

SDG 6

Name: Vicky Mahoney

Title: Access to Clean Water

Theme/Topic: SDG 6-Ensure availability and sustainable management of water and sanitation for all

Introduction (2-3 sentence summary of lesson): Students will learn there are people in the city of Mumbai, India who have limited access to clean water through the book Thirst by Varsha Bajaj.

Subject(s)/Grade level(s):6th Grade English Language Arts

Suggested Duration of Lesson: 45 minutes-1 hour

Connection to Standards/Common Core:Globally competent students recognize their own and others' perspectives.

Essential Questions: How do individuals survive in challenging environments?

Learning Objectives:

- Students will strive to become a globally-minded person who feels connected to the world community.
- Students will be able to describe the global inequality of access to clean water.

Materials Needed:

1. Book-Thirst by Varsha Bajaj
 2. Video Clip- "Access to clean drinking water a challenge for India" by DW News Asia.
Video Link: <https://www.youtube.com/watch?v=zpGJ9eW-G3w>
 3. Clean Water and Sanitation and Why it Matters.
https://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/6_Why-It-Matters-2020.pdf
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Pre-Assessment of Prior Knowledge: *How will students show what they already know about the topic? What does water scarcity mean?*

Teacher-Student Interaction (5-7 steps):

1. Whole Class Discussion- How is water important in your daily lives?
2. Build Background Knowledge: What do you know about the country of India? Have you ever visited India? The setting of the story takes place in Mumbai. The teacher will locate Mumbai on a map.
3. Show images of Mumbai and give an overview of the city.
 - There are 21 million people in Mumbai which makes it the largest city in India.
 - 60% of the population live in slums. In the municipality of Dharavi, an estimated 600,000 to 1 million people live on 535 acres. 69% of the people in Dharavi are literate.
 - Many families live 6' x 10' shanties with 7 people to a room on average.

4. The teacher will read the first chapter of the book. "Although water surrounds my island city, most of the people I know are always struggling to get enough. We don't have running water in our house. We just have a tap outside that we share with our neighbors. Ma has to wake up at the crack of dawn to fill our buckets because the authorities only supply water for two hours every morning and for an hour in the evening when the shortages aren't too bad. The rest of the day, the tap is dry. Every home has a big barrel outside the house, to store collected water for the day."

5. Watch the video clip "Access to clean drinking water a challenge for India" by DW News Asia.

6. Independent Work- Students read Clean Water and Sanitation and Why it Matters.

https://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/6_Why-It-Matters-2020.pdf

Group Work: If you were a 6th grade student living in Mumbai what challenges would you face? The students will work together to create a list of adversities. (15 minutes)

The teacher will hang the lists around the classroom and the students will walk around the classroom and read the lists.

7. Journal Writing Activity. In some parts of the world women and children spend hours collecting water. Imagine you are one of those children. What activities would you have to stop to help collect water for your family?

Closing Activity: As a homework assignment, students will have to record how they use water at home. The students can have a discussion with their families to decrease the amount of water they use.

Post-Assessment: *Students will write a reflection on the importance of water and how the resource is not accessible to everyone and why.*

Reflection: *How are students engaging with ideas from another culture?*

Through literature, nonfiction text and videos students are learning how water scarcity affects the people of Mumbai.

Resources:

Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas):

1. Students can create posters for World Water Day on March 22nd to bring awareness of inequality to access to water.

2. Students can learn about Rohit Fenn from Bangalore, India who designed a toilet that reduces water consumption.

<http://cdn.worldslargestlesson.globalgoals.org/2016/11/Rohit-Changemakers-Take-Action2-2-4.pdf>

Students can think and design an invention that cuts water consumption.