

Domain: Hygiene
Subjects: Personal hygiene, water-borne diseases

Age group: 5-14 years

1.3 The wash song

Learning goals:

Knowledge:

- Young children learn parts of the human body.
- Children learn common routes of water-borne diseases and hookworm.

Attitude:

- They appreciate good hygiene in themselves and others.

Practical skills:

- They practise music skills.

Psychosocial life skills:

- They strengthen creative skills, become aware of personal responsibilities towards others, understanding poverty and gender, develop cooperation and problem solving skills.

Participatory methods:

- Songs, music, mime
- Listening
- Plenary discussion

Materials:

No special materials, but children can use locally made musical instruments, such as sticks, drums and, when available, ready-made instruments to accompany the song.

Activities:

- For younger children, create a simple song about hygiene habits that will prevent locally prevalent diseases, such as eye diseases (trachoma and conjunctivitis), skin disease (scabies), diarrhoea, intestinal worms and hookworm (feet).
- The song should include the names of those parts of the body that may be infected by a water-borne disease (eyes, skin, stomach, bottom, feet) and the parts of the body involved in transmission or prevention (hands, feet).
- Ask older children to make their own song, individually or in small groups. Tell them the parts of the body that should be mentioned in the song.
- Ask children that are already familiar with faecal-oral infections and water-borne diseases to make a song about these diseases that feature affected parts of the body and those parts of the body involved in transmission and prevention.
- Alternatively, ask older children to transform the music of an existing song into different music styles, e.g. rock or rap.
- Teach the children the song. Ask them to point at, move or shake the relevant parts of the body.
- Ask older children to present their songs with accompanying body movements.
- Ask volunteers to list on the blackboard the critical parts of the body (affected and transmitting).
- After singing, facilitate a discussion about the different diseases and their symptoms, transmission, prevention, treatment. Ask the children for example, if they, or their family or friends, have ever had an eye (skin, worm, etc.) infection.

- What did they feel?
- What could others see?
- What is the infection called? (Local names, and, for older children, the medical names.)
- How long did it last?
- What did they/their parents do?
- Why do they think that they got it?
- Did other people also have it?
- Why could that happen?
- For older children, give the causes, symptoms, treatment and draw the diagrams of transmission on the blackboard.
- Ask the children to identify practices that block the spreading of the diseases.
- Ask the children what can deter people from poor hygiene practices. (Examples of obstacles include drought, water points that are too far away, not all families can or want to buy sandals/slippers for children, etc.) What can be done to overcome such problems?
- Ask the children to analyse which of their songs were the most complete. Children can perform the most complete and attractive songs for the lower forms, at parents' days, etc.

Learning indicators:

- Children can point out and name three parts of the body subject to water-borne diseases.
- They can explain for at least three locally prevailing water-borne diseases how these are transmitted and how their transmission can be prevented.

Competence:

Good personal hygiene