

FOUNDATION PHASE TEACHER'S BOOK
COVER

ACKNOWLEDGEMENTS

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How these learning materials work

These learning materials have been designed to educate young children about the hazards of poor sanitation and water quality, and how they can make their schools healthier places to be. The Learner's Book consists of a story and a few simple activities.

Most of the activities are contained in the Teacher's Book, which begins with several pre-reading activities to introduce the topic and explain difficult words in the text. The learners then read the story or listen while it is read to them. A number of comprehension activities follow, including role-playing the story, drawing pictures and putting them in the right sequence, and answering questions about the story.

The learners then do their own action project. They begin by doing a simple survey of the school toilets. They then do a number of activities in order to find out more about the issue. In the last few activities they take action to change the situation at their school. Life Orientation learning outcomes are given at the beginning of each activity, as well as cross-curricular links to other learning areas.

ICONS:



Whole class



Small group



Pair work



Individual work



Teaching tip

Some tips for successful teaching

- Make sure you have **all the resources** necessary for the lesson and that there is **enough** of everything – learners become disruptive when there are not enough materials to go around.
- **Know** exactly what you are going to teach, and make sure that the information is **relevant** for the age and ability of your learners.
- Create a **relaxed and supportive atmosphere** in the classroom to encourage learning.
- Find out what the learners already know about the topic. This is **core knowledge**, and gives you a **baseline** from which to work. Bring less knowledgeable learners up to the same level as the others. Then guide them towards an understanding of the new knowledge together.
- **Facilitate** learning by asking lots of questions. This encourages the learners to think and do their own problem-solving. Also use lots of examples.
- **Be patient** whilst waiting for the learners to decide on the best solution. Answer a question with a question, but don't answer more than one question at a time. Rephrase questions when necessary.
- Learning should be **progressive**. Build on what the learners already know.
- Knowledge and skills develop **potential**. Values and attitudes develop **character**. These result in well-rounded and **positive people**.
- Be aware of **individual learning styles** – gifted, slower, creative, etc.
- **Visual aids** are vitally important. Try to involve as many of the learners' senses as possible. Use high quality, relevant **pictures** that are large enough to be seen clearly.
- **Groups** should comprise between 5 and 8 learners. Set up group rules to ensure that everyone **participates**. **Assign roles** (reporter, scribe, workers, etc.). Rotate these roles so that the children become familiar with the different duties associated with each role.
- The more you put into your teaching, the more you will get out of it. And remember – children learn by imitation. Keeping yourself clean and healthy will encourage them to do likewise.

Reading the story

Activity 1: Looking at the cover

In this activity, learners will address the following outcomes:

HOME LANGUAGE

Grade R: L01 AS1; L02 AS5; L03 AS1, AS2; L03 AS2; L05 AS3

Grade 2: L03 AS1

Grade 1: L03 AS1

Grade 3: L03 AS1



Get the learners to look at the cover of the book. Ask them questions using the ones below as a guideline. Adjust the questions to suit the answers that the learners give.

Grades R and 1

- What is this little boy (point to him) carrying?
- What do you think is in the bucket?
- What do you think he is going to do with these things?
- Why do you think he is going to do this?
- What is this little girl (point to the girl with the bucket and mop) holding?
- What do you think she is going to do with the mop?
- Why do you think she is going to do this?
- What is this little girl (point to the child washing her hands) doing?
- Why do you think she is washing her hands?
- What do you think the clean team is?
- Who cleans the toilets at this school?

Grades 2 and 3

- What can you see in this picture?
- What is each of the children in the picture doing?
- Where do you think the children are? Why do you say that?
- Do you think that the children like what they are doing? Why do you think so?
- Who cleans the toilets at this school?
- Do you think learners should clean toilets at this school? Why do you think so?
- Is there a place where you can wash your hands after going to your school toilets?
- Why do you think there is a box in front of each toilet in the picture?



TEACHING TIP: If learners give answers that you don't expect, do not tell them they are wrong. Rather ask them why they think so. They might have thought of something you have not considered.

Activity 2: Looking at the pictures

In this activity, learners will address the following outcomes:

HOME LANGUAGE

Grade R: L01 AS1; L02 AS5; L03 AS1, AS2; L03 AS2; L05 AS3

Grade 2: L03 AS1

Grade 1: L03 AS1; AS2

Grade 3: L03 AS1; L02 AS5



Ask the learners to look at each of the pictures on pages 1 – 8 in turn. Ask questions such as:

Page 1:

- What are these boys doing?
- Why do you think this boy is running towards the bushes?
- What is the teacher doing?
- What do you think will happen next?

Page 2:

- Why is this boy running away from the toilets?
- What do you think this boy next to the toilets is doing?
- What do you think will happen next?

Page 3:

- What is the boy feeling?
- Why do you think he is feeling this way?
- Who do you think this woman is?
- Why do you think she is giving this boy something to drink?
- What do you think will happen next?

Page 4:

- What do you think the nurse is telling the woman and the boy?
- What do you think will happen next?

Page 5:

- What do you think this boy is going to do with the wood he is carrying?
- What do you think the other children are saying to this boy?
- What do you think will happen next?

Page 6:

- What are this man and boy doing?
- Why do you think they are doing this?
- What do you think will happen next?

Page 7:

- What do you think the woman is saying to the boy?
- What do you think will happen next?

Page 8:

- Look at this picture again. Do you have any new ideas?



TEACHING TIP: There are no model answers for these questions. This is simply a pre-reading activity in which the learners try to guess what the story is about by looking at the pictures.

Activity 3: Learning new words

In this activity, learners will address the following outcomes:

HOME LANGUAGE

Grade R: L03 AS4; L06 AS2

Grade 1: L04 AS4; L06 AS2

Grade 2: L03 AS3, AS4

Grade 3: L03 AS3; L03 AS5



Teach learners important words that you think they might not understand. For example: tease (page 1), rustling (page 2), hissing (page 2), environment (page 8). Use real objects (like leaves which you can rub together to illustrate what rustling is) and actions (like hissing or pretending to tease someone).

Activity 4: Reading the story

In this activity, learners will address the following outcomes:

HOME LANGUAGE

Grade R: L01 AS3; L03 AS3

Grade 1: L01 AS4, AS5; L03 AS3; L06 AS11

Grade 2: L03 AS2, AS4

Grade 3: L03 AS3



- If possible, ask the children to gather around you, for example on a mat, while you read to them. Make sure that they are comfortable before you begin.
- Use real objects to make the story more interesting. For example, a wooden plank, a bucket and cloth, or some weeds!
- Put expression into your voice as you read the story, e.g. make your voice mischievous as Bali talks, or commanding as the teacher talks. Show facial expressions, e.g. Dumisani looking terrified as he runs out of the toilet.
- Use body language, e.g. show that Dumisani's mother is worried about him through your body language.
- Ask questions at regular intervals. For example, at the end of page 1, ask learners what they feel when they have to use the toilets at school, and why. When reading page 3, ask learners what happens when they are sick. On page 5, ask learners what they think Bali felt like when the other children laughed at him. Ask them what they feel like when people laugh at them.

THE CLEAN TEAM

It is break time and Dumisani is playing soccer with his friends. He needs to go to the toilet but he doesn't want to use the school ones. They are always dirty and they smell bad. The seats are too big and he is afraid he might fall into the hole. Also, some of the children say that a big snake lives behind the toilets. Dumisani decides to go behind a bush next to the playground.

Mrs Khumalo sees Dumisani running towards the bush. "Where are you going Dumisani?" she shouts after him. "If you want to relieve yourself, go to the toilets." Dumisani walks slowly to the toilets. He is not happy. Some older children are standing near them and he knows they will tease him.

Just then the bell rings and the older children start walking back to their classrooms. Dumisani feels better and he starts to walk faster. Then he remembers the snake and slows down again. He wishes he didn't have to go to the toilet. Feeling scared, Dumisani goes inside. What a smell! He sits on the cleanest seat he can find.

Just as he is finishing, there is a rustling in the bushes outside. Then, "Ssssss ..." He hears a loud hissing noise just behind the toilet building! "Aaiiii!" shouts Dumisani. He pulls up his pants as quickly as he can and runs up the path towards the classrooms. He is so scared that he completely forgets to wash his hands under the tippy-tap next to the toilets.

As he is running past the soccer field he remembers that he left his sandwiches there. He grabs the last sandwich and eats it as he runs to his classroom.

That night, Dumisani doesn't feel well. His stomach is sore. He has to go to the toilet many

times and his poos are very runny. He doesn't feel like eating or drinking but his mother says that he must drink or he will get too dry. She boils some water and when it is cool she pours a litre of it into a clean bottle, adds eight teaspoons of sugar and one teaspoon of salt to it, and stirs the mixture.

"Dumi, drink a little of this", she says. "Each time you do a runny poo, drink some more."

The next day, Dumi is still not better. He does not go to school. His mother says, "Ai! You are very sick. Get dressed. I must take you to the clinic."

The nurse at the clinic is very kind. "Diarrhoea is often spread when we don't use toilets properly or when we don't wash our hands after going to the toilet," she tells Dumi and his mother. Dumisani remembers that he did not wash his hands after going to the toilet at school the day before. He was afraid that the snake would get him!

After examining him, the nurse sends Dumisani and his mother home with some medicine.

That afternoon, Dumisani is lying on his bed when the children come home from school. They walk past his house. Some of them stop to find out why he wasn't at school. "I was too scared of the snake to stop and wash my hands after going to the toilet," Dumisani tells them. "That is why I got sick." Bali, the boy who made the hissing noise behind the toilets, feels bad. He didn't mean to hurt anyone. He was just having some fun. "I must do something to make up for what I did," he thinks.

Bali thinks hard. He decides to fix the Grade R toilets so that the children are not afraid to go to them any more. He finds some wooden planks. He will use them to make boxes that the children can stand on to get on to the seat.

The next day Bali takes the planks to school. The children laugh at him. "Are you going to use those planks to slide into the toilets?" they tease him. "Maybe he's going to nail the planks across the door!"

Bali goes to the Grade R toilet. He tries to make boxes with the planks, but it is too difficult for him.

That afternoon Bali talks to his father. He tells him that the small children are scared of using the toilets because they are too high up to reach and the holes are too big. "I tried to make boxes to help the children get on to the toilets," he says. "But it was too difficult." "Well done for trying, Bali," says his dad. "I'll help you."

At the weekend, Bali and his dad work hard on the toilets. They cut the bush around them and they clean the floors, walls and toilets with Jeyes Fluid. "Don't get any Jeyes into the toilets," Bali's dad tells him. "Why not?" asks Bali. "Because the toilets have very tiny, living plants in them called bacteria. Some bacteria are bad because they cause disease, but others are good because they break down the poo and wee and make them safe," replies his father. "And Jeyes Fluid will kill those good bacteria."

Then they make little wooden boxes for the children to step on to. They also put handles on the walls, so the children have something to hold on to when they are climbing up. Finally they fix the doors.

On Monday one of the girls goes to the school toilets. She runs back to Mrs Khumalo calling, “Come and look! Come and look!” Mrs Khumalo goes to the toilets with her. “Eish!” she says, amazed at the difference. “What has happened here?”

Mrs Khumalo sees Bali smiling. “Are you responsible for this, Bali?” “My dad and I did it,” he says proudly. “That’s great! Well done!” says Mrs Khumalo. “Now we need to make sure that they stay like this.”

Back in class, Mrs Khumalo and the learners talk about how they can keep the toilets clean. “We must have teams who are on toilet duty every day,” says Mrs Khumalo. “That’s like what my sister does!” says Linda. “She’s at high school and she’s a Water Detective. They do all kinds of different things for the en-viron-ment. It’s very important work. They were even in the newspaper!”

Everybody wants to join the Water Detectives and do good work. They form teams and work out their duties.

“I’ll do the weeds.”

“I’ll sweep.”

“I’ll clean the toilets.”

“Make sure you wash your hands,” calls out Dumi. And all the children laugh!

Activity 5: Answering questions

In this activity, learners will address the following outcomes:

HOME LANGUAGE

Grade R: L02 AS5; L03 AS3; L05 AS2, AS3

Grade 1: L01 AS1, AS3; L05 AS3

Grade 2: L03 AS2

Grade 3: L03 AS2; L05 AS2



Ask the learners some recall/comprehension questions.

For example:

- What were the children doing during break time?
- Why didn’t Dumi want to use the toilet?
- What did Dumi forget to do after going to the toilet?
- What did Dumi’s mother add to the water she gave him when he was sick?
- Why should Dumi drink water when he makes a runny poo?
- How is diarrhoea spread?
- Why did Bali feel bad when he found out that Dumi was sick?
- Why shouldn’t we put Jeyes Fluid into the toilets?

Activity 6: Using pictures to tell the story

In this activity, learners address the following outcomes:

HOME LANGUAGE

Grade R: L03 AS3; L05 AS1

Grade 1: L01 AS5; L02 AS1, AS2; L04 AS1, AS2

Grade 2: L01 AS1; L05 AS1, AS2

Grade 3: L04 AS7; L05 AS6

ARTS AND CULTURE

Grade R: L01 AS8, AS11

Grade 1: L02 AS6

Grade 2: L05 AS7

Grade 3: L01 AS8, AS9;



- Ask the children to think of something that happened in the story and draw a picture of it. Each member of the group should illustrate a different event so that they end up having the whole story in pictures.



- Let the groups lay their pictures on the floor and ask the children which one should come first, second, third, and so on, according to the order in which things occurred in the story.



- Display the pictures on the wall and encourage a couple of children to retell the story, using the pictures as illustrations.

Activity 7: Role-playing the story (Learner's Book Task 2)

In this activity, learners address the following outcomes:

HOME LANGUAGE

Grade R: L01 AS3

Grade 1: L01 AS5; L02 AS1, AS12

Grade 2: L02 AS1

Grade 3: L02 AS4

ARTS AND CULTURE

Grade R: L03 AS2, AS3

Grade 1: L03 AS2

Grade 2: L01 AS4, AS5

Grade 3: L03 AS2



- Ask the learners to role-play parts of the story. Each group should choose a different scene to do.
- Explain that when they have rehearsed their part they will perform the whole play as a class.
- Collect simple props that they can use, or ask them to bring some from home or make some. For example, they can make a hat for the nurse from a piece of white paper, use a bottle and spoon for the rehydration solution, use a chair as a toilet, etc.



- Refer the learners to the story again. Ask them to rewrite it in their own words in the spaces provided. Keep it simple.

Looking at the situation

Activity 8: Doing a toilet survey (Learner's Book Task 1)

In this activity, learners address the following outcomes:

LIFE ORIENTATION

Grade R: L01 AS2, AS3, AS4

Grade 1: L01 AS2, AS3

Grade 2: L01 AS2, AS3

Grade 3: L01 AS3

SOCIAL SCIENCES (GEOGRAPHY)

Grade R: L02 AS1

Grade 1: L03 AS1, AS2, AS3

Grade 2: L03 AS1, AS2, AS3, AS4

HOME LANGUAGE

Grade R: L01 AS1; L01 AS5; L05 AS3

Grade 1: L01 AS2; L02 AS9; L05 AS4

Grade 2: L02: AS6, AS7; L05 AS14, AS15

Grade 3: L02 AS7; L03 AS2; L04 AS7 L05 AS3, AS5



- Explain to the learners that they are going to look at the situation in their own school by doing a survey of the school toilets and water system.
- Read through the questions on pages 9 and 10 of the Learner's Book with the learners. Make sure they understand each question.
- Discuss how they can find the answers to these questions: they may already know the answers to some and they may have to look carefully at the toilets to answer others.
- Arrange a time to take them to the toilets so that they can conduct their survey.

Grades R and 1

- Discuss the questions with the learners and let them provide you with the answers.
- Write the questions and the answers on a sheet of A3 paper as you go along.

Grades 2 and 3

- When the learners have finished the toilet survey, help them to answer the questions about the school's water system. Let them take turns to write the answers to the survey questions on a sheet of A3 paper, with input from the rest of the class.
- Put the survey up on the wall or put it away in a safe place so that the learners can refer back to it later on in the programme.

Learning more about the issue

Activity 9: How germs spread (Learner's Book Task 2)

In this activity, learners address the following outcomes:

LIFE ORIENTATION

Grade R: L02 AS2, AS3

Grade 1: L01 AS2, AS3

Grade 2: L01 AS2, AS3

Grade 3: L01 AS3

HOME LANGUAGE

Grade R: L01 AS3; L03 AS1

Grade 1: L01 AS5; L03 AS1; L04 AS6; L05 AS3, AS4

Grade 2: L02 AS4; L03 AS1; L05 AS2

Grade 3: L02 AS5; L03 AS1; L05 AS2

Grades R and 1



- Ask the learners to talk about what is happening in each of the pictures on page 10.

- Get a report-back from groups.



- Explain how germs spread in this situation: Dumi went to the toilet. He got very small germs from his poo on his hands. He didn't wash his hands. When he ate his lunch, these germs got into his mouth and made him sick.

Grades 2 and 3



- Explain what the learners have to do.

- Give them time to work on the activity.



- Facilitate a report-back. (Answers: Dumi went to the toilet. He didn't wash his hands. He ate his lunch. He got sick.)

Activity 10: How to stop the spread of germs (Learner's Book Task 3)

In this activity, learners address the following outcomes:

LIFE ORIENTATION

Grade R: L01 AS2, AS3, AS4; L04 AS4

Grade 1: L01 AS2, AS3; L04 AS1

Grade 2: L01 AS2, AS3; L04 AS4

Grade 3: L04 AS4

HOME LANGUAGE

Grade R: L01 AS1; L03 AS1; L05 AS2

Grade 1: L01 AS2; L03 AS2; L05 AS3

Grade 2: L03 AS1; L04 AS8; L05 AS2

Grade 3: L03 AS1; L04 AS7; L05 AS2



- Play a ball game with the learners that will encourage them to think about how germs spread and remind them how important it is to wash their hands.

- Cover a tennis ball, bean bag or any soft ball with brightly coloured chalk, and ask the children to spend a few minutes playing a catching game. Tell them they must imagine that the coloured chalk is germs. Any catching game will do.

- After five minutes the coloured chalk will be everywhere. Point out how easy it was for the 'germs' on the ball to spread to everyone's hands. Reinforce the idea of hand-washing to get rid of germs by getting them to wash their hands with soap and water.



- Discuss how germs could be spread in each of the pictures on the left.

- Ask the learners what they think could be done to prevent the spread of germs.

- Learners do the activity. Encourage them to start at the top left hand side of the page, as this is the normal place to start reading and writing.

Grades 2 and 3



- Let the learners think of a sentence or two about each pair of pictures and write them in their exercise books, e.g. 'Flies spread germs. Cover your food to stop flies from sitting on it.'

Activity 11: Playing the health game (Learner's Book Task 4)

In this activity, learners address the following outcomes:

LIFE ORIENTATION

Grade R: L01 AS2, AS3, AS4; L04 AS4

Grade 1: L01 AS2, AS3; L04 AS1

Grade 2: L01 AS2, AS3; L04 AS4

Grade 3: L04 AS4

HOME LANGUAGE

Grade R: L01 AS1; L03 AS1; L05 AS3

Grade 1: L01 AS2; L05 AS1

Grade 2: L02 AS12; L03 AS2, AS3

Grade 3: L03 AS3

MATHEMATICS

Grade R: L01 AS1, AS2, AS3

Grade 1: L01 AS1, AS2, AS3

Grade 2: L01 AS1, AS2, AS3

Grade 3: L01 AS1, AS2



You will need the following resources for this activity:

- a different-coloured counter for each learner (small round pieces of stiff cardboard or plastic)
- a dice for each group or a number square over which children move a pencil and then touch a number, with their eyes closed.

1	2
3	4
5	6

The game has the same rules as Snakes and Ladders:

- Each player rolls the dice. The player who throws the highest number starts the game.
- Players must throw a 6 to start. They then throw again and move the counter according to the number on the dice (e.g. if you throw a 3 you move your counter 3 spaces on the board).
- When they land on a square showing the bottom of a ladder, they read what is written on the square and move the counter up the ladder to the square at the top.
- When they land on a square with a snake's head, they read what is written on the square and move the counter down the snake's body to the square at the end of its tail.
- If they land on another player's counter that player must go back to square one.
- If they throw a 6 they get an extra throw.
- The winner is the first player to get to square 20.

Taking action

Before the learners begin the last series of activities discuss the survey they did in Task 3. Ask them what actions they think they could take to improve the toilets or water system at their school. The following activities provide some ideas, but listen to their ideas and adapt the activities accordingly.

Activity 12: Hand-washing campaign

In this activity, learners address the following outcomes:

LIFE ORIENTATION

Grade R: L01 AS2

Grade 1: L01 AS2, AS3

Grade 2: L01 AS2

HOME LANGUAGE

Grade 2: L04 AS1, AS2, AS4

Grade 3: L04 AS1, AS2, AS3, AS4

ARTS AND CULTURE

Grade R: L01 AS11, L03 AS5

Grade 1: L03 AS7

Grade 2: L03 AS5

Grade 3: L03 AS6



- Ask the learners what Dumi could have done to prevent himself from getting sick. (He could have washed his hands with soap and water.)

- Get feedback from the class on when they need to wash their hands, for example: after going to the toilet, before eating, before preparing food, etc.
- Tell the learners they are going to make posters/fliers to remind other learners to wash their hands.



Grades R and 1

- On a sheet of paper draw a basin. You will have to prepare one sheet for each child.
- Instruct the children to put their left hands on the left side of the basin and draw around them. You may need to help some of them with this.
- Then they put their right hands on the right side of the basin and draw around them.
- Get them to draw a piece of soap between the two hands.
- Let them colour in the water in the basin.
- Mix about 2 tablespoons of washing up liquid in a mug of water.
- Add some blue paint or food colouring.
- Blow through the straw to make lots of bubbles.
- Turn the paper upside down and place the picture on to the bubbles. The bubbles will leave bubble patterns on the paper.
- The finished picture should look like a pair of hands in a basin of soapy water. Help the children to do simple captions for their posters.



Grade 2

- Get the learners to make colourful posters of children washing their hands.
- Get them to write catchy slogans. Some slogans can remind learners to wash hands after going to the toilet. Others can be about washing hands before eating, etc.



Grade 3

- Tell the learners that they are going to design fliers saying when and why we must wash our hands (i.e. before eating, after going to the toilet, to stop germs spreading, etc.).
- Once they have decided what they are going to say, let them write the fliers out neatly and illustrate them. Remind them to think of an eye-catching heading for each flier.

All grades

- Let the learners choose some of the best posters and put them up in appropriate places on the school premises. The Grade 3s can distribute their fliers at a school assembly.
- Teach the learners to sing "This is the way we wash our hands." It can be sung to the tune of "Here we go round the mulberry bush".

*This is the way we wash our hands, wash our hands, wash our hands,
This is the way we wash our hands,
When we've been to the toilet.*

*This is the way we wash our hands, wash our hands, wash our hands,
This is the way we wash our hands,
Early in the morning.*

*This is the way we wash our hands, wash our hands, wash our hands,
This is the way we wash our hands,
Before we eat our food.*

*This is the way we wash our hands, wash our hands, wash our hands,
This is the way we wash our hands,
Before we go to bed.*

Activity 13: Making water safe to drink

In this activity, learners address the following outcomes:

LIFE ORIENTATION

Grade R: L01 AS1, AS3

Grade 1: L01 AS3

Grade 2: L01 AS1, AS2

Grade 3: L01 AS3

HOME LANGUAGE

Grade R: LO 1 AS1, AS2; L02 AS5, AS7

Grade 1: L02 AS3, AS9

Grade 2: L02 AS4

Grade 3: L02 AS1 AS5



Grades R and 1

- Ask the learners questions like: *What did Dumi's mother give him to drink when he was sick? Why did Dumi's mother boil the water before making the mixture? What happens if you drink water that is not clean? Are there any other ways of making water safe to drink?*

Grades 2 and 3

- Ask the learners questions like: *Have you ever been sick, or do you know someone who became sick because they drank dirty or polluted water?* Most of the learners will probably have had diarrhoea at some time. Find out what core knowledge they have about more serious water-borne diseases. Ask them how they think these diseases are passed on. Talk about common myths regarding these diseases. For example, some people believe that babies' faeces do not contain germs. Explain that cholera is caused by a germ that can get into the bowels when we drink water that is not clean. (Show them where the bowels are). Typhoid fever is caused by a type of bacteria called Salmonella. It makes people very sick. You can catch it if you eat bad food or drink water that has faeces in it from someone who has the sickness. The bacteria then multiply in your blood and are absorbed into the stomach and intestines. They come out of your body in your faeces. Tell the class that one way we can avoid getting these diseases is by making sure that the water we drink is clean. Ask if they know of any methods for keeping water clean, e.g. boiling it or adding chemicals that kill germs. In places that have access to the municipal water system, chemicals that kill germs are added to the water before it is sent in pipes to houses, schools and other buildings.

All grades

- If you can, show the class some methods of making clean drinking water, e.g.:
 - a) Add one teaspoon of bleach to 10 litres of water. Wait an hour before using the water.
 - b) Boil some water for several minutes. Leave it to cool in a clean container. Tell the learners that this is the best way to make water safe to drink, but that it should only be done by older children or adults.
- Let the learners taste the water from each container.

Activity 14: Making a tap

In this activity, learners address the following outcomes:

LIFE ORIENTATION

Grade R: L01 AS2, AS3

Grade 1: L01 AS2

Grade 2: L01 AS2

TECHNOLOGY

Grade R: L01 AS3

Grade 1: L01 AS3

Grade 2: L01 AS5

Grade 3: L01 AS5



- Before you begin the lesson, mention that some schools don't have running water or taps (perhaps your school is one of them), and that some of these schools have come up with good ideas to make washing hands easier.
- Ask the learners if they remember what Dumi's school did. (There was a tap outside the school toilets.)
- Tell them that in this lesson they are going to learn how to make a tap out of a plastic milk container.
- You will need the following resources for this activity:
 - 2-litre plastic milk container (one per group)
 - sharp instrument for making holes (e.g. awl or pair of scissors)
 - small stick to plug the hole (quite straight and smooth – one per group)
 - string to tie the stick to the handle of the container
 - rope to tie the bottle to a tree or a box to stand it on.
- Show the learners how to make the tap as follows:
 1. Make a small hole near the bottom of the milk container (don't allow the learners to do this themselves). The hole should be just big enough for the stick to fit tightly into it.
 2. Plug up the hole with the stick.
 3. Tie a piece of string around the stick. Tie the other end of the string around the handle of the container. (This is to stop the stick getting lost.)
 4. Fill the container with water.
 5. Stand it on a box or put a piece of rope around the handle, and hang it from a tree.
 6. Keep it filled with water.
- If your school does not have hand-washing facilities, get the learners to put their taps near the school toilets. This will remind them to wash their hands.
- Put buckets or other suitable containers under the tap to catch the water. Tell the learners that this means that the water can be used twice – once to wash their hands and once to water the plants!

Activity 14: Teaching others what we've learnt

In this activity, learners address the following outcomes:

LIFE ORIENTATION

Grade R: L01 AS1, AS2, AS3

Grade 1: L01 AS1, AS2, AS3

Grade 2: L01 AS1, AS2, AS3

Grade 3: L01 AS3

HOME LANGUAGE

Grade R: L01 AS3; L02 AS9

Grade 1: L01 AS5; L02 AS5, AS12

Grade 2: L02 AS1

Grade 3: L02 AS3, AS4

ARTS AND CULTURE

Grade R: L03 AS2, AS3

Grade 1: L03 AS2

Grade 2: L01 AS4, AS5

Grade 3: L03 AS2



- This activity will encourage the learners to share what they've learnt about being healthy and stopping the spread of germs with each other and the rest of the school.
- Tell them they're going to share what they've learnt about water and sanitation by doing a play.

Grades R and 1

- Guide the learners to think of a story in which they can show other learners what they've learnt. For example: Your school has just had new basins put into the toilets. You notice that lots of children are forgetting to wash their hands. This means that they are passing their germs on to you! Get together with your friends and decide what to do about it.

- Discuss ideas and let them adapt the story to the situation at their school. Some of the class can play the children who forget to wash their hands. The rest of the class can be the learners who discuss the problem and decide what to do about it. Solutions could include: telling the children why it's important for them to wash their hands; teaching them the hand-washing song while miming the actions; organising a poster campaign, etc.



Grades 2 and 3

- You can use the story idea suggested for Grades R and 1, but discuss other possible story ideas too. Encourage the learners to come up with their own stories too. Here are some possibilities:
 - a) You're playing soccer against a school in the next village, but when you arrive you find that the game has been cancelled because many of the learners are sick. You and your friends notice that the school doesn't have a tap outside the toilets where the learners can wash their hands. So you get a bright idea...
 - b) Some children at your school who live near a river can't come to school because they have diarrhoea. You and your friends decide to be Water Detectives and find out what the problem is. Think about the questions you need to ask (e.g. Where does their drinking water come from? If it comes from the river do they boil it? Do they wash their hands before eating?) Once you have found out what the problem is, think of a solution.
- These are just suggestions. Adapt the ideas to circumstances at your school and encourage the learners to come up with their own ideas too. Ask them to think about how the stories should end. Remind them that the purpose of the plays is to teach other children about good hygiene so the characters need to be clear about what they are doing and why.

All grades

- Give the learners time to rehearse their plays.
- Help them to find or make the props they need.
- If they are confident enough, arrange for them to perform their plays for the rest of the junior primary school. To prepare for this, the groups could perform their plays for the class and get constructive feedback from other groups.

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