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Youth in Action

Teacher Resource GRADES 1 – 8

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“We must be the change we wish to see in the world.”

Mahatma Gandhi

Ryan at his original well nine years later – At the age of six, Ryan Hreljac learned that without access to clean water people became ill and sometimes died. He set out to raise \$70 for a well in Africa and reached his goal four months later. Ryan then dreamed of a world that had clean water for all and formed the Ryan's Well Foundation. A decade later, Ryan's efforts and inspiration have helped the lives of hundreds of thousands of people in the developing world who might not otherwise have access to clean water, proper sanitation facilities, and health/hygiene education and training.

BACKGROUND ON RYAN'S WELL FOUNDATION

“The world doesn’t just need grown-ups. The world needs people like you.” *Ryan Hreljac*



The Impact of Ryan

Ryan Hreljac, at six years of age, was inspired by lessons learned in his grade one class about children who didn't have clean water. His story is also a reminder that anything is possible if you try and work really hard. Ryan's message has reached around the globe as he continues to work toward his dream of 'clean water for all' through the work of his Foundation.

Ryan's legacy is to actively encourage people, especially children, to live up to their potential. The proactive, committed and involved youth of today will be the leaders, educators and active citizens of tomorrow.

Ryan's Well Foundation

The Ryan's Well Foundation is a not-for-profit organization with Canadian charitable status. The Foundation's mission is to provide clean water, proper sanitation facilities and related hygiene education to 'water-poor' people in developing countries through engagement and teamwork with local partners. The Foundation educates individuals, schools, corporations and other service organizations locally and internationally to create awareness about water and sanitation issues and about those with limited access to these resources.

The Ryan's Well Foundation strives to motivate present and future leaders to realize the significance of their own global citizenship.

Education and Involvement of Schools and Children

The Ryan's Well Foundation was sparked by the ambitious dream of one child: for all people in Africa to have clean drinking water. The Foundation provides a platform for people around the world, but especially children and youth, to share the vision and to build similar visions for themselves. The Foundation aims to empower young people, either alone, in classes or collectively, to claim their place in the world as builders of a better future.



The *Ryan's Well* Documentary video and Ryan and Jimmy's book titled *Ryan and Jimmy And the Well in Africa That Brought Them Together* are both excellent introductions to Ryan's story and the Foundation's mission to help and educate others. These inspirational resources complement the *Youth in Action* education program. They can be ordered in conjunction with *Ryan's Well Foundation Education and/or Motivation* package. These resources are guaranteed to motivate your students into action! For more information on ordering please visit www.ryanswell.ca or email info@ryanswell.ca

“Every individual matters. Every individual has a role to play. Every individual makes a difference.”

Jane Goodall

WATER USAGE: STUDENT ACTIVITY

Activity Lesson Goals/Expectations – Students will:

- understand the importance of clean water in their daily lives
- estimate and measure the amount of water used in a day
- develop strategies to conserve water in their daily lives
- understand why some countries use much less water than Canada

Involve students in a discussion about water usage in their own daily lives. Ask students to think about their daily routine; what they do at particular times of the day, where they are at that time and then ask them to think about how many of these daily tasks include water (e.g. brushing teeth, washing, using the toilet, etc.) Then prompt them to consider everyday things that require water that they may not have considered before (e.g. eating, drinking, clean clothes and dishes, green lawns, colourful gardens).

Next, discuss a litre as a measurement of liquid. Using a visual aid, show students what a litre of water looks like (use a one-litre juice container). Discuss how many millilitres make up one litre, and proceed with other measurement conversions based on their previous knowledge.

Now have students go back and take a look at their daily activities. It might be a good idea to separate the class into smaller groups and have them write their activities on a piece of chart paper. On the other side of the paper have them estimate the number of litres of water each activity consumes. After each group is finished recording their estimates, have them present their chart to the rest of the class. As each group presents their estimates, the teacher can make a master copy, recording all groups' estimates.

At the end of the presentations, have the class work out the average number of litres of water consumed per activity. Have an extra column on your master copy to write the actual number of litres used for each activity. You will find a list of activities below with the average amount of water consumed in North America.

Once all activities are reviewed, make a grand total of the litres of water used in one day. Then compare this number to the amount of water that is available daily to families in other countries.

WATER USAGE FACTS

ACTIVITY	LITRES OF WATER USED (L)
Pre-rinsing dishes for five minutes.....	100
Normal dishwashing cycle.....	49
Five minute shower with standard showerhead	100
Five minute shower with low-flow showerhead	35
Running the water when brushing teeth.....	10
One load of laundry	100 – 170
Dripping faucet	50 – 75
One toilet flush	15
Garden hose running for five minutes.....	100

Source: Canadian Geographic May/June Environment Issue & www.seedsfoundation.ca (2000)

THE REST OF THE WORLD

COUNTRY	DAILY WATER CONSUMPTION PER PERSON (L)
New Zealand	670
United States.....	560
Canada.....	433
Japan.....	375
Germany.....	270
France	258
Brazil.....	254
Libya	212
Finland.....	154
Egypt.....	133
Mexico	129
Israel	123
Greece	123
India.....	68
China	57
Morocco.....	53
Afghanistan	26
Honduras	25
Rwanda	14
Mozambique.....	7

Source: The Pacific Institute for Studies in Development, Environment & Security

After comparing water consumption by country, discuss reasons why some countries use more water than others (rainfall, accessibility, scarcity, technology, etc.) Have students think of ways to conserve water in their daily routines (a lot of ideas appear in this document). A list of ideas could be compiled and posted in class for students to consult.

After a week or so has passed, revisit this discussion and ask students if any of them have practiced water conservation in their home. A small prize could be awarded to the student who incorporates the most water saving tips at home.

World Water Day

Since 1993, the United Nations General Assembly has designated **March 22nd** of each year as **WORLD WATER DAY (WWD)**, to recognize the importance of water as a basic requirement of life and the need to manage this precious resource wisely. The main purpose of the day is to promote public awareness of the need to conserve and protect fresh water supplies and to encourage people around the world to promote and carry out activities related to the use and care of water resources.



Water and Your Body

- Water makes up 70% of your body but you lose about 3.5 to 4.5 litres of it a day through sweating, breathing, and urinating. That's why experts tell us to drink at least six to eight glasses of water a day!
- You could survive about one month without food but after about a week without water, you die.
- Water moisturizes your lungs so you can breathe and helps change food into energy. It also carries oxygen and nutrients around your body.
- Every eight seconds another person dies because they don't have access to clean water.
- What does water have to do with health? Since Angolo Primary School and the community of Agweo in northern Uganda (the site of Ryan's first well) began using clean water for their cooking and drinking water, the rates of diarrhoeal infections and water-borne diseases have dropped significantly.

Water Quiz



- Q #1** How much of the water on earth is available to drink?
A) 1% B) 5% C) 10%
- Q #2** How much water should you drink daily for good health?
- Q #3** How long could you live without water?
- Q #4** A hundred years ago, earth had much more, much less, or the same amount of water as it has now?
- Q #5** One half of the world's freshwater lies within the borders of one nation. That nation is?
A) China B) United States C) Canada
- Q #6** Where is the greatest amount of freshwater found on Earth?
A) Underground B) The polar ice caps C) Oceans
- Q #7** How many litres of water does it take to produce the average meal at a fast food restaurant (1/4 pound hamburger, fries & soda)?
A) 1,000 L B) 2,500 L C) 5,300 L
- Q #8** The average Sub-Saharan African uses the same amount of water in a day as someone in a developed country uses when they do what?
A) Brush their teeth for 2 minutes with the tap running
B) Flush a toilet
C) Run a lawn sprinkler for a minute D) Any of the above
- Q #9** How many people in the world do not have access to clean water?
A) 1 in 3 B) 1 in 6 C) 1 in 10 D) 1 in 20
- Q #10** What percentage of a living tree is water?
- Q #11** The number of people dying from waterborne disease is equal to how many large passenger jets crashing every day?
A) 8 B) 24 C) 46 D) 69
- Q #12** What proportion of the world's major rivers are seriously polluted or depleted?
A) 10% B) 25% C) 50% D) 75% *Answers on back page.*

Water Facts

- 1) On our blue planet 97.5% of the water is saltwater, unfit for human use.
- 2) The majority of freshwater is beyond our reach, locked into polar snow and ice. Less than 1% of freshwater is usable, amounting to only 0.01% of the Earth's total water.
- 3) Water removes waste from the human body.
- 4) Water regulates the earth's temperature.
- 5) If all of the world's water were fit into a 3.78 L juice jug, the freshwater available for us to use would be about 1 tablespoon or 15 ml.
- 6) Over 90% of the world's supply of fresh water is located in Antarctica.
- 7) A small drip from a faucet can waste as much as 75 litres of water a day.
- 8) A person can live about a month without food, but only about a week without water.
- 9) Water leaves the stomach five minutes after consumption.
- 10) Two thirds of the water used in a home is used in the bathroom.
- 11) Less than 1% of the water treated by public water systems is used for drinking and cooking.
- 12) Four litres of gasoline can contaminate approximately 2.8 million litres of water.
- 13) Most of the world's people must walk at least three hours to fetch water.
- 14) Each day, in developing countries, more than 5,000 children under the age of five die as a result of lack of water or sanitation.
- 15) Human brains are 75% water, human bones are 25%, and human blood is 82%. 75% of a chicken is water, 95% of a tomato and 70% of an elephant!
- 16) Over the past century, our water consumption increased tenfold. 1.1 billion people have no access to clean drinking water while 2.4 billion lack proper sanitary provision.

Sources: www.ec.gc.ca/water/en/e_quickfacts.htm
www.lennotech.com/water-trivia-facts.htm
www.newint.org/issue354/facts.htm

DID YOU KNOW THAT...

- 82% of our blood is water? It helps us to digest our food, deposit waste, and regulate our body temperatures.
- In 1900, worldwide water withdrawals from bodies of water (lakes, oceans, rivers, etc.) were only 250 cubic metres/per person/per year. Now, they have risen to over 700 cubic metres/per person/per year.
- A water molecule spends about ten days in the air when it is evaporated, before returning to the earth as rain.
- About 97% of the Earth's water is found in the oceans. This water is undrinkable and unusable because it is salt water.
- The remaining 3% of Earth's water is freshwater. Of this 3%, two-thirds is found in glaciers and ice caps found mostly in Greenland and Antarctica and the remaining one-third is found in underground aquifers (ground water).
- This means every plant, every animal, and all six billion people on the earth have to share a very limited supply of the Earth's available freshwater.
- One litre of oil can contaminate up to two million litres of water.
- After a water meter is installed, water consumption usually drops 18 - 25%.
- Toilets use over 40% more water than needed (and consume one-quarter of the municipal water supply).
- Due to leaky taps, most homes lose more water than they would need for drinking AND cooking.
- A five-minute shower with a standard shower head uses 100 litres of water, while a five-minute shower with a low-flow shower head only uses 35 litres.
- Each day, humans must replace 2.4 litres of water through drinking and food consumption (our bodies take the water from the foods we eat).
- In the summer, close to half of all treated water is sprayed onto lawns and gardens.
- To produce one kilogram of paper, it takes 300 litres of water.
- The amount of freshwater in the world is enough to cover Canada and the United States to a depth of 1.8 kilometres.

SOURCE: Environment Canada (2000) www.seedsfoundation.ca

CURRICULUM LINKS & ACTIVITIES

The following pages contain curriculum expectations educators can cover by using Ryan's story and global water issues as lessons, examples, or lesson extensions in the classroom. (Based on the Ontario Ministry of Education Guidelines – Canada)

Language

Grades 1 – 8 Overall Expectations

Oral Communication Strand

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Reading Strand

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning



Writing Strand

- generate, gather, and organize ideas and information to write for an intended purpose and audience
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively

Media Literacy Strand

- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques



In 2006 Ryan accompanied Her Excellency Governor General Michaëlle Jean on a five-country State visit to Africa to demonstrate how Canadian and African partners are working together to achieve results in Africa.

Mathematics

Number Sense & Numeration Strand

Grade 1

- read, represent, compare, and order whole numbers to 50, and use concrete materials to investigate fractions and money amounts
- demonstrate an understanding of magnitude by counting forward to 100 and backwards from 20
- solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of strategies

Grade 2

- read, represent, compare, and order whole numbers to 100, and use concrete materials to represent fractions and money amounts to 100¢
- demonstrate an understanding of magnitude by counting forward to 200 and backwards from 50, using multiples of various numbers as starting points
- solve problems involving the addition and subtraction of one- and two-digit whole numbers, using a variety of strategies, and investigate multiplication and division

Grade 3

- read, represent, compare, and order whole numbers to 1000, and use concrete materials to represent fractions and money amounts to \$10
- demonstrate an understanding of magnitude by counting forward and backwards by various numbers and from various starting points
- solve problems involving the addition and subtraction of single- and multi-digit whole numbers, using a variety of strategies, and demonstrate an understanding of multiplication and division

Grade 4

- read, represent, compare, and order whole numbers to 10 000, decimal numbers to tenths, and simple fractions, and represent money amounts to \$100
- demonstrate an understanding of magnitude by counting forward and backwards by 0.1 and by fractional amounts
- solve problems involving the addition, subtraction, multiplication, and division of single- and multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to tenths and money amounts, using a variety of strategies
- demonstrate an understanding of proportional reasoning by investigating whole-number unit rates

Grade 5

- read, represent, compare, and order whole numbers to 100 000, decimal numbers to hundredths, proper and improper fractions, and mixed numbers
- demonstrate an understanding of magnitude by counting forward and backwards by 0.01
- solve problems involving the multiplication and division of multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to hundredths, using a variety of strategies
- demonstrate an understanding of proportional reasoning by investigating whole-number rates

Mathematics continued

Number Sense & Numeration Strand**Grade 6**

- read, represent, compare, and order whole numbers to 1 000 000, decimal numbers to thousandths, proper and improper fractions, and mixed numbers
- solve problems involving the multiplication and division of whole numbers, and the addition and subtraction of decimal numbers to thousandths, using a variety of strategies
- demonstrate an understanding of relationships involving percent, ratio, and unit rate

Grade 7

- represent, compare, and order numbers, including integers
- demonstrate an understanding of addition and subtraction of fractions and integers, and apply a variety of computational strategies to solve problems involving whole numbers and decimal numbers
- demonstrate an understanding of proportional relationships using percent, ratio, and rate

Grade 8

- solve problems involving whole numbers, decimal numbers, fractions, and integers, using a variety of computational strategies
- solve problems by using proportional reasoning in a variety of meaningful contexts

Measurement Strand**Grade 1**

- estimate, measure, and describe length, area, mass, capacity, time, and temperature, using non-standard units of the same size
- compare, describe, and order objects, using attributes measured in non-standard units

Grade 2

- estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using non-standard units and standard units
- compare, describe, and order objects, using attributes measured in non-standard units and standard units

Grade 3

- estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using standard units

Grade 4

- estimate, measure, and record length, perimeter, area, mass, capacity, volume, and elapsed time, using a variety of strategies
- determine the relationships among units and measurable attributes, including the area and perimeter of rectangles

Grade 6

- estimate, measure, and record quantities, using the metric measurement system

Grade 8

- research, describe, and report on applications of volume and capacity measurement
- determine the relationships among units and measurable attributes, including the area of a circle and the volume of a cylinder

Data Management and Probability**Grade 1**

- collect and organize categorical primary data and display the data using concrete graphs and pictographs, without regard to the order of labels on the horizontal axis
- read and describe primary data presented in concrete graphs and pictographs
- describe the likelihood that everyday events will happen

**Grade 2**

- collect and organize categorical or discrete primary data and display the data, using tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with labels ordered appropriately along horizontal axes, as needed
- read and describe primary data presented in tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers

Grade 3

- collect and organize categorical or discrete primary data and display the data using charts and graphs, including vertical and horizontal bar graphs, with labels ordered appropriately along horizontal axes, as needed
- read, describe, and interpret primary data presented in charts and graphs, including vertical and horizontal bar graphs
- predict and investigate the frequency of a specific outcome in a simple probability experiment

Grade 4

- collect and organize discrete primary data and display the data using charts and graphs, including stem-and-leaf plots and double bar graphs
- read, describe, and interpret primary data and secondary data presented in charts and graphs, including stem-and-leaf plots and double bar graphs
- predict the results of a simple probability experiment, then conduct the experiment and compare the prediction to the results

Grade 5

- collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including broken-line graphs
- read, describe, and interpret primary data and secondary data presented in charts and graphs, including broken-line graphs

Grade 6

- collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including continuous line graphs
- read, describe, and interpret data, and explain relationships between sets of data

Grade 7

- collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs, including relative frequency tables and circle graphs
- make and evaluate convincing arguments, based on the analysis of data

Mathematics continued

Patterning & Algebra

Grade 7

- model real-life linear relationships graphically and algebraically, and solve simple algebraic equations using a variety of strategies, including inspection and guess and check

Grade 8

- collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs, including frequency tables with intervals, histograms, and scatter plots
- apply a variety of data management tools and strategies to make convincing arguments about data
- use probability models to make predictions about real-life events

Health & Physical Education

Healthy Living

Grade 1

- identify healthy eating habits

Grade 2

- identify healthy eating practices and use a decision-making model to make healthy food choices

Grade 3

- describe the relationship among healthy eating practices, healthy active living, and healthy bodies



Social Studies

Grade 6 – 8

Canada and World Connections: Grade 6 – Canada's Links to the World

- identify and describe Canada's economic, political, social, and physical links with the United States and other regions of the world
- use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada's links with the United States and other areas of the world
- explain the relevance to Canada of current global issues and influences (e.g. water as a scarce resource)

Geography: Grade 7 – Natural Resources

- describe how humans acquire, manage, and use natural resources, and identify factors that affect the importance of those resources
- use a variety of resources and tools to gather, process, and communicate geographic information about the distribution, use, and importance of natural resources
- describe positive and negative ways in which human activity can affect resource sustainability and the health of the environment

Geography: Grade 8 – Patterns in Human Geography

- compare living and working conditions in countries with different patterns of settlement, and examine how demographic factors could affect their own lives in the future

Science & Technology

Grade 1 – 8

Life Systems Strand

Grade 1 – Characteristics and Needs of Living Things

- demonstrate an understanding of the basic needs of animals and plants (e.g. the need for food, air, and water)
- investigate the characteristics and needs of animals and plants
- demonstrate awareness that animals and plants depend on their environment to meet their basic needs, and describe the requirements for good health for humans

Grade 4 – Habitats and Communities

- demonstrate an understanding of the concepts of habitat and community, and identify the factors that could affect habitats and communities of plants and animals
- investigate the dependency of plants and animals on their habitat, and the interrelationships of the plants and animals living in a specific habitat
- describe ways in which humans can change habitats, and the effects of these changes on the plants and animals within the habitats

Grade 5 – Human Organ Systems

- demonstrate understanding of factors that contribute to good health

Earth and Space Systems Strand

Grade 2 – Air and Water in the Environment

- demonstrate an awareness of the forms in which water and air are present in the environment, and describe ways in which living things are affected by water and air
- investigate the visible effects of air and water in the environment
- describe ways in which clean air and water are vital for meeting the needs of humans and other living things

Grade 8 – Water Systems

- examine how humans use resources from the earth's different water systems and identify the factors involved in managing these resources for sustainability



The Arts

Visual Arts Strand

Grade 1 – 8

- produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes

WRITING ACTIVITY

Activity Lesson Goals/Expectations - Students will:

- read an “article” and demonstrate the understanding of it
- understand that one person's actions can have far reaching effects on the lives of many others

Read the article to your class about Ryan's Well from the January 2001 issue of Reader's Digest:
www.readersdigest.ca/mag/2001/01/ryan.html

Have students write about their reaction to the story. Have them consider the following questions:

What does Ryan's story say to you about the abilities of young people to make a difference?

What moved Ryan to begin this project?

What factors make his contribution to the world's poor so remarkable?

Why do you think others became interested enough in Ryan's project to want to help him?

How do you think Ryan's efforts have made a difference to the people of this small village in Uganda?

Why do you think Ryan's parents thought that it was important to take him to Uganda for the well-opening ceremonies?

What do you think gave Ryan the courage to believe that he could raise so much money?

Have students record their thoughts in a journal, perhaps answering one question per day during a personal journaling time.

At the end of the week, tell students that they may share their responses to the story during a class ‘conference’ or discussion period.



Ryan's Well Literature Connections

PRIMARY

Did A Dinosaur Drink This Water?

Robert E. Wells
 ISBN: 0807588407

A Drop of Water

Gordon Morrison
 ISBN: 0618585575

Magic School Bus at the Waterworks

Bruce Degen
 ISBN: 0590403605

Earth Book for Kids: Activities to Help Heal the Environment

Linda Schwartz
 ISBN: 0881601950

Tessa and the Fishy Mystery

Carole Douglis
 ISBN: 9280724622

JUNIOR

Doggy Dung Disaster & Other True Stories

Garth Sundem
 ISBN: 1575422166

50 Simple Things Kids Can Do to Save the Earth

The Earthworks Group
 ISBN: 0836223012

Water Habitats

Molly Aloian
 ISBN: 077872977X

How to Save the Planet

Barbara Taylor
 ISBN: 0199107408

If the World Were a Village: A Book about the World's People

David Smith
 ISBN: 1550747797

How to Take a 3 Minute Shower

Theo Graham, Tom Graham and Jeanne Lambert
 ISBN: 0968611214

INTERMEDIATE

Ryan and Jimmy And the Well in Africa That Brought Them Together

Herb Shoveller
 ISBN: 1553379675

Hell and High Water

Joseph Romm
 ISBN: 006117212X

Water Cycle

Lynn Stone
 ISBN: 1600441823

One Well: The Story of Water on Earth

Rochelle Strauss
 ISBN: 1553379543

Water Reuse

Metcalf & Eddy, Inc.
 ISBN: 0071459278

Tales of Water – A Child's View

Taco Anema
 ISBN: 1884167586

Hold Your Water: 68 Things You Need To Know To Keep Our Planet Blue

Steve Creech
 ISBN: 0740756826

Me To We

Craig Kielburger
 ISBN: 0470835109

Just Because It's Not Wrong Doesn't Make It Right

Barbara Coloroso
 ISBN: 0670044393

Our Stories, Our Songs: African Children Talk About Aids

Deborah Ellis
 ISBN: 1550419137

COOPERATIVE LEARNING ACTIVITY

Adapted from the UNICEF Global Citizenship Challenge

All human beings have similar basic needs: nutritious food, health care, shelter, education, protection from harm, access to safe water. Every person has the right to have these needs met. The UN Convention on the Rights of the Child affirms these rights for all children. Perhaps the biggest responsibility is to respect and protect others' rights, including the most vulnerable children in our global neighbourhood.

Hand out 12 blank cards for each group of students. Students form pairs, small groups or organize as a whole class. Each group receives a set of 12 blank cards. The premise is that they are going to a new planet and that they may only take 12 things in order to live and grow.

Brainstorm possible important things (healthy food, toys, clean water, friends, candy, clothes, computer, money, books, medicine, etc.) and have them represent these items on their cards (pictures/words). Discuss.

Announce that mission control has just sent a message: because of limited space on the spaceship, students can now only take eight of their 12 items. The group must decide what four items to eliminate and set those cards aside.

Announce that there is still less space available and students will only be able to take six items. Students eliminate two more items, leaving the six they think are most essential.

Discuss:

- Which items were most commonly eliminated? Why?*
- Why was the second round of elimination more difficult?*
- What was the difference between 'wants' and 'needs'?*
- Are wants and needs different for different people?*
- Why don't all children in the world have what they need?*



Think Again!

Here's an easy and relevant way to save money for a contribution to a charitable cause that is important to you. Why not try making different purchasing decisions.

Each time you plan to spend money on something, stop and ask yourself, "How much do I really need this?" If you decide that you don't really need that pop from the pop machine, write on a scrap piece of paper that you just saved \$1 and drop it into your "Think Again!" jar. For each item that you decide that you didn't need, add that amount to a piece of paper and add it to your jar.

Now add up all the amounts on your scrap pieces of paper. You'll find that you have consciously chosen to help others without much sacrifice to yourself at all! Now send the total amount you saved to a charity of your choice. Encourage your friends to do the same and see who can save the most "Think Again!" money.

Ryan's Leadership Challenge

Responsibility for Self:

- Put things away when you're finished with them
- Use only what you need
- Do what you say you'll do
- Be a good sport

Responsibility for Others:

- Open the door for others
- Treat others with respect
- Be supportive of others
- Notice one great thing about someone in your class and tell them
- Smile a lot – for no reason!

Responsibility for Your Environment:

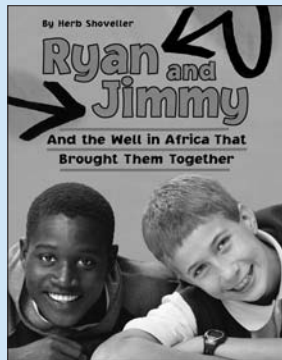
- Act on what you can control
- Choose five ways you can save water and DO them!
- Encourage two friends to do the same
- Do without one fast food meal a month
- Contribute that money to something useful

(For more motivational ideas please visit ryanswell.ca or contact info@ryanswell.ca)



CHECK OUT THIS AWARD WINNING BOOK

Read all about Ryan and his brother Jimmy in this book by Herb Shoveller. The book, *“Ryan and Jimmy And the Well in Africa That Brought Them Together”* can be ordered in conjunction with a Ryan’s Well Foundation Education or Motivation package or from the publisher, Kids Can Press at www.kidscanpress.com. You can also find it at most bookstores.



“It costs a lot of money to build a well in Africa – a lot more than Ryan Hreljac had thought. Still, the six year old kept doing chores around his parents’ house, even after he learned it could take him years to earn enough money. Then a friend of the family wrote an article in the local newspaper about Ryan’s wish to build a well to supply people with safe, clean water. Before long, ripples of goodwill began spreading. People started sending money to help. Ryan was interviewed on television. He appeared on The Oprah Winfrey Show, twice. His dream of a well became an international news story.

In Agweo, Uganda, villagers were used to walking a long way every day in search of water. What they found was often brown and smelly and made a lot of people sick. But when Ryan’s well was built, life in the village changed for the better. A young orphan named Akana Jimmy longed for a chance to thank Ryan in person for this gift of life – clean water.

When they finally meet, an unbreakable bond unites these boys from very different backgrounds, and a long and sometimes life-threatening journey begins. Ryan and Jimmy is a true story of friendship and compassion in which a simple wish to help others brings focus to the necessities that unite us all.”

Herb Shoveller



INTRODUCTION TO THE 40 HOUR COMMUNITY INVOLVEMENT REQUIREMENT FOR GRADUATION IN THE PROVINCE OF ONTARIO

Introduce your grade seven and eight’s to the 40 hour community involvement requirement they will need to meet in order to graduate from high school. There are some things you can inform your students about before they enter grade nine.

Once in grade nine, students should be working towards obtaining 40 hours of community involvement. This requirement encourages students to develop and foster a sense of civic responsibility and strong community values. Community involvement activities are subject to established rules and procedures and must be completed by graduation.

Students may not perform activities towards their 40 hours until they commence their grade nine year.

If teaching grades seven and eight spark a discussion around civic responsibility, ask students their interpretation of the meaning of the phrase. Teach them that civic responsibility is the commitment of a citizen to the well being of his/her community.

(Source: www.communityservicelearning.ca)

Explain to your students that a community could be a group of individuals based on geography or on shared common beliefs and bonds. The term community could be expanded to include the globe.



Fostering a sense of civic responsibility in school could develop a sense of global responsibility within your student. This sense could develop into a desire to commit to volunteer or job opportunities abroad.

There are many community groups that focus on the needs of others around the world. Fulfilling the 40 hour requirement at the local community level broadens the students’ awareness of worldwide issues.

40 Ways To Save Water

There are a number of ways for families to save water, and they all start with you.

1. When washing dishes by hand, don't let the water run while rinsing. Fill one sink with wash water and the other with rinse water.

2. Check your sprinkler system frequently and adjust sprinklers so only your lawn is watered and not the house, sidewalk, or street.

3. Run your washing machine and dishwasher only when they are full and you could save 3,785 litres a month.

4. Keep a pitcher of water in the refrigerator instead of running the tap for cold drinks, so that every drop goes down you not the drain.

5. Always water the lawn/plants during the early morning hours, when temperatures are cooler, to minimize evaporation.

6. Wash your produce in the sink or a pan that is partially filled with water instead of running water from the tap.

7. Use a layer of organic mulch around plants to reduce evaporation and save hundreds of gallons of water a year.

8. Use a broom instead of a hose to clean your driveway and sidewalk and save up to 300 litres of water every time.

9. Collect the water you use for rinsing produce and reuse it to water houseplants.

10. Water your lawn in several short sessions rather than one long one. This will allow the water to be better absorbed.

11. It's easier to notice leaky faucets indoors, but don't forget to check outdoor faucets, pipes and hoses for leaks.

12. Time your shower to keep it under five minutes. You'll save up to 3,785 litres a month.

13. Adjust your lawn mower to a higher setting. Longer grass will reduce the loss of water to evaporation.

14. Collect and use rain water for watering your garden.

15. Designate one glass for your drinking water each day. This will cut down on the number of times you run your dishwasher.

16. Instead of using a hose or a sink to get rid of paints, motor oil, and pesticides, dispose of them properly by recycling or sending them to a hazardous waste site.

17. Don't use running water to thaw food.

18. Before you lather up, install a low-flow showerhead. They're inexpensive, easy to install, and can save your family more than 1,892 litres a week.



19. Soak your pots and pans instead of letting the water run while you scrape them clean.

20. Avoid installing ornamental water features unless the water is being recycled.

21. Use a commercial car wash that recycles water.

22. Don't buy recreational water toys that require a constant flow of water.

23. Turn off the water while you brush your teeth and save 15 litres a minute. That's 750 litres a week for a family of four.

24. Encourage your school system and local government to help develop and promote a water conservation ethic among children and adults.

25. Make sure your toilet flapper doesn't stick open after flushing.

26. Mow your lawn as infrequently as possible. Mowing puts your lawn under additional stress, causing it to require more water.

27. Don't use the sprinklers just to cool off or for play. Running through water from a hose or sprinkler wastes litres of water.

28. Bathe your young children together.

29. Direct downspouts or gutters toward shrubs or trees.

30. Use a hose nozzle and turn off the water while you wash your car and save more than 370 litres.

31. Leave lower branches on trees and shrubs and allow leaf litter to accumulate on top of the soil. This keeps the soil cooler and reduces evaporation.

32. Start a compost pile. Using compost when you plant adds water-holding organic matter to the soil.

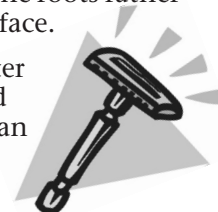
33. Listen for dripping faucets and toilets that unnecessarily flush themselves. Fixing a leak can save 1,892 litres each month.

34. Bathe your pets outdoors in an area in need of water.

35. Choose new water-saving appliances, like washing machines that save up to 75 litres per load.

36. Aerate your lawn. Punch holes in your lawn about six inches apart so water will reach the roots rather than run off the surface.

37. Turn off the water while you shave and shampoo and you can save more than 550 litres a week.



38. Install a toilet dam or bottle filled with water in your toilet tank to cut down on the amount of water used for each flush or install low-volume toilets.

39. Make suggestions to your employer to save water (and dollars) at work.

40. Plant during the spring and fall when watering requirements are lower.

Source: www.wateruseitwisely.com website

“...After climbing a great hill, one only finds that there are many more hills to climb.” *Nelson Mandela*

WEBSITES

www.acdi-cida.gc.ca

Canadian International Development Agency web site. Aim is to support sustainable development in order to reduce poverty and contribute to a more secure, equitable and prosperous world.

www.canadiangeographic.com

Mapping tools allow one to create a map of Canada or a region and layer onto it features such as ecosystems, lakes and rivers or man-made entities such as provincial and territorial boundaries, municipalities, national parks, highways and railways.

www.climate.weatheroffice.ec.gc.ca

Environment Canada's Home Page for Canadian Climate and Water Information.

www.cpar.ca

Canadian Physicians For Aid and Relief Specialize in sustainable development and aid for developing countries. Refer to Global Kidz for excellent student and teacher resource listings.

www.davidsuzuki.org

Explore the Web of Life site, which deals with biodiversity. Be one of the one million Canadians encouraged to do ten simple things to improve our planet.

www.ecokids.ca

Want to explore cool things about nature and the environment, discover ways you can help protect our precious planet, make a difference? Join Ecokids and become part of a tremendously important movement that's sweeping the nation.

www.freethechildren.com

Free the Children is the world's largest network of children helping children through education.

www.globalgivingmatters.com

Global Giving Matters is a newsletter on best practices and innovations in philanthropy and social investment. Advanced.

www.janegoodall.ca

Explore "Roots and Shoots" – The Jane Goodall Institute's Environmental and Humanitarian Program for Youth. This program fosters care and concern for the environment, animals, and the community.

www.millenniumkids.com.au

These organizations are run by kids, for kids. They focus on empowering of children through involvement in environmental and social justice issues and hands on projects.

www.pembina.org/climate-change/index.php

The Pembina Institute offers suggestions on what Canadians can do to cut greenhouse gas emissions and explains the science of climate change.

www.planetwalk.org

One man walking and sailing around the world to promote peace and environmental stewardship. Planetwalker John Francis makes actions matter.

www.proudcanadiankids.ca

Have you been searching for a site that's just about Canada? Did you know that Canadian kids have done some remarkable things? It's all here...and it's all Canadian!

www.unicef.ca

UNICEF helps families, communities and governments overcome the obstacles that poverty, violence, disease and discrimination place in the path of children's survival, growth and development.

www.wateruseitwisely.com

There are a number of ways to save water... and they all start with you!

www.wildeducation.org

www.cwf-fcf.org

These are some of the websites from the Canadian Wildlife Federation. The "WILD Education" is of particular interest to educators as it contains specific learning objectives and lessons ideas.

www.worldofchildren.org

This international organization inspires action on behalf of children by raising global awareness of the plight of children and recognizing the achievements of individuals who have had a profound positive effect on children's well-being.

www.youthactionnet.org

YouthActionNet believes that young people can and do make a difference. Around the world youth are working to preserve our natural environment, fighting for human rights, leading movements to curb the spread of HIV/AIDS, and raising their voices for democracy.

"We make a living by what we get,
but we make a life by what we give."
Winston Churchill

Water Quiz Answers

- #1 A) 1%
- #2 six – eight glasses
- #3 About seven days
- #4 The same amount
- #5 C) Canada
- #6 B) The polar ice caps
- #7 C) 5,300 litres
- #8 D) Any of the above
- #9 B) one in six or 1.1 billion
- #10 75%
- #11 C) 46 jets or seven million people each year
- #12 C) 50%

<http://news.bbc.co.uk/1/hi/sci/tech/3747588.stm>

www.epa.state.il.us/kids/fun-stuff/quiz/water-quiz.html

www.worldwatermonitoringday.org/kidsstuff/GeeWhiz/geewhiz.html

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Ryan's Well
FOUNDATION

CATHOLIC DISTRICT
SCHOOL BOARD OF
EASTERN ONTARIO



Développement d'une perspective
globale pour enseignants et enseignantes
Developing a Global Perspective
for Educators



U P P E R
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