



Week 1: Right to safe and accessible water

Grade level:	4 to 6 (variation for K to 3 included)
Time:	30 minutes
Location:	Classroom or outside
Materials:	Reusable pitchers or bowls (one per water station), reusable cups (one per student), cardboard screens
Purpose of the activity:	To experience teamwork; to think about water scarcity and how access to clean water is different across Canada and/or around the world
Rights and responsibilities:	Right to safe drinking water (Article 24 of the CRC); for all to enjoy this right, we need to use only the water we need and find ways to avoid wasting water

Activity: Water relay

1. Set up three to five water stations about three feet apart from each other, on tables or on the ground. Use cardboard to make screens to hide the contents of each water station. Place a pitcher behind the screen at each water station. Fill each pitcher with a different quantity of water.
2. Ask the children to describe different ways they use water. Ask them to think of ways to avoid wasting water.
3. Divide the children into the same number of groups as there are water stations. Assign each group to a water station.
4. Have each team line up behind the start line. Give one cup to each child.
5. Explain that the activity is a relay race. The object is for everyone on each team to have a drink of water. The players complete the task one child at a time. Each child runs to their assigned water station, pours a drink of water into the cup and drinks it behind the screen, returns to the starting line and tags the next member of their team as quickly as possible. It's important that no one sees how much water each team member drinks. Suggest teams take a few minutes before the race to discuss a strategy for success.
6. The activity ends when all children have had a turn or when there is no more water at the station.

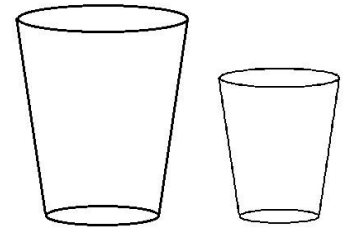
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Variation for K-3:

Materials: Reusable pitchers or bowls (one per water station), two reusable cups per child (two different sizes)

1. Prepare two or three water stations about three feet apart from each other, on tables or on the ground. At each water station, place:

- Two different-sized reusable cups per child
- A reusable pitcher or bowl with enough water for each child to have a drink **the size of the smaller cup**



2. Do steps two through four above.

3. Explain that the object of the activity is for everyone to have a drink of water. To do so, the children must decide as a group if they want to drink from the larger cup or from the smaller cup.

4. Once each group has discussed which cup size they will drink from, prepare enough cups of water (small or large, depending on what the group chose) for each child to drink from. The children will see only the smaller cups provide enough water for all children in their group.

Group discussion questions

- Did you have enough water for each person on your team to take a drink? If not, how did that feel?
- Did all the teams have the same amount of water? Is this fair?
- Do you think all children in Canada have access to the same amount of clean drinking water? Why or why not? *Share some of the Super facts below.*
- What can we do to use less water at home, at school or in the community? *Share some of the Superhero missions below.*
- What can we do to promote water conservation with family, friends and communities? *Decide on one or more Superhero missions below to do.*

Week 1: Right to safe and accessible water

Super facts

- We all should have a right to safe and accessible drinking water. But [one in 10 people](#) in the world lacks access to safe water to drink. [One in three people](#) does not have enough water for basic needs (i.e., drinking, cooking and washing).
- When clean water is available nearby, people spend less time and effort collecting it, so they can be productive in other ways (like going to school or work). It also means people are safer, because they don't need to make long, risky journeys to get water. [By 2025, half the world's population will live in areas with poor access to water.](#)
- The average Canadian household uses about [665 litres of water a day](#). Canada is [second in the world](#) in water consumption per person! The toilet is “thirstiest,” then the washing machine, faucets, showers, baths and dishwashers. The amount of water we use goes up each summer when we water lawns and gardens.

Superhero missions

- **Investigate:** Explore in and around your school community. Are there places where your school can conserve water? Use a chart to record where, why and how many litres of water on average your school uses. Do the same at home, too!
- **Protect:** Reduce your water consumption by changing little things. For example, turn off the faucet when you are brushing your teeth. Or make sure the dishwasher is completely full before starting it. You can also take shorter showers or use less water in your bath. Collect rainwater for watering plants in your garden. Decide on one action as a class. Track your success by recording how much water you've saved at the end of each week or month.
- **Educate:** Share Super facts with a friend or family member. Encourage them to take on a Superhero mission.



Week 2: Right to clean air

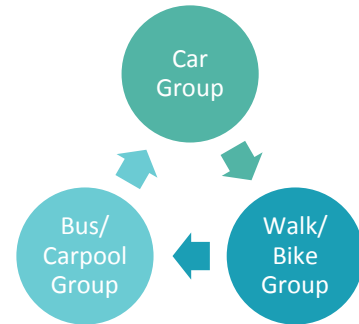
Grade level:	K-6
Time:	30 minutes
Location:	Classroom or outside
Materials:	Balls and badminton rackets (or table tennis paddles, tennis rackets)
Purpose of the activity:	To experience team work; to think about air quality and how our actions contribute to air pollution
Rights and responsibilities:	Right to clean air (Article 24 of the CRC); for all to enjoy this right, we need to be conscious of how we produce air pollution

Activity: Up in the air!

1. Ask children to describe different ways people get to school or work (e.g., car, bus, carpool, bike or walk).
2. Divide children into three teams. One will be the car group. Another will be the bus/carpool group. The third will be the walk/bike group.
 - Each child in the **car group** gets one ball and one racket (because they are taking one car per person to get to school). Each is to keep the ball in the air by bouncing it on the racket.
 - Each child in the **bus/carpool group** gets one racket (because they are all travelling in one vehicle to get to school). They work as a team to keep one ball from falling on the ground by bouncing it on their rackets or rolling it from one racket to another.
 - Each child in the **walk/bike group** gets one ball (because they are not using any vehicle and so are not creating air pollution). They can keep the ball in the air by using their hands.

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4. Distribute the appropriate number of balls and rackets to each group.
5. Once most of the balls have dropped to the floor, rotate the groups two times.
6. The activity ends when each child has had a turn at each group.



Group discussion questions

- Which group had the easiest task? Which group had the most difficult task? Why?
- Each group represented a way to get to school or work. Each contributes to air pollution in different amounts. Which group contributes the most air pollution? Which group contributes the least air pollution? Which group contributes no air pollution?
- What are some other ways in which we create air pollution? *Share some of the Super facts below.*
- What ways we can reduce the amount of pollution we produce? *Decide on one or more of Superhero missions below.*

Super facts

- We pollute the air when we make the air unclean to breathe. “[Emissions](#)” include exhaust from cars and factories, fumes from fires and other material that end up in the air.
- We should all have the right to clean air. But [air pollution is the largest environmental factor affecting Canadians’ health](#). It results in hospital visits, sick days and premature deaths.
- [Air pollution affects kids more than adults](#) because, for their body size, kids breathe more air and spend more time playing outside. [One in eight children in Canada has asthma](#). Air pollution makes it harder for children with asthma to breathe.
- Cars produce more air pollution than any other single human activity. In Canada we rely on cars, trucks or vans for transportation. In 2011, 11.4 million Canadian workers drove to work. [Four out of five Canadian commuters use private vehicles](#) to get to work! [One full commuter bus means 40 less cars](#) going through your neighborhood.
- The [best way to reduce air pollution](#) is to walk or ride a bicycle.

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Superhero missions

- **Investigate:** Investigate the different sources of air pollution near your school or home. For example, stand on the sidewalk and count the number of cars with just a driver. Try to think of different ways those drivers could be getting from one place to another.
- **Protect:** Protect clean air by decreasing the amount of pollution you produce. Ride a bicycle or walk to school instead of driving. Buy local foods from your grocery store. They travel a shorter distance to get from the farm to the store than food grown farther away. *Do the activity on the right to nutritious food to learn more!*
- **Educate:** Share Super facts with a friend or family member. Encourage them to take on a Superhero mission.



Week 3: Right to nutritious food

Grade level:	K-6
Time:	30 minutes
Location:	Classroom or outside
Materials:	Two apples (one imported, one local), equipment to make two obstacle courses (one longer than the other)
Purpose of the activity:	To experience teamwork; to think about where our food comes from and how eating locally is better for the environment.
Rights and responsibilities:	Right to nutritious food (Article 24 and 27 of the CRC); for all to enjoy this right, we need to choose nutritious foods and limit food waste

Activity: Race towards nutritious food

1. Set up two obstacle courses. One should be longer than the other.
2. Ask children to describe the difference between two apples (one imported, one local). On the surface they look the same, but their journey to the classroom was different.
3. Explain that one apple is imported and the other is local. Ask what steps an imported apple goes through to end up in their grocery store (e.g., picked, sorted, transported by truck, crossed the ocean by ship then transported again by a truck). Ask what steps the local apple took to end up in the grocery store (e.g., picked, sorted and transported by truck). Use a world map to show the distance between the country where the imported apple grew and your school. Compare that to a local apple orchard and your school.
4. Divide the children into two teams. Make one team in charge of the imported apple. The other is in charge of the local apple. The imported apple team runs the longer obstacle course relay.

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5. All players in the race go through the obstacle course one at a time. When each child completes the course, they slap the hand of the next player to begin. Depending on how many children are playing per team, the players can do the course more than once.
6. Remind the children to encourage their team members.
7. Play this obstacle course a second time but switch the groups.
8. The activity ends when all children have completed both obstacle courses.

Group discussion questions

- Did both groups finish the races at the same time? If not, how did that feel?
- Was there an apple that survived the journey better than the other? Why?
- Do you think it's important to buy local, nutritious food? Why or why not? *Share some of the super facts below.*
- How can we choose local, nutritious food (e.g., read labels, ask the grocer)?
- What can we do to reduce food waste? *Decide on one or more of the Superhero missions below.*

Super facts

- We should all have the right to nutritious food. But [one in six Canadian children live in food insecure households](#). Those are households where one or more members don't have access to a healthy, balanced diet.
- Local foods don't have to travel as far to get to your table, which helps reduce air pollution.
- Buying local food also helps reduce food waste. An apple that has a longer distance to travel is more likely to get thrown out before it gets to the store. Every year [one-third — 1.3 billion tonnes — of the world's food is wasted](#) after harvesting: 45 per cent of fruit and vegetables, 35 per cent of fish and seafood, 30 per cent of cereals, 20 per cent of dairy products and 20 per cent of meat. *This [visual guide to food waste](#) from the Guardian newspaper with help show these amounts.*

Week 3: Right to nutritious food

- In France, it's against the law for [stores to throw out food they cannot sell](#). They must donate it to food banks and other charities!
- Some fruits and vegetables, such as broccoli, green beans, kale, red peppers, tomatoes, apricots and peaches lose more nutrients over time (and distance) than others, so it's [better to buy them locally](#).

Superhero missions

- **Investigate:** How much food in your grocery store is local? Local growers and manufacturers can tell you how food is raised, harvested, processed and packaged.
- **Protect:** Help start a [community fridge](#). People who have more than they need can share with those who don't have enough. Ask a nearby grocery store or farm to donate surplus fruits and vegetables to your school so everyone who attends has access to local, nutritious food.
- **Educate:** Share Super facts with your friends and family. Encourage them to take on a Superhero mission.