

Domain: Hygiene, sanitation, water supply

Age group: 2-14 years

Subjects: Gender and school sanitation, water and hygiene

1.8 The 'who' game

Learning goals:

Knowledge:

- Children understand what is meant by 'gender'.

Attitude:

- They comprehend the importance of gender awareness.
- They want to enhance gender equality.

Practical skills:

- They can do a practical gender analysis of their (school) environment.
- They can make and read a table, add and subtract, do percentages (depending on the age group).

Psychosocial life skills:

- Children develop analytical skills, skills for creative thinking, assessing consequences and generating alternatives.

Participatory methods:

- Plenary quiz
- Plenary discussion

Materials:

- Slips of pink and blue cards, or any other two items that may denote 'girls and women' and 'boys and men', one set per child.

Activities:

Gender quiz

This quiz can be done once, or several times with different questions. It can also be repeated to evaluate change.

- Start a discussion on gender and poverty issues in the community, asking for example:
 - What do girls do at home and in the village? And boys? Women and men?
 - What are the differences?
 - Why do these differences occur?
 - Are there any changes in these roles: can girls and women now do and achieve other things than in the past? And boys?
 - Are these differences the same for everyone? Or do some girls and boys have more work and fewer opportunities than other boys and girls? Why is that the case?
 - What do you think of these differences and developments?
- Explain that these kinds of differences between girls and boys and between women and men are called 'gender' differences. Explain that gender differences are made by people, in contrast to the physical differences between girls and boys, and women and men.
- Explain that the class will now do the 'gender quiz' to see how gender can affect school sanitation and hygiene education.

- Give each student two slips of paper – a pink slip (representing girls and women) and a blue slip (representing boys and men).
- Explain that you will ask a number of questions and that the students will answer either question by raising either a pink or a blue slip. Tell them that:
 - When you think the answer to the question is **girls or women**, you raise the **PINK card**.
 - When you think the answer is **boys or men**, you raise the **BLUE card**.
 - When you think the answer is both **girls/women and boys/men**, you raise **BOTH cards**.
- Tell the students not to think long, but just to raise the card which they think is best.
- Choose some gender quiz questions from the box or make your own questions.
- For easier analysis, write the questions on the left-hand side of the blackboard or a large sheet of paper, leaving space to tally the answers (see the diagram below).
- Ask one of the children to tally each answer on the blackboard or the paper.

| | BLUE | PINK | BOTH | NEITHER |
|----------------------------|------|------|------|---------|
| Understanding water points | I | III | | II |
| Understanding latrines | | | | |
| Need latrines | | | | |
| etc. | | | | |

Sample questions for the gender quiz

Understanding the need for school facilities for hygiene

- Who in the community usually understands the need for water points in the school, men or women?
- Who in the community usually understands the need for latrines in the school, men or women?
- Who has the greater need and demand for latrines in the school, boys or girls?

Use and maintenance of SSHE facilities

- Who uses the school latrine most, boys or girls?
- Whose latrines are cleanest after use, the boys' or the girls'?
- If water must be carried to the school, who usually fetches it, boys or girls?
- Who keeps the area around water points clean?
- If the water is stored in the school, who cleans the containers and cups? Boys or girls or neither?
- Who cleans the latrines, girls or boys?

Involvement in construction and repairs

- Who participates in construction of water, sanitation or handwashing facilities in the school, men or women?
- In construction, who has paid jobs, men or women?
- In construction, who does voluntary (unpaid) work, men or women?
- Who do you think would make repairs, men or women?

Spreading health messages

- In many programmes, children are asked to give messages about hygiene and sanitation at home. Who usually hears these messages, women or men?
- Who is most likely not to hear about the hygiene education their children receive in the classroom, fathers or mothers?
- Who benefits from the SSHE programme, boys or girls?

The school health club

- Who are members of the school health club: girls, boys or both?
- If the members do any cleaning work, who does it: girls, boys or both?
- Who does the most interesting/attractive work: girls, boys or both?
- Who does the least interesting/attractive work: girls, boys or both?
- Who makes club decisions: girls, boys, both? Or someone else, e.g. the teacher?

Adult roles in SSHE

- Who shows younger children how to use a latrine, male teachers or female teachers (or neither because other people do it)?
- Should a leading SSHE teacher be male or female?

Gender in the community

- Who are the members of the water committee (or any other committee) in our village?
- Who is the chairperson?
- Who in the committee mostly makes the decisions?
- Who do you think should make decisions on water and sanitation?
- When all have voted, ask the student(s) to add up the figures.
- Use the table to facilitate a discussion about the questions and answers.
- Use the table also for practising arithmetic (adding, subtracting) and mathematics (e.g. calculating percentages).
- When analysing the answers, help the children understand that boys and girls are different but equal and that both have the same responsibilities and rights. Work and decision making should therefore be shared equally, although there are, of course, some differences, for example, in hygienically using the school urinals.
- Help the students analyse if there is gender equality between girls and boys in their class, school and clubs, and if not, what they will change and how.