



## Clean Water: Lesson Plan

Topic	
<p>The WHO defines improved water sources as sources protected from contamination via the method of construction they employ, like a pipe, or active intervention, like covers and disinfectants. Improved doesn't mean that the water is safe or that there are no pathogens or contaminants. The majority of the world's population does have access to clean drinking water, but billions of people do not. Clean drinking water is essential for health and nutrition.</p>	
Possible subjects/classes	Time needed
Public Health, Global Issues, Politics, Government, Philosophy	40-50 minutes
Video link:	
<a href="https://academy4sc.org/topic/clean-water-the-nations-hydration/">https://academy4sc.org/topic/clean-water-the-nations-hydration/</a>	
Objective: <i>What will students know/be able to do at the end of class?</i>	
<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify the difference between improved and unimproved water sources.</li> <li>• Explain the consequences and risks associated with water contamination and scarcity.</li> <li>• Identify the areas and communities that are more likely to have poor access to clean water.</li> </ul>	
Key Concepts & Vocabulary	
Contaminants, Pathogens, Infections, WHO	
Materials Needed	
Worksheet, Student Internet Access, posters, markers, sticky notes	
Before you watch	
As a class, discuss where your water comes from in your community and if there	



are any disparities in water quality or access. Then discuss what you know about global water access and scarcity.

#### While you watch

1. What is the definition of improved water sources? What are some examples of improved and unimproved sources?
2. What are the different health risks associated with water contamination and scarcity?
3. Where is water scarcity most common?
4. How can disasters and crises negatively impact clean water coverage?

#### After you watch/discussion questions

1. Think about some possible risks of having to travel far from your home to collect water any time you need it.
2. What might be some challenges in teaching people how to use new technology?
3. Imagine you are working for the WHO to increase awareness and spread knowledge about clean water and the risks of contamination in a water-scarce area. How would you spread your message? Where? How would you frame your message?

#### Activity Ideas

- Explore [the EPA's interactive map](#) of drinking water sources and contamination in the US. Look at your community and the surrounding ones. Also, look at communities you know or believe to have poorer access or quality. Compare your findings for different communities and discuss in pairs what some causes and consequences of these disparities could be.
- Complete the Worksheet activity of looking at global clean water data, making a poster in small groups, and doing a gallery walk.

#### Sources/places to learn more

1. Bravo, Oscar. "Cleaning Drinking Water for All." Ted, *Ted*, Mar. 2018, [https://www.ted.com/talks/oscar\\_bravo\\_clean\\_drinking\\_water\\_for\\_all](https://www.ted.com/talks/oscar_bravo_clean_drinking_water_for_all).
2. Sengupta, Somini and Weiyi Cari. "A Quarter of Humanity Faces Looming Water Crises." *The New York Times*, *The New York Times Company*, 6 Aug. 2019,



<https://www.nytimes.com/interactive/2019/08/06/climate/world-water-stress.html>.

3. McDonnel, Tim. "Report: There's a Growing Water Crisis in the Global South." NPR, *NPR*, 13 Aug. 2019, <https://www.npr.org/sections/goatsandsoda/2019/08/13/750777462/report-theres-a-growing-water-crisis-in-the-global-south>.
4. Piper, Karen. *Price of Thirst: Global Water Inequality and the Coming Chaos*. University of Minnesota Press, Sept. 2014.