



READ
LEARN
INSPIRE



We are water protectors

This resource was created to accompany the Green-Schools Ireland Global Goals Book Club.

www.greenschoolsireland.org





Global Goal 6: Clean Water and Sanitation



This resource is designed to inspire your classroom with engaging activities that support critical thinking and meaningful discussions centred around the Global Goal of 'Clean Water and Sanitation'.

Age Group: Junior Infants - 5th class

Included in this resource:

- We Are Water Protectors Discussion Questions
- Action for Rivers Activity Sheet
- International Day of Action for Rivers Senior Students Lesson Plan

Global Goals Book Club and Global Goal 6: Clean Water and Sanitation

Teaching children about Global Goal 6: Clean Water and Sanitation is important because clean water is fundamental to life and a basic human right. By understanding the importance of clean water, children learn to value and protect this precious resource. "We Are Water Protectors" by Carole Lindstrom beautifully aligns with this goal by highlighting the cultural and environmental significance of water through the story of an Ojibwe girl standing against water pollution. This powerful narrative raises empathy and awareness, encouraging young readers to appreciate clean water and understand the consequences of water pollution. Through such stories, we can inspire the next generation to take action in preserving water resources, ensuring a healthier and more sustainable future for all.

We would love to see pictures of your bookworms artwork and creations from the activities in our Global Goals Book Club. Please email any photos to globalcitizenship@eeu.an.taisce.org

We Are Water Protectors

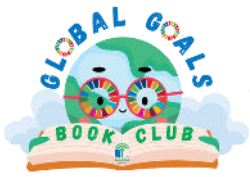
Read or listen to the story 'We Are Water Protectors' by Carole Lindstrom with your class. The questions below offer a guide for discussion with your class, along with some actions and activities to complete.



[Listen to the story here.](#)

Discussion Questions:

1. What is the main message of "We Are Water Protectors"?
2. Who are the "water protectors" and what are they trying to protect?
3. How does the story explain why water is important?
4. Why is it important for everyone to have access to clean water?
5. What can happen if people don't have clean water to drink?
6. How do you think clean water and good sanitation affect a community's health?
7. Can you think of any places in the world where people might not have clean water?
8. What are some ways that water can become polluted?
9. How can polluted water affect plants, animals, and people?
10. What are some actions you can take to help protect water in your community?
11. How can reducing waste help keep our water clean?
12. Why is it important to care about water issues even if you live in a place with plenty of clean water?
13. How would you feel if you couldn't get clean water from your tap at home?
14. What do you think is the most important thing we can do to make sure everyone has clean water?
15. Why do you think Carole Lindstrom wrote this book? What message do you think she wants to share with children?
16. How can learning about water protectors help us understand the importance of clean water and sanitation?
17. What are some challenges people face when trying to protect water sources?
18. Do you think it's fair that some people have clean water while others do not? Why or why not?



We are Water Protectors

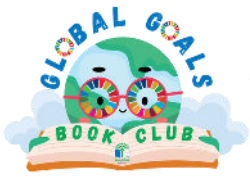
Written by Carole Lindstrom & illustrated by Michaela Goade

Action for Rivers Activity Sheet

Think about actions you can take to be a water protector and protect our rivers today and everyday! Work through the Action for Rivers activity and then move on to Take the Pledge. Get creative just like illustrator, Michaela Goade. Cut out all pieces and the glue the tabs to each half of the earth.

Make sure to hang it in a visible place as a reminder!





We are Water Protectors

Written by Carole Lindstrom & illustrated by
Michaela Goade

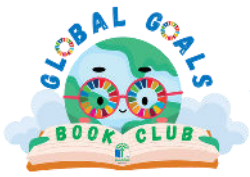
Action for Rivers Activity Sheet

Illustrate or write in the boxes actions you will take to help protect rivers.

[glue/tape tab]

**I pledge to take action to
protect our rivers by . . .**

[glue/tape tab]



We are Water Protectors

Written by Carole Lindstrom & illustrated by Michaela Goade

Take the Pledge Activity Sheet





We are Water Protectors

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Take the Pledge Activity Sheet

[glue/tape tab]

Earth Steward and Water Protector Pledge

I will do my best to honour Mother Earth and all its living beings, including the water and land. I will always remember to treat the Earth as I would like to be treated.

**I will treat . . .
the winged ones,
the crawling ones,
the four-legged,
the two-legged,
the plants,
trees,
rivers,
lakes
the Earth
with kindness and respect.**

I pledge to make this world a better place by being a steward of the Earth and a protector of the water.

Name:

Date:

[glue/tape tab]

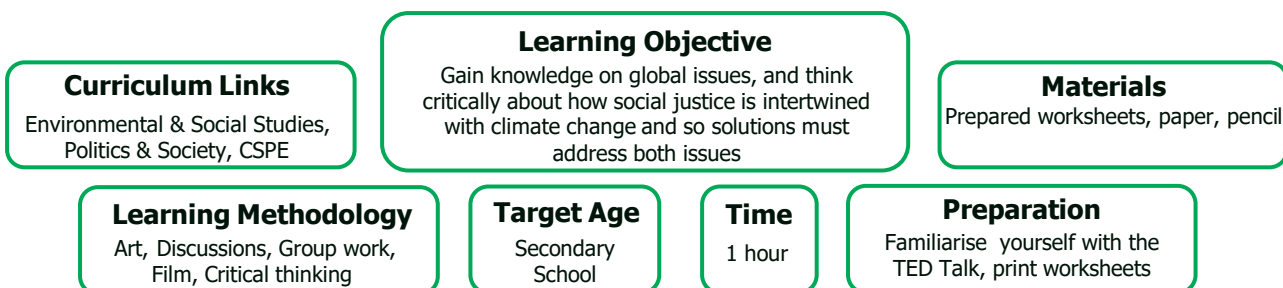
TED Talk

Global Citizenship Travel – Lesson Plan



Introduction

This lesson is divided into two parts, the first is a warm-up activity that will get students thinking about who activists are. The second part is a Ted Talk by water rights activist Kelsey Leonard that will provoke the students to think about the global water crisis as well as create a stimulating discussion. This workshop addresses Sustainable Development Goal (SDG) 6: *Clean Water and Sanitation* and links to International Day of Action for Rivers.



Warm Up Activity : Exquisite Activist Drawing Game (10-15 mins)

Have every student take out a piece of paper. Tell them to draw an activist, do not give any ideas to the students, this is a time for them to be creative.

1. On the top $\frac{1}{4}$ of the paper write your name and draw the head and neck only. Fold the top of the paper down to conceal your drawing, letting only the bottom of the neck show. Hand the drawing to a new person.
2. On the next $\frac{1}{4}$ of the paper draw the torso and arms, using the neck lines as the beginning point. Fold the paper down to conceal your drawing, letting just the bottom of the waistline show. Pass the paper to another new person.
3. Draw from the waist to the knees. Fold the paper down, and pass to new person.
4. Draw from the knees to the feet. Return the paper to the person's name found on the top $\frac{1}{4}$.

Have students share their drawings and point out any consistencies that are appearing in the drawings i.e. are they mainly male or female, clothing they are wearing, age, etc.

After students have shared the drawings ask, *'did anyone draw themselves?'*

TED Talk

i) What do we know about TED Talks?

Ask the students who has watched a Ted Talk before, if they have can they remember what it was about. Explain that TED Talk stands for technology, education, design and the organization is dedicated to researching and sharing knowledge that matters through short talks and presentations. Their goal is to inform and educate global audiences in an accessible way. TED Talks have been given by notable people such as Bill Gates, Bono, and even Stephen Hawking.

ii) [TED Talk: Why lakes and rivers should have the same rights as humans](#)

Pass out TED Talk worksheet and share only the title of the TED Talk that will be shown, allow students time to answer question 1 on the worksheet. Next, share the speaker's name and their credentials/background (question 2 on worksheet), found below the video. Then play the video and allow students to answer remainder of questions on the worksheet. When video has finished allow time for students to answer all other questions on the worksheet.



Ideas worth spreading

iii) Discussion

Now that you have watched the video ask students to share their answers from the worksheet. Ask open ended questions that related to the talk to provoke a conversation amongst the students.

iv) Wrap-Up

Remind students of QR code on bottom of worksheet which can be accessed using the camera app on any phone for more information. The QR code will take them to the official Ted Talk website where the video is, and underneath the video has more information about the speaker. When the photo of the speaker is clicked on it will take them to a new page that has further information about the speaker.

Scan me!



Why lakes and rivers
should have the same
rights as humans
Kelsey Leonard

v) Follow-Up

If students take an interest in any of the topics encourage them to make further curriculum links to other classes through projects, presentations, etc.

TED Talk

Technology • Education • Design



1. After hearing only the title of this TED Talk, what do you already know about the topic?

2. Who is the speaker? Give their credentials and background.

3. What was the speaker's call to action?

4. What group of people would benefit the most from hearing this speech?

5. List two specific ideas you can take away from this TED Talk

6. Ask the speaker one question as a follow up to their TED Talk.

7. Connect this TED Talk to something from your life.



To learn more about this speaker follow the QR Code