

**CHILDREN CHANGING THE WORLD!
2011-2012
BRINGING WATER TO ITS PEOPLE**

ACTIVITY BOOK FOR PRIMARY



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Activities for 1st Cycle

Activity 1: The Needs Balloon¹

Purpose: Students will reflect on and prioritize needs that are important to them and learn about the difference between needs and wants.

Time Frame: 45 to 60 minutes

Materials: Photocopies of the *Needs Balloon* sheet for each group, the sheet *Priority Table*.

Activity plan

Step 1 : Ask your pupils to form groups of 5 persons	Step 5: Every team then tells the teacher which is their need number 6 (the most important) and the number 1 (the least important). The teacher writes down the various needs of the groups in the Priority Table or on board of the class. So, the groups can compare their choices.
Step 2: Explain to the children that they are going to leave for a journey of one year in a hot-air balloon. Add that the hot-air balloon is extremely big and that each of them will have his own room with the electricity	Step 6: Class Discussion: How did you feel about this activity? Were you surprised or amazed at anything? Why did you order the needs as you did? Are there needs that are so essential we could not do without? Why? What is the difference between need and want?
Step 3: Distribute the Needs Balloon sheet to the groups and ask every group to write 10 things they will take with them for the journey (Ensure they think about taking water and food)	Step 7: Written reflection: the pupils write their reflections concerning the Needs Balloon.
Step 4 : Ask them to close their eyes and to imagine they are flying very high in the air. Describe what they see down from above and how they feel. In a jolt, the hot-air balloon begins to come down. To prevent it from falling, they have to throw away a need from their balloon. Ask to the pupils to read the list attentively and to define which need they would be ready to sacrifice, and which they would like to keep longer. Every time they throw a need, the team takes notes on the order of the needs that are thrown out (1 for the first need thrown, 2 for the second, etc.) When they throw a need, the balloon stabilizes. But soon, the balloon begins to come down again and every group has to abandon another need. The game continues until there remains one single need.	Step 8: Explain to your pupils that SOPAR invites them to participate in a project that allows them to help in fulfilling one essential need: access to water. Play the <i>Children Changing the World</i> video. You can henceforth explain them the details of the project (the amount to be collected, the fundraising activities, the reception of the plaque with the photo of the well that they are going to build).

¹ Source : adaptation des activités de « Rights Balloon » de Pike et Selby, 1988



Priority Table

Needs	Need 6	Need 1
Group 1		
Group 2		
Group 3		
Group 4		
Group 5		
Group 6		
Group 7		




The Needs Balloon

Team's name: _____ Date: _____



Needs	I throw

Activity 2: Video “Children Changing the World!”

	<p>Purpose: From the video, students will learn about water issues in an Indian village and how these compare to water use, quality and access in Canada.</p> <p>Time Frame: 35-40 minutes</p> <p>Materials : World Map, pins, thread, Sopar Video or DVD, photocopies <i>Do you agree</i> sheet for every students</p>
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Activity plan

<p>Step 1: Begin by reviewing some of the lessons learnt during “The Needs Balloon” activity. Explain that for the next little while, the class will focus on one of the needs from the balloon activity: the need for clean water</p>	<p>Step 5: Immediately after the video, give students time to complete the “Video” column.</p>
<p>Step 2: Explain that you are going to show a video about water in India. Ask students if they know where India is. On a map of the world, have a student locate India, and place a pin there. Have another student locate your home city, and place a pin there. Have a third student connect the pins with a piece of thread.</p>	<p>Step 6: Have a discussion about the video: What surprised you? What you liked? What is different from our home? What you learnt? Etc.</p>
<p>Step 3: Photocopy and hand out the <i>Do you agree</i> sheet. Either have students read the statements on their own, or together, and ask students to write in the “Me” column whether or not they agree (A) or disagree (D) with each statement. Explain that after the video they will fill in the “Video” column according to what they learned.</p>	<p>Step 7: Explain to your pupils that SOPAR invites them to participate in a project allowing filling an essential need: access to water. You can henceforth explain to them the details of the project (the amount to be collected, the fundraising activities, the reception of the plaque with the photo of the well that they are going to build).</p>
<p>Step 4: Once students have filled in the “Me” column, show the video (15 minutes).</p>	



Do you agree?

1. Read each statement.
2. In the “Me” column, write A if you agree with the statement, and D if you disagree.
3. Watch the video and then fill in the “Video” column.

Statement	Me (A or D)	Video (A or D)
1. Water keeps us alive and healthy.		
2. People everywhere have lots of clean water to drink.		
3. In Canada, water comes to us through taps in our homes.		
4. Andhra Pradesh is a state in India		
5. We do not need to keep the water because there is abundantly.		
6. India is a country in Asia.		
7. All homes in India have taps and clean water.		
8. Some people in India walk long distances to get their water.		
9. A well is a hole in the ground from which we draw water.		
10. Canadian students like me have helped people in India build wells.		



Activity 2nd Cycle

Activity : Ready, Set, Go!²

Purpose: Learn about the importance of water in the region and develop a positive attitude toward the conservation of bodies of water in the region.

Time frame: 1h30 in the class room. The time for the search and the presentation of the results will depend on pupils.

Material: SOPAR's video

Activity plan

<p>Step 1: Explain to your pupils that they are going to participate in an international development project to help build a well in India. Ask them if they know India, its culture, the lifestyle and their customs. You can use the Teacher guide in order to explain to them the living conditions in India and more specifically the problems related to water</p>	<p>Step 6: Give each team the mission of gathering all possible information on one aspect of the body of water. Each team will choose to study one of the following aspects:</p> <ul style="list-style-type: none"> • Biochemical aspects of the body of water (water samples, pH, turbidity, temperature, currents, banks, the living things, etc.); • Social aspects (industries, companies built on the shore, etc.); • Leisure and touristy activities around the water body; • How drinking water is supplied in your region; • The purification system for waste water; • Historical aspects (the role of the body of water in the history of the region, the meaning of native names, industrial development, former uses, etc.).
<p>Step 2: Present SOPAR's video</p>	<p>Step 7: Invite the pupils to begin their research on Internet, in the library or at the municipality to get acquainted with the subject. To help them, you could draw up a list of resources which could allow them to bring to a successful conclusion their inquiry. Motivate the pupils to go in the field and to collect the relevant information.</p>
<p>Step 3: You can now explain the details of the project (the amount to be collected, the fundraising activities, the dedication which is going to be engraved on the well and the reception of the plaque with the photo of the well).</p>	<p>Step 8: Back in the classroom, ask each team to interpret their data and to present their observations by painting a picture of the body of water through the aspect they studied. Pool the observations and make a general summary.</p>
<p>Step 4: Explain to your pupils you will use this project to also understand more about water related issues in your own region. Ask them some questions about your region: do they consider that the water is plentiful? Is it accessible? Is it of good quality?</p>	<p>Step 9: Motivate the students to bring forth current problems related to the water body they studied (problems of supply, pollution, mismanagement, etc.) and find feasible solutions (decrease the consumption in drinking water, avoid the wasting, tree plantation, etc.).</p>
<p>Step 5: Choose a body of water to study and divide the class into six study groups.</p>	<p>Step 10: Invite the students to make a commitment through activities such as the cleaning the river banks or trees planting or through awareness campaigns in the school or simply to set up an exhibition presenting the results of their inquiry</p>

² Activité proposé par L'Éducation au service de la Terre (LST) : http://www.lsf-lst.ca/fr/teachers/classroom_active.php?activity_id=48

References for other activities

Description	Links
<p>CIDA (Youth Zone) Links towards activities for the young people of school age on the international development</p>	<p>http://www.acdi-cida.gc.ca/</p>
<p>UN (International) Cyber Schoolbus: Information intended for the children of school age with activities.</p>	<p>http://cyberschoolbus.un.org/french/index.asp</p>
<p>OXFAM (UK); Case studies for student and the other educational activities</p>	<p>http://www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps/</p>
<p>TERRE ACTIVE (Canada) Interactive activities for youth on the theme of Child labour in developing countries.</p>	<p>http://www.in-terre-actif.com/trousse1/accueil.html</p>
<p>LSF Site including several games and activity for the pupils. Excellent!</p>	<p>http://www.lsf-lst.ca/</p>
<p>Education for a Sustainable Future Book containing numerous activities for international development.</p>	<p>http://www.edu.gov.mb.ca/k12/docs/support/future/sustainededucation.pdf</p>
<p>Programme solidarité eau Site containing information and resources about water in developing countries.</p>	<p>http://www.pseau.org/</p>