

Topic:	Water Safety Plans – Step 2: Problem analysis		
Step No:	2	Level No:	1
Author:	Claire Simmons	Last Updated:	February 2010

Mapping of water sources

Ask the group to get into three smaller groups. Provide each group with a large piece of paper and a marker pen. Give the groups the task using these words:

'Make a map of your community showing boundaries, roads and paths, main buildings such as schools, churches, health facilities, all different water sources (including seasonal water sources), latrines.'

When the map is completed, ask each group to nominate one person to be the 'tour guide' of their community. Ask the 'tour guide' to stand at the front and point out the main features of the community and identify what the primary water source (the source used most frequently and in the first instance by the community) is for the community and also what is the secondary water source (where do people go if they cannot use the first water source?).



Picture sorting

Draw the pictures in [Tools: Step 2: Level 1: No 1](#) in large style on flip chart paper or print out copies and give one to each participant. Explain that in each picture there are things that are problems because they have the potential to contaminate the water. Ask the group to come to the flip chart and circle all the problems that they can see in the picture or circle all the problems that they can see on their piece of paper.

Discuss with the group the problems they identified. Have the pictures in [Tools: Step 2: Level 1: No 2](#) ready and cut out. When the group pick out the problems as in the enlarged pictures, stick them on the flip chart. Discuss with the group any that they have missed and whether these are problems. Ask the group to identify which problems they have in their community. Take down any problems that they don't have in their community.

Transect walk

A transect walk involves walking with the community through the village from one side to the other, observing, asking questions and listening.

Do a transect walk with the group through a line across the community from one side to the other. As you walk around, discuss and point out the following:

1. Locate the water points, seasonal ponds etc along the way. Ask whether these were on their map.
2. Ask the group to gather around each water point and identify any problems there are that prevent them from getting clean water [fence absent, drainage blocked, handpump broken, faeces around, cracked cement, etc].
3. Discuss with the group whether these problems were seen in their pictures and why these are problems.
4. Ask the group to suggest ways that they can improve the water source so that the water is clean.

When you get back to the training location, ask the group to check that they have identified all the problems with their water sources for their community.

Problems during transport

The main common transport issue is the container used to collect and transport the water. Draw a picture of a jerry can on flip chart paper.

Demonstration: Ask two people in the group to volunteer for a demonstration. You will need some ash or powder, a jerry can, a funnel (or cut water bottle) and a container full of clean water.

Give some ash or powder to both people and ask them to completely cover their hands with it. Give one person the empty jerry can. Ask the other person to use the funnel and fill the empty jerry can with water. The group should notice that some of the ash or powder gets into the water container.

Discuss with the group how the clean water can get dirty during transportation.

Write the problems around the picture of the jerry can on the flip chart paper or use the pictures in [Tools: Step 2: Level 1: No 3](#) and stick them onto the flip chart paper.

Problems at point of use

The main common point of use issue is the container used to store the water. Draw a picture of a local pot on flip chart paper.

Discuss with the group how the clean water can get dirty at home.

Write the problems around the picture of the local pot on the flip chart paper or use the pictures in [Tools: Step 2: Level 1: No 4](#) and stick them onto the flip chart paper.

