

Primary School Curriculum Ideas

Lesson 1: Not You But Me - Making a Difference

Overview: This lesson teaches students the idea of philanthropy, and how they can be philanthropists themselves for causes they care about. The student is encouraged to see the variety of ways that they can be philanthropic and understand the role they have in improving their own community.

Materials:

- Worksheets
- Crayons/Markers
- Video Screen
- Poster Board
- Velcro

Section 1: Vocabulary - Philanthropy (10 minutes)

- Introduce the word "philanthropy" by writing it on the board. Questions to ask before defining the word:
 - Have you ever heard of the word philanthropy?
 - What do you think it means?
 - Ask students if they have heard of giving
- Write the definition of philanthropy on the board: The love of humankind or a desire to help humankind.
- Explain that students can help other people in three main ways: Time, Talent or Treasures

Section 2: How To Be Philanthropists (20 minutes)

- On the board, make a category for Time, Talent, and Treasures.
 - On the worksheet below, have the students draw themselves giving their time, talent, or treasures, as you work through this activity.
- Ask Students:
 - What does it mean to give your time? What is your time? Recess, after school.
 - What does it mean to give your talent? What is your talent? Can you play a musical instrument, sing, dance, paint, be a good friend? Are you kind or patient?
 - What does it mean to give your treasures? What are your treasures? Your treasures are your money or belongings.
 - What does common good mean? For the good of everyone.
- Explain that philanthropy is based on the idea of "Not you, but me" This means to help improve the common good we must take initiative ourselves, rather than assume that someone else will.
- Show kid philanthropists videos: for each of the videos have students identify on their worksheet which column each video applies to Time, Treasures, or Talents. Each video may fall under more than one column. Place emphasis on the fact that in each video, the kids are doing things themselves, not asking, or expecting, someone else to do something.
 - 3:26 Hailey, Helping Others Enjoy the Ice | Citizen Kid by Disney: <https://www.youtube.com/watch?v=BS4X16oSC9s&index=19&list=PLoBrweoVzplDajWXBKb0i-eZljHP516be>
 - Uses her time and talent to help her community
 - 2:43 Cayden, a Philanthropist | Citizen Kid by Disney: <https://www.youtube.com/watch?v=UDe1xuQFwPE&list=PLoBrweoVzplDajWXBKb0i-eZljHP516be&index=6>
 - Uses time and treasures to help his community
 - 4:45 Kids Helping Kids --Canadian Kids changing the World: <https://www.youtube.com/watch?v=8g06HcSeTsl>
 - Shows a classroom of students being connected to Sioli, Kenya and making arts and crafts to raise funds to build classrooms in the community.
 - Kaleb video. <https://www.youtube.com/watch?v=OeILUby2KnA&t=1s>
 - Kaleb is a student from Round Rock school district, adopted from Ethiopia who has raised funds for a Water to Thrive well in his birth village.

Lead students in a discussion about what they have to offer and to whom they could offer it. For example, it would not be appropriate for a child to say *"I could give \$100 to the Animal Shelter,"* but it would be very appropriate for them to say, *"I could volunteer my time at the Animal Shelter. I could walk dogs, clean cages or just play with lonely animals."* Explain that people give some of what they have (*time, talent or treasure*) because they have strong feelings for the cause they selected.

Section 3: Who needs help? (15 minutes)

- Draw, copy, or enlarge a poster size picture of the world
- Make the poster size picture of the world into a puzzle by drawing and cutting out enough puzzle pieces for every 2-3 students to have one piece. Making sure that all the pieces will fit back together to reveal a picture of the globe
- As a class, on each puzzle piece, write down someone who would benefit from philanthropy.

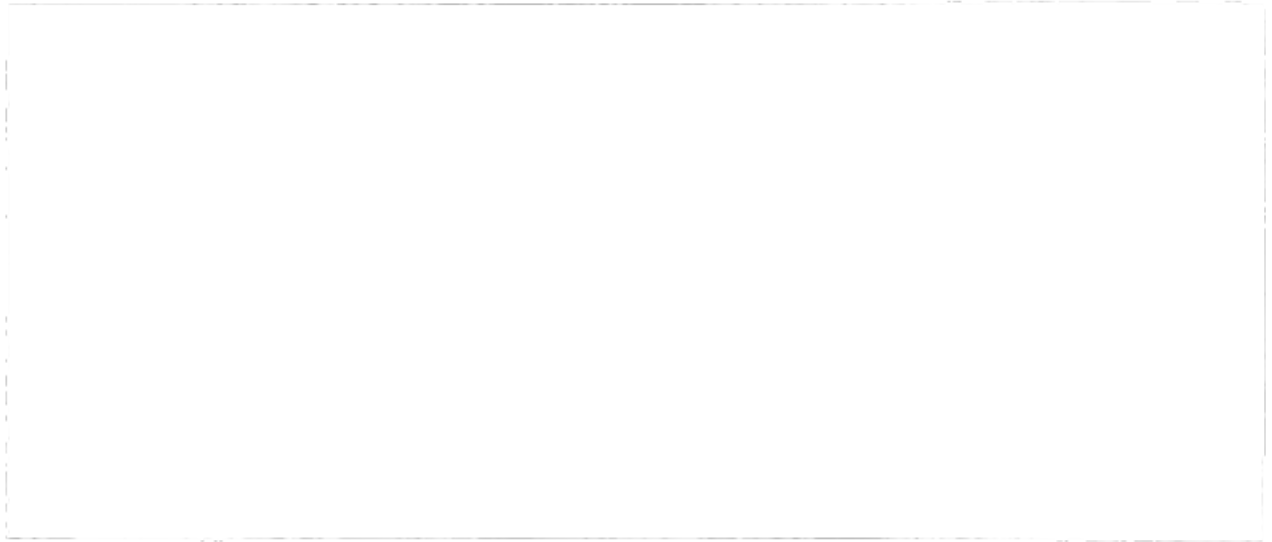
Examples:

- The elderly
 - The ill
 - The poor
 - Individuals in underdeveloped countries
 - Animals
 - The environment
 - People in your own community
- Distribute a puzzle piece to each group and have the children write (or draw) out a few ways they could be philanthropists, and apply the “not you but me” concept to whichever group their puzzle piece says
 - Have each group come to the front of the room and present their ideas, and add their puzzle piece to the board. Using either tape, glue, or Velcro to stick their puzzle piece in place.
 - Place emphasis on that philanthropy is needed in their own homes, schools, community, across the country, and globally, and by being philanthropic, students are making the world a better place for the common good of the community.

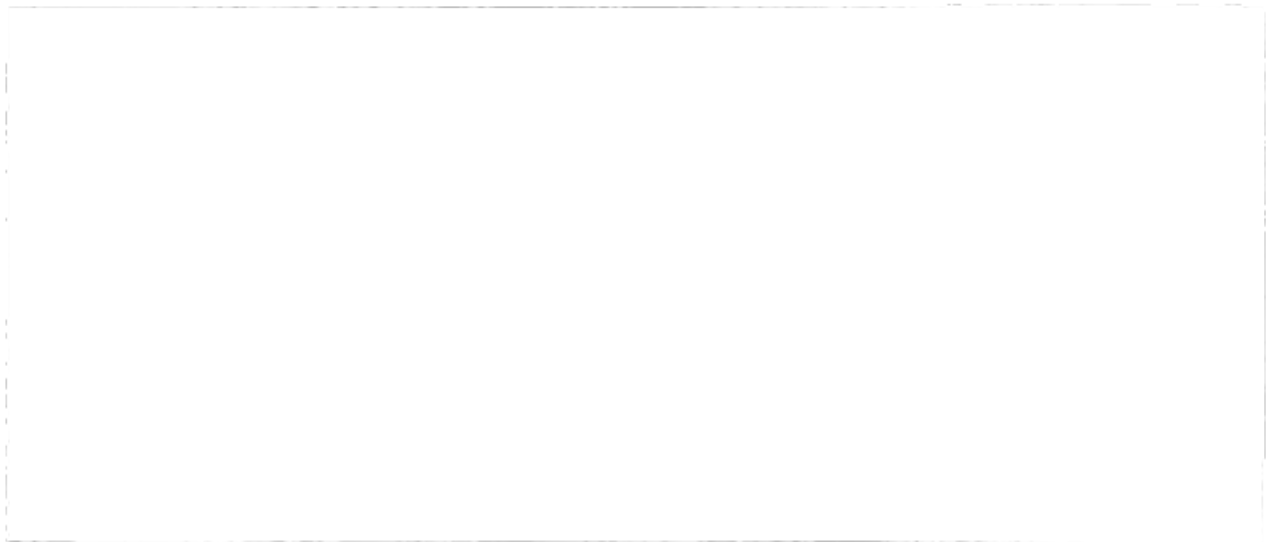
Name: _____

Be A Philanthropist! Time, Talent and Treasures (K)

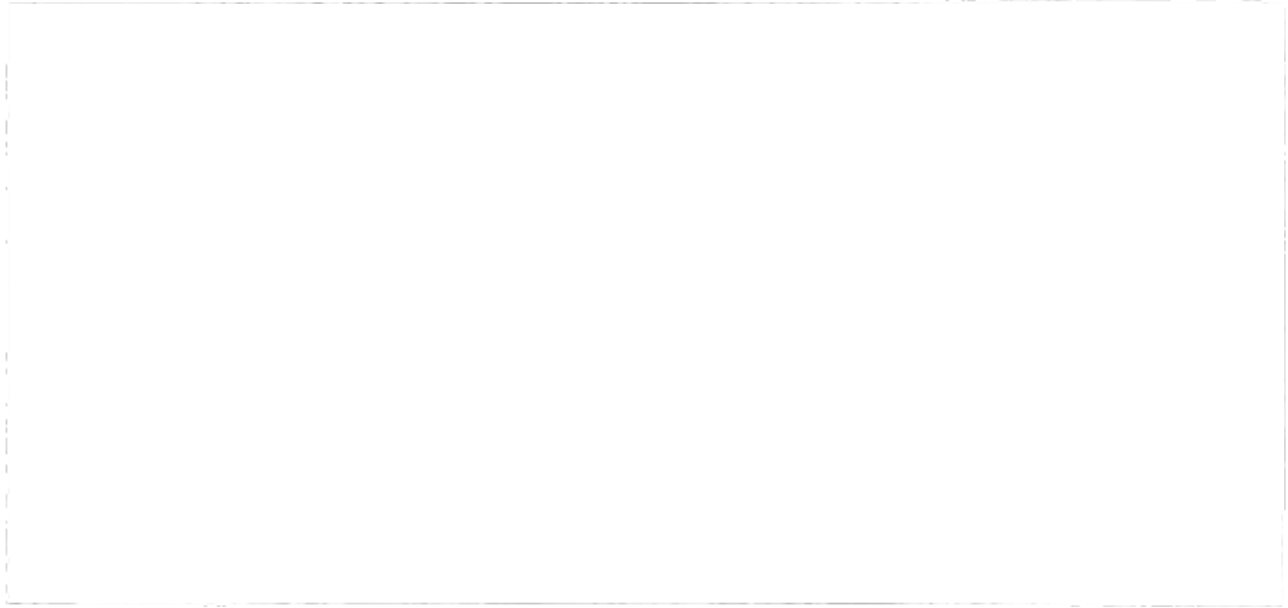
In this box, draw a philanthropist giving their **time** to someone in need.



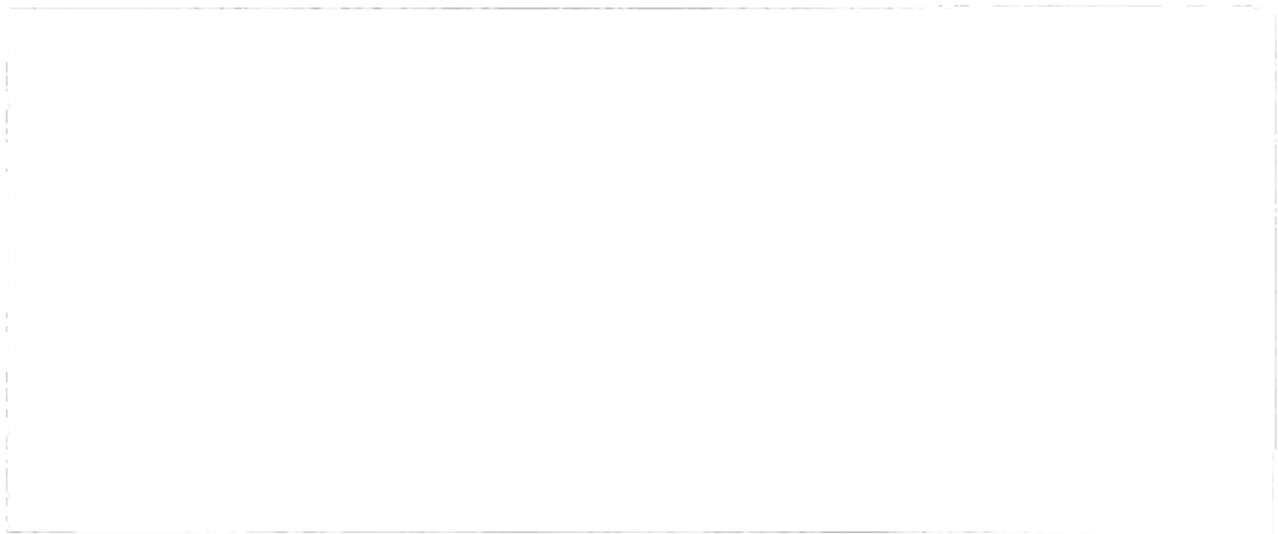
In this box, draw a philanthropist giving their **talent** to someone in need.



In this box, draw a philanthropist giving their **treasures** to someone in need.



In the video you watched, what are some ways that the philanthropists gave their **time**, **talent**, and **treasures**? Draw or write below



Lesson 2: Water - Where is Water Part of Your Day?

Overview: This lesson teaches students that water is a resource that not everyone has access to. Students will analyze their own water usage and compare this usage to individuals in Ethiopia.

Materials:

- Worksheets
- Empty Gallon Container
- Scissors
- Glue
- Magazines

TEKS:

- Mathematics

- 111.11 - B1
- 111.11 - B8

- Science

- 112.11 - B2
- 112.11 - B9

- Social Studies

- 113.11 - B5(b)
- 113.11 - B6
- 113.11 - B11
- 113.11 - B12
- 113.11 - B13
- 113.11 - B14(b)
- 113.11 - B15(b)
- 113.11 - B16

Section 1: Review of Lesson 1 (5 minutes)

- Briefly review the term philanthropy by
 - Asking a student to define philanthropy
 - Asking a student to say the ways we can be philanthropic (time, talent, treasures)
 - Asking a student who needs help
 - Asking a student to complete the phrase “Not you but _____ “ and explain the significance of the statement
- Explain how we are now going to start studying water, and how we can use the idea of philanthropy and apply it to water.

Section 2: Where is Water Part of Your Day? (10 minutes)

- As a class brainstorm ways in which they use water. Encourage students to think about how they use water at school, at home, in their yards, etc. It may be helpful to show a photo of, or bring in, a gallon container of milk so students can conceptualize the size of a gallon. Listed below are some unexpected uses of water, beyond drinking, bathing, household cooking and cleaning, agricultural uses, watering plants, or cleaning wounds.

- A cow drinks 4 gallons of water in order to produce one gallon of milk .
- 13.8 gallons of water are used to to grow a single orange.
- 2-7 gallons of water are used to flush a toilet.
- 15-25 gallons of water are used for a five minute shower.

Section 3: Water Uses Collage (Time Permitting)

Create a collage or collection of drawings and imagines that show the many uses of water, or show organisms and things that need water to live or be produced. Allow students to share their collages if time allows.

Section 3: Global Water Usage (10 minutes)

- Explain to students that section shows how some people do not have the same access to water that Americans do. [On the worksheet](#) have them identify the ways in which our water usage varies.

-Show comparison videos of water usage in Ethiopia versus water usage in America.

National Geographic video: <https://www.youtube.com/watch?v=2pXuAw1bSQo>

Section 4: Water Usage at Home (20 minutes)

- These worksheets encourage students to analyze how their families use water. Students are asked to prioritize their water usage, estimate how much water is used in each of these activities, and asks to them to imagine how their water usage would change if they had limited access to water.
- This section can be done in class or at home, depending on time.

Where Is Water Part Of Your Day?

Together with your family talk about the ways you use water and estimate how much water is used in these activities. On the back of this worksheet is a chart of average water usage in America. Have a guardian or sibling write down the ways your family uses water below.

Now, prioritize your water usage in order of importance. If you could only do 7 things, which ones would you do first. Which things would you need to eliminate?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Think about the video we watched about water usage in Ethiopia. Tell your family what you saw in the video and how they used water very differently than we do. In Ethiopia, the average water usage is 15 liters a day, or about 3.9 gallons of water a day.

As you also saw, people have to walk to their water. What if the water you used was located two miles from your home? Plan how your family would use 3.9 gallons of water and assign a role to each member of the family.

* Things to consider; Is everyone in your family able to carry 3.9 gallons of water? Do you have younger siblings? Is everyone able to make a four mile trip? Who will get the water if your guardians are working during the day? Who will get the water if you or your siblings are at school during the day? Could use the same water for two activities?

Family Member: _____ Water related task: _____

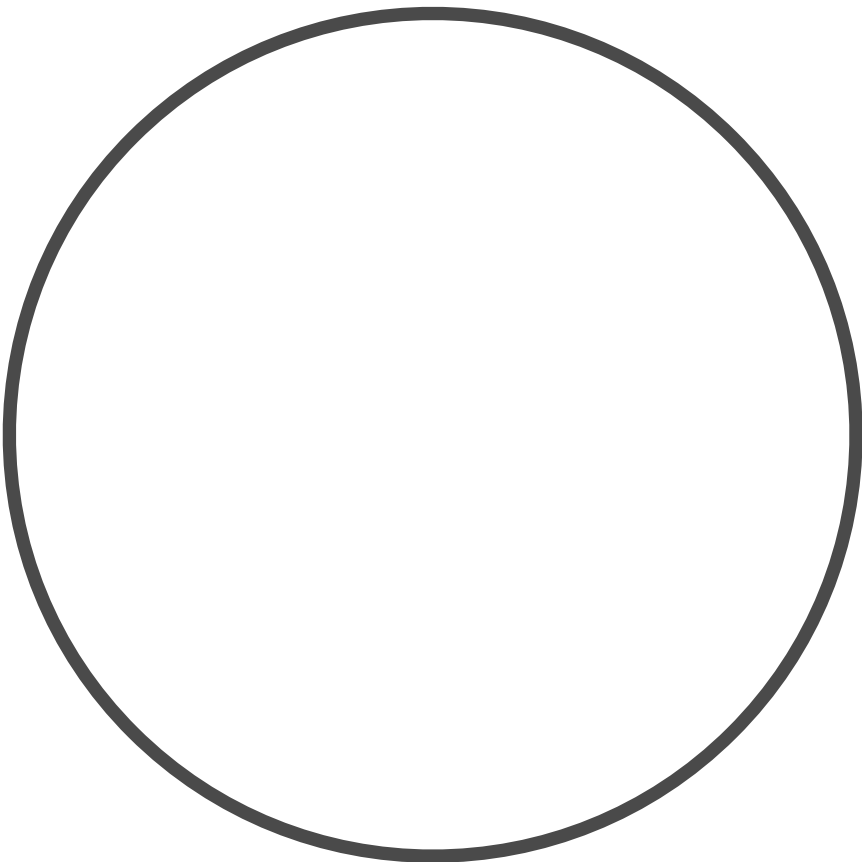
Family Member: _____ Water related task: _____

Family Member: _____ Water related task: _____

Family Member: _____ Water related task: _____

Family Member: _____ Water related task: _____

Draw a pie chart of how your family decided to use water. The total pie chart should equal 3.9 gallons.



Color:	Represents:	Quantity: (gal.)
<div></div>		
<div></div>		
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Average US Water Usage

Water Activity	Gallons Used
Brushing Teeth (with water running)	1.9 gallons
Flushing the toilet	1.6 gallons
Washing Hands	1.9 gallons
Washing Face	1.9 gallons
Taking a Shower	17.2 gallons
Running the Dishwasher	6 gallons
Washing Dishes by Hand	3.9 gallons
Running the Washing Maching	42 gallons
Cooking (2 cups of rice)	.3 gallons

Lesson 3: Water Crisis - How Would Not Having Water Impact You?

Overview: This lesson teaches students where we get access to water and what causes the water crisis. Students learn the impacts of not having access to clean water. They will also analyze how traveling for water would impact an individual's life.

Materials:

- Worksheets
- Projector
- A Long Walk To Water
- Photographs

TEKS:

- English Language Arts and Reading

- 110.11 - B4(b)
- 110.11 - B10

- Mathematics

- 111.11 - B1
- 111.11 - B3

- Science

- 112.11 - B2
- 112.11 - B3
- 112.11 - B7
- 112.11 - B9

- Social Studies

- 113.11 - B5
- 113.11 - B6
- 113.11 - B7
- 113.11 - B11
- 113.11 - B12
- 113.11 - B15(a)

- Health Science

- 115.1 - B6

Section 1: Review of Lessons 1 and 2 (5 Minutes)

- Ask a student to define philanthropy and say a few ways to be philanthropic through the time, talents, and treasures model
- Ask a student to talk about the ways we use water
- Ask a student to summarize some of the differences of the water usage in Ethiopia versus America

Section 2: Water Crisis Powerpoint: (10-20 Minutes)

http://prezi.com/ax8mv5bk3lb4/?utm_campaign=share&utm_medium=copy

Section 3: Carrying Water: (20-25 Minutes)

- Distribute and review Walking for Water fact sheet
- Before going into the questions, show the class photos (on next page) and explain how they are carried, and how much water they hold. Explain that the yellow containers are called Jerry cans, that they hold about five gallons of water and weigh about 40 lbs.
- As a class, review the fact sheet and answer reading comprehension and math questions based off of the Walking for Water worksheet.

Section 4: (Optional / Time Permitting) (6:39 minutes)

- <https://vimeo.com/106840826>
- Show this video from Charity Water. This video shows a healthy young adult carrying the same amount of water that a young girl is carrying.

Section 5: (Optional / Time Permitting)

- read excerpts from A Long Walk to Water



Walking for Water Fact Sheet (K)

How Do People Get Water?

If you need a glass of water, you turn on the sink, fill up the glass, and then turn off the sink. It's very easy! Every American uses 100 to 176 gallons of water at home every day. In other countries, people do not have sinks that turn on, fill up with clean water, and then turn off. They have to travel far distances to get water. Have you ever picked up a gallon of milk? It is very heavy! Imagine if your family had to work together to carry 100 to 176 gallons every day! Do you think you would use less water? In Ethiopia, people only use 3.9 gallons of water a day.

For people living in many under developed countries, women and daughters are often in charge of going to get water for their families. In some countries, women spend 15 to 17 hours each week collecting water. When there is little rain, it can take even longer because they have to walk farther distances to find water. Water is heavy and takes a long time to carry, women can only bring home a small amounts of water for their families to use.

What Does The Water Look Like?

What does the water that comes out of your sink look like? Is it clear or murky? Does it smell good or bad? How does it taste? In developing countries, the water is often filled with mud and other germs. These germs can make you sick if you drink them. For ever 10 people that are sick in the world, 8 people are sick because of dirty water.

How would you feel about drinking dirty water? Do you have any little siblings, how would you feel if they were drinking baby water?

What Could You Do With 15-17 Hours A Week?

Women and girls who have to travel to collect water pay a high cost. Less time is available for mothers to play with their children, preparing food, learning, or working. In some areas, the path they walk to get water is not safe. The walk to water is rocky, steep, long, and there may be unsafe people along the way. Many times, daughters cannot go to school in order to get water.

Walking for Water Comprehension Questions (K)

Reading Comprehension Questions

1. Why do Americans not have to worry about their access to water?
2. How many gallons of water a day do Americans use?
3. How many gallons of water a day do Ethiopians use?
4. If women have to spend 15-17 hours every week carrying water, what are some things they would not be able to do?
5. How does the water in America look and taste? How does the water in Ethiopia look and taste?
6. How would you feel if you could not go to school if you had to travel for water?
7. Name things that happen to your body if you do not drink enough water? What are bad things that happen to your body from drinking dirty water?

Math Application

1. Women and daughters spend 15-17 hours a week gathering water. Count to 15. Count to 17.
2. If it takes 3 miles to walk to the river to get water, and 3 miles to walk home. How many miles does someone walk in 1 day?
3. Every trip you take to the river, you can carry 2 gallons of water. If you walk to the river 3 times in one week to get water. How many gallons of water do you get in total in one week?
4. If you get 5 gallons of water from the river, and you use 2 gallons to drink and cook, how many gallons of water is left?

Lesson 4: A Day In The Life

Overview: This lesson includes an experiment where students measure their own daily water use and compare their water use to other countries across the globe. This lesson will allow students to visualize how much more water we use than developing countries.

Materials:

- Worksheets
- Projector
- A measuring cup or beaker (that allows students to measure amounts by .5 cups)
- A large container for collecting water (around 4 gallons) (i.e. sports water coolers, a storage bin, two milk jugs) OR have students volunteer to bring in one 2-liter pop or other bottles (total at least 8)
- A water source (tap or fountain)

TEKS:

- English Language Arts and Reading

- 110.11 - B10

- Mathematics

- 111.11 - B1
- 111.11 - B7
- 111.11 - B8

- Science

- 112.11 - B9

- Social Studies

- 113.11 - B4(c)
- 113.11 - B5
- 113.11 - B6
- 113.11 - B7
- 113.11 - B11
- 113.11 - B12
- 113.11 - B15

Section 1: Lessons 1-3 Review (5 minutes)

- Ask students what philanthropy means and ways to be philanthropic
- Ask student ways in which water is important to our lives
- Ask a student to talk about the people in the world that do to have access to water
- Ask a student ways in which water is polluted
- Ask a student how traveling far distances for water impacts peoples lives

Section 2: Our Own Water Usage Experiment (20 minutes)

- This activity will help students to realize their daily water usage by having students walk through their day, and think about how much water goes into each task they perform. Each time students identify using water in their day-to-day life, that amount of water will be collected in a large container. At the end of the activity, students will have a powerful visual of just how much water the average American uses every day.
- Experiment outline below

Section 3: Global Water Usage

- Have students watch this presentation: https://prezi.com/zoqq9iekjezm/first-stop-bangladesh/?utm_campaign=share&utm_medium=copy
- Students can fill out Global Water Usage Worksheet

Our Own Water Usage (K) (convert to pieces of paper)

Materials:

- A measuring cup or beaker (that allows students to measure amounts by .5 cups)
- A large container for collecting water (around 4 gallons) (i.e. sports water coolers, a storage bin, two milk jugs) OR have students volunteer to bring in one 2-litre pop or other bottles (total at least 8)
- A water source (tap or fountain)

Directions:

- Have one student volunteer to walk the group through their daily routine in detail.
- At each point that the student identifies an activity that involves water, have the class work together to guess how much water that activity uses. Actual approximations of the water cost of average daily activities are provided below in "Supporting Statistics," if needed for reference.
- Have another volunteer record the activities and water use on the board.
- For each water-using activity mentioned, divide the water used by 10 (i.e. if an activity takes 1 gallon, it would be about 1.3 cups)
- Have another volunteer fill the measuring cup with that amount of water and put it in the large water collection container(s).
- Repeat the process, walking through a full day in the life of the average American student. At the end of the activity, remind students that the actual water usage would be 10 times the amount they are seeing!

Potential Adaptations:

If the size of available water collection containers or the amount of water used for the activity is an issue, you can have students reduce the actual amount of water placed in the large container by a different fraction. This activity could also be done using a different representation system (i.e. 1 jellybean represents 1 cup of water),

Important Note: To be conscious of your classroom water waste, following this activity have students brainstorm a potential re-use for the water used in the demonstration (i.e. watering the school's garden).

Name: _____

Global Water Usage Worksheet (K)



Bangladesh	India	Ethiopia	Kenya
1. Draw a square around Bangladesh on the map.	1. Draw a triangle in India on the map.	1. Circle Ethiopia on the map.	1. Shade in Kenya on the map.
2. _____% of people that have access to clean water.	2. _____% of people that have access to clean water.	2. _____% of people that have access to clean water.	2. _____% of people that have access to clean water.
Draw an example of the geography of Bangladesh:	Draw an example of the geography of India:	Draw an example of the geography of Ethiopia:	Draw an example of the geography of Kenya:

Lesson 5: Experience Session

<http://www.hometrainingtools.com/a/water-filtration-science-project>

Overview: This lesson requires students to simulate the water treatment and purification process using the scientific theory and investigation tools. Students will gain a clearer understanding of sanitized water and answer comprehension questions as well as analyze and interpret data.

Materials:

- 3 cups of mock waste water per group. (premixed)
- Projector
- A Long Walk To Water
- Photographs

TEKS:

- English Language Arts and Reading

- 110.11 - B11

- Mathematics

- 111.11 - B8

- Science

- 112.11 - B1
- 112.11 - B2
- 112.11 - B3
- 112.11 - B4
- 112.11 - B7

- Social Studies

- 113.11 - B6
- 113.11 - B13
- 113.11 - B14
- 113.11 - B15
- 113.11 - B16

- Health Science

- 115.1 - B6

Section 1: Lessons 1-4 Review (5 minutes)

- Ask students what philanthropy means and ways to be philanthropic
- Ask student ways in which water is important to our lives
- Ask a student to talk about the people in the world that do to have access to water
- Ask a student ways in which water is polluted
- Ask a student how having to travel such far distances for water impacts individuals lives
- Ask a student to compare a traditional american's use of water to the use of water in one of the 4 countries explored in lesson 4.

“Mock Muck” Experiment:

<http://static.water.org/docs/curriculums/WaterOrg%20HighCurric13.pdf>

Day 6: Not You But Me - Making a Difference

Overview: On the last lesson, students will return back to the original idea of philanthropy and apply the “Time, Talent, Treasures” concept to the global water crisis. Encourage students that the solutions to the water crisis are possible if we all adopt the “Not You But Me” stance when regarding the global community.

Materials:

- Projector (optional)
- A Long Walk To Water
- Photographs

TEKS:

- English Language Arts and Reading

- 110.11 - B23

- Science

- 112.11 - B9

- Social Studies

- 113.11 - B6
- 113.11 - B12
- 113.11 - B14
- 113.11 - B15

Section 1: Introduce Water to Thrive (10 minutes)

- Explain that Water to Thrive is a non-profit in Texas that is dedicated to the mission of bringing clean, safe water to those who need it in rural Africa. They build clean water wells in Ethiopia, Tanzania, and Uganda that is closer to communities and cleaner.
- Feel free to watch Water to Thrive videos about our mission and projects: <https://www.youtube.com/watch?v=X7e0ZOx6OFc>
- Ask the class what type of solutions does Water To Thrive provide to communities? Do they provide their time, talent, or treasures in order to improve the community?
- For more resources from Water to Thrive, visit this page on our website: <https://www.watertothrive.org/resources/publications-print-materials/>

Section 2: Not You But Me (20 minutes)

As a class, brainstorm ways that each student can be philanthropists in the water crisis. Ask the students if they believe the water crisis is important and why. Ask them what they think their responsibility is in alleviating the water crisis.

- Encourage kids to think of each idea in terms of “Time, Talents, and Treasures”
- Ideas
 - Students can make beaded jewelry/ decorations/ baked goods to sell at a school fundraiser
 - Create presentations that raise awareness about water that students can present to other classrooms or at home or at their religious functions
 - Create a Walk for Water that can take place during or after school hours. Donors can donate X amount of dollars for every half mile that students walk. The average woman in Sub-Saharan Africa walks a little more than three miles each day to fetch water for her and her family. See if students find three miles a reasonable goal to pledge to walk for!
 - Fill jerry cans or empty water bottles with change by setting them outside of your classroom, at religious functions, etc. Encourage students to make posters about the water crisis to accompany the jerry cans/ water bottles
 - Lemonade/Flavored Water stands
 - Make an educational video to post on Youtube
 - Make flyers about ways people can conserve water to post around the school
 - What could your family do? commit to drinking water for a month and the money saved on soda donate to a water to thrive organization
 - Well Aware Kids

Section 3: Implementation (15 minutes)

Two options:

1. If your classroom wants to commit to a long term project with Water to Thrive: As a class decide which fundraising idea they find the most compelling and decide ways to organize and implement the project. Can range from fundraising projects, to making water awareness videos, or planning a skit to perform for another class.
2. Or, if number one is not an option, encourage each student to adopt a project and spend the class period allowing them to plan how they will/would create each program.

Teacher Feedback Survey: Lesson One - Not You But Me - Making a Difference

Following the lesson do you believe the students are able to;

Define philanthropy	Yes()	No()	Somewhat ()
Understand the concept of Not You But Me	Yes()	No()	Somewhat ()
Understand the idea of giving your Time, Talent, and Treasures	Yes()	No()	Somewhat ()
Be able to identify who needs help	Yes()	No()	Somewhat ()

Please rank each section:

Awful Mediocre Average Satisfactory Excellent

Section 1: Vocabulary` - Philanthropy	1	2	3	4	5
Section 2: How To Be Philanthropists	1	2	3	4	5
Section 3: Who Needs Help?	1	2	3	4	5

Were the videos in this lesson plan beneficial? Yes () No ()

Were the TEKS listed above the lesson plan accurate? Yes () No ()

- If No, why_____

Are there any TEKS that were not listed that you think are applicable to this lesson?

Yes: _____ No ()

Additional Comments: Anything you especially liked, ways to improve, things you would add or take away;
