance of conserving and ways kids can help.

#### **Water – Who Needs It?**

By Cal Water [youtube.com/watch?v=tulDfG-8bjU&t=31s](https://www.youtube.com/watch?v=tulDfG-8bjU&t=31s)

This 14-minute video geared toward very young children talks about the importance of water. It discusses what would happen without water, ways people use water, how people waste water, problems with polluted water and ways to save water.

### TEACHER WEBSITES

[partselect.ca/Resources/Teaching-Kids-About-Water-Conservation.aspx](http://partselect.ca/Resources/Teaching-Kids-About-Water-Conservation.aspx)

[thewaterpage.com/water-conservation.htm](http://thewaterpage.com/water-conservation.htm)  
[resources4rethinking.ca](http://resources4rethinking.ca)



## **LESSON 3** **WATER PURIFIER**

Now that the students have an understanding of the availability of clean water they can begin looking at solutions or ways that they can help. This builds on their citizenship learning and supports them to feel empathy.

### **OBJECTIVES:**

- Ask questions that lead to investigations of living things, objects, and events in the immediate environment.
- Identify practical problems to solve in the immediate environment.
- Access information using a variety of sources. Examples: elders, simple chapter books, concept books, CD-ROMs, Internet...
- Create, with the class, a plan to solve a problem or meet a need. Examples: identify simple steps to follow, prepare a drawing of the object to be constructed...
- Follow simple directions, and describe the purpose of steps followed.
- Construct an object or device to solve a problem or meet a need.
- Test an object or device with respect to pre-determined criteria.

**ACTIVATE:** Have students log onto the classroom blogs and comment/respond to

each other's reflections after their skype connection with the Northern community. Through discussion, have the students share their thinking with others. Watch the 1 minute video [youtu.be/GSiLTFcWzqg](https://youtu.be/GSiLTFcWzqg) to see how one resident has to walk to her Aunt's house to get water and how she feels when the water truck finally comes to her house after 3 months.

**ACQUIRE:** Arrange the students in pairs or groups and have them brainstorm possible solutions or ways to help the Northern communities with their lack of access to clean water. Give students 30 minutes to research on the internet other possible solutions using a search engine such as Nettrekker that is designed to find websites that are appropriate for children. After 30 minutes are up have each group prepare a 1-2 minute verbal presentation trying to encourage their classmates that this is the best option to help Northern communities.

**APPLY:** After learning about all of the creative ideas that students have shared, introduce the idea of a water filter. A homemade water filter is meant to replicate the natural purification that happens in our environment. Each student will create and test their own filter (Appendix 3).

The following materials are needed:

- plastic water bottles or pop bottles
- coffee filters
- gravel
- sand
- rocks
- dirty water (water mixed with soil)

**Step 1:** Cut the bottle in half. Insert the top half into the bottom to look like a funnel.

**Step 2:** Line the bottom of the funnel shaped part of bottle with coffee filter.

**Step 3:** Add sand (amount will depend on size of bottle but should cover about 2 inches of bottom of filter).

**Step 4:** Add the same amount of gravel.

**Step 5:** Add rocks to finish off the filter.

**Step 6:** Pour some of the dirty water into the bottle. Watch as the water drips out the bottom clearer than it went in.

**Step 7:** Repeat this process until water is clear.

**The following videos show the creation of the water filter:**

[youtu.be/RqWV7ozffFNQ](https://youtu.be/RqWV7ozffFNQ) or [youtu.be/ZNyhY9dR2VE](https://youtu.be/ZNyhY9dR2VE)

Once filters are complete, have students draw a picture of their water filter and explain how it works to check for understanding (Appendix 3).

## APPENDICES/ACTIVITY SHEETS

<b>①</b>				
<b>4 WAYS I USE WATER</b>				
<b>②</b>	<b>WATER USE:</b>	<b>AT HOME:</b>	<b>AT SCHOOL:</b>	<b>OTHER:</b>
	Bathroom			
	Washing			
	Brushing Teeth			
	Recreation			
	Drinking			
<b>③</b>	Draw a picture of your water filter:			
Explain how your water filter cleans water:				

Adapted from *Manitoba Science Curriculum: A Foundation for Implementation*