

INTERMEDIATE PHASE TEACHER'S BOOK  
COVER

## ACKNOWLEDGEMENTS

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## ICONS:



Whole class



Small group



Pair work



Individual work

# What is *Go, Water Detectives!*?

*Go, Water Detectives!* is a learner-centred 'action project' unit for Life Orientation in the Intermediate Phase. The comic and activities in the Learner's Book will enable learners to set up and participate in action projects to solve water and sanitation problems at their schools. The idea behind action projects is that children can work together to facilitate important changes in their own environment, both at school and at home.

The activities in the unit are geared mainly toward meeting Life Orientation Learning Outcome 1 (Health Promotion). However, the advantage of doing action project work is that it addresses all the Critical Outcomes and develops real-life skills and knowledge in other learning areas too. Life Orientation assessment standards for LO1 that are addressed in this book are:

- AS 2 (Gr. 4): Explores and reports on links between a healthy environment and personal health.
- AS 3 (Gr. 4): Explains children's health rights and responsibilities, and suggests ways to apply these in a familiar situation.
- AS 1 (Gr 5): Explores and reports on ways to protect the quality of food and water in various contexts.
- AS 2 (Gr. 5): Investigates a local environmental health problem using different data sources, and plans a strategy to address the problem.
- AS 4 (Gr. 5) Recognises the symptoms and causes of locally occurring diseases and discusses prevention strategies.
- AS 2 (Gr. 6): Participates in a problem-solving activity to address an environmental health issue to formulate environmentally sound choices and actions.
- AS 3 (Gr. 6): Explains causes of communicable diseases and available cures, and evaluates prevention strategies in relation to community norms and personal values.
- AS 4 (Gr. 6): Identifies different forms of abuse and suggests strategies to deal with them.

## What will you do as a teacher?

This Teacher's Book will help you to:

- organise your class for the activities
- use the entertaining comic story to involve learners in water and sanitation issues
- identify relevant learning outcomes and assessment standards
- introduce learners to three-step problem-solving
- support their learning about water and sanitation
- support them as they develop, implement and evaluate their own projects
- set activities and assessment
- conduct and complete a portfolio assessment process and
- use a range of resources to help learners develop and sustain their actions.

### Assessment

Portfolio assessment is appropriate for action project work. We have indicated tasks and materials that should go into learners' portfolios. Do informal assessment in all lessons by observing learners as they progress through problem-solving steps towards the learning outcome and assessment standards at their level. There is a formal assessment grid for assessing their final portfolio task, the project report.

### Links to the Water and Environment Clubs book and other resources

More material is available in the project pack to support projects on water and sanitation and other environmental issues. Use the Teacher's Book on starting and running water and environment clubs to help learners sustain and develop their action projects.

# Reading the comic story

**Duration:** approximately 90 minutes (use homework time if necessary)

**Resources:** *Go, Water Detectives!* comic

Read the comic with the learners before you start the action project activities. It will get them interested in water and sanitation issues at school and at home, and motivate them to investigate and solve problems themselves.

## Before you read

- Ask learners what comics they already know and enjoy. Get them to tell you and the class a bit about the characters and stories they like.
- Ask them to look at the title and picture on the cover and tell you what they think the story is about, who the characters are and what they are like. Introduce the characters (page 1) so that they'll be able to recognise them when they read the comic.
- Talk about the different features of comics, for instance:
  - frames (the boxes containing separate pictures/scenes)
  - text-boxes (strips at the top of frames or between them, which help to tell the story)
  - speech bubbles (for speaking, shouting, whispering and thinking).
- Make sure that learners read the comic in the correct order (from left to right and from top to bottom on each frame and each page).
- Go through the word list on page 25 with the learners. Make sure they understand concepts like illegal water connections.

## Reading the comic

Encourage the learners to participate in the reading. For example:

- You could dramatised the reading by giving parts to various learners. Someone will need to read the text-boxes too.
- You could stop the reading at particular points (for example, after the Linda gang has made the illegal connection, after Senzo has made the 'water-slide', or when Linda bullies Nosipho) and ask learners to:
  - say what is right or wrong in the action of a character in the story
  - clarify what a character means by something they say in the story
  - predict what will happen next
  - relate events they have just read about to their own experiences.

## Understanding the comic

If you want to address another learning area such as Language, you can now discuss the characters, organise a class play using the comic or get learners to write their own comics. However, in the Life Orientation class use the comic to introduce action project work as a way to solve water and sanitation problems at school.

# Taking learners through problem-solving steps

This section focuses on Section 1 of the Learner's Book. After working through it, learners should be able to:

- follow a three-step problem-solving process to solve water problems at school
- explain why water is a valuable resource
- describe their rights and responsibilities regarding water and sanitation
- find out how people use water and care for water sources
- use different strategies to take action on wasting water.

**Duration:** approximately two and a half hours (use homework time if necessary)

**Resources:** *Go, Water Detectives!* comic; Learner's Book Activities 1.1–1.6 (pages 17–20)

## Identifying the problems



### ACTIVITY 1.1 (20 minutes)

- Keep the activity short. Don't expect learners to identify all the problems or understand them fully yet. If necessary, ask a few questions to raise issues, such as: *Do you think that our school has any problems like those at Dabulamanzi School? Are all the school toilets working? Are they clean and OK to use, or not? Do any of the taps at school leak?*
- The groups should spend no more than 10 minutes completing the tables. Take a brief report-back of about 10 minutes. Focus on why these problems are important. You could ask learners whether they have had diarrhoea and whether they know people who have been very sick with it; or what happens when people don't have enough water or if their water is polluted. Remind the class that we all have a right to clean water and sanitation.

## Taking responsibility



### ACTIVITY 1.2 (15 minutes)

- Let the learners work on the matching task in pairs for 5 - 10 minutes. Then take responses from the class for about 5 minutes.
- Answers to matching task: 1B; 2C; 3A.
- Use the examples from the comic to help elicit the attitudes of learners in your school, rather than the 'correct' attitude that learners may think you want to hear. Encourage learners to give reasons for their own attitudes.
- Ensure that rights and responsibilities regarding water and sanitation are discussed in the course of the activity.

## How the Water Detectives solved the problem



### ACTIVITY 1.3 (30 minutes)

- Introduce the activity and refer learners to pictures of the running tap and wet bank on page 3 of the comic. Ask what problems this caused at the school and if they have experienced similar things at school or at home.
- Read the information in the right-hand columns of the table on page 18 to your learners, joining it up so that it flows like a story. Clarify where necessary: explain difficult words, such as indigenous plants (plants that grow naturally in a country or area – that is, not brought in from another country). (5 minutes)

- Write the heading of each step on the board with arrows to show how one step leads to the next. Explain the steps in outline only. Then organise groups of 4–6 and allocate ONE of the three steps to each group. Ask groups to read together about what is done at this step in the left-hand column of the table, using the story information on the right to help them understand. Each group reporter must be ready to report back and explain in their own words what kinds of things we do in that step. (5–10 minutes)
- If more than one group is working on each step, let one of the groups report back, but call on the others to add information that has been left out. (10 minutes)
- Sum up, filling in any gaps in their information. Make sure that they understand the two different ways to investigate at Step 1: a) getting new knowledge (things you need to know) and b) investigating what is happening at school (finding out). Put up a chart (or write on the board) showing the three steps and what must be done at each step. Say that this information will stay up on the board as they work through their own three-step projects and you will tick off the activities completed for each step.

## Start your own detective work



### ACTIVITY 1.4 (30 minutes plus break time)

- Emphasise that learners are now becoming Water Detectives themselves. Run through the questions to make sure learners understand them. Try to photocopy the surveys so that each group has one.
- Tell groups to walk around the school grounds to fill in their surveys and take some notes during breaks. Tell them to divide the tasks and take pencils. Some of the questions (7, 15, 29) might require them to watch what learners are doing or talk to some learners.
- At the next lesson, groups can give the school's total score. These should all be the same. If there are differences, find out where they are and resolve this if possible. Use the school's rating to motivate learners to change bad things or make good things even better.
- Give groups a chance to discuss:
  - which of the problems they think most urgently need attention
  - which problems they feel they might like to tackle and
  - what strengths the school has that might be a help in their project work (for example, is there an enviro club or health club at school already?).

**Assessment:** Groups should place their completed surveys and their notes about possible projects in their portfolios.

## Look out for problems in your problem-solving!



### ACTIVITY 1.5 (30 minutes)

- Explain that this activity will help learners to understand that problem-solving might result in a new problem to solve, especially when the investigation step has not been very thorough.
- Read the story and check understanding (5 minutes).
- Explain that the Water Detectives now have to solve a new problem – the messed-up bank. Zethu has already investigated it (Step 1). Let the groups discuss what should be done in Steps 2 and 3. Emphasise that to do this they must look carefully at what Zethu has found out. (5–10 minutes)
- Possible answers: in Step 2 (take action) they could:
  - use school assembly to talk to learners about the bank
  - ask Geography/Natural Science/Agriculture teachers to help with information about water damage, water loss and indigenous plants
  - ask for volunteers to help with planting on the bank
  - put up a poster about why they are planting on the bank
  - put up signs at the bank to show people where to walk

- place monitors there at break time
- give a show-and-tell at the bank.
- In Step 3 (Check and compare) they could regularly check up on:
  - how well the plants are doing
  - how many learners are looking after the plants in break times
  - what (and how much) other learners know about the bank and the plants.
- Sum up: the more carefully learners investigate the problem at Step 1, the better they will understand what actions are needed in Step 2. (10 minutes)

## Identify the problem you want to tackle



### **ACTIVITY 1.6** (20–30 minutes)

- Give groups time to identify which problem they want to tackle. (5–10 minutes).
- Write up each group's choice on the board and discuss them as a class. If more than one group has chosen the same problem you could ask them to tackle different aspects and/or try different actions to solve the problem. (10 minutes)
- Ask groups to write a short description of their chosen problem, say why they think it is important, add their names and signatures, and hand it in to you.
- Groups should draw up and sign a final version of their tables to use for monitoring the rest of their project. They should fill in the actions they have decided on. Advise them on how to divide responsibilities.

**Assessment:** Read the problem statements to see whether learners have chosen clear and manageable topics and can support their choice. Topics should be placed in their project portfolios.

# Water Detectives in action

This section provides support for Section 2 in the Learner's Book. After working through it, learners should be able to:

- explain why water is precious
- describe their water rights and water responsibilities
- find out how people use water and water facilities
- use some strategies to take action on water wasting.

**Duration:** depends on choice of activities (use homework time if necessary)

**Resources:** *Go, Water Detectives!* comic; Learner's Book: questionnaire on page 19 questions 1–14; Section 2: pages 21–23; at least one bucket, a 1-litre measuring jug and a cup.

Relate the activities in this section to the water issues that learners identified in their surveys.

## Things you need to know: How schools pay for water



### ACTIVITY 2.1 (10–15 minutes)

- Ask the learners to look at the pictures and answer the questions.
- Then let them read the text following the pictures to help them answer. Explain anything they still don't understand.

**Special note:** You could remind learners that Linda charged the people at the mjondolos 'rental' for their illegal connection. Ask them what they think should happen to this money now that Linda has been caught.



### ACTIVITY 2.2 (15 minutes plus homework time)

- Learners will find out how to read the water meter at school and at home. The groups can take readings in the early morning or at break.
- Ask learners how they might use the water meter to find out if there was a leak in the pipes at school. Emphasise that they are detectives!
- Here is an example of a logsheet on which each day's consumption has been calculated:

Date	Day	Time	Reading (litres)	Litres used in 24 hours
13 Aug 2007	Monday	10h00	956 395	
14 Aug 2007	Tuesday	10h00	964 825	8 430
15 Aug 2007	Wednesday	10h00	973 374	8 549
16 Aug 2007	Thursday	10h00	981 997	8 623
17 Aug 2007	Friday	10h00	990 593	8 596

**Special note:** This is also a useful activity for Step 3 (Check and compare), since learners will need to check meter readings both before and after they take action to save water. They could take average readings for 5 days before action and 5 days after action.

**Assessment:** Groups should place their meter readings in their project portfolio.

## Things you need to know: Water is precious



### ACTIVITY 2.3 (30 minutes)

- After this activity learners should be able to explain why we have to pay for water. Brainstorm a): write up all the suggestions learners give for water use on the board.
- Ask individuals to answer b) and c) in their exercise books. Then call on different learners to give their ideas. Accept learners' ideas without giving too much input.

- Set d) as a homework task.
- Now ask the learners:
  - *Do we really need to do all the things we use water for, or do we need to use as much water as we do for these things?*
  - *Would you change your answer to b) or c) after what you have heard/read? If yes, how would you change it?*
- Ask learners to share the results of their research at home. Ask them how they think their family members' life experiences could have influenced their answers.
- Also ask them what they would now tell other learners and people at home about water. Correct any misconceptions that come up.

**Assessment:** Ask learners to put their home research notes in their project portfolio.

## Find out about yourself as a water user



### ACTIVITY 2.4 (30 minutes plus homework)

- Take ideas from the class and write them on the board.
- Give the 'detective' groups 10 minutes to work out how they might use the items to measure their water use for drinking, washing hands and flushing the toilet. Then let one or more groups try out their methods.
- Set a) and d) as homework tasks. Learners could use a table for c):

I used water for...	Water used each time	Number of times today (tick)	Total water used
washing hands	2 litres	✓✓	
drinking	250 ml		
flushing toilet	6 litres		
<b>Overall total:</b>			

- Possible answers for a): Grey water (e.g. from buckets under taps) can be reused on the school garden, for cleaning and for washing cars. Water monitors could be organised during break times and all learners would need to be taught to empty the bucket when full. More than one bucket could be kept at the tap. A plastic-covered brick in the toilet cistern will save about 1 litre per flush. Hand-washing: water could be reduced from two litres to one litre. Drinking water should not be reduced.

**Assessment:** Records such as the table should be placed in the project portfolio.

## Find out how and why people waste water at school



### ACTIVITY 2.5 (30 minutes plus homework)

- **How people waste water: observations** (10 minutes plus homework time)
  - Tell each group to make a table like the one in the LB in their exercise books.
  - Advise them to place observers near the taps or the school garden during break or when gardening or watering is being done.
  - Before learners investigate the rainwater aspects, ask them what 'rainwater harvesting' is. Link the task to the poster material on rainwater harvesting in the project pack.
- **Why people waste water: interviews** (15 minutes plus homework time)
  - Ask groups to write interview questions first. Help them to focus on **specific** problems: for example they should not ask why learners waste water, but why learners leave the tap on after drinking, or use their hands rather than a cup.
  - Tell groups also to indicate **who** they will interview for specific questions.
- **Ways to ask questions** (5 minutes): Answers: Vusi gets more detailed and accurate responses in B because he asks an open question rather than a 'yes/no' question as in A. Also, in B he does not address the learners directly as 'you', but refers to 'some learners'. The 'you' approach embarrasses people so that they deny responsibility.

**Special note:** Suggest that learners conduct their interviews in pairs: one person can interview while the other one writes notes.

**Assessment:** Learners should place all notes from interviews in their project portfolios.

## Ways to take action: Solve your water problems



### ACTIVITY 2.6 (30 minutes)

- Ask learners in project groups to list all their ideas about how to save water at school. Hold a report back (15 minutes). Possible answers: Many ideas can be drawn from the survey on page 12 and from previous activities. Some further ideas are:
  - **Keeping clean:** Wash your hands well but quickly after using the toilet and collect the grey water via a pipe or bucket to reuse on the garden.
  - **Washing cars, clothes, dishes, etc.:** Wash as much in one load as possible. Don't use continuously running water such as a hose for car-washing: use a bucket.
  - **Rainwater harvesting:** See the poster materials referred to in Activity 2.5.
  - **Repair leaking taps and pipes.**
  - **Gardening:** Use only fresh and stored rainwater and grey water. Water in the early morning. Compost and mulch with leaves and twigs to keep the soil moist.
- Ask groups to complete task b). Answers: 1c; 2f; 3g; 4e; 5d; 6b; 7a. The strategies are useful for action projects on topics other than water too. (15 minutes)

# Water Detectives tackling diseases

The advice in this section supports Section 3 in the LB. After working through it, learners should be able to:

- explain what causes diarrhoeal diseases and worms
- find out about health and hygiene behaviour at school and at home
- take action to prevent diarrhoeal disease and worms in themselves and others.

**Duration:** depends on choice of activities (use homework time if necessary)

**Resources:** *Go, Water Detectives!* comic; Learner's Book (pages 23–28)

**Special note:** Learners need to understand how diseases are transmitted and prevented, and be able to tell others. Support with their home language freely in all activities in this section.

## Things you need to know: Diseases that go in circles



### ACTIVITY 3.1 (30 minutes)

- Read the introductory explanation of cycles of disease in the LB.
- Explain difficult words in Texts 1 and 2 and/or read to learners. Ask project groups to work on the questions for 10 minutes. Support the groups as they work.
- Report back: make sure that everyone understands. Possible answers:

Thuli's story

- For b): accept well-reasoned answers; however, the man defecating near the river in rain that will wash the faeces into the river is really the beginning of the story.
- For c): defecating near the river and drinking dirty water are both problem practices.
- For d): Boiling (or otherwise purifying) the water. We can't stop people using the bushes as easily as we can make the water safe to drink.

Sonke's story

- For b): the people defecating in the bush is the beginning.
- For c): defecating in the bush and eating without washing hands are problem practices.
- For d): Washing hands before eating and wearing shoes.



### ACTIVITY 3.2 (20–30 minutes)

- Explain that the cycle of Sandile's disease does not involve water.
- The learners can draw simple stick figures. Let them write if they prefer to. Answers:
  - For b): The four steps should show: 1. Sandile's mother changing Mandisa's nappy; 2. His mother preparing the pap; 3. Sandile starting to eat the pap his mother has given him. 4. Sandile running into the toilet / lying in bed.
  - For c): babies' faeces actually contain **more** germs than adult faeces.
  - For d): The mother should wash her hands after changing the baby's nappy.
  - For e): Sonke could also get diarrhoea, since non-waterborne diarrhoea germs could get from his hands on to his vetkoek just as the worm eggs did.

**Assessment:** Place notes and drawings from the above two tasks in the project portfolio.

## Things you need to know: Why these diseases are dangerous



### ACTIVITY 3.3 (20–30 minutes)

- Ensure that learners understand the two texts. Use their home language for support.
- Possible answers: a). Diarrhoea is serious because it makes you lose so much water that your body dries out and you can die. b) Worms are serious because they take the food we need for ourselves to make us grow strong.

**Assessment:** Ask learners to place their work in their project portfolios.

## Things you need to know: Preventing diseases



### ACTIVITY 3.4 (30 minutes)

- Explain the faeces-to-mouth path that germs take in nearly all these diseases. Ask groups to complete the table. After 10 minutes, hold a report back. The prevention strategies are to:
  - wash hands before eating, after going to the toilet and after any other possible contact with faeces, e.g. when changing nappies
  - purify water which may not be clean (e.g. from the river)
  - cover food and water so that dirt or flies cannot get to them
  - do not defecate in the fields/bush or (especially) by the river. If you do, dig a hole and cover the faeces
  - keep animals away from water sources used by people or children's play areas
  - wear shoes to protect feet from hookworm eggs and faeces.
- The answer to b depends on the learner's situation. Sunlight is cheap but time-consuming. Boiling is most effective but also time-consuming and expensive. Bleach could be a compromise solution.

**Special note:** Emphasise that hand washing breaks several diarrhoea cycles effectively. Learners could give it priority when planning action.

**Assessment:** Correct learners' answers. These can be placed in their project portfolios.

## Things you need to know: Habits and beliefs



### ACTIVITY 3.5 (30 minutes)

- In this activity learners will find out how beliefs can affect hygiene behaviour. Let them read the activity and the passage (or read it to them). Ask them to try and answer the questions on their own (5 minutes). They can then form pairs and share their ideas (5 minutes). Finally, the groups can discuss the questions (5 minutes). After this, have a class reportback for a few minutes.
- Possible answers/comments: Learners' might not be washing their hands because there aren't close and/or convenient facilities. In times past, people didn't live so close together on the land and this is one of the main causes of these problems. Rather than taking one fact about their way of life we should note the various careful habits they practised (seen in the passage).

## Health and hygiene at school and in the community

### ACTIVITIES 3.6 (about 30 minutes for each task plus homework)

- After the questionnaire check, support learners doing the two survey activities.
- **Surveying hand-washing.** Ask groups using this for project work to show you their observation plan. To record their observations they can use a 'ticktable' on which they tick off each learner who a) uses the toilet and b) washes their hands. Let Grade 6 learners draw separate boy and girl columns so that they can find out whether girls or boys wash their hands more often. Groups should use more than one observer.
- **Surveying diarrhoea in the community** (suitable for Grade 6). You could help learners prepare clear tables with questions to ask. If several groups are doing this survey as part of their project, they can put their findings together to reflect a larger sample of the community.
- Ask learners how their findings will influence what action they take, at school and at home.

## Ways to take action: Prevent disease at school and at home



### ACTIVITY 3.7

#### Hand-washing facilities:

- Ask groups to compare the two hand-washing systems: they could give advantages and disadvantages of each for using at school and also at home. (10 minutes)

- If the school has no facilities, help learners organise to put the one they prefer in place. For example, there may be the cost of basins, soap, towels, etc. to consider.
- Project groups could plan 'edutainment' such as a drama about disease or posters to promote hand-washing.

#### **Organising bottle hand-washers:**

- Collect plastic bottles with clip-fast nozzles as bottle-washers (learners could help).
- Learners could make enough to place at the school toilets and to take home.

## Water Detectives taking action on the school toilets

The advice in this section focuses mainly on Section 4 in the LB. After working through this section, learners should be able to:

- describe their sanitation rights and responsibilities
- find out how learners treat the school toilets
- find out about bullies in the school toilets
- take action on these problems.

**Duration:** depends on choice of activities (use homework time if necessary)

**Resources:** *Go, Water Detectives!* comic; Learner's Book: Section 4 (pages 29–31)

Relate activities in this section to the specific sanitation issues at your school that your learners identified in their surveys (LB page 19).

### Things you need to know: sanitation rights and responsibilities

Ask learners what they think the local authority/municipality does or should do about toilets in the area. What do they think we are supposed to do? Then read the introduction with them.



#### **ACTIVITY 4.1** (30 minutes)

- Learners will identify and analyse the problems and needs at the school toilets and distinguish between what should be provided and what can be dealt with at school. Ask them to apply what they have learnt in Section 3 to the picture from the comic. Possible answers: flies that carry diarrhoea germs to food, dirty water and faeces overflowing (waterborne diseases), the likelihood of picking up germs or worm eggs on their hands, etc.
- For b) and c): learners may already have survey answers (Questions 16–31) about the toilets. Ask them to write a paragraph summing up the problems.
- Encourage them to draw the same type of toilet as at present unless the toilets are an unacceptable system such as bucket toilets, or are structurally unsound.
- There must be no exposed waste. Therefore toilets must be unblocked, holes must be covered and mess on all surfaces must be cleaned off.
- It may be necessary to contact the Departments of Education, Health or Water Affairs or the local authority/municipality. Try to involve learners in this process (e.g. writing letters, or reporting in assembly on what has been done), rather than doing it yourself.

**Assessment:** Inspection reports, drawings, letters, etc. should go into the project portfolios.

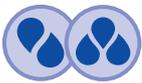
## Things you need to know: other problems with school toilets



### ACTIVITY 4.2 (20 minutes)

- Let learners look at Picture A and Story B and discuss the questions. (10 minutes)
- Deal with the issue in Story B: You cannot catch HIV and AIDS from sitting on a toilet seat where someone who is HIV positive has sat. People are much more likely to get sick with diarrhoea from learners who mess in the toilets. Learners with bad habits like this are a real danger to those who are HIV positive, because their immune systems are weak.
- Questions a)–d): Bullying and stigmatising tend to foster negative feelings and divisions in both victims and watchers. Water Detectives need to encourage positive, caring, inclusive and comradely feelings at school, so that everyone works together to improve the environment. Some ways to counteract bullying and stigmatising: urge others not to join in or watch; make it safe to report bullies; organise playground monitors; get learners to join Water Detectives!

## Find out about toilet habits and toilet maintenance at school



### ACTIVITY 4.3 (30 minutes plus homework time)

#### Learner interviews

- Support project groups preparing questions for interviews and remind them how to interview (See Activity 2.5 page 23)
- When they have completed their interviews help them to look through the responses to each question and try to explain **why** learners do what they do.

#### Observation

- Tell the groups that they can find out a lot by watching learners at and near the toilets.
- Help them to plan and organise their observation: who will observe what, where will they be posted, and how will they record what they see?

**Assessment:** All records should form part of the learner's portfolio.



### ACTIVITY 4.4 (15–20 minutes)

- Tell the learners that toilets often stop working because the wrong things are put down them. Ask the pairs to discuss Mrs Govender's statement. Do they agree/disagree, and why?
- Then discuss what people throw down toilets. Ask for their ideas/experiences of different kinds of toilets. What about disinfectants?
- Possible answers: Mrs Govender is essentially correct. Even disinfectants should not go down pit toilets or septic tanks because they kill bacteria that break down waste. Rather use them to clean seats, walls, floors, etc.

## Ways to take action on school toilet problems

### ACTIVITY 4.5 (30 minutes)

- Make sure that learners respond to the questions in this activity and thus a) consider what responsibility learners should be persuaded to take for the school toilets; b) use what they now know about sanitation and what they have found out about behaviour at school; and c) select action strategies that will get the messages across effectively in your school and will respond to the kinds of problems you have there.

**Assessment:** Action tables should be filled in and handed in to the teacher, and can eventually be added to the group portfolios. Here is a grid that you can use to assess the project report (the final assessment task).

<b>Criteria</b>	<b>1 not achieved 0–34%</b>	<b>2 partial achievement 35–49%</b>	<b>3 satisfactory achievement 50–69%</b>	<b>4 excellent achievement 70–100%</b>
Understanding of problem	no evidence that learner has fully identified the problem or investigated it	learner has roughly identified a problem and made some attempt to investigate aspects of it	learner has gained a basic understanding of an identified problem	learner has clearly identified a problem and investigated different aspects of it
Quality and suitability of action	action not clearly related to an identified problem	action has some relevance but is not fully geared to problem	learner has chosen an action which responds broadly to the identified problem	choice and focus of action is strongly directed by various aspects of the problem
Reality/ authenticity of project	project choices have little relation to real school situation	some signs of the actual school situation	project responds to broad realities in the school situation	project responds to very specific realities of problems at school





