

WEwalk WEforwater

Classroom Resource

A classroom resource to understand the impact of the global water crisis. This lesson package is a part of the WE Schools WE Walk For Water campaign.

Grades 7 to 8
American Edition

AN INITIATIVE OF



Essential Question: What is experiential service-learning and how can I incorporate it into my classroom instruction with WE Schools curriculum resources?

WE Schools

WE Schools is a unique, step-by-step program that challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change. Delivered in 14,500 schools and groups across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas.

What Is Experiential Learning?

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It's a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community's needs.

The Four Steps of WE Schools

- 1. Investigate and Learn**
Students explore topics related to a real-world challenge or opportunity.
- 2. Action Plan**
Students develop a plan to implement their service-learning project, including one **local** and one **global** action.
- 3. Take Action**
Students implement their action plan.
- 4. Report and Celebrate**
Students present the results of their service-learning initiatives.



Setting Students Up for Success: In school, the workplace and in life.

WE Schools Introduction: www.WE.org/we-at-school/we-schools/

Living WE is about improving our lives and our world by reaching out to others. It involves focusing less on "me" and more on "we"—our communities, our country and our world.

Social Emotional Learning: The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflict and make responsible decisions.

Global Mindset is the ability to operate comfortably across borders, cultures and languages. The WE Schools program promotes global mindedness and cultural competency amongst student populations during their formative years.

Active Citizenship: Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.

Reflection is a key component of our experiential service-learning model. Our reflection activities direct students' attention to new interpretations of events and provide a lens through which service can be studied and interpreted.

Our Learning Skills Legend



Argument formation



Information literacy



Leadership skills



Organization



Action planning



Research and writing



Critical thinking



Reflection

WE Walk For Water Classroom Resource Overview

The WE Walk For Water Classroom Resource is designed to create an experiential service-learning opportunity for students. They will develop an understanding of the current global water crisis, how this crisis impacts people and communities around the world and how they can be a part of positive change.

Students will learn that access to safe water is a human right and necessary for survival. They will learn that people and communities around the world lack access to water and that women and girls must walk great distances to collect water for their families. The time women and girls spend walking for water is time spent away from education and opportunities to earn a living.

The lessons take students through the Four Steps of WE Schools. They will investigate and learn about the water crisis, then plan and take action. Reflection is also a key component of the learning process, where students consider what they have learned and how they see themselves as part of a solution. The WE Walk For Water event is the culminating activity that will build empathy for women and girls around the world who spend much of their lives seeking and transporting water for their families. After the event, students will be encouraged to reflect and celebrate as they share their learning with other students, parents and the community to raise awareness about the importance of access to water.

This resource consists of lessons, assessments, blackline masters and a list with additional resources. It will introduce students to the concept of the global water crisis and inspire them to participate in the WE Walk For Water event on April 27, 2018.

The WE Walk For Water Classroom Resource can be used as part of your academic program, specifically aligning with Social Studies, English Language Arts, Health and Physical Education, Math and Science curricular expectations. The resource is also aligned with Common Core State Standards. It is designed to be implemented at least four weeks before event and also includes opportunities for extension and enrichment to deepen student learning before or after the event.

■ Planning and Assessment

You know your students best—their learning styles and preferences, skill levels and prior knowledge. You are in the best position to anticipate the habits of mind that will make this lesson package successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas.

Teaching strategies include collaborative group work, mind-mapping, graphic organizers, questioning and discussion, action planning, and reflection. Assessment strategies include observations, entry and exit slips, charts, written, verbal or recorded reflection, discussions, and presentations.

This classroom resource includes suggestions for a variety of books, articles and videos designed to engage student interest and deepen understanding. Before using the resource, visit your Teacher Librarian, local library or school district resource center to get access to the resources listed in the Appendices.

In the following lessons, you and your students will need to access the Internet for videos, articles and research. Ensure that you are aware of your school or district's Internet access policy and can source the resources.

► Explore other resources and current campaign offerings at WE.org

WE Walk For Water

Classroom Resource

Essential Questions

- Why is water a human right?
- How is the water crisis affecting people and communities around the world?
- Why should everyone have access to safe water?
- How can we help?

Subject:

Social Studies, Science, Language Arts, Math, Health and Physical Education

WE Learning Framework Skills:

Information Literacy, Leadership Skills, Organization, Action Planning, Critical Thinking, Reflection



Lessons	Learning Goals: Students will:	Activity Summary: Students will:	Materials Needed:	Time:
Lesson 1: What Is the Global Water Crisis?	<ul style="list-style-type: none"> • Understand that the world is currently experiencing a global water crisis • Recognize the importance of having access to safe water 	Experience a water walk to begin to understand the impact of the global water crisis on people around the world, specifically women and girls.	<ul style="list-style-type: none"> • Map of the water walk • Trundle wheel* • Stopwatch* • Bucket or container* • Computers with Internet access • Blackline Master 1: My Water Walk 	Part 1: 90 minutes Part 2: 30 minutes
Lesson 2: Why Should Everyone Have Access to Water?	<ul style="list-style-type: none"> • Recognize that communities around the world do not have access to safe water • Understand the physical, emotional and financial impacts a lack of access safe water has on women and girls 	Explore community profiles and stories of people experiencing the global water crisis to understand the importance of access to water and the impact a lack of access has on women and girls.	<ul style="list-style-type: none"> • Computer with Internet access • Chart paper • Blackline Master 2: WE Villages Community Profiles and Stories • Blackline Master 3: Understanding the Importance of Access to Water 	Part 1: 60 minutes Part 2: 60 minutes
Lesson 3: What Is Safe Water?	<ul style="list-style-type: none"> • Recognize the difference between safe and unsafe water • Understand the impact consuming and interacting with unsafe water has on the human body 	Conduct an experiment to identify safe and unsafe water and understand how using or consuming unsafe water affects the human body.	<ul style="list-style-type: none"> • Five water samples • Blackline Master 4: Identifying Safe Water • Computer with Internet access • Chart paper 	2 X 60 minutes
Lesson 4: WE Walk For Water	<ul style="list-style-type: none"> • Build empathy for those who must walk for water • Raise awareness for communities that do not have access to water • Take action by participating in the April 27th WE Walk For Water event 	Participate in the WE Walk For Water event and raise awareness for women and girls who must walk for water.	<ul style="list-style-type: none"> • Computer with Internet access 	75 minutes + WE Walk For Water Event

WE Walk For Water

Classroom Resource

Word Bank

Access—The right or opportunity to use or benefit from something.

Crisis—A time of intense difficulty or danger.

Safe Water—The water required for each personal or domestic use must be safe, therefore free from microorganisms, chemical substances and radiological hazards that constitute a threat to a person's health. Measures of drinking-water safety are usually defined by national and/or local standards for drinking-water quality. (United Nations)

* *Source for definitions:* en.oxforddictionaries.com



Lesson 1:

What Is the Global Water Crisis?



Suggested Time:

Part 1: 90 minutes, Part 2: 30 minutes

Common Core State Standards:

- CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 7 topics, texts and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Materials:

- Map of the water walk
- Trundle wheel (a device to measure the rough distance from one place to another; one per group)
- Stopwatch (one per group)
- Bucket or container (one per group)
- Computers with Internet access
- Blackline Master 1: My Water Walk (pg. 20)

Learning Goals:

Students will:

- Understand that the world is currently experiencing a global water crisis
- Recognize the importance of having access to safe water

Investigate and Learn

Part 1 (90 minutes)

Educator's Note: The world is experiencing a global water crisis. Women and girls spend hours each day walking to collect water for their families. Since they must walk for water, women and girls are not in school or earning a living.

To help students begin to understand the realities these women and girls face, this simulation provides a water walk experience that students will be able to draw from as they learn more about the impact of a lack of access to safe water.

In preparation for the simulation, consider if any students have directly or indirectly been affected by the global water crisis. Have they lived in countries where these challenges exist or do they currently have family members affected? Choose one of the following options for the simulation that is most appropriate for your students.

Simulation Option 1:

- Create a map of a walk students can take to a pond, creek or river located within 10 minutes of the school to collect water. Consider using an online mapping tool or a map from the school's website.
- On the walk, have each group bring an empty plastic bucket or container, and a trundle wheel and stopwatch to measure the distance and time they walked.
- Depending on the number of students, you will need to collect enough buckets or containers, trundle wheels and stopwatches from other teachers or the school resource department.

Simulation Option 2:

- Create a map of a walk students can take around the school. For example: around the football field or gymnasium. Ensure students walk for a total of 20 minutes.
- Fill a small wading pool, large bucket or container with water for students to collect at the halfway mark to demonstrate the collection process. The water students collect should be as dirty as possible because the water will represent the unsafe water many people and communities around the world are forced to use and consume every day.
- Consider the closest water source in your school and how you can prepare for the experience. Share this information with students to reinforce how accessible water is in their school.

- 1. Recommended Assessment:** To begin, ask students: What is our main source of water at school? For example: tap or water fountain. Ask students what would happen if this water source was no longer a viable option. What would be an alternative source of water? What would happen to the school day? For example, would the school close?
- 2.** Continue the discussion by asking students if they think that everyone in the world has the same access to water they need every day. What happens when people and communities do not have access to the water they need? Who is often responsible for collecting water for daily use?

3. Show students the video “Walk with Nepapa,” www.trackyourimpact.com/blog/2017/03/24/watch-nepapa-walk-new-path-clean-water-kenya/ (3:06).
4. Explain to students that they will be participating in a water walk to put themselves in the shoes of women and girls who have to walk for water every day.
5. Show students a map of the walk they will take to collect water. Ask students to estimate the distance and time they will walk and have them write this on **Blackline Master 1: My Water Walk** (pg. 20). Have students explain how they estimated distance and time, and what they used to guide their thinking process.
6. Divide students into groups of three. Distribute a map of the walk, a bucket or container, a trundle wheel and a stopwatch to each group. If you do not have enough trundle wheels for each group, students can count their steps. Each step counts as three yards. Alternatively, have one group use the trundle wheel and share the data they have collected.
7. Walk with your students to collect their water from the local water source and bring it back to the classroom. If students are walking around the school, have them collect the water at the 10 minute mark and carry the water for the rest of the walk. Remind students that this bucket of water represents their only source of water for the day, so they should make sure not to spill any of it.
8. After students complete their walk and returned to the classroom, on **Blackline Master 1: My Water Walk**, have them record the actual distance and time they walked to collect water. In their groups, have students compare the actual answer to the estimate. Ask students to share whose estimate was the most accurate. Was the actual distance or time more or less than the estimate? What surprised you about the time and distance you walked?

9. **Recommended Assessment:** In their groups, ask students to discuss the following questions. Display the questions on the front board or chart paper for students to refer to during discussions. Based on time available and your students’ learning styles, the questions can be explored using one of the following suggestions:
 - a. Small group discussions: use all the questions and have students report back to the large group.
 - b. In pairs: assign each pair two or three questions to discuss and then report back to the large group.
 - c. Individually: ask students to respond to two or three questions in a written response.

Questions:

- What did you think about while walking to collect water?
- How do you feel about using the water you collected for drinking, washing and other daily activities?
- Would you feel comfortable consuming this water?
- Would this be enough water for you and your family for one day?
- Could you do this walk a few times every day to collect water?

As students are discussing the questions, use **Appendix 1: Classroom Observation Forms** (pg. 16–18) to document student responses and assess their learning.

10. Review the video students watched about Nepapa in Step 3 or re-watch the video if time permits. How much time did Nepapa walk each day? Ask students, what can you do in five hours? (E.g., spend an entire day at school, watch two movies, play five games of soccer.)



Extension: Challenge your students to calculate the distance Nepapa would have traveled in five hours using the time and distance they walked as reference. How many times could they have completed their walk in five hours?

11. **Recommended Assessment:** To gain a deeper understanding of Nepapa’s life, have students create a list of five questions they would ask her if they could speak with her today. For example:
 - What did you think about when you had to walk for five hours each day to collect water for your family?
 - What challenges did you face while walking for water?
 - How did the journey impact your opinion about the issue?



Extension: Have students write three tweets or social media posts about their water walk experience and how they felt when they realized that the water they collected was dirty. Ask students to share these posts in the classroom or around the school. Students can also use these posts in Lesson 4 to educate others and raise awareness about the realities of women and families like Nepapa's.



Enrichment: Have students create a picture book using Story Bird, www.storybird.com, to describe Nepapa's life. In the story have students describe the effects of the global water crisis and how it is affecting people like Nepapa. Encourage students

Educator's Note: Storybird is a free software package; however, it does require educators to create an account. You can also use any story writing software package already licensed in your school or district.

Part 2 (30 minutes)

1. On three sides of the classroom, put a piece of paper that says *yes*, *no* or *unsure*. Read each of the following statements and ask students to choose a side of the classroom to demonstrate whether or not they think the statement reflects a crisis.

Educator's Note: The following activity is designed to help students construct their own definition of crisis. As an alternative, provide students with the definition of crisis first and then discuss whether or not the statements reflect a crisis.

Statements:

- Drinking unsafe water can often cause diarrhea. Almost 900 children die daily from diarrhea caused by unsafe water.
- Women and children around the world spend 200 million hours every day collecting water.
- The water from my tap at school smells funny.
- The water fountain at school has stopped working. It has not worked for three months.
- 1.8 billion people do not have enough water to drink and use.
- 780 million people live without clean drinking water.
- The water bottles at the grocery store have increased in price.

Source: www.water.org/our-impact/water-crisis/

2. After reading each statement, discuss students' rationale for their choices and allow them to move to a new side of the classroom if their understanding of crisis has changed.
3. As a class, create a definition of the term "crisis" and post it in the class for students for reference. If students need support in creating the definition, explain that a crisis is a situation of extreme danger or difficulty. Examples of crises are world hunger, poverty, natural disaster or global warming.
4. Show students the video "The Global Water Crisis How Much Water Do We Really Use Every Day? Take Part," www.youtube.com/watch?v=On9WRrFHVjY (3:00). In pairs, have students describe what the term "global water crisis" means to them. Is it fair that some people are affected by the global water crisis more than others?

5. **Recommended Assessment:** In a short, written response, have students use what they have learned so far about access to water and the definition of a crisis to explain whether they agree that the world is experiencing a global water crisis or not. Have students describe the effect of this crisis on women and girls around the world.

Lesson 2:

Why Should Everyone Have Access to Water?



Suggested Time:

Part 1: 60 minutes, Part 2: 60 minutes

Common Core State Standards:

- CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RI.7.3 Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 7 topics, texts and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly.

Materials:

- Computer with Internet access
- Chart paper
- Blackline Master 2: Community Profiles and Stories (pg. 21–22)
- Blackline Master 3: Understanding the Importance of Access to Water (pg. 23)

Learning Goals:

Students will:

- Recognize that communities around the world do not have access to safe water
- Understand the physical, emotional and financial impacts a lack of access safe water has on women and girls

Investigate and Learn

Part 1 (60 minutes)

Educator's Note: The classroom mingle strategy is a discussion technique that allows learners to actively engage in discussions with their peers as they move around the classroom. To prepare for the activity, create a list of open-ended questions that will stimulate discussion about students' water walk experience. For example: what was your experience of walking for water? How would you feel if you needed to walk for water every day? How does your experience compare to Nepapa's? Cut the questions into strips and make sure there is one strip for each student.

1. **Recommended Assessment:** Divide students into pairs and give each student a strip of paper with a question. Explain to students that they will each ask their partner the question on their strip. Once both students have answered, they will trade strips and find a new partner to talk to. If students need a more structured mingle, provide a signal to indicate when students should trade strips and find a new partner. Provide enough time for students to mingle with two or three different students, approximately five to six minutes.
2. After conducting the classroom mingle, debrief student responses as a class and list them on the front board. Depending on student responses, extend the discussion by asking why is Nepapa willing to travel such a distance for water?

Educator's Note: The following activity will discuss the United Nations and the Sustainable Development Goals. If students are not familiar with the UN and its initiatives, explore the following links:

- www.un.org/en/sections/what-we-do/
- www.un.org/en/index.html
- kids.britannica.com/students/article/United-Nations/277510
- www.washingtonpost.com/wp-dyn/content/article/2010/10/17/AR2010101702766.html

3. Explain to students that Goal Six of the United Nations Sustainable Development Goals is focused on ensuring all people have equitable access to safe and affordable drinking water by 2030.

Source: <http://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-6-clean-water-and-sanitation/targets/>

4. In small groups, ask students to discuss the questions below and write their answers on chart paper.

- Why should access to safe water be a goal of the United Nations?
- If water is a human right, why do some people have access to safe water and some do not?
- What are the consequences of a lack of access to water?

Ask one person from each group to summarize the group's responses.

5. Show students the video "Water," vimeo.com/freethechildren/review/208514439/7d724b3fdb (5:37).

6. **Recommended Assessment:** Place the following questions around the classroom on chart paper and assign each group to one of the questions. To support student understanding, clarify and provide an example for each question before beginning the activity. Have students discuss the questions in their group and record the answers on the paper. Give students a signal to rotate to the next paper and repeat the activity. Continue rotating until each group has had a chance to respond to all the questions. Why is clean water an important measure of quality of life?

- Why is clean water an important measure of quality of life?
- Who is often responsible for collecting water for families and communities around the world? How do they collect this water?
- How did having consistent access to water change the lives of the women and girls in the video?

7. After students have discussed and contributed to each question, debrief answers as a class.

Part 2 (60 minutes)

Educator's Note: The following activity will use the jigsaw strategy. Students will be assigned to a "home" group and then meet with members from other groups to form an "expert" group. Each "expert" group will specialize in one aspect of a topic and then students will return to the "home" group and teach the concept to their group members.

1. Divide students into six "home" groups and allocate each person a number from one to six. Have students separate out into their numbered groups. Assign each numbered group a story or a community profile from **Blackline Master 2: WE Villages Community Profiles and Stories** (pg. 21–22). Ask students to read through the stories and profiles and discuss how access to safe water affects people and communities and what the consequences of not having that access are, specifically for women and girls. Provide students with a copy of **Blackline Master 3: Understanding the Importance of Access to Water** (pg. 23) to document their learning.

2. After the group has read and discussed the article, ask students to go back to their home groups and shared what they learned. Students can continue to use **Blackline Master 3: Understanding the Importance of Access to Water** to document their learning.

3. **Recommended Assessment:** Have each home group create a roleplay based on one of the community profiles. The roleplay should showcase what students have learned about the importance of access to water and the impact a lack of access has on women and girls around the world.

As an alternative, students can record their role play and present it as a video, write a script of the role play or create a poster describing the importance of access to water and the impact a lack of access has on women and girls around the world.

Each presentation should demonstrate what life was like in the community before the water project and how life changed after the water project was implemented, especially for women and girls.

Use **Appendix 1: Classroom Observation Forms** (pg. 16–18) to document student learning. Collect **Blackline Master 3: Understanding the Importance of Access to Water** for additional evidence of learning.

Lesson 3:

What Is Safe Water?



Suggested Time:

2 x 60 minutes

Common Core State Standards:

- CCSS.ELA-LITERACY.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.
- CCSS.ELA-LITERACY.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- CCSS.ELA-LITERACY.RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements or performing technical tasks.
- CCSS.ELA-LITERACY.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph or table).
- CCSS.ELA-LITERACY.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- CCSS.MATH.CONTENT.7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.
- CCSS.ELA-LITERACY.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.
- CCSS.ELA-LITERACY.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- CCSS.ELA-LITERACY.RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements or performing technical tasks.
- CCSS.ELA-LITERACY.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph or table).
- CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Materials:

- Five water samples
- Blackline Master 4: Identifying Safe Water (pg. 24)
- Computers with Internet access
- Chart paper

Learning Goals:

Students will:

- Recognize the difference between safe and unsafe water
- Understand the impact consuming and interacting with unsafe water has on the human body

Investigate and Learn

Educator's Note: In the previous lesson, students learned about the importance of access to water and the impact a lack access has on women and girls. In this lesson, students will build on that knowledge and explore the consequences of using and consuming unsafe water and understand the importance of having access to safe water. Be mindful that some students may have previously experienced a similar experiment. Encourage these students to assist you during the experiment.

Review classroom procedures regarding science activities and experiments. For example, follow teacher instructions, be careful with sharp and breakable objects, do not put things in your mouth, wash your hands after the experiment and think responsibly.

Before beginning the class collect five water samples to show students. Each sample should be in a clear jar and discretely labeled so students are not aware of what each sample contains. For the experiment, have small clear cups available to distribute the samples to groups (five cups per group).

- Sample 1: Muddy water—water should be brown and have visible sediment
- Sample 2: Clean drinking water, either from a tap or bottle
- Sample 3: Water that has been mixed with vinegar
- Sample 4: Water from a river, pond or other natural, unfiltered source
- Sample 5: Salt water

1. **Recommended Assessment:** Show students a container filled with dirty water. Ask them, what would you do if someone handed you a glass of this water to drink? Would you feel comfortable using this water?
2. Show students the video "Contaminated Water a Major Problem After Hurricanes," www.youtube.com/watch?v=vS9zyzgZ7Ec (3:58).
3. Explain to students that the issue of access to safe water can occur anywhere in the world. Weather is one cause of the global water crisis. Ask students what effects can extreme weather have on water? Have you ever had an experience in your life where the water looked different? What could have caused the water to look like this? For example: camping, drinking lake water, outdoor hoses or current weather events. Is it fair for some people to have access to clean water and others to not?

4. Ask students, what is safe water? As a class, brainstorm the term "safe water" and record student answers on the front board. Ask them to consider what the factors are that make water safe. What are the implications to a person's health if water is not safe?
5. Divide students into small groups. Explain to students they will conduct an experiment to identify safe water. Have students use **Blackline Master 4: Identifying Safe Water** (pg. 24) to create a set of criteria for safe water that they will use to examine the samples. Encourage students to use their five senses as the starting point for the criteria. For example: the water must be free of visible contaminants such as dirt, small insects and fecal matter; the water must not have an odor.

6. Distribute the water samples to each group. Have students use **Blackline Master 4: Identifying Safe Water** to predict if the samples of water are safe or unsafe.

7. **Recommended Assessment:** After students complete identifying the samples, reveal which samples are safe for consumption and which are not.

8. As a class, discuss:
 - Did you identify the samples correctly?
 - Was the criteria created to assess the samples effective and accurate?
 - Would you add, remove or change any of the criteria to ensure that the water you have is safe for consumption?
 - Were you surprised by the samples that were identified as safe or unsafe?
 - Can you be sure that your senses are enough to assess water safety?

Educator's Note: Guide students to understand that assessing water using your five senses is not enough to ensure that the water is safe to drink and use. To explore this concept further, use the Investigating Water Quality Lesson Package, www.WE.org/we-schools/program/campaigns/we-walk-for-water, to teach your students about how water is tested to ensure safety.

9. Explain to students that the United Nations is focused on ensuring that all humans have access to water. This water must be sufficient, safe, acceptable, physically accessible and affordable. Ask students what those terms mean in reference to water for human consumption and use.
10. Display the following definitions in the classroom for student reference.
 - Sufficient: Water supply should be sufficient and continuous for personal and domestic uses. Between 13 and 26 gallons of water per person per day are needed to ensure the most basic needs are met and few health concerns arise.
 - Safe: Free from microorganisms, chemical substances and radiological hazards that constitute a threat to a person's health.

- Acceptable: Water should be of an acceptable color, odor and taste for personal and domestic use.
- Physically accessible: Immediate vicinity of the household, educational institution, workplace or health institution. Within 1,093 yards of the home and collection time should not exceed 30 minutes.
- Affordable: Water cost should not exceed 3 percent of household income.

Source: www.un.org/waterforlifedecade/human_right_to_water.shtml

11. Ask students to think about the water they collected during their water walk in Lesson 1. Could that water be considered safe for human consumption? Which of the criteria does it meet, and which does it not?
12. Have students consider the criteria they created for the assessment of the five water samples in the previous activity. Do the criteria you created align with the United Nations criteria? What are the similarities and differences?
13. Distribute the following articles and videos to each group. If students have access to laptops or tablets, provide them with the links to the following water stories. However, if the technology is not available, print the articles for each group and watch the videos as a class. Consider downloading the videos if Internet access is intermittent in the classroom.

Water Stories: Articles and Videos

- Gladys' Story: www.trackyourimpact.com/blog/2016/10/19/water-river-familys-choice-came-great-cost-things-ever-change/
- Teen Turns on the Tap: www.trackyourimpact.com/blog/2017/08/31/teenager-turns-tap-first-time-ecuador-clean-water/
- 99 Reasons: www.trackyourimpact.com/blog/2017/11/06/gift-of-clean-water-changes-lives-for-generations/
- News Splash: www.trackyourimpact.com/blog/2016/10/21/handwashing/
- Water Changes Everything: www.youtube.com/watch?v=BCHhwvxQxqg (3:23)

Recommended Assessment: Using the information from the articles and videos, have students investigate the impact that consuming and using unsafe water has on people and communities. Students can choose to use some or all of the guiding questions below to support their investigation. The Guiding Questions are designed to increase in complexity. They can also develop their own questions to guide their investigation as they become familiar with the materials. Students may also require time to explore other resources to find answers to questions that arise during their investigation. Consult with your Teacher Librarian for additional research support and materials.

Guiding Questions:

- How could consuming unsafe water affect your body? For example, brain, lungs, liver and kidney function.
- How does using and consuming unsafe water affect the lives of individuals and communities? How does the impact of unsafe water consumption connect to poverty and other social issues?
- Is it fair for some people to have access to safe water and others to not?

Ask each group to present their research orally or as a written piece. Students may choose from one of the following examples or create their own idea:

- Roleplay an interview with a person from the article who has been affected by consuming unsafe water. Have this person discuss how unsafe water has had an impact on their quality of life and why consuming safe water is important.
- Prepare and present a written statement to the president, encouraging him to increase aid to countries and communities where many people do not have safe water. Use evidence from your research to support your statement.
- Create a blog that discusses the impact of unsafe water. The blog can include videos, testimonials and facts. If access to technology is unavailable, students can create a static blog post on Bristol board that reflects what their online posting would look like.



Enrichment: A consensogram is a survey technique that helps to assess needs, attitudes or knowledge. Post the question: "What is the single greatest impact of using and consuming unsafe water?" and distribute a sticky note to each student.

Have each student respond to the question and place their sticky note response on the front board. Organize the responses in a bar graph (Vertical Axis: Number of Students, Horizontal Axis: Impacts of Consuming Unsafe Water).

Discuss what the class survey results indicate. What is the greatest impact of using and consuming unsafe water? Have students justify their opinion based on their learning and discuss why there might be differences of opinions.

In conclusion discuss: How does using and consuming unsafe water contribute to the global water crisis?

Educator's Note: Have students submit all research notes and written products as evidence of learning. Use assessment rubrics from your English Language Arts, Social Studies or Science programs to assess the projects or presentations.

Lesson 4:

WE Walk For Water



Suggested Time:

75 minutes + WE Walk For Water event

Common Core State Standards:

- CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.7.7 Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- CCSS.ELA-LITERACY.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- CCSS.ELA-LITERACY.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly.

Materials:

- Computer with Internet access

Learning Goals:

Students will:

- Build empathy for those who must walk for water
- Raise awareness for communities that do not have access to safe water
- Take action by participating in the April 27th WE Walk For Water event

Action Plan

Educator's Note: In this lesson, students will prepare to participate in the WE Walk For Water event. In the previous three lessons students learned about the important of access to safe water and the impact a lack of access has on women and girls around the world. This will help them understand why they will participate in the WE Walk For Water event. Students will take their understanding of the importance of access to safe water and use it to raise awareness and fundraise in their school and local community. This lesson can also be used as a summative assessment.

- 1. Recommended Assessment:** Have students reflect on what they have learned in the WE Walk For Water lessons. In pairs or small groups, ask students to draw on what they have learned in the previous lessons and discuss the following questions:
 - What is the global water crisis?
 - What is the impact of a lack of access to safe water?
 - When women and girls have to walk for water, what opportunities do they miss out on?
- 2.** Share the "WE Walk For Water Video," www.we.org/we-schools/program/campaigns/we-walk-for-water (1:33). Ask students how their participation in the WE Walk For Water event will support solutions for women and girls around the world. Why does walking in solidarity help to raise awareness for this issue?
- 3.** Explain to students that every \$25 they raise for the WE Walk For Water event will give one person clean water for life. In total, the event is aiming to give 50,000 people access to clean water. By walking, they will also raise awareness in their school and local community about the importance of access to safe water and the impact that a lack of access has on women and girls around the world.
- 4.** Share with students the work occurring in the WE Villages communities to support people living through the water crisis (www.we.org/we-villages/water/)

Discuss:

 - How is the global water crisis affecting the health, education, food security and livelihood (income) of people in these communities?
 - What are possible solutions to ease the crisis? Are they long or short term?
 - How are the WE Villages communities helping to create a sustainable solution?
- 5.** As a class, brainstorm how students will communicate what they have learned about the importance of access to safe water and why they want to participate in the water walk event. Students can consider creating posters, hosting an assembly or using social media to share their message.

Educator's Note: Before interacting on social media, review classroom, school or district guidelines on using social media. Remind students about classroom guidelines on etiquette and respect before interacting with community members.

Take Action

6. As a class, school or local community, participate in the WE Walk For Water event on April 27, 2018. Raise awareness about the importance of access to water and raise funds to contribute to the WE Villages communities.
7. Ensure students are actively participating and document their learning throughout the Take Action section using **Appendix 1: Classroom Observation Forms** (pg. 16–18).

Report and Celebrate

8. Have students share what they have learned through the actions they took with students from another class or with members of the community. Challenge them to think about how they can raise awareness and make a contribution to the water crisis.

Educator's Note: If you are participating in the walk as an individual class, consider creating a presentation or a video that can be shared on the class or school website. If you are participating in the walk as a school, consider hosting a school-wide assembly where each class can showcase their learning.

9. Students can also share their learning using their personal or classroom social media account: Here's how:
 - Post your milestone moments online using #WEwalkForWater or focus on writing posts with tricks and tips to help others live more sustainably.
 - Invite a friend, family member or local business to take the WE pledge. Offer to feature their progress with #WEwalkForWater in your posts on Facebook, Twitter, the WE Day App or wherever you like to share good-news stories.

Educator's Note: Students in your class may not have access to their own social media account. Use the school or classroom social media page and develop posts as a class to demonstrate their learning during the WE Walk For Water event. If you do not have access to a social media account, create a model version in the classroom and have students create posts to show their learning.

10. **Recommended Assessment:** Ask students to create a blog, a written or visual reflection, or a public service announcement based on the questions below to consider how they can ensure their initiative has lasting influence. Students may choose to respond to one or all of the questions in their response.

- How will we ensure that the initiatives started will continue?
- How can we support the initiative spreading to other communities, as needed?
- How will we continue to seek feedback from others about additional ways to make change in communities around the world?



Extension: Have students write a persuasive letter discussing what they can do to help ease the global water crisis. In this letter, ask students to describe the current global water crisis, the importance of having access to safe water and the impact that a lack of access has on women and girls around the world. Have them refer to a specific community they have learned about and outline why their participation in the WE Walk For Water event created a lasting impact in these communities. Have them discuss how ensuring that each person in the world has access to safe water helps to protect human rights.

Appendix 1: Classroom Observation Forms

Classroom Observation Form 1

Lesson/Activity: _____

Appendix 1: Classroom Observation Forms

Classroom Observation Form 2

Lesson/Activity: _____

Learning Outcomes			
Student Names			

Appendix 1: Classroom Observation Forms

Classroom Observation Form 3

Lesson/Activity:

Observations	Questions/Concerns	Next Steps

Appendix 2: Resource List

WE Stories and Videos

- "99 Reasons," www.trackyourimpact.com/blog/2017/11/06/gift-of-clean-water-changes-lives-for-generations/.
- "Barrels, Buckets and Bottles," www.trackyourimpact.com/blog/2017/01/16/barrels-buckets-bottles-marias-fight-clean-water/.
- "Gladys' Story," www.trackyourimpact.com/blog/2016/10/19/water-river-family-s-choice-came-great-cost-things-ever-change/.
- "News Splash," www.trackyourimpact.com/blog/2016/10/21/handwashing/.
- "Teen Turns on the Tap," www.trackyourimpact.com/blog/2017/08/31/teenager-turns-tap-first-time-ecuador-clean-water/.
- "Teenager Turns on the Tap for the First Time," www.trackyourimpact.com/blog/2017/08/31/teenager-turns-tap-first-time-ecuador-clean-water/ (2:24).
- "Walk with Nepapa," www.trackyourimpact.com/blog/2017/03/24/watch-nepapa-walk-new-path-clean-water-kenya/ (3:06).
- "Water," <https://vimeo.com/freethechildren/review/208514439/7d724b3fdb> (5:37).
- "WE Walk For Water," www.we.org/we-schools/program/campaigns/we-walk-for-water/ (1:32).

Videos

- "Contaminated Water Major Problem After Hurricanes," www.youtube.com/watch?v=vS9zyzgZ7Ec (3:58).
- "The Global Water Crisis: How Much Water Do We Really Use Every Day? Take Part," www.youtube.com/watch?v=On9WRrFHVjY (3:00).
- "Water Changes Everything," www.youtube.com/watch?v=BCHhwxvQqyg (3:23).

Websites

- "International Decade for Action 'Water for Life' 2005–2015," United Nations, www.un.org/waterforlifedecade/human_right_to_water.shtml.
- "Explaining the United Nations to Kids," *Washington Post*, www.washingtonpost.com/wp-dyn/content/article/2010/10/17/AR2010101702766.html.
- "Goal 6 Targets: Clean Water and Sanitation," United Nations Development Programme, www.undp.org/content/undp/en/home/sustainable-development-goals/goal-6-clean-water-and-sanitation/targets.
- United Nations, www.un.org/en/index.html.
- "United Nations," *Kids Britannica*, kids.britannica.com/students/article/United-Nations/277510.
- "United Nations Water Facts," UN Water, www.unwater.org/water-facts.
- "What We Do," United Nations, www.un.org/en/sections/what-we-do.

Water Articles

- Aiello, Rachel. "Can PM Trudeau Keep Drinkable Water Promise to First Nations?" www.ctvnews.ca/politics/can-pm-trudeau-keep-drinkable-water-promise-to-first-nations-1.3736954 (2017).
- David, Tarkaa. "Nigeria: 57% of Nigerians Lack Access to Safe Water." www.allafrica.com/stories/201712120664.html (2017).
- United Nations. "The Human Right to Water and Sanitation." www.un.org/waterforlifedecade/pdf/human_right_to_water_and_sanitation_media_brief.pdf.
- Raja, Vidya. "How Three Bengaluru Students Got Clean Drinking Water to Hegganahalli." www.thebetterindia.com/126357/three-bengaluru-students-get-clean-drinking-water-to-hegganahalli (2018).

Books

- Canavan, Roger, and David Antra. *You Wouldn't Want to Live Without Clean Water!* Franklin Watts, 2014.
- Cherry, Lynne. *A River Ran Wild: An Environmental History*. HMH Books For Young Readers, 1992.
- Fine, Ariah. *Clean Water for Elirose*. The Fine Print, 2010. www.cleanwaterforelirose.com.
- Strauss, Rochelle. *One Well: The Story of Water on Earth*. Kids Can Press, 2007.
- Verde, Susan. *The Water Princess*. G.P. Putnam's Sons Books for Young Readers, 2016.

Blackline Master 1: My Water Walk

Water Walk Map

Estimate:

Time:

Distance:

Actual:

Time:

Distance:

Whose estimate was the closest?

What surprised you about the time and distance you walked?

Blackline Master 2: WE Villages Community Profiles and Stories

Kenya Country Profile: Water

Improving access to clean water is one of the most crucial and quickest ways to lift a community out of poverty. It reduces illness, allows girls to go to school instead of bearing the responsibility of fetching their family's water and leads to better agriculture and access to food. Over 40 percent of Kenya's rural communities do not have access to clean drinking water and women and children spend, on average, one hour each day walking to collect water.

Communities in Narok County are becoming increasingly vulnerable to drought and the negative effects of changing weather patterns. The impact of drought in recent years has been devastating to many people who rely on rain-fed water systems and natural water sources. With access to sustainable clean water projects, children, especially girls, are freed from their daily treks to collect water.

WE Villages' water projects include the construction of clean water systems, safe water tanks, handwashing stations and latrines, and community education workshops in basic hygiene practices and waterborne disease prevention.

Kenya Country Story: Irkaat Community

Patricia is 56 years old, and lives with her two grandchildren in the community of Irkaat. Patricia never went to school, and now works full-time as a farmer. Before WE Charity introduced the Water: Clean Water & Sanitation Pillar in her community, Patricia got water from the Ewaso Ng'iro River, which is about 2.5 miles from her home. Her grandchildren are still too young to go to the river on their own, so Patricia is solely responsible for collecting water for her family. Every day, Patricia made the three-hour journey to the river to fetch water. She carried the water on her back, which was very tiresome and caused great back pains.

Often, the river was very muddy, making the water too dirty to fetch. On these days, Patricia says, "My options would be to go back home with my jerry cans empty, or walk an extra two miles to the Mara River." Unfortunately, the water that Patricia fetched was never entirely clean. The family always had to boil it before they could drink it. Several members of her community got very sick from the water.

Since the partnership with WE Charity, Patricia's life has completely changed. The water kiosk connected to the newly drilled well is only 20 minutes away from her home. She reveals, "This new water source has saved me so much agony and pain from walking for so many miles to the river." Patricia is now able to concentrate on other things, such as her family, without having to constantly worry about fetching water.

Patricia's family now has consistent access to clean water. She says, "My family's health has greatly improved, and I am no longer making regular trips to the hospital in search of treatment for waterborne diseases." Clean water is important to Patricia, because it means that her family can stay in good health. Patricia has also benefited from the clean water workshops in her community, which teach her about the importance and value of water preservation.

India Country Profile: Water

Only a small percentage of rural primary schools in Rajasthan have access to clean water and sanitation. With limited access to clean water, waterborne illnesses are frequent, making children more vulnerable to malnutrition and opportunistic infections, such as pneumonia. Poor or unavailable sanitation facilities also cause adolescent girls to drop out of school because toilets are not private or safe.

To address these issues, WE Villages clean water and sanitation projects include the construction and rehabilitation of clean water systems such as hand pumps, open-faced wells, latrines and handwashing stations, as well as the provision of educational workshops. We also provide clean water and sanitation workshops that teach safe hygiene practices and waterborne disease prevention. Improved water and sanitation infrastructure encourages children to attend school regularly while staying healthy.

Blackline Master 2: Community Profiles and Stories

India Country Story: Bagad Community

Jumna is 42 years old, and lives with her husband and two sons in the community of Bagad. She never attended school herself, though her husband is now a teacher at Bagad Upper Primary School. Before WE Charity introduced the Water: Clean Water & Sanitation Pillar in her community, Jumna got water from the community well, which provided drinking water for approximately 60 households. During the summer the water levels would go down, which made it very difficult to manage water in the household.

Jumna is solely responsible for collecting water for her family. Every day, she made five trips to the well. Each trip took about 40 minutes. Jumna reveals that she spent four hours every day fetching water. She carried the water in two pots at a time, which were made from steel or mud. The pathway was very steep, and Jumna had to climb holding the two pots on her head. This was very tiring for her, particularly during the summer. The community well did not have a parapet wall, and the water often got very dirty, especially during rainy days. Her fellow family and community members frequently got very sick from the contaminated water, experiencing stomach aches or diarrhoea.

When asked about a consistent access to water, Jumna reveals, "Water is always a scarcity for us. Our community well was small, and it was not holding enough water for all the households. In the summer, when all the nearby wells dried out, then it became difficult to secure one or two pots of drinking water for my family." During these difficult summer months, Jumna had to walk even further to get water, sometimes up to five hours.

Since WE Charity introduced the Water Pillar in Bagad, Jumna's life has changed with the rehabilitation of the community well. Now there is enough water for the whole community. Jumna says, "We do not need to rush early in the morning, and everyone gets enough water for their family." The new community well is covered with a parapet wall, which stops the rain surface water from flowing into the well. This means that the water is now safe and clean for drinking, reducing the incidences of sickness in her community. Additionally, Jumna no longer has to travel long distances to collect water for her family. This has saved her a great deal of time.

The water workshops have furthermore provided Jumna with a great deal of knowledge about the importance and value of clean water. She has learned why people become sick as a result of contaminated water, as well as how to store potable water. Jumna has also developed strategies for maintaining cleanliness in her household.

Ecuador Country Profile: Water

Like many rural communities in Ecuador, acquiring safe drinking water is a challenging task for communities in Chimborazo and the Amazon. Due to the fact that 86 percent of rural households have no access to water from a public network, and with homes being far apart, girls are forced to walk great distances to collect water from a communal source. The containers used to collect the water are often dirty, resulting in the spread of disease.

Due to environmental damage and pollution in the Amazon, reliable water sources have been seriously contaminated, and the quality of water severely compromised.

Through the Water Pillar, WE Villages works diligently to provide these communities with accessible clean water and sanitation systems, either by repairing old systems or constructing new ones. Local schools are being equipped with direct water-piping systems, toilets and handwashing stations. WE Villages is also working to establish sanitation workshops, which will serve to educate children on the importance of hygiene and sanitation practices.

Ecuador Country Story: Gulahuayo Community

Maria is 12 years old and lives in the community of Gulahuayo. She currently lives with her father, who works in Quito, and her mother, who works in agriculture, as well as her three brothers and two sisters. On a normal day, Maria attends school, and then comes home to cook and take care of her family's animals. Before WE Charity introduced the Clean Water and Sanitation pillar, Maria and her brothers collected water twice a day from a slope near her house, which was very tiring. The journey was particularly difficult for Maria in the rain. During this time, Maria's family had to be very attentive to the amount of water they were using.

Maria and her family sometimes got sick from drinking the water from the slope. They suffered from stomach aches, which required them to travel one hour by car to reach the medical centers in either Tixan or Guamote. Their lives were changed, however, when the water project was introduced in Gulahuayo. Faucets were installed in the community, which gave the family access to clean water. Now, Maria's family is able to use clean water for cooking, as well as for bathing themselves and washing their clothes. Maria and her brothers no longer have to make the difficult trips to the slope to retrieve water. Through the clean water workshops in her community, Maria says, "I learned that clean water doesn't have germs, and it benefits us because we do not get sick easily. Also, I learned that we have to care for the water in order to avoid the unnecessary waste of it." In the future, Maria hopes that her community will continue to grow with the help of WE Charity.

Blackline Master 3: Understanding the Importance of Access to Water

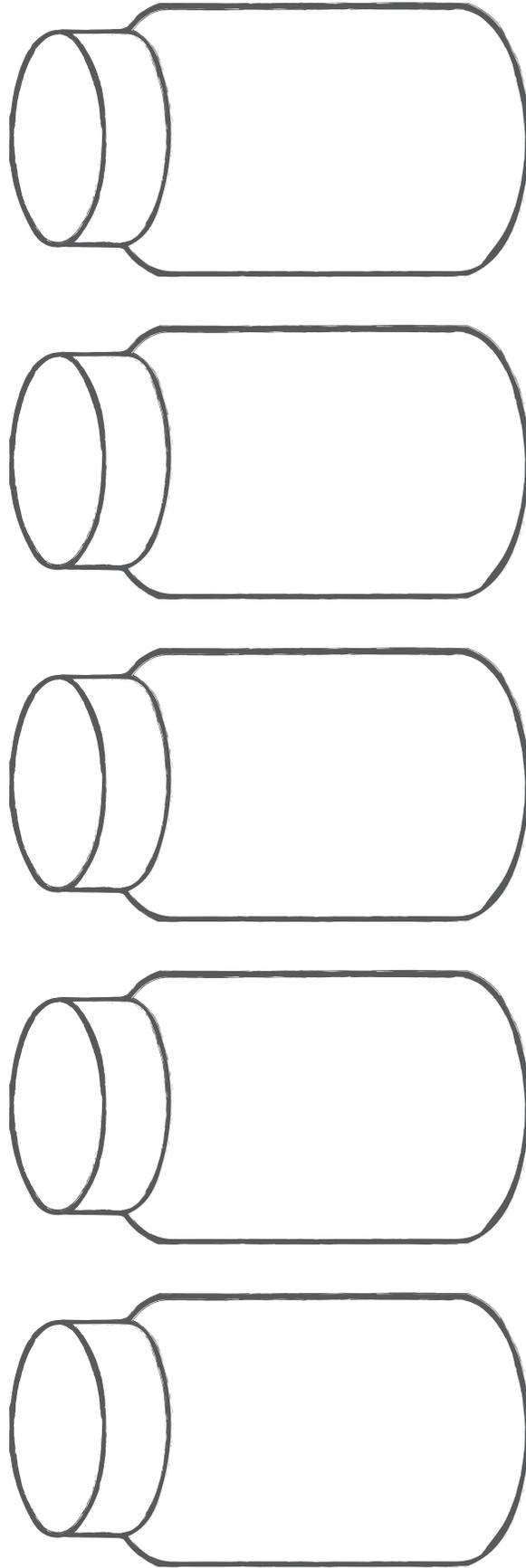
Kenya

India

Ecuador

Blackline Master 4: Identifying Safe Water

Criteria for Safe Water	
1	
2	
3	
4	
5	



Sample 5

Sample 4

Sample 3

Sample 2

Sample 1