PN-ACM-068 1009965

Project for Health and Sanitation Education (PHASE)

Teacher Lesson Plans

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A

Language, Literacy and Communication / English lessons

Critical Outcomes

Learners will move towards achieving the following Critical Outcomes as they work through these lessons:

- Learners identify and solve problems and make responsible decisions using critical and creative thinking. (Lessons 3, 4, 9, 10, 11, 12)
- Learners work effectively with others as a member of a team, group, organisation or community. (Lessons 4, 5, 6, 7, 8, 9, 10, 11, 12)
- Learners organise and manage themselves and their activities responsibly and effectively. (Lessons 4, 5, 6, 7, 8, 9, 10, 11)
- Learners communicate effectively using language skills. (Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
- Learners demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. (Lessons 3, 4, 7, 8, 9, 10, 11, 12)
- Learners participate as responsible citizens in the life of local, national and global communities. (Lessons 9,10,11,12)

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Lesson 1: Introduction to *Sharp, Sharp Gugu and Friends*

Lesson outcomes:

By the end of this lesson, learners will have ...

... practiced the skill of prediction.
... practiced recognising characters who appear in the comic story *Sharp, Sharp, Gugu and Friends.*
... learnt that speech bubbles can show us whether someone is talking normally, shouting, whispering or thinking.
... learnt the order in which to read frames in a comic story.
... learnt what a text box is used for in a comic story.

Time:

- 60 minutes

Resources:

- *Sharp, Sharp, Gugu and Friends*
- drawing of different types of speech bubbles on the board or on large sheets of paper

Lesson steps:

1. Tell the learners that they will be reading a comic story in the next few lessons. The learners in the comic story, Gugu and her friends, do a number of action projects at their school. Ask learners what they think action projects are. Also ask them if anyone has read a comic story before. If someone has, ask him/her what story it was.

2. Give learners copies of *Sharp, Sharp, Gugu and Friends.* Tell them to look at the front cover. Ask them prediction questions like the following ones:

   ➢ Which of the people on the cover do you think is Gugu? Why did you choose this person?

   ➢ Look at the learners who are standing around Gugu. What are they doing? Based on what they are doing, what action project do you think they are doing?

   ➢ There are two people in the background of the picture. Who do you think the

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- man on the left of the building is? What role do you think he plays in the story? Who do you think the person on the right of the building is? What role do you think he plays in the story?
- Where do you think this story takes place? Give reasons for what you say.

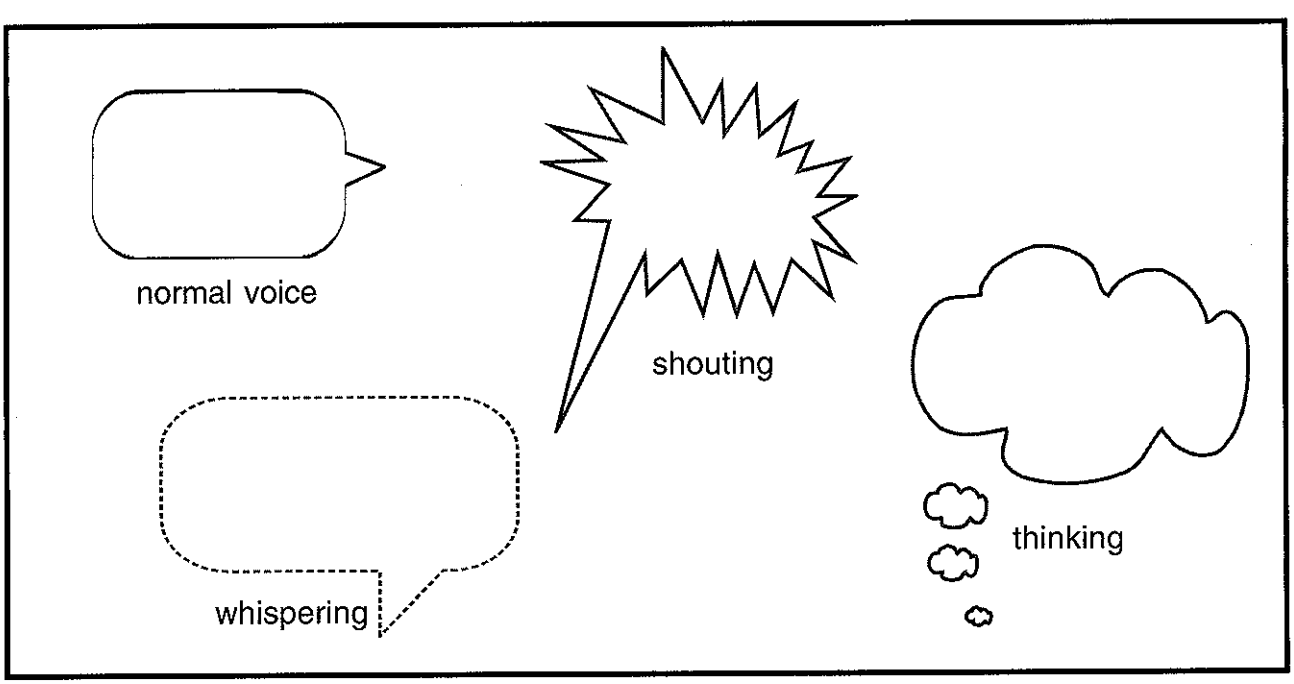
3. Ask learners to open the comic and to look at the people on the inside of the cover. They must read what is written below each person.

4. Then ask learners questions like the following ones:

   - What school does the story take place in?
   - What is Gugu's brother's name? What sport is he very good at?
   - What is the name of the gangster in this story?
   - Does he attend the school?
   - What is the principal's name?
   - Who is the English teacher?

5. Ask the learners to look at the first page of the comic story. Ask them to name the front 5 children in the first picture. (They can refer back to the inside front cover.) Then ask them to name the older boy in picture 3. Give them guidelines on how to identify people in comics. For example: Jabu has a round face; Dumi has quite narrow eyes; Zethu has braids; Thandi has short hair and long eyelashes; Gugu has dreadlocks; Xolani's hair style is flat on top etc.

6. With the aid of a drawing on the board or on big sheets of paper, explain what different shaped bubbles mean.



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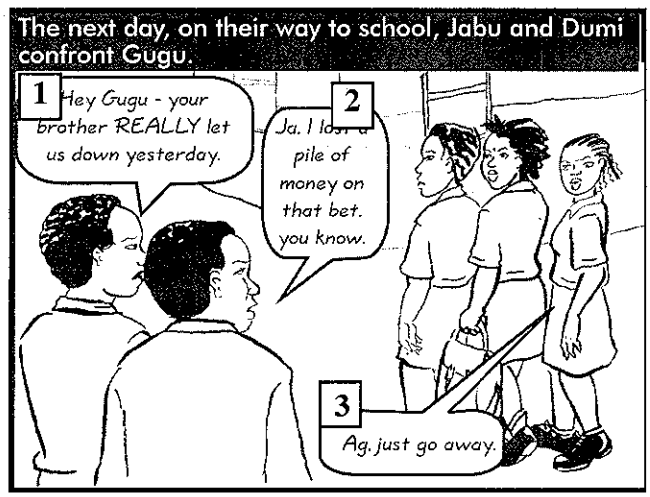
7. Explain that a text box (black box in some of the frames) gives background information and extra details. It is what a narrator would say.

8. Explain the order in which you should read the bubbles within a frame. (Left to right and top to bottom.) Also explain the order in which the frames should be read. (Also left to right and top to bottom.)



NOTE:

Remember, you must read, firstly, from left to right in each frame and then from top to bottom. So, for example, in frame 1 on page 4 you must read Dumi's speech bubble first, then Jabu's and, finally, Zethu's. In frame 7 on page 4 you must read Mr Thanduxolo's bubble first, then Dumi's and then Zethu's.

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Lesson 2: Reading *Sharp, Sharp, Gugu and Friends!*

Lesson outcomes:

By the end of this lesson, learners will have ...

... practised the skill of prediction.

... practised reading comic stories.

Time:

- 60 minutes

Resources:

- comic story: ***Sharp, Sharp, Gugu and Friends!***

Lesson steps:

1. Tell the learners to imagine that it is the day before they are going to play a netball match and a soccer match against their biggest rivals. (Mention the name of the rival school.) Ask them the following questions:

   - *What is the atmosphere like at school?*
   - *What are the learners talking about? What kinds of things are they saying?*
   - *What do the supporters feel?*
   - *What do the players feel?*
   - *What would they say to learners from the rival school if they met them at the shop?*

2. Now tell them that this is the situation which exists at the start of the comic story, ***Sharp, Sharp, Gugu and Friends!*** It is the day before a soccer match between two rival high schools, Thand'ulwazi High School and Triumph High School.

   Tell the learners to open to page 1 of their comic stories. They must read the first page of the story silently to themselves.

3. Once the learners have read page 1, ask them what they think is going to happen. Do they think the team from Thand'ulwazi or the team from Triumph will win?

4. Now, tell the learners to turn the page over. They must read the next two pages of the comic story (pages 2 and 3) to themselves.

5. Once the learners have done this, ask them the following questions in plenary:

   - *What was wrong with Xolani on the day of the soccer match?*
   - *How did Xolani's grandmother treat his sickness?*
   - *Do you think this treatment helped? Why do you say this?*
   - *Which school won the soccer match?*
   - *What did Xolani think caused his sickness?*
   - *What did Gugu think caused Xolani's sickness?*

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- *What do you think caused Xolani's sickness?*

6. Now, ask 3 boys and 3 girls to volunteer to take the parts of Jabu, Dumisani, Mr Thanduxolo, Gugu, Zethu and Thandi. Once you have people to do this, ask them to read page 4 and the first frame on page 5 aloud to the whole class. You should act as the narrator and read the information in the text box on page 4.

   Make sure the learners speak in a normal voice, shout or whisper depending on the type of speech bubble which is used each time.

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Lesson 3: The PHD syndrome (Dealing with opposition)

Lesson outcomes:

By the end of this lesson, learners will have ...

... practised reading a comic story.

... discussed the *PHD syndrome*: what it is, why it happens and how people can try to stop it from happening.

Time:

- 30 minutes

Resources:

- comic story: ***Sharp, Sharp, Gugu and Friends!***

Lesson steps:

1. Ask one of the learners to give a quick summary of what has happened in the comic story so far. Then tell the learners to turn to page 5 of their books. They must carry on reading until they get to the end of the third frame on page 7.

2. Ask the learners questions like the following ones:

   - *What did Mr Thanduxolo and Mrs Mpilo teach the Grade 8 learners?*

   - *What did the Grade 8s start doing? Why did they do this?*

   - *What problem did the Grade 8s encounter?*

3. Now ask the learners the following questions. The whole class can discuss them together. Make sure that one or two people don't dominate the discussion. If you see that this is starting to happen, address other learners by name and ask them what they think.

   - *Have you ever experienced a situation where you were trying to do something to improve yourself or the community and other people tried to stop what you were doing? Or do you know of a situation where it happened to someone else? Tell us what happened.*

   - *Why do you think some people try to stop members of the community from improving themselves or the community?*

   - *How do you think we can stop this type of thing from happening?*

   - *People in Gauteng call the problem which we have been discussing the **PHD Syndrome**. In this case, **PHD** stands for "pull him or her down".*

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- *Have you heard this problem called by this name before?*
- *What else does **PHD** stand for?*
- *Do you think this is a good name for the problem? Give reasons for what you say.*
- *Is there a special name for this problem in this community? If so, why do people call it by this name?*

4. Summarise what the learners said in the above discussion.

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Lesson 4:
Dealing with opposition (cont.)

Lesson outcomes:

By the end of this lesson, learners will have ...

... practised reading aloud to a small group of people.

... practised giving their own ideas and opinions.

... practised supporting their ideas and opinions.

... practised presenting arguments against other people's ideas and opinions.

... practised agreeing with other people's ideas and opinions.

... practised writing in speech bubbles (direct speech).

Time:

- 30 minutes

Resources:

- activity sheet: **When people try to pull you down** (page 1 of the ***Learning and Action Book***)

Lesson steps:

1. Remind the learners of the ideas which they had in the previous lesson. Tell them that they are going to continue talking about the *PHD Syndrome* in this lesson.

   Put the learners into groups of 3 - 4. Tell each group to appoint a facilitator who must make sure that everyone in his or her group gives their ideas during the discussion which they will have in this lesson.

2. Now tell the learners to turn to page 1 of their ***Learning and Action Book***. Tell them that each person should read one of the speech bubbles on this page to the rest of the people in the group. Once they have read the bubbles, the learners must discuss the questions which are at the bottom of page 1 in their groups.

3. Give the learners time to read the speech bubbles and to discuss the questions at the bottom of the page.

4. Now ask some of the learners to share the ideas which they had with the rest of the class. Let learners ask each other questions and comment on the ideas which the different groups had.

5. Tell the learners to write what they think Nomusa should say to her friends and to the boys at her school in a speech bubble in their exercise books. They must finish this for homework if they don't finish it in class.

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Note:

Learners might come up against the *PHD syndrome* when they try to do their own action project in the school. Lessons 3 and 4 try to prepare them for this by ...

... alerting them to the problem;

... helping them think about how they could react in situations where people try to block their progress; and

... helping them think about how they can keep themselves positive when they encounter resistance.

You may think that these two lessons have not prepared your learners to face this possible problem. If so, you could draw up other situations in which people, like Nomusa (activity sheet: **When people try to pull you down ...**), have to deal with the *PHD syndrome.* You could get your learners to role-play and / or discuss these situations.

Your learners may not be entirely prepared to face the *PHD syndrome* even after you have done lessons 3 and 4, and any additional activities which you design, with them. Because of this, you will have to motivate and support them if they do encounter this problem when they do their own projects.

Assessment ideas:

1. Move around the class while learners are discussing the questions at the bottom of page 1 of their activity books. Use what you hear to assess their group work skills. Record your ideas in the table like the following one.

Group discussion and debate						
Name:	**Skill:** Present/ give own opinion	Give reasons for opinion	Say you disagree with someone else's opinion	Give reasons for disagree-ment	Ask questions to clarify an issue	
Blose, B.	✓ 22/07/98	✓ 22/07/98				
Cele, T.						
Dladla, N.	22/07/98 ✓	✓ 22/07/98	22/07/98 ✓	22/07/98 ✓		
Guma, M.						

2. Take in the learners' exercise books and mark the speech bubble which they wrote. Don't just focus on whether the learners have used grammar and spelling correctly. Rather, also look at the ideas which they have had. You could give them a mark out of 20 for their ideas and a mark out of 10 for the accuracy of what they wrote. Add these two marks together and record them in your mark book.

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Lesson 5:
Sharp, Sharp, Gugu and Friends!

Lesson outcomes:

By the end of this lesson, the learners will have ...

... practised summarising a story orally.

... practised reading a comic story.

... practised giving and supporting their own ideas and opinions.

Time:

- 30 minutes

Resources:

- comic story: ***Sharp, Sharp, Gugu and Friends!*** (pages 7 - 12)

Lesson steps:

1. Ask the learners to summarise what has happened in the comic story so far. Ask them what they think will happen next.

2. Then tell them to read the rest of the story. They could do this

   - silently to themselves.

   - in small groups with each person taking the part of one character and reading the things that this person says to the rest of the group. One person in the group should also be the narrator and should read the information in the text boxes to the rest of the group.

   - together as a class with different people taking the parts of different characters and you as narrator reading what is in the text boxes.

3. Once the learners have completed the story, ask them questions like the ones below. They could respond in small groups and then report back to the class or they could respond as the whole class. Choose how to organise the discussion in the time you have.

   - *Do you think that Gugu's group did the right thing by going to school in the late afternoon? Give reasons for what you say.*

   - *Do you think that Gugu and her friends should have been punished for going to school when no-one was there? If so, how should they have been punished? Give reasons for what you say.*

   - *Do you think that the principal and the governing body of Thand'ulwazi dealt with Mandla in the right way? Give reasons for what you say.*

   - *Do you think that you could do some of the things which Gugu and her friends did about the state of the toilets at Thand'ulwazi at this school? Give reasons for what you say.*

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Lesson 6:
Acting out scenes from
Sharp, Sharp, Gugu and Friends!

Lesson outcomes:

By the end of this lesson, learners will have ..

... organised, practised and presented short role plays based on the comic ***Sharp, Sharp, Gugu and Friends!***

Time:

- 2 x 30 minute periods; learners could also use some non-class time to practise their plays

Resources:

- you and your learners can bring props such as a soccer ball, an enema, clothes to dress up as different characters in the story etc
- comic story: ***Sharp, Sharp, Gugu and Friends!***

Lesson steps:

1. Tell the learners that you would like them to act out some of the scenes from ***Sharp, Sharp, Gugu and friends!***. Ask them to suggest which parts of the comic they could act out. List their ideas on the board. For example:

   - *the meeting of learners from Thand'ulwazi and Triumph schools before the big soccer match*
   - *the morning of the soccer match when Xolani wakes up with diarrhoea and his Gogo wants to give him an enema*
   - *the fight between Gugu, Jabu and Dumi the day after the soccer match*
   - *the conflict between Gugu's group of friends and Mandla's group of friends when the Grade 8s try to investigate the state of the toilets*
   - *Gugu and her friends going to school when everyone has gone home*
     etc.

2. Tell the learners that you are going to divide them into small groups and they must decide which of the scenes that are listed on the board they would like to act out. Once they have decided, they must start practising the scene. They must remember the following things as they do so:

   - They should not use the exact words which the characters in the comic use. They must use their own words to make the scene look more natural.
   - We suggest that you don't make the learners use English when they act out the scenes. They will not be able to talk as fluently in English as they will be able to in their mother tongue.

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3. Divide the learners into small groups. If possible, take them outside so that they can practise their role plays more easily. Make sure you have a way to signal to them if you want them to come together or to be quiet. For example, when you clap, blow a whistle, put your hand in the air etc.

4. Give the learners one class period to practise their role plays. Tell them when they should be ready to present their role plays to the rest of the class. Encourage them to bring props which they can use during the plays.

5. On the appointed day, let as many groups as possible present their plays to the rest of the class during the English period. If the plays are good, you could organise for the learners to present them to other classes. They could also be part of a concert which includes songs about disease and germs, dances, short speeches and other role plays. You could get the learners to stage this concert for the rest of the school and for parents at the end of the project.

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Lesson 7:
Thinking about project work

Lesson outcomes:

By the end of this lesson, learners will have ...

... learnt the meaning of the following English words: *faeces, disposing, infant, toddler, questionnaire*

... practised reading silently.

... practised summarising what they have read orally.

... practised asking questions for clarification.

... practised answering questions which have been asked for clarification.

... practised matching meanings to passages.

... practised evaluating a problem-solving process.

... given their ideas and opinions about whether a problem-solving process could be applied to their situation.

Time:

- 1 - 1 ½ hours

Resources:

- comic story: ***Sharp, Sharp, Gugu and Friends!***
- activity: **An Action Project** (pages 2-4 in the ***Learning and Action Book***)

Lesson steps:

1. Tell the learners that Operation Hunger began a health and sanitation project with a group of Grade 11 learners who attended a high school in Maputuland, KwaZulu - Natal. The project which these learners did was similar to the project which Gugu and her friends did in the comic story.

   Tell the learners that they are going to spend this lesson reading and talking about what the learners in Maputuland did. They are going to work in small groups and each person is going to read a different part of a report which tells them what the learners did. Then they are going to tell each other what they read.

2. There are some words which the learners must know before they read the report. Write

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the words which are in the box below on the board. Ask the learners if they know what any of the words mean. If they do, write their definitions next to the words. Let the learners use their mother tongue if they need to. You can use mother tongue in the definitions on the board too. If the learners can't tell you what some of the words mean, use pictures, mother tongue and explanations to tell the learners what the word mean.

WORDS WHICH THE LEARNERS MUST KNOW
(and example definitions):

- **faeces** – waste matter; poo (use a word the learners use in their daily conversations)
- **disposing** – getting rid of
- **infant** – baby; very young child
- **toddler** – young child who has just learnt how to walk
- **questionnaire** – list of questions which you ask people so that you can get information about a specific topic

3. Put the learners into groups of three. Tell them to decide who will be Partner A, who will be Partner B and who will be Partner C in each group. Once this has been established, tell all the Partner As to turn to page 2 of their ***Learning and Action Book***, all the Partner Bs to turn to page 3 of their books and all the Partner Cs to turn to page 4 of their books. Each person must read the page which has been assigned to him/her.

4. Once the learners have read their page, they must tell the other people in their groups what they read. Partner A must say what s/he read first, then Partner B and finally Partner C. The other people in the group can ask the person who is talking questions about what s/he read.

5. Write the following headings on the board:

   - *Evaluating the action*
   - *Choosing a problem*
   - *Putting the action plan into practice*
   - *Finding out more about the problem*
   - *Deciding what to do about the problem (Developing an action plan)*

   Tell the learners that these are the headings of the different sections which they read. They are not in the correct order. Tell them to work in their groups to decide which heading goes with which part of the report.

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Give the learners 5 - 10 minutes to do the above. Then ask them for a report back.

6. Ask the learners the following questions:

   - *Do you think the steps which the learners in Maputuland used in their projects were good steps? Give reasons for what you say.*
   - *Are there any other steps which you think they should have added to the ones they used?*
   - *Do you think you could use these steps if you were to do a project? Give reasons for what you say.*
   - *Do you think people should work through a process like the one the learners in Maputuland used when they are trying to solve a problem? Give reasons for what you say.*

Assessment idea:

You can use the whole class discussion to take note of which learners seem to have acquired the skills which they need to take part in group discussions and which learners have not yet acquired these skills. Keep a record of this information in a table like the one on page10.

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Lesson 8:
Thinking about project work (cont.)

Lesson outcomes:

By the end of this lesson, learners will have ...

... practised reading speech bubbles.

... practised the skills used in small group discussions.

... thought about their responsibilities as members of the school community and of the larger community.

... thought about what they can do to be responsible members of the school and of the broader community.

Time:

- 30 minutes

Resources:

- activity sheet: **Solving problems at school and in the community** (page 5 of the ***Learning and Action Book***)

Lesson steps:

1. Remind learners of the project which the Grade 11s in Maputuland did. Tell them that people could react in different ways when they read about learners doing this type of project. Tell them that they are going to read and discuss some of the reactions which people could have during the lesson today.

2. Tell the learners to work in the same small groups as they worked in during the previous lesson. They must turn to page 5 of their ***Learning and Action Book***. Then they must read what the people on this page have to say about learners doing action projects. Once they have done that, they must talk about the questions which are at the bottom of page 5.

   One person in each group must be the group **facilitator** and must make sure that everyone has a chance to say what they think. Someone else must be the **group reporter** who will share the group's ideas with the rest of the class near the end of the lesson.

3. Give the learners time to work through the activity on page 5 of their books.

4. Ask the reporters from some of the groups to share their group's ideas with the rest of the class.

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Notes for the teacher:

There are two main aims of this lesson. They are:

(a) to persuade learners that they should feel a sense of responsibility towards their school and their community.

(b) to persuade learners that, even though they are children, there are things which they can do. For example:

- Children can learn about health and hygiene so that they can try to keep themselves healthy. By doing this, they will help to save limited resources, for example, money which may have to be spent if they get sick.
- Children can learn about health and hygiene so that they know how to help keep younger children who they look after healthy.
- Children can teach younger children how to try to keep themselves healthy.
- Children can share new ideas with the adults in their families. For example, they can tell adults about better ways to look after people who have diarrhoea.
- Children can do simple things which will improve their own health and the health of those around them. For example, they can cover food; they can put a baby's faeces into a toilet or they can bury it etc.
- Children can tell adults about how they can apply for water and toilets in their community. They can help to write letters asking for these things.

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Lesson 9: Mapping the school

Note:

English lessons 9-12 may be used in the Geography class.

If you don't have enough time to get all of your learners to do both the mapping and the observing activities in lessons 9 and 10, divide the class into two and get half the class to do the mapping activity and half the class to do the observing activity. Here is one way in which you could do this:

Do step 1 of lesson 9 with the whole class. Then, divide the class into two specialist groups. One group will make a map of the school and the other group will observe the water and sanitation facilities at the school. Divide these large groups into smaller groups so that all the learners take part in the activities.

Tell the small groups in specialist group 1 to discuss the questions about maps which are on page 20 of this lesson plan. Tell the small groups in specialist group 2 to brainstorm what types of things they think they should look for when they look at the toilets and at the water. Ask the learners to report their ideas back to the whole class after they have done this, first the groups who discussed mapping and then the groups who discussed observing. (The above will probably take one period.)

In the next period, tell the specialist groups to do the mapping or the observation.

In a third period, get the class to give a report back of what they found. Record their findings on newsprint so that you can refer to them during lesson 12.

Lesson outcomes:

By the end of this lesson, learners will have ...

... thought about how to represent things on a map.

... practised making a key for use on a map.

... practised drawing a rough map of the school.

... thought about what they can learn about the water and the toilets at the school by looking at their map.

Time:

- 1 - 1 $^1/_2$ hours

Resources:

- board and chalk
- exercise books
- pencils and erasers
- newsprint and kokies
- prestik or cellotape

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Lesson steps:

1. Say something like the following:

   In the last few lessons we have been talking about project work and whether you think you could do it. I think that many of you believe that, even though you are at school, you can do projects which could bring about change. I certainly believe that you can do this. So today you are going to begin working on your own action projects.

   Go on to tell the learners that they are going to spend the next two lessons and one break finding out more about the water and sanitation situation at school. Once they know more about the situation, they are going to choose a problem which they would like to solve.

   The first activity which they are going to do is to make a map of the school.

2. Ask the learners the following questions:

   - *What is a map?*
   - *What things do you think we should include on a map of the school, especially if we want to find out about toilets and water?*
   - *What types of drawings do you think we should use to represent the different things which we are going to put on the map? That is, how will we show that a building is a toilet or a classroom? How will we mark where a water source is? etc* (Ask learners to draw the different symbols which they suggest on the board. Together, decide on a set of symbols which everyone is going to use.)
   - *How do you think we can show whether things are far from each other or close together on a map?*

3. Tell the learners that you are going to put them into pairs and then take them outside. They must walk around the school ground in their pairs. Together they must draw a map of the school grounds. They must include the things which they decided on during the above discussion, using the symbols which they agreed on.

   Put the learners into pairs. Make sure that they have pencils and erasers. Take them outside and let them draw their maps in their exercise books.

4. Take the learners back to the classroom. Give them a few minutes to complete their maps.

5. Ask the learners what they have learnt about the toilets and the water at school from this activity. List their ideas on newsprint. Stick this newsprint on the wall and keep it for lesson 12.

Assessment idea:

Look at the maps which the learners drew. Use them to assess whether learners can represent data graphically. Keep a list of the learners who seem to be able to do this and a list of those who don't. If you ask learners to do similar exercises in the future, you can pair learners who seem to have mastered this skill with learners who haven't.

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Lesson 10: Looking at water and sanitation facilities

Lesson outcomes:

By the end of the lesson, learners will have...

... brainstormed questions which they should keep in mind when observing the water source(s) and toilets at school.

... written these questions as a checklist to use when doing the observation.

... observed the conditions of the toilets and the water source(s) at school.

... recorded their observations in a written form.

Time:

- 1 hour

Resources:

- board and chalk
- exercise books
- newsprint and kokies
- prestik

Lesson steps:

1. Remind the learners that they are still trying to find out about the water and the toilets at the school so that they will be able to choose one of the problems which they identify and then try to solve it. Tell them that during this lesson they are going to look at the school's toilets and water supply (if it isn't too far away) very carefully. Ask the learners to brainstorm things which they think they should look for when they look at the toilets/water. Write their ideas on the board.

   Your learners may think of some of the ideas which are below. You could add to their ideas if necessary:

   - *How many toilets are there for the female teachers, the male teachers, the girls, the boys?*
   - *What is the condition of the toilet building?*
     - *Are there doors?*
     - *Do the doors close properly?*
     - *Are there windows or pipes which let fresh air into the building?*
     - *Is the inside of the building dark or light?*
     - *Are there holes in the walls of the building?*
   - *What do the toilets smell like?*
   - *Is the floor around the toilets clean?*

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- *Do the toilets have seats? If they do, are they clean?*
- *Is there toilet paper?*
- *Is there water and soap/ash which you can use after going to the toilet?*
- *Where can you get water?*
- *Can you get the water at any time during the day or only at certain times?*
- *What does the water smell like?*
- *What does the water look like?*
- *What else do you notice about the water and the toilets at the school?*

Once the learners have a list of things to look for, tell them to write these things in their exercise books.

2. Put the learners into pairs. (These could be the same pairs that the learners worked in during the previous lesson or you could put them into new pairs.) Take the learners outside and give them time to look at the toilets and the water source(s) so that they can answer the questions which they wrote down. They must record their findings in their exercise books.

3. Bring the learners back into the classroom. Ask them to report back what they discovered. Record these ideas on newsprint and stick these sheets of paper on the wall. You will use them in lesson 12.

Note to the teacher:

Encourage the learners to observe very carefully, and to record what they see very carefully too. These observations will help them judge whether the actions which they do later in the project make any difference. That is, they will compare the findings from the observations which they do in lessons 10 and 11 with what they observe **after** they have implemented their action plan to see if they have caused any change.

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Lesson 11: Observing how people use the water and toilets at school

Note:

Learners need to do some research during break for this lesson. Because of this, you will have to separate step 1 and step 3. You could do step 1 at the end of lesson 10. Then learners could use one of their breaks to do the observation. Finally, you could do step 3 at the beginning of lesson 12.

Lesson outcomes:

By the end of this lesson, learners will have...

... brainstormed questions which they should keep in mind when observing how people use the water and toilets at school.

... written these questions as a checklist to use when doing the observation.

... observed how people use the toilets and the water at school.

... recorded their observations in a written form.

Time:

- 1 hour (including break time)

Resources:

- board and chalk
- exercise books

Lesson steps:

1. Tell learners that now that they have done a careful study of the water and the toilets at the school, they are going to look at how people use the water and the toilets. Ask them to brainstorm things which they think they should look for. Write their ideas on the board.

   Your learners may come up with some of the following ideas. You could add ideas to their list if necessary.

   - *How many people use the toilets during one break?*
   - *Do learners urinate and defecate in places other than the toilet?*
   - *Do learners wash their hands after going to the toilet?*

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- *Do learners wash their hands before eating?*
- *When learners want to drink water, do they use a cup or some other container to lift water from the water container to their mouths or do they use their hands?*
- *Do people use the toilets as a meeting place?*
- *Is there anything else which you notice about the way people use the toilets and water in the school?*

Once the learners have an idea of things they could look for when they watch how people use the toilets and the water at school, tell them to write the list of things they should look for in their exercise books.

2. Tell learners to use their next break time to watch how people use the water and the toilets at school. They must record their findings in their exercise books.

3. Once the learners have done this, ask them to report what they found. List their ideas on newsprint which you can stick on the walls of the classroom.

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Lesson 12: Choosing a problem

Lesson outcomes:

By the end of this lesson, learners will have ...

... summarised (orally and in written form) what they have discovered about the condition of the water source(s), the water and the toilets at the school, and how people use these things.

... identified one problem which they would like to investigate in more detail and which they would like to try to solve.

Time:

- 30 minutes

Resources:

- findings which have been written on newsprint over the last 3 lessons
- exercise books

Lesson steps:

1. Use the ideas which you have written on newsprint during the last 3 lessons to help the learners summarise what they have discovered about the school toilets and water. Do this orally with the whole class working together to start with. Then you can ask learners to make their own summaries in their exercise books.

2. Once the learners have summarised what problems they have found, ask each learner to choose one of the problems which s/he would like to try to solve. They can record this problem in their exercise books.

   Encourage the learners to describe this problem in as much detail as possible. They will use this description to judge what changes they have made when they look back to evaluate their actions and achievements.

3. Group learners who chose to solve the same problem together. Make sure there aren't more than 5 people in each group.

Note:

If you think the above method of grouping learners will be too messy, group learners before they choose a problem to work on. Then get them to negotiate which problem they should try to solve.

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Assessment idea:

Watch the learners as they identify problems in the school. Also read what they write in their exercise books. Use this to see whether they can do step 1 of a systematic approach to problem solving: problem identification.

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Natural Science and Life Orientation/ General Science and Health lessons

Critical Outcomes

Learners will move towards achieving the following Critical Outcomes as they work through these lessons:

- Learners identify and solve problems and make responsible decisions using critical and creative thinking. (Lessons 1, 2, 4, 5, 6,7,8)
- Learners work effectively with others as a member of a team, group, organisation, community. (Lessons 1, 2, 6, 7, 8)
- Learners organise and manage themselves and their activities responsibly and effectively. (Lesson 6 and 8)
- Learners collect, analyse, organise, critically select and evaluate information from a wide variety of sources for appropriate use. (Lesson 6, 7 and 8)
- Learners communicate effectively using visual and language skills. (Lessons 1, 2, 3, 4, 6, 7, 8)
- Learners demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation. (Lessons 6 and 7)
- Learners participate as rsponsible citizens in the life of local, national and global communities. (Lessons 1, 2, 3, 4, 5, 6, 7, 8)

Note:

If you are a language teacher and no General Science or Health teacher wants to work on this action project with you, you can do the following lessons in the language class. Learners have to do a lot of reading, writing, listening and speaking in these lessons so you should be able to fit them into your lessons.

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Note:

Depending on the problem(s) which your learners have chosen to investigate, use all or some of the following lessons to give them the knowledge they need to understand their chosen problem. If they have chosen problems not covered in these lessons, e.g. bilharzia, collect relevant information and plan lessons on these topics.

Lesson 1: Finding out about diseases

Health messages in this lesson:

- One of the ways in which people get diarrhoea is by getting germs which are in human faeces into their mouths. These germs can be spread in water, food and by dirty hands and objects. For example, children can get diarrhoea if their mothers have dirty hands or dirt under their finger nails when they prepare food.
- You can **not** get diarrhoea from smelling germs.
- Some people think that a baby's faeces are safe and that they can't make us sick. This isn't true. There may be five or six times as many germs in a child's faeces as in an adult's. When a small child has diarrhoea, his or her faeces are especially dangerous for all members of the family.

Lesson outcomes:

By the end of this lesson, learners will have ...

... practised the skill of brainstorming.

... practised interpreting simple flow diagrams.

... written a short story which incorporates the idea of cause and effect.

... practised sequencing pictures to form a simple flow diagram.

... practised comparing and contrasting prior knowledge with newly acquired knowledge.

... learnt about faecal-oral transmission routes.

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Time:

- 1 $^1/_2$ hours

Resources:

- activities: **How do germs spread?** (pages 7 and 8 of the ***Learning and Action Book***)

Lesson steps:

1. Tell the learners that you and the Language, Literacy and Communication / English teacher are working together on this unit of work. The next step in the action project process which they began in their English class is to investigate the problem which they chose to try and solve. This means (a) learning new information which will help them understand the problem, and (b) seeing how this information applies to their own situation.

2. Tell the learners that the first thing which they are going to learn about is what makes people get diseases like diarrhoea. Ask the learners if they have any ideas about this. List their ideas on the board or on a piece of newsprint. Don't judge or correct their ideas at this stage of the lesson, just record them.

3. Now tell the learners that you want them to do the worksheet on pages 7 and 8 of their ***Learning and Action Books*** in pairs. This will give them more ideas about how people get diseases like diarrhoea.

   Put learners into pairs and give each person a book. Give them time to work through tasks 1 - 4 on the topic called **How do germs spread?** (pages 7 and 8 of the ***Learning and Action Book***).

4. Lead a class discussion on what the learners have learnt while doing tasks 1- 4. Also ask them whether any of the ideas which they had at the beginning of the lesson have changed.

5. After the learners have discussed what they have learnt and how their ideas have changed, ask them to make a record of this discussion by doing task 5 in their exercise books. They can do this for homework.

Assessment idea:

You could collect the learners' books and mark the paragraphs which they wrote when they were doing task 5. If you do this, focus on the **content** of what they wrote and not on the language which they used; that is, not on grammar, spelling etc. You may want to let them use Zulu when they write these paragraphs if you think this will help them record their ideas more clearly. Keep a record of the marks which you give the learners. Use them towards their term mark.

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Additional information for the teacher:

Diarrhoea is not always caused by the spread of germs to someone's mouth. Here are some other things which cause diarrhoea:

- poor nutrition; this weakens people and makes diarrhoea from other causes more frequent and worse
- virus infection (also called intestinal flu)
- an infection in the gut caused by bacteria or parasites (tiny animals)
- infections outside the gut, for example, ear infection, tonsillitis, measles, urinary infection
- a certain type of malaria
- food poisoning
- inability to digest milk (mainly in severely malnourished children and certain adults)
- difficulties babies have digesting foods that are new to them
- allergies to certain foods (eg crayfish, seafood); occasionally babies have allergies to cow's milk or other milk
- side effects produced by certain medicines
- laxatives, purges, irritating or poisonous plants, certain poisons
- eating too much unripe fruit or heavy, greasy foods
- AIDS (long-lasting diarrhoea may be an early sign)

We do not focus on these different types and causes of diarrhoea in this project. However, for all types and causes of diarrhoea, **the most important thing is to prevent the person who has diarrhoea from becoming dehydrated.** We pick up on this point in lessons 3, 4 and 5. If someone has diarrhoea caused by one of the above things, the cause should also be treated. For example, the ear infection or the measles etc should be treated.

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Lesson 2: Stopping the spread of diseases

Health messages in this lesson:

Here are some ways in which people can stop the spread of germs which cause diarrhoea.

- Always get rid of faeces in a safe way. It is best if you can always defecate in a well-built and clean toilet. However, if it is impossible to defecate in a toilet, make sure that your faeces won't come into contact with other people, animals or pests like flies. If this means that you have to bury your faeces, bury them in a deep hole somewhere where people don't walk or play.
- Wash your hands after going to the toilet, even if you only do number 1. Also wash your hands before you touch food, feed children or eat.
- Make sure that drinking water is not contaminated with faeces, both at home and at the water source.

  For example, make sure that animals don't walk in your water at its source. Also, make sure that toilets are built far away from your water source. And don't scoop drinking water out of a container with your hands. Rather, use a cup or a ladle to get the water out of the container and into another cup.

Lesson outcomes:

By the end of this lesson, learners will have ...

... practised problem-solving skills.

... practised recording solutions to problems, both in drawings and in written form.

... learnt how to prevent the spread of germs.

Time:

- 30 minutes

Resources:

- activity sheet: **Stopping germs from spreading**, page 9 of ***Learning and Action Book***

Lesson steps:

1. Tell the learners to work in the same pairs as they worked in during the last lesson. Tell them to turn to page 9 of their ***Learning and Action Book***. They must discuss the pictures that they want to draw in their pairs. Then each learner must draw her own pictures and write a short paragraph next to each picture.

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Assessment idea:

You could assess whether the learners understand how germs are spread, thus causing sickness, by looking at the pictures which they have drawn and by reading the paragraphs which they have written. For example, if they do understand this, they will probably draw one or more of the following things:

For story 2: the boy burying his faeces; the boy defecating in a toilet; covered food

For story 3: the woman washing her hands after changing the baby's nappy; the woman using a cup or a ladle to scoop water out of the container and into a drinking cup

Give the learners a mark out of 20 for how well they understand the disease transmission routes. When you do this, do not assess their drawing ability or how well they write. The most important things are whether they understand how germs are spread and whether they can put this message across in a way which you can understand. (You may want to let the learners write in Zulu if you think this will help them record their ideas better.) Keep this mark towards the learners' term mark.

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Lesson 3: All about diarrhoea

Health messages in this lesson:

- People who have diarrhoea can become dehydrated.
- People can die of dehydration.
- Children who have diarrhoea can become dehydrated very quickly.

Lesson outcomes:

By the end of this lesson, learners will have ...

... practised reading for information.

... practised identifying the main ideas in a passage.

... learnt why diarrhoea is dangerous.

Time:

- 30 minutes

Resources:

- activity sheet: **Diarrhoea: A killer disease** (page 10 of the ***Learning and Action Book***.)

Lesson steps:

1. Ask the learners to summarise what they have learnt about germs and how they are spread. Remind the learners that one of the sicknesses we can get from germs is diarrhoea. This is the sickness that Xolani, from the comic ***Sharp Sharp, Gugu and Friends!***, had. Ask the learners to give their ideas about how Xolani got diarrhoea.

2. Ask the learners if they have any ideas about why diarrhoea is dangerous. Don't judge or comment on their ideas at this stage. Just record them on the board.

3. Now tell the learners that you want them to check their ideas about why diarrhoea is dangerous. They can do this by reading a passage which is on page 10 of their ***Learning and Action Book***.

   Ask the learners to turn to page 10 of their books and to read the passage which is on that page silently to themselves.

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4. Once learners have read the passage, ask them to compare the information from the passage with the ideas which they had at the beginning of the lesson: Are the ideas the same or different? Are there any new ideas in the passage? (Learners can do this in plenary).

5. Ask the learners to do the task on page 10 of their books. They can do this for homework if they run out of time in the lesson.

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Lesson 4: Preventing and recognising dehydration

Health messages in this lesson:

- The most important thing to do when someone has diarrhoea is to replace lost liquids.
- It is not usually necessary to give medicine to people who have diarrhoea.

  Think about what happens when you have something in your eye. Your eye waters until the piece of dirt etc is washed out. It is the same with diarrhoea. Your body is trying to wash out germs which are inside you. The diarrhoea will continue until the germs have been washed out. It will stop without medicine when the germs have gone.
- Sometimes people who have diarrhoea become dehydrated. We need to be able to recognise when this is happening. The symptoms of dehydration are:
  - thirst
  - little or no urine
  - dark yellow urine
  - sudden weight loss
  - dry mouth
  - sunken soft spot in babies
  - loss of elasticity of skin

Lesson outcomes:

By the end of this lesson, learners will have ...

... practised reading for information.

... practised labelling a diagram.

... learnt how to try to prevent dehydration.

... learnt how to recognise that someone is becoming dehydrated.

Time:

- 30 minutes

Resources:

- activities: **Preventing dehydration** (pages 11-12 of ***Learning and Action Book***)

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Lesson steps:

1. Say something like this:

   We have learnt that the most important danger from diarrhoea is dehydration. So, we should try to prevent people who have diarrhoea from becoming dehydrated. What types of things do you think we could give someone to try to stop them from becoming dehydrated?

   Give the learners time to respond to your question. List their ideas on the board. Don't judge their ideas now, just record them.

2. Ask the learners to turn to page 11 of their books. They must read through the list of things which you can give a person who has diarrhoea to try to stop them from becoming dehydrated. Is this list similar to their list of ideas which is on the board?

3. Even though we can try to prevent people from becoming dehydrated, sometimes they do lose too much liquid. Because of this, we need to know when a person is becoming dehydrated so we can do something about it.

   Tell learners to continue with the activities on pages 11-12 of their books. This will teach them how to recognise whether someone is becoming dehydrated.

4. Once the learners have completed the activities, ask them to share their responses to the final question (page 12) with the rest of the class.

Assessment idea:

Take the learners' books in and see whether they have labelled the dehydrated baby correctly. Keep a note of learners who don't seem to have mastered the skill of labelling a diagram. You can develop more exercises to help them learn this skill.

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Lesson 5: Treating someone who is dehydrated

Health messages in this lesson:

- When a person becomes dehydrated, we should give them a special drink made from water, salt and sugar. This will replace the water and salts which their body has lost.

Lesson outcomes:

By the end of this lesson, learners will have...

... practised reading for information.

... either practised making a solution or observed a solution being made.

... learnt how to make the *Home Rehydration Solution.*

... learnt how to administer liquids to a person who has diarrhoea.

Time:

- 30 minutes

Resources:

- activities: **Treating dehydration** (pages 13-14 of ***Learning and Action Book***)
- Equipment for making the *Home Rehydration Solution* (see the activity sheet for details). You will also need a small stove(s) for boiling the water.

Lesson steps:

1. Obviously, once we have identified that someone is dehydrated, we need to rehydrate them, that is, add the liquid which has been lost, so that they don't get even more sick and possibly die. Tell the learners that they are going to learn how to make a special drink which they can use to rehydrate people.

2. **Either** demonstrate how to make the *Home Rehydration Solution.* Ask learners to taste the drink after you have made it.

   Or, if you have enough equipment, get the learners to make the solution in groups. Walk around and monitor what they are doing. Again, ask them all to taste the drink once it has been made.

3. Tell the learners to read the rest of the information on the activity sheet.

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Additional information for the teacher:

Here is some more information about the *Home Rehydration Solution*. You can share this information with your learners if they ask questions or if you feel they should know more about the mixture.

- The mixture replaces the water and electrolytes (different types of salt) which a person loses when they have diarrhoea.

WORD CHECK: Electrolytes

Electrolytes are the different types of salt which we have in our bodies. For example, they make our tears and our blood taste salty.

- The sugar in the mixture helps the person's body absorb (take in) the salt in the mixture very quickly. If there is no sugar in the mixture, the body will still absorb the salt but only slowly.
- If you put too much sugar in the mixture, the person's body can't take it all in. The unabsorbed sugar can make the diarrhoea last longer.
- If you put too much salt in the mixture, the person's body can absorb too much water and this can also make them sick.

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Lesson 6: What about using enemas to treat diarrhoea?

Note:

Task 1 on the activity sheet for this lesson is a *survey* which learners have to carry out amongst the members of their families. Set this as a homework task which they must do **before** you do the rest of the lesson in the classroom.

Health messages in this lesson:

- Enemas don't help people who have diarrhoea to get better.
- Enemas can actually make the effects of diarrhoea worse. That is, enemas can cause people to become even more dry.
- Enemas should never be given to children.
- It is better to give people who have diarrhoea lots of liquids in their mouths rather than liquids in their bottoms (enema).

Lesson outcomes:

By the end of this lesson, learners will have ...

... practised carrying out a survey.

... practised recording information, collected while carrying out a survey, in a table.

... practised reporting the findings of their surveys to other learners.

... learnt how often enemas are used in their families, what they are used for and whether they work or not.

Time:

- 30 minutes (excluding the time the learners use at home)

Resources:

- activity sheet: **Do enemas help or not?** (page 15 of the ***Learning and Action Book***)

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Lesson steps:

1. **Before the lesson**, tell the learners to do Task 1 on the activity sheet which is called **Do enemas help or not?** for homework. That is, they must do a survey on the use of enemas amongst the members of their families. Give them a deadline by which they should have done this task.

Notes:

- Tell learners that they can use Zulu when they do this survey.
- If learners are too embarrassed to discuss this issue with the members of their families, tell them to carry out the survey amongst other learners during break.

2. **During the lesson and once the learners have done the above survey**, ask the learners to work in small groups to compare the findings of their surveys. Were the answers they got similar or different?

3. After the group discussions, ask a reporter from some of the groups to tell the rest of the class what the members of their groups found when they did their survey.

4. Now ask the learners to summarise what they have learnt by doing Task 2 on the activity sheet.

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Lesson 7: What about using enemas to treat diarrhoea? (continued)

Health messages in this lesson:

- Enemas don't help people who have diarrhoea to get better.
- Enemas can actually make the effects of diarrhoea worse. That is, enemas can cause people to become even more dry.
- Enemas should never be given to children.
- It is better to give people who have diarrhoea lots of liquids in their mouths rather than liquids in their bottoms (enema).

Lesson outcomes:

By the end of this lesson, learners will have ...

... practised reading for information.

.. practised comparing and contrasting information which they have got from two different sources.

... practised writing a record of how information from two different sources is the same and different.

Time:

- 30 minutes

Resources:

- activity sheet: **Do enemas help or not?** (page 16-17 of the ***Learning and Action Book***)

Lesson steps:

1. Ask a few learners to summarise what they learnt in the previous lesson. Then ask them to open their ***Learning and Action Book*** to page 16. They must read the passage on this page silently to themselves.

2. Tell the learners that you are going to put them into pairs. When they are in pairs they must talk about the questions in Task 4 for about 5 minutes. Then they must each write their own response to these questions in their exercise books.

3. Put learners into pairs. Give them time to discuss the questions and then to record their responses in their books.

4. Ask some of the learners to share their ideas with the rest of the class.

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Additional information for the teacher:

We know that many people use enemas as a home cure and that they consider it to be part of their culture. In the first draft of the worksheet which learners use in this lesson we made more allowance for this. However, when we watched this lesson being tested, we noticed that the idea that enemas can be very dangerous didn't get across to the learners very well. Also, we spoke to several doctors and they felt that we should present quite a strong message against the use of enemas. Because of these things, we changed the worksheet so that it says that people should not use enemas. However, your learners may object to this. They may feel very strongly that enemas are part of their culture and that they will not stop using them or try to get others to stop using them. If this happens, we suggest that you try to get the following ideas across to them:

- If people feel they must use enemas, they should use enemas made of warm water or warm water and a little soap **only**.
- People must never put washing powder into enemas. The bleach in washing powder can harm people.
- Giving a person an enema which has herbs in it can damage their liver and their kidneys. People can die from this.
- **Never** give an enema to a person who has a bad stomach-ache or who might have appendicitis.
- **Never** give an enema to a person who has a bullet hole or other wound in their stomach.
- **Never** give an enema to a baby less than two years old.

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Lesson 8: Doing interviews

Lesson outcomes:

By the end of this lesson, learners will have ...

... thought about the best way to word interview questions.

... made up interview questions.

... practised carrying out an interview in a controlled environment.

... carried out at least one real interview.

... recorded the responses which they got when carrying out their interview(s).

Time:

- at least 1 hour class time; decide how much non-classroom time you will set your learners to investigate the problem which they have chosen to try to solve

Resources:

- activity sheet: **Interviewing people** (pages 18 and 19 of the ***Learning and Action Book***)

Lesson steps:

1. Tell the learners that they should now have a lot of background knowledge about the problem they have chosen. However, they still need to investigate how this knowledge applies to the school and community. They are going to interview people to investigate this.

2. Spend class time preparing learners for doing interviews. Here is one way you could do this:

   Tell learners to work through the activity sheet which is on pages 18 and 19 of their ***Learning and Action Book*** to prepare themselves to do an interview. (Up until the point where they have to do the real interview.) Go over the sheet with the learners once they have completed it.

Note:

Here are some ideas about why people should do interviews in pairs.

* Firstly, one person can have a *conversation* with the person who is being interviewed. This will encourage the person to talk more. If s/he was talking to someone who was also writing, s/he may not speak so much.

* Secondly, two pairs of ears are better than one. If one interviewer misses something, the other interviewer will probably pick it up. They can fill in the gaps when they talk about the interview once it is over.

3. Once the learners have prepared and practised their interview questions, give them a date by which the interviews must be complete. They can interview other learners at school, teachers, the principal, nurses, people at home etc. They can record their findings in their exercise books.

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General lessons

The General lessons can be used in the English, Geography, General Science or Health class.

Critical Outcomes

Learners will move towards achieving the following Critical Outcomes as they work through these lessons:

- Learners identify and solve problems and make responsible decisions using critical and creative thinking. (Lessons 1, 2, 3)
- Learners work effectively with others as a memebr of a team, group, organisation, community. (Lessons 1, 2, 3)
- Learners organise and manage themselves and their activities responsibly and effectively. (Lessons 1, 2, 3)
- Learners collect, analyse, organise, critically select and evaluate information from a wide variety of sources for appropriate use. (Lessons 1, 2, 3)
- Learners communicate effectively using visual, mathematical and language skills. (Lessons 1, 2, 3)
- Learners demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. (Lessons 1, 2, 3)
- Learners participate as responsible citizens in the life of local, national and global communities. (Lessons 1, 2, 3)

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Lesson 1: Planning for action

Lesson outcomes:

By the end of this lesson, learners will have ...

... compiled a list of possible actions which they could take to solve some of the water and toilet problems which they have at school.

... worked in groups to draw up an action plan which tries to solve the problem which they have chosen to work on.

Time:

- 1 hour

Resources:

- activity sheet: **Planning for action** (page 20 of the ***Learning and Action Book***)

Lesson steps:

1. Once the learners have investigated what is causing the problem which they would like to solve and what effect this problem is having on people and the environment, they are ready to think about how they can solve the problem.

   Ask the learners to try to remember the things which the learners at Thand'ulwazi and the learners in Maputuland did to solve the problems which they identified at their schools and in their communities. Write these things on the board as the learners remember them. Prompt them if necessary.

   For example:

   - *drew posters which they displayed around the school*
   - *cleaned the toilets and drew up a roster so that the toilets would be cleaned regularly*
   - *put on plays which had health messages*
   - *made sure that there were basins of water and soap or ash near the toilets*
   - *watched to see if people used these basins and soap/ash to clean their hands after going to the toilet*
   - *told people at home and at other schools what they had learnt*
   - *asked people (e.g. Operation Hunger) for resources like basins*
   - *wrote letters applying for more toilets and a borehole*
   - *helped to build things (e.g. a fence) at the school*

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2. Now, ask learners to think of **other** things which they could do to solve the problems which they have identified and investigated. List these ideas on the board too.

   For example:

   - *make up songs which contain a health message*
   - *invite all the learners and parents to a concert in which songs, plays and short speeches about health issues are performed*
   - *organise a fund-raising concert, cake sale, beauty pageant. Use the money from the event to buy toilet paper, basins, soap or other resources which are needed.*
   - *organise a PTSA meeting during which you share your findings with parents, teachers and other students; discuss what you can do about the problem(s)*

3. Once learners have some idea of the type of solutions they could try, tell them to turn to page 20 of their ***Learning and Action Book***. This page will give them guidelines for their action plan. They must work together in their groups to plan what they will do. They must record their ideas in their exercise books.

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Lesson 2 and 3: Implementing action plans

Lesson outcomes:

By the end of this lesson, learners will have ...

... tried to solve a health and sanitation problem which they have identified.

Time:

- 1 - 2 hours of classroom time

Resources:

- a variety depending on what solutions learners choose, for example, A3 paper, crayons, paper for letters, envelopes and stamps, basins, soap etc

Lesson steps:

1. Give the learners at least 2 classroom periods to begin implementing their action plan. Then give them a deadline by which they must have implemented as much of their action plan as possible.

Assessment idea:

Pay attention to which learners are actively involved in implementing their action plans and which are doing little or nothing. Give learners credit for each of the attempts they make, even if not all of them are successful in bringing about the desired changes. Observe carefully how groups manage the tasks they have set for themselves. How do they allocate work? Do they set priorities and time limits? Do they check that actions have taken place, so that members feel accountable to the group? Take notes so that you can help them improve their approach in future.

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Lesson 4: Evaluating actions

Lesson outcomes:

By the end of this lesson, learners will have ...

... described the problem situation which they are working on **as it is now**.

... compared this description with the description of the problem situation which they wrote before they started tying to improve the situation.

... thought about whether any changes in the situation have been caused by their actions.

Time:

- 30 minutes

Resources:

- activity sheet: **Evaluating actions** (page 21 of the ***Learning and Action Book***)

Lesson steps:

1. About a month after the learners have begun to implement their action plan, ask them to evaluate what they have done. They can use the sheet on page 21 of the ***Learning and Action Book*** to do this.

Assessment idea:

You could take the learners' exercise books in and use the work which they have recorded in these books to see which learners seem to be able to approach problem solving in a systematic way. That is, which learners can identify problems, investigate a chosen problem by gathering more data on it, plan how they can solve the problem, implement the planned action and then evaluate the action.

If you combine this kind of assessment with your observations and other continuous assessment through the project, you will get a balanced picture of the abilities of different groups and individual learners.

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