

Time Frame: 60 minutes minimum

Objective

Giving students the opportunity to become aware of how their actions and participation can affect their community in a positive manner. They can use the skills and ideas learned in the previous lessons to formulate an action plan with the hopes that upon completion they have become more aware of the importance for safe drinking water, and its implications with the environment. It is recommended that students complete this lesson after they have completed all test analyses in **Operation Water Drop** as well as participated in **Operation Water Flow** (Social Studies, Science), **Operation Water Health** (Health, Language Arts, Science, Social Studies), **Operation Water Pollution** (Science, Social Studies), **Operation Water Biology** (Chemistry, Biology), **Operation Community Water Footprint** (Math, Science) and **Operation Water Spirit** (Native Studies, Language Arts, Phys Ed.) These lessons support support and encourage the “bigger picture”, OWF, OCWF, OWH and OWS are available free of charge online at www.safewater.org Operation Water Biology and Operation Water Pollution kits can be purchased for a cost-recovery fee of \$140.

Topic

Develop a strategic plan of action to protect and ensure safe drinking water for your community, and for ALL Canadians! The Action Plan can include any of the following:

What can I do, individually, to help conserve our community drinking water supply?
What can be done to protect and conserve drinking water sources?

What activities impact our community’s drinking water supply, both negatively and positively?

Presentation to local community leaders to share the results of your Operation Water Drop, Operation Water Flow and Operation Water Spirit lessons

How can media help in this situation?

What can our Member of Parliament or Legislative Assembly do to improve this situation?

If our community drinking water passed every single test it is unlikely that many other communities did so – how can we make safe drinking water a right of ALL Canadians?
Of the water samples you tested are appropriate treatment processes in place? How do you know?

What is the meaning of “Due Diligence”? – see the article online at www.safewater.org

Suggested Outline

- Divide students into groups, the breakdown of groups may be: ? Urban, Rural, and First Nations water supplies? Local community, Provincial and National Responsibilities to drinking water
Conservation, Protection and Privatization (Corporate or Government)
Canadian drinking water guidelines, USA and European drinking water regulations
Who affects our water – Whose water do we affect?

Suggested Activities

- **Posters:** Have students design a poster to demonstrate the actions communities or individuals can take to protect their water supplies. Compare the posters from each group, as each strategy should be different. If possible, display the posters in a place where members of the community will have an opportunity to view them.
- **Peer teaching:** Have each group teach the rest of the class about their water supply and how individuals and the community can work together to protect it. Operation Water Spirit has lessons in grade five and grade seven which encourage students to interact with different age levels and the community at large.
- **Write a letter:** Express your concern or satisfaction to a local or provincial newspaper, politician or a water provider.
- **Complete a Community Action Plan** which if you send digital or electronic files to SDWF they will post them on-line.
- For additional ideas, please refer to the Safe Drinking Water Foundation website: www.safewater.org

Community Education

Have each group teach the rest of the class; and/or younger grade students; and/or the community about their water supply and how the community can work together to protect it.

Have groups each research a different, but water related topic. Possible topics include:

- Waterborne diseases: Which ones are reportable? How do doctors recognize them? How are the stats recorded? Etc.
- Legalities surrounding safe drinking water in Canada compared to USA or Europe?
- Boil Water Advisories: What is a Boil Water Advisory (BWA)? Who is responsible for calling one?
- Testing: How many “guidelines” are tested for? How is the water tested? Is the analysis of coliforms and nitrates sufficient to determine if water is safe to drink? What do the results of the different tests mean?

Students are invited to submit digital images (please do not send posters and print material) of their Action Plans to info@safewater.org they will be posted online along with your analytical results.

Template for Change is a set of 12 DVDs of presentations from Safe Drinking Water Foundation's International Conference, presentations by Scientists from around the world including Dr. David Suzuki; from First Nation Leaders including Roberta Neapetung the first Water Keeper at Yellow Quill FN (who later presented to United Nations in New York); and many other influential people with regard to drinking water. A sample DVD is available on request for preview. Students are encouraged to order Template for Change and organize community Water Awareness sessions (possibly 9 two hour evenings) and charge admission as a fundraiser for their school activities.

Visit the Safe Drinking Water Foundation Website www.safewater.org