

**Domain:** Hygiene

**Age group:** 5-11 years

**Subjects:** Personal hygiene, handwashing, faecal-oral diseases

## 1.4 Showtime

### Learning goals:

#### Knowledge:

- Children know how water and sanitation-related diseases are transmitted.

#### Attitude:

- They are proud to demonstrate their knowledge and use it with others.

#### Practical skills:

- They can effectively demonstrate and explain transmission routes.

#### Psychosocial life skills:

- They can act and express themselves in public, assert skills, demonstrate teamwork, build interpersonal relationships and community skills.

### Participatory methods:

- Demonstration or skit (little drama)
- Question and answer
- Plenary discussion

### Materials:

Large drinking glass, or transparent glass jar or container filled with clean (clear) water; yellow clay, some glitter, a white clean cloth, a piece of soap, a kettle or other receptacle to pour water, a basin.

### Activities:

In 'Showtime', children perform a series of demonstrations and skits (little dramas) about handwashing in front of an audience of other children, parents and siblings (e.g. during an open day or parents' day), or community members at large. The activities can be organised to reflect local conditions.

They perform songs, demonstrations, skits and games as described in, for example, Sheet 1.1, Clean is beautiful; Sheet 1.2, Well-washer; Sheet 1.3, The wash song; Sheet 1.7, HIV/AIDS – a disease you can avoid; Sheet 1.8, The who game; Sheet 2.3, The unseen enemy; Sheet 2.4, The six F's (the ORT demonstration); Sheet 3.1, What's in your water?; and Sheet 3.5, Wash and drain.

Members of the public may be invited to participate in the demonstrations.

- After a performance, ask the audience to explain and comment upon what they have seen.
- Facilitate questions and answers after each session or at the end of the demonstrations and skits.
- Help the participants to come to conclusions about the implications for the relationship school - parents or school - community, for example:
- What materials need to be in school?
- How can we ensure that these materials become, and remain to be, available?

An example:

In the Bikita Integrated Rural Water Supply and Sanitation project in Zimbabwe, mothers gave their schoolchildren the last part of their bars of soap at the start of each new school term. The teachers then formed these bits and pieces into soap balls for handwashing in school.

**Application:**

- Follow up the performance with a fact finding/observation visit to the school facilities.
- Discuss the findings.
- Identify, plan and organise required action.

**Learning indicators:**

- Children can effectively demonstrate risky and safe personal hygiene practices.
- They can correctly explain the consequences of risky practices.
- They can interact with family and community members about necessary improvements and the potential roles of the parents and the community, and can come up with potential problem solving action.

**Competence:**

**Facilitating the practice of improved hygiene habits**