

# 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 4 to 6  
American Edition

AN INITIATIVE OF



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

## WE Schools

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

## What Is Experiential Learning?

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

## The Four Steps of WE Schools

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



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

**WE Schools Introduction:** [www.WE.org/we-at-school/we-schools/](http://www.WE.org/we-at-school/we-schools/)

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

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

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

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

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

## Our Learning Skills Legend



Argument formation



Information literacy



Leadership skills



Organization



Action planning



Research and writing



Critical thinking



Reflection

## WE Walk For Water Classroom Resource Overview

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

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

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

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

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

### ■ Planning and Assessment

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

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

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

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

► Explore other resources and current campaign offerings at [WE.org](http://WE.org)

# WE Walk For Water

## Classroom Resource

Essential Questions				
<ul style="list-style-type: none"> <li>• Why is water necessary for life?</li> <li>• How is the water crisis affecting people and communities around the world?</li> <li>• Why should everyone have access to water?</li> <li>• How can we help?</li> </ul>				
Subject:		WE Learning Framework Skills:		
Social Studies, Science, Language Arts, Math, Health and Physical Education		Information Literacy, Leadership Skills, Organization, Action Planning, Critical Thinking, Reflection		
Lessons	Learning Goals:	Activity Summary:	Materials Needed:	Time:
	Students will:	Students will:		
Lesson 1: What Is the Global Water Crisis?	<ul style="list-style-type: none"> <li>• Understand that the world is currently experiencing a global water crisis</li> <li>• Recognize the importance of having access to safe water</li> </ul>	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"> <li>• Map of the water walk</li> <li>• Trundle wheel*</li> <li>• Stopwatch*</li> <li>• Bucket or container*</li> <li>• Computer with Internet access</li> <li>• Blackline Master 1: My Water Walk</li> </ul>	Part 1: 90 minutes Part 2: 30 minutes
Lesson 2: Why Should Everyone Have Access to Water?	<ul style="list-style-type: none"> <li>• Recognize how a lack of access to water affects the lives of women and girls around the world</li> </ul>	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"> <li>• Computer with Internet access</li> <li>• Chart paper</li> <li>• Video camera or tablet</li> </ul>	40 minutes
Lesson 3: What if I Had to Walk for Water?	<ul style="list-style-type: none"> <li>• Explore and reflect on their everyday water use and water sources</li> <li>• Recognize how their lives would be different without access to water</li> </ul>	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"> <li>• Blackline Master 2: Water I Use</li> <li>• Computer with Internet access</li> <li>• Chart paper</li> </ul>	40 minutes
Lesson 4: WE Walk For Water	<ul style="list-style-type: none"> <li>• Build empathy for those who must walk for water</li> <li>• Raise awareness for communities that do not have access to water</li> <li>• Take action by participating in the April 27th WE Walk For Water event</li> </ul>	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"> <li>• Blackline Master 3: WE Walk For Water</li> <li>• Computer with Internet access</li> <li>• <i>Clean Water for Elirose</i> by Ariah Fine (2010)</li> </ul>	45 minutes + WE Walk For Water Event

\*one per group

# 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 microorganisms, chemical substances and radiological hazards that constitute a threat to a person's health. Measures of drinking-water safety are usually defined by national and/or local standards for drinking-water quality. (United Nations)

*Child friendly definition:*

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

Source for definitions: Learners Dictionary [www.learnersdictionary.com](http://www.learnersdictionary.com)



## Lesson 1:

# What Is the Global Water Crisis?



### Suggested Time:

Part 1: 90 minutes, Part 2: 30 minutes

### Common Core State Standards:

- CCSS.ELA-LITERACY.CCRA.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.CCRA.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-LITERACY.CCRA.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCSS.ELA-LITERACY.CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.
- CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
- CCSS.ELA-LITERACY.CCRA.SL.3: Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.
- CCSS.ELA-LITERACY.CCRA.SL.4: Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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- CCSS.ELA-LITERACY.CCRA.W.9: Draw evidence from literary or informational texts to support analysis,

reflection and research.

- CCSS.ELA-LITERACY.CCRA.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.

### Materials:

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

### Learning Goals:

Students will:

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

## Investigate and Learn

### Part 1 (60 minutes)

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

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

In preparation for the simulation, consider if any students have directly or indirectly been affected by the global water crisis. Have they lived in countries where these challenges exist or do they currently have family members affected?

Choose one of the following options for the simulation that is most appropriate for your students.

Simulation Option 1:

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

### Simulation Option 2:

- Create a map of a walk students can take around the school. For example: around the football field or gymnasium. Ensure students walk for a total of 16 minutes
- Fill a small wading pool, large bucket or container with water for students to collect at the halfway mark to demonstrate the collection process.
- Consider the closest water source in your school and how you can prepare for the experience. Share this information with students to reinforce how accessible water is in their school.

1. **Recommended Assessment:** To begin, ask students: what is our main source of water at school? For example: tap or water fountain. Ask students what would happen if this water source was no longer a viable option. What would be an alternative source of water? What would happen to the school day. (For example: Would the school close?)
2. Continue the discussion by asking if students think that everyone in the world has the same access to water they need every day. What happens when people and communities do not have access to the water they need? Who is often responsible for collecting water for daily use?
3. Show students the video "Walk with Nepapa," [www.trackyourimpact.com/blog/2017/03/24/watch-nepapa-walk-new-path-clean-water-kenya/](http://www.trackyourimpact.com/blog/2017/03/24/watch-nepapa-walk-new-path-clean-water-kenya/) (3:06).
4. Explain to students that they will be participating in a water walk to put themselves in the shoes of women and girls who have to walk for water every day.

**Educator's Note:** It is possible that students will find this activity a physical challenge. 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. Show students a map of the walk they will take to collect water. Ask students to estimate the distance and time they will walk and have them write this on **Blackline Master 1: My Water Walk** (pg. 20). Have students explain how they estimated distance and time and what they used to guide their thinking process.
6. Divide students into groups of three. Distribute a map of the walk, a bucket or container, a trundle wheel and a stopwatch to each group. If you do not have enough trundle wheels for each group, students can count their steps. Each step counts as three yards. Alternatively, have one group use the trundle wheel and share the data they have collected.
7. Walk with your students to collect their water and bring it back to the classroom. As students are walking around the school, have them collect the water at the eight-minute mark and carry the water for the rest of the walk. Remind students that this bucket of water represents their only source of water for the day, so they should make sure not to spill any of it.

**Educator's Note:** Remind students that the water they have collected should not be spilled on the return trip as this water represents the water women and girls will use for their daily activities. Spilled water cannot be used.

8. After students complete their walk and returned to the classroom, have them record the actual distance and time they walked to collect water on **Blackline Master 1: My Water Walk**. In their groups, have students compare the actual answer to the estimate. Ask students to share whose estimate was the most accurate. Was the actual distance or time more or less than the estimate? What surprised you about the time and distance you walked?
9. Using **Blackline Master 1: My Water Walk**, ask students to draw a picture to describe how they felt while walking. Encourage students to label their picture and add a written description to articulate their feelings. Students' responses may include tired, thirsty or sore.

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

#### Reflective Questions:

- How did you feel while walking to collect water?
- Would this be enough water for you and your family for one day?
- Could you do this walk a few times every day to collect water?

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



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

12. In small groups, have students reflect on their own water walk experience and discuss the following questions:
  - a. How would you feel if you had to walk for five hours each day to collect water?
  - b. How does it make you feel to know that you have consistent access to water and many people around the world do not?

**Educator's Note:** The 3-2-1 learning strategy provides a structure for students to record their own comprehension and summarize their learning. It also gives the teacher the opportunity to identify areas that need re-teaching, as well as areas of student interest.

13. Using the 3-2-1 strategy, have students reflect on their experience of the walk and what they have learned about the global water crisis. On an exit slip, have students write down three things they learned from their experience, two things that were new or that surprised them and one question they have.

### Part 2 (30 minutes)

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

Statements:

- Drinking unsafe water can often cause diarrhea. Almost 900 children die daily from diarrhea caused by unsafe water.
- Women and children around the world spend 200 million hours every day collecting water.
- The water from my tap at school smells funny.
- The water fountain at school has stopped working. It has not worked for three months.

- 1.8 billion people do not have enough water to drink and use.
- 780 million people live without clean drinking water.
- The water bottles at the grocery store have increased in price.

Source: [www.water.org/our-impact/water-crisis/](http://www.water.org/our-impact/water-crisis/)

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

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



## Lesson 2:

# Why Should Everyone Have Access to Water?



## Suggested Time:

40 minutes

## Common Core State Standards::

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- CCSS.ELA-LITERACY.CCRA.W.9: Draw evidence from literary or informational texts to support analysis, reflection and research.
- CCSS.ELA-LITERACY.CCRA.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.

## 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/](http://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 why five hours is a long time to walk for water.

3. Using **Blackline Master 1: My Water Walk**, have students return to their picture from Lesson 1 and write a sentence 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](http://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 had to collect water every day. Have students join another pair and share the activities they identified.

8. Explain to students that the water project in Yadira's community provided people with water in their homes and schools. In 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?



**Enrichment:** Have students create 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](http://www.storybird.com).

9. **Recommended Assessment:** In their groups of four, 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:** Storybird is a free software; however, it does require educators to create an account. You can also use any story-writing software package already licensed in your school or district.

**Educator's Note:** The assessment above provides evidence of how well students have understood the importance of access to water. Use this evidence to adapt the following lessons according to your students' understanding and differentiate the activities based on student needs.



### Lesson 3:

## What if I Had to Walk for Water?



### Suggested Time:

40 minutes

### Common Core State Standards::

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- CCSS.ELA-LITERACY.CCRA.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.

### Materials:

- Blackline Master 2: Ways I Use Water (pg. 21)
- 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 words or pictures to record their answers on **Blackline Master 2: Ways I Use Water (pg. 21)**.
2. Using **Blackline Master 2: Ways I Use Water**, have students categorize their responses under the following headings: *Personal Hygiene, Home, Sport/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 to think 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/](http://www.trackyourimpact.com/blog/2017/01/16/barrels-buckets-bottles-marias-fight-clean-water/), or provide each student with a copy.  
  
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.
5. Read the story and ask students to reflect on the questions while listening to the story.

6. 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.

7. **Recommended Assessment:** Return to **Blackline Master 2: 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 1: Classroom Observation Forms (pg. 16–18)** 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.

8. **Recommended Assessment:** Return the pictures students created in Lesson 1 on **Blackline Master 1: My Water Walk**. 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 13 to 26 gallons of water per day, however, many people around the world have access to less than three gallons 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 (for example, going to the washroom, handwashing) and estimate the amount they used or drank in ounces, gallons or cups. Alternatively, each student can create an individual chart. At the end of the school day, add up the total amount of water students used or consumed. Discuss how students' lives would change if they only had access to three gallons of water a day.

Source: [www.un.org/waterforlifedecade/human\\_right\\_to\\_water.shtml](http://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 do have access to is unsafe. This can lead to disease and other health issues. To deepen your students' understanding of the effects of unsafe water, explore the following activities.

Collect a 2.5-gallon bucket of water, 4 measuring cups, 10 small cups, a bag of 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 the 2.5-gallon bucket of water. Tell students that this represents all the water in the world.
- Using a measuring cup, remove approximately 10 ounces of water from the bucket and place it 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 10 ounces of water represents all the fresh water in the world.
- Take the bag of salt and put it into the remaining water inside the bucket. Tell students that the remaining water is salt water and cannot be used for everyday tasks, such as drinking.
- From the 10 ounces, remove 3 ounces of water and place it into a glass jar. Label the jar: Fresh Water Humans Can Use. Tell students that this water represents the water humans can use. The rest is ice on the North and South Poles. Label the remaining 7 ounces: 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 3 ounces of water and divide it equally among the students with the 10 small cups.
- Mix dirt into one of the students' water and tell students that this person represent the one in 10 people who do not have access to safe water. Unsafe water is water that has 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

### Common Core State Standards:

- CCSS.ELA-LITERACY.CCRA.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.CCRA.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-LITERACY.CCRA.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCSS.ELA-LITERACY.CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.
- CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
- CCSS.ELA-LITERACY.CCRA.SL.3: Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.
- CCSS.ELA-LITERACY.CCRA.SL.4: Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.
- CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.
- CCSS.ELA-LITERACY.CCRA.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- CCSS.ELA-LITERACY.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.CCRA.W.9: Draw evidence from literary or informational texts to support analysis,

reflection and research.

- CCSS.ELA-LITERACY.CCRA.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.

### Materials:

- Blackline Master 3: WE Walk For Water (pg. 22)
- 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 towards the water crisis. Access this book online at [www.cleanwaterforelirose.com](http://www.cleanwaterforelirose.com) or find it in your school or local library.

2. 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.

3. Watch the video “WE Walk For Water,” [www.we.org/we-schools/program/campaigns/we-walk-for-water/](http://www.we.org/we-schools/program/campaigns/we-walk-for-water/) (1:32). Ask students, why should we walk? What will we learn by doing the walk? How can our participation help women and girls who have to walk for water?
4. 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.
5. Share with students the work that is happening in the WE Villages communities ([www.we.org/we-villages/water/](http://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.
6. 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 them to participate in the water walk event. Students can consider creating posters, hosting an assembly or using social media to share their message.

**Educator's Note:** Before interacting on social media, review classroom, school or district guidelines if sharing outside the school or in the community. Remind students about classroom guidelines and presentation skills before interacting with community members.

## Take Action

7. 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.
8. Ensure students are actively participating and document their learning throughout the Take Action section using **Appendix 1: Classroom Observation Forms** (pg. 16–18).

## Report and Celebrate

9. 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 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 3: WE Walk For Water** (pg. 22) 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: Classroom Observation Forms

Classroom Observation Form 1

Lesson/Activity:


# Appendix 1: Classroom Observation Forms

Classroom Observation Form 2

Lesson/Activity: \_\_\_\_\_

Learning Outcomes			
Student Names			

# Appendix 1: Classroom Observation Forms

Classroom Observation Form 3

Lesson/Activity:

Observations	Questions/Concerns	Next Steps

# Appendix 2: Resource List

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## WE Stories and Videos

- "99 Reasons," [www.trackyourimpact.com/blog/2017/11/06/gift-of-clean-water-changes-lives-for-generations/](http://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/](http://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/](http://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/](http://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/](http://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/](http://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/](http://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/](http://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](http://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](http://www.youtube.com/watch?v=On9WRrFHVjY) (3:00).
- "Water Changes Everything," [www.youtube.com/watch?v=BCHhwxvQqyg](http://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](http://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](http://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](http://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](http://www.un.org/en/index.html).
- "United Nations," *Kids Britannica*, [kids.britannica.com/students/article/United-Nations/277510](http://kids.britannica.com/students/article/United-Nations/277510).
- "United Nations Water Facts," UN Water, [www.unwater.org/water-facts](http://www.unwater.org/water-facts).
- "What We Do," United Nations, [www.un.org/en/sections/what-we-do](http://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](http://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](http://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](http://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](http://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](http://www.cleanwaterforelirose.com).
- Strauss, Rochelle. *One Well: The Story of Water on Earth*. Kids Can Press, 2007.
- Verde, Susan. *The Water Princess*. G.P. Putnam's Sons Books for Young Readers, 2016.

# Blackline Master 1: My Water Walk

Water Walk Map

Estimate:

Time:

Distance:

Actual:

Time:

Distance:

Whose estimate was the closest?

What surprised you about the time and distance you walked?

# Blackline Master 2: 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 3: WE Walk For Water

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