

Domain: Water

Age group: 5-9 years

Subjects: Safe storage and drawing of drinking water

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Learning goals:

Knowledge:

- Children can distinguish between safer and less safe methods for storing and drawing drinking water.

Attitude:

- They want to use safe storage and drawing methods.

Practical skills:

- They learn to draw, read, spell and learn new words, including the equivalents for ethnic words.
- They draw and drink drinking water in class and at home in a safe manner.

Psychosocial life skills:

- They develop observation skills, analytical skills, skills of free speech, and child-parent cooperation.

Participatory methods:

Drawing, labelling, sorting, chart making

Materials:

Paper, pencils/slates, chalk, blackboard, cards or slips of paper

Activities:

- For the younger ages, prepare drawings of different implements used locally to store and draw drinking water, e.g. a drum, a pot, a bucket, a bottle, a jerry can, a filter, a ladle, a dipper, a jar, a tin, a cup, a glass. Include the items used in school.
- Also prepare cards or slips of paper with the names of the implements.
- Lay out the drawings on the floor and ask the children what the drawings represent in their local language.
- Now ask the children to group the drawings into storage vessels and drawing vessels.
- Put the name cards in the national language under the drawings or ask the children to do so, with equal participation by girls and boys of all ethnic, social and religious groups. Older children may write and place the cards themselves.
- Ask a child to read one word and to give the equivalent in their own language. Continue with another child until all words have been translated.
- Repeat the activity as a group exercise.
- For older children, or for younger children when they know the words, mix up the drawings and/or name cards and ask groups of children to regroup them.
- Ask the children to identify which types of water storage vessels/water drawing utensils are safer and less safe and give reasons for their choices. This can also be done as a sorting game, by ordering them into less safe and safer, or from worst to best.

Application:

- Ask the children to make a drawing of their water storage and drawing utensils at home and bring it to school. Ask older children to fold a paper into six or eight squares, or divide their slate into four to six squares, and in each square draw one hygiene utensil in their home.
- During the next lesson, draw a matrix with drawings or names of the different utensils. Tally, or ask some children to tally the types of utensils that the children have drawn on the black board. Let the children count or write the final numbers in the squares.
- Ask the class or individual children to give the names of the utensils and the totals for each of them. Older children can make their own tables in groups, with the teacher aggregating the results.
- Facilitate a discussion on which utensils are safer and less safe. Help the children analyse the situation. This may include a discussion on why some families may have less safe utensils, with the aim of creating understanding/empathy and avoiding teasing. Discuss also the provision in school.
- Ask older children to discuss in groups, analyse and arrive at their own conclusions.
- Ask the children to share their work and discussions with their parents at home.

Learning indicators:

- Children can correctly describe two safer and two unsafe ways of storing and drawing water.
- They can demonstrate correct handling of water using various utensils.
- They can correctly name the utensils and spell the names.
- They can count and add up correctly.
- They understand socio-economic differences, and how they influence water storage and drawing practices and can make realistic suggestions for improvements.
- They regularly clean the water storage vessel in class without discrimination, and/or regularly clean their own water bottles. They share their drinking water in a safe way with children who have no bottles and do not tease other children about their home conditions.



Girl students underneath hanging SSHE cards (Photo: Mariëlle Snel)

Competence:

Safe use of drinking water