

Water Survival Game

A Look at Water Inequality

Appropriate for Kindergarten to Grade 3

Overview of the Activity:

Students learn about the reality of water inequity in Canada and Nicaragua, and the challenges that people face when they do not have enough water to survive.

Time Needed: 20 minutes activity, 10 minutes discussion (30 minutes total)

Materials Needed:

1. Priority Sheet (Usages of Water) – see attached (separate sheets for K-2 / 2-3)
2. 4-8 Labelled Plastic Cups – labels included at end of this package
3. Two Ziploc bags - one labelled CANADA and one labelled NICARAGUA
4. Jelly Beans (65 Jelly Beans in Canada bag, and 12 Jelly Beans in Nicaragua bag)

Activity:

1. Using the “Priority Sheet” students rank the MOST important use of water to the LEAST important use of water.
2. Students collect their “Water supply” – (Daily Use Cups & Jelly Beans). One bag represents Nicaragua’s water supply, the other represents Canada.
3. Line up the cups.
4. Put 5 Jelly Beans from the water supply aside – these are POLLUTED water. Explain to students that they should only use them if absolutely necessary.
5. The Daily Life Requirement is:
 - Drinking – 5 Jelly Beans
 - Cooking – 5 Jelly Beans
 - Bathing – 5 Jelly Beans
6. Students decide as a group where to put their water supply (Jelly Beans). Depending on the country, they will either have too much water, or not enough to meet the Daily Life Requirement. In Nicaragua, students will be forced to use POLLUTED water.
7. Switch countries, and repeat activity with different water supply.

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8. Questions & Discussion

- a) What was the MOST important Daily Task and use of water? What was the LEAST important use of water?
- b) How was Canada's water supply different than Nicaragua's water supply?
- c) How did it make you feel when you had enough beans for all your Daily Tasks?
- d) How did it make you feel when you didn't have enough beans for all your Daily Tasks?
- e) What did your group do when you didn't have enough water? Is it safe to drink the polluted water?
- f) Do you think we use too much water in Canada?
- g) What are some ways you conserve and protect water?
- h) Do you think water is a human right?

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Labels (print and cut)

<p>Drinking 5 Jelly Beans</p> 	<p>Cooking 5 Jelly Beans</p> 
<p>Bathing 5 Jelly Beans</p> 	<p>Brushing Teeth 1 Jelly Beans</p> 
<p>Flushing Toilet 5 Jelly Beans</p> 	<p>Washing Clothes 7 Jelly Beans</p> 
<p>Watering Lawn 15 Jelly Beans</p> 	<p>Washing Car 12 Jelly Beans</p> 

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WATER USE PRIORITY SHEET (k-2)

Label the use of water from the MOST (1) important to LEAST (4) important.



Washing clothes _____



Cooking _____



Drinking _____



Bathing _____

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WATER USE PRIORITY SHEET (2-3)

Label the use of water from the MOST (1) important to LEAST (4) important.



Watering the lawn _____



Cooking _____



Brushing Teeth _____



Washing clothes _____



Drinking _____



Washing Car _____



Bathing _____



Flushing Toilet _____