

**Domain:** Water and Hygiene

**Age group:** 5-7 years

**Subjects:** Domestic hygiene, safe water storage

### 3.3 What a surprise!

#### Learning goals:

##### Knowledge:

- Children grasp the possible sources of contamination if water is not stored safely.
- They gain knowledge on the safe water chain.
- They begin to understand about faecal-oral disease transmission, and about the concept of germs.

##### Attitude:

- Children value safe drinking water in school and at home.
- They recognise and can discuss gender roles/inequalities in water and hygiene.
- They are ready to discuss and demonstrate safe water handling at home.

##### Practical skills:

- Children can obtain drinking water in school and at home.
- Children monitor and guide classmates and younger brothers and sisters.

##### Psychosocial life skills

- Children can critically analyse situations on hygiene and gender perspectives.
- They can carry out an assignment independently and on time.
- They can think of and communicate alternatives.
- They feel responsible for other children's safe practices as well as for their own.

#### Participatory methods:

Case study, demonstration

#### Materials:

Water storage container, notebooks/slates, (slate) pencils

#### Activities:

- Read a story that tells about a typical unsafe way of locally storing and drawing water. The story below comes from East Africa.

Once upon a time there was a beautiful green village called Kanaki with very happy people. It was the dry season and there was a lot of work to be done. In one of the homes there lived a very beautiful lady called Asante who used to be the beauty of the village. She was married at the very young and tender age of thirteen to a much older man called Kemunto. He did not want her to go to secondary school because he was not educated himself and saw no purpose in it. He also felt that there was too much work to do around the house and on his farm.

One day, as many other days during the dry season, Asante returns from collecting fire wood at 7.00 o'clock to prepare morning porridge for breakfast. Her husband is waiting outside the house impatiently. He wanted to take a warm bath. He demands that she gets him warm water for a bath as the water within the clay pot in the house was only enough to drink and make the morning porridge. It would take a minimum of one hour to get the water. Although Asante is tired from her

work, she obeys him and leaves the homestead. While Kemunto is sitting under the tree waiting for the water his five-year-old son wakes up and asks him for a cup of water. Kemunto goes to the clay pot and removes the lid. He draws water using an old, dirty tin. His son drinks the water and gives back the tin. Kemunto puts the tin back into the clay pot. He does not bother to replace the lid on the pot. Half an hour later two neighbours come to his home to discuss the election of the local councillor. They are interested in gaining Kemunto's support. As they look for chairs they ask him, "Where is the tea in this house?" Kemunto quickly explains that his wife is away but he can offer them some water.

As they follow him to the water pot, they notice that there is no lid. Kemunto puts his hand in the clay pot to get the tin. At that moment, he feels something move and it is not the tin! To the astonishment of Kemunto and his guests a big brown rat runs over his arm and drops with a thud to the ground. The men fall silent as Kemunto tries to behave as if nothing has happened! The aspiring councillor turns to Kemunto and says, "What is wrong with you - do you not know how to store your water safely?"

- After reading, ask questions to help the children think critically about the story, for example:
  - Was there a difference in the work and responsibilities of Asante and Kemunto?
  - How would you have gone about the water storage and handling the situation if you were Kemunto?

### **Application:**

- Show the children how to store and draw water using a container in the classroom.
- Ask the children to look at how their drinking water is stored at home.
- Ask them to observe good and bad practices of storing water.
- If so wanted, ask them to make a drawing of the storage method.
- Ask each child to describe what they have seen, or to show and explain their drawings.
- After each description, ask the child if s/he thinks storage and drawing methods are safe or unsafe.
- Draw two columns on the backboard labelled 'safe' and 'unsafe'. In the one labelled 'safe' write the safe methods. In the 'unsafe' column, write down the unsafe methods (or ask the children to do this).
- Ask the children to copy the two lists in their books/onto their slates and take the lists back home to discuss.

### **Learning indicators:**

- The children can mention at least two safe and two unsafe methods of storing and drawing drinking water.
- They can demonstrate, by drawing, in mime or with life objects, a safe way of drawing water from a storage pot.
- They can explain the consequences of unsafe storage and/or unsafe methods of drawing drinking water.
- They can mention inequalities in workload and power between the man and woman in the case study.
- They can indicate how they can promote safe water drawing in school/at home.

### **Competence:**

**Developing and using safe ways of storing and drawing drinking water in an equitable manner**