

*December 2014*

Full resource accessible online at: [www.polarisinstitute.org/education](http://www.polarisinstitute.org/education)

## **Curriculum Expectations:**

**Strand A:** Political Inquiry and Skill Development

*A1. Political Inquiry*

**Strand B:** Civic Awareness

*B1. Civic Issues, Democratic Values*

*B2. Governance in Canada*

*B3. Rights and Responsibilities*

**Strand C:** Civic Engagement and Action

*C1. Civic Contributions*

*C2. Inclusion and Participation*

*C3. Personal Action on Civic Issues*

## **Section I: Exploring our relationship to water**

### **Activity 1: Water Bingo**

An Interactive student activity to get students to know each other better as well as introduce and relate some water topics to their daily lives. Topics include: (1) access to clean drinking water; (2) tap water VS bottled water; (3) Uses of and impacts on water; (4) Water geography and proximity to water.

### **Activity 2: Water in Your Life**

Series of guiding questions to elicit personal reflection and small group discussions that uses students' current knowledge to start exploring how we relate to and value water in our daily lives and our community.

### **Activity 3: Assessing Our Water Smarts**

Small group activity that aims to answer a series of questions to explore and share knowledge about local water geography, impact on water and the concept of responsibility towards water.

**(cont'd on next page...)**

## **Section II: Water Politics**

### **Activity 1: Governments and Water**

Association activity to try and get familiar with the roles and responsibilities governments currently have in relation to water.

### **Activity 2: Asking the Right Questions**

Students are presented with a few different scenarios for which they need to come up with questions that would help them discover the information that we do not know to understand how to achieve the goals established by the scenario.

### **Activity 3: The World Reaches for Water**

Participatory scene or scripted play to better understand and explore global water realities and inequalities.

### **Activity 4: Personal Reflection – Perspectives and Conflict**

A reflection activity meant to get students to think about perspectives about water different than their own and how sometimes different perspectives can come into conflict.

### **Activity 5: Dealing with Conflict**

Students are asked to act out short scenarios and explore various ways to resolve conflict.

---

## **Section III: Water Perspectives**

### **Activity 1: Water Conflicts**

Analyze various texts from differing sources relating to one event that is relevant to water in our communities.

### **Activity 2: Water: Commodity or Commons**

Exploration of the definitions for Commodity, Commons, Public water management and private water management, and learn to associate those terms with defining characteristics.

### **Activity 3: Personal Reflection – Water Democracy**

Engage students in a personal reflection about our individual and collective responsibility to water, what democracy means for them.

**(cont'd on next page...)**

## **Section IV: Taking Action**

### **Activity 1: Being a Global Citizen**

A few activities are laid out to explore what being a global citizen means and how to do a life-cycle assessment for a product.

### **Activity 2: Bottled Water: Branding and Marketing A Product**

Analyze the labels of a product, in this case bottled water, and what lies beneath.

### **Activity 3: Becoming Changemakers**

A series of activities to explore a number of ways to take action on issues they are passionate about.

### **Each activity is structured as follows:**

- Learning Goals
- Curriculum connection
- Description
- Time Required
- Materials and Preparation
- Teaching Strategy
- BLM (if applicable – student activity sheets, teacher reference or answer sheets, etc.)