



Educational
Support to
Children of
Underserved
Populations
(ESCUP)



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Organizing Clean Drinking Water in Schools



ESCUP partners include:

American Institutes for Research (AIR)

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Kampuchean Action for Primary Education (KAPE)

CARE

Organizing clean drinking water in school

I. Introduction

- Drinking clean water is very important especially if children are to avoid diseases like diarrhea and stomach ache. This module seeks to give support to school management and teachers who want to provide clean drinking water to all students. In order to implement this activity, the school needs a water pump or well in their school ground. In cases, where there is no water pump or well, the school management may organize a pump or well, either with the support of the community or with the support from development organizations like UNICEF, Action against Hunger, Red Cross, etc. The school director should make sure that the drinking water from the pump or well has a high quality standard. The organization that provided the pump or well should carry out tests to ascertain the quality of drinking water.



Building a ring well at a village school

II. Objective

- Participants organize clean drinking water supply in their school in order to enhance children's health.

III. Duration

- The meeting with all teachers in school will take half a day. After this meeting Thursday Technical Meetings may be used to prepare health education lessons related to clean water.

IV. Materials

- A4 paper
- Pens
- Blackboard

IV. Procedure

1. The school director calls a meeting with all teachers from the school and explains that the school wants to provide clean water to children in all classrooms. The school director asks the following question and the teachers discuss in small groups:

Why is it important that there is clean drinking water in our school?

Possible answers:

- Students can learn better if they do not feel thirsty; reduced absenteeism because of the absence of diseases like diarrhea or stomach ache.
- Students can save money because their parents don't need to spend money on medicine

If teachers do not mention some of the ideas above, the school director should elicit these ideas by asking suitable questions.

2. The school director asks the participants to discuss in small groups the following question:

How can we organize clean drinking water in our classrooms?

Possible answers:

- Organize students to bring water from the water pump to all classrooms every day.
- Organize a place in the classroom with clean drinking water.
- Organize students to put fresh water in the classroom every day
- Make sure that the drinking cups are cleaned after use,
- Provision of materials for organizing clean water such as buckets and cups.
- Put cups upside down and cover the water container in order to keep it clean from dust and insects.

The school director writes the answers on the black board. If teachers do not mention some of the ideas above, the school director should elicit these ideas by asking suitable questions.

3. The school director explains that the points written on the black board can be considered as a checklist to aid the organization of clean drinking water in the classroom. Following this initial organization, it is suggested that each teacher should:



A locally constructed water system for providing clean water throughout the school

- Identify time to teach children about using clean drinking water.
- Monitor and follow up the organization and use of clean drinking water in the classroom.

The school director then makes some suggestions on how to teach children about clean water. Information related to clean water (using water pump, storage of clean water, maintaining sources of drinking water clean, etc) is available in the formal curriculum. Other information on clean drinking water can be provided by organizations like UNICEF, KAPE and Partners for Development. This information can be acquired through UNICEF or KAPE. Thursday technical meetings can be used to identify different topics in the formal curriculum related to clean water. Teachers can then identify appropriate times to teach these lessons. In order to make the formal lesson more child-friendly the lesson can be integrated with or based around the following activities as is appropriate to the objective and content:

- *Drawing pictures:* Junior grade students can make a picture related to a particular topic on clean water. Grade 5 and 6 students can make posters with health and sanitation messages related to the use of clean drinking water. These posters may be displayed in school and/or in the community (using the community notice board).
 - *Miming:* Miming is an activity where one person tries to express something to a group of persons without talking, by using body movements and facial expressions. People then have to guess what the mime-artist is trying to express by looking carefully. Students could mime actions related to clean water (taking water out of a well, storing water, making water drinkable, drinking water, etc.) and ask the other children to interpret the mime.
 - *Role play:* The teacher can organize a role play that focuses on issues related to clean water.
 - *Research activities:* Students can conduct research at home or in school on issues related to clean drinking water. For example; students could calculate the quantity of water consumed at home or at school within one week.
4. The school director explains that it's very important that teachers continue to monitor the organization and use of clean drinking water. Teachers should follow up in case that is necessary.

The school director closes the meeting and reminds teachers that the provision of clean water is one of the indicators in the CFS evaluation instrument. The director appeals to the teachers to do their best to ensure the school scores maximum points in the future evaluations.

Note:

In cases where a Students Association (SA) is active in school, the SA can help teachers to follow up on issues related to clean drinking water.