

WATER LITURGY

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SUGGESTIONS FOR EUCHARISTIC CELEBRATION //

These notes are designed to help you to incorporate the water theme into a Mass. Some THINKfasts plan their fast to end with the parish Mass and a meal on Saturday evening or Sunday morning. This is a great opportunity to involve the larger community in a commitment to justice.

SONGS // See suggested hymns below.

OPENING PRAYER //

Creator God, whose Spirit moved over the face of the waters,
who gathers the seas into their places, and directs the courses of the rivers,
who sends rain upon the Earth that it should bring forth life;
we praise you for the gift of water.
Create in us such a sense of wonder and delight in this and all your gifts,
that we might receive them with gratitude, care for them with love,
and generously share them with all your creatures,
to the honour and glory of your holy name.

World Council of Churches Prayer Services

INTRODUCTORY RITES //

In a Mass, the introductory rites may have either a Penitential or Baptismal character. The Baptismal aspect highlights the sacredness of water and involves the Rite of Blessing and Sprinkling of Water.

LITURGY OF THE WORD //

Use Readings of the Day if it is a major feast day. If not, you can use the suggestions below that speak to water and its symbolism.

- John 7: 37-39, the promise of living water.
- John 4: 7-14, the water of life in the conversation with the Samaritan woman.
- John 19: 28 – 30, Jesus is thirsty on the Cross
- Ezekiel 47: 1-12, beautiful vision of water that flows from the temple irrigating everything.
- Genesis 2: 10-13, the river of terrestrial Paradise that generates the four great rivers of the world.
- Psalm 107: 23-30, God calms the tempests of the waters of the sea (cf. Mk 4: 35-41)

PRAYERS OF INTENTIONS // Ensure the priest or someone prays for the Church, for the ill, and for the departed, then it can be opened up for participants to share their own intentions.

PROCESSION OF THE GIFTS // In addition to bread and wine, the procession can include symbols related to the sacredness and uses of water.

NB: Suggestions for action are listed in the Awareness Activity called "Water Walkers." If your group has already chosen an action from that list, refer to it here instead of the actions below.

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Consider incorporating a commitment to ban bottled water in a school or workplace. Or you might commit to having your community become a Blue Community, as recommended by the Council of Canadians (<https://canadians.org/bluecommunities>), by:

1. Recognizing water and sanitation as human rights.
2. Banning or phasing out the sale of bottled water in municipal facilities and at municipal events.
3. Promoting publicly financed, owned and operated water and waste water services.

CLOSING PRAYER/BLESSING //

Use either of the following prayers.

As we prepare to go forth and be active witnesses to the Gospel message of justice and compassion for all people, let us ask for God's blessing:

May God bless us with the courage to speak and act when we see people suffering. AMEN
May God bless us with perseverance to work to change unjust policies. AMEN
May God bless us with love to embrace all people — those we know and those we have yet to meet — as our sisters and brothers in the wondrous family of God. AMEN
May God bless us with an everlasting desire to work for peace throughout the world. AMEN

Development and Peace - Solidarity Day Liturgical Celebrations

May the blessing of God
Fountain of Living Water
Flow within us as a river of life.
May we drink deep of God's wisdom
May we go through life refreshing many
As a sign of healing for all.
Through the One who is Life Eternal. AMEN

Miriam Therese Winter, Womanprayer, WomanSong

SONGS

Come to the Water, John Foley, 1978, Gather #502, CBW III #359
Healing River, Michael Joncas, 1964, Gather #554
Voices that Challenge, David Haas, 1990, Gather #721
Wade in the Water, African American Spiritual, 1994, Gather #812
We are Called, David Haas, 1988, Gather #718
You are the voice, David Haas, 1983, CBW III #576

CBW III – Catholic Book of Worship III

DRINKING WATER MINDFULLY

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OBJECTIVE //

To encourage us to be mindful of the value and wonders of water, a unique fluid without which life could not exist.

TIME // 15 minutes

GROUP SIZE //

The number of participants should be small enough to maintain a meditative atmosphere. Some groups may need to be divided and led in separate sessions.

MATERIALS //

- One clear, clean glass pitcher of cold water – enough for each participant
- One clear, clean glass for each participant
- Water, plants, flowers, a diving mask, a toothbrush, soap or any other water-related item, to set up as a focal point.

ACTIVITY GUIDE

Ideally, carry this out in a quiet space conducive to community and prayerfulness.

1. LEADER: The Anishinabe people think of rivers, especially underground rivers, as the veins of Mother Earth carrying her lifeblood to all her children. Many of their elders are deeply concerned that her lifeblood is being polluted, contaminated and depleted willfully, thoughtlessly, and extensively by people of our times. We need to develop a new consciousness about water. We need to understand that it is the lifeblood and the birthright of every human being (Priscilla Solomon, Development and Peace *Sacred Waters*).

We will now share a meditation on water. I ask each of you to silently reflect on the words you hear and the water you will hold.

2. When the group is quiet, someone pours water into each of the glasses and passes them around to the group. A full glass is not necessary.

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3. LEADER: Take a sip of the water in your glass and focus on how it feels as it enters your mouth and as you swallow. *(Pause)*

The hydrogen that makes up your water existed at the beginning of the universe. It is older than the Earth itself. Joined by oxygen, water now covers three-quarters of our planet. It is frozen in polar icecaps, fills ocean and lake basins, and flows in rivers and streams. This makes our home distinct from all other bodies in our solar system. Water is our planet's lifeblood.

4. LEADER: Take another sip and reflect on our blue planet. *(Pause)*

The first living cell, Earth's first life, swam in primordial waters just as each of us swam in the waters of our mothers' wombs. The salty taste of our blood reminds us of the saline seas. The mass of our bodies, like the Earth, is three-quarters water. Just as water travels the Earth, the water in our bodies moves from cell to cell, carrying necessary nutrients and removing waste. One litre of water a day escapes through our breath and sweat, and is released into the atmosphere.

5. LEADER: Take another sip and reflect on the water in your body. *(Pause)*

Water in the atmosphere collects in floating masses that decorate our skies. These clouds constantly change and eventually drop rain onto the Earth. Some of the water is absorbed by roots, lifted to leaves and released again to continue the cycle. Some flows on the surface of the land while some sinks deep into the ground. Water is always in motion, passing through living things, traveling throughout the planet.

6. LEADER: Take another sip and reflect on the miracle of water. *(Pause)*

Water is essential to life. Imagine yourself in the following scenario. You wake up on a bright sunny morning and go into the bathroom to find the toilet bowl is dry. You turn on the tap but nothing happens. No water. You check every tap, indoors and out. You look in the fridge. Nothing. You see the morning paper on the kitchen table and quickly read the headline news. There has been a major accident in your town. A state of emergency has been declared. Roads are closed. At the bottom of the page is a map showing the locations of emergency water stations. Your heart sinks as you realize you and your family will have to walk over two kilometres for water.

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Water has suddenly become a precious commodity. You can no longer take it for granted. *(Leave a brief pause between questions.)*:

- How will your life be affected?
- Who will collect the water?
- How often will you have to go for water?
- What will you no longer be able to do?

7. LEADER: Take another sip and reflect on how you have taken water for granted. *(Pause)*

For the majority of the people on this planet, having enough water to survive is a constant worry. Women and children are responsible for getting the household water. This can take as much as six hours a day — leaving little time for learning, earning money or caring for one's family. As well, the weight of water can cause serious health problems.

8. LEADER: Imagine you have just walked six hours barefoot in the hot sun to fetch the water in your glass and take another sip. *(Pause)*

Water brings life, but it can also bring death through diseases like typhoid, cholera and dysentery. As you drink this water, be assured it is cleaner than the water available to our sisters and brothers in the majority world. In 2017 there were more than 144 drinking water advisories in 95 First Nations communities in Canada. Their water is contaminated and they must boil it before using it and/or import expensive bottled water to their communities.¹

9. LEADER: Take a sip and be grateful for clean water. *(Pause)*

Water gives many gifts. We are relaxed and comforted by a warm bath, refreshed by a summer swim and invigorated by an ocean breeze. Our skates and skis, toboggans and snowboards travel over water transformed by cold. Our souls are fed by the magnificence of a waterfall, the serenity of a lakeside sunset, the companionship of a gurgling stream.

¹Lui, Emma. The Council of Canadians, April 2017. How Students and Teachers can take action for clean water in First Nations. Retrieved from <https://canadians.org/blog/how-students-and-teachers-can-take-action-clean-water-first-nations>

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10. LEADER: Take another sip and reflect on the beauty of water. *(Pause)*

We call water 'holy'. It is sacred to indigenous peoples, to Christians, Jews and Muslims, Buddhists and Hindus — to peoples of all faiths. Creation myths begin with water. Water gives life. In Baptism, water is poured on our heads and we are reborn of water and the spirit.

Water in the veins of the Earth, water in the veins of our bodies.

Water that supported the feet of Jesus as He walked on the sea.

Without water there is no life.

11. LEADER: Take a sip and reflect on the sacredness of water. *(Pause)*

The last book of the Bible, the book of Revelation, ends with these words:

"And let everyone who is thirsty come.
Let anyone who wishes
take the water of life as a gift."

Revelation 22:17

12. LEADER: As you finish your glass, be mindful of all that we have reflected on. Think of those who have no access to water.

"Each of us has a role to play in shaping the creation story of the future."ⁱⁱ
What will our individual and collective role be in shaping a future where all may share the waters of life as a gift?

13. You may wish to end with a prayer, a song, or a moment of silence, followed by a time for participants to express their thoughts or feelings on the meditation.

- Written by Marika Ince, Development and Peace member, Burlington.

² Shiva, Vandana (2002) *Water Wars: Privatization, Pollution and Profit*. Boston: South End Press, p. 139.

PRAYERS ON WATER AND JUSTICE

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OPENING PRAYER: WATER THEME //

Creator God, whose Spirit moved over the face of the waters,
who gathers the seas into their places, and directs the courses of the rivers,
who sends rain upon the Earth that it should bring forth life;
we praise you for the gift of water.
Create in us such a sense of wonder and delight in this and all your gifts,
that we might receive them with gratitude, care for them with love,
and generously share them with all your creatures,
to the honour and glory of your holy name.

World Council of Churches Prayer Services

A PRAYER BY BRAZILIAN YOUNG PEOPLE //

O God of all youth, we pray to you:
We are young people, and we want to celebrate life!
We cry out against all that kills life:
Hunger, poverty, unemployment, sickness, repression, individualism, injustice.
We want to announce fullness of life:
Work, education, health, housing, bread for all.
We want communion, a world renewed.
We hope against hope.
With the Lord of history we want to make all things new.

From With All God's People: The New Ecumenical Prayer Cycle
(c) 1989 World Council of Churches, Geneva

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PRAYER OF WATER //

"Be praised my God for Sister Water who is useful, humble, precious and pure"

(Canticle of the Creatures, St. Francis of Assisi.)

As St. Francis prayed in great gratitude for Sister Water,
we pray in thanksgiving for her life sustaining generosity.

Oh compassionate God, Creator who breathed over the waters
we seek forgiveness for our mindless use of water.
We beg for wisdom to know how to conserve and cherish water.

We ask healing for the ways that we disrespect and contaminate our sister.
We wait and watch for the gift of rain upon Earth.
We watch and wait for the rain of grace into our souls.

Come free us from hatred, greed, fear, and our lack of love for your gifts upon Earth.
Transform us into living streams of water,
flowing green and moist with life, hope and love for Earth and all peoples.

We pray this prayer in the name of God who is gracious Creator, Jesus who is
Eternal Word and Spirit who is Wellspring of Wisdom. Amen.

Joan Brown, osf, Ecological Ministry of the Social Justice Office,
Archdiocese of Santa Fe, NM

May the blessing of God
Fountain of Living Water
Flow within us as a river of life.
May we drink deep of God's wisdom
May we go through life refreshing many
As a sign of healing for all.
Through the One who is Life Eternal. AMEN

Miriam Therese Winter, Womanprayer, WomanSong

JOURNALLING

OBJECTIVE // Reflect on the day and what it means to attend this THINK*fast*

TIME // 20-30 minutes

MATERIALS // Flip chart, personal journals, pens

ACTIVITY GUIDE

NB: Plan this as the last activity of the day, before refreshments, as some participants will finish in a few minutes, while others will take longer.

1. Write these suggested reflection questions on a flipchart and put up on the wall.
 - Why am I fasting?
 - Have my reasons changed since I started the fast?
 - What have I learned since the fast began?
 - What one new idea would I most like to remember after the fast?
 - What am I committed to doing about the issues that I am learning about?
2. Tell participants that throughout history, people have prayed and fasted to draw attention to problems of injustice (Mahatma Gandhi, Martin Luther King Jr., and Dorothy Day) or to concentrate their thoughts and actions on a problem, as Jesus fasted during important moments in his life. Journalling can help us gather and focus our own thoughts.
3. Ask participants to think about the questions and write their responses in their journal for up to 15 minutes.
4. After participants have had a chance to write in their journal, you can invite them to share their thoughts. Small groups might allow for more sharing.

WATER: A CONNECTING ELEMENT

OBJECTIVE // To map out the ecological links between water and the rest of creation

TIME // 10-20 minutes

GROUP SIZE // 10-25

MATERIALS // 1 ball of yarn

ACTIVITY GUIDE

1. Have participants form a circle.
2. Ask everyone to name a part of creation (camel, butterfly, banana leaf, etc.). Arrange for four people to name water in one of its forms (rain, snow, river, ocean, etc.).
3. Give the ball of yarn to one person. The person with the yarn has to name how the part of creation they picked is connected to another part of creation named and throw the ball of yarn to that person while holding onto the end of the yarn.
4. Play continues until a web of yarn linking all parts of creation has been formed.

THE WAVES CRASH FOR...

(Variation on 'The wind blows for...')

OBJECTIVE // To get the group moving around and encourage participants to think about their daily water use.

TIME // 15 minutes

GROUP SIZE // 3 or more

MATERIALS // Chairs arranged in a circle

ACTIVITY GUIDE

1. Gather participants into a circle with each participant (except the leader) sitting on a chair.
2. Game leader stands in the middle and explains the game:
 - The goal of the game is to avoid getting stuck in the middle without a chair.
 - If you do, you must give a statement related to water use, like "The waves crash for . . . everyone who left the water running while brushing their teeth."
 - All participants who identify with the statement must get up and find a new chair.
3. Leader starts off the game, saying: "The waves crash for: everyone who had a shower this morning."
All who identify with the statement get up and find a new chair.
The leader participates as well, so someone else gets "stuck" standing in the middle.
4. The person stuck in the middle makes another statement related to water use, such as "The waves crash for: everyone who left the water running while brushing their teeth."
Again, all participants who identify with the statement must get up and find a new chair.
5. Let play continue.

If energy is low or participants are having a hard time getting going, put yourself "accidentally" into the middle and use some of these ways we use water in our daily lives:

The waves crash for:

- everyone who has had more than one shower in one day.
- everyone who saves the rain in barrels.
- everyone who washes their veggies and fruit.
- everyone who waters their plants.

RAINMAKER

OBJECTIVE // To energize the group and have fun by creating your own rainstorm.

TIME // 5 minutes

GROUP SIZE // 3 or more

MATERIALS // None required

ACTIVITY GUIDE

1. Ask group to sit in a circle. Leader joins the circle.
2. Leader starts by rubbing his/her hands and sends this action to the person to his/her right.
3. Action continues around the circle one person at a time until everyone is rubbing his or her hands.
4. Then the leader snaps fingers, passing it on as before.
5. Then two fingers tapping, then hands clapping on legs, then feet stomping etc. The noises gradually get louder and end up sounding like a rainstorm.
6. After the crescendo, do everything backwards until it is quiet again.

U MUNT: WATER SIMULATION GAME

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U munt is the word for water in Temne, one of Sierra Leone's languages.

OBJECTIVE //

- Learn about water scarcity in the Global South and the threat of privatization
- Develop ideas and take action in response to new information

TIME // 60-90 minutes

GROUP SIZE // 10-30

MATERIALS //

- Water jug
- Envelopes
- Photocopied role descriptions (Appendix II: one for every six participants)
- Photocopied family descriptions (Appendix III: one description for every six participants)
- 25 tokens for every six participants (Appendix IV)
- Cards printed and cut out (Appendix V)
- Flipchart and markers

PREPARATION //

- Draw on a flipchart a map of the community showing the three regions of Watopia, Flowdia, and Desertia. (See map template below, Appendix I.)
- Assign areas in the room for each community. Watopia families are closest to the well and Desertia families are furthest from the well. You may wish to represent the danger of assault that Flowdia and Desertia children and women encounter when walking long distances to gather the family's water.
- Photocopy family role descriptions. You'll need one description for each group of 6 people (maximum) and an equal number of families in each region.
- Photocopy and cut out a set of role descriptions and 25 tokens for each family.
- Prepare an envelope for each group containing a family description, one set of role descriptions, and 25 tokens. Indicate on the envelope in which region the family lives.
- In addition to a facilitator, you will need one "banker" and one "well monitor" for each 6 families, as well as an "events monitor" and a "radio announcer." The facilitator can play the roles of events monitor and radio announcer too.
- Photocopy the cards in Appendix V: Deck 1, Deck 2, and RISK Cards. Keeping them separate, mix each deck well. Set up a table for events monitor and Deck 1 and 2.

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- Create a “well” in the room with a water jug – a place for the RISK cards and well monitor.
- Draw the following table on flipchart; the number of rows should equal the number of families:

LOCATION	Family Name	# of tokens after Round 1	# of tokens after Round 2	# of tokens after Round 3	# of tokens after Round 4	# of tokens after Round 5
Watopia						
Desertia						
Flowdia						

ACTIVITY GUIDE

PHASE I – SETTING THE STAGE

1. Divide participants into groups of 4-6. Each group represents a family living in Sierra Leone.
2. Read: *This simulation game will give some sense of what life is like when one's access to clean water is limited and under threat. In this game, each of your groups represents a family living in Sierra Leone. The country experiences periodic droughts and flooding which have increased due to climate change. It is a country with a history of civil war, human rights abuses and disparity between rich and poor.*

You can see from the map of the region where you live that there are three (fictional) communities: Watopia, Flowdia, and Desertia. A river runs through this region. Watopia is on the north side of the river. This is the most fertile land since it is a river valley. Flowdia is located several kilometres south of the river. Desertia is far from the river in a mountainous and dry area. Most of the land in Desertia is owned by an absentee landlord who has decided not to farm here because of the poor soil. Many poor people have built their homes here. Each day they worry that the landlord may come and evict them. Separating Flowdia from Desertia is abandoned land.

Women and children are the main water gatherers in Sierra Leone, as elsewhere in Africa. 14 million women and 3 million children in sub-Saharan Africa gather water every day. They are vulnerable to assault when walking long distances. Water gathering also interferes with children's ability to attend school.

Recently, the government completed construction on a public well for your community. It is just north of the river, near the families of Watopia.

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3. Give each group one of the prepared envelopes. Ask each family to read their family description to find out where they live, and then develop a more detailed description of their family. Write the following on a flipchart for each family to decide and then share with the larger group.
 - family name
 - first names
 - ages
 - hobbies

PHASE 2 – ACTION

1. Explain the following:
 - The game lasts five rounds
 - In each round, your family must complete three tasks:
 1. Get water: water carriers take turns.
 2. Pick an event card: event pickers take turns, pick card and report back.
 3. Record what happened: recorder notes event that happened and number of tokens.
 - Get water: water carriers take turns.
 - The cost of water is based on where you live:
 - Watopia → one token
 - Flowdia → two tokens
 - Desertia → four tokens for the longer, safer route; two tokens for a lucky pass through the shorter risky route, and six tokens for an unlucky pass through the shorter risky route
 - Each family needs a recorder, a treasurer, two water carriers, and two participants to choose events.
 - Each family begins with 25 tokens.
 - The goal of the game is to have the most tokens by the end of the fifth round.
2. Introduce the facilitators:
 - Well Monitor – Collects payment from families.
 - Events Monitor – Facilitates event card-picking.
 - Banker – Collects tokens from families after they have read their event card.
 - Community Radio Announcer – Makes general announcements as below.
 - Overall activity facilitator – Begins and ends rounds and keeps track of scores.

** Facilitation roles can overlap if fewer people are available.*

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3. To ensure that each family has identified roles amongst themselves, ask for all the water carriers, all treasurers, etc. to raise their hands.
4. Begin game play with Round One.
5. When all families have finished their three tasks and the banker has collected tokens, record scores on the chart. (Repeat after every round.)
6. Community Radio announces News Bulletin number one:
News just in that a multinational soft drink company will begin operation of its water bottling plant just down the road. They chose our area because it is cheaper to operate here than in North America. They will be draining our groundwater. The water in the well is at record low levels. Each family loses three tokens.
7. Play and record Round Two.
8. Play and record Round Three.
9. Community Radio announces News Bulletin number two:
We've just received word that an international water corporation received a contract from our government to set up a privately owned water system. They've promised safe drinking water to all our houses. This is a huge relief for our government and for us – no more walking to the well! The corporation will build pipes to all the houses. You will save the time that you spend collecting water and your girls can go to school again instead of going to get water. Each family gets three tokens and doesn't need to go to the well this round.
10. Play and record Round Four.
11. Community Radio announces News Bulletin number three:
The company contracted to supply water has just decided to charge higher rates for the water to our homes. The top third of the families with the most tokens can afford it. They get eight more tokens. The bottom two thirds of the families cannot afford to pay their water bill and are locked out. The bottom two thirds must now depend on well water again. Getting water from the well has become illegal since privatization. Lose three tokens.
12. Play and record Round Five.

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PHASE 3 – COMMUNITY MEETING

1. A facilitator introduces him/herself as a community organizer who is doing community consultations across the country to find out what people want. With this information, the organization will make recommendations to the governments. Access to clean drinking water is a human right and our government must ensure we all have water. Call a community meeting of all the families to discuss water concerns. Summarize the situation of the families according to the number of tokens recorded on the flip chart paper.
2. Pose the question, *"What should be done?"* Refer participants to the questions on the bottom of the family card sheet under "COMMUNITY MEETING" which asks them to record obstacles they faced and positive events which happened to them, and then come up with recommendations to improve access to water.
3. Families then present their proposals and their rationale. Record these recommendations on the flipchart. Thank the families for their participation and let them know that you will report back to them in several months.

END OF GAME

DEBRIEF & CONCLUSION //

1. To contextualize the activity, lead a group analysis and make connections to the real world. Explain that Watopia, Flowdia, and Desertia are not real places that you can visit, but unfortunately they do represent experiences similar to those of people in many regions in the Global South.
2. Move into a large circle; take time to debrief, paying particular attention to emotions that participants experienced during the game. Add some of the facts below from "The Real Story" throughout the discussion. Some discussion starters:
 - People don't always have control over what happens to them.
 - Should access to water be a human right, or a commodity?
 - Is it the responsibility of governments to ensure all citizens have access to clean water?
 - The safety of girls and women - traditional water-gatherers - is at risk when they walk long distances.
 - The lives of many people are seriously affected by actions taken by large corporations. Some lease formerly communal wells and drain precious groundwater for bottled water to be sold elsewhere.
 - What do you know about bottled water in Canada?

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THE REAL STORY //

- *Water gathering can be dangerous:* 14 million women and three million children in sub-Saharan Africa gather water every day. The average daily walk for water in Africa and Asia is six kilometres. Women and children are at risk of being assaulted while walking alone. Their necks and backs are damaged from the weight of water; and, the task interferes with going to school.
- *Water rates go up after water services are privatized:* After the water system in the city of Manila, Philippines was initially privatized, water rates rose 300%. As of 2015, another 10% increase was expected, while some neighbourhoods still did not receive piped water.
- *Poor water causes illness:* At any one time, close to half of all people in developing countries are suffering from health problems caused by poor water and sanitation. Together, unclean water and poor sanitation are the world's **second biggest killer** of children. It has been calculated that 443 million school days are lost each year to water-related illness.
- *Bottled water threatens community water sources:* Soft drink companies privatize formerly communal water sources and drain the water table for bottled water. In 2010, Development and Peace partner KRUHA (Indonesia's People's Coalition for the Right to Water) shared their research about the Indonesian government leasing water sources to private companies such as Danone for bottled water. This was happening even though local farmers and residents relied on those same sources, and groundwater was diminishing over time. In exchange, the companies promised to limit their extraction and provide equivalent running water and sanitation services to the communities. However, with no consistent government monitoring in place, there was no way of gauging how much water was extracted. The communities received little of the promised sanitation and water services. In one community they were now at risk of losing access to their only remaining communal water source.
- *Privatization of water leads to higher water prices:* Around the turn of the century, some cities, notably Jakarta in Indonesia, Manila in the Philippines, Cochabamba in Ecuador, and Johannesburg in South Africa, privatized their water systems to access needed infrastructure loans from institutions like the World Bank. Lenders required these cities to allow private companies to run the water services in return for loans. Called "privatization," this often led to spikes in water prices. In many cases, the poorest neighbourhoods were still excluded from water services and had to depend on falling rain, unprotected wells or expensive bottled water. In recent years, there has been a movement towards "remunicipalization" of water services in a growing number of cities worldwide. The World Bank has revisited its policies and no longer insists on the private partnership requirement. In Jakarta, water activists recently won a second court case to return the city's water service to public control. The Johannesburg private partnership was not renewed in 2006. Some cities, such as Manila, remain under long-term contracts with private operators.
- *"Free Water" can become illegal after water is privatized:* In 1999, the city of Cochabamba, Bolivia leased its water system to a subsidiary of the Bechtel Corporation. Water prices went up and it became illegal to get "free water" or to collect rainwater.

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http://www.un.org/waterforlifedecade/pdf/human_right_to_water_and_sanitation_media_brief.pdf

UN-Water Decade Programme on Advocacy and Communication and Water Supply and Sanitation Collaborative Council, "Water as a Human Right Media Brief"

http://www.un.org/waterforlifedecade/human_right_to_water.shtml

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Lin Taylor, Reuters World News, June 1, 2016. "Over 17 million women and girls collect water in Africa at risk of rape and disease."

<https://www.reuters.com/article/us-africa-women-water/over-17-million-women-and-girls-collect-water-in-africa-at-risk-of-rape-and-disease-idUSKCN0YN5GO>

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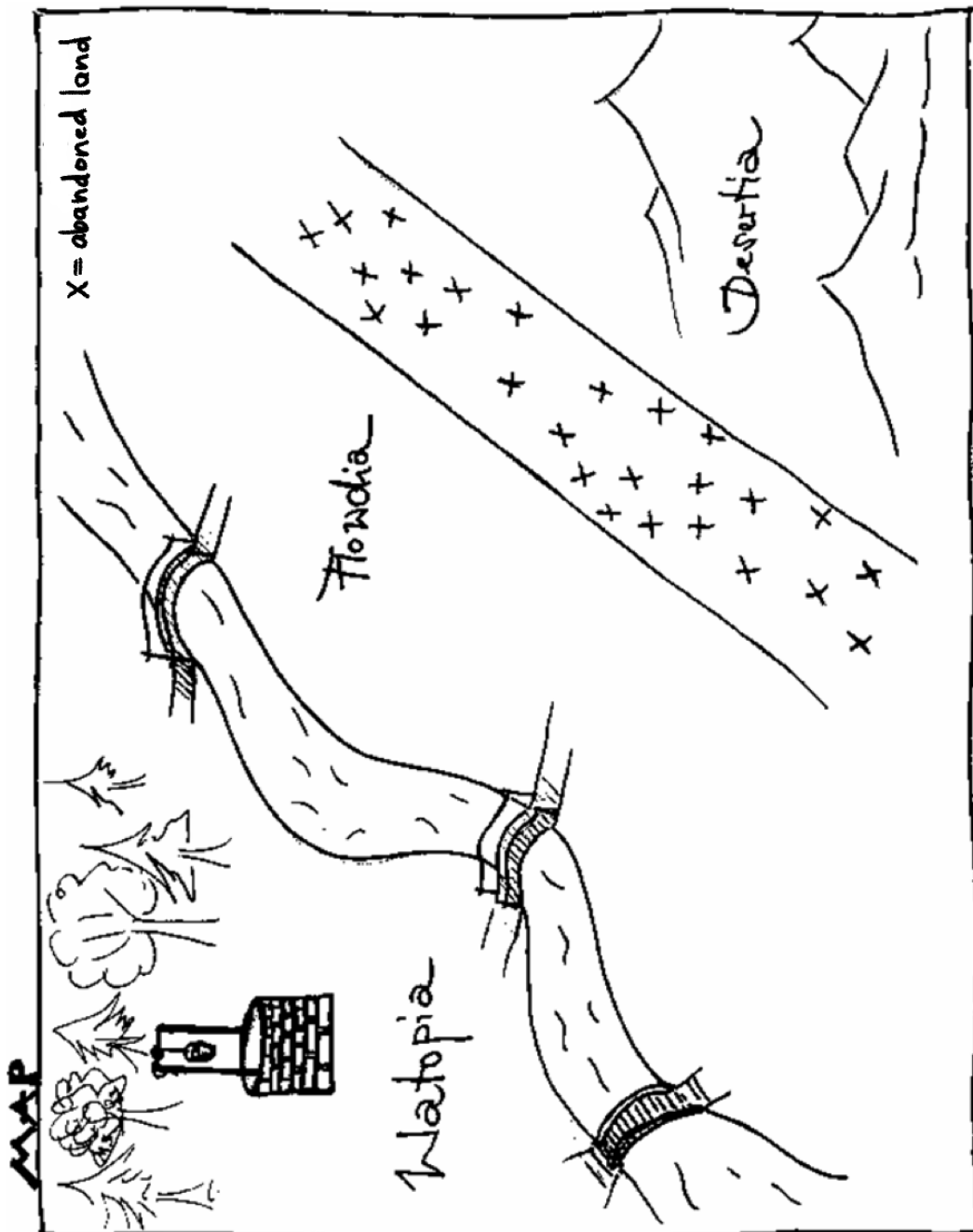
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APPENDIX I: MAP



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APPENDIX II: ROLE DESCRIPTIONS

Photocopy one set for each family.
Cut up and put in envelopes. Smaller families just use top four roles.

You are the Recorder. Each round you record the events that happen to your family and the amount of tokens you have on your family card.

You are the Treasurer. You are in charge of the tokens.

You are a Water Carrier. You take turns going to the well to get water.
Use water tokens to get water.

You pick the event cards.
You take turns picking the event card for your family and reporting back.

You are a Water Carrier. You take turns going to the well to get water.
Use water tokens to get water.

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You take turns picking the event card for your family and reporting back.

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APPENDIX III: FAMILY DESCRIPTIONS

NAME: Your family's name is _____

LOCATION: You live in Desertia. Desertia is far from the river in a mountainous and dry area. An absentee landlord who has decided not to farm here because of the poor soil owns most of the land in Desertia. Many poor people have built their homes here. Each day you worry if the landlord will come and kick you off his land. Separating Flowdia from Desertia is an abandoned field which attracts strangers. You fear for the safety of the women and children in your family who gather water.

INCOME: You live on less than \$1 a day.

ACCESS TO WATER: It takes six hours to fetch water at the new well. There is a shortcut though. The shortest path to the well leads through an abandoned and dangerous field. This route saves time and is less tiring, but risky. Decide what you want to do.

If you take the short route, you will have to pick a RISK card at the well.

If you are lucky, you pay 2 tokens. If you are unlucky and are injured, you pay 6 tokens.

If you take the longer route, you pay 4 tokens.

GAME INSTRUCTIONS for **each** round:

1. Get water: water carriers take turns.
2. Pick an event card: event pickers take turns, pick card and report back.
3. Record what happened: recorder notes event that happened and number of tokens.

	Round 1	Round 2	Round 3	Round 4	Round 5
# of tokens after each round					
Events happened to your family (point form)					

COMMUNITY MEETING:

- Obstacles:
- Positive things:
- Recommendations:

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APPENDIX III: FAMILY DESCRIPTIONS

NAME: Your family's name is _____

LOCATION: You live in Flowdia. Flowdia is located several kilometres south of the river. It is between Desertia and Watopia.

INCOME: You live on less than \$1 a day.

ACCESS TO WATER: You can cross the river at three points to get to the new well. It takes three hours to get water, a long and dangerous trip for the women and children who collect water. You pay 2 tokens.

GAME INSTRUCTIONS for **each** round:

1. Get water: water carriers take turns.
2. Pick an event card: event pickers take turns, pick card and report back.
3. Record what happened: recorder notes event that happened and number of tokens.

	Round 1	Round 2	Round 3	Round 4	Round 5
# of tokens after each round					
Events happened to your family (point form)					

COMMUNITY MEETING:

- Obstacles:
- Positive things:
- Recommendations:

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APPENDIX III: FAMILY DESCRIPTIONS

NAME: Your family's name is _____

LOCATION: You live in Watopia. Watopia is on the north side of the river. This is the most fertile land since it is a river valley.

INCOME: You live on less than \$1 a day.

ACCESS TO WATER: You can get clean water at the new well, which is only 10 minutes away. This is a huge improvement over depending on the river. You pay 1 token for water.

GAME INSTRUCTIONS for **each** round:

1. Get water: water carriers take turns.
2. Pick an event card: event pickers take turns, pick card and report back.
3. Record what happened: recorder notes event that happened and number of tokens.

	Round 1	Round 2	Round 3	Round 4	Round 5
# of tokens after each round					
Events happened to your family (point form)					

COMMUNITY MEETING:

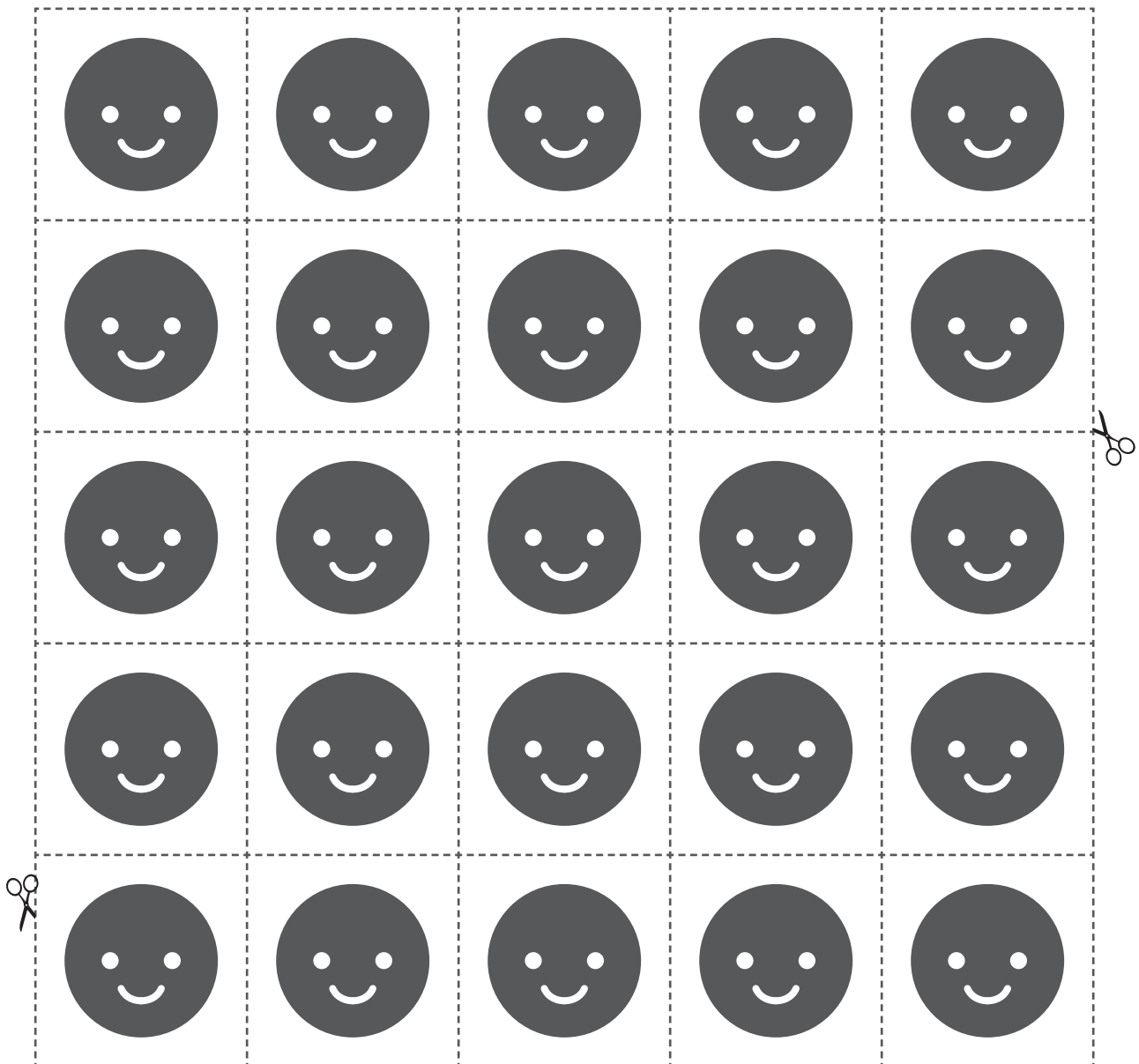
- Obstacles:
- Positive things:
- Recommendations:

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APPENDIX IV: TOKENS

You'll need 1 sheet per family in your game. Print and cut.



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APPENDIX V: CARDS

Photocopy and cut one copy per 3 groups, e.g. 2 copies for 6 groups.

EVENT CARDS – DECK 1

<p>Your neck is sore because of carrying the water.</p> <p>Lose 2 tokens</p>	<p>A factory in a nearby city is polluting the river. The fish from the river are no longer safe to eat.</p> <p>Pay 3 tokens.</p>	<p>There is a drought this summer and it just doesn't rain.</p> <p>Lose 4 tokens.</p>	<p>Your children are sick because they drank unsafe water.</p> <p>Lose 2 tokens</p>
<p>There was a flood when the first rain started after a long period of dryness. Your small garden is flooded and the food that you are growing has gone bad.</p> <p>Lose 3 tokens.</p>	<p>There is a cholera outbreak in your village, and many people are dying. Your child is sick. If you can pay 10 tokens, a doctor can see your child. If not, your child is going to die.</p>	<p>Further up the river, a dam was built in order to provide rich people in the capital city with electricity. The water level is lower in the river. People are now using more well water.</p> <p>Pay 2 tokens.</p>	<p>It is harvest season and you have to help your father in the coffee fields. You will miss school for 3 weeks.</p> <p>Lose 2 tokens.</p>

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APPENDIX V: CARDS

Photocopy and cut one copy per 3 groups, e.g. 2 copies for 6 groups.

EVENT CARDS – DECK 1 (continued)

Your grandmother died. Now you have to look after your smaller siblings while your mom collects water. You have to stay home from school in the mornings.

Lose 1 token.

Your husband leaves you to go to the city where he is hoping to find a job. Now you are alone with your children and need to manage everything by yourself. You have just enough time to look after the kids and get water, but you can't afford to buy much food.

Lose 2 tokens.

You join a women's group that is working for water tanks close to your home. A tank would save you time for collecting the water and will provide you with enough water for bathing, drinking and cleaning.

Get 3 tokens.

You learn how to collect rainwater from one of your neighbours. If you live in Flowdia or Desertia, you get 1 token because now you don't have to get as much water from the well. If your family lives in Watopia, it doesn't really matter since the well is so close.

Your house caught on fire and burned down. You did not have enough water to douse the flames.

Lose 2 tokens.

Your mother is feeling sick, so you and your siblings have to walk to collect the water for your family. You miss school.

Lose 4 tokens.

A thief attacked you on the way to the well.

Lose 2 tokens.

You lost your job on a farm, because there was no water and the production had to be stopped.

Lose 3 tokens.

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APPENDIX V: CARDS

Photocopy and cut one copy per 3 groups, e.g. 2 copies for 6 groups.

EVENT CARDS – DECK 2

<p>You participate in a training on sustainable consumption and saving of water.</p> <p>Get 2 tokens.</p>	<p>You participate in a class on water and health. This helps you avoid drinking unsafe water. You are happy because your health will improve.</p> <p>Get 2 tokens.</p>	<p>You participate in a training on sustainable consumption and saving of water.</p> <p>Get 2 tokens.</p>
<p>You participate in a training on sustainable farming which requires less water.</p> <p>Get 3 tokens.</p>	<p>If you pay 4 tokens, you can buy a piece of land and grow your own food. This will enable you to independently feed your family. However, your crops require water which means there will be less for others. Collect 2 tokens from each of the other families because there will be even less water available to them.</p>	<p>You participate in a training on sustainable farming which requires less water.</p> <p>Get 3 tokens.</p>

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APPENDIX V: CARDS

Photocopy and cut one copy per 3 groups, e.g. 2 copies for 6 groups.

RISK CARDS

<p>You are lucky, you made your way safely through the field.</p> <p>Pay 2 tokens for your water.</p>	<p>You were badly injured when a stranger attacked you while you were walking. You could have been killed.</p> <p>Pay 6 tokens for your water.</p>	<p>You are lucky, you made your way safely through the field.</p> <p>Pay 2 tokens for your water</p>
<p>You were badly injured when a stranger attacked you while you were walking. You could have been killed.</p> <p>Pay 6 tokens for your water.</p>	<p>You were badly injured when a stranger attacked you while you were walking. You could have been killed.</p> <p>Pay 6 tokens for your water.</p>	<p>You were badly injured when a stranger attacked you while you were walking. You could have been killed.</p> <p>Pay 6 tokens for your water.</p>

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OBJECTIVES //

- To learn about the issue of water commodification and related Indigenous and faith perspectives
- To stimulate ideas for action that participants can take regarding water issues in their lives and in their communities.

TIME // 2-2.5 hours

GROUP SIZE // 18-40

MATERIALS //

- Flip chart paper
- Enough copies of the infographic and fact sheets listed in the Resources section for each of the groups
- Copies of 1) the Water Walkers story, 2) the Bottled Water story, 3) the Reflections on Water sheet, and 4) the Take Action sheet for every two participants
- Video projector and laptop or computer on which to view the videos (see Resources, section 3)
- Lots of sticky notes and pens
- Markers
- Coloured markers, especially blue, purple and green
- Laptops and cellphones for doing research
- Water vessels: cups, glasses, bowls
- Blue cloth, paper or beads to represent water

PREPARATION //

- Set-up a laptop and projector for the two short videos.
- Create six "stations" around the room, or less if there are fewer participants.
 - » Each station will have a large piece of flipchart taped to the wall as well as sticky notes, pens and markers.
 - » Label half of the stations "Water Walkers/Indigenous Water" and the other half "Bottled Water" accompanied with 3-7 copies of the corresponding story – depending on group size.
 - » If you wish, you can post the infographic and copies of the factsheets near the stations (see Resources, section 2).
 - » Have items that represent water on the floor in front of the station: bowls or glasses of water; glass beads; blue cloth or paper.
- Have copies of the "Take Action" sheet available to hand out to each group for Part 3.
- Participants will eventually travel to each station as part of their own "Walk for Water"

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ACTIVITY GUIDE

PART 1: SEE //

1. Begin with a prayer about water; if you have done the Drinking Water Mindfully activity, remind participants of it.
2. Explain to participants that they will soon take a journey inspired by what they are about to learn.
3. Divide participants into groups of 3-7 people, and direct each group to one of the six stations.
4. At each station they are invited to read the material, talk about it, and write down three new things they learned on three separate sticky notes. When finished, each participant puts up their sticky notes on the flipchart paper. They are welcome to use the markers to draw relevant pictures or symbols on the flipchart. Give them about 20 minutes to complete this.
5. Next, invite them to walk to the other stations, look at and reflect on what the other groups have come up with. Allow 10-15 minutes for this.
6. When all of the groups are finished, invite them back together to watch the 8-minute video "The Story of Bottled Water" and the 2-minute video on how far bottled water travels. (See Resources, section 3.) Have them bring sticky notes and pens to write down anything new they weren't familiar with, or didn't see at any of the stations.
7. When finished, invite them to share and then add any other sticky notes/facts they'd like to their own group's flipchart.

PART 2: JUDGE //

1. When they are back at their stations, distribute the Reflections on Water handout – one for every two participants. Give them 10-15 minutes, or longer if needed, to read over the reflections and discuss in their small groups.
2. Bring the group back together.
3. Ask questions such as the following:
 - Was there anything you read or saw that surprised you?
 - What do you think about the idea of the commodification of water?
 - Do you think water should be a human right?
 - What is significant about what the Water Walkers are doing?
 - Does their journey remind you of anything in our Catholic tradition? In what way is it similar to a pilgrimage? In what way is it different?
 - What does our faith say about water? And about water as a human right?

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PART 3: ACT //

1. Invite the groups to go back to their home station and hand out a Take Action sheet for every two participants.
2. Invite them to read and discuss with each other which actions they find most interesting. They can use their cellphones and laptops to find out more about each possibility.
3. They can use the sticky notes to write out individual commitments.
4. Encourage them to choose one action they prefer as a group, and to write it on the flipchart in large letters. Give them 15-20 minutes to do these first three steps.
5. Have each group present this idea to the other groups.
6. Ask: what is the most common action between groups?
7. Ask the large group to brainstorm (or in small groups if you prefer): What steps would it take to make it happen? Have them write down the action steps and post or write these on the flipchart.
8. Discuss these plans as a group, and encourage leadership from the group to carry out these steps.

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REFLECTIONS ON WATER //

1. Indigenous Perspectives

"Anishinabe people think of rivers, especially the underground rivers, as the veins of Mother Earth carrying her lifeblood to all her children. Many of our elders are deeply concerned that her lifeblood is being polluted, contaminated and depleted willfully, thoughtlessly, and extensively by people of our times. These elders...recognize the urgency of transformation of consciousness and human behaviour toward water, the lifeblood and the birthright of every being in the web of life on Mother Earth."

Priscilla Solomon, Anishinabeque and Sister of St. Joseph, Sault Ste. Marie, Ontario, from *Water Lifeblood of Earth*, which she wrote for the Development and Peace Water campaign, 2002.

"We know in Creation, women are given the gift to create and sustain life. We respect our bodies when we are carrying our children by watching what we put in our bodies. Well, Mother Earth gives birth to all life and the water is her lifeblood. She needs to be respected also. The Water Walk is an opportunity for us to shift our thinking towards respect for life."

Josephine Mandamin, Anishnaabekwe, "Water Walker" and grandmother, the founder of the Mother Earth Water Walk.

2. Pope Francis: "A caress of God."

"Water is many things: a sacred element, a human right — or perhaps even more profoundly considered — a gift from God, intrinsically valuable in itself. It should also be seen by authentic believers as an entry point toward many justice concerns: wetland preservation, healthy living, opposition to destructive mining practices and extractive industries that destroy essential aquifers, respect for indigenous livelihoods and traditional knowledge, and more. Above all, I find inspiration in Francis' poetic reference to water in *Laudato Si*, describing it as 'a caress of God.' If we fully took this to heart, our actions to respect and protect water would change immediately and profoundly."

Joe Gunn, *Prairie Messenger*, June 1, 2017. Executive Director of Citizens for Public Justice, previously Social Justice Director for the Canadian Conference of Catholic Bishops.

3. "You love all that exists..."

⁶ "The bible also teaches about an equitable distribution of resources, including sharing land, animals and water. This insistence on justice is often directed towards distributing the bounty of the Earth and providing for those who are marginalized ... Ecological problems are enmeshed within social structures that serve the interests of the few at the expense of the many, especially those marginalized and in poverty."

¹³ "Such a basic human right as access to water cannot be left to the whims of market forces to deliver. In our own country, Canadians should insist on government action to ban bulk exports of water, exclude water services from international trade agreements, ensure high quality standards of drinking water for all and guarantee that water utilities remain public, rather than private entities."

From: "You Love All That Exists... All Things Are Yours, God, Giver of Life." A Pastoral Letter on the Christian Ecological Imperative from the Social Affairs Commission, Canadian Conference of Catholic Bishops, October 4, 2003.

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STORY: THE WATER WALKERS

Josephine Mandamin, an Anishnaabekwe "Water Walker" and grandmother, has, walked the circumference of each of the five Great Lakes: Erie, Superior, Ontario, Huron and Michigan.

She started by walking around Lake Superior in 2003, at the age of 61, with a copper pail of water in one hand and a staff in the other. The pail contains 8 litres of water. She is accompanied by other Indigenous leaders and supporters, including Grandmother Peters. Each year a growing number of people of all backgrounds join them on their annual spring walk, now known as the Mother Earth Water Walk. They walk at a brisk clip and cover 70 kilometres a day in all kinds of weather. Since completing all of the Great Lakes, the group has also walked along rivers and other lakes.

"Water is precious and sacred. It is one of the basic elements needed for all life to exist," says Josephine Mandamin. "As women, we are carriers of the water. We carry life for the people. So when we carry that water, we are telling people that we will go any lengths for the water. We'll probably even give our lives for the water if we have to. We may at some point have to die for the water, and we don't want that."

The Water Walkers call for action from each community that they pass through on their walk. "It is important for each community to think of what they can do to protect the water. Each community will come up with their own ideas of how they can keep the water clean," said Grandmother Peters. "It is also a personal responsibility. We have to ask ourselves: How are we using the water? We should not be wasting the water. We should not be putting our garbage in there," says Peters.

They have also started an annual Women's Water Walk, where they raise the awareness of those living near the lakes of the importance of water to our lives, and of clean water in the lives of Indigenous peoples. The Water Walkers are currently asking Canadians to ask our governments to ensure clean water for Indigenous communities that are under boil water advisories.

"Pope Francis' encyclical *Laudato Si' ...* mentions water 47 times ... concluding that there is a human right to safe drinking water," says Joe Gunn of Citizens' for Public Justice, writing in *The Prairie Messenger*. "So should Christians consider water as 'sacred,' a 'human right,' or something more? More importantly, how should we act in a world where water is being ruthlessly polluted, incessantly wasted, and increasingly sold as a commodity available only to those who can afford to pay?"

Good questions. The Water Walkers are doing what they can to raise awareness of these issues. What can you do?

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STORY: BOTTLED WATER

Where do you get your water when you are at school? It may surprise you, but Canada, a land which appears to have endless water, is not immune to potential clean water scarcity.

According to the Council of Canadians, our water sources are being affected by commercial use, a growing population and by climate change that is causing an increasing number of droughts. In 2010 Statistics Canada calculated that renewable water in southern Canada declined by 8.5 per cent between 1971 and 2004.

Indigenous communities are already feeling the effects of clean water scarcity – more than 100 Indigenous communities regularly have boil water advisories and some must depend on expensive bottled water. The concern for the ongoing availability of clean water has led Anishnaabekwe elders such as Josephine Mandamin, known as the “Water Walker,” to travel the circumference of each of the five Great Lakes. “Water is precious and sacred. It is one of the basic elements needed for all life to exist,” she says.

Against a backdrop of potential clean water scarcity, reaching for a bottle of water when we’re thirsty is not a neutral act. The bottled water industry affects communities and water tables in Canada as much as it affects those in Indonesia and other parts of the Global South.

Bottled Water: just a few of many facts

- Bottled water creates plastic waste, much of which isn’t recycled. Those empty water bottles have created plastic “islands” in the Pacific and Atlantic oceans, which harm ocean wildlife. They also litter pristine beaches around the world.
- Even bottles that are recycled can only be recycled a certain number of times before they leave an unrecyclable residue.
- Water bottlers remove water from local watersheds and export it to faraway places – many of which have perfectly safe, free or inexpensive, tap water.
- Water that is bottled for shipping won’t be recycled in the place it was harvested, depleting the water table.
- With every kilometre that a water bottle is shipped, its ecological footprint grows.
- It takes 5.5 litres of water to produce a 500 ml bottle – 0.5 litres in the bottle itself and another 5 litres of water that are contaminated when making the plastic bottle from oil.
- 83% of Canada’s bottled water exports come from BC, a province that experiences drought and wildfires.
- \$9 billion of Nestlé’s annual revenues come from the sale of its 52 bottled water brands.

There are many more facts about bottled water that might surprise you. To find out more, watch the animated video *The Story of Bottled Water*.

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STORY: BOTTLED WATER

(continued)

Water as a commodity

Something else is happening with the bottling and sale of water – the commodification of water. What is considered a human right by the United Nations becomes a product, or commodity, that someone, or rather some company, profits from. Every litre of water that is no longer available locally to support a local community's activities – household use; farming – will eventually be replaced by purchased water.

Canadians in Aberfoyle, ON and Hope, BC have been bringing attention to this process in their communities, where the bottled water giant Nestlé has been sucking water from their aquifers and selling it in bottles across Canada. The process is threatening available future groundwater the Ontario location, where the company pays only \$3.21 for every million litres of water it bottles. Some bottled water ends up in St. John's NFLD, which has its own nearby clean water reserves.

"Pope Francis' encyclical *Laudato Si'* ... mentions water 47 times ... concluding that there is a human right to safe drinking water," says Joe Gunn of Citizens for Public Justice, writing in *The Prairie Messenger*. "So should Christians consider water as 'sacred,' a 'human right,' or something more? More importantly, how should we act in a world where water is being ruthlessly polluted, incessantly wasted, and increasingly sold as a commodity available only to those who can afford to pay?"

Good questions. What can you do?

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TAKE ACTION //

Here are some ideas. Explore them further with the help of the online resources listed at the end of this document.

1. Stop buying bottled water.

2. Convince your school or municipality to become a Blue Community.

The Council of Canadians promotes a movement called "Blue Communities" to protect water. Schools, school boards and communities of many types are invited to become a Blue Community and commit to these three actions:

- recognize water and sanitation as human rights,
- ban the sale of bottled water in their facilities and at events they sponsor, and
- promote publicly financed, owned and operated water and waste water systems.

3. Convince school boards and schools to install new water fountains that accommodate students' own reusable water bottles.

In Northern Ontario, students inspired by a previous Development and Peace campaign against bottled water were successful in getting some schools to do so.

4. Take action for First Nations and Indigenous people's access to fresh water.

The Council of Canadians has a special campaign for teachers and students that will help you do this. See the Resources section for more information.

5. Join a Water Walk.

The Annual Women's Water Walk is open to all people - men, women, children, Indigenous and non-Indigenous. Show your support by joining one, or by joining or initiating other celebrations of the sacredness of water.

What will you do?

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RESOURCES //

1. Our faith and water

"You Love All That Exists... All Things Are Yours, God, Giver of Life." A Pastoral Letter on the Christian Ecological Imperative from the Social Affairs Commission, Canadian Conference of Catholic Bishops, October 4, 2003. <http://www.cccb.ca/site/Files/pastoralenvironment.html>

Gunn, Joe. *Journey to Justice*, Prairie Messenger, June 21, 2017.
http://www.prairiemessenger.ca/17_06_21/Gunn_17_06_21.html

This article covers concerns about Canadian water raised at the Conference of Canadian Religious' annual meeting 2017, and actions arising from the Conference.

2. Factsheets and infographic on bottled water and water issues

The Council of Canadians: <https://canadians.org/water>

If the links do not work, you can use a search engine and enter Council of Canadians and the following titles.

Factsheet: Spinning the bottle: Tackling Industry Spin on Bottled Water, 2017.
<https://canadians.org/sites/default/files/publications/bott%20water%20they%20say%20we%20say.pdf>

Factsheet: Five reasons to ban bottled water. March 4, 2014.
<https://canadians.org/sites/default/files/publications/5%20reasons%20to%20ban%20bottled%20water.pdf>

Poster. *Water 101*, an infographic on Canada's current water issues. 2015.
<https://www.flickr.com/photos/councilofcanadians/20552894569/in/dateposted-public/>

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3. Videos on bottled water

Video (8 min) and background information

The Story of Bottled Water, Annie Leonard and the Story of Stuff Project, 8 minutes. YouTube. 2010.
<https://www.youtube.com/watch?v=Se12y9hSOM0>

The video uses some examples from the United States, but much is applicable to Canada. You can also find footnotes and a document called Myths vs. Reality, both for The Story of Bottled Water video, at <http://www.motherearthwaterwalk.com>

Video and news report (2 min)

Paling, Emma, The Huffington Post Canada: *Nestlé Bottled Water Travels Up To 3,100 Km. Your Tap Is Metres Away*. Updated 04/15/2017.
http://www.huffingtonpost.ca/2017/04/13/nestle-water-bottles-cana_n_15915622.html

Video and news story on how far bottled water travels from two sites in Canada: Aberfoyle, ON and Hope, BC.

4. Campaigns for water

Lui, Emma. Blog. *How students and teachers can take action for clean water in First Nations*. April 27, 2017.
<https://canadians.org/blog/how-students-and-teachers-can-take-action-clean-water-first-nations>

Blue Communities Project, Council of Canadians: search for Blue Communities on the Council of Canadians website. Try copying this URL into your browser : <https://canadians.org/bluecommunities>

Mother Earth Walk for Water

Many great resources are available on this website, including interviews with the founders of the Walk for Water such as Josephine Mandamin. <http://www.motherearthwaterwalk.com>

Gurson, Ayse. "Meet Josephine Mandamin (anishnaabekwe), the 'Water Walker.'" Indigenous Rising website, September 24, 2014. <http://indigenusrising.org/josephine-mandamin/>

Goulais, Bob. "Native Women Walk Around Great Lakes." Anishnaabe Blog, April 29, 2006.
<http://www.anishnaabe.ca/index.php/2006/04/29/native-women-walk-around-great-lakes/>

WATER BINGO

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OBJECTIVE // To learn about global water usage and control

TIME // 45-60 minutes

GROUP SIZE // 5-30

MATERIALS //

- Water trivia answers, cut into individual slips (1 set of answers for each participant)
- 1 small container or envelope
- 1 bingo card per participant
- 1 marker or pen per participant
- Tape or sticky tack
- Prizes (optional, e.g. fair trade chocolate, etc.)

PREPARATION //

- Print and cut up water bingo trivia questions (see below) and put into container or envelope.
- Print enough blank bingo cards for each participant.
- Cut up trivia answers and distribute a complete set to each participant.

ACTIVITY GUIDE

1. Ask participants to create a bingo card by taping answer papers onto each of the nine squares on the grid. Three answers will be left out on each card.
2. Participants will then exchange the card they made with someone else.
3. Pick a trivia question from the container, and read it aloud, but do not give the answer.
4. Instruct participants to mark the square with the answer they think is correct on their respective bingo cards.
5. When a participant has marked a full line on their card, they should call a bingo and have their answers checked. If the line-forming answers are all correct, the participant wins.

WATER BINGO

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WATER TRIVIA QUESTIONS:

1. Who pays more for water? A poor household in Jakarta, Indonesia, or a family in London or New York?

Answer: A poor household in Jakarta pays 5 to 10 times as much for water as a wealthy family in Jakarta, and more than consumers in London or New York.ⁱ

2. Where is the majority of the Earth's freshwater located?

Answer: 70% is in polar ice caps/glaciers.ⁱⁱ

3. How many people in the world are without access to clean, safe drinking water?

Answer: 884 million do not have access to safe drinking water.ⁱⁱⁱ

4. How much water is used each day by people who do not have access to clean water?

Answer: about 5 litres a day. This is one-tenth the average daily amount used in rich countries just to flush toilets.^{iv}

5. Which industry accounts for 65% of global water consumption?

Answer: agriculture

6. How many litres of water per day does each person need in order to meet basic needs and avoid health issues?

Answer: 50-100 litres per day, according to the World Health Organization. Around 4 billion people endure water scarcity for at least one month per year.^v

7. What is the average distance women in Asia and Africa need to walk to collect water?

Answer: 6 kilometres^{vi}

8. What disease is caused by drinking unclean water?

Answer: cholera

9. Is water a human right or a commodity?

Answer: On 28 July 2010 the United Nations General Assembly through Resolution A/RES/64/292 declared safe and clean drinking water and sanitation a human right essential to the full enjoyment of life and all other human rights. However, under some trade agreements, including NAFTA, it is still treated as a commodity.^{vii viii}

WATER BINGO

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10. How much water does the average Canadian use daily?

Answer: 275 litres of water daily: the equivalent of 4.5 baths.^{ix}

11. How many litres of water does it take to produce 1 litre of bottled water?

Answer: it takes 3 litres of water to produce 1 litre of bottled water.

12. How many First Nations communities across Canada must boil their water before drinking it, or not use their water at all, because it is unsafe?

Answer: In early 2017 there were 144 drinking water advisories in 95 First Nations communities. More than 100 water advisories are routinely in effect, with some First Nations living under advisories for nearly 20 years.^x

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USEFUL RESOURCES FOR FACILITATORS //

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WATER BINGO

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ANSWERS

to print and cut out

A poor household in Jakarta, Indonesia	Agriculture	275 litres
Polar ice caps/ glaciers	50 to 100 litres per day	5 litres per day
884 million people	A human right	6 kilometres
3 Litres	95	Cholera

WATER BINGO

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BINGO CARD

to print and cut out

WOMEN AT THE HEART OF PEACE: 10 WORDS MATCHING ACTIVITY

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CREATIVELY WORKING FOR PEACE //

Women play a key role in conflict prevention and resolution, as well as in building and sustaining an inclusive, lasting and fair peace. However, in recent decades, the small number of women involved in formal peace processes illustrates that their knowledge is neither acknowledged nor respected. In all parts of the world, women's expertise is undervalued and underestimated in building peace. Currently, only 2% of international funding dedicated to peace and security is assigned to working for equality between men and women or the empowerment of women.

As the number of conflicts around the world increases, so does their effect on communities. Alternative solutions must be advanced to promote peace.

By learning about the key roles that women play in building peace in their families, communities and societies, we can support inclusive, lasting and fair peace.

By taking action to support women at the heart of peace processes, we as Canadians can ensure that our communities and our government recognize the importance of empowering women to bring about a more just world.

FAST FACTS //

- A 5% increase in the percentage of women in its parliament makes a state 5 times less likely to use violence when faced with an international crisis.
- Peace agreements have a 35% greater chance of lasting at least 15 years when women help draft them.
- When 35% of parliamentarians are women, the risk of relapse into conflict is near zero.
- In 2015, 7 out of 10 peace agreements signed included gender-specific provisions.

The following activities use the SEE, JUDGE, ACT model, which allows participants to come to understand an issue, determine a moral perspective, and act to bring about a more just world.

SEE

OBJECTIVE //

Introduce the concept of peace, and concepts related to the importance of women working for peace.

AGE // 13 and above

WOMEN AT THE HEART OF PEACE: 10 WORDS MATCHING ACTIVITY

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MATERIALS & PREPARATION //

- At least two packs of Development and Peace Microfiche cards, one card per participant while supplies last; otherwise two copies of the Microfiche Cards (see below) cut up
- Ensure that each card in play has its pair circulating as well (take back any extra cards)
- Sticky notes (1 per participant)
- Flipchart paper/whiteboard with "Peace" written in the centre
- Markers, pens or pencils

WORD PEACE //

1. Have participants gather around the flipchart paper or whiteboard. Explain that you will be exploring the importance of women at the heart of peace processes.
2. Share the following quote:
"Development is the new name for peace" (Pope Paul VI, *Populorum Progressio*, 5).
1. Explain that to understand this quote, and why it is so important to recognize the roles of women in building peace, we must first explore what peace is. Encourage participants to share their thoughts on peace with those around them, in small groups. These reflections can be a word, or an example from the Bible, current media or their own lives. After a few moments, gather the participants and ask them to share their discussions on peace. Write down key words, ideas and phrases around the word "PEACE" at the centre of your paper or board, and create a spider web map on the concept of peace.
2. Once each group has shared their reflections, pass one sticky note to each participant and encourage them to write down any other thoughts that arise throughout the rest of the activity. Inform the participants that you will return to this reflection on peace later.
3. Now give each participant one of the Microfiche cards featuring a word related to women and peace processes. Participants should read their card and take a moment to understand their word. Ask participants to find other people who have the same card. Once they are in pairs or groups, ask the students to share their thoughts about their word and encourage them to ask questions. Encourage participants to look up any words or concepts with which they are not familiar. While they are doing this, add any missing card words to the spider web map.
4. After a few moments, have each group quickly introduce their word, and how they think it speaks to the importance of women in the peace processes. Write down any further ideas on the spider web map.
5. Share the statistics about women in peacebuilding processes from the *Women at the Heart of Peace* campaign (see the front of this activity booklet). More facts are available at devp.org/campaign.

WOMEN AT THE HEART OF PEACE: 10 WORDS MATCHING ACTIVITY

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6. Ask the participants to share with their partners or small groups how the concepts on their cards and stickies are reflected in what they have just learned.
7. In the larger group, discuss why participants think supporting women in their work for peace helps to create more sustainable and effective peace processes, using the concepts they have in hand. Please refer to the campaign backgrounder on women and peace available at devp.org/campaign/resources for more information.

JUDGE

OBJECTIVE //

Discuss with participants why supporting women at the heart of peace helps to create a more just world, and the principles of faith that guide us in working for peace.

Explain that when we support women working for peace, we are affirming what Pope Paul VI has said: a peace that is fair, successful and lasting depends on community-driven development in which women are key actors. Development and Peace supports organizations whose approaches are consistent with Catholic Social Teaching and which promote women's participation and leadership in their communities.

We support women who work for inclusive PEACE.

Real peace comes from being in right relationship with God and with each other. When women work for peace, they establish relationships that overcome social tensions and initiate paths towards peaceful coexistence and reconciliation. In Syria, Development and Peace supports House of Peace (HOPE), an organization that provides social peacebuilding workshops to ease tensions and establish pathways towards peaceful co-existence and reconciliation. HOPE primarily serves women, and supports them in initiating community projects that promotes social peace.

The PARTICIPATION of women leads to cultures of peace.

How we live and interact affects individual human dignity and the progress of our society. All persons are entitled to participate in community and in decisions that affect their lives. They should not be excluded for any reason. In Colombia, Development and Peace partner Coordinador Nacional Agrario (CNA) encourages the participation of women in all aspects of society. Through its inter-ethnic political training school for peasant farmers, Afro-Colombian and Indigenous women, the CNA supports rural women in reaffirming their rights. The organization recognizes the key role that women play in developing cultures of peace following more than 50 years of violent conflict in Colombia.

Women build peace that contributes to the COMMON GOOD.

WOMEN AT THE HEART OF PEACE: 10 WORDS MATCHING ACTIVITY

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Human dignity can only be realized and protected through our relationship with society – we must consider the good of the whole human family in organizing our society. In Afghanistan, women face extreme discrimination and exclusion that severely limits their access to education and financial resources. Development and Peace partner Noor Educational & Capacity Development Organization (NECDO) prioritizes the empowerment of women and the elimination of violence directed against women and girls. NECDO believes that the empowerment of women is needed to achieve social peace and development for all.

Women's inclusion helps prevent conflict, supports reconciliation and creates peace. By supporting women and girl's empowerment, we support peace!

To enhance your reflection on women at the heart of peace, and to learn more about these Development and Peace partners, please visit the Women at the Heart of Peace campaign page at devp.org/campaign.

To learn more about Catholic Social Teaching, and how Development and Peace lives these principles, visit devp.org/cst.

ACT

OBJECTIVE //

Take action to bring your knowledge on women and peacebuilding into your community and country.

THE ART OF PEACE //

1. Have participants refer back to their card and the spider web map of concepts and ideas related to peace. Have each participant write down five meaningful words or concepts from the web that inspire them on a piece of paper, and pass it to a neighbour.
2. From the five words, each participant has the option to:
 - a. Write an expressive text, or slam or written poem;
 - b. Create a visual art piece that explores the concepts that they have discussed;
 - c. Create their own concept card (give them the dimensions) on how they will take action to support women at the heart of peace. It will be added to the Microfiche deck.
3. Remind participants that the topic of this campaign is Women at the Heart of Peace, and encourage them to reflect specifically on what they have learned throughout this activity in their art.

**WOMEN AT THE HEART OF PEACE:
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4. Following this reflection, ask the participants how they would like to take action and share their art and the message of the campaign. They could share pictures or videos through social media with the hashtag #womenbuildingpeace, publish written poetry or visual art in a student or local newspaper, share slam poetry on a local radio station or open mic night, or organize an art showcase and ask attendees to learn more and take action on this campaign through the methods suggested below.

Find more tools to get involved on our campaign webpage at devp.org/campaign, including:

- Action Card: Sign the action card to ask our government to take action to support women at the heart of peace!
- Action Sheet: Meet Development and Peace partners who are working on building peace in their communities, countries, and in the world.
- *Women at the Heart of Peace* Campaign Page: Learn more and take action in the Development and Peace campaign to support women at the heart of peace. Also, meet incredible women from around the world who are an important part of Development and Peace's history of supporting women.

For interactive activities on the role of women in community development and various social justice issues, including peacebuilding, visit our activities database at devp.org/activities.

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MICROFICHE CARDS



Equality Between Women and Men

The principle of equality between women and men means that all individuals, regardless of their gender, must have access to the same rights, resources and opportunities. This universal right applies to all areas, including education, employment and political participation. Equality between women and men and the protection of women's rights are factors that provide social stability and, therefore, peace.



Resolution 1325

Adopted in the year 2000, Security Council Resolution 1325 recognizes violence committed against women in armed conflicts, including sexual violence and forced displacement, as crimes. Resolution 1325 also calls for women's representation and their active contribution in all efforts relating to security, conflict resolution and peacebuilding.

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MICROFICHE CARDS



Empowerment

Empowerment is a process whereby an oppressed group, in this case women, gains personal and collective power. This happens by providing access to methods that strengthen their capacity, and build their leadership and power to participate in the social, political and economic life of their communities. In 1995, the Beijing Declaration presented women's empowerment as a key strategy in favour of equality and peace.



Meaningful Participation

Meaningful and equal participation of women in decision-making bodies faces significant social and cultural barriers. However, in addition to bringing different perspectives to the negotiating table, the participation of women dramatically reduces the risk of conflict recurring. Perceived as honest and unifying intermediaries, women identify social justice and gender equality as priorities in peace processes.

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MICROFICHE CARDS



Human Rights

The 1948 Universal Declaration of Human Rights lists the rights to which everyone is entitled, from access to education to freedom of speech. However, in many parts of the world these fundamental rights are not respected. Women everywhere risk their lives to defy misogynous and unjust customs, and demand respect for human rights, in particular women's rights.



Positive Peace

The sociologist Johan Galtung proposes a nuanced approach to peace, where positive peace is not only the absence of violent confrontation, but also a state of equity and dialogue. For peace to take root, we must overcome social injustice and promote the individual and collective development of all, without discrimination. Therefore, positive and lasting peace is at its core inclusive.

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MICROFICHE CARDS

**Peace Processes**

Political actors and representatives of civil society engage in peace processes to end wars, form peace agreements, and begin reconstruction. These negotiations, which can take years, address dispute resolution and redress for injustices. The equal participation of female negotiators, mediators and gender experts is crucial to ensure that everyone is consulted.

**Social Justice**

By recognizing societal injustices such as sexism, defenders of social justice promote equal rights for all. This understanding of justice is based on equity because social justice must benefit those who are most disadvantaged and must compensate for inequalities. A more socially just society must be defended as a pillar of peace through the establishment of processes that promote equality between women and men.

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MICROFICHE CARDS

**Inclusiveness**

The principle of inclusiveness calls for the involvement of all stakeholders in decision-making processes that concern them. Despite efforts by the international community, the right of women to participate in peace negotiations is rarely recognized. When they are included, female negotiators have a greater tendency to address issues that are priorities for women, families, and the civilian population, which favours the establishment of lasting peace.

**Equity**

The pursuit of equity seeks to redistribute social power in a more egalitarian manner. Equity is established through corrective measures which compensate for the historical disadvantages that women have faced, to give them access to the same opportunities as men. In peace processes, the adoption of resolutions and equal quotas contributes to the development of women's participation, even if often it is only symbolic.

WALKING FOR WATER

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OBJECTIVE // To understand global disparity through unfair division of the world's resources.

TIME // 30 minutes

GROUP SIZE // 12 - 40 people; 1-3 Leaders or Facilitators

MATERIALS //

- Tokens for each player (pieces of construction paper, beads or other items in equal number of four different colours)
- Chairs arranged in a circle (one for each player)
- Future Cards (can be constructed from scenarios on attached sheet)

PREPARATION // Cut pieces of construction paper, divided equally between four different colours ; print and cut out Future Cards.

HOW TO PLAY // *There are two parts to this activity*

PART ONE : LEARNING THROUGH UNFAIR DIVISION OF RESOURCES.

Hand players a coloured token each and instruct them that this token and the chair upon which they sit represent their livelihood. Throughout the activity, their goal is to preserve their livelihood in order that they might survive to care for themselves and their families.

The game then goes as follows:

At the beginning of each round, the leader calls out a colour. Those players who carry a token of that colour must get up, run across the circle and find an empty chair. While they are running, however, Leaders (representing multi-national corporations and private water companies) outside the circle try to remove empty chairs from the arrangement. If they succeed in removing one or two chairs, the individuals left without a 'livelihood' must go to the leader and choose their 'future' from among the available Future Cards outlining different scenarios. The leader reads out the card and then one of two things will happen – either the players will get another chance and can regain their seat or they must start "walking for water". If the latter fate awaits them, then these players must give up their token to the leader and start walking around the inside of the circle while the rounds continue. The game continues (with more and more difficulty due to the increasing number of walkers) until all the cards have been read out.

** Note: If more than one player is left without a chair in a particular round, then one player should choose only one Future Card which will apply to them all.*

WALKING FOR WATER


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PART TWO : DEBRIEF QUESTIONS:

- What was it like walking for water during the rounds?
- When was it the most challenging to maintain your livelihood?
- What were some of the reasons that people lost access to clean water?
- Why did some people get a second chance?
- What do we learn about how water privatization impacts communities?

Source: This adaptation of the 'land game' was developed by Lisa-Ann Bilinsky, Chaplain, Fr. Leo Austin CHS

FUTURE CARDS (For Duplication)




You've been promoted to CEO of a major water company. Because of water privatization in many countries, your salary has just increased 780%. You may return to your seat.

You are a citizen of South Africa. You belong to one of the 10 million households that had their water services disconnected because you couldn't afford to pay. Start walking your six hours for water.

You are a poor mother of six children in Ghana. Because of water privatization you can afford only dirty, untreated water. Your children get sick from water borne diseases like dysentery. Start walking your daily visits to the health clinic.

You were an employee of the city's water department in Manila, Philippines. After a private company took over the water services, you were one of the 40% of employees who lost their jobs. Start walking the streets looking for more work.

You are a poor worker in Ghana. Water in your community has just been privatized and water prices have increased by 95%. You make only 1.35 a day and can no longer afford to pay the \$0.80/day for the water supply. Start walking your six hours for water.



You are a citizen of Rajasthan, India. The land in your community is very dry and rains often run-off without nourishing your water supply. With the help of CARITAS India, your community creates dams that collect rainwater which fill the soil and your wells. You may return to your seat.

WALKING FOR WATER

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FUTURE CARDS (For Duplication)



You are a citizen of Cochabamba, Bolivia. After water privatization in your community, prices increased by up to 400%. Your friends and family were very upset and started a peaceful protest. One of the government police got scared and shot and killed your 18-year-old brother. Your family is no longer the same. Start walking.

You are one of 250,000 people who contracted the deadly water-borne disease cholera after water privatization in your home country of South Africa. You still need water, but because of your illness, you need help to get it. Choose two others sitting down and the three of you start walking your six hours to get water.

As a citizen of Cochabamba, Bolivia, you used to collect rainwater for your washing and cleaning. Once the private corporation Bechtel took over your water system – collecting of rainwater became illegal. You can't afford the privatized water. Start walking your six hours/day for water.

You are a citizen of Plachimada, Kerala, India. Coca-Cola sets up a water bottling plant in your community and you have hope of a job. However, the plant diminishes the quality of your well water. Your family is getting sick and you now have to go 3 km each day to get clean water. Start walking.

You are a citizen of Porto Alegre, Brazil. Water privatization is threatened in your community, but with the hard work of people in your area, you are able to create a community-based water management programme that is both democratically-run and profitable. You may return to your seat.

You are a government official in Indonesia. Your country is highly in debt and the World Bank is telling you that the only way to get loans is to make water a commodity. You know this will be hard on your citizens but you have little choice. You privatize the water and receive lots of opposition. Life isn't easy – start walking.



JOURNEY OF BOTTLED WATER

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OBJECTIVE // Participants learn about the journey of bottled water, from source to store, and its contribution to the water crisis. Participants discuss how active global citizenship can make possible clean safe water available for everyone

TIME // 30 minutes

GROUP SIZE // Groups of 6 or 12 participants

MATERIALS //

- One ball of yarn/string for every group
- Story of 'Journey of Bottled Water'
- Water Journey cards

PREPARATION // Print and cut out Water Journey cards for each group.

OUTLINE //

- Gather participants into groups to form a circle. In small groups participants can take on more than one role. In larger groups, have more than one circle going at the same time.
- Each circle receives a ball of yarn, and each participant randomly selects one of the 12 Water Journey cards.
- Each Water Journey card indicates a step in the journey of bottled water. For this activity each person will represent one step, for example: the plastic bottling factory.
- After the roles are picked, explain that we are about to explore the trip water takes from source to store in the story 'Journey of Bottled Water' that will be read aloud.
- As the story is told you will be passing the ball of yarn to the person representing the next step in the journey. Hold onto the yarn before you pass it along.
- Everyone who has a Water Journey Card will represents a stop along the voyage. This continues until the ball of yarn has been passed to all 12 people representing different parts of the journey.
- Close the game with debrief questions to assist in generating discussion on bottled water and access to water, as well as the role active global citizen ship plays in making safe clean water accessible for all.

JOURNEY OF BOTTLED WATER

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TELL THE STORY //

Read the story aloud or designate one participant as the reader in each group.

JOURNEY OF BOTTLED WATER

1

Imagine a water source, in any part of the world, where you can see water flowing. It might be a stream or a river, a well or a tap. However you imagine it, this is where the journey begins; at the source.

The journey begins with the **WATER SOURCE**.

2

This water source has recently been bought up by a multi-national bottled water company, like Coca-cola or Pepsi. What that really means is the land has been bought where the lake or the spring exists. Now the water will start being removed, for this water will be used for the manufacturing and sale of bottled water. The bottled water company has proudly said they plan to make big profits off the sale of bottled water. From now on, no joke, tap water should be used just for washing clothes and taking showers.

With the bottled water company purchasing the land, the local people have lost access to their water source.

The journey from the water source has made its way into the hands of the **MULTI-NATIONAL COMPANY**.

3

Once the multi-national bottled water company has hauled the water out from the source, the water is funnelled into a large truck, powered by fuel to be shipped to its next destination, where it will undergo transferring and bottling.

JOURNEY OF BOTTLED WATER

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This part of the journey is long, as it means the truck now travels many miles across countries and in lots of cases also by container shipping across oceans, by TRUCK and SHIP TRANSPORT. The journey now goes to the TRUCK and SHIP TRANSPORT.

At this point there should be a line of yarn connecting the person representing the 'water source' to the person representing the 'multi-national company', to the person representing the 'Truck and Ship Transport'. The yarn continues to be passed in this fashion for the remaining of the story.

4

The truck travels to its next destination - the factory where they produce plastic bottles.

Before arriving at the factory, preparations include the mining and refining of oil to make the plastic bottles. Each year, the amount of plastic water bottles used in the U.S. takes enough oil and energy to fuel 1 million cars. Along with many other chemicals used in manufacturing the bottles, making the polyethylene plastics releases toxins into the air. All this goes towards the production of plastic bottles used to contain the water extracted from the water source.

The journey moves on to **MAKING THE PLASTIC BOTTLES.**

5

Upon arrival to the bottled water factory, the water is channelled through a filtration process to be bottled. That means the factory requires an uninterrupted supply of electricity, something the local utility structure cannot always support. So the factory often supplies its own electricity, with three big generators running on diesel fuel.

JOURNEY OF BOTTLED WATER

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Now the prices are adding up. How much does it cost for the actual water? It costs \$0.13 for 3,000,000 litres of water. Not so much, but let's get back to the bottle process. This part of the journey all takes place onsite at the factory, where the water is hooked up to be poured into plastic bottles.

The journey must now go into **WATER IN PLASTIC BOTTLES.**

6

After the plastic bottles are filled with water, they are loaded onto another truck and travel from the bottled water factory by sea or train and truck to be shipped to their next destination.

Travelling from the bottled water factory, the outside temperatures en route range from hot to cold as the water arrives at its next destination. The water in a bottle is then unloaded onto wooden pallets and transported into a warehouse where they will sit until they are moved to their next destination. They may sit there for a while, years even.

The journey of water now moves on to the **BOTTLED WATER WAREHOUSE.**

7

An order has come through to the warehouse from a convenience store, so the water now goes back onto another diesel-fuelled truck travelling from the warehouse to be sold.

The journey now goes from **WAREHOUSE TO STORE.**

8

After travelling by truck, the water in a bottle arrives at its next destination where it gets moved onto the shelves for sale for about \$1.50-\$4.00. Oops, there is also marketing that takes place in the journey. \$0.30 from the cost of bottled water is spent on marketing – magazines, billboards, and celebrity endorsements. At \$1.50-\$4.00 per bottle, that's a huge increase from the original cost of water at \$0.13 for 3,000,000 litres.

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The journey passes on to the LOCAL STORE.

9

At the local store, the bottled water is waiting for customers. People like you and me, customers, are wondering: does it taste better? Does it look good, it's convenient? Someone enters the local store that pulls \$2.50 from their pocket and gives it to the store owner.

This part of the journey is probably the shortest of them all, where that water in the bottle has travelled such a great distance, but is now consumed within seconds, by the consumer.

The journey goes continues on to the CONSUMER.

10

After the consumer purchases and drinks the water in a bottle, they discard the plastic bottle. If this consumer threw the plastic bottle into the garbage can, it would end up like 80% of all the plastic bottles that end up in landfills, or in an incinerator where they are burned and release toxins into the air.

Alternatively if the consumer put the plastic bottle into the recycling bin it may be down-cycled into something from the dollar store (turning it into lower quality products that would be chucked later on) or shipped to another country, like India, only to end up in a mountain of plastic bottles just outside Madras.

The journey continues on to end up DOWN-CYCLED or in INDIA.

11

In either case, this part of the journey requires transportation, to ship the plastic bottle from where the consumer discarded it to the next destination; in this case garbage or India. Once the plastic bottle has travelled hundreds of miles it arrives in this place, and finds itself between a river and a land fill site where it could sit for 1,000 years. This part of the journey can be long or short; the final destination can take on many paths from here, but for now it sits, and it sits, and it sits.

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The journey arrives in the **LANDFILL**.

12

As the bottle sits between the rivers, it is spotted by a child nearby, who is one of the 36% of city dwellers living on less than \$1.25 a day. Having spent yesterday's earnings on water for their family, that came from another water company, they contemplate picking up the empty plastic bottle and filling it with water from the river.

At this final part of the journey, the plastic bottle is at a cross roads of its own cause and effect, leading the child to decide between purchasing bottled water using their whole day's income, or drinking water from the river near the land fill, risking exposure to 'water borne diseases'.

The journey follows on to **WATER-BORNE DISEASES**.

13

And as other plastic bottles remain in the landfill site, through time (A LONG TIME) the plastic toxins break down and pollute the earth and the surrounding ecosystems and water sources, like the one from where this journey began.

The journey finds its way back to the **WATER SOURCE**, where the beginning and the end of the journey of water meet.

Ask participants to step back so the web is taut.

**Leader: "What happens if we do not want to support this system?
Can we stop it? Can we change it?"**

**"What if we remove the consumer from the web? CONSUMER, can you let go
of the string. What if we protect the water source?
WATER SOURCE, can you let go of the yarn. What happens?"**

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DEBRIEF AND NEXT STEPS // The game demonstrates one of the many reasons why we want to create bottled water free zones in our school, parishes and communities.

"In the U.S. and Canada, for the most part, we have strong, safe public water systems. But in much of the world, this is not the case. This doesn't mean that in these countries bottled water is the solution, because it's not. It means we need ever-increasing efforts to understand the root causes of the world's drinking water crisis, and efforts to beat the crisis that are based in human rights, care for the environment, and the common good".

Taken from the Story of Bottled Water, watch it at <http://storyofstuff.org/bottledwater/>


QUESTIONS TO DISCUSS //

- What water source did you imagine at the beginning of the story and why?
- Where along the journey can the negative aspects be prevented and/or avoided?
- How is bottled water contributing to the water crises?
- Ask how we can personally make a difference in the world's water crises.
- Ask participants if they know about the different water sources that bottled water companies are using (ex. Canadian springs, filtered Toronto tap water). Does bottled water all come from pristine glaciers? (A third of all bottled water in North America actually comes from the tap, like Dasani).
- Remind participants that the good thing is when we understand the journey of water in a bottle and the system of the bottled water industry; we can start to turn problems into solutions!
- Share success stories of how change is happening: with the sales of bottled water going down in North America, and how people are signing the Development and Peace pledge and saying no to the privatization of water, and creating Bottled Water Free Zones in their lives.

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WATER JOURNEY CARDS

 <p>WATER SOURCE</p>	<p>MULTI-NATIONAL COMPANY</p>	<p>TRUCK AND SHIP TRANSPORT</p>
<p>MAKING THE PLASTIC BOTTLES</p>	<p>WATER INTO PLASTIC BOTTLES</p>	<p>BOTTLED WATER WAREHOUSE</p>
<p>TRUCK TO STORE</p>	<p>LOCAL STORE</p>	<p>CONSUMER</p>
<p>DOWN-CYCLED OR IN INDIA</p>	<p>LANDFILL SITE BY THE RIVER</p>	<p>WATER-BORNE DISEASES</p> 