

Keiskamma *Walking for Water*



KEISKAMMA CANADA

Walking for Water

Grade 3-6

60 minutes

Equipment: Eight - 2 litre milk jugs filled with water
Two large pails filled with water
markers for measuring distance
personal markers for each student

General objective:

To raise awareness on the difficulty of obtaining water in developing countries

Specific outcomes:

The students will understand the time and difficulty involved in fetching water

Preparation: Mark off distances from 50 metres to 1 kilometre. (This could be tied in with math and measuring.) This can be done in the gym or school yard.

Have each student prepare a personal marker that can show how far they have gone. It needs to be a stone or something that can't easily be blown away or accidentally moved. (This can tie in with Art.)

Introduction: Show the students a glass of water. Ask them the following:

1. Where do you think I got this water?
2. How far did I go to get it?
3. What do we use water for?

Have students compile a list on the board of all the things they use water for.

Display the two photos: 1 – a village water tap

2 – children carrying water

Explain to the students that in many places in the world it is not easy to get water. In many places women and children must go to a single tap and carry the water home in whatever containers are available.

Today they will be taking containers of water certain distances to experience what it would be like to carry water home each day.

Student Activity:

Students take turns carrying two litre milk jugs of water along the marked route. When they feel they have gone as far as they can, they place their marker. There is no winner or loser, just a personal goal to see how far they can go. Students may also take turns carrying the pails of water and trying not to spill the precious contents.

Assessment and Reflection:

The teacher may ask the following questions:

1. What was the most challenging part of carrying the water?
2. If you had to carry it much farther what would you do?

Read the personal story. After the story is read have the students write

- a. about how their lives would change if they had to fetch water every day. What would change on how they used water?
OR
- b. a story on how they would use water if they had to carry it home each day.

Personal story:

When we volunteered in South Africa with Keiskamma Trust my husband and I rented a car. When we drove the 16 kilometres of dirt road from the village we stayed in to the highway, we passed two other small villages. Each village had a water tap by the side of the road. The houses were scattered up in the hills.

Each day we would see children and women carrying various containers and going to get water from the tap. They would fill the containers and carry them, sometimes on their heads, back to their homes. Sometimes someone would be lucky enough to have a wheelbarrow or a cart with a donkey. This was done every day.

Sometimes they would need to move goats and sheep and pigs away from the tap. We saw goats and sheep licking the taps to try and get water.

When children came home from school one of their jobs would be to go and fetch water.

One day we were invited to have tea and grill bread at a local home. When we were finished with tea, the cups were washed in a small pan of water. Any leftover tea was poured in the pan and the pan was taken outside and poured on plants in the vegetable garden. No water was wasted.

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