

Fields	Content	Comments
Topic	Water, Culture and Values	
Sub-topic	N/A	
Skills/ knowledge accessed/developed	Story comprehension, discussion, classification, justification, empathy	
Prior learning required	Day-to-day understanding of their water cultures and practices.	
Learning objectives	• Students are sensitised to the role of water in our cultural practices and in our relationships with other beings • Students identify different values that they associate with water • Students analyse how different values can be associated with different actions	
Suggested learning outcomes	1. Students are able to <i>distinguish</i> different values concerning water or reasons for valuing water and their importance in their life. 2. Students can <i>analyse</i> how water values shape action and change.	
Use of teaching time	15 mins The facilitator/educator will set up the space such that at least one of the students brings them water in a calabash. The facilitator/educator will ask the students what is the significance of the custom where water is served to visitors/elders. They will help students explore how water can be a symbol of respect, love or obedience, depending on whom it is given to, by whom, and under what circumstances. 10 mins Then the facilitator/educator will recite the story “An Ant’s Pilgrimage to Mecca” (read story given in the section <i>Background content</i>).	

	10 mins At the end of the storytelling session, the storyteller/facilitator/educator will invite the students and other participants to share what they remember from the story and what are their learnings from the story. As examples, at Musee de l'Eau the students and teachers said the following (in brackets below are one of the values that can be associated with that statement given here for facilitator/educator only to understand the subsequent exercise on Water Values): “Water is a common good for humans, animals and trees.” (environmental value) “Water is a heritage of humanity.” (cultural value) “Water is a vital resource.” (economic value) “Water must be shared.” (social value) “Water can be discovered in the desert.” (environmental value) “Water is a precious liquid, colorless, odorless and tasteless according to what we learn in class.” 15 mins Facilitator/educator will make groups of 3-4 students and give each group cards representing the following scenarios: ● Drinking water ● Water for animals / crops ● Water for cleaning ● Water sold in sachets/bottles ● Dams ● Water used to cook for guests ● Water used during prayers/baptisms ● Community water management ● Water for mining (See section <i>Background content</i> for a few images. The facilitator/educator may choose different scenarios as per their context. In case images are not available just use text on cards.) Each group of students will be asked to sort the representations/images above into different kinds of value: ● Life value (health, survival)	
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	• Social value (welcoming, hospitality) • Economic value (buying & selling) • Cultural/spiritual value (rituals, respect) • Environmental value (nature's water needs) • Governance value (transparency, participation, accountability) One image/representation can have more than one value. One value can be related to more than one image/representation. 20 mins Facilitator/educator will ask the groups how they sorted each scenario. They will ask students the following question for reflection and discussion - "What water uses from the above list or more can we "stop", "reduce", or "must always protect?" Through each selection, the facilitator/educator will prompt and help students to also determine which values of water they are prioritising? And how does that affect our relationship with water and how we use water? Total time - approx 1 hour 10 mins	
Methods and Materials	Materials required: Kraft papers Pens of different colours Tapes/pins Mat Always use images by giving credit to the artist or the holder of the copyright.	
Background content	<u>Our cultural relationship with water as individuals and communities</u> <u>Welcome with Water</u> African wisdom requires that when you receive a guest/visitor, it is imperative and essential to give them water as a sign of hospitality/welcome[CM1] and acceptance. A popular adage in Burkina Faso underlines this so well in these terms "saan la Koom" (the foreigner is the water).	



Giving a visitor water to drink is a sign of welcome, hospitality and acceptance. Gesture generally performed by the young girl and/or woman. The calabash is the most used African utensil and suitable for welcoming visitors.

Storytelling

Title of the story: "The Ant's Pilgrimage to Mecca".

Author of the story: Musee de l'eau

"An ant decides to make its pilgrimage to Mecca, starting with Burkina Faso.

On her route, she had to cross the Saharan desert.

After three days of walking, the ant encounters a strong, dry and violent wind. She is confronted with the hazards of the desert, she staggers, she jumps, she falls, she gets up and the wind throws her far. Suddenly, the ant is unfortunately or fortunately covered by a peanut shell. She is under the weight of her obstacle, that is to say the peanut shell. The Pilgrim ant begins to scream, she screams loudly "help!" " for hours. A pilgrim, this time a man heard screams from afar and went towards the source and discovered the screams. He saw a peanut shell under which the cries were more intense, so he approached the peanut shell. He lifts it and discovers an ant who could no longer speak, very tired. But the man sees signs of hope and freedom in the ant's face. The ant said to the man, "I thank you for saving me, so I can continue the journey towards my pilgrimage to Mecca". "What a coincidence," said the man to the ant, "I also

	left my country for the same reason, to make the pilgrimage to Mecca. Now that there will be two of us, the trip will be more united.” Common destiny for two beings! Destiny of faith! The ant said to the man “it’s been three days since I drank any water. If I don’t drink some tomorrow, my body will dry out and I risk dying of thirst.” And the man replies to the ant, “I have also been without water for three days”. So, we risk dying without continuing our pilgrimage, they say! Next to their place of exchange, the ant sees in the sand, young shoots from a tree: a cactus. Lady Ant remembered the tales of her grandmother who told her that the cactus is a tree which has many virtues, it is full of water and its surroundings are a source of water. They dig together for hours and after a few hours, at a certain depth, water gushes out. What a joy to find water again! They drink water, wet their clothes and stock up on supplies for the rest of their journey. As they continue on their way, the cactus says to the ant “in your grandmother’s tales, she ended with her words “always be grateful to the one who gives you water, because water is everyone’s good: men, animals and plants. Why ant, won’t you give me my share of water to regenerate myself? ”. <u>Images for the water values exercise</u> Drinking water	
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Water for animals / crops



Source -
<https://www.oxfam.org/en/down-waterway-quest-water-burkina-faso>



Source-
<https://irememberwater.watermuseums.net/story/367>
Water for ceremonies

Water for cleaning



Water sold in sachets/bottles



Source - Aquaseek on Facebook

Water used to cook for guests

Water used during prayers



Source -
<https://irememberwater.watermuseums.net/story/367>

Community water management



Source-
<https://whitefeatherfoundation.com/projects/clean-drinking-water-for-burkina-faso/>

Water for mining



[illegible]