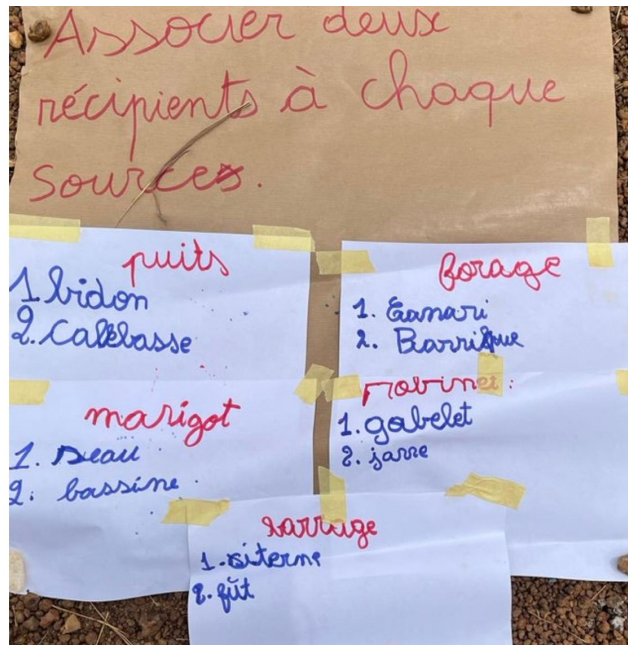


Fields	Content	Comments
Topic	Water I Use	
Sub-topic	Part 1 - Everyday Water Sources and Management	
Skills/knowledge accessed/developed	Group work, Mapping, Sharing Ideas	
Prior learning required	Day-to-day understanding of their water cultures and practices.	
Learning objectives	- Students learn about at least three different sources of water supply and several different utensils used for carrying water for domestic purposes - Students map their water journeys	
Suggested learning outcomes	- Students can <i>list</i> at least three points of difference between a traditional well, a fountain and a tap. - Students can <i>match</i> at least two vessels to each source. - Students can <i>trace</i> different paths in which water can flow into their homes and how it leaves their homes.	Because learning outcomes are context-based. Teachers can decide on this based on the learners' lived experiences.
Use of teaching time	2-3 mins The facilitator/educator will explain to the students that we are doing this exercise not to make them feel guilty or shameful in any way. We are doing this to create awareness of what water we have, what water we use, and think about how we can use water in a more sustainable manner. 5 mins The facilitator/educator shall divide students in groups of 3 or 4. See section <i>Methods and materials</i> for suggestions to set up the activity space.	

	15 mins The facilitator/educator will ask students the following questions- 1. Other than drinking, where else do we use water in our daily lives 2. What containers/vessels of water are used for different purposes? 3. Where does the water in their vessels come from? Each student group will be asked to write the answers to three questions given above. 20 mins Each group will share their answers. Students will be asked to note if any answers are different from their own. If so, they will be encouraged to discuss why there exists a difference - these discussions will be moderated by the facilitator/educator. Facilitators/educators can fill any gaps or note new learnings. Also see section <i>Background content</i>. Note: In the experience of the Museum team, we have seen that during the exercise, the students had learned about all the sources of water supply by direct contact, before discovering them in school books. 30 mins The facilitator/educator will share information about at least three sources of water (traditional well, fountain and tap) used in daily life. The facilitator/educator will share information about water management at each of these sources like - • quality of water • how does water reach their homes from these sources - carried by someone (whom) or through pipes? • if water comes through pipes, ○ what is the cost of water? ○ who decides the cost and collects the payment? ○ Is this cost uniform/standardised? • if water is carried to their homes, ○ is it free or paid for? ○ who carries water? ○ how far do they travel for each trip? how many trips they make in a day?	
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	○ time taken to fill each water utensil they use? ○ how much weight do they carry in every trip? ○ how is the water transported - head-loading or by other means? ● If those who bring water to home did not have to do this for one day, what else would they like to do instead? What other activities can they do if they did not have the responsibility of bringing water home? ● any other relevant information to your context Students will also be provided information about the National Water and Sanitation department of Burkina Faso (O.N.E.A) and about community water management systems. (See section <i>Background content</i> for images from Burkina Faso and other ideas.) 10 mins Students are asked to do a quick “match the columns” exercise with two columns, where they match each water source to its different properties. 20 mins Each student draws a (rough) map of their daily water journey for drinking water and hygiene purposes (they may make 1 or 2 maps to cover each of the two activities): 1. Where does each student get water for one or both activities - drinking and hygiene (well / borehole / fountain / neighbor)? 2. What container do they use for each activity (bucket, calabash, jerry can, pot)? 3. Where does the water go after use (ground, drain, bucket, field, animals)? 4. Students must add arrows to show direction of the flow 5. How much effort/steps/time does it take? 6. What would they like to change in their water journeys? (In other words, how can this water supply be managed differently/better?) 7. Do they share their water journeys with other members of the household like their mother or siblings?	
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	15 mins Everyone shares their drawings, and especially what they would like to change in their water journeys. Facilitator helps with an open discussion and discussions on reimagining the flow of their waters. Total time - approx. 2 hours	
Methods and Materials	The facilitator/educator may choose to read (according to the proposed work outline) and ask the question on paper. Three to four students reread the question to ensure that everyone understands it. To test general understanding, each volunteer student offers answers which are written on paper and pasted on a large sheet. They do the exercises on a mat spread out on the ground which serves as a support. By general consensus of the (Water Museum) staff, teachers and students, the large sheet (Kraft paper) which contains the answers collected is displayed. 	



Materials required:
Kraft papers
Pens of different colours
Tapes/pins
Mat

Background
content

Sources and containers for water

There are three major ways in which people get water to their homes. Water is used for different personal and home purposes. And different kinds of utensils are used for carrying water for different purposes. For example:

Traditional Well: drinking, dishes, laundry, bathing, watering trees, watering animals, etc.

Fountain at rural and urban levels: Drink, bath, laundry, cooking...

Tap at urban level: Drink, bath, laundry, cooking...

Fountain at rural and urban levels: Traditional objects (canaries, jars, gourds), 20 liter plastic cans (recycled), barrels, etc.

Faucet at urban level: buckets, cups, basins, etc.



Other sources of water are the dams and backwater, but their water is not drinkable.

The images below at the link below show examples of a Bore hole, a Fountain and a Traditional Well and also some of the vessels-

<https://irememberwater.watermuseums.net/story/17>

<https://irememberwater.watermuseums.net/story/19>

(Facilitators may use these images by giving credit to WAMU-NET and the artists)

Musee de l'Eau has developed a 'water walk' within the museum where different sources of water and vessels are displayed and help to facilitate hands-on activities, interactions and conversations on using and saving water.

https://fr.wikipedia.org/wiki/Mus%C3%A9_de_l'Eau_du_Burkina_Faso#Les_activit%C3%A9s

<https://museedeleauburkina.net/facilities/>
