

Activity Title: Step4Water(Peel Water Festival)

Activity Overview:

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2 mins	Opening Remarks What do we like to do with our spare time? What would we need to do if there were 4 hours less in each day?
6 mins	Water Carrying Challenge - Step4Water Students will participate in the Step4Water relay where they will be placed into 2-4 lines depending on the number of students. They will walk to one end with a bucket, fill up the bucket and walk back to the other side. Once they've filled the bucket with water and have walked back to where they started, they can put the bucket of water to the side so that the student behind them can start their journey. The goal is for students to understand the experience of people living in rural communities in Zambia.
IF THERE IS MORE TIME	Once students have completed their walk for water, they will be encouraged to interact with each other and our board while waiting for their peers to finish the Step4Water activity. They will be given sticky notes and encouraged to answer the question "What would you do with 4 extra hours in a day?". This last activity is only if time permits.

Objectives:

The key messages participants should learn:

- Consider their daily water usage
- Compare and contrast access to water in Ontario vs Zambia (and other water scarce countries)
- Learn about daily water conservation efforts

Materials:

- Access to water source e.g: hose (requested)
- One large tub or 4 large buckets (requested - e.g. the one in [this video](#) at 0:25)
- Four (4) smaller buckets that children can carry (provided)
- Poster Boards (provided)
- Small Stickers (provided)
- Take home pamphlet (provided)
- Table (requested)
- Markers/Writing tools(requested)
- Sticky Notes(requested)

Setup:

- Place boards indicating start and finish lines (GNCA will provide the poster boards)
- Fill the four (4) large buckets with water and place each of them spaced out at the starting point. Students will be separated into groups based on the number of students in the classroom. Considering time restrictions and class sizes are typically 25-30, 2-4 groups is most ideal.
- Informational Poster Board will be placed near the start of the line for students to interact with once they finish the activity.

Takedown:

- **TBD** - are we able to leave items on-site overnight?

Safety Considerations:

- The students should be spaced out adequately to avoid any risk of injuries while completing their steps.
- We need to ensure students do not carry more water than they are physically capable of in the smaller buckets. A line will be drawn on the bucket to ensure this.
- We need to make sure that students are not running while carrying the buckets.

Vocabulary:

- **Water accessibility or access to water:** It is the availability of water. There are different levels of water access, from surface level to well managed. Surface level is the lowest ranking and refers to when people only have access to water

through ponds, lakes, rivers, etc without any way of making sure it is safe to drink. Safely managed water is the highest level of water accessibility where people have access to drinking water from an improved source of water that is accessible at home, available when needed and free of contaminants

- **Clean water and water sanitation:** Systems that allow everyone in the world to have access to clean and safe drinking water, in addition to access to clean bathroom facilities.
- **Water conservation:** The practice of using water efficiently to reduce unnecessary water usage.