

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 1 to 3
Canadian 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 out 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. Please see curricular connections on pages 12–38. It is designed to be implemented at least four weeks before the 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 centre 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 necessary for life?
- How is the water crisis affecting people and communities around the world?
- Why should everyone have access to 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 a Water Walk?	<ul style="list-style-type: none"> • Recognize that people around the world do not have access to water • Understand that women and girls spend their days walking for water 	Experience a water walk to begin to understand the impact of the global water crisis on women and girls around the world.	<ul style="list-style-type: none"> • Large bucket • Small Buckets (one per student) • Computer with Internet access 	60 minutes
Lesson 2: Why Should Everyone Have Access to Water?	<ul style="list-style-type: none"> • Understand that not having access to water is part of the global water crisis • Recognize the impact the global water crisis has on the lives of women and girls around the world 	Explore stories of people experiencing the impact of the global water crisis to understand the importance of access to water.	<ul style="list-style-type: none"> • Computer with Internet access • Chart paper • Video camera or tablet 	40 minutes
Lesson 3: What if I Had to Walk for Water?	<ul style="list-style-type: none"> • Explore and reflect on their everyday water use and the source of their water • Recognize how their life would be different if they did not have access to water 	Examine their own water usage and question how their lives would be different if they had to walk for water.	<ul style="list-style-type: none"> • Blackline Master 1: Water I Use • Computer with Internet access • Chart paper 	40 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"> • Blackline Master 2: WE Walk For Water • Computer with Internet access • <i>Clean Water for Elirose</i> by Ariah Fine (2010) 	45 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.

Child friendly definition:

Access—The right to make use of.

Crisis—A time of intense difficulty or danger.

Child friendly definition:

Crisis—An unstable situation of extreme danger or difficulty.

Human Rights—Ensure that all people are treated with dignity and equality. We all have access to basic needs such as food, water and shelter.

Child friendly definition:

Human Rights—Each person has an equal chance to feel safe, happy and healthy.

Safe Water—The water required for each personal or domestic use must be safe, therefore free from micro-organisms, 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)

Child friendly definition:

Safe Water—Free from danger or the risk of harm when using or drinking.



Lesson 1:

What Is a Water Walk?



Suggested Time:

60 minutes (30 minutes water walk experience, 30 minutes debrief)

Materials:

- Large bucket
- Small Buckets (one per student)
- Computer with Internet access

Learning Goals:

Students will:

- Recognize that people around the world do not have access to water by experiencing a water walk
- Understand that women and girls spend their days walking for water

Investigate and Learn

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? Consider how the activity can be set up to make it a successful learning experience for all students.

Preparation for the Simulations:

- The activity will require a large bucket of water and enough small buckets for all students. Alternatively, use plastic bottles if buckets are unavailable.
- Consider where the closest water source in your school is located and how easily you can prepare for the experience. Share this information with students to reinforce how accessible water is in their school.

1.

Recommended Assessment: Ask students to describe how they use water in their everyday activities (e.g., drink, washing, brush their teeth). List ideas on the front board or chart paper. Ask students how water is used in their school or community. For example: to fill community swimming pools, to fight fires or to water plants in parks or other green spaces. Display the list in the classroom for reference.

2. Discuss why everyone needs water. Is everyone in the world able to get the water they need every day? What happens when people and communities do not have the water they need?
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 so they can put themselves in the shoes of women and girls who have to walk for water every day.

Educator's Note: It is possible that students will find this activity physically challenging. Schedule breaks as needed, but also make this a teachable moment by asking them why they felt the need to rest. Is not having water close by a challenge?

5. Give each student a small bucket and walk with your students around the playground or large space within the school for 16 minutes.
6. After eight minutes of walking, have students fill up their bucket or empty plastic bottle from the large bucket of water and walk for the remaining eight minutes while carrying their buckets of water.
7. After students complete the walk, return to the classroom and ask them to draw a picture to describe how they felt during the walk. Encourage students to label their picture or add a written description where appropriate. Students' responses may include tired, thirsty or sore.

8. **Recommended Assessment:** Using the think-pair-share strategy, ask students to share their picture with a partner and describe their water walk experience. Collect student work as evidence of learning and keep the pictures to use in the following activity.

9. **Recommended Assessment:** Ask students to form a circle. Summarize the water walk experience by discussing the following questions. Use **Appendix 2: Classroom Observation Forms (pg. 47–49)** to document student learning.
 - Who has to do this walk every day? Why do they have to do it?
 - What did this help you understand about the women and girls?

Lesson 2:

Why Should Everyone Have Access to Water?



Suggested Time:

40 minutes

Materials:

- Computer with Internet access
- Chart paper
- Video camera or tablet

Learning Goals:

Students will:

- Recognize how a lack of access to water affects the lives of women and girls around the world

Investigate and Learn

1. Show students the video “Walk with Nepapa”, www.trackyourimpact.com/blog/2017/03/24/watch-nepapa-walk-new-path-clean-water-kenya/ (3:06) again.
2. **Recommended Assessment:** Remind students that they walked for 16 minutes, but Nepapa walks for five hours each day. Ask students to consider five hours. What can you do in five hours? (E.g., spend an entire day at school, watch two movies, play five games of soccer.) Record responses on the board to help them understand how long Nepapa walks every day.
3. Have students return to their picture from Lesson 1 and write a sentence on the back of the page comparing their water walk experience to the experience of Nepapa. How was your walk similar to Nepapa's? How was it different?
4. Explain to students that Nepapa has been doing this walk since she was a child. Give each student a slip of paper or a sticky note and ask them to brainstorm one activity that women and girls like Nepapa may not have time for because they have to walk to collect water for their families. For example: going to school, reading or playing sports.
5. Collect student responses and create a class list on chart paper or the front board.
6. Explain to students that Yadira is a young girl from Ecuador who also must walk to collect water for her family. Show students the video “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).

7. Review the list on the front board or chart paper and in pairs have students identify the activities Yadira was not able to participate in because she also had to collect water every day.
8. Have students join another pair and create a T-chart of the activities Yadira could not participate in *before* the water project and *after* the water project.
9. Explain to students that the water project in Yadira's community provided people with water in their homes and schools. In their groups of four, ask students to discuss how Yadira's life changed after the water project came to her community. What activities did she have time for? How could this help her when she grows up?

10. **Recommended Assessment:** Individually or in small groups, have students create a poster, a dramatic presentation or a comic strip to demonstrate how a lack of access to water affects women and girls around the world. Encourage students to use the examples of Yadira and Nepapa in their visual representations.

Educator's Note: The assessment above provides evidence of how well students have understood the importance of access to water. This assessment provides the opportunity to adapt the following lessons according to your students' new level of understanding.



Enrichment: Have students create a class big book or individual picture books about the life of women and girls, like Nepapa or Yadira, who are affected by the global water crisis. As an alternative, students can use digital software such as Story Bird, www.storybird.com

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 district.

Lesson 3:

What If I Had to Walk for Water?



Suggested Time:

40 minutes

Materials:

- Blackline Master 1: Ways I Use Water (pg. 51)
- Computer with Internet access
- Chart paper

Learning Goals:

Students will:

- Explore and reflect on their everyday water use and water sources
- Recognize how their lives would be different without access to water

Investigate and Learn

1. Recommended Assessment: Ask students, how do you use water every day? Refer to the class list created in Lesson 1. In small groups, give students two to three minutes to make their own list of all of the ways they use water every day. Have students use word or pictures to record their answers on **Blackline Master 1: Ways I Use Water**.

2. Using **Blackline Master 1: Ways I Use Water (pg. 51)**, have students categorize their responses under the following headings: Personal Hygiene, Home, Sport and Recreation, Food, Clothing, and Pets. If students need support with this activity, provide an example for each category.

3. Remind students that the water they use every day at school comes from taps and fountains. They have easy access to water, so it may not be something they have thought about before. However, many people around the world make a long journey to collect the water they need, like Nepapa.

4. Display the story “Barrels, Buckets and Bottles”, www.trackyourimpact.com/blog/2017/01/16/barrels-buckets-bottles-marias-fight-clean-water/ or provide each student with a copy.

5. Post each question below on a piece of chart paper and place them around the classroom.

- a. Where did Maria collect her water from before the water project?
- b. Why did Maria need water? What did she use water for?
- c. Did everyone in her family have enough safe water?
- d. How could Maria’s life have been different if she never had to collect water? For example: She could have gone to school.

6. Read the story and ask students to reflect on the questions while listening to the story.

7. After reading Maria’s story to the class, ask students to return to their groups from Step 1 and assign one question to each group. Have them respond to the question on the chart paper and discuss group responses as a class.

8. Recommended Assessment: Return to **Blackline Master 1: Ways I Use Water** and have students discuss the following questions in their group. Display the questions on the front board or on chart paper for students to refer to during their discussion. Use **Appendix 2: Classroom Observation Forms (pg. 47–49)** to document student responses.

- Which category of your daily activities uses the most water?
- How would these activities change if you, like Maria, needed to walk to collect water each day?
- What other things could you be doing instead of collecting water?

Educator’s Note: The following activity is designed to encourage students to reflect on what they have learned about the importance of access to water and to build empathy for the women and girls around the world who have to walk to collect water for their families. These are all important building blocks to help students realize that they can take action and be part of the solution to this important issue.

9. Recommended Assessment: Return the pictures students created in Lesson 1. Encourage students to share what they have learned about how their life would be different if they had to walk to collect water every day by answering the following question: How does having access to water help me every day?

Students may respond using words or pictures, or they can record their responses using a video camera or tablet. This can be used as data to assess student learning. This work can also be used in Lesson 4 for students to demonstrate what they have learned about the importance of having access to water.



Extension: Explain to students that each person needs approximately 50 to 100 litres of water per day, however, many people around the world have access to less than 10 litres of water per day. Create a class chart to monitor their water usage throughout the day, from the moment they arrive at school to the time they leave. Have students record each time they use or consume water (e.g., going to the washroom, handwashing) and estimate the amount they used or drank in millilitres, litres or cups. Alternatively, each student can create an individual chart. At the end of the school day, add the total amount of water students used or consumed. Discuss how students’ lives would change if they only had access to 10 litres of water a day.

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



Enrichment: What is considered "safe" water?

Educator's Note: Often the limited water women and girls around the world have access to is unsafe. This can lead to disease and other health issues. To deepen students' understanding of the effects of unsafe water, explore the following activities.

Collect a 10L bucket of water, 4 measuring cups, 10 small cups, salt and dirt.

Show students a container filled with dirty or contaminated water. Ask, what would you do if someone handed you a glass of this water to drink? Would you feel comfortable using this water? Have you ever had an experience in your life where the water looked different? For example: camping, drinking lake water or outdoor hoses. Is it fair for some people to have access to clean water when others do not?

Lead students through the following simulation to demonstrate who is affected by unsafe water.

- Show students a 10L bucket of water. Tell students, this represents all the water in the world.
- Using the measuring cup, remove approximately 300ml of water from the bucket and place this in a clear jar. Label the jar: Fresh Water. Fresh water is water that can be used and consumed by humans. Tell students that this 300ml of water represents all the fresh water in the world.
- Take the bag of salt and put it into the remaining water in the bucket. Tell students that the remaining water is salt water and cannot be used for everyday tasks, such as drinking.

- From the 300ml, remove 100ml of water and place it into a glass jar. Label the jar: Fresh Water Humans Can Use. Tell students this water represents the water humans can use. The rest is ice on the North and South Poles. Label the remaining 200ml: Ice.
- Tell students that they represent all the people in the world, however, all people do not have equal access to safe water. Safe water is clean water that does not harm you when you drink or use it.
- Show students the following statistic on the front board: *One in 10 people, do not have access to safe water.* Have 10 students come up to the front of the classroom. Take the 100ml of water and divide it equally among the students.
- Take the water from one of those students and mix dirt into it. Tell the class that this student represents this student represent the one in 10 people who do not have access to safe water. Unsafe water is water that contains dirt, germs and bacteria.

Ask students: Can you use and drink unsafe water? What will happen to you if you drink unsafe water?

Place an outline of the human form on the front board, or on a wall of the classroom. As a class, label how drinking or using dirty water could affect different parts of the human body. For example: Unsafe water could cause a stomach ache, skin infection or diarrhea.

Once students have considered the effects unsafe water can have on a person's health, challenge them to think about the consequences of being sick or unhealthy. For example: If you are sick, you cannot go to school. If you cannot attend school, you cannot learn.



Lesson 4:

WE Walk For Water



Suggested Time:

45 minutes + WE Walk For Water event

Materials:

- Blackline Master 2: WE Walk For Water (pg. 52)
- Computer with Internet access
- Picture book *Clean Water for Elirose*, by Ariah Fine (2010)

Learning Goals:

Students will:

- 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

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 importance of access to water and the impact the global water crisis has on women and girls around the world. This will help them understand why they will participate in the WE Walk For Water event. Through the event, students will take their understanding of the importance of access to 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.

- Recommended Assessment:** Have students reflect on what they have learned in the WE Walk For Water lessons. In pairs, have students discuss the following questions:
 - Why is water necessary for daily activities?
 - What happens when you don't have access to water?
 - When women and girls have to walk for water, what do they miss out on?

Educator's Note: The picture book *Clean Water for Elirose* by Ariah Fine (2010) is about the lack of clean drinking water in the world and how we can help. This picture book allows students to begin thinking about how they can contribute to solving the water crisis. Access this book is online at www.cleanwaterforelirose.com or find it in your school or local library.

- Read the picture book *Clean Water for Elirose* by Ariah Fine (2010) to students. After reading the picture book, ask students to discuss how the children in the story helped Elirose and her community.

- Watch the video "WE Walk For Water", www.we.org/we-schools/program/campaigns/we-walk-for-water/ (1:32). Ask students, why should WE Walk For Water? What will we learn by doing the walk? How can our participation help women and girls who have to walk for water?
- Explain to students that every \$25 they raise for the WE Walk For Water event will give one person clean water for life. By walking, they will also teach people in their school and local community about the importance of access to water.
- Share with students the work that is happening in the WE Villages communities (www.we.org/we-villages/water/). This will demonstrate how their participation in the WE Walk For Water event will support women and girls who don't have access to water.
- As a class, brainstorm how students will communicate what they have learned about the importance of access to water and why they want people to sponsor their participation 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 if sharing outside school or in the community. Remind students about classroom guidelines and presentation skills before interacting with community members.

Take Action

- 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.
- Ensure students are actively participating and document their learning throughout the Take Action section using **Appendix 2: Classroom Observation Forms** (pg. 47–49).

Report and Celebrate

- Have students share what they have learned and the actions they took with students from another class, school or in the community. Challenge them to think about how they can continue to raise awareness and make a contribution to solving 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're participating in the walk as a school, consider hosting a school-wide assembly where each class can showcase their learning.

10. Students can also share their learning using the classroom social media account. Here's how:
- Post your milestone moments online to show the world your influence with #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.

11. **Recommended Assessment:** Ask students to use **Blackline Master 2: WE Walk For Water** (pg. 52) to describe what they achieved during the WE Walk For Water event. How did you feel while walking? How will this action help support women and girls around the world?



Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Alberta	
Grade 1	
<p>Social Studies (2005)</p> <p>Citizenship: Belonging and Connecting</p>	<p>The WE Walk For Water lesson package addresses goals of the Alberta Social Studies curriculum, to:</p> <ul style="list-style-type: none"> • understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national, and global levels • respect the dignity and support the equality of all human beings <p>The WE Walk For Water lesson package can also help address the Alberta Social Studies curriculum strands:</p> <ul style="list-style-type: none"> • Economics and Resources • Global Connections
<p>Science (2003/updated 2014)</p>	<p>The WE Walk For Water lesson package addresses the Alberta Science curriculum learner expectations of science inquiry and problem solving through technology.</p> <p>The WE Walk For Water lesson package can help address the learner expectations, including:</p> <ul style="list-style-type: none"> • describe materials and objects that have been observed and manipulated, and identify what was done and found out • construct an object that achieves a given purpose, using materials that are provided
<p>Language Arts (2000)</p> <p>Discover and Explore Clarify and Extend Respond to Texts Plan and Focus Respect others and strengthen community Work within a Group</p>	<p>The WE Walk For Water lesson package addresses the aim of the Alberta Language Arts curriculum to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.</p> <p>The WE Walk For Water lesson package addresses the outcomes of the Alberta Language Arts curriculum to enable each student to listen, speak, read, write, view and represent:</p> <ul style="list-style-type: none"> • to explore thoughts, ideas, feelings and experiences • respect, support and collaborate with others • to comprehend and respond personally and critically to oral, print, and other media texts • to manage ideas and information • to enhance the clarity and artistry of communication
<p>Mathematics (2007/updated 2016)</p> <p>Number Measurement</p>	<p>The WE Walk For Water lesson package can help address the goals for Mathematics, specifically to:</p> <ul style="list-style-type: none"> • use mathematics confidently to solve problems • communicate and reason mathematically • make connections between mathematics and its applications

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Alberta	
Grade 1	
<p>Health and Life Skills (2002)</p> <p>Wellness Choices: Personal Health</p>	<p>The WE Walk For Water lesson package addresses the rationale of the Alberta Health and Life Skills curriculum:</p> <ul style="list-style-type: none"> • to promote and maintain health as a valued and valuable resource • to examine health issues and factors that promote or limit good health • to gain an understanding of social and environmental factors that are beyond their immediate control, which have a significant impact on their health
<p>Physical Education (2000)</p> <p>Active Living</p>	<p>The WE Walk For Water lesson package addresses the rationale of the Alberta Physical Education curriculum, including:</p> <ul style="list-style-type: none"> • the personal management of health • the use of physical activity as a strategy for managing life challenges • a setting within which to practise working with others

Alberta	
Grade 2	
<p>Social Studies (2005)</p> <p>Communities in Canada</p>	<p>The WE Walk For Water lesson package addresses goals of the Alberta Social Studies curriculum, to:</p> <ul style="list-style-type: none"> • understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national, and global levels • respect the dignity and support the equality of all human beings <p>The WE Walk For Water lesson package can also help address the Alberta Social Studies curriculum strands:</p> <ul style="list-style-type: none"> • Economics and Resources • Global Connections
<p>Science (2003/updated 2014)</p> <p>Exploring Liquids</p>	<p>The WE Walk For Water lesson package addresses the Alberta Science curriculum learner expectations of science inquiry and problem solving through technology.</p> <p>The WE Walk For Water lesson package can help address the learner expectations, including:</p> <ul style="list-style-type: none"> • describing some properties of water, and recognize the importance of water to living and non-living things • describing the interaction of water with different materials, and apply that knowledge to practical problems of drying, liquid absorption and liquid containment.

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Alberta	
Grade 2	
<p>Language Arts (2000)</p> <p>Discover and Explore Clarify and Extend Respond to Texts Plan and Focus Respect others and strengthen community Work within a Group</p>	<p>The WE Walk For Water lesson package addresses the aim of the Alberta Language Arts curriculum to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction, and learning.</p> <p>The WE Walk For Water lesson package addresses the outcomes of the Alberta Language Arts curriculum to enable each student to listen, speak, read, write view and represent:</p> <ul style="list-style-type: none"> • to explore thoughts, ideas, feelings and experiences • respect, support, and collaborate with others • to comprehend and respond personally and critically to oral, print, and other media texts • to manage ideas and information • to enhance the clarity and artistry of communication
<p>Mathematics (2007/updated 2016)</p> <p>Number Measurement</p>	<p>The WE Walk For Water lesson package can help address the goals for Mathematics, specifically to:</p> <ul style="list-style-type: none"> • use mathematics confidently to solve problems • communicate and reason mathematically • make connections between mathematics and its applications
<p>Health and Life Skills (2002)</p> <p>Wellness Choices: Personal Health</p>	<p>The WE Walk For Water lesson package addresses the rationale of the Alberta Health and Life Skills curriculum:</p> <ul style="list-style-type: none"> • to promote and maintain health as a valued and valuable resource • to examine health issues and factors that promote or limit good health • to gain an understanding of social and environmental factors that are beyond their immediate control, which have a significant impact on their health
<p>Physical Education (2000)</p> <p>Active Living</p>	<p>The WE Walk For Water lesson package addresses the rationale of the Alberta Physical Education curriculum, including:</p> <ul style="list-style-type: none"> • the personal management of health • the use of physical activity as a strategy for managing life challenges • a setting within which to practise working with others

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Alberta	
Grade 3	
<p>Social Studies (2005)</p> <p>Citizenship: Belonging and Connecting</p>	<p>The WE Walk For Water lesson package addresses goals of the Alberta Social Studies curriculum, to:</p> <ul style="list-style-type: none"> • understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national, and global levels • respect the dignity and support the equality of all human beings <p>The WE Walk For Water lesson package can also help address the Alberta Social Studies curriculum strands:</p> <ul style="list-style-type: none"> • Economics and Resources • Global Connections
<p>Science (2003/updated 2014)</p>	<p>The WE Walk For Water lesson package addresses the Alberta Science curriculum learner expectations of science inquiry and problem solving through technology.</p> <p>The WE Walk For Water lesson package can help addresses learner expectations, including:</p> <ul style="list-style-type: none"> • investigate the nature of things, demonstrating purposeful action that leads to inferences supported by observations • investigate a practical problem, and develop a possible solution
<p>Language Arts (2000)</p> <p>Discover and Explore Clarify and Extend Respond to Texts Plan and Focus Respect others and strengthen community Work within a Group</p>	<p>The WE Walk For Water lesson package addresses the aim of the Alberta Language Arts curriculum to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.</p> <p>The WE Walk For Water lesson package addresses the outcomes of the Alberta Language Arts curriculum to enable each student to listen, speak, read, write, view and represent:</p> <ul style="list-style-type: none"> • to explore thoughts, ideas, feelings and experiences • respect, support and collaborate with others • to comprehend and respond personally and critically to oral, print and other media texts • to manage ideas and information • to enhance the clarity and artistry of communication
<p>Mathematics (2007/updated 2016)</p> <p>Number Measurement</p>	<p>The WE Walk For Water lesson package can help address the goals for Mathematics, specifically to:</p> <ul style="list-style-type: none"> • use mathematics confidently to solve problems • communicate and reason mathematically • make connections between mathematics and its applications

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Alberta	
Grade 3	
Health and Life Skills (2002) Wellness Choices: Personal Health	The WE Walk For Water lesson package addresses the rationale of the Alberta Health and Life Skills curriculum: <ul style="list-style-type: none">• to promote and maintain health as a valued and valuable resource• to examine health issues and factors that promote or limit good health• to gain an understanding of social and environmental factors that are beyond their immediate control, which have a significant impact on their health
Physical Education (2000) Active Living	The WE Walk For Water lesson package addresses the rationale of the Alberta Physical Education curriculum, including: <ul style="list-style-type: none">• the personal management of health• the use of physical activity as a strategy for managing life challenges• a setting within which to practise working with others

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Atlantic Canada	
Grade 1	
<p>Social Studies (2005)</p> <p>People, Place, and Environment Interdependence</p>	<p>The WE Walk For Water lesson package addresses the Atlantic Canada Social Studies curriculum, enabling and encouraging students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world.</p> <p>The WE Walk For Water lesson package addresses essential learnings of the Atlantic Canada Social Studies curriculum, specifically to:</p> <ul style="list-style-type: none"> • demonstrate understanding of sustainable development and its implications for the environment • examine human rights issues and recognize forms of discrimination • access, process, evaluate and share information • reflect critically on ethical issues • ask questions, observe relationships, make inferences and draw conclusions • locate, evaluate, adapt, create and share information, using a variety of sources and technologies
<p>Science</p> <p>Science, Technology, Society, and the Environment</p>	<p>The WE Walk For Water lesson package addresses the Atlantic Canada Science curriculum to develop scientific literacy—an evolving combination of the science-related attitudes, skills and knowledge that students need to develop inquiry, problem-solving and decision-making abilities, to become lifelong learners, and to maintain a sense of wonder about the world around them.</p> <p>The WE Walk For Water lesson package addresses essential learnings of the Atlantic Canada Science curriculum, specifically to:</p> <ul style="list-style-type: none"> • demonstrate understanding of sustainable development and its implications for the environment • examine human rights issues and recognize forms of discrimination • interpret, evaluate and express data in everyday language • reflect critically on ethical issues • locate, evaluate, adapt, create and share information, using a variety of sources and technologies

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Atlantic Canada	
Grade 1	
<p>Language Arts</p> <p>Speaking and Listening Reading and Viewing Writing and other Ways of Representing</p>	<p>The WE Walk For Water lesson package addresses the Atlantic Canada Language Arts curriculum vision of enabling and encouraging students to become reflective, articulate, literate individuals who use language successfully for learning and communicating in personal and public contexts.</p> <p>The WE Walk For Water lesson package addresses essential learnings of the Atlantic Canada Language Arts curriculum, specifically to:</p> <ul style="list-style-type: none"> - read widely and experience a variety of children's literature - explore, reflect on and express their own ideas, learnings, perceptions and feelings - experiment with a combination of writing and other media to increase the impact of their presentations - ask and respond to questions to clarify information and to explore possibilities or solutions to problems
<p>Mathematics</p> <p>Number Concepts Data Management</p>	<p>The WE Walk For Water lesson package addresses the Atlantic Canada Mathematics curriculum vision, which fosters the development of mathematically literate students who can extend and apply their learning and who are effective participants in an increasingly technical society.</p> <p>The WE Walk For Water lesson package addresses essential learnings of the Atlantic Canada Mathematics curriculum, specifically to:</p> <ul style="list-style-type: none"> - demonstrate understanding of sustainable development and its implications for the environment - demonstrate understanding of facts and relationships presented through words, numbers, symbols, graphs and charts
<p>Physical and Health Education (1998)</p> <p>Strategies for Healthy Living Values and Practices for Healthy Living</p>	<p>The WE Walk For Water lesson package addresses the Nova Scotia Physical Education and Health Education curriculum:</p> <ul style="list-style-type: none"> • enabling students to develop knowledge, skills, attitudes and behaviours related to healthy living • integrating the concepts of personal health management, health promotion and health education <p>The WE Walk For Water lesson package addresses essential learnings of the Nova Scotia Physical and Health Education Curriculum, specifically to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the relationship between health and lifestyle • reflect critically on ethical issues

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Atlantic Canada	
Grade 2	
<p>Social Studies (2005)</p> <p>People, Place, and Environment Interdependence</p>	<p>The WE Walk For Water lesson package addresses the Atlantic Canada Social Studies curriculum, enabling and encouraging students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world.</p> <p>The WE Walk For Water lesson package addresses essential learnings of the Atlantic Canada Social Studies curriculum, specifically to:</p> <ul style="list-style-type: none"> • demonstrate understanding of sustainable development and its implications for the environment • examine human rights issues and recognize forms of discrimination • access, process, evaluate and share information • reflect critically on ethical issues • ask questions, observe relationships, make inferences and draw conclusions • locate, evaluate, adapt, create and share information, using a variety of sources and technologies
<p>Science</p> <p>Science, Technology, Society, and the Environment</p>	<p>The WE Walk For Water lesson package addresses the Atlantic Canada Science curriculum to develop scientific literacy—an evolving combination of the science-related attitudes, skills and knowledge that students need to develop inquiry, problem-solving and decision-making abilities, to become lifelong learners, and to maintain a sense of wonder about the world around them.</p> <p>The WE Walk For Water lesson package addresses essential learnings of the Atlantic Canada Science curriculum, specifically to:</p> <ul style="list-style-type: none"> • demonstrate understanding of sustainable development and its implications for the environment • examine human rights issues and recognize forms of discrimination • interpret, evaluate and express data in everyday language • reflect critically on ethical issues • locate, evaluate, adapt, create and share information, using a variety of sources and technologies

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Atlantic Canada	
Grade 2	
<p>Language Arts</p> <p>Speaking and Listening Reading and Viewing Writing and other Ways of Representing</p>	<p>The WE Walk For Water lesson package addresses the Atlantic Canada Language Arts curriculum vision of enabling and encouraging students to become reflective, articulate, literate individuals who use language successfully for learning and communicating in personal and public contexts.</p> <p>The WE Walk For Water lesson package addresses essential learnings of the Atlantic Canada Language Arts curriculum specifically to:</p> <ul style="list-style-type: none"> • read widely and experience a variety of children's literature • explore, reflect on and express their own ideas, learnings, perceptions and feelings • experiment with a combination of writing and other media to increase the impact of their presentations • ask and respond to questions to clarify information and to explore possibilities or solutions to problems
<p>Mathematics</p> <p>Number Concepts Data Management</p>	<p>The WE Walk For Water lesson package addresses the Atlantic Canada Mathematics curriculum vision, which fosters the development of mathematically literate students who can extend and apply their learning and who are effective participants in an increasingly technical society.</p> <p>The WE Walk For Water lesson package addresses essential learnings of the Atlantic Canada Mathematics Curriculum, specifically to:</p> <ul style="list-style-type: none"> • demonstrate understanding of sustainable development and its implications for the environment • demonstrate understanding of facts and relationships presented through words, numbers, symbols, graphs and charts
<p>Physical and Health Education (1998)</p> <p>Strategies for Healthy Living Values and Practices for Healthy Living</p>	<p>The WE Walk For Water lesson package addresses the Nova Scotia Physical Education and Health Education curriculum:</p> <ul style="list-style-type: none"> • enabling students to develop knowledge, skills, attitudes and behaviours related to healthy living • integrating the concepts of personal health management, health promotion and health education <p>The WE Walk For Water lesson package addresses essential learnings of the Nova Scotia Physical and Health Education curriculum, specifically to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the relationship between health and lifestyle • reflect critically on ethical issues

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Atlantic Canada	
Grade 3	
<p>Social Studies (2005)</p> <p>People, Place, and Environment Interdependence</p>	<p>The WE Walk For Water lesson package addresses the Atlantic Canada Social Studies curriculum, enabling and encouraging students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world.</p> <p>The WE Walk For Water lesson package addresses essential learnings of the Atlantic Canada Social Studies curriculum, specifically to:</p> <ul style="list-style-type: none"> • demonstrate understanding of sustainable development and its implications for the environment • examine human rights issues and recognize forms of discrimination • access, process, evaluate and share information • reflect critically on ethical issues • ask questions, observe relationships, make inferences and draw conclusions • locate, evaluate, adapt, create and share information, using a variety of sources and technologies
<p>Science</p> <p>Science, Technology, Society, and the Environment</p>	<p>The WE Walk For Water lesson package addresses the Atlantic Canada Science curriculum to develop scientific literacy—an evolving combination of the science-related attitudes, skills and knowledge that students need to develop inquiry, problem-solving and decision-making abilities, to become lifelong learners, and to maintain a sense of wonder about the world around them.</p> <p>The WE Walk For Water lesson package addresses essential learnings of the Atlantic Canada Science curriculum, specifically to:</p> <ul style="list-style-type: none"> • demonstrate understanding of sustainable development and its implications for the environment • examine human rights issues and recognize forms of discrimination • interpret, evaluate and express data in everyday language • reflect critically on ethical issues • locate, evaluate, adapt, create and share information, using a variety of sources and technologies

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Atlantic Canada	
Grade 3	
<p>Language Arts</p> <p>Speaking and Listening Reading and Viewing Writing and other Ways of Representing</p>	<p>The WE Walk For Water lesson package addresses the Atlantic Canada Language Arts Curriculum vision of enabling and encouraging students to become reflective, articulate, literate individuals who use language successfully for learning and communicating in personal and public contexts.</p> <p>The WE Walk For Water lesson package addresses Essential Learnings of the Atlantic Canada Language Arts Curriculum specifically to:</p> <ul style="list-style-type: none"> • read widely and experience a variety of children's literature • explore, reflect on and express their own ideas, learnings, perceptions and feelings • experiment with a combination of writing and other media to increase the impact of their presentations • ask and respond to questions to clarify information and to explore possibilities or solutions to problems
<p>Mathematics</p> <p>Number Concepts Data Management</p>	<p>The WE Walk For Water lesson package addresses the Atlantic Canada Mathematics curriculum vision which fosters the development of mathematically literate students who can extend and apply their learning and who are effective participants in an increasingly technical society.</p> <p>The WE Walk For Water lesson package addresses essential learnings of the Atlantic Canada Mathematics curriculum, specifically to:</p> <ul style="list-style-type: none"> • demonstrate understanding of sustainable development and its implications for the environment • demonstrate understanding of facts and relationships presented through words, numbers, symbols, graphs and charts
<p>Physical and Health Education (1998)</p> <p>Strategies for Healthy Living Values and Practices for Healthy Living</p>	<p>The WE Walk For Water lesson package addresses the Nova Scotia Physical Education and Health Education Curriculum:</p> <ul style="list-style-type: none"> • enabling students to develop knowledge, skills, attitudes and behaviours related to healthy living • integrating the concepts of personal health management, health promotion and health education <p>The WE Walk For Water lesson package addresses essential learnings of the Nova Scotia Physical and Health Education curriculum, specifically to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the relationship between health and lifestyle • reflect critically on ethical issues

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

British Columbia	
Grade 1	
<p>Social Studies (2016)</p> <p>Local Communities</p>	<p>The WE Walk For Water lesson package addresses several Core Competencies of the B.C. curriculum, especially:</p> <ul style="list-style-type: none"> • communication • critical thinking • social responsibility <p>The WE Walk For Water lesson package can also help address the B.C. Social Studies curriculum goal of developing an understanding of the interaction between humans and the environment, and the impact of humans on the environment.</p>
<p>Science (2016)</p> <p>Living things have features and behaviours that help them survive in their environment</p>	<p>The WE Walk For Water lesson package can help address the B.C. Science Curriculum goals of:</p> <ul style="list-style-type: none"> • developing place-based knowledge of the natural world • developing a lifelong interest in science and the attitudes that will make them scientifically literate citizens who bring a scientific perspective, as appropriate, to social, moral and ethical decisions and actions in their own lives, culture and the environment.
<p>Language Arts (2016)</p> <p>Comprehend and Connect Create and Communicate</p>	<p>The WE Walk For Water lesson package addresses several core competencies of the B.C. curriculum, especially:</p> <ul style="list-style-type: none"> • communication • critical thinking • social responsibility <p>The WE Walk For Water lesson package also helps to address the B.C. Language Arts curriculum goals to:</p> <ul style="list-style-type: none"> • become proficient and knowledgeable users of language, in all its forms, to achieve their personal, social and career aspirations • think creatively, critically and reflectively about language and texts as part of constructing and communicating personal meaning • use language to design and share information interpersonally interculturally, and globally
<p>Mathematics (2016)</p> <p>Understanding and solving Communicating and representing</p>	<p>The WE Walk For Water lesson package addresses several Core Competencies of the B.C. curriculum, especially:</p> <ul style="list-style-type: none"> • communication • critical thinking • personal awareness and responsibility • social responsibility <p>The WE Walk For Water lesson package also helps address the B.C. Mathematics curriculum goal of having students reason mathematically using their understanding of numbers, and analysis of data in order to problem solve.</p>

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

British Columbia	
Grade 1	
Health and Physical Education (2016) Healthy and active living Social and community health	<p>The WE Walk For Water lesson package addresses several Core Competencies of the B.C. curriculum, especially:</p> <ul style="list-style-type: none">• communication• critical thinking• personal awareness and responsibility• social responsibility <p>The WE Walk For Water lesson package can also help address the B.C. Health and Physical Education curriculum goals:</p> <ul style="list-style-type: none">• to demonstrate the knowledge, skills and strategies needed to make informed decisions that support personal and community health and safety• to develop an understanding of the many aspects of well-being, including physical, mental and social

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

British Columbia	
Grade 2	
<p>Social Studies (2016)</p> <p>Regional and Global Communities</p>	<p>The WE Walk For Water lesson package addresses several core competencies of the B.C. curriculum, especially:</p> <ul style="list-style-type: none"> • communication • critical thinking • social responsibility <p>The WE Walk For Water lesson package can also help address the B.C. Social Studies curriculum goal of developing an understanding of the interaction between humans and the environment, and the impact of humans on the environment.</p>
<p>Science (2016)</p> <p>Water is essential to all living things, and it cycles through the environment</p>	<p>The WE Walk For Water lesson package can help address the B.C. Science curriculum goals of:</p> <ul style="list-style-type: none"> • developing place-based knowledge of the natural world • developing a lifelong interest in science and the attitudes that will make them scientifically literate citizens who bring a scientific perspective, as appropriate, to social, moral and ethical decisions and actions in their own lives, culture and the environment.
<p>Language Arts (2016)</p> <p>Comprehend and Connect Create and Communicate</p>	<p>The WE Walk For Water lesson package addresses several Core Competencies of the B.C. curriculum, especially:</p> <ul style="list-style-type: none"> • communication • critical thinking • social responsibility <p>The WE Walk For Water lesson package also helps to address the B.C. Language Arts curriculum goals to:</p> <ul style="list-style-type: none"> • become proficient and knowledgeable users of language, in all its forms, to achieve their personal, social and career aspirations • think creatively, critically and reflectively about language and texts as part of constructing and communicating personal meaning • use language to design and share information interpersonally, interculturally and globally
<p>Mathematics (2016)</p> <p>Understanding and solving Communicating and representing</p>	<p>The WE Walk For Water lesson package addresses several Core Competencies of the B.C. curriculum, especially:</p> <ul style="list-style-type: none"> • communication • critical thinking • personal awareness and responsibility • social responsibility <p>The WE Walk For Water lesson package also helps address the B.C. Mathematics curriculum goal of having students reason mathematically using their understanding of number, and analysis of data in order to problem solve.</p>

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

British Columbia	
Grade 2	
Health and Physical Education (2016) Healthy and active living Social and community health	<p>The WE Walk For Water lesson package addresses several Core Competencies of the B.C. curriculum, especially:</p> <ul style="list-style-type: none">• communication• critical thinking• personal awareness and responsibility• social responsibility <p>The WE Walk For Water lesson package can also help address the B.C. Health and Physical Education Curriculum goals:</p> <ul style="list-style-type: none">• to demonstrate the knowledge, skills and strategies needed to make informed decisions that support personal and community health and safety• to develop an understanding of the many aspects of well-being, including physical, mental and social

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

British Columbia	
Grade 3	
<p>Social Studies (2016)</p> <p>Global Indigenous Peoples</p>	<p>The WE Walk For Water lesson package addresses several Core Competencies of the B.C. curriculum, especially:</p> <ul style="list-style-type: none"> • communication • critical thinking • social responsibility <p>The WE Walk For Water lesson package can also help address the B.C. Social Studies curriculum goal of developing an understanding of the interaction between humans and the environment, and the impact of humans on the environment.</p>
<p>Science (2016)</p> <p>Wind, water, and ice change the shape of the land</p>	<p>The WE Walk For Water lesson package can help address the B.C. Science curriculum goals of:</p> <ul style="list-style-type: none"> • developing place-based knowledge of the natural world • developing a lifelong interest in science and the attitudes that will make them scientifically literate citizens who bring a scientific perspective, as appropriate, to social, moral and ethical decisions and actions in their own lives, culture and the environment.
<p>Language Arts (2016)</p> <p>Comprehend and Connect Create and Communicate</p>	<p>The WE Walk For Water lesson package addresses several core competencies of the B.C. curriculum, especially:</p> <ul style="list-style-type: none"> • communication • critical thinking • social responsibility <p>The WE Walk For Water lesson package also helps to address the B.C. Language Arts curriculum goals to:</p> <ul style="list-style-type: none"> • become proficient and knowledgeable users of language, in all its forms, to achieve their personal, social and career aspirations • think creatively, critically and reflectively about language and texts as part of constructing and communicating personal meaning • use language to design and share information interpersonally interculturally, and globally
<p>Mathematics (2016)</p> <p>Understanding and solving Communicating and representing</p>	<p>The WE Walk For Water lesson package addresses several Core Competencies of the B.C. curriculum, especially:</p> <ul style="list-style-type: none"> • communication • critical thinking • personal awareness and responsibility • social responsibility <p>The WE Walk For Water lesson package also helps address the B.C. Mathematics curriculum goal of having students reason mathematically using their understanding of number, and analysis of data in order to problem solve.</p>

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

British Columbia	
Grade 3	
Health and Physical Education (2016) Healthy and active living Social and community health	<p>The WE Walk For Water lesson package addresses several Core Competencies of the B.C. curriculum, especially:</p> <ul style="list-style-type: none">• communication• critical thinking• personal awareness and responsibility• social responsibility <p>The WE Walk For Water lesson package can also help address the B.C. Health and Physical Education curriculum goals:</p> <ul style="list-style-type: none">• to demonstrate the knowledge, skills and strategies needed to make informed decisions that support personal and community health and safety• to develop an understanding of the many aspects of well-being, including physical, mental and social

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Manitoba	
Grade 1	
<p>Social Studies (2003)</p> <p>Connecting and Belonging</p>	<p>The WE Walk For Water lesson package addresses goals of the Manitoba Social Studies curriculum, especially to:</p> <ul style="list-style-type: none"> • recognize that a sustainable natural environment is essential to human life • assess the impact of human interaction with the environment • propose possible solution to environmental problems • live in ways that respect principles of environmental stewardship and sustainability • respect the world's peoples and cultures through a commitment to human rights, equity and the dignity of all persons • develop a commitment to social justice and quality of life for all the world's peoples
<p>Science (2000)</p> <p>Characteristics and Needs of Living Things</p>	<p>The WE Walk For Water lesson package addresses goals of the Manitoba Science curriculum, especially to:</p> <ul style="list-style-type: none"> • enable students to use science and technology to acquire new knowledge and solve problems so that they may improve the quality of their own lives and the lives of others • prepare students to critically address science-related societal, economic, ethical and environmental issues
<p>Language Arts (2016)</p> <p>Plan and Focus Select and Process Present and Share</p>	<p>The WE Walk For Water lesson package helps address the Manitoba Language Arts curriculum, specifically enabling each student to read and produce a wide range of texts, including media, transactional and literary texts.</p> <p>The WE Walk For Water lesson package supports the Manitoba Language Arts curriculum, enabling each student to understand and appreciate language. Language proficiency generates confidence and competence in communicating in a variety of situations, as well as facilitating personal satisfaction and learning.</p>
<p>Mathematics (2013)</p> <p>Number Data Analysis</p>	<p>The WE Walk For Water lesson package addresses goals of the Manitoba Mathematics curriculum to:</p> <ul style="list-style-type: none"> • -make connections between mathematical knowledge and skills and their applications • become mathematically literate citizens, using mathematics to contribute to society and to think critically about the world

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Manitoba	
Grade 1	
Physical Education/Health Education (2000)	The WE Walk For Water lesson package addresses General Outcomes of the Manitoba Physical Education/Health Education curriculum: Personal/Social Management: <ul style="list-style-type: none">• to make health-enhancing decisions• to work cooperatively and fairly with others• to build positive relationships with others Healthy Lifestyle Practices: <ul style="list-style-type: none">• to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices
Social Development	

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Manitoba	
Grade 2	
<p>Social Studies (2003)</p> <p>Communities in Canada</p>	<p>The WE Walk For Water lesson package addresses goals of the Manitoba Social Studies curriculum, especially to:</p> <ul style="list-style-type: none"> • recognize that a sustainable natural environment is essential to human life • assess the impact of human interaction with the environment • propose possible solution to environmental problems • live in ways that respect principles of environmental stewardship and sustainability • respect the world's peoples and cultures through a commitment to human rights, equity and the dignity of all persons • develop a commitment to social justice and quality of life for all the world's peoples
<p>Science (2000)</p> <p>Air and Water in the Environment</p>	<p>The WE Walk For Water lesson package addresses goals of the Manitoba Science curriculum, especially to:</p> <ul style="list-style-type: none"> • enable students to use science and technology to acquire new knowledge and solve problems so that they may improve the quality of their own lives and the lives of others • prepare students to critically address science-related societal, economic, ethical and environmental issues
<p>Language Arts (2016)</p> <p>Plan and Focus Select and Process Present and Share</p>	<p>The WE Walk For Water lesson package helps address the Manitoba Language Arts curriculum, specifically enabling each student to read and produce a wide range of texts, including media, transactional and literary texts.</p> <p>The WE Walk For Water lesson package supports the Manitoba Language Arts curriculum, enabling each student to understand and appreciate language. Language proficiency generates confidence and competence in communicating in a variety of situations, as well as facilitating personal satisfaction and learning.</p>
<p>Mathematics (2013)</p> <p>Number Data Analysis</p>	<p>The WE Walk For Water lesson package addresses goals of the Manitoba Mathematics curriculum to:</p> <ul style="list-style-type: none"> • make connections between mathematical knowledge and skills and their applications • become mathematically literate citizens, using mathematics to contribute to society and to think critically about the world

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Manitoba	
Grade 2	
Physical Education/Health Education (2000)	The WE Walk For Water lesson package addresses General Outcomes of the Manitoba Physical Education/Health Education curriculum: Personal/Social Management: <ul style="list-style-type: none">• to make health-enhancing decisions• to work cooperatively and fairly with others• to build positive relationships with others Healthy Lifestyle Practices: <ul style="list-style-type: none">• to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices
Social Development	

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Manitoba	
Grade 3	
<p>Social Studies (2003)</p> <p>Communities of the World</p>	<p>The WE Walk For Water lesson package addresses goals of the Manitoba Social Studies curriculum, especially to:</p> <ul style="list-style-type: none"> • recognize that a sustainable natural environment is essential to human life • assess the impact of human interaction with the environment • propose possible solution to environmental problems • live in ways that respect principles of environmental stewardship and sustainability • respect the world's peoples and cultures through a commitment to human rights, equity and the dignity of all persons • develop a commitment to social justice and quality of life for all the world's peoples
<p>Science (2000)</p>	<p>The WE Walk For Water lesson package addresses goals of the Manitoba Science curriculum, especially to:</p> <ul style="list-style-type: none"> • enable students to use science and technology to acquire new knowledge and solve problems so that they may improve the quality of their own lives and the lives of others • prepare students to critically address science-related societal, economic, ethical and environmental issues
<p>Language Arts (2016)</p> <p>Plan and Focus Select and Process Present and Share</p>	<p>The WE Walk For Water lesson package helps address the Manitoba Language Arts curriculum, specifically enabling each student to read and produce a wide range of texts, including media, transactional and literary texts.</p> <p>The WE Walk For Water lesson package supports the Manitoba Language Arts curriculum, enabling each student to understand and appreciate language. Language proficiency generates confidence and competence in communicating in a variety of situations, as well as facilitating personal satisfaction and learning.</p>
<p>Mathematics (2013)</p> <p>Number Data Analysis</p>	<p>The WE Walk For Water lesson package addresses goals of the Manitoba Mathematics curriculum to:</p> <ul style="list-style-type: none"> • make connections between mathematical knowledge and skills and their applications • become mathematically literate citizens, using mathematics to contribute to society and to think critically about the world

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Manitoba	
Grade 3	
Physical Education/Health Education (2000)	The WE Walk For Water lesson package addresses General Outcomes of the Manitoba Physical Education/Health Education Curriculum: Personal/Social Management: <ul style="list-style-type: none">• to make health-enhancing decisions• to work cooperatively and fairly with others• to build positive relationships with others Healthy Lifestyle Practices: <ul style="list-style-type: none">• to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices
Social Development	

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Ontario	
Grade 1	
<p>Social Studies (2013)</p> <p>People and Environments: The Local Community</p>	<p>The WE Walk For Water lesson package can help address the goals for Social Studies, specifically:</p> <ul style="list-style-type: none"> • developing an understanding of responsible citizenship • developing an understanding of interrelationships within and between the natural environment and human communities <p>The lesson package particularly supports the development of citizenship education and can help make connections to current issues and events.</p>
<p>Science and Technology (2007)</p> <p>Understanding Life Systems</p>	<p>The WE Walk For Water lesson package can help address the goals for the Ontario Science and Technology curriculum, specifically:</p> <ul style="list-style-type: none"> • relating science and technology to society and the environment • developing the skills, strategies and habits of mind required for scientific inquiry and technological problem solving <p>The WE Walk For Water lesson package also supports environmental education, offering students the opportunity to develop a deeper connection with themselves, their roles in society and their interdependence on one another and the Earth's natural systems.</p>
<p>Language Arts (2006)</p> <p>Oral Communication Reading Writing Media Literacy</p>	<p>The WE Walk For Water lesson package can help address the principles for Language Arts, specifically to:</p> <ul style="list-style-type: none"> • communicate—that is, read, listen, view, speak, write, and represent—effectively and with confidence • think critically • make meaningful connections between themselves, what they encounter in texts and the world around them • use language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens <p>The WE Walk For Water lesson package also helps address the Ontario Language Arts curriculum expectations incorporating the use of analytical, critical and metacognitive thinking skills.</p>
<p>Mathematics (2005)</p> <p>Number Sense Measurement</p>	<p>The WE Walk For Water lesson package can help address the expectations for Mathematics, specifically to:</p> <ul style="list-style-type: none"> • develop understanding of number by learning about different ways of representing numbers and about the relationships among numbers • learn how to measure by working with non-standard units, and then progress to using the basic metric units to measure quantities

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Ontario	
Grade 1	
Health and Physical Education (2015)	
Healthy Living	The WE Walk For Water lesson package can help address the goal of the Ontario Health and Physical Education curriculum to have students develop an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health, and an understanding of how living healthy, active lives is connected with the world around them and the health of others.

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Ontario	
Grade 2	
<p>Social Studies (2013)</p> <p>People and Environments: Global Communities</p>	<p>The WE Walk For Water lesson package can help address the goals for Social Studies, specifically:</p> <ul style="list-style-type: none"> • developing an understanding of responsible citizenship • developing an understanding of interrelationships within and between the natural environment and human communities <p>The lesson package particularly supports the development of citizenship education and can help make connections to current issues and events.</p>
<p>Science and Technology (2007)</p> <p>Understanding Life Systems Properties of Liquids and Solids</p>	<p>The WE Walk For Water lesson package can help address the goals for the Ontario Science and Technology curriculum, specifically:</p> <ul style="list-style-type: none"> • relating science and technology to society and the environment • developing the skills, strategies and habits of mind required for scientific inquiry and technological problem solving <p>The WE Walk For Water lesson package also supports environmental education offering students the opportunity to develop a deeper connection with themselves, their roles in society and their interdependence on one another and the Earth's natural systems.</p>
<p>Language Arts (2006)</p> <p>Oral Communication Reading Writing Media Literacy</p>	<p>The WE Walk For Water lesson package can help address the principles for Language Arts, specifically to:</p> <ul style="list-style-type: none"> • communicate—that is, read, listen, view, speak, write, and represent—effectively and with confidence • think critically • make meaningful connections between themselves, what they encounter in texts and the world around them • use language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens • The WE Walk For Water lesson package also helps address the Ontario Language Arts curriculum expectations incorporating the use of analytical, critical and metacognitive thinking skills.
<p>Mathematics (2005)</p> <p>Number Sense Measurement</p>	<p>The WE Walk For Water lesson package can help address the expectations for Mathematics, specifically to:</p> <ul style="list-style-type: none"> • develop understanding of number by learning about different ways of representing numbers and about the relationships among numbers • learn how to measure by working with non-standard units, and then progress to using the basic metric units to measure quantities

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Ontario	
Grade 2	
Health and Physical Education (2015)	
Healthy Living	The WE Walk For Water lesson package can help address the goal of the Ontario Health and Physical Education curriculum to have students develop an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health and an understanding of how living healthy, active lives is connected with the world around them and the health of others.

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Ontario	
Grade 3	
<p>Social Studies (2013)</p> <p>People and Environments: Living and Working in Ontario</p>	<p>The WE Walk For Water lesson package can help address the goals for Social Studies, specifically:</p> <ul style="list-style-type: none"> • developing an understanding of responsible citizenship • developing an understanding of interrelationships within and between the natural environment and human communities <p>The lesson package particularly supports the development of citizenship education and can help make connections to current issues and events.</p>
<p>Science and Technology (2007)</p> <p>Understanding Life Systems</p>	<p>The WE Walk For Water lesson package can help address the goals for the Ontario Science and Technology curriculum, specifically:</p> <ul style="list-style-type: none"> • relating science and technology to society and the environment • developing the skills, strategies and habits of mind required for scientific inquiry and technological problem solving <p>The WE Walk For Water lesson package also supports environmental education offering students the opportunity to develop a deeper connection with themselves, their roles in society and their interdependence on one another and the Earth's natural systems.</p>
<p>Language Arts (2006)</p> <p>Oral Communication Reading Writing Media Literacy</p>	<p>The WE Walk For Water lesson package can help address the principles for Language Arts, specifically to:</p> <ul style="list-style-type: none"> • communicate—that is, read, listen, view, speak, write, and represent—effectively and with confidence • think critically • make meaningful connections between themselves, what they encounter in texts and the world around them • use language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens <p>The WE Walk For Water lesson package also helps address the Ontario Language Arts curriculum expectations incorporating the use of analytical, critical and metacognitive thinking skills.</p>
<p>Mathematics (2005)</p> <p>Number Sense Measurement</p>	<p>The WE Walk For Water lesson package can help address the expectations for Mathematics, specifically to:</p> <ul style="list-style-type: none"> • develop understanding of number by learning about different ways of representing numbers and about the relationships among numbers • learn how to measure by working with non-standard units, and then progress to using the basic metric units to measure quantities

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Ontario	
Grade 3	
Health and Physical Education (2015)	
Healthy Living	The WE Walk For Water lesson package can help address the goal of the Ontario Health and Physical Education curriculum to have students develop an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health and an understanding of how living healthy, active lives is connected with the world around them and the health of others.

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Saskatchewan	
Grade 1	
<p>Social Studies (2010)</p> <p>My Family</p>	<p>The WE Walk For Water lesson package addresses the aim of the Saskatchewan Social Studies curriculum, for students who have a sense of themselves as active participants and citizens in an inclusive, culturally diverse, interdependent world.</p> <p>The WE Walk For Water lesson package addresses the goals of the Saskatchewan Social Studies curriculum, to:</p> <ul style="list-style-type: none"> • analyze the dynamic relationships of people with the land, environments, events and ideas as they affected the past, shape the present and influence the future • examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations and the natural environment, and contribute to sustainable development.
<p>Science (2011)</p> <p>Life Science</p>	<p>The WE Walk For Water lesson package addresses the aim of the Saskatchewan Science curriculum, to develop scientific literacy. The diverse learning experiences provide students with many opportunities to explore, analyze, evaluate, synthesize, appreciate and understand the interrelationships among science, technology, society and the environment (STSE) that will affect their personal lives, their careers and their future.</p> <p>The WE Walk For Water lesson package also supports the goals of the Saskatchewan Science curriculum to:</p> <ul style="list-style-type: none"> • develop an understanding of the nature of science and technology, their interrelationships, and their social and environmental contexts, including interrelationships between the natural and constructed world • develop attitudes that support the responsible acquisition and application of scientific, technological and Indigenous knowledge to the mutual benefit of self, society and the environment
<p>Language Arts (2010)</p> <p>Comprehend and Respond Compose and Create</p>	<p>The WE Walk For Water lesson package helps address the Saskatchewan Language Arts curriculum to have students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life and personal satisfaction.</p>
<p>Mathematics (2009)</p> <p>Logical Thinking Number Sense</p>	<p>The WE Walk For Water lesson package addresses the aim of the Saskatchewan Mathematics curriculum is to prepare students to cope confidently and competently with everyday situations that demand the use of mathematical concepts, including interpreting quantitative information, estimating, performing calculations mentally, measuring, understanding spatial relationships and problem solving.</p>

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Saskatchewan	
Grade 1	
Health Education (2010)	
Understanding, Skills and Confidences	
Decision Making	
Action Planning	
	<p>The WE Walk For Water lesson package addresses the aim of the Saskatchewan Health Education curriculum which is to develop confident and competent students who understand, appreciate, and apply health knowledge, skills and strategies throughout life.</p> <p>The WE Walk For Water lesson package addresses goals of the Saskatchewan Health Education curriculum:</p> <ul style="list-style-type: none">• to develop the understanding, skills and confidences necessary to take action to improve health• to make informed decisions base on health-related knowledge• to apply decisions that will improve personal health and/or the health of others

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Saskatchewan	
Grade 2	
<p>Social Studies (2010)</p> <p>My Community</p>	<p>The WE Walk For Water lesson package addresses the aim of the Saskatchewan Social Studies curriculum, for students who have a sense of themselves as active participants and citizens in an inclusive, culturally diverse, interdependent world.</p> <p>The WE Walk For Water lesson package addresses the goals of the Saskatchewan Social Studies curriculum, to:</p> <ul style="list-style-type: none"> • analyze the dynamic relationships of people with the land, environments, events, and ideas as they affected the past, shape the present and influence the future • examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations and the natural environment, and contribute to sustainable development.
<p>Science (2011)</p> <p>Air and Water in the Environment</p>	<p>The WE Walk For Water lesson package addresses the aim of the Saskatchewan Science curriculum, to develop scientific literacy. The diverse learning experiences provide students with many opportunities to explore, analyze, evaluate, synthesize, appreciate and understand the interrelationships among science, technology, society and the environment (STSE) that will affect their personal lives, their careers and their future.</p> <p>The WE Walk For Water lesson package also supports the goals of the Saskatchewan Science curriculum to:</p> <ul style="list-style-type: none"> • develop an understanding of the nature of science and technology, their interrelationships, and their social and environmental contexts, including interrelationships between the natural and constructed world • develop attitudes that support the responsible acquisition and application of scientific, technological and Indigenous knowledge to the mutual benefit of self, society and the environment
<p>Language Arts (2010)</p> <p>Comprehend and Respond Compose and Create</p>	<p>The WE Walk For Water lesson package helps address the Saskatchewan Language Arts curriculum to have students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life and personal satisfaction.</p>
<p>Mathematics (2009)</p> <p>Logical Thinking Number Sense</p>	<p>The WE Walk For Water lesson package addresses the aim of the Saskatchewan Mathematics curriculum is to prepare students to cope confidently and competently with everyday situations that demand the use of mathematical concepts, including interpreting quantitative information, estimating, performing calculations mentally, measuring, understanding spatial relationships and problem solving.</p>

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Saskatchewan	
Grade 2	
Health Education (2010) Understanding, Skills and Confidences Decision Making Action Planning	<p>The WE Walk For Water lesson package addresses the aim of the Saskatchewan Health Education curriculum, which is to develop confident and competent students who understand, appreciate and apply health knowledge, skills, and strategies throughout life.</p> <p>The WE Walk For Water lesson package addresses goals of the Saskatchewan Health Education curriculum:</p> <ul style="list-style-type: none">• to develop the understanding, skills and confidences necessary to take action to improve health• to make informed decisions base on health-related knowledge• to apply decisions that will improve personal health and/or the health of others

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Saskatchewan	
Grade 3	
<p>Social Studies (2010)</p> <p>Community Comparisons</p>	<p>The WE Walk For Water lesson package addresses the aim of the Saskatchewan Social Studies curriculum, for students who have a sense of themselves as active participants and citizens in an inclusive, culturally diverse, interdependent world.</p> <p>The WE Walk For Water lesson package addresses the goals of the Saskatchewan Social Studies curriculum, to:</p> <ul style="list-style-type: none"> • analyze the dynamic relationships of people with the land, environments, events and ideas as they affected the past, shape the present and influence the future • examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations and the natural environment, and contribute to sustainable development.
<p>Science (2011)</p> <p>Life Science</p>	<p>The WE Walk For Water lesson package addresses the aim of the Saskatchewan Science curriculum, to develop scientific literacy. The diverse learning experiences provide students with many opportunities to explore, analyze, evaluate, synthesize, appreciate and understand the interrelationships among science, technology, society and the environment (STSE) that will affect their personal lives, their careers and their future.</p> <p>The WE Walk For Water lesson package also supports the goals of the Saskatchewan Science curriculum to:</p> <ul style="list-style-type: none"> • develop an understanding of the nature of science and technology, their interrelationships, and their social and environmental contexts, including interrelationships between the natural and constructed world • develop attitudes that support the responsible acquisition and application of scientific, technological and Indigenous knowledge to the mutual benefit of self, society and the environment
<p>Language Arts (2010)</p> <p>Comprehend and Respond Compose and Create</p>	<p>The WE Walk For Water lesson package helps address the Saskatchewan Language Arts curriculum to have students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.</p>
<p>Mathematics (2009)</p> <p>Logical Thinking Number Sense</p>	<p>The WE Walk For Water lesson package addresses the aim of the Saskatchewan Mathematics curriculum is to prepare students to cope confidently and competently with everyday situations that demand the use of mathematical concepts, including interpreting quantitative information, estimating, performing calculations mentally, measuring, understanding spatial relationships and problem solving.</p>

Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Saskatchewan	
Grade 3	
Health Education (2010)	
Understanding, Skills and Confidences	<p>The WE Walk For Water lesson package addresses the aim of the Saskatchewan Health Education curriculum, which is to develop confident and competent students who understand, appreciate and apply health knowledge, skills and strategies throughout life.</p> <p>The WE Walk For Water lesson package addresses goals of the Saskatchewan Health Education curriculum:</p> <ul style="list-style-type: none">• to develop the understanding, skills and confidences necessary to take action to improve health• to make informed decisions base on health-related knowledge• to apply decisions that will improve personal health and/or the health of others
Decision Making	
Action Planning	

Appendix 2: Classroom Observation Forms

Classroom Observation Form 1

Lesson/Activity: _____

Appendix 2: Classroom Observation Forms

Classroom Observation Form 2

Lesson/Activity: _____

Learning Outcomes			
Student Names			

Appendix 2: Classroom Observation Forms

Classroom Observation Form 3

Lesson/Activity:

Observations	Questions/Concerns	Next Steps

Appendix 3: 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: Ways I Use Water

<p>Personal Hygiene</p>	
<p>Home</p>	
<p>Sports and Recreation</p>	
<p>Food</p>	
<p>Clothing</p>	
<p>Pets</p>	
<p>Other</p>	

List: Ways I Use Water

Blackline Master 2: WE Walk For Water

