

Community WASH Promotion





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Acronyms

CAWST	Centre for Affordable Water and Sanitation Technology
WASH	Water, Sanitation, & Hygiene
LP	Lesson plan
BSF	Biosand Filter
CWP	Community WASH Promotion
MBA	Multi-Barrier Approach
HWTS	Household Water Treatment and Safe Storage

1 Introduction

This Trainer Manual is to support people who facilitate Community WASH Promotion workshops. It is based on the practical experience of the CAWST, the Centre for Affordable Water and Sanitation Technology.

CAWST's CHP for Field Workers and CHP for Trainers workshops have been adapted and modified in several countries and are some of the most widely used workshops that we have developed. In order to coordinate with our new suite of workshops and to remain relevant with new research on behaviour change, we have rewritten and updated our Community WASH Promotion workshop. This workshop is easily adaptable to the needs of different programs and is delivered in modules. Facilitators must pick and choose relevant lessons according to the project needs of the participants.

2 Workshop Overview

The role of the Community WASH Promoter is essential for the successful implementation of any household water treatment, sanitation, or hygiene (WASH) project. Through this workshop, participants will gain a clear understanding of the best practices for supporting community members in changing their behaviours of WASH practices with the aim of achieving improved community livelihoods.

This workshop has 3 modules: **Foundation**, **Technical**, and **Practical**. The first and last modules are required for the workshop, but the Technical module is flexible and created by choosing any of the technical lessons you wish to include related to WASH. The workshop can be anywhere from 3 to 5 days long.

The workshop begins with an exploration of the importance of WASH, its benefits, the challenges of achieving behaviour change, and the role of a Community WASH Promoter. The workshop then covers the more technical aspects of WASH; with focus on household water treatment technologies, safe storage and handling of water, the importance of sanitation, hygiene issues, and the importance of inclusion of every member of the community. The last stage of this workshop is very practical and outlines the steps and effective strategies for effectively working with households and community members.

3 Participants

The ideal participants are Community WASH Promoters; however, this workshop is also very useful for project coordinator, managers, technicians, or anyone who will be interacting with members of a community. You should aim to have between 10 and 20 participants.

5 Learning Outcomes

The following learning outcomes describe what the participants will be able to do by the end of the workshop to demonstrate increased knowledge, improved skills, or changes in attitude. Each lesson plan refers to the specific learning outcomes covered in that lesson.

Table: Participant Learning Expectations

Module	LP#	Lesson Plan	Learning Outcomes
Foundation	1	Workshop Introduction	<ol style="list-style-type: none"> 1. Name the trainers of the workshop. 2. Describe the work of the host organization. 3. Explain the agenda for the workshop. 4. List the rules that will be followed during the workshop. 5. Discuss what they expect to learn from the workshop. 6. Identify current levels of knowledge on workshop topics.
	2	What is WASH?	<ol style="list-style-type: none"> 1. Describe the WASH acronym 2. Explain the transmission routes of water-related diseases 3. Explain how to prevent water-related disease transmission 4. Explain the concept of WASH for Healthy Homes
	3	Why WASH Matters	<ol style="list-style-type: none"> 1. Discuss the importance of WASH 2. Identify common diseases in their community 3. Explain current WASH issues locally and globally
	4	Benefits of WASH	<ol style="list-style-type: none"> 1. Explain the benefits of adopting good WASH practices 2. Explain that people have different motivators for adopting WASH practices.
	5	Factors that Influence Behaviour	<ol style="list-style-type: none"> 1. Identify reasons why people have difficulty changing their behaviour 2. Identify the 5 categories of factors that influence behaviour
	6	Role of a Community WASH Promoter	<ol style="list-style-type: none"> 1. Describe the role of a Community WASH Promoter. 2. Discuss how Community WASH Promoters can contribute to improved community WASH 3. OPTIONAL: (If you are an organization working with your own CWPs, use this opportunity to be specific about the role and expectations of the CWPs.
	7	How Water gets Contaminated	<ol style="list-style-type: none"> 1. Explain how water gets contaminated. 2. Discuss the different ways that humans cause water contamination

Module	LP#	Lesson Plan	Learning Outcomes	
Technical	Water	8	Multi-Barrier Approach	<ol style="list-style-type: none"> 1. Describe the multi-barrier approach to safe drinking water: source protection, sedimentation, filtration, disinfection, and safe storage. 2. Explain the three steps in household water treatment: sedimentation, filtration, disinfection.
		9a	Water Treatment: Blank Template	<ol style="list-style-type: none"> 1. Demonstrate correct use and maintenance of [water treatment technology] 2. Describe how a community WASH promoter can verify the correct, consistent, and continuous use of [water treatment technology]
		9b	Water Treatment: Biosand Filter	<ol style="list-style-type: none"> 1. Demonstrate the correct use of Biosand filter. 2. Demonstrate the correct maintenance of a Biosand filter 3. Describe how a Community WASH Promoter can verify the correct, consistent, and continuous use of the Biosand filter.
		9c	Water Treatment: Ceramic Candle Filter	<ol style="list-style-type: none"> 1. Demonstrate correct use of a ceramic candle filter. 2. Demonstrate correct maintenance of a ceramic candle filter. 3. Describe how a Community WASH Promoter can verify the correct, consistent, and continuous use of a ceramic candle filter.
		9d	Water Treatment: Ceramic Pot Filter	<ol style="list-style-type: none"> 1. Demonstrate correct use of a ceramic pot filter. 2. Demonstrate correct maintenance of a ceramic pot filter. 3. Describe how a Community WASH Promoter can verify the correct, consistent, and continuous use of a ceramic pot filter.
		9e	Water Treatment: Chlorine	<ol style="list-style-type: none"> 1. Demonstrate correct use and dosing of chlorine to treat water. 2. Describe how a Community WASH Promoter can verify the correct, consistent, and continuous use of chlorine.
		9f	Water Treatment: SODIS	<ol style="list-style-type: none"> 1. Demonstrate correct use of SODIS. 2. Describe how a Community WASH Promoter can verify the correct, consistent, and continuous use of SODIS.
		10	Safe Water Storage and Handling	<ol style="list-style-type: none"> 1. Explain the importance of safe water handling 2. Identify different ways water can get re-contaminated in a household 3. Discuss how to avoid recontamination of safe water 4. Identify characteristics of a good safe storage container
11	Sanitation Ladder	<ol style="list-style-type: none"> 1. Discuss the importance of using latrines 2. Explain the Sanitation Ladder game. 3. Discuss the advantages and challenges of moving up the sanitation ladder. 4. Optional: Discuss how CWP's can encourage incremental improvements within the sanitation ladder. 		

Module	LP#	Lesson Plan	Learning Outcomes	
Sanitation	12	Correct Use and Maintenance of Latrines	<ol style="list-style-type: none"> 1. Explain the importance of a clean latrine 2. Identify activities to maintain a latrine and their frequency 3. Discuss solutions to dealing with a full latrine. 	
	13	Building a Basic Latrine	<ol style="list-style-type: none"> 1. List general rules for siting a basic temporary latrine 2. Identify the main parts of a latrine. 3. Explain the function of each latrine part. 4. Discuss the importance of each latrine part 5. Explain important considerations for different latrine users 	
	Hygiene	14	Handwashing	<ol style="list-style-type: none"> 1. Demonstrate proper handwashing technique. 2. List the critical times for handwashing. 3. Optional: Discuss ways to motivate people to wash their hands. 4. Optional: Construct a handwashing station.
		15	Food Hygiene	<ol style="list-style-type: none"> 1. Describe the importance of food hygiene 2. Explain how food can get contaminated. 3. List practices to reduce disease transmission through food. 4. Discuss indicators of food hygiene in a household.
		16	Menstrual Hygiene Management	<ol style="list-style-type: none"> 1. Discuss the challenges of menstrual hygiene management for women and girls. 2. Discuss the impact of poor menstrual hygiene on health and education. 3. Identify solutions to ensure menstrual hygiene-friendly homes and schools.
		Sanitation	17	Solid Waste Management
	Environmental		18	Insects and Animals
		Inclusion	19	Gender and WASH

Module	LP#	Lesson Plan	Learning Outcomes
Practical	20	Principles of a Household Visit	<ol style="list-style-type: none"> 1. Explain the purpose of a household visit. 2. Describe the 6 steps process of a household visit. 3. Discuss principles of working with household members.
	21	Identifying and Prioritizing WASH Issues	<ol style="list-style-type: none"> 1. Identify possible WASH issues in a household. 2. Describe indicators of household WASH practices. 3. Discuss strategies to discover the barriers to adopting good WASH practices. 4. Discuss prioritizing WASH issues in working with households.
	22	Influencing Behaviour Change	<ol style="list-style-type: none"> 1. Discuss strategies to influence a household to adopt good WASH behaviours.
	21	Forms and Commitments	<ol style="list-style-type: none"> 1. Explain the importance of monitoring household progress. 2. Demonstrate using monitoring forms. 3. Explain the importance of setting WASH goals and commitments with household members. 4. Identify ways CWPs can support community members to commit to achieve their WASH goals.
	22	Role Playing Household Visits	<ol style="list-style-type: none"> 1. Demonstrate an effective household visit.
	23	Action Planning	<ol style="list-style-type: none"> 1. Create an action plan
	24	Workshop Closing	<ol style="list-style-type: none"> 1. Complete a self-assessment. 2. Evaluate whether learning expectations were met. 3. Complete a final evaluation.

6 Behavioural Outcomes

The following behavioural outcomes describe what the participants will be able to do after taking the workshop. These outcomes are behaviours that can be observed. The following is a list of observable behaviours as a result of taking this workshop:

- Model effective WASH behaviours
- Interact with community members respectfully
- Identify WASH issues in a household
- Use probing questions to gain a better understanding of environmental and personal factors that contribute to specific WASH behaviours of a household
- Apply a variety of behaviour change strategies in response to specific factors for WASH behaviours of a household
- Use forms to monitor behaviour change in achieving WASH for Healthy Homes

- Collaborate with household members in making commitments for WASH behaviours
- Demonstrate an effective household visit

7 Agendas

The general outline of the workshop is as follows:

- **Workshop opening.** To welcome people and allow participants and trainers to get to know one another.
- **Individual sessions.** To focus on a selected topic. Each individual session includes an introduction, a main lesson, and a closing activity to review the content.
- **Breaks and lunch.** To keep people working and feeling positive, breaks are needed. Plan for a mid-morning and mid-afternoon break that allows people to use the washroom, take a drink or eat a snack. While planning your workshop it is also important to clarify with participants in advance as to whether or not food and snacks will be provided.
- **Review of previous day.** Start the day with a review of the material learned during the previous day. This also helps focus the participants and trainers' brains on the workshop. See the list of review tools in Trainer Manual Appendix 2 for activities and review questions you can use.
- **End of day review.** To gain feedback from the participants and to clarify any areas of uncertainty. Example review activities are provided in the Trainer Manual Appendix 2
- **End of day evaluation.** To gain feedback from the participants and to clarify any areas of uncertainty. See the list of evaluation tools in the Trainer Manual Appendix 2 for activities you can use.
- **End of workshop closing.** The end of the workshops can be official or unofficial depending on what is appropriate. Certificates are typically handed out.
- **End of workshop evaluation.** To allow participants to assess the strengths and weaknesses of the workshop for further improvement. See the Trainer Manual Appendix 5 for the written workshop evaluation.
- **Organizer and trainers debrief.** A daily exercise to discuss what went well, what areas of the day can be improved and what needs to be done for the next day and in the future. Debriefs are held at the end of the workshop.

7.1 Sample Agendas

The agenda for this workshop will vary according to the training needs of the participants. The following sample agendas are just examples of what you can use for your workshop.

The 3-day short workshop agenda targets an audience who require only an introductory level of Community WASH Promotion. This agenda covers the basic principles of household water treatment, household sanitation, handwashing, behaviour change, and working with households.

The 4-day agenda is a sample Community WASH Promotion workshop that includes the same content as the short agenda; however, it has the option to choose from a variety of technical topics to add more in-depth knowledge of household WASH.

The 5-day agenda includes all available Community WASH Promotion lessons. This sample is the ideal agenda to prepare Community WASH Promoters with all necessary knowledge and skills to be effective for a holistic WASH for Healthy Homes approach.

It is important to note that the following are sample agendas. CAWST recommends that you modify your agenda every time you deliver this workshop to make sure it meets the needs of your participants.

3-Day – Community WASH Promotion – Trainer Agenda

Ideal agenda if participants only have time to cover the basics of a household visit, behaviour change, and the promotion of WASH practices.

Time	DAY 1	LP#	DAY 2	LP#	DAY 3	LP#
	Workshop Introduction (30mins)	1	Opening (15mins)		Opening (15mins)	
	What is WASH? (60mins)	2	How Water gets Contaminated (45mins)	7	The WASH Detective (1 hour 30mins)	18
			Multi-Barrier Approach (40mins)	8		
	BREAK		BREAK		BREAK	
	Why WASH Matters (1hr 30mins)	3	Water Treatment Technology (60mins) <i>Biosand filter, Ceramic Pot filter, Ceramic Candle filter, SODIS, Chlorine, or use the blank template.</i>	9	Influencing Behaviour Change (1 hr 30mins)	19
			Safe Water Storage and Handling (45mins)	10	Forms and Commitments (45mins)	20
	LUNCH		LUNCH		LUNCH	
	Benefits of WASH (60mins)	4	Sanitation Ladder (60mins)	11	Role Playing Household Visits (1 hr 30mins)	21
	Factors that Influence Behaviour (45mins)	5	Handwashing (45mins)	14		
	BREAK		BREAK		BREAK	
	Role of a Community WASH Promoter (60mins)	6	Principles of a Household Visit (60mins)	17	Action Planning (30mins)	22
	Closing (5mins)		Closing (5mins)		Workshop Closing and Evaluation (45mins)	23

LP – Lesson Plan

Other optional lessons to consider:

- How Water gets Contaminated (LP 7)
- Building a Basic Latrine (LP 13)
- Food Hygiene (LP 15a)
- Insects and Animals (LP 15b)
- Menstrual Hygiene (LP15c)

Suggested Daily Opening and Closing Activities:

Day	Opening Activity	Closing and Evaluation
1	Workshop Opening	Apples and Onions
2	Graffiti Wall	Scales
3	Charades	Final Workshop Evaluation

4-Day – Community WASH Promotion – Trainer Agenda

Balanced agenda that includes behaviour change, WASH knowledge, and principles of conducting a household visit. It gives the option of choosing from a variety of topics.

Time	DAY 1	LP#	DAY 2	LP#	DAY 3	LP#	DAY 4	LP#
	Workshop Introduction (30mins)	1	Opening (15mins)		Opening (15mins)		Opening (15mins)	
	What is WASH? (60mins)	2	Role of a Community WASH Promoter (60mins)	6	Handwashing (45mins)	14	Forms and Commitments (45mins)	20
			How Water gets Contaminated (45mins)	7	*[Elective] (60mins)	15		
	BREAK		BREAK		BREAK		BREAK	
	Why WASH Matters (1 hr 30mins)	3	Multi-Barrier Approach (40mins)	8	Gender and WASH (45mins)	16	Role Playing Household Visits (1 hr 30mins)	21
			Water Treatment Technology (60mins) <i>Biosand filter, Ceramic Pot filter, Ceramic Candle filter, SODIS, Chlorine, or use the blank template.</i>	9	Principles of a Household Visit (60mins)	17		
	LUNCH		LUNCH		LUNCH		LUNCH	
	Benefits of WASH (60mins)	4	Safe Water Storage and Handling (45mins)	10	The WASH Detective (1 hour 30mins)	18	Action Planning (30mins)	22
			Sanitation Ladder (60mins)	11			Workshop Closing and Evaluation (45mins)	23
	BREAK		BREAK		BREAK		BREAK	
	Factors that Influence Behaviour (45mins)	5	Correct use and Maintenance of Latrines (50mins)	12	Influencing Behaviour Change (1 hr 30mins)	19		
	Closing (5mins)		Closing (5mins)		Closing (5mins)			

LP – Lesson Plan

***Choose 1 or several elective options:**

- Building a Basic Latrine (LP 13)
- Food Hygiene (LP 15a)
- Insects and Animals (LP 15b)
- Menstrual Hygiene (LP15c)

Suggested Daily Opening and Closing Activities:

Day	Opening Activity	Closing and Evaluation
1	Workshop Opening	Apples and Onions
2	Graffiti Wall	End of Day Written Evaluation
3	Charades	Scales
4	Word in a Hat	Final Workshop Evaluation

5-Day – Community WASH Promotion – Trainer Agenda

Intensive agenda that includes behaviour change, WASH knowledge, all hygiene topics for the WASH for Healthy Homes criteria, and the principles of conducting a household visit.

DAY 1	LP	DAY 2	LP	DAY 3	LP	DAY 4	LP	DAY 5	LP
Workshop Introduction (30mins)	1	Opening (15mins)		Opening (15mins)		Gender and WASH (45mins)	16	Opening (15mins)	
What is WASH? (60mins)	2	Role of a Community WASH Promoter (60mins)	6	Correct use and Maintenance of Latrines (50mins)	12			Forms and Commitments (45mins)	20
		How Water gets Contaminated (45mins)	7	Building a Basic Latrine (1 hr 15mins)	13				
BREAK		BREAK		BREAK		BREAK		BREAK	
Why WASH Matters (1 hr 30mins)	3	Multi-Barrier Approach (40mins)	8	Handwashing (45mins)	14	Principles of a Household Visit (60mins)	17	Role Playing Household Visits (1 hr 30mins)	21
		Water Treatment Technology (60mins) <i>Biosand filter, Ceramic Pot filter, Ceramic Candle filter, SODIS, Chlorine, or use blank template.</i>	9	Food Hygiene (60mins)	15a				
LUNCH		LUNCH		LUNCH		LUNCH		LUNCH	
Benefits of WASH (60mins)	4	Safe Water Storage and Handling (45mins)	10	Insects and Animals (35mins)	15b	The WASH Detective (1 hour 30mins)	18	Action Planning (30mins)	22
				Solid Waste Management (60mins)	15c			Workshop Closing and Evaluation (45mins)	
BREAK		BREAK		BREAK		BREAK		BREAK	
Factors that Influence Behaviour (45mins)	5	Sanitation Ladder (60mins)	11	Menstrual Hygiene (60mins)	15d	Influencing Behaviour Change (1 hr 30mins)	19		
Closing (5mins)		Closing (5mins)				Closing (5mins)			

LP – Lesson Plan

Suggested Daily Opening and Closing Activities:

Day	Opening Activity	Closing and Evaluation
1	Workshop Opening	Apples and Onions
2	Graffiti Wall	Alligator Arms
3	Charades	End of Day Written Evaluation
4	Word in a Hat	Scales
5	A Tell B	Final Workshop Evaluation

8 Lesson Plans

Here is a list of the icons used in this Trainer Manual and their explanations.

	Lesson Description. Describes broadly what the lesson will be about.
	Learning Outcomes. Describes what the participants will be able to do by the end of the lesson to demonstrate increased knowledge, improved skills or changes in attitude.
	Time. The clock symbol appears next to the amount of time the lesson may take. This is an estimate and the lesson may be longer or shorter depending on how you facilitate it.
	Materials. Lists all the materials that will be required for the lesson.
	Preparation. The clipboard appears when there is preparation that needs to be done prior to the lesson, including materials needed and things to do in advance.
	Introduction. This hook appears where there is an introduction to a topic. This will help participants connect personal experience to the knowledge they are about to learn.
	Key Points. The key appears where there are important points and topics to discuss. These are reminders of what key points the participants should understand by the end of the lesson.
	Main Activity. The puzzle appears at the beginning of a main learning activity.
	Trainer Notes. The exclamation point appears to remind you of things to do or consider while facilitating the lesson.
	Review. The question mark appears when you are reviewing a topic or checking for learning. What have participants learned? Can they recall the information?
	Handouts. This appears when there are handouts for the participants.

Lesson Plan: Workshop Introduction



35 minutes total

Lesson Description



In this lesson, participants will learn about who is hosting the workshop, what the workshop will cover, and how they will participate.

Learning Outcomes



At the end of this session participants will be able to:

1. Name the trainers of the workshop
2. Describe the work of the host organization
3. Explain the agenda for the workshop
4. List the rules that will be followed during the workshop
5. Discuss what they expect to learn from the workshop
6. Identify current levels of knowledge on workshop topics

Materials



- Flip chart paper
- Markers
- Name tags (optional)
- Notebooks (1 for each participant)
- Pens (1 for each participant)

Preparation



- Prepare flip chart with list of topics (See workshop agenda)
- Prepare flip chart with heading 'Group Agreement'
- Hand out one notebook and pen per participant
- Optional: Write the learning outcomes on flip chart paper

Introduction

10 minutes



1. Introduce trainers and other guests as appropriate.
2. Introduce your organization. Describe what the organization does and what it is doing in the community.
3. Introduce the training.
 - *This training covers topics related to water, sanitation, and hygiene*

- *This workshop is participatory. There will be lots of small group work.*
 - *All people in the room including the facilitator have things to learn and things to teach.*
4. Review the agenda for the day. Ask the participants if there are any issues regarding timing of the workshop. Make necessary adjustments if needed with input and agreement from the full group.
 5. Discuss workshop logistics including building layout, bathrooms, first aid, etc.

Icebreaker – Getting to Know Each Other**10 minutes****Option 1 – Favourite Food**

1. Ask the participants to find a partner.
2. Explain that they will be introducing their partner to the group with three things.
 - Name
 - What they would like to learn in the workshop
 - Their favourite food
3. Tell the participants they have 5 minutes to get to know each other.
4. Ask the participants to introduce their partner to the rest of the group.
5. Write down what they want to learn on a flip chart. These are their expectations. Clarify what you will and won't be covering in the workshop and post the completed flip chart somewhere visible. You will return to it at the end of the workshop.

Option 2 – Favourite Sport or Hobby

1. Explain that the participants will introduce themselves to the group by sharing three things about themselves.
 - Name
 - What they would like to learn
 - Their favourite sport/hobby – but they will be asked to mime their favourite activity and we will guess what it is.
2. Stand in a large circle and ask each participant to introduce themselves. You may want to go first to demonstrate miming the activity.
3. Write down what they want to learn on a flip chart. These are their expectations. Clarify what you will and won't be covering in the workshop and post the completed flip chart somewhere visible. You will return to it at the end of the workshop.

Group Agreement – Making Ground Rules**5 minutes**

1. Explain that ground rules are agreements created by the group that will allow everyone to learn together.

2. Ask participants to reflect on their past training or learning experiences. What made those experiences positive? Negative?
3. Ask participants to discuss in pairs and then share what to do to create a positive learning environment for everyone.
4. Write the ideas on flip chart paper titled 'Group Agreement'. *Respect, ask questions, silence cell phones, punctuality...*
5. Explain that other expectations can be added during the workshop.
6. Place the group agreement in a place where it can be seen.

Self-Assessment
10 minutes**Option 1 – Low literacy**

1. Explain that you are going to conduct a self-assessment.
2. Tell the participants you are going to list workshop topics. As you say a topic, you would like them to stand in different places around the room to indicate how comfortable they feel with their level of knowledge on that topic.
3. Explain that this is a tool to find out what knowledge and skills we have before starting the workshop. Explain that it is OK for people to have little or no knowledge of a topic at the start. The goal of the workshop is to help each person learn more on the topics.
4. Ask the participants to stand up and place themselves in different parts of the room according to their knowledge on the key topics in the workshop. For instance, if you know nothing about the topic, stand on the left side of the room, if you know a little stand in the middle, and if you know a lot, stand on the right.

Option 2 – For participants that read effectively

1. Write on a piece of flip chart paper 4 main topics for the workshop with a scale written below each topic as follows. You may choose to highlight different or more topics depending on your needs:

Disease Transmission Routes	None	A little	A lot
The benefits of WASH	None	A little	A lot
Ways to treat contaminated water	None	A little	A lot
Identifying WASH Issues	None	A little	A lot
How to influence a household to adopt a WASH behaviour.	None	A little	A lot

2. Explain that this is a tool to find out what knowledge and skills we have before starting the workshop. Explain that it is OK for people to have little or no knowledge of a topic at the start. The goal of the workshop is to help each person learn more on the topics.
3. As you go through the items, you may want to ask those that say they know a lot about the topic a few questions to confirm their level of understanding. Participants highly experienced in particular areas can be used as a source of expertise and to help participants with less knowledge or experience.
4. Explain that it's time to get started on learning about the different topics and prepare the following lesson.

Lesson Plan: What is WASH?



60 minutes total

Lesson Description



The focus of this lesson is to highlight the connection between WASH and the spread of diseases. Participants will explore the different ways water-related diseases can be transmitted, and the different ways of preventing their transmission.

Learning Outcomes



At the end of this session participants will be able to:

1. Describe the WASH acronym
2. Explain the transmission routes of water-related diseases
3. Explain how to prevent water-related disease transmission
4. Explain the concept of WASH for Healthy Homes

Materials



- Flip chart paper
- Tape
- Markers
- Transmission Routes Activity*
(<https://resources.cawst.org/activity/0726f5e1/transmission-routes-activity>)
- 6 images for WASH for Healthy Homes (see end of lesson plan)

Preparation



- Prepare flip chart paper with lesson description or learning outcomes
- Small pieces of coloured paper
- Prepare 5 sets of *Transmission Routes Activity Cards*
- Print the 6 images for WASH for Healthy Homes
- Read the CWP_Healthy Homes_Monitoring Forms in the workshop materials and familiarize yourself with the meaning of each category.

Introduction

5 minutes



1. Divide a piece of flip chart paper into two columns.
2. Ask the participants: “Before coming to this training today, what were some of the activities or things that you did?”

Eat breakfast, wash face, go to the toilet, sweep around the house, brush teeth, collect water, wash hands and feet, drive in a taxi, get dressed, etc.

3. As participants give you answers, write them on flip chart paper in 2 columns. The first column will be for WASH-related activities and the second column will be for non-WASH-related activities. Do not write any titles for the columns yet.
4. Explain to participants that you have been placing the activities into 2 columns on the flip chart paper because they are in 2 different categories.
5. Ask the participants: “What are the 2 categories?” *Water-related Activities and non-water-related activities*
6. Present the learning outcomes or lesson description.

What is WASH?**5 minutes**

1. Explain to the participants that throughout the day we practice many WASH-related behaviors like handwashing, bathing, washing clothes and utensils, cleaning our house, etc. Most of these activities are very common and we do them every day of our lives.
2. Ask the participants to discuss with a partner: “What does WASH mean?”
3. Ask the partners to share their thoughts with the larger group. *The participants will most likely identify the meaning of the acronym Water, Sanitation, and Hygiene.*
4. Explain to participants that dividing activities into either water, sanitation, or hygiene is not enough to fully understand the meaning of WASH and why it is so important.
5. Explain to participants that to better understand the meaning of WASH, they will need to look at the bigger picture of how diseases are spread through water, sanitation, and hygiene.

Transmission Routes Activity – part 1 (routes)**15 minutes**

1. Divide participants into groups of 3-5 people. Hand out the white cards and arrows to each group from the *Transmission Routes* card games you have prepared.
2. Explain that they should use the white cards and arrows to create as many transmission routes as they can to show how pathogens from human excreta can find their way from the feces to the child.
3. When the groups have made their diagrams, ask each group to explain its diagram to the other groups and describe why they have chosen to order the cards in such a way. Let them respond to questions raised by the other groups.
4. Discuss the similarities and differences between the various diagrams. Encourage discussion to find out why participants placed the pictures in a particular order and ensure everyone understands what a “transmission route” is.
5. Ask the participants: “How does this activity help us more fully understand the meaning of WASH?” *It shows us the different components of WASH and how they are all important and connected.*

WASH Solutions – Barriers to Transmission Routes**15 minutes**

1. Explain to participants that there are many activities that we can do throughout the day that help prevent the spread of disease and help us protect ourselves and our communities. Refer back to the list of activities in the 'WASH-related' column as examples.



2. Hand out a few small pieces of paper to each participant.
3. Ask the participants to take their pieces of paper and crumple them into balls of paper.
4. Ask the participants to throw the balls of paper at you. Do not defend yourself.
5. Ask the larger group: "What just happened?" *I got hit by the piece of paper because I did not protect myself.* Explain to the participant that "I should use an object to protect myself from the ball of paper being thrown at me".
6. Ask the participants to once again throw the balls of paper at you. This time, use an object to protect yourself from the balls of paper.
7. Ask the larger group: "What just happened?" *I did not get hit by the pieces of paper because I made the choice to use an object to protect myself.*
8. Explain to participants that we can think of each paper balls as a disease. Explain that sometimes people don't make that choice for various reasons. Some examples could be: not knowing why it's important to block the ball, not being able to block it, they don't have an object to help block the ball, or that no one has ever thought of blocking the ball before. They will be discussing more reasons why someone may not protect themselves in another lesson.
9. Explain to participants that the object you used to protect yourselves is called a 'barrier'.
10. Explain to participants that they will now be looking at barriers to use to protect ourselves against WASH-related diseases.

Transmission Routes Activity – part 2 (barriers)**10 minutes**

1. Ask the participants to return to their earlier groups.



2. Hand out the yellow cards to each group. Explain that they should use the yellow cards to block the transmission of diseases. They need to put the yellow card directly on top of the card that it is trying to block.
3. Discuss with participants that we need to use all the barriers to maximize our protection. We can't block the transmission of diseases fully with just one barrier.
4. Explain to participants that someone being sick, especially with diarrhea, can be a consequence of not using all the barriers to protect themselves.

WASH for Healthy Homes**15 minutes**

1. Explain to participants that all the different elements of WASH can be overwhelming for people as there are so many things to remember to stay safe and protect themselves from disease. To make things easier, we have created categories in

WASH with a list of things that people should do to keep track. We call this 'WASH for Healthy Homes'.

2. Explain to participants that you will be returning to these categories later in the workshop.
3. As you explain each of the 6 categories, post the images on the wall to form a circle. The categories are: Drinking Safe Water, Using latrines, Handwashing, Clean Environment, Safe Food, and Shared Responsibility.



Trainer Note: See the CWP_Healthy Homes_Monitoring Forms document for further explanation on the different categories.

4. Explain to participants that to have a healthy home, a person needs to practice activities in 6 categories of WASH. If they do not, then they are not completely protecting themselves against water-related diseases. If one of the categories is missing, then the person may still get sick.



Trainer Note: Make sure you return to the WASH diagram at the end of each lesson that pertains to that category of WASH.

Review

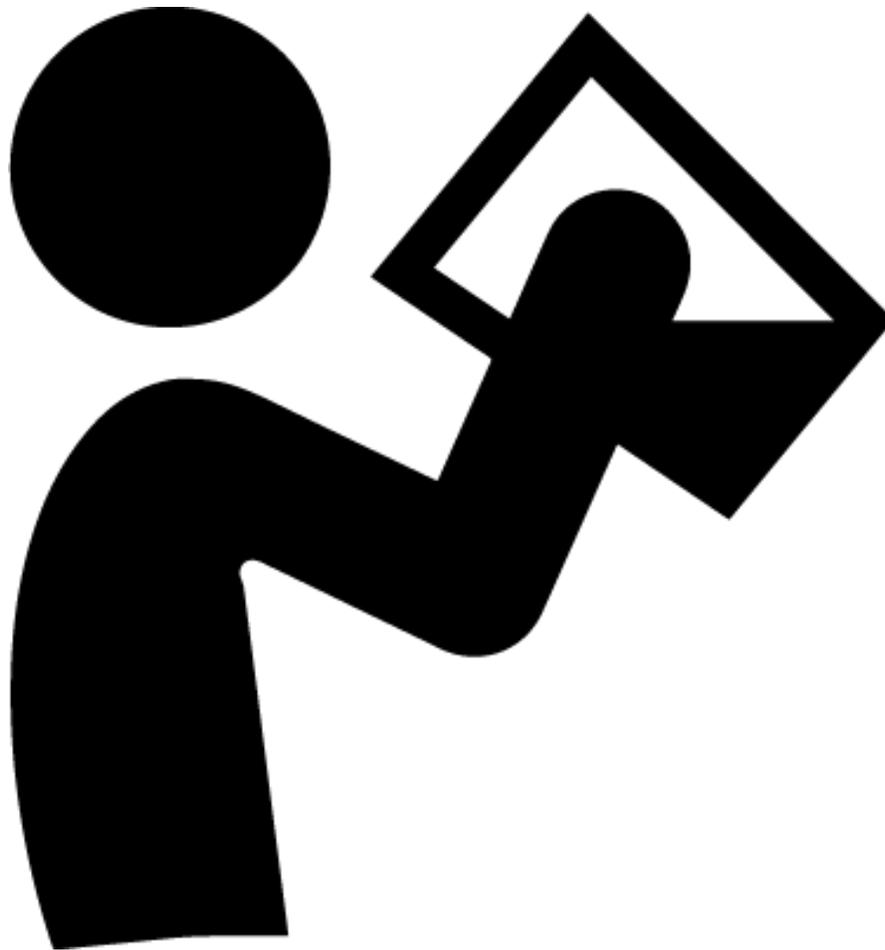
5 minutes



1. Ask participants: "What does the acronym WASH stand for?" *Water, Sanitation and Hygiene.*
2. Ask the participants to stand up.
3. Explain to participants that they will be using their hands to make the shape of each of the letters of the WASH acronym in the air in front of them. As they act out the shape of the letter, they will need to give examples of activities that people do at home that is related to that category of WASH.
4. Ask the participant to use their hands to make the shape of a "W" and "A". Ask participants: "what are some activities that fit under water?" *Drinking, bathing, washing clothes, brushing teeth, etc.*
5. Ask the participant to use their hands to make the shape of an "S". Ask participants: "what are some activities that fit under sanitation?" *Using and maintaining the latrine, digging a latrine pit, emptying a latrine pit, managing insects, managing animals, etc.*
6. Ask the participant to use their hands to make the shape of an "H". Ask participants what are some activities that fit under hygiene? *Handwashing, bathing, cooking, etc.*

Reflections on Lesson

Drinking Safe Water



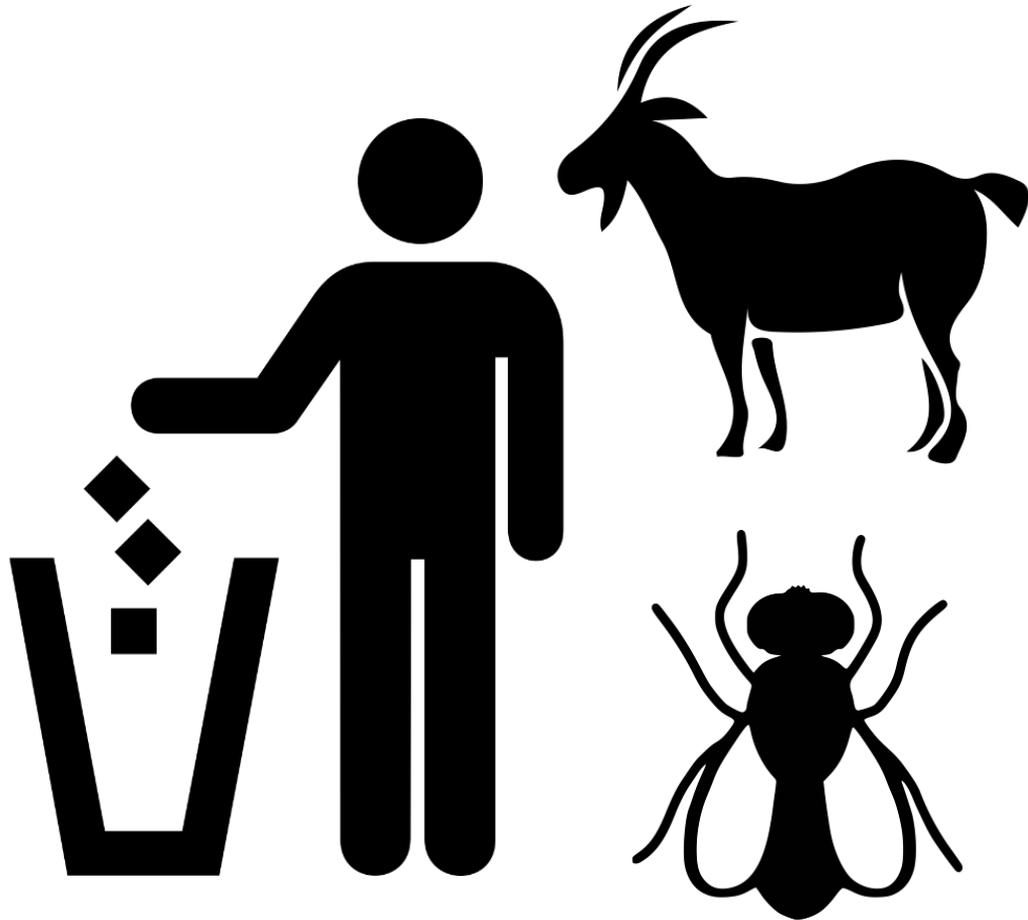
Using Latrines



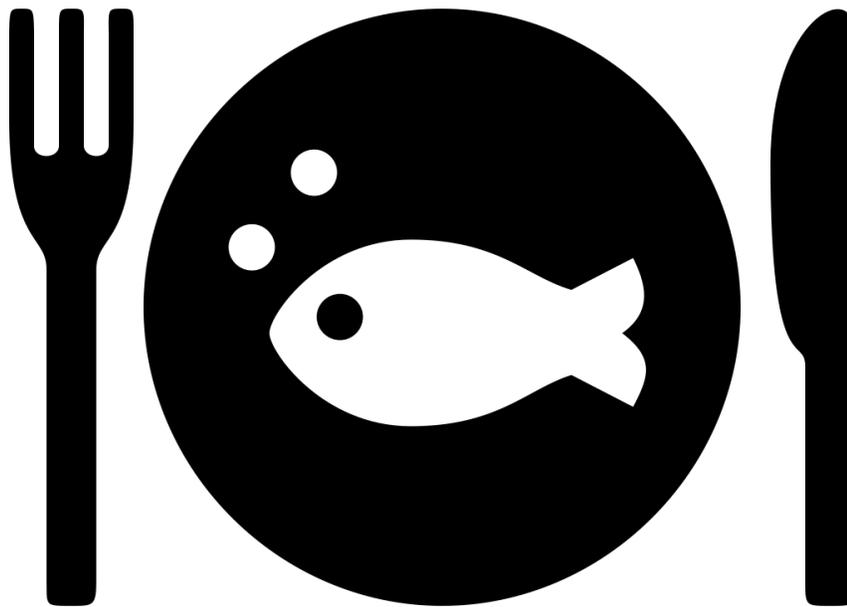
Hygiene



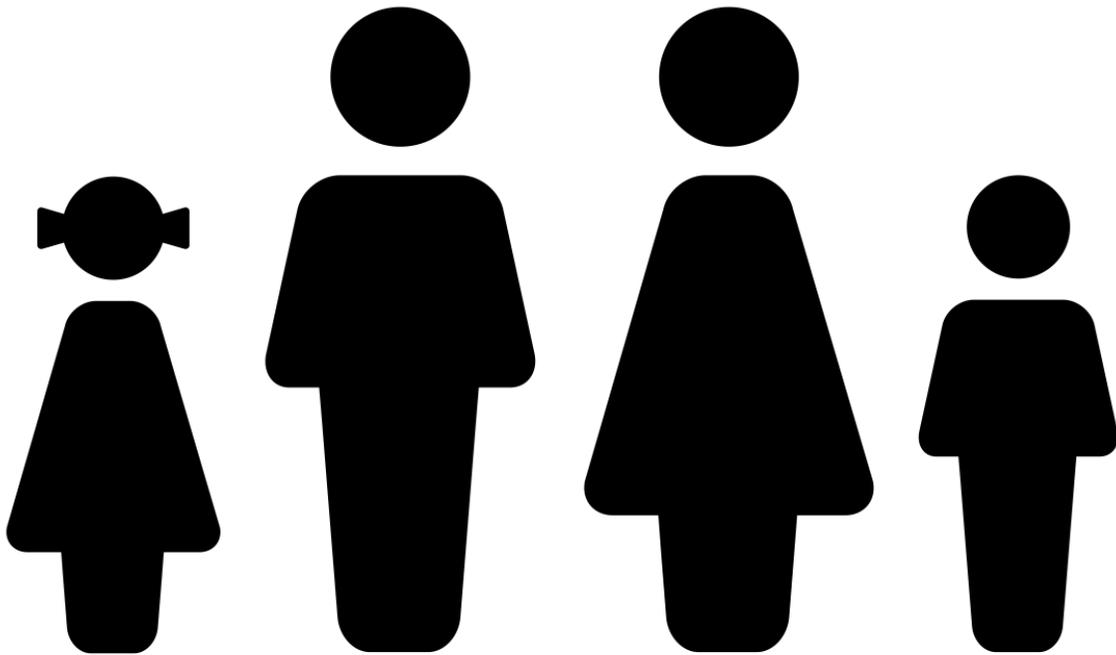
Clean Environment



Safe Food



Shared Responsibility



Lesson Plan: Why WASH Matters



1 hr 30 mins total

Lesson Description



In this lesson, participants will discuss the importance of having good WASH practices in reducing the spread of water-related diseases and breaking the poverty cycle. The lesson will also highlight relevant global and national goals related to WASH.

Learning Outcomes



At the end of this session participants will be able to:

1. Discuss the importance of WASH
2. Identify common diseases in their community
3. Explain current WASH issues locally and globally

Materials



- Flip chart paper
- Markers
- Tape
- Cue cards or post-it notes
- Glass of visibly dirty water
- Optional: Projector
- Optional: CWP_Why WASH Matters PowerPoint presentation
- Poverty Cycle cards

Preparation



- Prepare the glass of visibly dirty water and place it on a table in front of the participants.
- Cut out 1 set of the poverty cycle cards for each group of 3-5 participants (see end of lesson plan)
- Prepare questions and answers regarding the statistics of the region or country you are delivering the workshop. You can use the CWP_Why WASH Matter PowerPoint presentation as a guide for creating questions.
- Optional: Review the CWP_Why WASH Matters PowerPoint Presentation and modify the statistics according to the region you are delivering the workshop.
- Optional: Write the learning outcomes on flip chart paper

Introduction

5 minutes



1. Pick up the glass with the visibly dirty water and ask participants: “Would it be a good idea for me to drink this water? Why or why not?”

No. Drinking dirty water could make me sick. It could spread diseases.

2. Ask participants more probing questions: “Why is it a bad thing to be sick?”

Health impacts, make other people sick, could become more sick, could miss work or school, cannot take care of family members, etc.

3. Present the lesson description or learning outcomes.

Consequences of Bad WASH Practices – Diseases

30 minutes



1. Explain to participants that they will now work in teams to list as many diseases that are common in their communities as they can.



2. Divide the participants into small groups of 3-5 people.
3. Hand out a set of post-it notes or cue cards to each group.
4. Ask each group to write different diseases that are common in their communities or country on individual cue cards or post-it notes. They can be any diseases, not only related to WASH. As the participants write the diseases, ask them to bring the post-it notes to the front and stick them on the wall. Give them 5 minutes to finish.



Trainer note: *Group similar cue cards or post-it notes together as the participants are bringing them up. Try to separate them not only in groups, but in 2 columns: WASH-related diseases and non-WASH-related diseases. Don't write the title of the columns yet.*

5. Tell the participants: “Wow! Look at all those diseases!”
6. Read the list as a group and have a discussion on which of the diseases listed are the most common.
7. Explain to participants that you have been separating the diseases not only into groups of the same diseases, but also into 2 columns. Ask the participants: “If we had to give a title for both columns, what would they be? *WASH-related, and non-WASH-related.*”
8. Explain to participants that in the previous lesson they discussed how WASH-related diseases are spread: through bad WASH practices. Use examples from the *Transmission Route* activity to help with the discussion (dirty hands, flies on food, dirty water, etc.)
9. Ask the participants: “What diseases could we remove if everyone treated their water?” Remove all the diseases which are spread through contaminated water.
10. Ask the participants: “What diseases could we remove if everyone consistently used a latrine and good sanitation?” Remove all the diseases which are spread through sanitation and environmental sanitation (including latrine, insects and animal management, pollution through burning garbage, etc.)
11. Ask the participants: “What diseases could we remove if everyone consistently practiced good hygiene, like washing their hands?” Remove all the diseases which are spread through hand-washing (some of these could include the flu and other common non-WASH diseases.)
12. Remove all the post-it notes that are identified by the participants. Eventually, remove all the WASH-related diseases from the wall.

13. Explain to participants that eliminating WASH diseases is quite easy as most of the solutions are fairly simple, such as using filters, using a latrine, and washing your hands.
14. Explain to participants that you have not removed all the non-WASH diseases because you will not be focusing on them. Explain that many of those diseases are more complex to prevent and may need the help of medical experts.

The Poverty Cycle

20 minutes



1. Ask participants: "Why is it important for people to be healthy?" *So people can go to work, children can go to school, people are more productive, people have more money because they don't waste their money on medical bills, etc.*
2. Divide the participants into groups of 4-5 people.
3. Give each group a set of the poverty cycle images.
4. Explain to each group that they will need to use all the images in the set to create a diagram of a story. Explain to participants that the story does not have to be in a line (from left to right), it can be circular, and can even take different paths.
5. Ask participants to first arrange the images and then once they have decided the order as group, to stick all the images on a flipchart paper using tape or glue. After 5 minutes, ask the group to come stick their flip chart on the wall, or simply make a circle and ask the participants to place their flipcharts in the center of the circle on the floor.
6. Ask each group to explain their story.
7. Explain the poverty cycle to participants. *When people are ill, they cannot go to work or go to school, which means they cannot make money and children cannot learn. If children do not learn, they will not be able to have good jobs in the future. If people are ill, they must spend money to pay for medical bills rather than paying for school, healthy food, or clothes to go to work.*
3. Explain to participants that an easy way to help break the poverty cycle is to have good WASH practices and eliminate WASH-related diseases.
4. Ask participants to return to their seats if they are standing in the circle.
5. Ask participants: "Let's now think of this poverty on a larger scale. What do you think happens to the development of a country if everyone is sick because of bad WASH practices?" *If people are sick, they cannot learn and get good jobs that make good money. The more people are sick the less money people make. The less people make money, the less people can buy things, which means less money for everyone; including less money for the government which means they cannot provide good services to people.*



Trainer Note: This could be quite a difficult concept to explain. You may use this example if you think it will be helpful:

John is a carpenter. He makes and sells furniture. People in his village do not make a lot of money because many of them do not work very much because they keep getting sick from diarrhea or cholera. The diseases could be easily avoided if people treated their contaminated water, washed their hands regularly, and always used a

latrine; but people do not do those things. Since people do not make very much money, there is no one to buy the furniture that John makes. As a result, John's opportunities are affected because people in his village are not adopting good WASH practices and are always sick. This example is repeated at the country-wide level.

Global and Local Issues of WASH

20 minutes



1. Divide the participants into 4 groups. Ask each group to take 30 seconds and come up with a team name.
2. Write the names of the 4 teams on a flipchart paper.
3. Explain to participants that you will be showing questions related to WASH and their country on the projector. Explain to the different groups that they will need to work together as a team and agree on 1 answer to each questions.
4. Optional: Start the PowerPoint presentation.
5. Ask the participants the WASH-related questions. As each group gives you one answer, write it down under the team name.



Trainer Note: If you are not using the PowerPoint Presentation, here are the quiz questions:

- What percentage of [Country] have access to improved water?
 - What percentage of [Country] have access to improved sanitation?
 - What percentage of [Country] households have handwashing stations with soap and water available?
 - What was the number of deaths due to Diarrhoeal diseases among children under 5 (in 2015)?
 - What percentage of [Country] children have stunted growth (2008-2012)?
 - What are the government targets for improved water and sanitation coverage by 2030?
6. Give the participants the answer to the questions. Write a point for the team that is the closest to the correct number.
 7. Go through every question the same way.
 8. The team with the most points at the end wins the game.
 6. Optional: Finish the PowerPoint presentation by going through the remaining slides about the WASH issues in the country and how the global community is trying to solve them with the Sustainable Development Goals.
 7. Explain to participants that the global community has established Sustainable Development Goals to try to work together to help alleviate poverty.

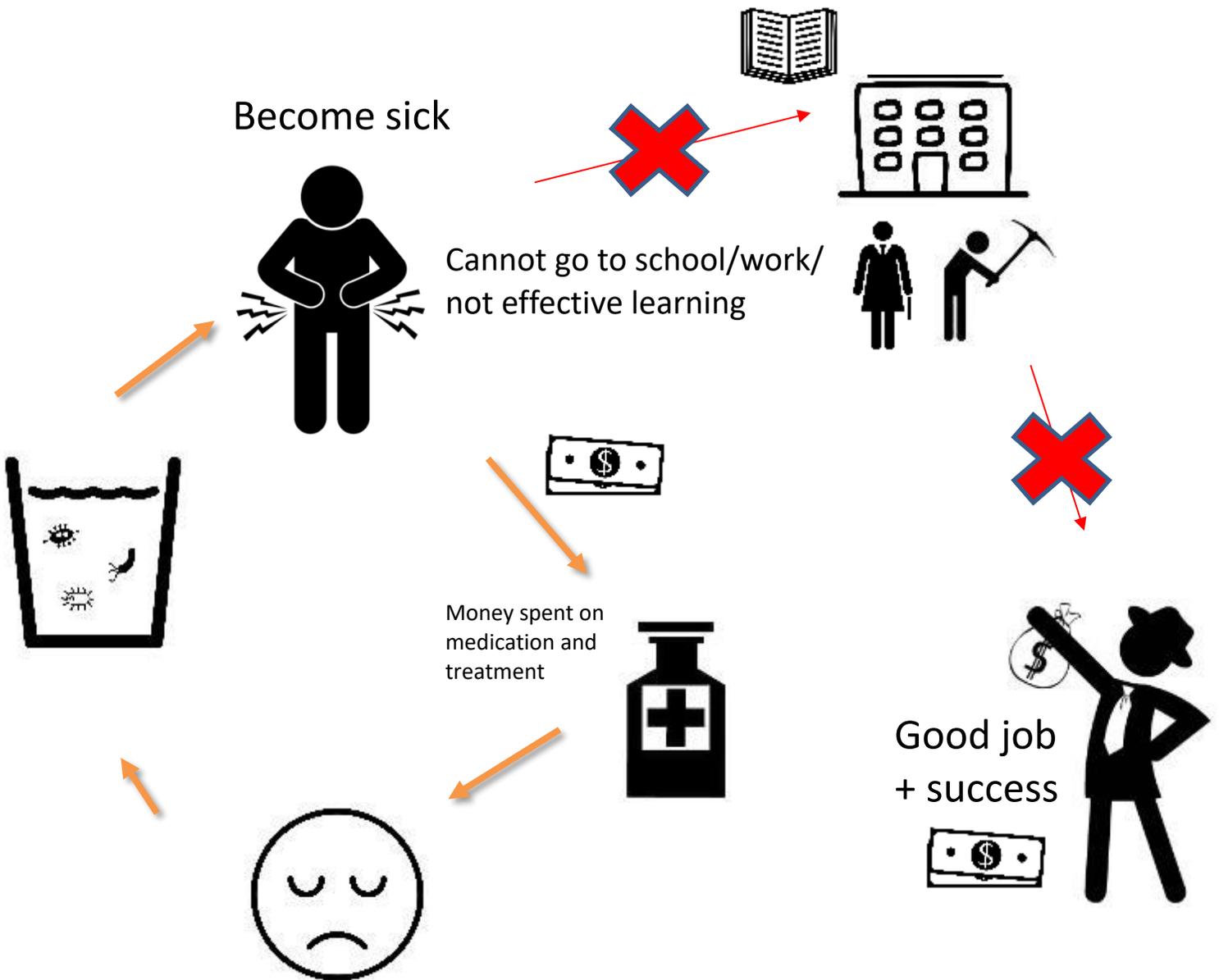
Review

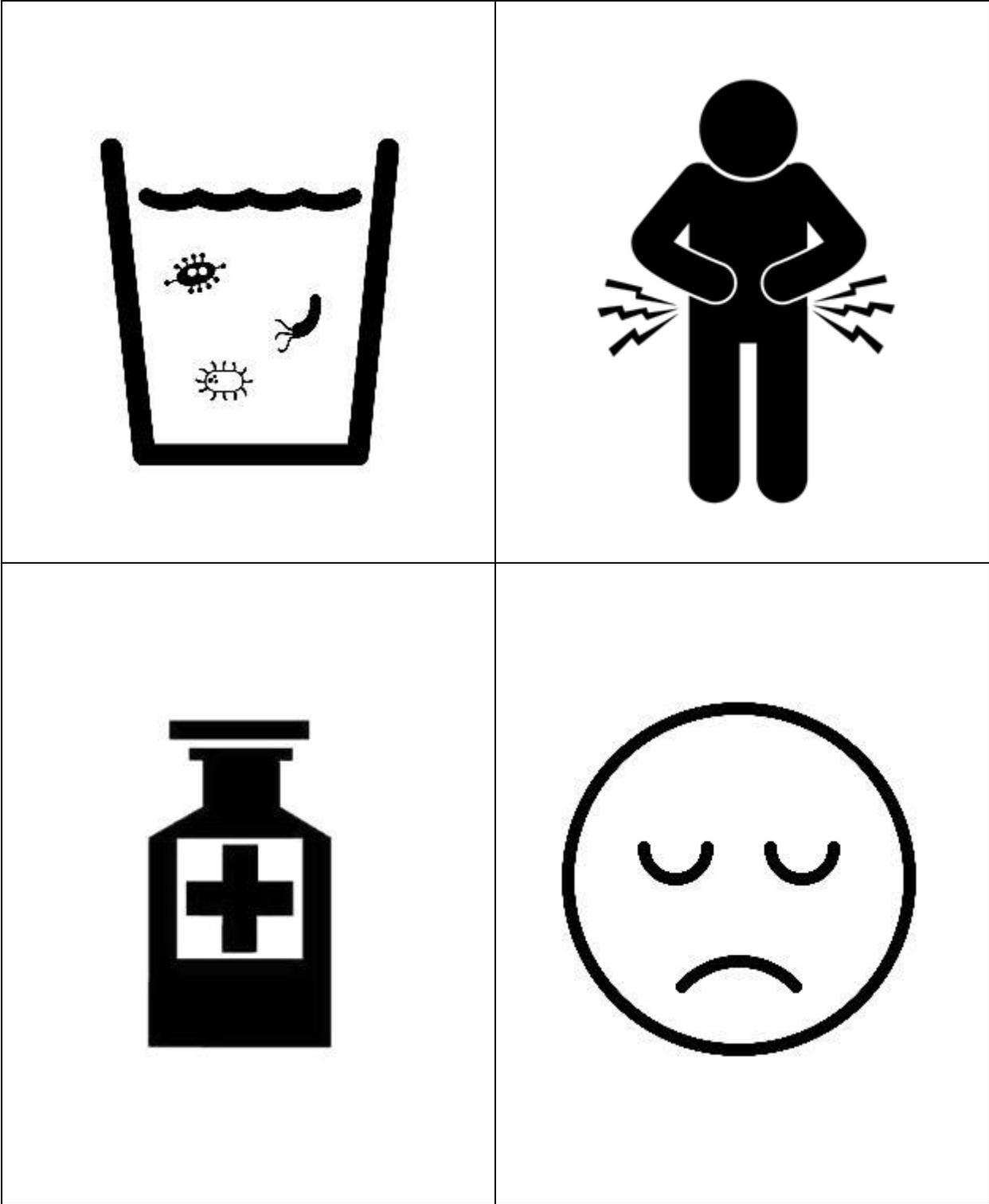
5 minutes

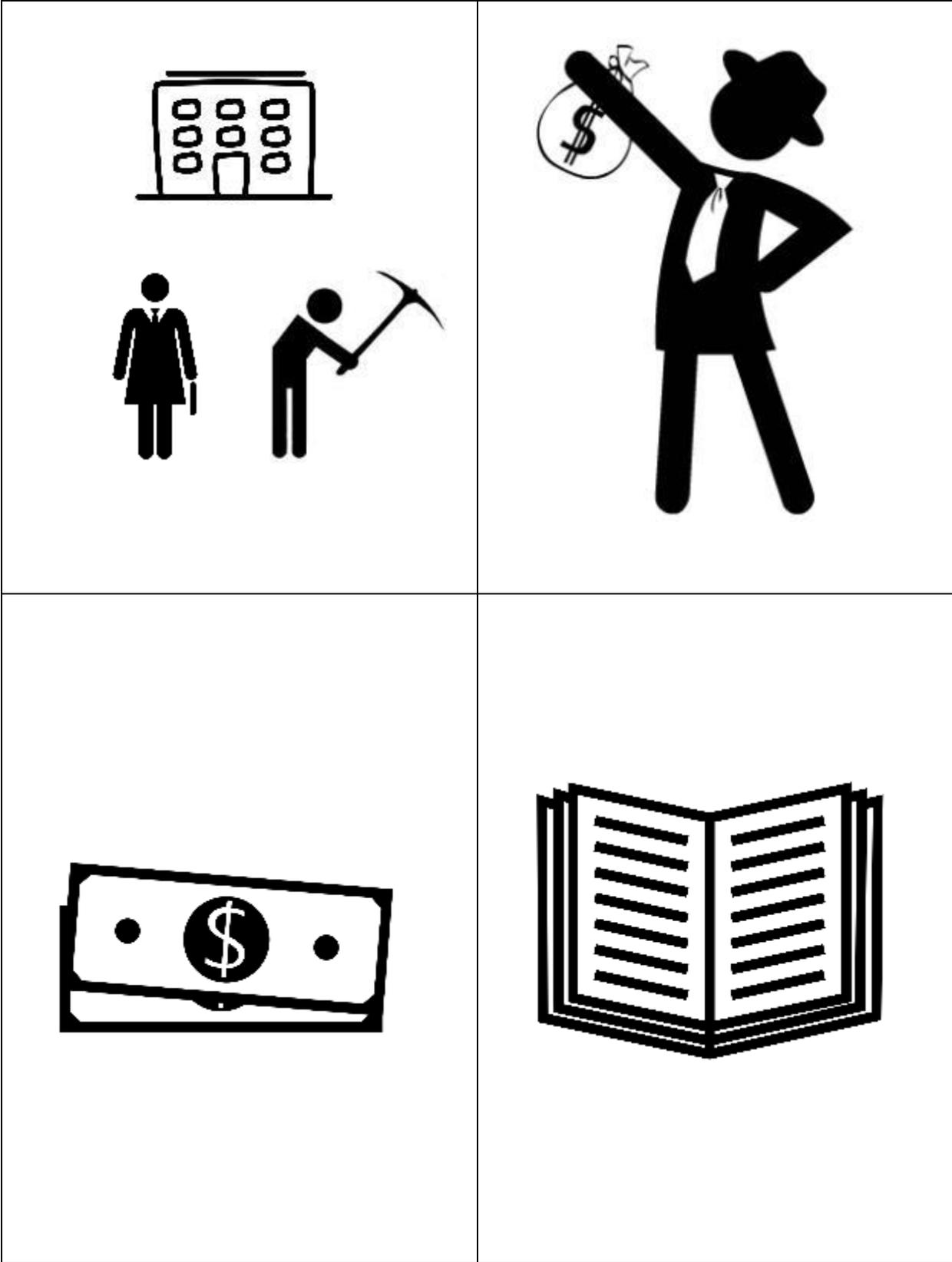


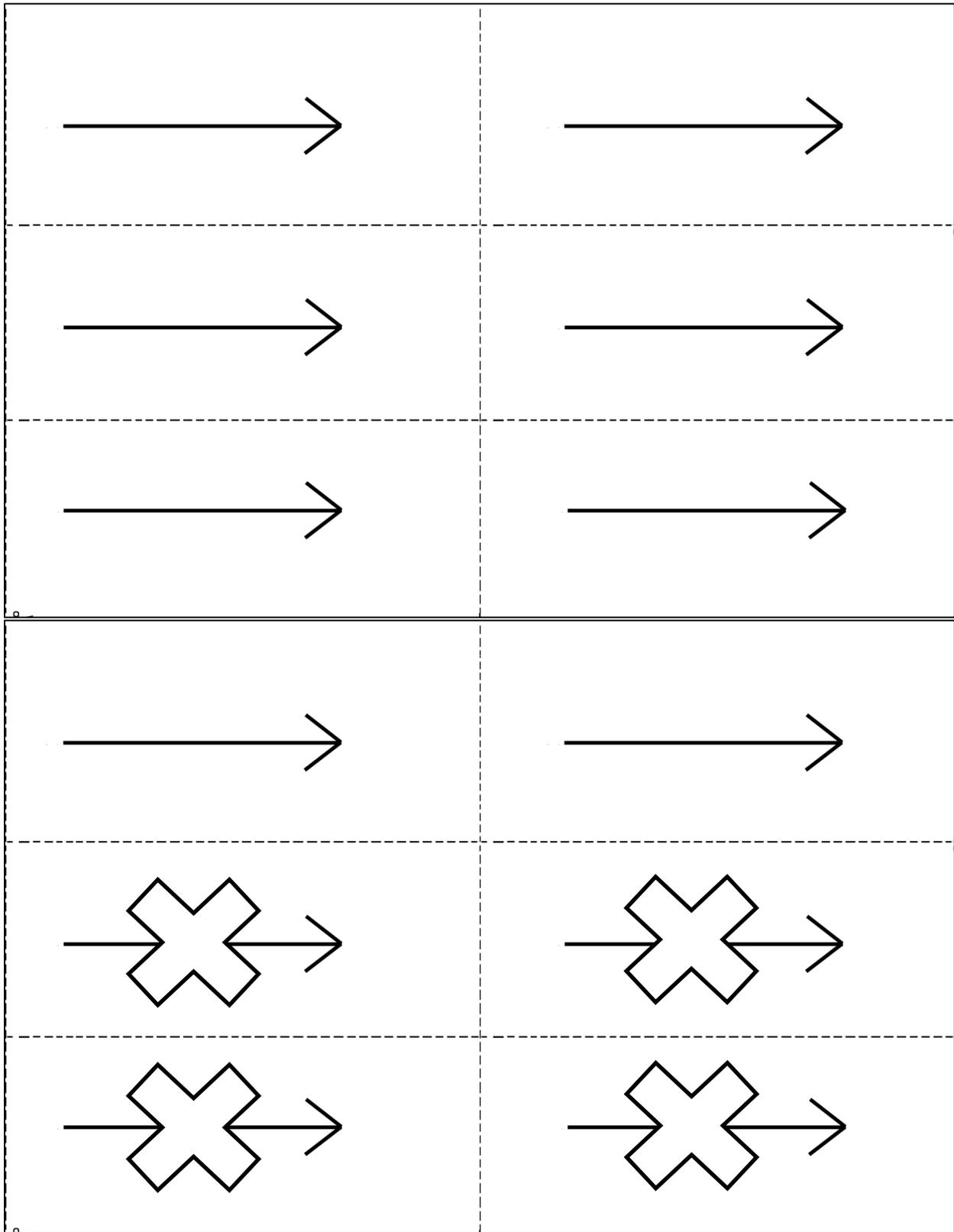
1. Ask the participants: "Why is adopting good WASH practices important for our communities?"
2. Discuss with the larger group.

Reflections on Lesson









Lesson Plan: The Benefits of WASH



60 minutes total

Lesson Description



In this lesson, participants will further explore the importance of WASH by discussing several ways that individuals and households can benefit by adopting effective WASH behaviours.

Learning Outcomes



At the end of this session, participants will be able to:

1. Explain the benefits of adopting good WASH practices
2. Explain that people have different motivators for adopting WASH practices

Materials



- Benefits of WASH scenarios (see end of lesson plan)
- Flip chart paper
- Markers

Preparation



- Cut out the 'Benefits of WASH Scenarios'
- Write the following 2 questions on a flip chart paper:
 - What WASH practice did the person adopt?
 - How did the people benefit from the WASH practice?
- Optional: Write the learning outcomes on flip chart paper

Introduction

5 minutes



1. Ask the participants: "Why is WASH important?" *Their answers should mostly focus on the health benefits and the poverty cycle. (such as: avoiding the spread of diseases, better health, able to go to school, able to go to work, etc...)*
2. Explain to participants that so far we have been discussing the importance of WASH in terms of avoiding the spread of WASH-related diseases, and the impact on our health. We have linked bad WASH behaviours and their consequences.
3. Explain to participants that in this lesson they will be looking at different reasons, not necessarily related to health, why people would adopt WASH practices.
4. Present the learning outcomes.

The Benefits of WASH**50 minutes****Activity: 5 Stations**

1. Display 2 questions on flip chart paper:
 - What WASH practice did the people adopt?
 - How did the people benefit from adopting the WASH practice?
2. Explain to participants that they will be divided into groups and will be designated to a station. They will have 5-10 minutes at every station to read the case study, discuss the case study as a group, and write down the answers to the 2 questions in their notebooks or on a piece of paper. At the end of 5-10 minutes, you will ask everyone to rotate to another station and do the same thing for the new case study.



Trainer Note: Give the participants enough time to read and discuss each scenario. The amount of time given will depend on how easily participants can read and discuss the scenarios. Some participants will have stronger literacy skills than others.

3. Divide participants into 5 groups and set up 5 stations around the room.
4. Begin the activity.
5. Once all the participants have discussed each stage, ask them to return to a single larger group.
6. Prepare a flip chart paper with the title: Benefits of WASH
7. Explain to participants that you will now be going through each scenario and writing 1 general list for all the different benefits of WASH.
8. Go through each scenario and ask the same 2 questions from before. Discuss the answers with the larger group. As participants give you answers, write down the different benefits of WASH practices on the flip chart paper.
9. Once you have discussed the answers to the 5 scenarios, ask the participants if there are any other benefits to WASH that they have not yet identified.

Review**5 minutes**

1. **Pair Share:** Ask the participants to discuss with a partner: "Which benefit is the one you personally value the most / find important? Why?"

Reflections on Lesson

Benefits of WASH Scenarios**Scenario 1**

John comes from a small village in the countryside and his family has lived there for many generations. He doesn't have a latrine at home because he thinks they smell bad and that human feces should be part of nature. He also says that his parents and ancestors also did not use a latrine so he does not need one.

Over time, people in his community built latrines. Eventually, he was the only household in his village without a latrine. People started to insult him by saying he was dirty and selfish because he was spreading diseases in the village. People stopped visiting him, avoided shaking his hand, and even stopped talking to him.

One day, John decided he had enough and built himself a latrine. Everyone started to once again respect him and stopped calling him dirty.

Scenario 2

A mother goes to a field at night to defecate because she does not have access to a toilet. She tells her daughter to do the same thing because that's what she has been doing her whole life.

Eventually, her daughter goes out on her own at night and is assaulted by a group of young men. She returns to her family and tells her mother. The mother is traumatized and feels that she is to blame for not protecting her. The mother tells her husband who is also furious and ashamed.

The husband goes out and builds a safe latrine that is well lit and close to the house. Ever since he built the latrine, there haven't been any more issues.

Scenario 3

Lucas used his pit latrine because he knew that it was important to protect the health of his family and his community, but he did not enjoy using it. It smelled very bad, it was full of flies, and it was very dark.

He decided to save some money and improved his latrine. He worked with the local carpenter and installed a pipe to connect his latrine to his rainwater collection system and installed a pour flush latrine. At the same time, he tore down the structure and build a very nice structure made of wood.

He was very happy. His latrine did not smell bad anymore and it was very clean and comfortable. He always enjoyed inviting people over, because he was proud and he knew that people would be comfortable and impressed by his new latrine.

Scenario 4

A family is very intelligent and knows that to kill pathogens they can simply boil water. Before every meal, the mother collects wood, makes a fire, and boils a large amount of water. The children can then take that water to school, and they can use it throughout the day for cooking. The family is healthy and everything seems to be going well.

One day, after a heavy rain, a large section of the town had been flooded. The floods were getting worse and worse every year, but no one really knew why. The mother went to the market and spoke with people from another village about the increasing floods. The people from the other village did not have floods when it rained because they did not cut down so many trees for firewood. The trees kept the soil from being washed away and were able to absorb more water.

She realized that the wood she had been using to boil her water and to cook was actually coming from the nearby forest, which almost no longer existed. She then realized that using chlorine or other ways to treat her water could still protect her family while using less natural resources.

Scenario 5

Sofia is a mother of 4 children. One day, she goes to the market to buy some vegetables and notices a small market stall selling beautiful clothes. Sofia approaches the merchant and asks her: "Where did you get these clothes? They are beautiful!" The merchant replied: "Thank you! I made them myself".

Sofia was shocked. She asked her: "How do you have time to make them? I spend 4 hours of my day fetching water in the morning". The merchant explained that she collects her water from the nearby river which only takes her 15 minutes per day. Sofia was disgusted and asked her: "But how are you not getting sick? We all know that the water from the river is too dirty to drink!".

The merchant simply explained that she treats her water herself at home using sedimentation, a biosand filter, and chlorine. This allows her to save many hours during the day to make clothes that she can sell at the market and make money.

Lesson Plan: Factors that Influence Behaviour



45 minutes total

Lesson Description



In this lesson, participants explore different barriers that prevent people from changing behaviour and adopting WASH practices. They will act out common situations through scenarios and will discuss the different reasons that people give for why they are not adopting certain WASH practices.

Learning Outcomes



At the end of this session participants will be able to:

1. Identify barriers that prevent people in changing their behaviour
2. Identify the 5 categories of factors that influence behaviour

Materials



- Behaviour Change Scenarios (see end of lesson plan)
- Behaviour Change Factors titles and examples (see end of lesson plan)
- Markers
- Tape
- Sheets of paper

Preparation



- Read and prepare lesson plan
- Print and cut out the 5 categories of behavioural factors.
- Print and cut out the 4 Behaviour Change Scenarios
- Optional: Write the learning outcomes on flip chart paper

Introduction

5 minutes



1. Ask participants: "Think of a moment when you wanted to change a certain bad habit" *Some examples include: stop smoking, stop eating bad food, go to bed earlier, get to work on time, stop biting your nails, floss more often, etc.*
2. Ask the participants to discuss with a partner why it was difficult to change that habit.
3. Ask the participants to share some experiences.
4. Present the lesson description or learning outcomes.

Why are people not already adopting WASH practices?

25 minutes



1. Explain to participants that we have just discussed all the different ways that people can benefit from adopting WASH practices; from health, to safety, to dignity. We



know many reasons why adopting WASH practices can be beneficial; however, some people are still not cleaning their water, using a latrine, or washing their hands. People don't just maintain bad habits because they don't know better, are stubborn or lazy – often there are several factors that influence their willingness and ability to change.

2. Explain to participants that they will try to list different reasons why this happens by working with different scenarios. Explain to participants that they will be answering the two questions of: “Why are certain people still not adopting good WASH practices?” and “What is preventing them from adopting WASH practices?”
3. Explain to participants that they will need to act out a 1-2 minute scenario to the rest of the group.
4. They will have 5-10 minutes to read the scenario and prepare a small skit.
5. Divide the participants into 4 groups and give each group one of the 4 scenarios.
6. Once the groups have prepared their scenarios, ask one group at a time to present their skit.
7. After each presentation, ask the participants: “What were the reasons the family was not doing a good WASH practice?” Write each answer on a separate sheet of paper and stick it on the wall. Each scenario should only have 2-3 reasons.
8. Explain to participants that to make things easier to remember, we can divide all of these reasons into 5 categories of factors that influence behaviour.
9. Explain the 5 categories to the participants. Post the 5 titles horizontally on the wall as you explain them.
 - **Risk:** A person's understanding and awareness of the risk (how likely it is to be affected, and how severe is the impact)
 - **Attitude:** A person's beliefs about the costs (money time and effort) and the benefits (savings, health, other advantages). Attitude also includes the emotions that come about when doing or thinking about the behaviour.
 - **Norm of the community:** What community does and thinks about the behaviour.
 - **Ability:** A person's confidence and ability to adopt a behaviour
 - **Self-control:** How the person can stay committed to the behaviour for the longer term.

Trainer Note: For more information on the 5 different categories of factors, please refer to CAWST's *Technical Brief: Behaviour Change*

10. Return to the sheets of paper with the different reasons written on them. Ask the participants, as a large group, to decide which category of factors each reason belongs to.
11. Use the table below and sort the different reasons under the different titles.



Case	Risk	Attitude	Norms of the community	Ability	Self-control
1	The family thinks that untreated water does not harm you		No one in the community treats their water		
2		People think they don't have enough water (if it is only a perception)		Not enough water (if this is true)	They forget to wash their hands
3		<ul style="list-style-type: none"> • They do not like the taste of chlorine • They don't think that it is worth buying 		They do not know how to treat their water	
4	They don't know that feces is a risk to their health	They think that latrines cost a lot of money and takes a long time to build	No one in the community is using a latrine		

12. Explain to participants that they will be using this guide later, when you discuss ways to influence behaviour change.

Review

10 minutes



1. Ask the participants to think back of the habit they thought about in the introductory activity.
2. Ask them to discuss with a partner why the habit was so difficult to change, and which category of factors that reason falls under.
3. Ask a few participants to share with the larger group.

Reflections on Lesson

Behaviour Change Scenarios

Scenario 1

You arrive at a household and ask the head of the household if he has water to drink. You observe that the water is taken from a water pump without any treatment. When you ask them why they do not treat their water, they answer that they **have always used the water** without treatment and have never had a problem. In addition, they say that **everyone in the community drinks** directly from the taps without treating it.

Scenario 2

You arrive at a household and they invite you to eat with them. You observe that the lady of the house does not wash her hands before preparing the food, and no one washes their hands before they start eating. When you ask them why, they answer that they are very busy and do not have time to wash their hands, so they **often forget**. In addition, they explain that they **don't have enough water** to waste on washing their hands.

Scenario 3

You arrive at a household and they offer you water to drink. You did not see them treat their water before giving it to you, so you ask them how they treat their water. They answer by saying they do not treat their water. **No one in the family knows how** to treat their water safely. When you offer advice and explain them about using chlorine, they reply by saying they do not use chlorine because they **do not like the taste**. In addition, they insist that they **do not have enough money** to buy chlorine, and there is **no place nearby to buy it**.

Scenario 4

You arrive at a household and you really need to use a latrine. You ask the household if you can use their latrine. They say that they do not have one, and that you should simply do as they do and go into the bushes. You ask them why they don't have a latrine, and they say that it **requires too much time to build**, and that they **don't have enough money** to buy one. They believe that their feces are a great way to fertilize the soil and that it **does not cause any harm**. Besides, **no one in the community** uses a latrine.

Risk

Understanding and awareness of the risk.

Ex: The person does not know why it is important to use a latrine.

Attitude

Beliefs about costs and benefits, and emotions felt when doing or thinking about the behaviour.

Ex: The person does not like using a latrine because they can simply go in a field, and because latrines smell bad

Norm

What the community does and thinks about the behaviour.

Ex: The person does not want to be the only person in the village to use a latrine.

Ability

Ability, and confidence in ability, to adopt the behaviour.

Ex: The person does not have enough money, or, they do not think they are capable or using a latrine

Self-Control

Helps a person to deal with barriers and distractions to keep doing the behaviour.

Ex: The person forgets, or does not have reminders to help them keep their latrine clean

Lesson Plan: The Role of a Community WASH Promoter 60 Minutes Total

Lesson Description



In this lesson, participants examine the role of a Community WASH Promoter and the different individuals who could potentially play that role. They discuss how the role of a Community WASH Promoter is critical for the improved livelihood of communities.

Learning Outcomes



At the end of this session participants will be able to:

1. Describe the role of a Community WASH Promoter.
2. Discuss how Community WASH Promoters can contribute to improved community WASH
3. **OPTIONAL:** (If you are an organization working with your own CWPs, use this opportunity to be specific about the role and expectations of the CWPs.

Materials



- Flip chart paper
- Marker

Preparation



- Write the following phrase on flip chart paper: “Community WASH Promoters are more than just teachers.”
- Optional: Write the learning outcomes on flip chart paper

Introduction

5 minutes



1. Ask the participants: “Has anyone has ever tried to get you to do something that you did not feel like doing? Has anyone ever tried to make you change your behaviour? Has anyone ever been told to do something? How did you feel?”
2. Ask the participants to share how they felt about being to do something they didn’t really feel like doing and change their behaviour. Ask them to describe their feelings towards the person who tried this.
3. Ask the participants to think again about the people that tried to get them to change their behaviour. Ask the participants to share with the group: “What did you dislike or liked about the person’s **approach** to trying to change your behaviour? What did they do that created negative emotions? What did they do that made you feel like you wanted to change?”
 - *Disliked nagging approach and being told what to do*
 - *Disliked the person not understanding how difficult it was to change*

- Liked the offer of support, being asked what the person could do to help
 - Liked the person sharing helpful information or suggestions without being pushy
4. Present the lesson description or learning outcomes.

What is a Community WASH Promoter?

25 minutes



1. Ask participants to: “Think of a time that someone has supported you to make a change in your life for the better. For example: think of a coach, a mentor, a role model, a parent, or a teacher. How did they support you to make that change for the better?” Ask participants to share their experiences.



2. Explain to participants that part of their role as a Community WASH Promoter will be to support people to adopt good WASH practices and do it in a manner that will help create positive behaviour change. They will need to convince people to adopt certain behaviours, and maintain those behaviours for the long term.
3. Explain to participants that Community WASH Promoters can be from different organizations, can have different goals, different strategies, and can even have different names or titles; but they all play a similar role.
4. Explain to participants that sometimes, Community WASH Promotion may be the only focus of someone’s work, and sometimes it is only a small part of someone’s work.
5. Ask the participants “Who are Community WASH Promoters?” and “What names or titles can they have?” Write all the responses on a flip chart paper. *Community Health Promoters, Community WASH Promoters, Health Extension Workers, Community Agents, Field Workers, Female Community Health Volunteers, Community Volunteers, NGO implementers, CLTS facilitators, etc.*



- Trainer Note:** This list can take a very long time, stop taking examples after 10 or so, for the sake of saving time.
6. Explain to participants: “Before speaking about how to be an effective Community WASH Promoter, we have to define the *role* of a Community WASH Promoter.”
 7. Divide the participants into small groups of 3-4 people. Give each group a flip chart paper and markers.
 8. Ask participants to write down specific roles or tasks of a Community WASH Promoter. *Promote WASH practices, visit households, teach household members about using WASH technologies, teach beneficiaries about the benefits of WASH, teach people about the health risks, motivate people to adopt practices, collect information for implementers, work with people to find solutions to improve access to improved WASH, become a community champion, etc.*
 9. Ask each group to share their responses
 10. Explain to participants that the role of a Community WASH Promoter is very diverse, but it all comes down to 1 thing - To bring positive change to people and communities.
 11. Explain to participants: “In order to bring positive change to people and communities, Community WASH Promoter must understand the needs and context of the

community, and understand why people have, or have not, adopted certain behaviours, **before** providing appropriate recommendations.

How CWPs can contribute to improved WASH

20 minutes



1. Post the phrase you prepared earlier somewhere visible: “Community WASH Promoters are more than just teachers”
2. Ask participants to discuss with a partner what they think about this phrase.
3. Ask participants to share their ideas with the larger group.
4. Ask participants to reflect and think in silence for 15 seconds about a moment in their lives when they changed their point of view or changed their behaviour. This could be about politics, family, education, work, philosophy, or life in general. This could potentially be the same example as the activity above.
5. Ask participants to share their experiences.



Trainer Note: This question can be quite difficult to answer. If none of the participants are willing to share or do not understand the question, give them some examples. Examples: you believed a certain value in politics but a different candidate persuaded you to change your view; you started recycling only once you found out how many plastic bottles get wasted every year, you eat more vegetables because someone taught you that they are full of vitamins and really healthy for you, etc.

6. Ask the participants to think about the circumstances for that moment to happen. “Why did it happen? Why did you change your point of view? Why did you change your behaviour?”
7. Ask a few participants if they would like to share their story and discuss what the moment was, how they changed their point of view, and why they think they changed their point of view. If participants are hesitant to share, you should begin with an example of your own.
8. Write down a few key points about the circumstances of their stories. These points could be the *environment, someone teaching something, having an insightful discussion, a good or bad experience, etc.*
9. Explain to participants that the behaviour of people can change as they learn and see things differently, just like their own point of views were changed. As a Community WASH Promoter, they have the power to bring that positive change.
10. Refer back to the list of key points you wrote while listening to the stories, and ask the participants: “What could we try to recreate from this list while working with community members?”
11. Discuss the different ways that Community WASH Promoters can bring positive change to their communities.

- Community WASH Promoters are also WASH detectives. As a CWP, they must be able to understand the challenges that people face and that the changes they are trying to bring about in their communities can be difficult for some people. As a WASH detective, they must find out as much information about the person and the reasons why they do things before being able to help them.

- Community WASH Promoters are community educators, but they also help people to change their behaviour. They provide recommendations and work with people to help find solutions.
- Most of all, they must be able to gain the trust of their communities and show sincere interest in helping and supporting them to change.

Review**5 minutes**

1. Ask participants to reflect for 1 minute on how they plan to interact with community members to bring positive change.
2. Ask participants to share their thoughts with the larger group.

Reflections on Lesson

Lesson Plan: How Water Gets Contaminated



45 minutes total

Lesson Description



Participants will explore how water gets contaminated by building a model of a watershed and discussing the impact of agriculture, industry, poor sanitation, and pollution on water quality. They will discuss how human activities are the causes of water contamination.

Learning Outcomes



At the end of this session participants will be able to:

1. Explain how water gets contaminated
2. Discuss the different ways that humans cause water contamination

Materials



- 3 jugs of clear water and glasses
- Tea, dirt, sand, or anything can make water look dirty

Option 1: Drawing a Watershed – one for every 5 participants

- 1 flip chart (with drawing of mountains and a river)
- Markers of different colour
- Trees cutout
- Tape

Option 2: Water Contamination Model – one for every 10 participants:

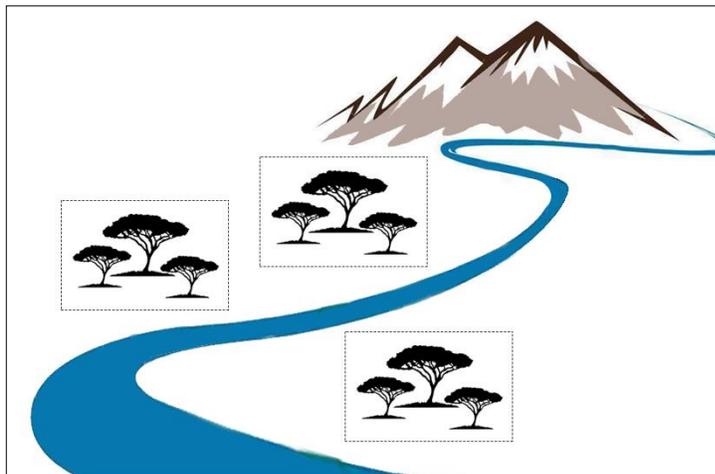
- 2 bottles of water with holes perforated in the lids – one per model
- 1 bottle or jar with large holes perforated in the lid
- A large sheet of plastic
- Dirt or sand to shape hills or a surface with natural contours
- Play dough or clay for building miniature houses, people and livestock
- Grass
- Small balls of dirt to represent feces
- Seeds or colourful spices like turmeric or paprika to represent chemical contamination
- Pieces of paper to represent garbage
- Food colouring

Preparation



- Optional: Write the learning outcomes on flip chart paper
- Fill 3 jugs of water; put a tea bag in one and dirt in another; leaving one clear.
- Option 1 - For each set:

- Draw 3 sets of trees on blank paper and cut them out (try to draw trees that are appropriate to the local geographical context – if the region is rainforest, you can draw and cutout more trees)
- Draw mountains on one side of the flip chart and river that travels from the mountains to the other side of the flip chart.
- Tape the cutout trees near the river
- Example (draw something similar):



- Option 2: Set-up the water contamination model:
 - Look for a place on the ground with good drainage where people will not mind if you pour water.
 - Create two small hills with a valley in between using dirt or sand. Alternatively find a surface with these characteristics.
 - Lay a plastic sheet over the hills and valley.
 - Be sure there is a space in the valley between the two hills that can represent a river.
 - Use small rocks to pin down the plastic.
 - Fill the bottles with water

Introduction

5 minutes



1. Place the three clear jugs of water on a table.
2. Invite a few participants to get some water to drink.
3. **LINK:** When they are not taking water from the first and second jug, try to offer it to them. When they refuse, ask them why. Try to get the word contamination from them.
4. Ask the rest of the participants to discuss in pairs and then share which jug they would choose from and why.
5. Present the lesson description or learning outcomes.

How Water gets Contaminated

35 minutes



Option 1: Drawing a Watershed

1. Explain to participants that they will now be looking at different ways that water can become contaminated.
2. Display one of the images of the watershed that you have drawn earlier to the front of the group.
3. Explain to participants that you have drawn a watershed. Explain to participants that a watershed is similar to a bowl where all the rainfall that occurs inside the bowl, ends up in a river, which ends up in the ocean. Every part of land on earth belongs to a watershed. Watersheds can have different sizes, from the size of continents to the size of a small valley.
4. Explain to participants that any water taken in the watershed, from surface water, to groundwater, has come from rainfall. The water has either penetrated the soil, or has run off the surface and ended up in a river.
5. Explain to participants that they will be working in group to build a new community on their watershed drawing. The current watershed drawing is currently not being inhabited by humans. They will most likely need to cut down some of tree to build houses, fires, or tools. They will need to remove the tree that you have taped on the drawing.
6. Divide the participants into groups of 4-5 and give each group 1 of the watershed drawings.
7. Give participants 10-15 minutes to draw a village on the watershed map. They will need to include everything a village would normally have: houses, agriculture, a market, animals, roads, bridges, latrines, wells, etc.
8. When finished, ask each group to stick their village drawing on the wall in the front of the room. Ask all the participants to gather in front of the drawings.
9. Ask each group to present their village.
10. After each presentation, ask them: "how do you think your village affects the quality of the water of the river?"



Option 2: Water Contamination Model

1. Ask the participants to discuss in pairs and share all the ways that water can get contaminated. Share as a whole group.
2. Take participants to the water contamination model.
3. Ask participants to use play dough or clay to shape houses, livestock and people to populate the landscape and place them on the surface of the plastic.



4. Encourage participants to use other objects to add different elements to the landscape like agriculture fields, factories, etc. Encourage them to add features that exist in their community.
5. Ask participants to put small pieces of paper on the landscape in places where they generally find garbage.
6. Ask them to use the shaker with seeds or spices to cover areas where they place fertilizers or agricultural chemicals.
7. If there are other sites of chemical contamination in the community such as factories, ask them to sprinkle the seeds or spices around them.
8. Now ask participants to place the pieces of dirt on the model in locations where they find open defecation or defecation from animals.
9. Ask participants to consider what might happen to this contamination when it starts to rain – where will it go? Share ideas.
10. Ask for two volunteers to pour water on to the model using the perforated bottles and get the remaining participants to observe what happens.
11. Ask participants to explain what they are seeing: *The “feces” and “chemicals” mix with the rainwater and then run into the river water.*

End of Option 2

12. Ask the participants if they would like to drink from the river water. Why or why not?
Most will say no because it is contaminated.
13. Ask participants if there are any parallels or similarities between the river and their water own water source, or a source they have seen in a village.

Review**5 minutes**

1. Ask participants to write down a list: “What human activities could have potentially led to the contamination of the water in the 3 jugs in the introduction?”

Reflections on Lesson

Lesson Plan: Multi-Barrier Approach

 **40 minutes total**

Lesson Description



In this lesson, participants explore how households can use the multi-barrier approach to ensure they are drinking safe water. The lesson will cover source protection, sedimentation, filtration, disinfection, and safe storage.

Learning Outcomes



At the end of this session participants will be able to:

1. Describe the multi-barrier approach to safe drinking water: source protection, sedimentation, filtration, disinfection, and safe storage.
2. Explain the 3 steps in household water treatment: sedimentation, filtration, disinfection.

Materials



- Flip chart paper
- Tape
- Markers
- Scissors
- Multi-Barrier Approach Matching Activity (1 per group)

Preparation



- Write the heading “*Multi-Barrier Approach*” on flip chart paper and the numbers 1-5 down the left side of the paper.
- Print the Multi-Barrier Approach posters found in the Trainer Manual, Appendix B. Print enough of each barrier to make complete sets for the Review activity.
- Print and cut out the Multi-Barrier Approach Matching Activity
- Optional: Write the learning outcomes on flip chart paper

Introduction

5 minutes


1. Divide participants into the following roles: 1 human; 5 barriers (2 people with linked arms per barrier, 10 people in total); the rest of the participants represent contaminated water.
2. Explain that if the contaminated water touches the human, the human becomes sick.
3. To start, the human has no barriers. Let the water attack and try to touch the human. It should be easy for the water to touch the human.
4. Ask one pair to act as a barrier and try to protect the human. Let the water attack again and try to touch the human. It should be a little bit more difficult for the water to touch the human.
5. Ask a second pair to join as a barrier for the human. Let the water attack again and try to touch the human.

6. Continue to add barriers until all 5 barriers are protecting the human.
7. **LINK:** Discuss what participants noticed about the relationship between the difficulty in making the human sick and the number of barriers.
8. Present the learning expectations.

Multi-Barrier Approach
15 minutes

1. Explain to participants: “We will now be looking at how we can treat our contaminated water at home. As Community WASH Promoters, you will need to know the most effective ways to treat water at the household level. The multi-barrier approach is the best way to do that.”



2. Divide participants into groups of 3-4 people. Hand out a Multi-Barrier Approach Matching Activity to each group.
3. Ask participants to try to match the term with the picture and put them in order from first step to last step, from left to right.
4. When all groups have finished, review the activity as a large group by sticking the answers on the wall.
5. Explain each barrier.
 - a. Protecting your water from being contaminated.
 - b. Sedimentation to separate the solids from the liquid.
 - c. Filtration to remove all large pathogens
 - d. Disinfection to kill off the remaining smaller pathogens
 - e. Safe Storage to prevent your water from being re-contaminated
6. Ask groups to discuss why it is that the more barriers we use the more protected we will be from contaminated water? Share responses with the entire group.
7. Discuss with the participants: “Why are two barriers better than one? Or three barriers better than two? Or all five the optimal?” *Greater removal of pathogens as more steps are used. Safe storage of the treated water prevents recontamination.*

Household Water Treatment
10 minutes

1. Ask participants: “Which parts of the multi-barrier approach are ‘water treatment’?” Label sedimentation, filtration, disinfection on the “*Multi-Barrier Approach*” flip chart as household water treatment.



2. Ask participants: “Why is sedimentation important if the water is is turbid?”
 - *The particles clog filters faster and the filter will require more frequent cleaning. Also, particles interfere with the effectiveness of chlorine and solar disinfection.*
 - *Sedimentation also removes some of the pathogens since they like to attach themselves to particles.*



3. Ask participants: “Why is filtration important to do before disinfection?”

- *The disinfection process is most effective when the chemicals (for example: chlorine) or sun (for example: solar disinfection) can reach the pathogens. If there are particles present, then the pathogens may be hiding behind them. Filtration removes a lot of those particles as well as many of the pathogens.*



4. Ask participants: "Why is disinfection important to do after filtration?"

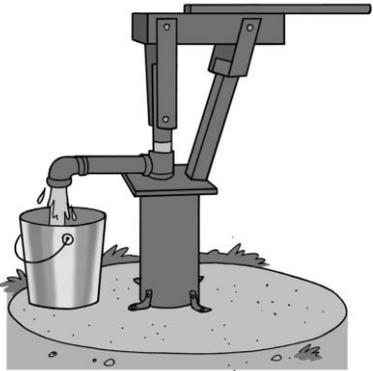
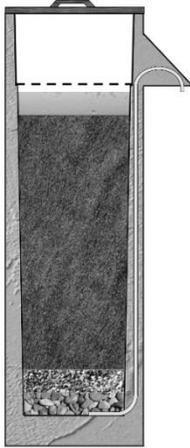
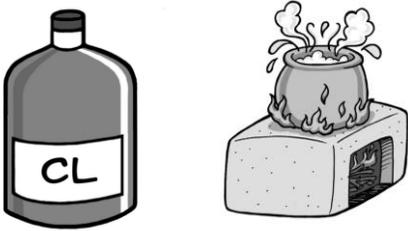
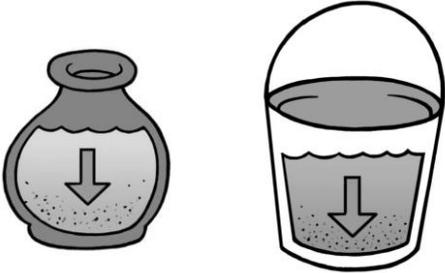
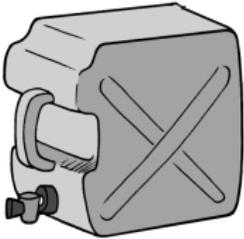
- *Filters don't necessarily remove 100% of the pathogens. Disinfection is needed to kill or deactivate the remaining pathogens.*

Review**10 minutes**

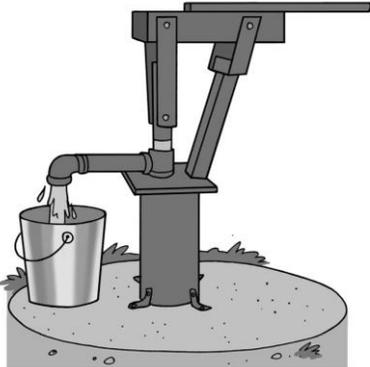
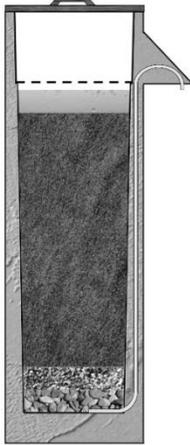
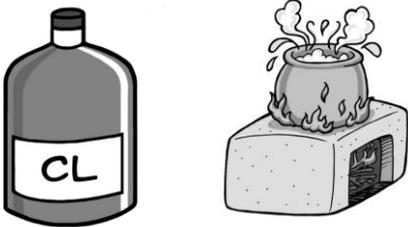
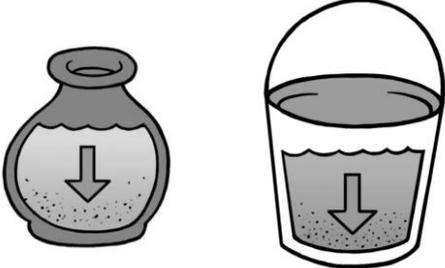
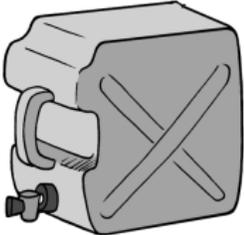
1. Hand out 1 of the pictures from the Multi-Barrier Approach Matching Activity to each participant. Make sure that there are enough pictures of each barrier to make complete groups of 5: source protection, sedimentation, filtration, disinfection, and safe storage. If there are not enough people to make a complete group, give participants 2 barriers to make complete groups.
2. Explain that the participants will walk around to mix themselves and when you say "Multi-Barriers Unite!" they must create groups of the multi-barrier approach and stand in order. Each group of 5 people will have 1 source protection, 1 sedimentation, 1 filtration, 1 disinfection, and 1 safe storage.
3. Play the game a few times.

Reflections on Lesson

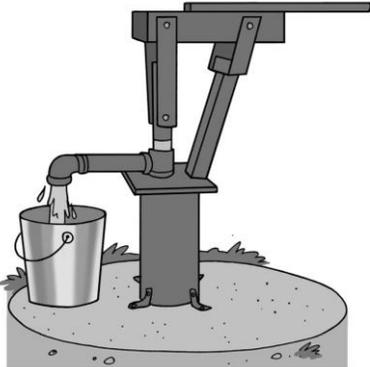
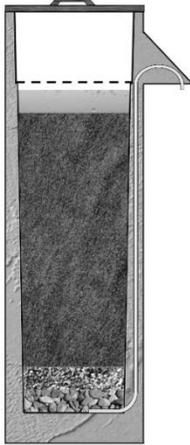
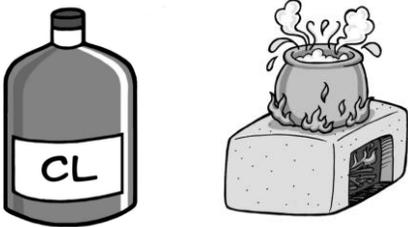
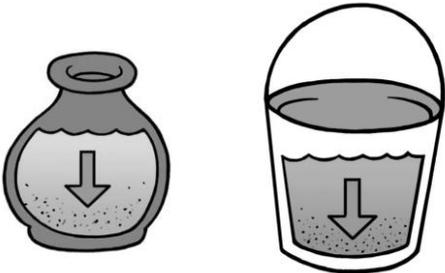
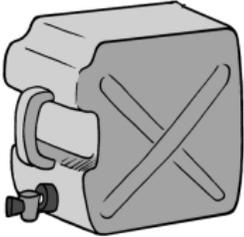
Multi-Barrier Approach Matching Activity

	
	
	
<p>Sedimentation</p>	<p>Safe storage</p>
<p>Source protection</p>	<p>Filtration</p>
<p>Disinfection</p>	

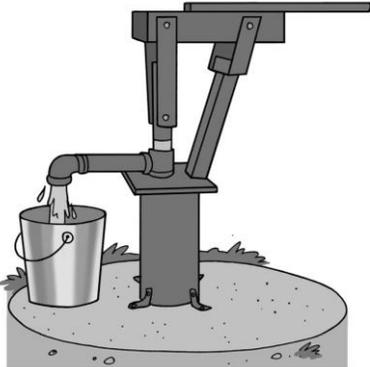
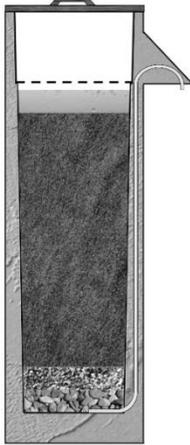
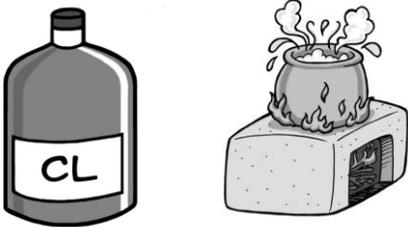
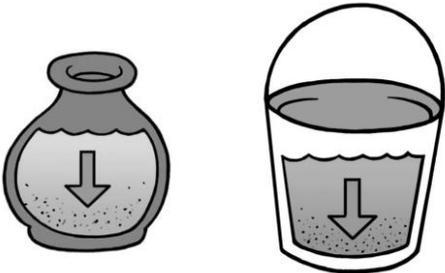
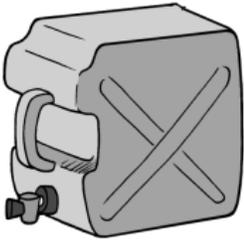
Multi-Barrier Approach Matching Activity

	
	
	
<p>Sedimentation</p>	<p>Safe storage</p>
<p>Source protection</p>	<p>Filtration</p>
<p>Disinfection</p>	

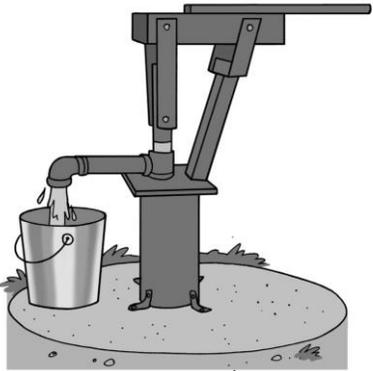
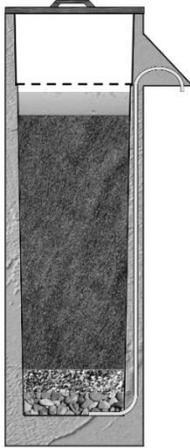
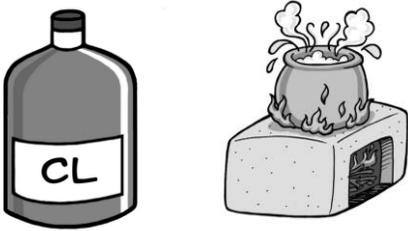
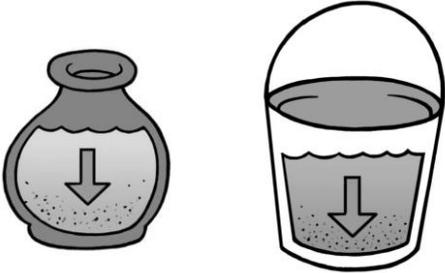
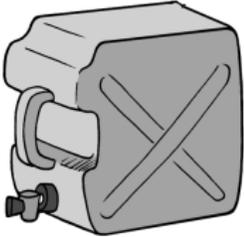
Multi-Barrier Approach Matching Activity

	
	
	
Sedimentation	Safe storage
Source protection	Filtration
Disinfection	

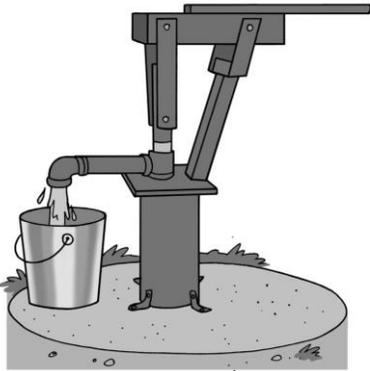
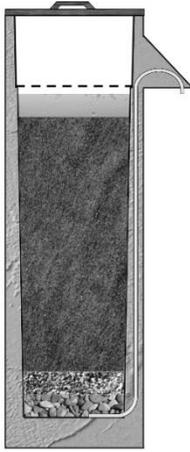
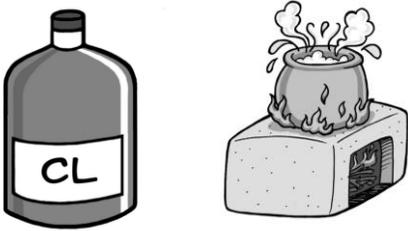
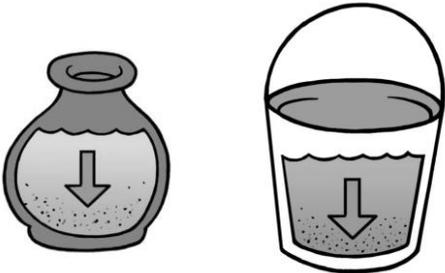
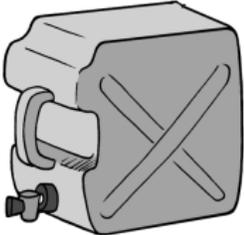
Multi-Barrier Approach Matching Activity

	
	
	
<p>Sedimentation</p>	<p>Safe storage</p>
<p>Source protection</p>	<p>Filtration</p>
<p>Disinfection</p>	

Multi-Barrier Approach Matching Activity

	
	
	
<p>Sedimentation</p>	<p>Safe storage</p>
<p>Source protection</p>	<p>Filtration</p>
<p>Disinfection</p>	

Multi-Barrier Approach Matching Activity

	
	
	
<p>Sedimentation</p>	<p>Safe storage</p>
<p>Source protection</p>	<p>Filtration</p>
<p>Disinfection</p>	

Lesson Plan: Water Treatment: *[Blank Template]***45 minutes total****Lesson Description**

In this lesson, participants study how to use and maintain a *[water treatment technology]*. This lesson will also focus on how a Community WASH Promoter can verify that a household is using *[water treatment technology]* correctly, consistently, and continually.

Learning Outcomes

At the end of this session participants will be able to:

1. Demonstrate correct use and maintenance of *[water treatment technology]*
2. Describe how a Community WASH Promoter can verify the correct, consistent, and continued use of *[water treatment technology]*

Materials

- [water treatment technology]* or images of *[water treatment technology]*
- Flip chart paper
- Markers

Preparation

- Bring *[water treatment technology]* to training room.
- Write the name of the water treatment technology that you will be focusing on throughout this lesson plan
- Describe the water treatment technology, the steps on how to use it, and the steps to maintain the water treatment technology in the appropriate areas throughout this lesson plan.
- Write the words: “Correct”, “Consistent”, and “Continued” on a flip chart paper.
- Optional: Write the learning outcomes on flip chart paper

Introduction**5 minutes**

1. Ask the participants to discuss with a partner: “What do you know about *[water treatment technology]*?” If they don’t know what it is, ask them to discuss what they think it could be.
2. Ask the larger group: “what can you tell me about *[water treatment technology]*?”
3. Give the appropriate description of *[water treatment technology]*

4. Present the lesson description or learning outcomes.

How to use a *[water treatment technology]*
20 minutes

1. Bring *[water treatment technology]* (or display a picture of *[water treatment technology]*) to the front of the group.
2. Ask participants: “Can someone describe to me how to use *[water treatment technology]*?”
3. Demonstrate and explain how to use *[water treatment technology]*
[insert instructions on how to use the water treatment technology]

1) –

2) –

3) –

4) –

5) –

How to Maintain *[water treatment technology]*
10 minutes

1. Explain to participants that sometimes the dead pathogens and organic material can build up so much on the *[water treatment technology]* that it can slow down the flow rate of water. When it's filtering the water too slowly, the filter will need to be cleaned.



- Trainer Note:** You may need to change the reason why maintain the *[water treatment technology]* is important for its effectiveness.
2. Explain to participants that they will now work in groups to discuss and write down the different steps for cleaning and maintaining a *[water treatment technology]*.
 3. Divide the participants into small groups of 3-4.
 4. Ask the participants to write down on flipchart paper the different steps and rules they think is required for good cleaning and maintenance of *[water treatment technology]*.

5. Once the groups have finished writing down the steps and rules of cleaning the *[water treatment technology]*, ask the groups to take turns in presenting the steps.
6. As the groups describe the steps, demonstrate the step in front of the group using a real filter. (examples of steps are:
 - 1) –
 - 2) –
 - 3) –
 - 4) –
 - 5) –

How a CWP Can Verify the Correct Use of *[water treatment technology]*

15 minutes



1. Explain to participants that they should now know how to use *[water treatment technology]* to effectively treat drinking water. In their role as Community WASH Promoters, it will be up to them to motivate beneficiaries to use *[water treatment technology]* correctly, consistently, and continually.
2. Explain to participants that for any water treatment technology to be effective, it needs to be used correctly, consistently, and continually. We call this the 3 'C's.
3. Write the words: correct, consistent, and continued on a flip chart paper and explain their meaning:
 - a. Correct: the household is using and maintaining the technology, following the instructions by the manufacturer.
 - b. Consistent: all members of the household are using water treated by the technology throughout the day and from season to season.
 - c. Continued: all members of the household are using treated water every day over the long-term.
4. Ask participants: "When you visit a household as a community WASH Promoter, how can you tell if the user is using the *[water treatment technology]* correctly, consistently, and continually?" *To collect that information, you can either make observations or ask questions.*
5. Put two flipchart papers on the wall in front of the group. Draw an eye on the top of the first paper. Explain that this eye represents things you can observe. Draw a question mark at the top of the second paper, explain that this question mark represent questions.
6. Ask participants to work with a partner to make a list of things that you can observe or possible questions to ask the user that would indicate if the user is using *[water treatment technology]* correctly and consistently.

- After 5 minutes, ask the participants to share their answers with the larger group. Write their answers down on the respective flipchart papers.

Possible answers:

Observations 	Questions 
-Does the water treatment technology look used?	- What water do you drink when you are not at home?
-Can the person demonstrate how they use their water treatment technology?	-What water do your children drink when they are at school?
-	What source of water do you use? (during the wet / dry season?)
-	-How do you maintain your technology?
-	-
-	-
-	-

Review

5 minutes



- Take down the posters of the observations and questions.
- Ask the participants to work with a partner and practice explaining how *[water treatment technology]* works to treat water.

Reflections on Lesson

Water Treatment: Biosand Filter



1 hr 30 mins total

Lesson Description



In this lesson, participants will look at how to use and maintain a biosand filter. This lesson will also focus on how a Community WASH Promoter can verify that a household is using their filter correctly, consistently, and continually.

Learning Outcomes



At the end of this session participants will be able to:

1. Demonstrate the correct use of a biosand filter
2. Demonstrate the correct maintenance of a biosand filter
3. Describe how a Community WASH Promoter can verify the correct, consistent, and continued use of the biosand filter

Materials



- Option 1: CAWST Biosand Filter Instructional Videos
- Option 1: Computer
- Option 1: Projector
- Option 2: A model biosand filter or installed biosand filter
- The 8 Key Filter Performance Points (end of lesson plan)
- Poster of 'Biosand Filter Maintenance' (CAWST poster set)

Optional:

- Large Poster of the Biosand Filter
 - Version 10: <https://resources.cawst.org/poster/bbe16e69/large-poster-of-biosand-filter-version-10>
 - Version 9 : <https://resources.cawst.org/poster/a44b5bab/large-poster-of-biosand-filter-version-9>

Preparation



- Optional: Write the learning outcomes on flip chart paper
- Option 1: Cue the video and make sure sound work with the computer.
- Read the Biosand Filter Fact Sheet.
- Print the participant handout: "Operation and Maintenance of the Biosand Filter"
- Print or project poster of 'Biosand Filter Maintenance'
- Print out the 8 Key Filter Performance Points

Introduction

2 minutes



1. Ask the participants to discuss with a partner: “What do you know about a Biosand filter?” If they don’t know what it is, ask them to discuss what they think it could be.
2. Ask the larger group: “What can you tell me about a biosand filter?”
 - *A biosand filter is a water filter that makes dirty water safe to drink. It can be used in houses or buildings like schools. It can be made of concrete or plastic. It is filled with layers of sand and gravel that are carefully prepared to go inside the filter. Pathogens and turbidity are removed by physical and biological processes in the filtration sand.*
3. Present the lesson description or learning outcomes.

Option 1: How to Use the Biosand Filter - Instructional Video

15 minutes



1. Show the biosand filter instructional video: “How to Use the Biosand Filter”.
2. Ask participants: “What are some things we need to remember when using a biosand filter?”
 - *If the water is very cloudy, settle the dirt before pouring it into the filter. It's important to use the clearest water available.*
 - *Be sure to get it from the same source every time.*
 - *Use one container for collecting water and a different one for the filtered water.*
 - *Never put anything in the reservoir except water.*
 - *Always pour water through the diffuser.*
 - *The reservoir at the top will hold 12 litres of dirty water. That's about 1 bucket.*
 - *Make sure the container catching the filtered water is always clean.*
 - *The flow rate of the filter should be around 0.4 litres per minute (for Version 8 and Version 9 filters, the flow rate is 0.6 litres or less per minute).*
 - *It'll take about one hour for the water to flow through the filter.*
 - *You'll need to let the biosand filter rest for several hours before pouring in each bucket of water.*
 - *You can pour one bucket of water in at each meal: breakfast, lunch and dinner, then one last one before bed. That's 4 buckets which is about one every 6 hours.*
 - *Be sure to pour at least one bucket of water in the filter every day. Otherwise, the biolayer could die! If the biolayer dies the biosand filter will not work.*
 - *Once you are finished filtering the water it's time to disinfect it to make sure it's totally safe to drink. There are different ways to disinfect your water such as chlorine, SODIS and boiling. Talk to the person who installed the filter to help the family decide which way will work best for them.*
3. Ask the participants if they have any questions about how to use the filter.

Option 2: How to Use the Biosand Filter - Demonstration**15 minutes**

1. Bring a model of the biosand filter to the front of the group or bring the participants to the installed filter. *Optional: display the large poster of the biosand filter to the group.*
2. Ask participants: "Can someone describe how to use this filter?"
3. Demonstrate and explain how to use the filter.
 - *If the water is very cloudy, settle the dirt before pouring it into the filter. It's important to use the clearest water available.*
 - *Be sure to get it from the same source every time.*
 - *Use one container for collecting water and a different one for the filtered water.*
 - *Never put anything in the reservoir except water.*
 - *Always pour water through the diffuser.*
 - *The reservoir at the top will hold 12 litres of dirty water. That's about 1 bucket.*
 - *Always replace the lid to keep out flies, dust, and other unwanted objects.*
 - *You'll see the water start to flow out of the tube. Make sure the container catching the filtered water is always clean.*
 - *The flow rate of the filter should be around 0.4 litres per minute (for Version 8 and Version 9 filters, the flow rate is 0.6 litres or less per minute).*
 - *It'll take about one hour for the water to flow through the filter.*
 - *You'll need to let the biosand filter rest for several hours before pouring in each bucket of water.*
 - *You can pour one bucket of water in at each meal: breakfast, lunch and dinner, then one last one before bed. That's 4 buckets which is about one every 6 hours.*
 - *Be sure to pour at least one bucket of water in the filter every day. Otherwise, the biolayer could die! If the biolayer dies the biosand filter will not work.*
 - *Once you are finished filtering the water it's time to disinfect it to make sure it's totally safe to drink. There are different ways to disinfect your water such as chlorine, SODIS and boiling. Talk to the person who installed the filter to help the family decide which way will work best for them.*
4. Ask participants if they have any questions about how to use the filter.

BSF 8 Key Filter Performance Points**30 minutes**

1. Explain to participants to ensure that each of the ways pathogens are removed from water inside the biosand filter is happening correctly, they have to make sure that the filter has been installed correctly and is being used properly.



2. Explain that there are several key conditions that need to be in place on the filter to see if it's working correctly. These things are represented in the pictures that are being handed out.
3. Hand out the pictures of the filter performance points. There should be 1 picture for every 2-3 people.
4. Ask participants to discuss the picture with their partner or group.
5. Ask each group to share their picture with the large group.
6. As participants provide their explanation of the filter performance point, write the performance point on a piece of flip chart paper, and stick the picture beside it.
 - *Filter has been used for at least 30 days since installation*
 - *Filter is used at least once every day, using the same water source each time*
 - *Source water is not too dirty/turbid (less than 50 NTU)*
 - *The concrete filter body is not leaking*
 - *Diffuser is in place, fits snugly, and is in good, clean condition*
 - *Standing water level is 5 cm above the sand during the pause period*
 - *Top of sand is level*
 - *Flow rate is 0.4 litres per minute or slower (Note: The flow rate for Version 8 and Version 9 is 0.6 litres per minute or slower)*
7. Explain that if each of these filter performance points is met, then we expect the filter will be cleaning water effectively.
8. In pairs, ask the participants to discuss why each point is important for the biosand filter to work well.
 - *The filter was installed more than 30 days ago: the biolayer may take time (up to 30 days) to grow*
 - *The filter is used at least once each day: the water poured in every day feeds the biolayer and helps it develop, and also prevents the water from evaporating (which would dry out and kill the biolayer). The water should be from the same source every time, because the microbes in the biolayer get used to the contaminants in the source water. If you change sources, it will take a few days for the biolayer to get used to the new contaminants, and the filter will not treat water as well for those few days.*
 - *The water poured into the BSF is clear (less than 50 NTU): if dirty water is poured in, the filter will clog and will require frequent maintenance*
 - *The filter container does not have cracks and is not leaking: to keep enough water in the filter to protect the biolayer and sand (if all the water leaks out, there will not be 5cm of standing water!), and to keep users' floor dry!*

- *There is a diffuser in good condition: the diffuser lets the water drip down evenly spread out over the sand, and makes the water drip down gently to prevent disturbing the sand/biolyer*
 - *When the water stops running, the water surface is 5cm (2") above the top of the sand: protect the biolyer, keep it from drying out, let air get through*
 - *Top of sand is flat and level: indicates that the biolyer has not been disturbed and the diffuser is working*
 - *When the filter is full, the flow rate is 400 mL or less per minute for Version 10 filters (for Version 8 and Version 9 filters, the flow rate is 0.6 litres or less per minute): indicates effective removal rate of pathogens/good water treatment*
1. Share as a group and record on the flip chart.
 2. Ask the participants what would happen if the 8 points are not met?
 - *The filter will not remove pathogens from water as well*
-  3. Explain that CAWST recommends checking these 8 key filter performance points during follow-up visits. If any of the 8 points are not met, fix any problems as soon as practical – on the same day if possible!
- *These 8 key filter performance points should be included in the regular monitoring program, although more things may be included as well (to be discussed in the Follow-Up Visit lesson).*
 - *A check of the 8 key filter performance points can also be made at any time by end users, Community WASH Promoters, or Filter Technicians.*

Option 1: How to Maintain a Biosand Filter – Instructional Videos
15 minutes

1. Option 1: Show the BSF instructional videos: “How to Clean the Biosand Filter” and “How to do a Swirl and Dump”.
2. Ask participants: “What are some things we need to remember when cleaning a biosand filter?”
 - *Step 1 is to take off the lid.*
 - *Step 2, remove the diffuser.*
 - *Step 3, in soapy water, wash the diffuser and the lid then rinse.*
 - *Step 4, replace the diffuser and the lid.*
 - *Step 5, clean the outlet tube of the filter with chlorine. if you don't have chlorine, just use soap and water.*
3. Ask participants: “What are some things we need to remember when doing a swirl and dump?”
 - *First, take off the lid, then pour water into the filter until its' above the level of the diffuser. Once the water is at this level, take out the diffuser.*

- *Stick your hand into the filter until your hand is flat on the sand. Swirl the surface of the sand around three times.*
 - *Then scoop out the dirty water with a cup or bucket.*
 - *Make the top of the sand flat and level.*
 - *Wash the diffuser and lid with soapy water and rinse.*
 - *Put the diffuser back into the filter.*
 - *And then wash your hands with soap. This is very important since your hands have just touched all the pathogens on the surface of the sand!*
 - *Then pour a bucket of water into the filter and check to see how fast it comes out.*
 - *If the filter is still running too slow, do all of these steps again.*
4. Ask participants if they have any questions about how to maintain the filter.

Option 2: How to Maintain a Biosand Filter - Demonstration
15 minutes

1. Bring a model of the biosand filter to the front of the group or bring the participants to the installed filter. *Optional: display the large poster of the biosand filter to the group.*
2. Explain to participants that you need to clean the filter once a week. Here's how:
 - *Step 1 is to take off the lid.*
 - *Step 2, remove the diffuser.*
 - *Step 3, in soapy water, wash the diffuser and the lid then rinse.*
 - *Step 4, replace the diffuser and the lid.*
 - *Step 5, clean the outlet tube of the filter with chlorine. if you don't have chlorine, just use soap and water.*
3. Explain to participants that sometimes the water flows much slower than usual from the biosand filter. This is when you need to do a swirl and dump. The swirl and dump is easy and can be done by any member of the household.
4. Use the 'Biosand Filter Maintenance' poster as a guide to demonstrate the swirl and dump.
 - *First, take off the lid, then pour water into the filter until its' above the level of the diffuser. Once the water is at this level, take out the diffuser.*
 - *Stick your hand into the filter until your hand is flat on the sand. Swirl the surface of the sand around three times.*
 - *Then scoop out the dirty water with a cup or bucket.*
 - *Make the top of the sand flat and level.*
 - *Wash the diffuser and lid with soapy water and rinse.*

- *Put the diffuser back into the filter.*
 - *And then wash your hands with soap. This is very important since your hands have just touched all the pathogens on the surface of the sand!*
 - *Then pour a bucket of water into the filter and check to see how fast it comes out.*
 - *If the filter is still running too slow, do all of these steps again.*
5. Ask a volunteer to replicate the swirl and dump method a second time to the rest of the participants.
 6. Ask participants if they have any questions about how to maintain the filter.

How a CWP Can Verify the Correct use of Biosand Filter

20 minutes



1. Explain to participants that they should now know how to use and maintain a biosand filter effectively. In their role as Community WASH Promoters, it will be up to them to motivate beneficiaries to use and maintain their filters correctly and continually.
2. Explain to participants that for any water treatment technology to be effective, it needs to be used correctly, consistently, and continually. We call this the 3 'C's.
3. Write the words: correctly, consistently, and continually on a flip chart paper and explain their meaning:
 - Correct: *the household is using and maintaining the technology, following the instructions by the manufacturer.*
 - Consistent: *all members of the household are using water treated by the technology throughout the day and from season to season.*
 - Continued: *all members of the household are using treated water every day over the long-term.*
4. Explain to participants that as Community WASH Promoters, they need to also be "WASH Detectives". As a "WASH Detective" they need to try to find out if the user is using their filter correctly, consistently, and continually. Explain to participants that you will be practicing being a WASH Detective later in the week.
5. Ask participants: "What are some ways that we can check if the user is using their biosand filter correctly, consistently, and continually?" *To collect that information, you can either make observations or ask questions.*
6. Put two flip chart papers on the wall in front of the group. Draw an eye at the top of the first paper, and a question mark at the top of the second.
7. Explain to participants that sometimes, asking people questions is not enough. Many people may want to tell you information that is not necessarily true because they want to impress you on how well they have been using their filter. At this point, it is important to acknowledge that you are there to help them use their filters correctly. You will need to make observations to make sure that the user is using it correctly, regardless of what the user is telling you.
8. Divide the participants into 2 large groups. Assign 1 group 'observations' and the other 'questions'.

9. Ask participants to work with a partner to make a list of either: things you can observe or possible questions (depending on their assigned group) to ask the user that would indicate if the user is using and maintaining the filter.
10. Ask the participants to share their answers with the larger groups. Write their answers down on the respective flip chart papers.

Possible answers:

<i>Observations</i> 	<i>Questions</i> 
<ul style="list-style-type: none"> <i>-The filter has not been moved.</i> <i>-The standing water in the filter is between 4 and 6 cm.</i> <i>-The diffuser is in good condition.</i> <i>-The sand is flat and even.</i> <i>-You can see the user demonstrating how to use the filter correctly.</i> <i>-You can see the user demonstrating how to maintain the filter correctly.</i> <i>-There is no tube attached to the outlet tube of the filter.</i> 	<ul style="list-style-type: none"> <i>-Are you using the filter every day?</i> <i>-How often are you using the filter each day?</i> <i>-How do you maintain the filter?</i> <i>-How do you feel about your filter?</i> <i>-How do you disinfect the filtered water?</i> <i>-What water do you drink when you are not at home?</i> <i>-What water do your children drink when they are at school?</i> <i>What source of water do you use? (during the wet / dry season?)</i>

Review

2 minutes

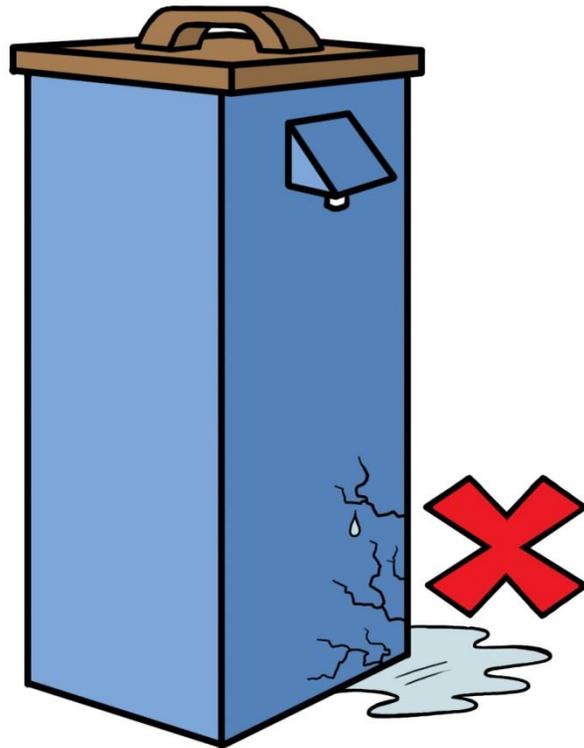


1. Ask the participants to write down the 8 key filter performance points in their notebooks or piece of paper.

Reflections on Lesson

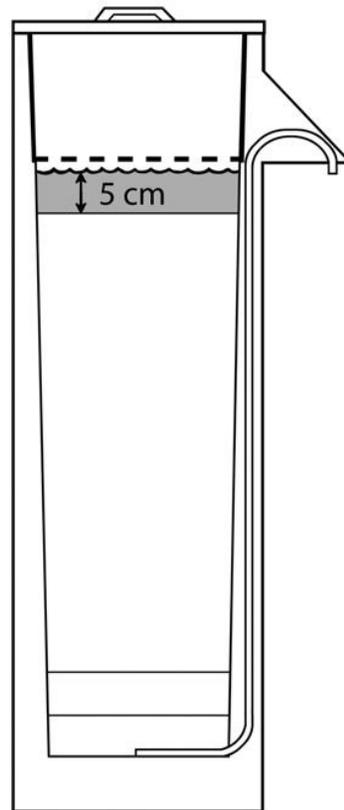
8 Key Filter Performance Points

1. No leaks.



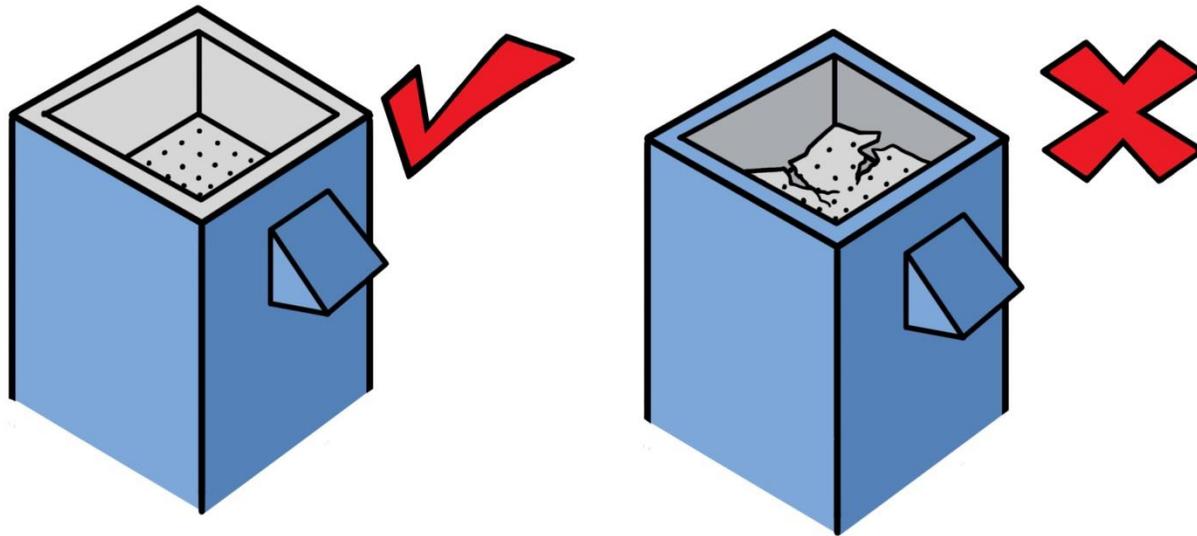
8 Key Filter Performance Points

2. Standing water depth is between 4 cm and 6 cm.



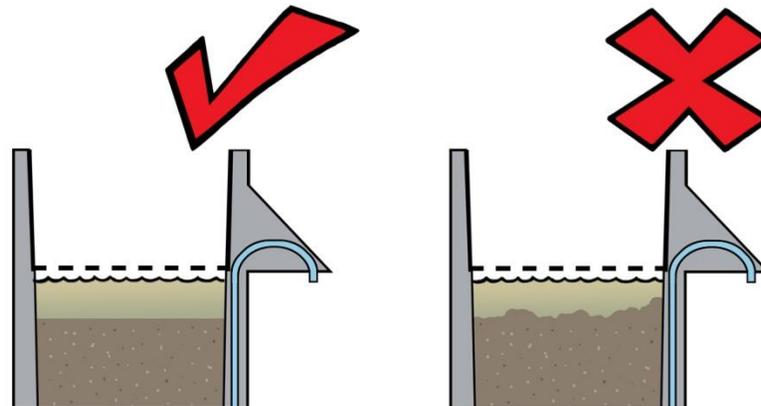
8 Key Filter Performance Points

3. Diffuser is in good condition.



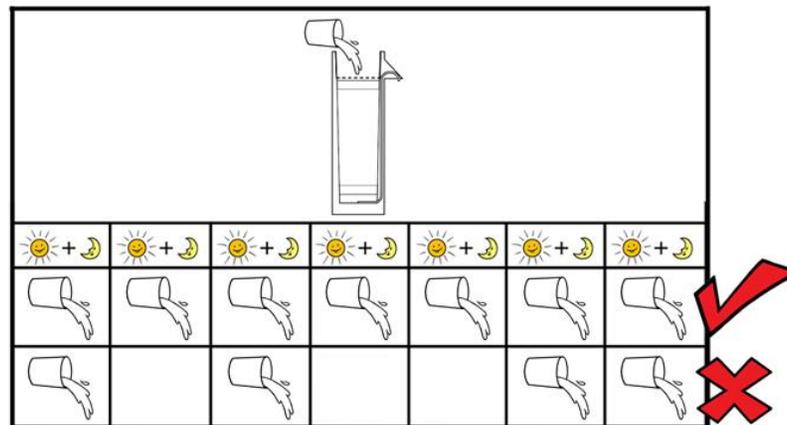
8 Key Filter Performance Points

4. Top of sand is level.



8 Key Filter Performance Points

5. Filter is used at least once a day, with the water from the same source every time.



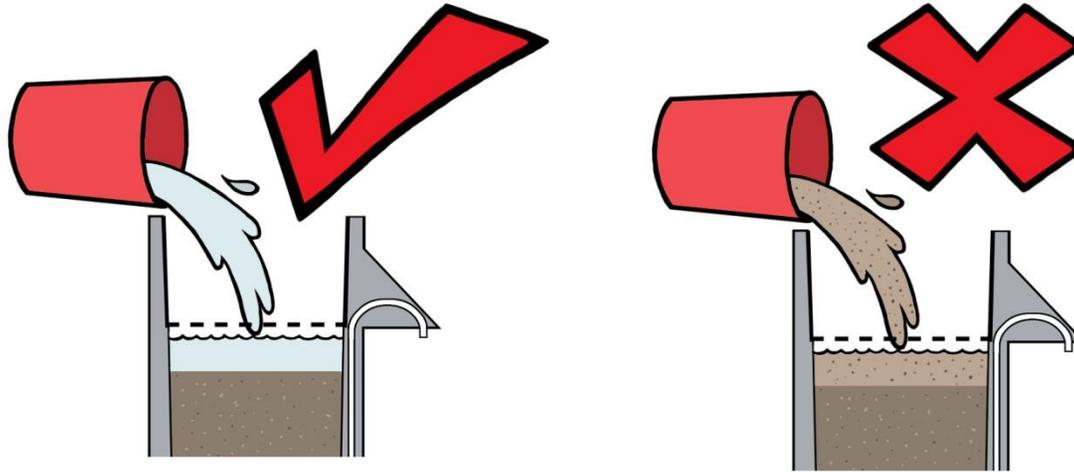
8 Key Filter Performance Points

6. The filter has been used for at least one month since installation

						
						
✓ 1	✓ 2	✓ 3	✓ 4	✓ 5	✓ 6	✓ 7
✓ 8	✓ 9	✓ 10	✓ 11	✓ 12	✓ 13	✓ 14
✓ 15	✓ 16	✓ 17	✓ 18	✓ 19	✓ 20	✓ 21
✓ 22	✓ 23	✓ 24	✓ 25	✓ 26	✓ 27	✓ 28
✓ 29	✓ 30					

8 Key Filter Performance Points

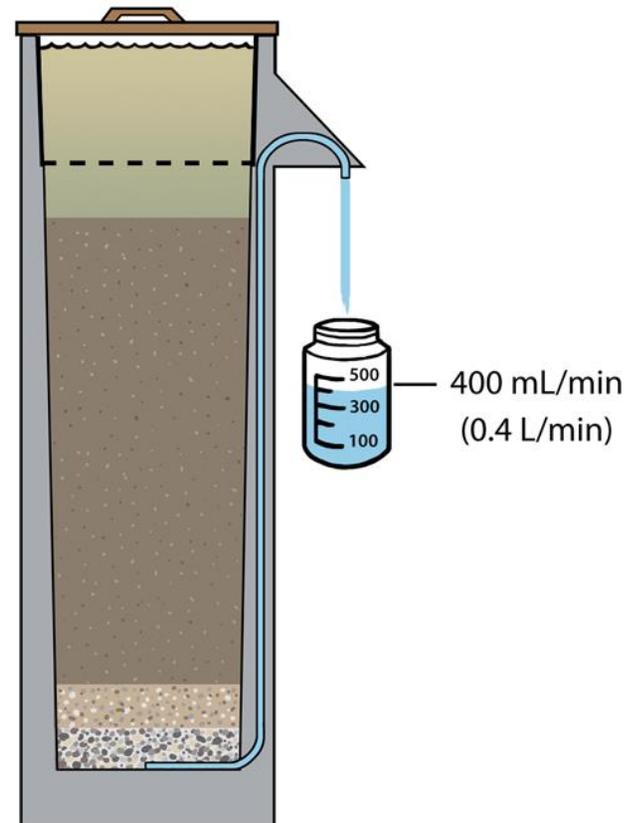
7. The water poured into the filter is clear.



8 Key Filter Performance Points

8. Flow rate should be **400 mL or less per minute** (for Version 10 filters).

If you are using a 1 L bottle to catch the water, it should take 2 minutes and 30 seconds or longer to fill the whole bottle.



Water Treatment: Ceramic Candle Filter



60 minutes total

Lesson Description



In this lesson, participants will study how to use and maintain a ceramic candle filter. This lesson will also focus on how a Community WASH Promoter can verify that a household is using their filter correctly, consistently, and continually.

Learning Outcomes



At the end of this session participants will be able to:

1. Demonstrate correct use of a ceramic candle filter
2. Demonstrate correct maintenance of a ceramic candle filter
3. Describe how a Community WASH Promoter can verify the correct, consistent, and continued use of a ceramic candle filter

Materials



- A Ceramic Candle Filter and Safe Storage Container
- Regional Poster “Ceramic Candle Filter Maintenance”. Posters can be found here: https://resources.cawst.org/poster_set/f7050959/water-sanitation-and-hygiene-poster-set-images-only
- Flip chart paper
- Markers

Preparation



- Set up a Ceramic Candle Filter and safe storage container
- Print copies (1 per 4 people) of ‘Ceramic Candle Filter Maintenance’ poster (see end of lesson plan)
- Optional: Write the learning outcomes on flip chart paper

Introduction

5 minutes



1. Ask the participants to discuss with a partner: “What do you know about a ceramic candle filter?” If they don’t know what it is, ask them to discuss what they think it could be.
2. Ask the larger group: “What can you tell me about a ceramic candle filter?” *A ceramic candle filter is a hollow cylinder that is usually made from clay mixed with a combustible material like sawdust, rice husks, or coffee husks. Silver is sometimes used to help with pathogen removal. One or more candles are attached to the bottom of a container. Water is poured into the container and flows through the*

candle and is used directly above a safe storage container. It is usually used primarily at the family or household level.

3. Present the lesson description or learning outcomes.

How to Use a Ceramic Candle Filter

15 minutes

1. Bring a ceramic candle filter (or display a picture of a ceramic candle filter) to the front of the group.
2. Ask participants: "Can someone describe to me how to use this filter?"
3. Clarify any questions by giving directions or demonstrating how to use the filter:
 - I. Prepare the filter: make sure that you have a storage container that is very clean and has a tap.
 - II. The ceramic candle filter should be already attached to the bottom of a container. Place that container on top of the open safe storage container.
 - III. Pour water into the top of the container which contains the ceramic candle filter (up to 10 litres)
 - IV. If the water is too turbid, it may need to go through sedimentation before pouring it in.
 - V. Explain to participants that a ceramic candle filter has very small holes and filters out the pathogens very effectively. Some ceramic candle filters have silver as part of the ceramic to help eliminate viruses from the water.
 - VI. Explain to participants that the ceramic candle filter can filter 0.1-1 L per hour.
 - VII. Explain to participants that although the filter is very effective, it is not 100% effective. It is very important to always add chlorine to the safe storage container, or use other means of disinfection, to make sure the water is fully safe to drink
 - VIII. Use the tap on the safe storage container for filtered water.
 - IX. The filter is usually good for 6 months to 1 year and the candle should be replaced if there are cracks or leaks.

How to Maintain a Ceramic Candle Filter

15 minutes

1. Explain to participants that sometimes the dead pathogens and organic material can build up so much on the ceramic candle filter that it can slow down the flow rate of water. When it's filtering the water too slowly, the filter will need to be cleaned.
2. Explain to participants that they will now work in groups to discuss and write down the different steps for cleaning and maintaining a ceramic candle filter.
3. Divide the participants into small groups of 3-4.



4. Hand out a "Ceramic Candle Filter Maintenance" poster to each group.
5. Ask the participants to write down on flip chart paper the different steps and rules to cleaning and maintaining the ceramic candle filter.

6. Once the groups have finished writing down the steps and rules of cleaning the ceramic candle filter, ask the groups to take turns in presenting the steps.
7. As the groups describe the steps, demonstrate the step in front of the group using a real filter. The steps are:
 - a. Wash your hands with soap before beginning
 - b. Wash the lid with soapy water and let it dry. Place the lid with the clean side facing up
 - c. Remove the top basin and place it on the clean lid
 - d. Fill the top basin with filtered water
 - e. Using a clean brush, scrub the outside of the ceramic candle to remove sediment on the candle walls
 - f. Do not use chlorine or soap when cleaning the ceramic candle – filtered water and the brush are good enough
 - g. Rinse the ceramic candle with filtered water
 - h. Place the ceramic candle basin on a clean surface
 - i. Clean the storage container and tap with soapy water and rinse with treated water
 - j. Place the top basin back on top of the storage container immediately after cleaning to prevent recontamination
 - k. The ceramic candle does not have to be dried after cleaning

How a CWP Can Verify the Correct Use of a Ceramic Candle Filter

15 minutes

1. Explain to participants that they should now know how to use and maintain a ceramic candle filter effectively. In their role as Community WASH Promoters, it will be up to them to motivate beneficiaries to use and maintain their filters correctly, consistently, and continually.
2. Explain to participants that for any water treatment technology to be effective, it needs to be used correctly, consistently, and continually. We call this the 3 'C's.
3. Write the words: correct, consistent, and continued on a flip chart paper and explain their meaning:
 - a. Correct: the household is using and maintaining the technology, following the instructions by the manufacturer.
 - b. Consistent: all members of the household are using water treated by the technology throughout the day and from season to season.
 - c. Continued: all members of the household are using treated water every day over the long-term.
4. Explain to participants that as Community WASH Promoters, they need to also be "WASH Detectives". As a "WASH Detective" they need to try to find out if the user is using their filter correctly, consistently, and continually. Explain to participants that you will be practicing being a WASH Detective later in the week.

5. Ask participants: "What are some ways that we can check if the user is using their filter correctly, consistently, and continually?" *To collect that information, you can either make observations or ask questions.*
6. Put two flip chart papers on the wall in the front of the group. Draw an eye at the top of the first paper, and a question mark at the top of the second.
7. Explain to participants that sometimes, asking people questions is not enough. Many people may want to tell you information that is not necessarily true because they want to impress you on how well they have been using their filter. At this point, it is important to acknowledge that you are there to help them use their filters correctly. You will need to make observations to make sure that the user is using it correctly, regardless of what the user is telling you.
8. Divide the participants into 2 large groups. Assign 1 group 'observations' and the other 'questions'.
9. Ask participants to work with a partner to make a list of either: things you can observe, or possible questions (depending on their assigned group) to ask the user that would indicate if the user is using and maintaining the filter.
10. Ask the participants to share their answers with the larger groups. Write their answers down on the respective flip chart papers.

Possible answers:

<i>Observations</i> 	<i>Questions</i> 
<ul style="list-style-type: none"> <i>-The candle filter in the top container is wet</i> <i>-There is water in the bottom container</i> <i>-The tap is clean</i> <i>-There is no bacterial growth on the candle</i> <i>-The filter is in a permanent place (not on the floor)</i> <i>-The filter is not being exposed to sunlight</i> <i>-The filter is not cracked</i> <i>-The safe storage container looks clean and not cracked</i> <i>-You can see the user demonstrating how to use and maintain the filter correctly</i> 	<ul style="list-style-type: none"> <i>-Are you using the filter every day?</i> <i>-How often are you using the filter?</i> <i>-What water do you drink when you are not at home?</i> <i>-What water do your children drink when they are at school?</i> <i>-What source of water do you use? (during the wet / dry season?)</i> <i>-How do you maintain the filter?</i> <i>-How often should you change your filter? When did you last change it?</i> <i>-When you leave the house, where do you get your water from?</i> <i>-How do you feel about your filter?</i> <i>-How much chlorine do you use?</i>

Review

5 minutes



1. Take down the posters of the observations and questions.

2. Ask the participants to work with a partner and discuss how the filter works to remove pathogens from contaminated water.

Reflections on Lesson

Water Treatment: Ceramic Pot Filter



60 minutes total

Lesson Description



In this lesson, participants will study how to use and maintain a ceramic pot filter. This lesson will also focus on how a Community WASH Promoter can verify that a household is using a ceramic pot filter correctly, consistently, and continually.

Learning Outcomes



At the end of this session participants will be able to:

1. Demonstrate correct use of a ceramic pot filter
2. Demonstrate correct maintenance of a ceramic pot filter
3. Describe how a Community WASH Promoter can verify the correct, consistent, and continued use of a ceramic pot filter

Materials



- A ceramic pot filter and safe storage container
- Regional Poster “Ceramic Pot Filter Maintenance”. Posters can be found here: https://resources.cawst.org/poster_set/f7050959/water-sanitation-and-hygiene-poster-set-images-only
- Flipchart paper
- Markers

Preparation



- Set up a ceramic pot filter and safe storage container
- Print copies (1 per 4 people) of ‘Ceramic Pot Filter Maintenance’ poster
- Optional: Write the learning outcomes on flip chart paper

Introduction

5 minutes



1. Ask the participants to discuss with a partner: “What do you know about a ceramic pot filter?” If they don’t know what it is, ask them to discuss what they think it could be.
2. Ask the larger group: “What can you tell me about a ceramic pot filter?” *A ceramic pot filter is usually made from clay mixed with a combustible material like sawdust, rice husks, or coffee husks. Silver is sometimes put inside the ceramic mix to help with pathogen removal. Water is poured into the top of the pot and flows through the pores in the ceramic and is used directly above a safe storage container. It is usually used at the family or household level.*

3. Present the lesson description or learning outcomes.

How to Use a Ceramic Pot Filter**15 minutes**

1. Bring a ceramic pot filter (or display a picture of a ceramic pot filter) to the front of the group.
2. Ask participants: "Can someone describe to me how to use this filter?"
3. Demonstrate and explain how to use the filter:
 - I. Prepare the filter: make sure that you have a storage container that is very clean and has a tap.
 - II. Place the ceramic pot on top of the open safe storage container.
 - III. Pour water into the top of the ceramic pot (up to 8 litres)
 - IV. Explain to participants that a ceramic pot filter has very small holes and filters out the pathogens very effectively. Some ceramic pots have silver as part of the ceramic to help eliminate viruses from the water.
 - V. Explain to participants that the ceramic pot filter can filter 1-3 litres per hour.
 - VI. Explain to participants that although the filter is very effective, it is not 100% effective. It is very important to always add chlorine to the safe storage container to make sure the water is fully safe to drink.
 - VII. Use the tap on the safe storage container for filtered water.

How to Maintain a Ceramic Pot filter**10 minutes**

1. Explain to participants that sometimes the dead pathogens and organic material can build up so much on the ceramic pot filter that it can slow down the flow rate of water. When it's filtering the water too slowly, the filter will need to be cleaned.
 2. Explain to participants that they will now work in groups to discuss and write down the different steps for cleaning and maintaining a ceramic pot filter.
 3. Divide the participants into small groups of 3-4.
- 
4. Hand out a "Ceramic Pot Filter Maintenance" poster to each group.
 5. Ask the participants to write down on flipchart paper the different steps and rules to cleaning and maintaining the ceramic pot filter.
 6. Once the groups have finished writing down the steps and rules of cleaning the ceramic pot filter, ask the groups to take turns in presenting the steps.
 7. As the groups describe the steps, demonstrate the step in front of the group using a real filter. The steps are:
 - a. Wash your hands with soap before beginning
 - b. Wash the lid with soapy water and let it dry
 - c. Place the lid with the clean side facing up

- d. Carefully remove the ceramic pot and place it on the clean lid
- e. Touch only the rim of the pot and not the outside of the ceramic pot
- f. Fill the ceramic pot with a little bit of filtered water
- g. Using a clean cloth or soft brush, scrub the inside of the ceramic pot to remove sediment on the filter walls
- h. Do not use chlorine or soap when cleaning the ceramic pot – filtered water and the brush are enough.
- i. Rinse the ceramic pot with filtered water
- j. Place the ceramic pot on the lid
- k. Clean the storage container and tap with soapy water and rinse with treated water
- l. Place the ceramic pot back in the storage container immediately after to prevent recontamination
- m. The ceramic pot does not have to be dried after cleaning

How a CWP can verify the correct use of a Ceramic Pot Filter

15 minutes



1. Explain to participants that they should now know how to use and maintain a ceramic pot filter effectively. In their role as Community WASH Promoters, it will be up to them to motivate beneficiaries to use and maintain their filters correctly, consistently, and continually.
2. Explain to participants that for any water treatment technology to be effective, it needs to be used correctly, consistently and continually. We call this the 3 'C's.
3. Write the words: correct, consistent, and continued on a flip chart paper and explain their meaning:
 - a. Correct: the household is using and maintaining the technology, following the instructions by the manufacturer.
 - b. Consistent: all members of the household are using water treated by the technology throughout the day and from season to season.
 - c. Continued: all members of the household are using treated water every day over the long-term.
4. Explain to participants that as Community WASH Promoters, they need to also be "WASH Detectives". As a "WASH Detective" they need to try to find out if the user is using their filter correctly, consistently, and continually. Explain to participants that you will be practicing being a WASH Detective later in the week.
5. Ask participants: "what are some ways that we can check if the user is using their filter correctly, consistently, and continually?" *To collect that information, you can either make observations or ask questions.*
6. Put two flipchart papers on wall in front of the group. At the top of the two papers draw an eye for the first paper and an interrogation mark for the second one.

7. Explain to participants that sometimes, asking people questions is not enough. Many people may want to tell you information that is not necessarily true because they want to impress you on how well they have been using their filter. At this point it is important to acknowledge that you are there to help them use their filters correctly. You will need to make observations to make sure that the user is using it correctly, regardless of what the user is telling you.
8. Divide the participants into 2 large groups. Assign 1 group 'observations' and the other 'questions'.
9. Ask participants to work with a partner to make a list of either: things you can observe, or possible questions (depending on their assigned group) to ask the user that would indicate if the user is using and maintaining the filter.
10. Ask the participants to share their answers with the larger groups. Write their answers down on the respective flipchart papers.

Possible answers:

<i>Observations</i> 	<i>Questions</i> 
<ul style="list-style-type: none"> -The filter is not cracked. -The safe storage container looks clean and not cracked. -You can see the user demonstrating how to use and maintain the filter correctly. -The tap is clean -the inside of the filter looks wet -the filter is in a safe and permanent area (not on the floor) 	<ul style="list-style-type: none"> -Are you using the filter every day? -How often are you using the filter? -What water do you drink when you are not at home? -What water do your children drink when they are at school? What source of water do you use? (during the wet / dry season?) -How often do you clean your filter? -How do you maintain the filter? -How do you feel about your filter? -How much chlorine do you use?

Review

5 minutes



1. Take down the posters of the observations and questions.
2. Ask the participants to work with a partner and discuss how the filter works to remove pathogens from contaminated water?

Reflections on Lesson

Water Treatment: Chlorine



60 minutes total

Lesson Description



In this lesson, participants study how to use chlorine to treat their drinking water. This lesson will also focus on how a Community WASH Promoter can verify that a household is using chlorine correctly, consistently, and continually.

Learning Outcomes



At the end of this session participants will be able to:

1. Demonstrate correct use and dosing of chlorine to treat water.
2. Describe how a Community WASH Promoter can verify the correct, consistent, and continued use of chlorine.

Materials



- All the chlorine products available locally
- Safe storage container
- Flip chart paper
- Markers

Preparation



- Bring all the different chlorine products available locally to the front of the group.
- Bring a safe storage container to the front of the group
- Optional: Write the learning outcomes on flip chart paper

Introduction

5 minutes



1. Ask the participants to discuss with a partner: "What do you know about chlorine?" If they don't know what it is, ask them to discuss what they think it could be.
2. Ask the larger group: "What can you tell me about chlorine?" *Chlorine is a popular chemical used to disinfect drinking water. When added to water, chlorine release hydrochloric acid which reacts with microorganisms and kills them. There are several different types and it comes in liquid or tablet form. In the correct dosing, chlorine is harmless to human consumption.*
3. Present the lesson description or learning outcomes.

How to use a ceramic pot filter

15 minutes



1. Bring the chlorine options available locally to the front of the group.

2. Ask the participants if they have seen these products before, and ask them what they know about them already.
3. Ask participants: “Can someone describe to me how to use chlorine?” Ask them to explain not only how to use it but the dosing.
4. Explain to participants that chlorine can be very effective, as long as certain rules are applied. These rules are very important for the chlorine to be effective.
5. Write the following titles of the rules on the board in front of the group and explain them as you write them. The rules are:
 - I. **Always Read.** Always read the instructions for dosing. Some products will have different size of tablets, or higher concentration of chlorine than others. It is crucial to always make sure you are dosing properly.
 - II. **Sit for 30 mins.** The chlorine needs time to work and kill all the pathogens before you can drink the water.
 - III. **Clear water.** The water needs to be as clear as possible. If the water is too turbid, the user will need to do sedimentation before treating it.
 - IV. **Chlorine can be dangerous.** Chlorine can be dangerous to people, especially children. Store chlorine in a cool, dry place. Do not use a different bottle to store chlorine, someone may mistake it for something else.
 - V. **Safe Storage.** To use chlorine, you need to have a container to store water safely so that it does not get re-contaminated. This container should have a lid and a tap.

How a CWP can verify the correct use of chlorine

15 minutes



1. Explain to participants that they should now know how to effectively use chlorine to treat drinking water. In their role as Community WASH Promoters, it will be up to them to motivate beneficiaries to use chlorine correctly, consistently, and continually.
2. Explain to participants that for any water treatment technology to be effective, it needs to be used correctly, consistently and continually. We call this the 3 ‘C’s.
3. Write the words: correct, consistent, and continued on a flip chart paper and explain their meaning.
 - Correct: the household is using and maintaining the technology, following the instructions by the manufacturer.
 - Consistent: all members of the household are using water treated by the technology throughout the day and from season to season.
 - Continued: all members of the household are using treated water every day over the long-term.
4. Explain to participants that as Community WASH Promoters, they need to also be “WASH Detectives”. As a “WASH Detective” they need to try to find out if the user is using chlorine correctly, consistently, and continually. Explain to participants that you will be practicing being a WASH Detective later in the week.

5. Ask participants: "What are some ways that we can check if the user is using chlorine correctly, consistently, and continually?" *To collect that information, you can either make observations or ask questions.*
6. Put two flip chart papers on the wall in front of the group. At the top of the two papers draw an eye for the first paper and an interrogation mark for the second one.
7. Explain to participants that sometimes, asking people questions is not enough. Many people may want to tell you information that is not necessarily true because they want to impress you on how well they have been using chlorine. At this point it is important to acknowledge that you are there to help them use chlorine correctly. You will need to make observations to make sure that the user is using it correctly, regardless of what the user is telling you.
8. Divide the participants into 2 large groups. Assign 1 group 'observations' and the other 'questions'.
9. Ask participants to work with a partner to make a list of either: things you can observe, or possible questions (depending on their assigned group) to ask the user that would indicate if the user is using chlorine.
10. Ask the participants to share their answers with the larger groups. Write their answers down on the respective flip chart papers.

Possible answers:

<i>Observations</i> 	<i>Questions</i> 
<ul style="list-style-type: none"> -They have chlorine in the house -They can demonstrate the correct way and dosing of chlorine to treat water -The storage container is clean -There is water in their storage container -Using a portable chlorine tester -You can smell chlorine in their storage container -Ask local vendors for sales records of chlorine products 	<ul style="list-style-type: none"> -Are you using chlorine to treat your water every day? -Where do you buy your chlorine? -How much chlorine do you use in a month? -Do you like using chlorine? -Where do you store your chlorine? (if it is not easily accessible, it means they are most likely not using it every day) -How long have you been using chlorine? -What water do you drink when you are not at home? -What water do your children drink when they are at school? - What source of water do you use? (during the wet / dry season?)

Review

5 minutes



1. Take down the posters of the observations and questions.

2. Ask the participants to work with a partner and discuss how chlorine works to make water safe to drink.

Reflections on Lesson

Water Treatment: SODIS**45 minutes total****Lesson Description**

This lesson focuses on the use of SODIS to treat water. This lesson will also focus on how a Community WASH Promoter can verify that a household is using SODIS correctly, consistently, and continually.

Learning Outcomes

At the end of this session participants will be able to:

1. Demonstrate correct use of SODIS.
2. Describe how a Community WASH Promoter can verify the correct, consistent, and continued use of SODIS.

Materials

- Different types of plastic bottles found locally. One of the bottle should be a PET bottle used for SODIS, and the others should be examples of bad types of bottles to use for SODIS.
- Regional Poster “SODIS”. Posters can be found here: https://resources.cawst.org/poster_set/f7050959/water-sanitation-and-hygiene-poster-set-images-only
- Flipchart paper
- Markers

Preparation

- Bring different types of plastic bottles found locally. One of the bottle should be a PET bottle used for SODIS, and the others should be examples of bad types of bottles to use for SODIS
- Print copies (1 per 4 people) of ‘SODIS’ poster.
- Optional: Write the learning outcomes on flip chart paper

Introduction**5 minutes**

1. Ask the participants to discuss with a partner: “What do you know about SODIS?” If they don’t know what it is, ask them to discuss what they think it could be.
2. Ask the larger group: “What can you tell me about SODIS?” *SODIS stands for solar-disinfection. It is a water treatment method that uses the power of the rays from the sun to kill pathogens in water with low turbidity. You fill transparent, non-coloured plastic bottles made from polyethylene terephthalate (PET) and place them in direct sunlight. Water can be used directly from the bottle to avoid recontamination.*

3. Present the lesson description or learning outcomes.

How to use SODIS

20 minutes



1. Divide the participants into small groups of 3-4.

2. Handout a "SODIS" poster to each group.



3. Ask the participants to look at the poster, discuss, and write down on flipchart paper how to correctly use the SODIS method, and a list of rules that user should obey to make sure SODIS is effective.

4. Give each group 5-10 minutes to write their answers.

5. Discuss the answers as a larger group:
 - I. The bottle has to be PET, clear, no colour, no dents, no handle, and not dirty.



Trainer Note: show the participants the different types of bottles that can and cannot be used for SODIS

- II. Disinfection will not work if the bottle is dark or scratched.

- III. Clean a PET plastic bottle with soap and water before using it

- IV. Place the bottle in direct sunlight for 1 day before drinking (minimum 6 hours)

- V. Place the bottle in cloudy, indirect sunlight for 2 days before drinking

- VI. You can drink the water directly from the bottle.

- VII. A few rules not in the poster (write these on flipchart paper):
 - i. Fill the bottle to the top to avoid any air bubble

- ii. During rainy days, SODIS does not work

- iii. The water has to be completely clear, if turbid, sedimentation is required.

How a CWP can verify the correct use of SODIS

15 minutes



1. Explain to participants that they should now know how to use SODIS to effectively treat drinking water. In their role as community WASH promoters, it will be up to them to motivate beneficiaries to use SODIS correctly, consistently, and continually.

2. Explain to participants that for any water treatment technology to be effective, it needs to be used correctly, consistently and continually. We call this the 3 'C's.

3. Write the words: correct, consistent, and continued on a flip chart paper and explain their meaning:
 - Correct: the household is using and maintaining the technology, following the instructions by the manufacturer.

- Consistent: all members of the household are using water treated by the technology throughout the day and from season to season.

- Continued: all members of the household are using treated water every day over the long-term.

4. Explain to participants that as Community WASH Promoters, they need to also be “WASH Detectives”. As a “WASH Detective” they need to try to find out if the user is using SODIS correctly, consistently, and continually. Explain to participants that you will be practicing being a WASH Detective later in the week.
5. Ask participants: “What are some ways that we can check if the user is using chlorine correctly, consistently, and continually?” *To collect that information, you can either make observations or ask questions.*
6. Put two flipchart papers on the wall in front of the group. At the top of the two papers draw an eye for the first paper and an interrogation mark for the second one.
7. Explain to participants that sometimes, asking people questions is not enough. Many people may want to tell you information that is not necessarily true because they want to impress you on how well they have been using SODIS. At this point it is important to acknowledge that you are there to help them use SODIS correctly. You will need to make observations to make sure that the user is using it correctly, regardless of what the user is telling you.
8. Divide the participants into 2 large groups. Assign 1 group ‘observations’ and the other ‘questions’.
9. Ask participants to work with a partner to make a list of either: things you can observe, or possible questions (depending on their assigned group) to ask the user that would indicate if the user is using SODIS.

Ask the participants to share their answers with the larger groups. Write their answers down on the respective flipchart papers. *Possible answers:*

<i>Observations</i>		<i>Questions</i>	
<ul style="list-style-type: none"> -They have the right bottle -They have many bottles currently in the sun -The bottles are not scratched or old -Observe potential sedimentation or filtration before the use of SODIS 		<ul style="list-style-type: none"> -How long do you keep your water on the roof? -How has the weather been the last few days? Has the weather affected your water treatment recently? -How often are you using your bottles? -Have you been feeling ill lately? -What water do you drink when you are not at home? -What water do your children drink when they are at school? What source of water do you use? (during the wet / dry season?) 	

Review
5 minutes


1. Take down the posters of the observations and questions.
2. Ask the participants to work with a partner and discuss how SODIS works to treat water effectively.

Reflections on Lesson

Lesson Plan: Safe Water Storage and Handling

**45 minutes total**

Lesson Description



This lesson focuses on keeping water safe from recontamination. It covers safe storage, as well as safe handling of clean water.

Learning Outcomes



At the end of this session participants will be able to:

1. Identify different ways water can get re-contaminated in a household
2. Discuss how to avoid recontamination of safe water
3. Explain the importance of safe water handling
4. Identify characteristics of a good safe storage container

Materials



- Flip chart
- Markers
- Sticky-notes
- 20 L ideal water safe storage container with tap, lid, and handle
- Optional: Image of safe storage container (end of lesson plan)
- Large Transparent jug of water (can use one of containers above if needed)
- Water
- Cup with a handle
- Juice powder, food colouring, turmeric, or any powder that will make clear water turn colourful.

Preparation



- Read and prepare lesson plan
- Find different water storage containers (including 1 ideal safe storage container)
- Optional: Print image of safe storage container (end of lesson plan)
- Write learning outcomes or lesson description on the flip chart
- Fill large transparent jug with water
- Place cup with handle next to transparent jug on the table.

Introduction

5 minutes

1. Place filled jug of water in front of participants for all to see.

2. Explain to participants that the jug contains clean water that has just been treated. You can see that the water is clear.
3. Explain to participants that the cup is clean.
4. Ask a participant to come to front and confirm that the water and the cup is clean.
5. Without the participants seeing, rub juice powder on your hands.
6. Grab the cup in your soiled hand to raise it from the table, making sure that the juice powder gets on the outside of the cup.
7. Explain to participants that most people don't want to dip their fingers in the water when they collect it for drinking as their fingers may be dirty.
8. Grab the cup by the handle and proceed to collect water from the jug. At this point, the water should start to turn a certain colour.



Trainer Note: You are attempting to colour the water without actually touching it with your hands. The key message is to show that although your hands are not directly touching the water, a dirty cup touching the water may be enough to contaminate it.

9. Ask participants: "Would you drink from the water in the container? Is the water now safe to drink?" *No, it is now contaminated.*
10. Explain to participants that bacteria reproduce themselves and multiply very quickly. It only takes a very small amount of pathogens to contaminate a large amount of water.
11. Present the lesson description or learning outcomes.

Re-contamination of Safe Water

5 minutes



1. Ask the participants: "How can clean water get contaminated in a household?"
Some answers include:
 - *Using the same container for collection and storage,*
 - *Dipping a dirty cup or hand into the water,*
 - *Drinking directly from container,*
 - *Children, animals, or insects accessing the container,*
 - *Poor cleaning and hygiene practices.*
2. Write down their answers on flipchart paper.

Avoiding Re-contamination (Safe Water Handling)

15 minutes



1. Explain to participants that they will now try to identify ways to prevent water from being re-contaminated in the household.
2. Divide the participants into groups of 4-5 people.
3. Give each group a pile of sticky-notes.
4. Ask participants to write ideas on individual sticky-notes of what household members can do to avoid recontamination of safe water. *Some answers include:*

- *use chlorine to store safe water,*
 - *use a lid,*
 - *use a container with a tap instead of scooping from it,*
 - *container that is easy to clean,*
 - *use a different container to store water than to collect it,*
 - *clean container frequently,*
 - *use the treated water quickly after it has been treated,*
5. Once they have written down 1 idea per sticky-note, ask a member of each group to come to the front and stick the sticky-note on the board. As participants stick the ideas on the board, try grouping together the ideas into 2 general themes: 'characteristics of a safe storage container', and 'safe handling practices'.
 6. Explain to participants that you have grouped the ideas into 2 categories: safe storage container, and safe handling practices.
 7. Review the answers you have grouped under 'safe handling practices' and add any other ideas that participants may have.

Safe Storage Container

15 minutes



1. Explain to participants that the second group of ideas describes how to store water so that it does not get re-contaminated.
2. Show an ideal safe storage container (or a picture of an ideal safe storage container from the end of this lesson plan)
3. Ask the participants: "Why is this container an ideal safe storage container?" and "What does it have that makes it an ideal storage container?"
4. As the participants give answers, refer back to the answers they provided on sticky notes. If they are some missing, add some to the list.
 - a. *Tightly-sealing lid,*
 - b. *Narrow opening for filling,*
 - c. *Has a tap,*
 - d. *Has a stable base so it does not tip over,*
 - e. *It is durable and strong,*
 - f. *It is not-transparent or see-through,*
 - g. *It is easy to clean,*
 - h. *It is easy to carry.*

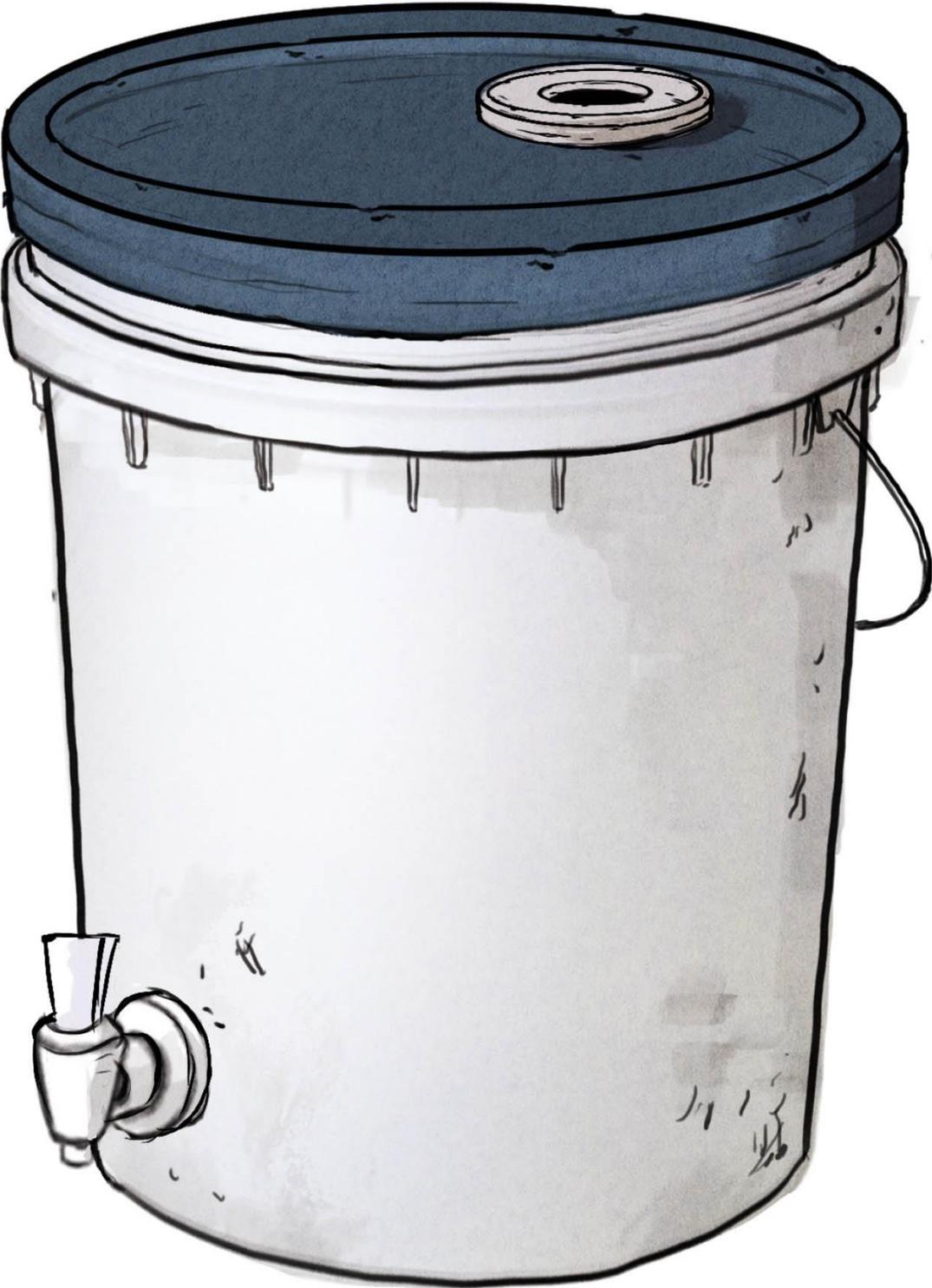
Review

5 minutes



1. Ask participants to reflect and write down what they believe are the three most important things that a household member can do to keep their water safe from re-contamination.

Reflections on Lesson





Lesson Plan: Sanitation Ladder



60 minutes total

Lesson Description



Participants will explore how to evaluate why different sanitation practices are better than others. They will also discuss the advantages and challenges of improving sanitation options.

Learning Outcomes



At the end of this session participants will be able to:

1. Discuss the importance of using latrines
2. Explain the Sanitation Ladder Activity
3. Discuss the advantages and challenges of moving up the sanitation ladder
4. **Optional:** Discuss how CWPs can encourage incremental improvements within the sanitation ladder

Materials



- Sanitation Ladder Activity (1 set per 4-5 participants)
- Flip chart paper
- Markers

Preparation



- Print and cut out the regional cards for the Sanitation Ladder Activity (1 set per group of 4-5 participants).
- Read the *Technical Brief: Introduction to Sanitation*
- Optional: Write the learning outcomes on flip chart paper

Introduction

10 minutes



1. Ask for a volunteer to come to the front of the group. Explain to the volunteer that they will play the role of someone in the village who does not currently have a latrine in the household.
2. You will play the role of a sales person who is trying to sell the most expensive, beautiful latrine possible.



Trainer Note: The goal of this activity is to show that the most advanced and beautiful latrine is not necessarily the best place to start with a new latrine user.

3. Approach the volunteer and ask them if they currently have a latrine. *The answer will be no.*

4. Explain to the volunteer that you are there to help them.
5. Draw on the flip chart paper a very nice and expensive latrine that uses very expensive technologies (for example: a rainwater harvesting system to be able to pour flush the toilet, marble floors, ceramic walls, very large room, a large sink for handwashing, solar-powered lights, etc.)
6. Explain to the volunteer that the latrine will cost 5000 dollars (use local currency for a very expensive amount). Explain that you can have someone come over and build the latrine tomorrow, but they must pay now.
7. Ask the volunteer if they are willing to pay now. *The answer will be no.*
8. Ask the volunteer to return to their seat.
9. Ask the participants: "What can we learn from this scenario?"
-  10. Explain that when we give people choices that are not feasible for them, they may feel overwhelmed. They may end up doing nothing or fail at their attempt. When we ask households to make small accessible changes, they will succeed and continue to improve their WASH practices as they see the benefits.
11. Present the lesson description or learning outcomes.

Importance of using Latrines

10 minutes

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1. Divide the participants into pairs.
 2. Ask participants to reflect on the previous lesson "How Water Gets Contaminated"
 3. Ask the participants: "Why it is important for people to use latrines?" Ask them to write down their answers in their notebooks. *To prevent contamination of water, to prevent the spread of diseases by people not coming into direct contact with feces, reduce smell, privacy, safety for women, dignity, etc.*
 4. Ask each group to quickly share their answers with the larger group.

Sanitation Ladder Game

40 minutes

- 
1. Explain to participants that to have all these benefits of using a latrine, people do not need to have a very expensive latrine. There are several different types of latrines and some are better than others.
 2. Divide the participants into groups of 4-5 people.
 3. Explain to participants that they will need to arrange cards in order from the worst sanitation option to the best. Tell them they will have 10 minutes.
 4. Explain to participants that if there are disagreements about how to order the cards, the cards can be placed as equal and that they should return to them later. Ask the participants to discuss why they think one card is better than another.
 5. Give each group a set of Sanitation Ladder Activity cards.
-  **Trainer note:** There are several ways to order the cards. There is no right answer for this activity. The value of this activity is in what participants learn while discussing the cards with each other. Try to encourage discussion.

6. Ask the participants to walk around the room and look at the other groups' sanitation ladders and see if they are the same as their own.
7. Ask the participants: "What did you discuss?", "Did other groups arrange the cards differently than yours and why?", and "What are some characteristics of a latrine that would indicate the level on the sanitation ladder?".
8. Ask the participants: "What are the advantages of being higher up on the sanitation ladder?" Write the answers under the title 'advantages' on a flip chart paper. *Stops human, animal, and insect contact with the feces and reduces disease transmission. It also creates a more comfortable and safer environment for people to defecate. Some possible answers:*
 - *People will like it more: more comfort and social status*
 - *Increased privacy, safety, and weather protection*
 - *Sludge is safer to empty*
 - *More hygienic and easier to maintain*
 - *Long-term behaviour change (people will keep using it if it is comfortable to use)*
9. Explain to participants that understanding and knowing the benefits and advantages of going up the sanitation ladder may not be enough for people to be motivated to improve the facilities where they defecate and move up the sanitation ladder.
10. Remind participants of the behavioural factors you covered in the '*Factors that Influence Behaviour*' lesson. Just because people know the benefits and the risks of doing or not doing something, it does not mean that people will be motivated enough to change their behaviour.
11. Ask the participants: "What challenges are there for people to move up the sanitation ladder?" and "Why would someone not move up the sanitation ladder?" Write the answers under the title "Challenges" on a flip chart paper.



Trainer Note: As the participants give you answers, ask another trainer to write them on individual printer paper sheets and add them to the ongoing RANAS behaviour change model table under their respective categories of factors. If you do not have another trainer to support you, simply do this after the lesson has finished. You can also ask a volunteer participant to write them for you.

- *Don't know the risks of not moving up (how likely it is to get a disease, and how bad the disease can be)*
- *Don't know the benefits or the value*
- *Don't want to spend money on building a latrine*
- *Current norms in community (everyone does it this way)*
- *Historical norms (always done it this way)*
- *Don't have the skills to build and maintain a latrine*
- *No building materials available*
- *Not enough money available*
- *Environmental conditions (the ground is too hard, too rainy, etc.)*



12. Explain to participants that part of their role as CWPs will be to help members in the community move up the sanitation ladder. They will need to create relationships with people and try to understand the unique challenges of each family that are preventing them from moving up the sanitation ladder.
13. Explain to participants that later in the workshop they will cover how to identify reasons households do not move up the sanitation ladder, and strategies to influence households to adopt positive behaviours.

Optional: How CWPs can help**25 minutes**

1. Explain to participants that they will now discuss possible strategies on how to tackle the challenges we have identified in the previous activity.
2. Divide the participants into groups of 3-4. Give each group 1 or 2 of the challenges identified above.
3. Ask the participants to discuss and write down some key notes on things they could say or do to help the household members overcome the challenges.
4. Give each group 5-10 minutes to discuss.
5. Ask every group to present their challenges and strategies to the rest of the group. After each presentation, have a discussion with the larger group and ask the other participants if they have any other recommendations on how to address the challenge.

Review**5 minutes**

1. Ask the participants to find a partner.
2. Give each person a card from the sanitation ladder.
3. Ask participants to practice giving recommendations on how their partner could improve their latrine and move up the sanitation ladder.

Reflections on Lesson

Lesson Plan: Correct Use and Maintenance of Latrines 50 minutes total

Lesson Description



This lesson introduces participants to latrine cleanliness, maintenance activities, and the frequency in which they should occur.

Learning Outcomes



At the end of this session participants will be able to:

1. Explain the importance of a clean latrine
2. Identify activities to maintain a latrine and their frequency
3. Discuss solutions to dealing with a full latrine

Materials



- Flip chart paper
- Tape
- Markers

Preparation



- Draw the following tables on 4 different flipchart paper (1 for each activity)

Activity	How	Frequency	Why
1. Wash slab and toilet			

Activity	How	Frequency	Why
2. Tidy area around the outside latrine			

Activity	How	Frequency	Why
3. Wash door handles and lock			

Activity	How	Frequency	Why
4. Wash handwashing station and ensure there is soap and clean water			

Introduction

5 minutes



1. Tell participants the following story:

There once was a man named John [insert local name] who built a latrine. He was very proud that he was no longer defecating in the open. He was proud that he belonged to a community that was officially Open Defecation Free. After a few months of using his latrine, his latrine was becoming very dirty and smelly. You could smell it from far away. People were becoming afraid of visiting him because they would maybe have to use his latrine. John could not stand using a smelly, and hot latrine, so he returned to defecating in the open air where the air was fresh and cool.

2. Ask the participants: "Have you heard a similar story?"
3. Invite some participants to share their similar stories.
4. Present the lesson description or learning outcomes.

Latrine Cleanliness and Maintenance

25 minutes



1. Ask the participants: "What are the effects of having a dirty latrine?"

- *Bad smell*
- *People don't want to use it*
- *Disease transmission*
- *Bad impression from other community members*
- *Shame*
- *Return to Open Defecation*

2. Explain to participants that as Community WASH Promoters, it is their role to encourage users to maintain their latrine so that these things do not happen.
3. Explain to participants that they will now work in groups to discuss specific activities people should do to maintain their latrine, how to do them, how often they should do them, and why those specific activities are important.
4. Explain to the participants that the recommended frequencies are flexible and depend on the local situation. For example, communal latrines or household latrines for a large family require more frequent cleaning.
5. Divide the participants into 4 groups and give each group one of the activities from the table. Ask the participants to fill in their table.
6. When participants are done filling in their table, ask them to stick it on the wall, side-by-side vertically for everyone to see the complete table. Ask each group to present their table.

Answers:

Activity	How	Frequency	Why
1. Wash slab and toilet	Scrub with soap and water	Weekly or as needed after use (for example, if somebody defecates on the toilet or slab)	<ul style="list-style-type: none"> • Keeps latrine smelling good • More pleasant to use • Urine and feces that missed the toilet won't be stepped in

2. Tidy area around the latrine	<ul style="list-style-type: none"> • Pick up waste • Trim bushes and grass 	As needed	<ul style="list-style-type: none"> • Keeps away insects and snakes • Shows pride • More pleasant to use
3. Wash door handles and lock	Scrub with soap and water	Weekly or as needed	<ul style="list-style-type: none"> • Pathogen transmission route, especially if people aren't washing their hands every time they use the latrine
4. Wash handwashing station and ensure there is soap and clean water	<ul style="list-style-type: none"> • Scrub with soap and water • Make sure there is no buildup of stagnant water 	Weekly, or as needed	<ul style="list-style-type: none"> • Washing your hands directly after using the latrine is crucial and it is important to maintain its correct use

7. Ask the participants: "As a Community WASH Promoter, what can we do to support people in reminding them of the importance of maintaining their latrine?"

Full Latrines

15 minutes



1. Ask the participants: "After a household has been using a latrine for 3-4 years, what is the biggest concern?" *The latrine becomes full.*
2. Ask the participants: "What happens when the latrine is full? Why is this a bad thing?" *People no longer have a latrine, it becomes very smelly, there is runoff into the environment where it can contaminate the area around the latrine (this defeats the purpose of having a latrine), it will attract flies and other insects.*
3. Explain to participants that when a latrine is full, there are only 2 safe solutions that households can do. Write the following 2 steps on the flipchart paper.
 - **Cover up the latrine, and build a new one.** (Mostly only possible in rural settings where there is more room. They can also plant a tree in the pit to cover it; this is called Arborloo).
 - **Empty the pit.** (Either by themselves with shovels and protective equipment, or hiring someone to do it for them. The problem is still that there are only a few safe treatment sites available, and they can be far away; so where do the emptiers bring the fecal sludge? Ask the participants to share if they know of someone who has done this or know of services offered in the region).
4. Explain to participants that you will be brainstorming solutions when they encounter full latrines.
5. Ask the participants: "What can you do as a Community WASH Promoter when you come across a full latrine?". Write their answers on flipchart paper.
 - Inform the household on the repercussions of using a full latrine
 - Advise them on covering their latrine and building a new one
 - Advise them on options to empty their latrine pit
 - Advise them to use a neighbour's latrine until theirs is emptied or they have built a new one
 - Tell your supervisor or manager at your organization

- Inform the village leaders, government representatives, etc.
6.  Explain to participants that as a Community WASH Promoter, they will not always have all the answers; but they can be a very important messenger to the people who do. If a household has a full latrine, one of the best things you can do is to ask and inform others. A full latrine is very dangerous for the community as it spreads pathogens and diseases.

Review**5 minutes**

1.  Ask the participants to close their eyes and image using a perfect latrine or bathroom that they would like to use.
2. Ask the participants to think of the specific reasons why that latrine is perfect for them.
3. Ask a few participants to share their criteria that what makes their latrine or toilet, perfect.
4. Explain to participants that for the sake of the health and pride of the community, as a Community WASH Promoter, it is important to support people in achieving to get that perfect latrine.

Reflections on Lesson

Lesson Plan: Building a Basic Latrine



65 minutes total

Lesson Description



Participants will discuss the challenges of a household building their own latrines. They will also learn about the main parts of a basic latrine and latrine siting.

Learning Outcomes



At the end of this session participants will be able to:

1. Discuss the challenges of a household building their own latrine.
2. Identify the main parts of a latrine.
3. Explain the function of each latrine part.
4. List general rules for siting a basic temporary latrine.

Materials



- Flip chart paper
- Tape
- Markers
- Latrine Diagram
- Latrine Parts Functions Cards

Optional:

- Computer
- Projector
- CWP_Building a Basic Latrine PowerPoint Presentation

Preparation



- Review topic in Technical Brief: Introduction to Sanitation
- Write the heading “Consequences” on flip chart paper
- Optional: If using PowerPoint: CWP_LP15_Building a Basic Latrine
 - Review the PowerPoint presentation
 - Check that the projector is working
 - Cue the PowerPoint on the computer
- If not using PowerPoint:
 - Draw a large diagram of a pit latrine on flipchart paper, with arrows pointing to the main parts, do not label the arrows in advance
 - Write out each rule for siting latrine pits on separate flip chart papers
- Print the Latrine Diagram (1 diagram per 2-3 people)

- Print and cut out the Latrine Part Function Cards (1 set per 2-3 people)
- Optional: Write the learning outcomes on flip chart paper

Introduction**5 minutes**

1. Ask participants to think about a house they have built or a house they would like to build. Ask them: “What are the different steps you took, or will take, to design and build the house?”
 - Look at other houses
 - Ask for support from friends and family that have experience building houses
 - Contact material suppliers
 - Contact masons
 - Involve family members
2. Explain to participants that building a latrine is very similar to building a house. It is complicated and you need to include many technical elements. There are people that are experts at building latrines, and they should be consulted before moving forward and building a latrine. CAWST has an entire workshop on it and if the participants are interested, they can contact you for more information.
3. Present the lesson description or learning outcomes.

Challenges to Building Your Own Latrine**10 minutes**

1. Explain to participants that it is important to be careful when building latrines. If the latrines are not build correctly, it can have many bad implications. Ask the participants: “What are some consequences of having a poorly designed and constructed latrine?” Record the responses on flipchart paper “Consequences”.
 - Pit collapses
 - Superstructure collapses
 - Latrine is not protected from heavy rainfall
 - The latrine smells bad
 - The latrine isn’t appropriate for all the users of the household
 - The latrine is too far away
 - The latrine does not provide privacy
2. Ask the participants: “What are the consequences for the users?”
 - Users hurt themselves using the latrine
 - Users find their latrine uncomfortable and not practical
 - Users stop using the latrine
3. Explain that the key message for households designing and building their own latrines is that latrines are difficult to build. They should get advice and support from experienced masons and/or other members of the community before starting.
4. Explain that although designing and building a latrine is a difficult process, Community WASH Promoters can still teach households about the key parts of a latrine and latrine siting.



Latrine Parts**10 minutes**

1. Explain that participants are going to learn about the different parts of a basic latrine. There are many different types of latrines but the focus today is on a basic latrine.



Trainer Note: If they want to learn more about the different types of latrines, please see the *Latrine Design and Construction Workshop* and select the appropriate lessons.

2. Explain that they are going to work in groups to identify the common parts of a latrine. Show the latrine diagram.
3. Explain that the diagram has arrows pointing to different parts of the latrine. They should name the parts, using whatever words they think are the best.



4. Divide the participants into groups of 2-3 people. Give each group the latrine diagram. Give the groups 5 minutes to complete the task.



5. As a large group, show the flipchart diagram of the latrine. Point to a part and ask the participants what they called it. Discuss the commonly agreed name and label the flipchart diagram. The words below are the words suggested by CAWST and used throughout CAWST's materials. If there are other more common words, you might wish to use both words for the workshop.

- *Superstructure*
- *Slab*
- *Toilet*
- *Pit*
- *Pit lining*
- *Pit vent*
- *Handwashing*

Functions of the Latrine Parts**10 minutes**

1. Explain that groups will now match each part of the latrine to a function card. They will also discuss why that function is important for the proper use of a latrine.
2. Hand out a set of latrine parts function cards to each group. Give the groups 5 minutes to complete the task.



3. For each latrine part, ask one of the groups what function they identified and why they think that function is important. Continue until all parts have been discussed. Mention any latrine parts that may have been missed.

Solutions:

- *Provides privacy and shelter for users. → Superstructure*

- *Provides a solid base for the user to stand on. It is a barrier between the user and the stored excreta. → Slab*
- *The pan, seat or hole inside the latrine into which users urinate and defecate. → Toilet*
- *Stores excreta, water and anal cleansing materials. → Pit (more generally known as Excreta Storage)*
- *Supports the pit walls so they do not collapse, especially in loose soil or when the pit is emptied. Also supports the slab. → Pit Lining*
- *Allows gas to escape. Reduces smells inside the latrine. Reduces flies. → Vent Pipe*
- *Users can wash pathogens off their hands immediately after using the latrine. → Handwashing Station*

Siting Latrines

25 minutes



1. Ask the participants: “Now that we know the different parts of a latrine, we need to figure out where to put it.”
2. Ask the participants “Why does it matter where you choose to put a latrine?” *A badly placed latrine can contaminate groundwater, which the household may end up drinking.*
3. Draw a simple diagram with a latrine, groundwater, and a well on a piece of flip chart paper. Optional: You can use the *CWP_Building a Basic Latrine* PowerPoint for reference.
4. Explain to participants that latrines should be located to minimize the potential of it contaminating the ground water.
5. Explain that groundwater, also known as the water table, is found below latrines. Groundwater flows through the ground, potentially transporting pathogens. It can contaminate wells and boreholes as well as surface water sources, such as lakes and ponds.
6. Explain that there are some simple rules to follow to reduce the risk of groundwater contamination.



7. Show the flip chart or PowerPoint slide with **Rule #1**: The more distance between the bottom of the latrine and the groundwater, the lower the risk of contamination. The bottom of the pit should be at least 2 meters above the highest annual groundwater level.
 - *As the water and pathogens move through the soil over this distance, some will become trapped, and some will die before reaching the groundwater.*
 - *If groundwater is high and there are no other solutions, dig shallow pits. Pits will have to be dug more frequently.*



8. Show the flip chart or slide with **Rule #2**: The greater the horizontal distance between the latrine and the drinking water source the lower the risk of contamination.
 - *The greater the distance, the longer it will take for a pathogen to travel and it is more likely the pathogens will die or be trapped before reaching the drinking water source.*

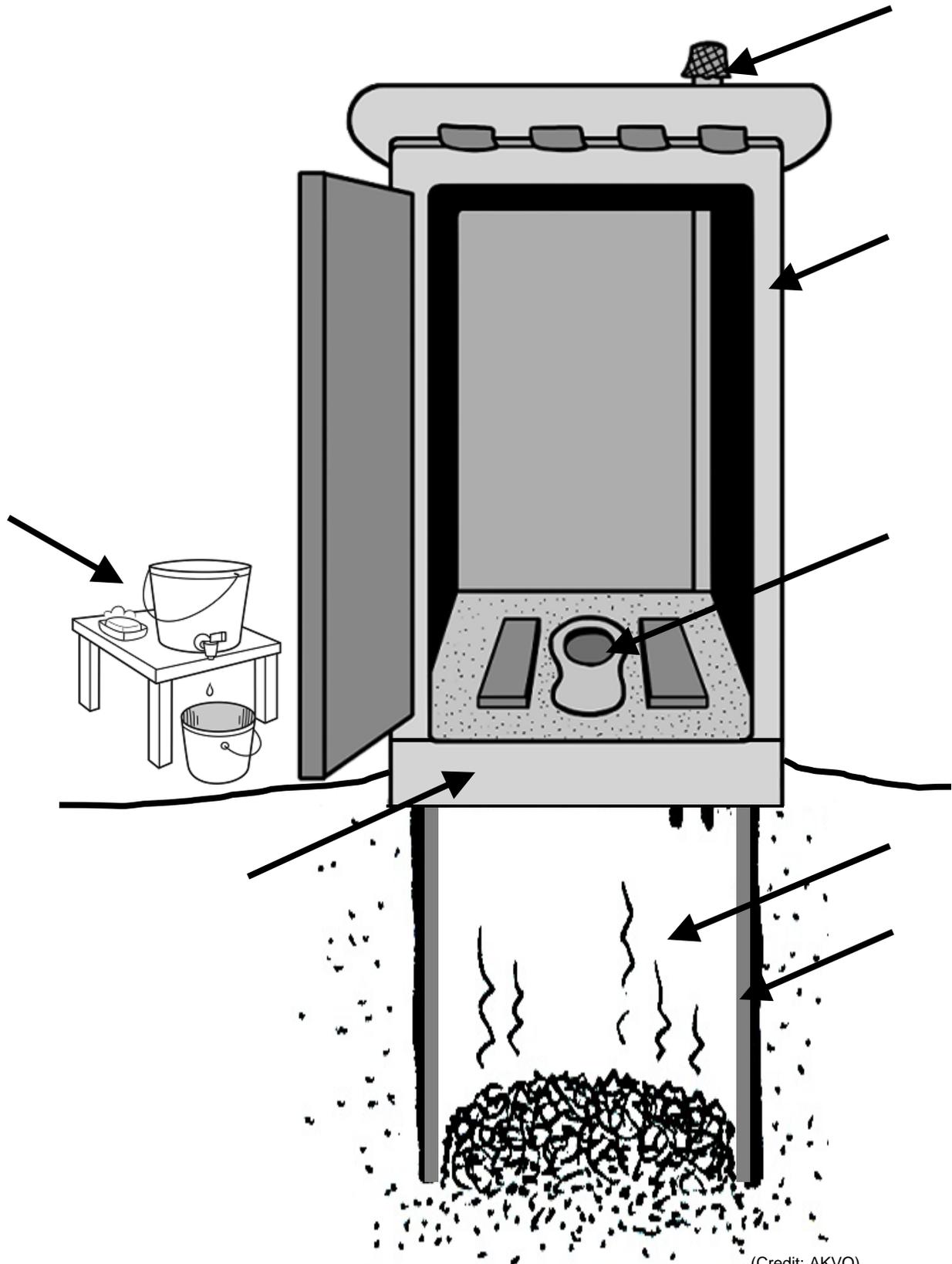
- *Minimum separation distances between the latrine and drinking water source are recommended depending on the type of soil or rock.*
 - *A 30-metre separation distance between a latrine and drinking water source is often recommended. There will be times when this distance will not work. There may be situations when a shorter distance will be acceptable and other situations where the groundwater is contaminated despite the 30-metre separation.*
-  9. Show the flip chart or PowerPoint slide with **Rule #3**: Site latrines lower than the drinking water source.
- *Groundwater flows downhill.*
 - *In very flat areas, tests may need to be done to determine the flow direction.*
 - *If the latrine is located physically lower than (downhill from) the water source, then it is unlikely that contamination from the latrine will be a problem.*
10. Ask the participants to form pairs. Explain that one of the participants will be a disaster-affected person and the other will be a Community WASH Promoter.
11. Ask the Community WASH Promoter: “explain to the other person the three rules for siting a latrine”.
12. Provide a few minutes for the participants to explain the latrine siting rules to one another.
13. Ask the participants what they can do to make the explanation easy to understand
- a. *Draw pictures, use gestures, show locations around their surroundings*
14. Remind the participants of the three rules by writing them on a piece of flip chart paper or displaying them on a PowerPoint slide.
- *Rule #1: The more distance between the bottom of the latrine and the groundwater, the lower the risk of contamination*
 - *Rule #2: The greater the horizontal distance between the latrine and the drinking water source the lower the risk of contamination.*
 - *Rule #3: Site latrines lower than the drinking water source.*

Review
5 minutes

-  1. Ask participants to form groups of 3 people.
2. Explain that they will form a chain of response. The first person in the group will say a latrine part, the second person will describe the function of the part, and the third person will describe the importance of that part. They should take turns in each role.
3. Give the groups 3 minutes to review as many parts as they can, continuously switching roles.

Reflections on Lesson

Latrine Diagram



(Credit: AKVO)

Activity: Latrine Part Function Cards


Provides privacy and shelter for users.	Provides a solid base for the user to stand on. It is a barrier between the user and the stored excreta.
The pan, seat or hole inside the latrine into which users urinate and defecate.	Users can wash pathogens off their hands immediately after using the latrine.
Stores excreta, water and anal cleansing materials.	Allows gas to escape. Reduces smells inside the latrine. Reduces flies.
Supports the pit walls so they do not collapse, especially in loose soil or when the pit is emptied. Also supports the slab.	

Lesson Plan: Handwashing



**45 minutes total
(Optional 1 hour)**

Lesson Description



The focus of this lesson is to provide participants with crucial information about handwashing and hygiene to prevent the spread of disease with an optional section on how to construct a low-cost handwashing station.

Learning Outcomes



At the end of this session participants will be able to:

1. Demonstrate proper handwashing technique
2. List the critical times for handwashing
3. **Optional:** Discuss ways to motivate people to wash their hands
4. **Optional:** Construct a handwashing station

Materials



- Flip chart paper
- Markers
- Handwashing station (water, soap, sanitizer)
- Optional: Handwashing Story
- Optional: glitter or turmeric
- Optional: Instructions to build a Tippy Tap

Optional (constructing a handwashing station)

- Print a copy of the instructions
- 2x2m forked wooden sticks
- 2x1m straight wooden sticks
- Shovel (or other digging tools)
- Water container with handle
- Gravel
- Soap
- String

Preparation



- Change the name for the handwashing story to a local female name and print 1 copy per 2 participants
- Optional: Write the learning outcomes or lesson description on flip chart paper
- Optional: Prepare handwashing station construction materials.

Introduction

5 minutes

Option A: Glitter Hand Shake

1. Put a small amount of loose glitter (or another type of powder than can easily spread on contact) on your hands without the participants knowing.
2. Shake hands with everyone and ask them to shake hands with each other as if they are meeting on the street or at a community gathering.

Ask the participants to look at their hands and clothes and see how the glitter has been spread

3. **LINK:** Ask the participants to discuss what diseases can be passed between people when they shake hands.
4. Present the lesson description or learning outcomes.

**Option B: No Glitter Hand Shake**

1. Ask the participants to shake hands with everyone as if they are meeting them on the street or at a community gathering.
2. **LINK:** Ask the participants to discuss what diseases can be passed between people when they shake hands.
3. Present the lesson description or learning outcomes.

Critical Times for Handwashing**10 minutes**

1. Handout 1 copy of Handwashing Story to each 2 participants.
2. Ask participants to read the story and talk about the two most important times *[common local female name]* should have washed her hands in the story

***[common local female name]*'s Story**

[common local female name] and her family live in a small village on the outside of *[local large city]*. Her family uses a latrine on a daily basis. After using the latrine, *[common local female name]* goes back to her household and changes her baby's diaper. After changing the diaper, she takes her baby and goes outside to the market to buy some fruit. She hands the money to the vendor and goes back to her shelter. There, she cuts the fruit into pieces and feeds it to her baby.

3. Provide 2-3 minutes for the participants to discuss.
4. Ask a few groups to share their ideas with the larger group then discuss any disagreements or different ideas.
5. Explain to participants that while there are multiple times where it is important to hand wash, if we can only choose 2 they should be:



- After coming into close contact with feces.
 - Before coming into contact with food.
6. Tell participants that if hands are properly washed during these times it will significantly reduce the spread of diseases. When working with households it is important that we emphasize these two critical times.

Proper Handwashing Technique**10 minutes**

1. Explain to participants that you have been discussing the importance of handwashing without actually discussing the proper methods of handwashing.
2. Ask participants if someone would like to volunteer to come to the front of the room and teach everyone a proper handwashing technique that they have learned in the past.
3. Ask all the participants to follow the instructions of the volunteer.
4. Add any missing information. The general principles should include:
 - a. Wet your hands with clean water (ideally, pouring water)
 - b. Use soap and lather and wash your hands for 10-15 seconds
 - c. Wash your entire hand, front and back
 - d. Wash under each fingernail
 - e. Rinse your hands with clean running water
 - f. Dry your hand with a clean towel or air dry

Factors Influencing Handwashing**20 minutes**

1. Ask participants: “If handwashing is so important, and most people know how to do it, then why isn’t everyone doing it?” Ask participants to share their thoughts.
2. Ask participants: “Imagine someone in a community that is not washing their hands, why are they not doing it?”,
 - “Why would some of you *not* wash your hands?”
 - “What are the challenges, obstacles, and reasons that prevent people from doing this?”
3. Record their answers on flip chart paper.
 - *No handwashing station*
 - *People don’t want to waste clean water*
 - *People don’t know the risks of not handwashing (how likely it is that they can transmit diseases and the impact it will have on them)*
 - *They have never washed their hands in the past*
 - *No one in the community is washing their hands*
 - *They forget to wash their hands*



Trainer Note: As the participants give you answers, ask another trainer to write them on individual printer paper sheets and add them to the ongoing RANAS behaviour change model table under their respective categories of factors. If you do not have another trainer to support you, do this after the lesson is finished, or ask a participant to write them for you

Optional: How CWPs Can Help**25 minutes**

1. Divide the participants into groups of 2 or 3 people.
2. Explain to participants that they will now try to find ways to help household members overcome these challenges.
3. Give each group one of the several challenges for why people would not wash their hands.
4. Give the participants 5 minutes to discuss strategies on how they would help household members adopt the correct, continuous, and consistent way to wash their hands.
5. Ask each group to share strategies. Record the summary of strategies on another flip chart paper.
 - *Find ways to make new handwashing practices convenient and easy to do; such as*
 - i. *placing the handwashing station close to the latrine*
 - ii. *allowing a candy for every time someone washes their hands*
 - iii. *make it a competition by writing down a check mark next to someone's name every time they wash their hands*
 - *Teach people about the benefits of handwashing for health*
 - *Teach people about the benefits of handwashing to look and smell clean; teach them to display their clean hands to other members in their community to show that they are clean*
 - *Help people build their own handwashing stations*

Optional: Building a Handwashing Station**30 minutes**

1. Explain to participants that building a proper handwashing station is quite easy to do. Part of their role as Community WASH Promoters will be to help beneficiaries build their own handwashing station if required.
2. Divide participants into 2-3 groups (depending on the quantity of material and how many handwashing stations you want to build)
3. Give each group a set of instructions to build a handwashing station.
4. Support the participants in the construction of the tippy-tap handwashing station.
5. Discuss challenges that groups may have encountered as a group.

Review**5 minutes**

1. Divide participants into pairs.
2. Explain that they will practice communicating hygiene messages. One person will explain the two most critical times people should wash their hands. The second person will explain the basic steps to proper handwashing.

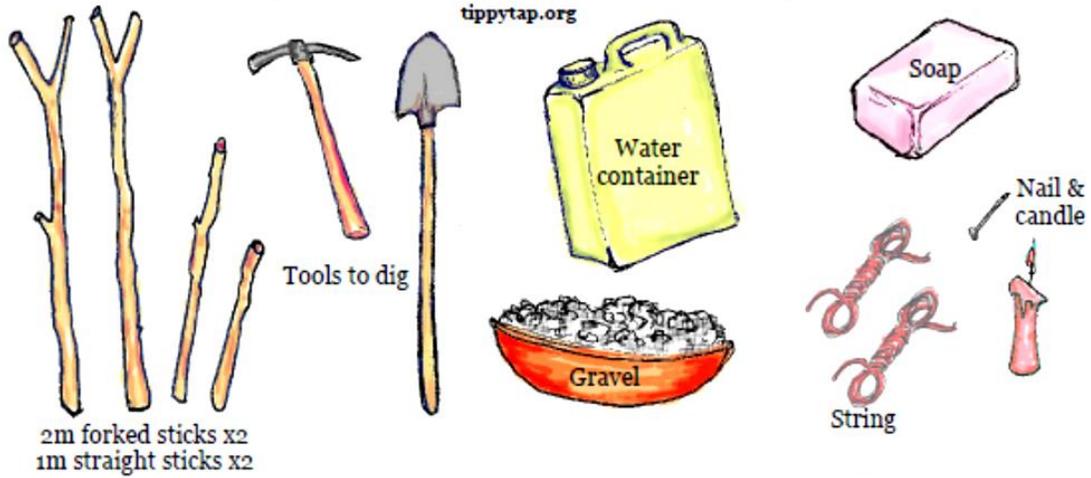
3. Ask participants: "Reflect on your own habits of washing your hands and think of how you could help remind yourself to wash your hands."

Reflections on Lesson

[common local female name] and her family live in a small village on the outside of **[local large city]**. Her family uses a latrine on a daily basis. After using the latrine, **[common local female name]** goes back to her household and changes her baby's diaper. After changing the diaper, she takes her baby and goes outside to the market to buy some fruit. She hands the money to the vendor and goes back to her shelter. There, she cuts the fruit into pieces and feeds it to her baby.

BUILD YOUR OWN TIPPY TAP

tippytap.org



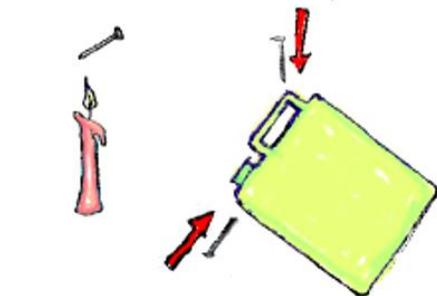
1. Dig two holes 18in deep and about 2ft apart



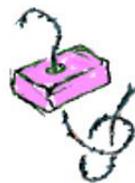
2. Place the forked sticks, ensure they are level



3. Fill holes with soil & rocks and pack tightly



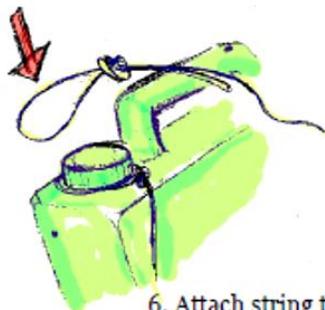
3. Heat the nail and make holes in the water container



4. Make a hole in the soap and thread string

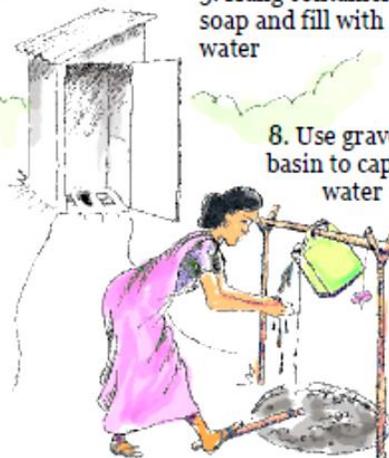


5. Hang container & soap and fill with water



6. Attach string to water container

7. And to foot lever stick



8. Use gravel as basin to capture water



Lesson Plan: Food Hygiene

**60 minutes total**

Lesson Description



This lesson will focus on how food is contaminated. Participants will also explore ways to prevent people from getting sick from eating contaminated food.

Learning Outcomes



At the end of this session participants will be able to:

1. Describe the importance of food hygiene
2. Explain how food can become contaminated
3. List practices to reduce disease transmission through food
4. Discuss indicators of food hygiene in a household

Materials



- Flip chart paper
- Markers
- 5 Keys to Safer Food titles
- Sticky notes

Preparation



- Optional: Write the learning outcomes on flip chart paper
- Read the WHO resource document on food hygiene (<http://www.who.int/foodsafety/publications/5keysmanual/en/>)
- Print and cut the '5 Keys to Safe Food' titles

Introduction

2 minutes

1. Ask participants: "Have you ever become sick after eating at a restaurant?"
2. Ask participants: "Did you wash your hands before eating?" and "Did you drink dirty water?"
3. Explain to participants that even though you may have done everything to not get sick by washing your hands and drinking clean water, people can still get sick from eating food that is contaminated.
4. Present the lesson description or learning outcomes.

Importance of Food Hygiene**15 minutes**

1. Ask the participants: “What is meant by food hygiene?”
 - *The WHO definition: Food hygiene are the conditions and measures necessary to ensure the safety of food from the moment you are cooking it to when you eat it. Food can become contaminated at any point during slaughtering or harvesting, processing, storage, distribution, transportation and preparation.*
2. Explain to participants that food is filled with microorganisms. Microorganisms are very small living things that live in the environment, including food – but not all of them are bad! Most of them are actually very good for you.
3. Explain to participants that we can organize microorganisms into 3 categories: Good, Bad, and Dangerous. Write these 3 titles on the same flip chart paper in 3 columns.
4. Explain that good microorganisms can be used to make food (like cheese, yoghurt, beer, and wine), to make medicine (for example, penicillin), and they are necessary for your stomach to be able to digest food effectively. Write these examples under the ‘Good’ column.
5. Explain to participants that some microorganisms are called spoilage microorganisms. These do not usually make people sick, but they cause our food to smell bad, taste horrible, and look disgusting.
6. Explain that some of these microorganisms are initially safe, but over time they can become unsafe as the microorganisms reproduce. Some of these microorganisms can eventually multiply by eating the nutrients in the food and make the food dangerous to eat.
7. Explain to participants that ‘Dangerous’ microorganisms are unsafe and are the ones that can make people sick and could even lead to death. We can also call these ‘pathogens’. The pathogens in food can be different than the pathogens found in water.
8. Ask participants if they know any dangerous microorganisms or pathogens which can be found in food. *Some answers include Salmonella, E. coli, Giardia, and Hepatitis A.* Write these examples under the column ‘Dangerous’.

Contamination and Reproduction**10 minutes**

1. Explain to participants that all microorganisms need something to move them around; they don’t have legs like animals and human do. Microorganisms move around by attaching themselves to things. Microorganisms need transportation, like we need a car or motorbike to get from one place to another.
2. Explain to participants that the movement of microorganisms by attaching themselves to things is called ‘contamination’. We want to avoid ‘contamination’ in food hygiene.
3. On a new flip chart paper, make 2 columns and write the first title ‘Contamination’.
4. Ask participants: “What are some common things that can help move these microorganisms around? Think back to transmission routes activity.”

- *Hands, water, animals, feces, flies, surfaces used for food preparation, kitchen utensils, glasses, and other food.*
5. Write their answers under the column 'Contamination.'
 6. Explain to participants that microorganisms can reproduce very quickly, just like bacteria can reproduce in water very quickly. A few dangerous microorganisms may not make you sick, but many dangerous microorganisms can. The more dangerous microorganisms there are in the food, the more likely someone can get sick by eating it.
 7. Write 2nd title called 'Reproduction'.
 8. Explain to participants that microorganisms need the same things as humans do to survive and reproduce: food, water, time, and a good temperature. Write these 4 things in the column 'Reproduction'.
-  9. Ask participants: "After learning more about microorganisms, what are the 2 main goals of food hygiene?" Refer to the 2 columns on the board. 1. *To prevent the contamination (or transportation of dangerous microorganisms) of food, and 2. Kill or prevent dangerous microorganisms from reproducing.*

Food Hygiene Practices

20 minutes

-  1. Tell the participants that they are going to work as a group to explore how to prevent food from being contaminated and how to kill or prevent microorganisms from reproducing to keep our food safe to eat.
2. Divide the participants into groups of 4-5 people. Give each group sticky-notes.
 3. Ask the participants to work as a group to write down individual activities that can be done in a household to improve food hygiene on individual sticky notes. These activities should focus on 2 things: preventing contamination and kill/preventing reproduction
 4. Ask the participants to stick their sticky notes on the wall in the front of the room.
 5. As the participants stick them on the wall, group them into the WHO 5 Keys to Safer Food.



- **Keep Clean**
 - i. Wash your hands before handling food and frequently during food preparation
 - ii. Wash your hands after going to the toilet
 - iii. Wash and sanitize all surfaces and equipment used for food preparation
 - iv. Protect kitchen areas and food from insects, pests, and other animals
- **Separate raw and cooked**
 - i. Separate raw meat, poultry, and seafood from other foods
 - ii. Use separate equipment and utensils, such as knives and cutting boards, for handling raw foods

- iii. Store food in containers to avoid contact between raw and prepared foods
 - **Cook thoroughly**
 - i. Cook food thoroughly, especially meat, poultry, eggs, and seafood
 - ii. Bring food like soups and stews to boil to make sure they have reached 70 degrees Celsius. For meat and poultry, make sure that juices are clear, not pink. Ideally, use a thermometer.
 - iii. Reheat cooked food thoroughly
 - **Keep food at safe temperature**
 - i. Do not leave cooked food at room temperature for more than 2 hours
 - ii. Refrigerate promptly all cooked food and food that can go bad (preferably below 5 degrees Celsius)
 - iii. Keep cooked food really hot prior to serving
 - iv. Do not store food too long even in the refrigerator
 - v. Do not thaw frozen food at room temperature
 - **Use safe water and raw materials**
 - i. Use safe water or treat it to make it safe
 - ii. Select fresh and wholesome foods
 - iii. Choose foods processed for safety, such as pasteurized milk
 - iv. Wash fruits and vegetables, especially if eaten raw
6. As you explain the 5 keys, stick the different titles on the side of the groups. Add a few examples if they have not been mentioned.

Indicators of Food Hygiene in a Household

15 minutes



1. Explain to participants that part of their role as Community WASH Promoters is to motivate household members to adopt good food hygiene practices. It can sometimes be difficult to determine if the household members are adopting good hygiene practices already.
2. Explain to participants that they will now discuss ways that a Community WASH Promoter can determine if a household member is using good food hygiene practices.
3. Ask participants: "What are some ways that we can see if a household member is using good food hygiene practices?" Write their answers on flip chart paper at the front under the title '*Ways to observe good food hygiene practices*':
 - *Food covers for flies are present*
 - *Animals cannot easily access the cooking area*
 - *Soap to clean dishes and cooking surfaces is present*
 - *Household is using safe water*

- *Handwashing station is present*
 - *Refrigerator is present*
4. Ask participants to write these answers down on a piece of paper.

Review

5 minutes



1. Ask participants to reflect upon their own behaviours for food hygiene.
2. Ask participants to write down 2 things that they will change for their own food hygiene practices at home.

Reflections on Lesson

1. Keep Clean

**2. Separate raw and
cooked**

3. Cook thoroughly

**4. Keep food at safe
temperature**

**5. Use safe water and raw
materials**

Lesson Plan: Menstrual Hygiene

**60 minutes total**

Lesson Description



This lesson uses a role-play activity to introduce the challenges that many women and girls have in managing their menstrual hygiene, and the impacts on their health and education. Participants will identify solutions to meet the menstrual hygiene needs of women and girls at home and in school.

Learning Outcomes



At the end of this session participants will be able to:

1. Discuss the challenges of menstrual hygiene management for women and girls
2. Discuss the impact of poor menstrual hygiene on health and education
3. Identify solutions to ensure menstrual hygiene-friendly homes and schools

Materials



- Flip chart paper
- Markers
- Tape
- Small sticky notes or stickers
- Role-play cards
- Flip chart paper with Problems – Solutions Charts
- Flip chart paper with drawing of uterus
- Local products used for menstruation (for example, sanitary pads, cloths)
- Local education materials used to teach boys and girls about puberty and menstruation
- Optional: PowerPoint Presentation on Menstrual Hygiene Management

Preparation



- Review topic in Technical Brief: Menstrual Hygiene Management
- Print and cut out the role-play cards for the introduction activity (1 card per participant). Depending on the size of the group, 1 or 2 people can play the student with the object stuck to them role, 1 or 2 people can play the bully role, 1 or 2 people can play the supportive friend role, and the remaining participants can be general students in the classroom.
- Identify participants who would be comfortable actively participating in the role-play as the student with the object stuck to them, bully, and supportive friend. If possible, have at least one man play the role of the student with the object and one woman to play the bully. Speak with these participants individually about their roles the day before or in the morning before the workshop begins so that they are prepared, but do not tell them that this activity is about menstrual hygiene management. Give the the participant the object to stick to their clothes in advance so that the others are unaware of what is happening.

- Rearrange tables and chairs to create a traditional classroom setting. Try to find props to help you transform your appearance into a more traditional classroom teacher (ex: put on a tie or a suit jacket, pull back your hair, or put glasses on).
- Ask the host about local words or phrases used to describe menstruation, practices used for menstrual hygiene, and social and cultural attitudes.
- Find examples of local products that girls and women use for menstruation (for example, sanitary pads, and cloths).
- Find examples of local education materials that are used to teach boys and girls about puberty and menstruation. Books used in schools in Tanzania, Ghana, Ethiopia, and Cambodia can be downloaded for free from: www.growandknow.org/books.html
- Draw a large image of a uterus on flip chart paper (see image below for reference)
- Draw 4-5 blank 'Problems – Solutions Charts'. (1 per 3-4 participants) (See end of lesson plan)
- Optional: cue and prepare PowerPoint presentation on Menstrual Hygiene Management
- Optional: Write the Learning Outcomes on flip chart paper

Introduction
10 minutes

1. Ask the participants to imagine that they are back in school.
2. Stand at the front of the room and teach a simple lesson to the students that is appropriate based on the participant's existing knowledge. Be authoritarian, for example, make students raise their hands and then stand up when they have a question.
3. After a few minutes, ask the student(s) with the object on their clothes to come to the front of the classroom and do something in front of the other students. For example: ask them to write something on the board or flip chart or recite some text.
4. When the student(s) ask for permission to leave the classroom, make them stand up and explain why they need to leave. Make them feel uncomfortable and embarrassed.
5. Do not reprimand or punish the participants who are playing the role of the bully when they identify the object on the student's clothes. You can also tease the student about the object. If the bully is not able to identify the student after a few minutes, then you can identify the student and tease them about the object.
6. After the role-play is finished, do not present the lesson description or the learning outcomes.
7. When the role-play is over ask participants to leave the room. Rearrange the chairs into a circle, return to your original appearance, and then invite the participants to re-enter the room.

Role-play Debrief
10 minutes



1. Ask the group to sit in a circle to make the debrief activity more intimate.
2. Ask the participants playing the role of general students to describe what they observed.
3. Ask the participants playing the general students to describe what they felt.
4. Ask the participant(s) with the object to describe how it felt to hide their object from others and then be teased about it. *Stressful, difficult, couldn't concentrate on teacher and lesson, wanted to leave to make it easier to hide the object*
5. Ask the bully to describe how it felt to tease the other student(s).
6. Ask the friend to describe how it felt to support the other student(s) when they were being teased by the teacher and bully.



7. Ask the group to discuss what impact this could have on a student's attendance at school and their education.

- *Stay home, avoid school, easier to hide object from others, poor education decreases chances for job opportunities and perpetuates the poverty cycle (discussed on the first day of the workshop)*



8. Ask the participants: "What did the embarrassed person need to be able to cope and not be affected by a situation like this?" You may use the following 2 categories to help with the discussion:

- *Personal (Internal): Motivation, courage, confidence, self-esteem, determination*
- *Outside (External): Encouragement, support, knowledge, skills, rewards/incentives, consequences, environment, social influences*



9. Ask the participants: "How is this role-play activity similar to real life?"

- *Menstrual hygiene for women and girls.*

10. Present the lesson description or learning outcomes.

Menstruation Facts

10 minutes



1. Optional: start the PowerPoint presentation.
2. Ask the participants: "How comfortable are you talking about menstrual hygiene management?" Ask participants to use 5 fingers for very comfortable and 1 finger for not very comfortable.
3. Explain to participants that men and women are equally responsible for talking about menstrual hygiene management. We all have to become as comfortable as possible talking about menstrual hygiene, for the sake of the good health of the women and girls in our own lives.
4. Display the image of the uterus and fallopian tubes.
5. Use the diagram to explain a woman's reproductive system and menstruation and present the following facts:



- *Menstruation, commonly called a period, is the natural process of shedding the lining of a woman or adolescent girl's uterus. During menstruation, blood flows*

from the uterus and passes out of the body through the vagina. This process happens for 2–7 days every month as part of a normal menstrual cycle.

- Girls begin to menstruate usually between the ages of 9 and 14. Menstruation usually stops when a woman is in her late 40s or early 50s, which is called menopause. A woman will menstruate for about 3,000 days during her lifetime.
- Having regular menstrual cycles is a sign that important parts of the female body are working normally. The menstrual cycle provides hormones, which are important body chemicals, to keep women and girls healthy. It also prepares the body for pregnancy each month.



Trainer Note: This information may be review for participants or new information depending on their background and culture. Try to use local words and expressions if you know them.



6. Discuss that menstruation is a natural process; however, if not properly managed it can result in health problems. Optional: Hold up a rag, cloth, or other local sanitary product. Ask participants to imagine not being able to properly clean it with soap and water, hanging it in a dark place, and then putting it against your skin for a whole day. Ask the participants to imagine how that would feel.
7. Ask the participants: “What might be the impact of poor menstrual hygiene on a woman or girl’s health?”
 - Reports have identified links between poor menstrual hygiene practices and the following health impacts in women and girls: rashes and irritations; urinary, vaginal, and perineal infections; complications with reproduction and pregnancy, complications associated with female genital mutilation or cutting.

Problems – Solutions Chart

30 minutes



1. Divide participants into groups of 3 or 4 people.



Trainer Note: Try to split up the groups by gender. A great point of discussion is showing how men and women have different ideas of the problems and solutions related to menstrual hygiene management.

2. Using 1 of the Problems – Solutions Charts as an example, explain to participants that the bottom octagons, like stop signs, are the problems, challenges, and barriers to having good, safe, and respectful menstrual hygiene management. The top rectangles are the solutions. The problems and solutions are divided into 3 columns: home, school, and both.
3. Explain to participants you only want them to discuss as a group and fill out the ‘Problems’ section of the Problems – Solutions Chart. You will be working on the ‘Solutions’ part later in the lesson.



4. Hand out a ‘Problems – Solutions Chart’ to each group.
5. Give the participants 10 minutes to complete the ‘Problems’ section.



6. Ask each group to present their ‘Problems’. Discuss the challenges and barriers with the large group.
 - Lack of sanitary products
 - Lack of water and soap for cleaning

- *Lack of access to appropriate sanitation facilities*
 - *Cultural and religious restrictions*
 - *Shame and embarrassment*
 - *Lack of information and awareness*
7. Ask the participants to return to their groups and brainstorm some solutions to the barriers and challenges. Ask them to record their ideas on the chart. Remind them that the solutions are divided into 3 categories: home, school, and both.
 8. After 10 minutes, ask the participants to present the “Solutions”.
 9. Discuss the solutions with the large group. Emphasize that both the hardware (for example, WASH facilities) and software (for example, information and education) are needed to encourage good menstrual hygiene at home, school, and both.
 - *Ensure sanitary products and underwear are available, affordable, and easy to access.*
 - *Provide access to water, sanitation, and hygiene at home and in public places, like schools and work. Women and girls need somewhere safe and private to change their sanitary products; clean water and soap for washing their hands, bodies, and reusable cloths; and facilities for safely disposing of used sanitary products or a clean and well-lit place to dry them if reusable.*
 - *Provide factual information to girls and boys, men and women to counter negative customs and give positive support to women and girls. Schools provide an opportunity to reach many girls (and boys) with information on menstrual hygiene.*
 - *Offer education programs for teachers and school authorities, as well as sensitization for parents and wider communities.*
 10. Ask the participants to discuss with a partner how they plan to address the issue with households as Community WASH Promoters. Give them 5 minutes to discuss.
 11. Ask the participants if anyone would like to share strategies on how they plan to address menstrual hygiene with households as Community WASH Promoters.
 12. Ask the participants to share any specific examples that they have seen or used in their work to support menstrual hygiene management. Show examples of local education materials that are used to teach boys and girls about puberty and menstruation.

Review
5 minutes

1. In pairs, ask participants to discuss how they might use this information on a personal level.

Reflections on Lesson

Introduction Activity: Role-play Cards

You are a 14-year-old student in a classroom with other boys and girls. You have an object stuck to your clothes which is very embarrassing and shameful in your culture. You need to try to hide the object from your classmates and teacher and not discuss it with anyone else.

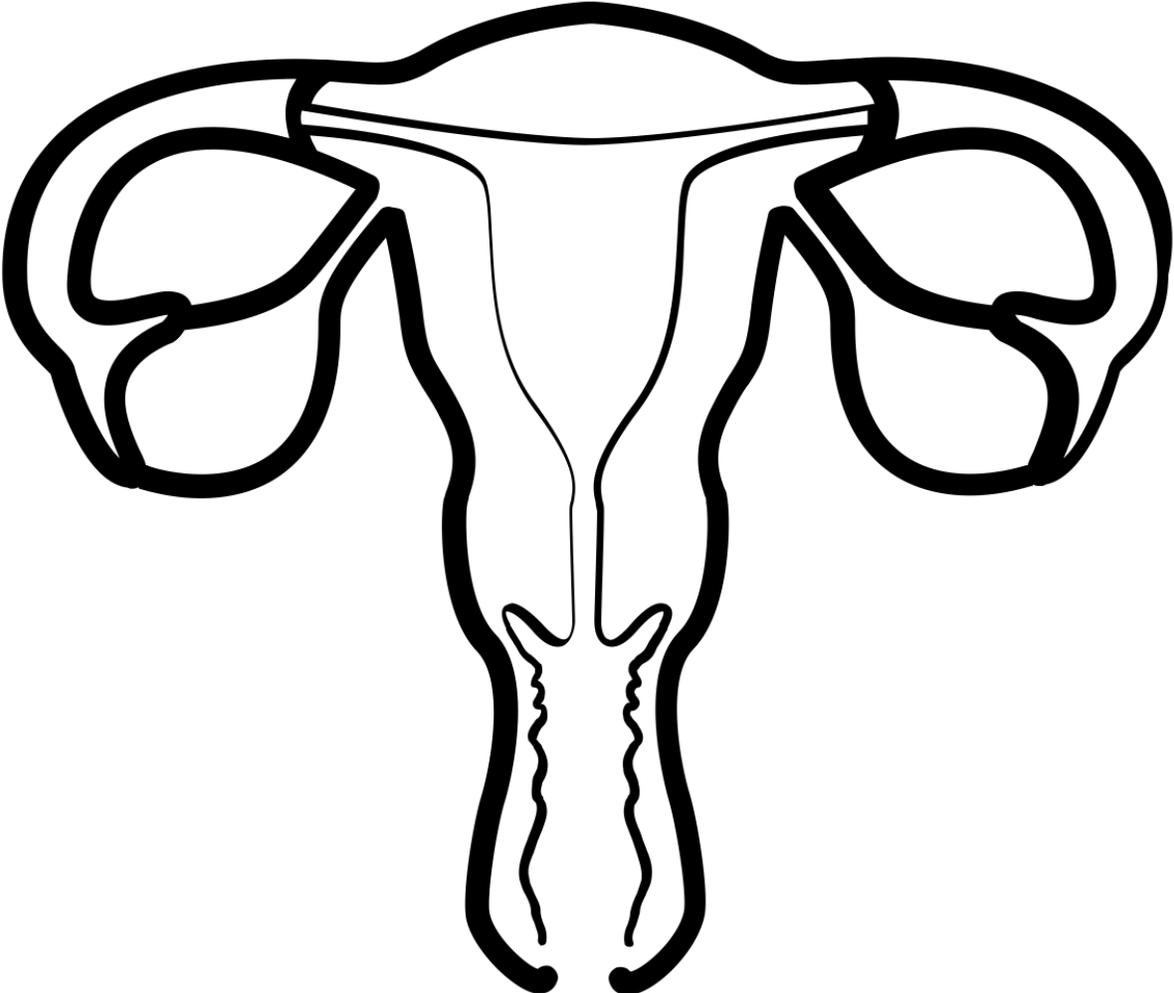
After a few minutes in the role-play, raise your hand to ask the teacher if you can leave the classroom for a personal reason. You secretly want to remove the object from your clothes, but do not say why you need to leave the class.

You are a 14-year-old student in a classroom with other boys and girls. One of your classmates has an object stuck to their clothes which is very embarrassing and shameful in your culture. They are trying to hide the object from everyone. Try to identify this student and tease them in front of the class when you notice the object.

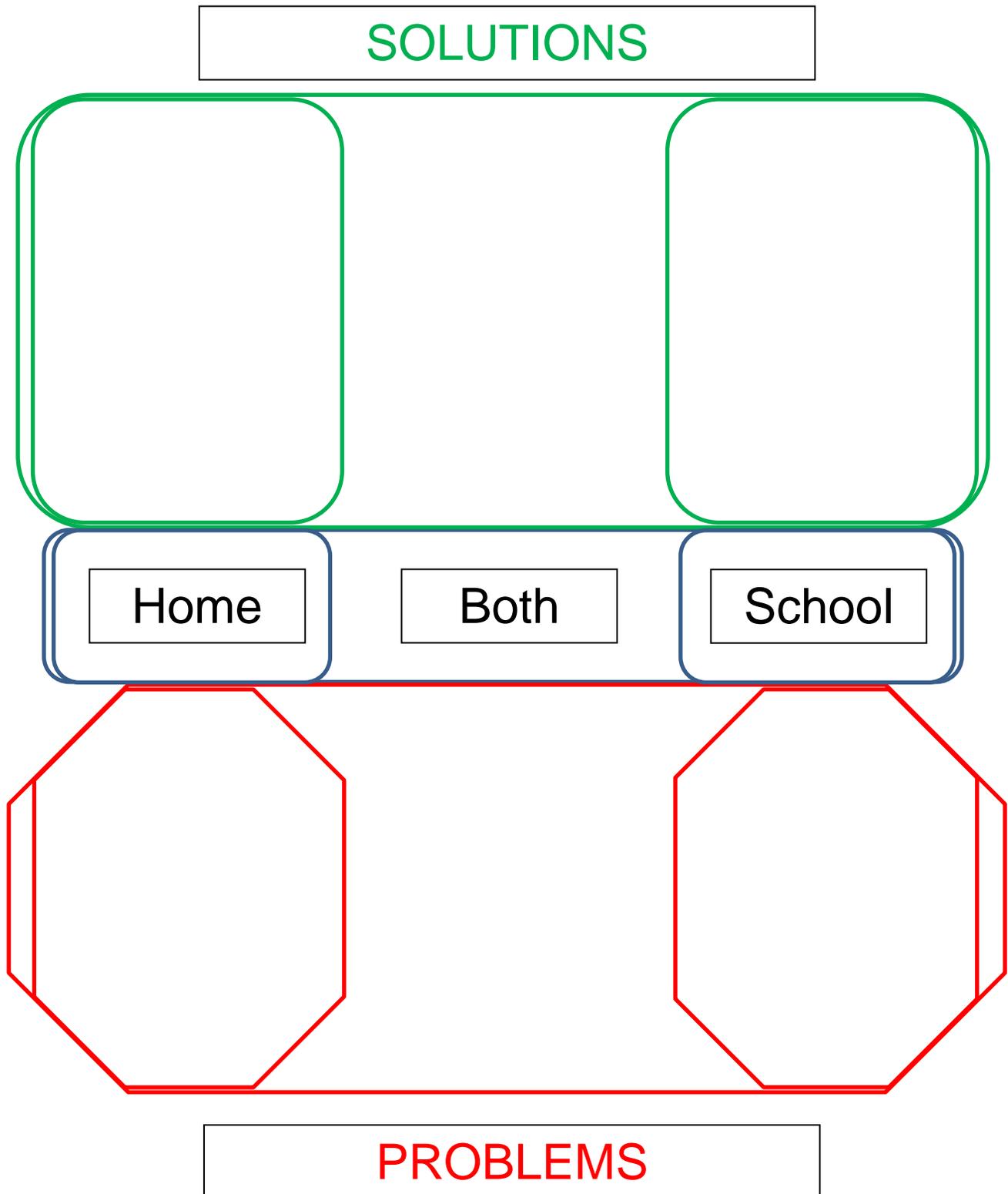
You are a 14-year-old student in a classroom with other boys and girls. One of your friends has an object stuck to their clothes which is very embarrassing and shameful in your culture. They are trying to hide the object from everyone. Provide support to your friend if they are bullied by others and try to make them feel more comfortable.

You are a 14-year-old student in a classroom with other boys and girls. Participate in the lesson and follow the teacher's instructions.

Image of Uterus and Fallopian Tubes



The Problem – Solutions Chart



Lesson Plan: Solid Waste Management



60 minutes total

Lesson Description



This lesson introduces the importance of managing waste. It covers an integrated solid waste management and the different stages where intervention activities can be effective, including reducing, reusing, recycling, composting, burning, and burying.

Learning Outcomes



At the end of this session participants will be able to:

1. Discuss the importance of managing waste
2. Discuss ways to reduce, reuse, and recycle solid waste
3. Describe composting and its benefits
4. Discuss ways to collect and transport solid waste
5. Discuss the hazards and safety precautions of burning and burying solid waste

Materials



- Flipchart paper
- Tape
- Markers
- Scissors
- Bag of garbage (e.g., bottles, cans, paper, plastic, food waste)
- Gloves
- 'Bag of Garbage' activity cards

Preparation



- Review topic in Technical Brief 'Solid Waste Management'
- Print and cut out the cards from the activity 'Bag of Garbage'
 - 1 copy with enough cards for each participant
 - 3 copies for review activity
- Write the heading "*Reduce*" on flipchart paper
- Write the heading "*Recycling*" on flipchart paper
- Write the heading "*Composting*" on flipchart paper
- Write the heading "*Burning*" on flipchart paper
- Write the heading "*Burying*" on flipchart paper
- Optional: Write the Learning Outcomes on flipchart paper

Introduction**5 minutes**

1. Wearing a pair of gloves, go through a bag of garbage in an exaggerated way looking for something. Toss the items all over the floor.
2. Respond to the participants' reaction accordingly, eventually asking what's wrong with what you are doing?
3. **LINK:** Ask the participants why throwing garbage all over the place is not a good practice?
4. Present the lesson description or learning outcomes.

The Importance of Managing Waste**10 minutes**

1. Divide the participants into groups of 3-4 people.
2. Ask each group: "Why is it important to manage waste properly?" Write their answers on flipchart paper:
 - *Reduce breeding grounds for bugs, rodents, mosquitos, snakes, and other animals which can spread diseases*
 - *Protect the environment and water sources*
 - *Waste can block drainage canals and contribute to flooding*
 - *Rotting waste produces air pollution, which is harmful to your health*
 - *Using more waste requires the making of new products, which is bad for the environment*
 - *Hazardous waste can be dangerous*
 - *Visible pollution*

Reduce, Reuse, Recycle**10 minutes**

1. Give each participant a card from the 'Bag of Garbage' activity. Explain that for the rest of the lesson they will be the item on the card that they hold. Tell participants that all together, the items create an imaginary bag of garbage that belongs to you. They are going to go through the different ways to manage waste.
2. Explain to participants that the goal of this activity will be to manage all of the waste in the bag properly. By the end of the activity, we want to have nothing left in the bag.
3. Ask participants: "What is the very first thing we can do to make the bag smaller?" *Reduce the amount of waste we use in the first place.*
4. Ask participants: "Why is it important to use less?" *Using less means we can be more efficient in the products that we use and make the disposal and management of waste that much easier.*

5. Ask participants: “What are some things that we can do in our everyday lives that can help reduce the amount of waste we create?” Write their answers on the ‘Reduce’ flipchart.
 - *Don’t take a plastic bag when you buy something from a shop*
 - *Use reusable containers, like plastic bottles rather than buying new ones*
 - *Try to fix or repair things when they break*
6. As participants give you answer, you will notice that some are actually relevant to reusing products rather than simply reducing. When, and if, this happens, add the title: “/Reuse” to the title of this flipchart.
7. Ask the participants: “Are there any items that could be reused for the same, or for a different purpose?” Add their answers to the list.
8. Explain to participants that there is a 3rd ‘R’ that they could do with waste: “Recycling”.
-  9. Ask the participants: “What is recycling?” and “What are some benefits of recycling?” Record answers on the “Recycling” flipchart.
 - *Recycling is taking a product, breaking it down from its current form, and making something new from the same material*
 - *Recycling companies often pay for materials, income can be generated*
 - *Good for the environment, uses less raw materials*
10. Ask participants: “Are there any recycling centres in the country?”
11. Ask the participants: “What items can be recycled here?” Record answers on “Recycling” flipchart.
 - *Paper, metal, plastic, glass*
12. Ask the participants: “If your card item can be recycled, then please bring it and make a small pile in the middle of the room with your cards.” Tell participants that we have taken those items out of our garbage bag to be recycled.

Composting

10 minutes

-  1. Ask the participants: “What is composting?” Record answers on the “Composting” flipchart.
 - *A natural process that breaks down organic material (material that once came from a living thing) to create a valuable soil amendment*
-  2. Ask the participants: “What items can be composted?” Record answers on “Composting” flipchart.
 - *Fruit, vegetables, paper, husks, grass, leaves*
3. Ask those participants with compostable items to bring their cards and make a new pile in the middle of the room.
-  4. Discuss the benefits of composting. Record main points on “Composting” flipchart.

- *In developing countries, up to 85% of the waste stream is organic material that can be composted*
 - *Reduces the amount of waste to be collected and transported*
 - *Creates valuable resource for agriculture, including a home garden*
 - *Soil holds water better*
 - *Enhances effectiveness of fertilizer*
 - *Can be done at home*
 - *Costs very little to get started and nothing to operate*
5. Explain to participants that you have now reduced and reused the items that you could, you have recycled the ones you could at the recycling centre, and you have sorted all the compost into an area in the back of the household.

Leftover Waste

25 minutes



1. Tell the participants that you can now lift the bag, but you want it to be taken away because you don't want to see garbage scattered across your yard or community. Ask the participants: "How can I get the bag of garbage taken away?" Discuss the following points and record them on the "Collection" flipchart.



- *Formal collection services – mostly serve planned urban and wealthy areas. Big trucks often can't fit into unplanned areas because roads are too narrow, too steep, or poor quality.*
 - *Take waste to a centralized point where waste services will pick it up.*
 - *Pay someone with smaller vehicles to pick it up – tricycle carts, hand carts, semi-motorized carts.*
2. Tell participants that you checked your imaginary area and there are absolutely no collection services near you. Not even a centralized pick-up site. Ask the participants what can you do to make the garbage disappear?
- *Burn it, bury it*
3. Ask the participants: "What are the dangers of burning waste at home?" Record responses on the "Burning" flipchart.
- *Fire spreading*
 - *Chemicals released into the air – plastics are especially dangerous. Wood, paper, and some construction debris are less dangerous. Chemicals cause serious air pollution and are related to illnesses such as cancer.*
 - *Smoke from burning is hazardous to human health, especially lungs. Also bothers eyes, nose, and throat.*
4. Ask those with cards left in the garbage bag to line up from least hazardous at the front, to most hazardous at the back. Once lined up, ask the participants to say their item aloud.

5. Ask the participants: “If there was no other option but to burn the materials, how can that be done safely?” Record main points on “*Burning*” flipchart.
- *Burn waste as far away as possible from people and items that can catch fire, such as your house*
 - *Burn it in a pit or a barrel to prevent fire spreading*
 - *Bury ashes in a pit or landfill; they may have dangerous substances in them*
6. Tell participants that you have lots of property and you want to bury the waste because you don’t want to burn it due to the health effects. Explain what happens when garbage is buried.
- *Leachate, a liquid that is produced as materials break down, is formed and can contaminate groundwater*
 - *Greenhouse gases (e.g., methane) are released. Taking out the organics and composting them reduces the amount of gases produced*
 - *Methane gas can also migrate and is explosive*
7. Knowing the concerns, ask the participants to discuss what they would recommend for locating and maintaining a pit. Record responses on the “*Burying*” flipchart.
- *Locate the site at least 500 metres away and downhill from drinking water sources.*
 - *Ensure that there are at least 2 metres between the bottom of the disposal pit and the highest annual groundwater level. The more distance between the bottom of the pit and the groundwater, the lower the risk of contamination.*
 - *Do not dispose of waste in an area susceptible to flooding.*
 - *Locate the site in clay-like soil if possible. The smaller the soil grain size, the lower the risk of soil and groundwater contamination. Do not dispose of waste in sandy areas.*
 - *Cover waste with 0.1 metres of soil or ash regularly (e.g., daily or weekly) to reduce smells and pests, and prevent waste from blowing away.*
 - *Construct a fence to keep animals and children out of the disposal site.*
8. Discuss any hazardous waste materials that are left over (e.g., batteries, used syringe) and options for their disposal.
- *Do not reuse containers that held hazardous material*
 - *Do not burn hazardous waste*
 - *Do not dispose of hazardous waste in latrines, drainage channels, water sources, or on the ground*
 - *Use less hazardous materials as substitutes*
 - *Separate hazardous waste from general household waste*
 - *Use better storage before and during collection of hazardous waste*
 - *Dispose of hazardous waste in a separate landfill site from general household waste*

- *Take medical waste to a local health care facility for disposal, if available*
9. Ask the participants to discuss in pairs what they have learned and what methods they might use to promote better solid waste management in communities. Share some responses with the large group.

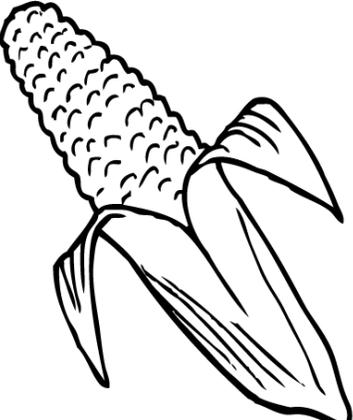
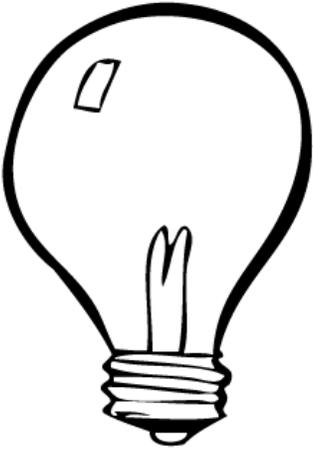
Review**5 minutes**

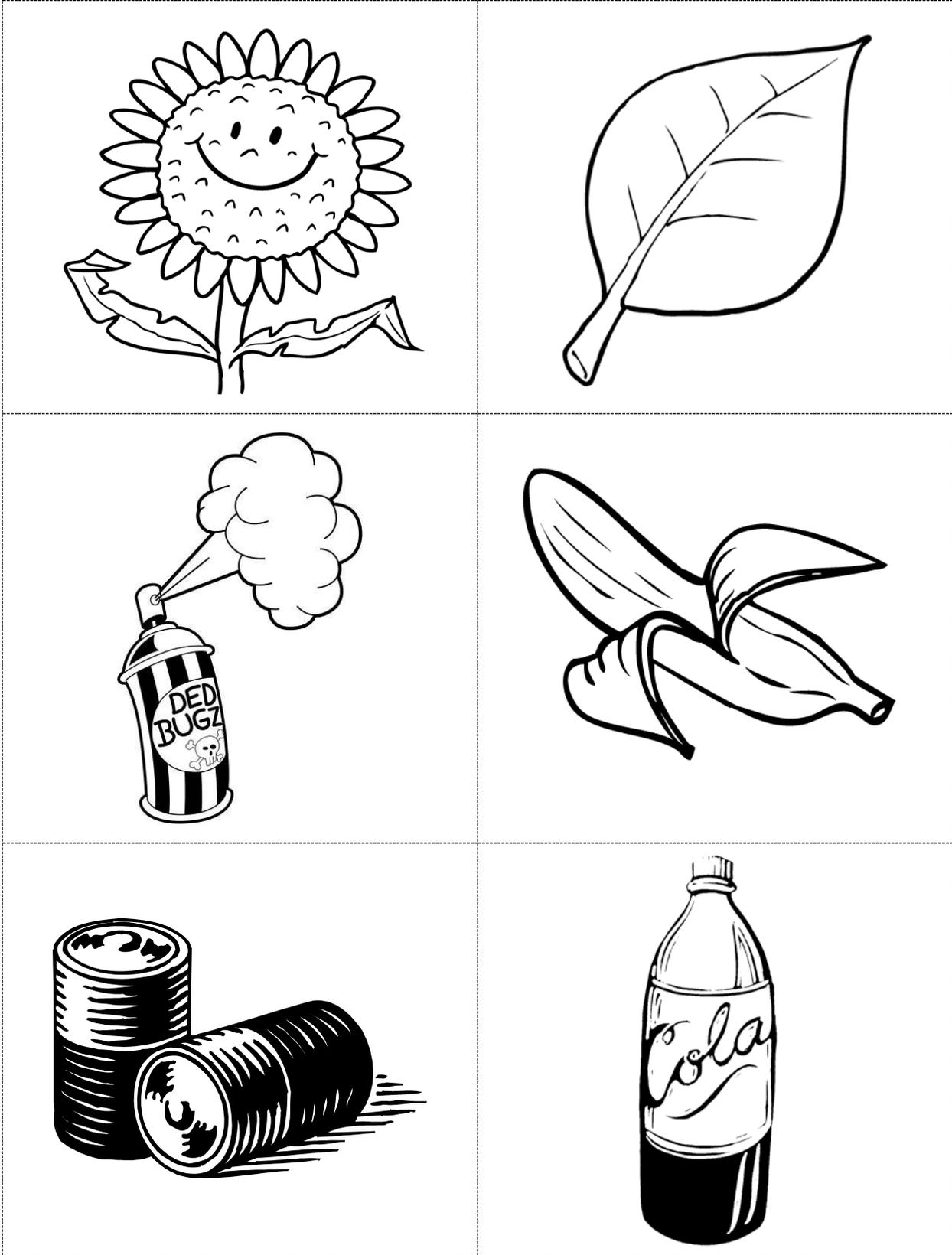
1. Divide participants into three groups. Hand out one set of the 'Bag of Garbage' activity cards to each group.
2. Explain that the participants will take turns running across the room to place one card in the correct waste management pile (e.g., recycle, compost, burn/bury, hazardous waste). The participant must return to their group before the next person can do the same. The first group to sort all their cards wins.

Reflections on Lesson

Activity: Bag of Garbage







Lesson Plan: Insects and Animals


35 minutes total

Lesson Description



This lesson focuses on the ways that insects and animals contribute to the spread of pathogens and diseases. Participants also discuss strategies to reduce diseases transmission.

Learning Outcomes



At the end of this lesson, participants will be able to:

1. Explain the importance of managing insects and animals
2. Discuss how insects and animals can spread diseases
3. Identify strategies to manage insects and animals in a household

Materials



- Flipchart paper
- Markers
- 5 Images of animals and insects

Preparation



- Read the 'Animals Excreta Management' Technical Brief
- Read the 'Vector Control' Technical Brief
- Prepare 5 flipchart papers with the titles: 'How it spreads diseases' and 'Ways to prevent spread'
- Print the 5 pictures of flies, chickens/pig/cow/dogs/goats, mosquitos, rodents, and cockroaches
- Optional: Write the learning outcomes on flip chart paper

Introduction

5 minutes


1. Ask two volunteers to come to the front of the room. Ask the volunteers to stand at opposite ends of the room.
2. Explain that one person is sick, and the other is healthy.
3. Ask participants: "The people are not allowed to move. What are some ways that the sick person could make the healthy person sick?" *Disease transmission through water, through air, and through vectors like mosquitos, animals, fleas, ticks, flies, etc.*
4. Explain to participants that diseases can spread by vectors, also known as transporters of diseases.

5. Present the learning outcomes or lesson description.

How Insects and Animals Spread Diseases

25 minutes



1. Explain to participants that animals and insects can carry diseases and pathogens that can spread to humans.
2. Ask participants: "What are some common diseases or pathogens that are spread by insects or animals? *Malaria, dengue, E. coli, Zika, etc.*"
3. Explain to participants that although insects and animals spread diseases and pathogens, there are very simple ways that we can protect ourselves.



4. Explain to participants that there are 2 categories of ways that you can manage animals and insects to prevent the spread of diseases. The 2 categories are Active Controls and Passive Controls.
5. Write the 2 titles on flipchart paper.
6. Explain that 'Active Controls' are things that we do that directly affects the life of animals or insects. Examples could be: using poison, RAID, or rat glue.
7. Explain that 'Passive Controls' are things that we do to create a safe environment. Examples could be: building fences, protecting food, not having stagnant water, etc.
8. **Graffiti Walls:** Explain to participants that there are 4 different animals or insects which can spread pathogens or diseases. At each station, your group will have 5 minutes to write how that animal or insect is spreading diseases or pathogens. They will also need to write ways to help prevent those diseases or pathogens to spread. Ask participants to try to think of active and passive controls when thinking of strategies. After 5 minutes, the groups will change stations. Rotate the groups until every group has been to every station and the original group is at the original station
9. Ask the groups to read the flipchart papers to review.
10. Encourage discussion of the different ways to control vectors and animals by asking:
 - Which ones are new solutions that you did not know before?
 - What can individual household do to help control vectors and animals?

Review

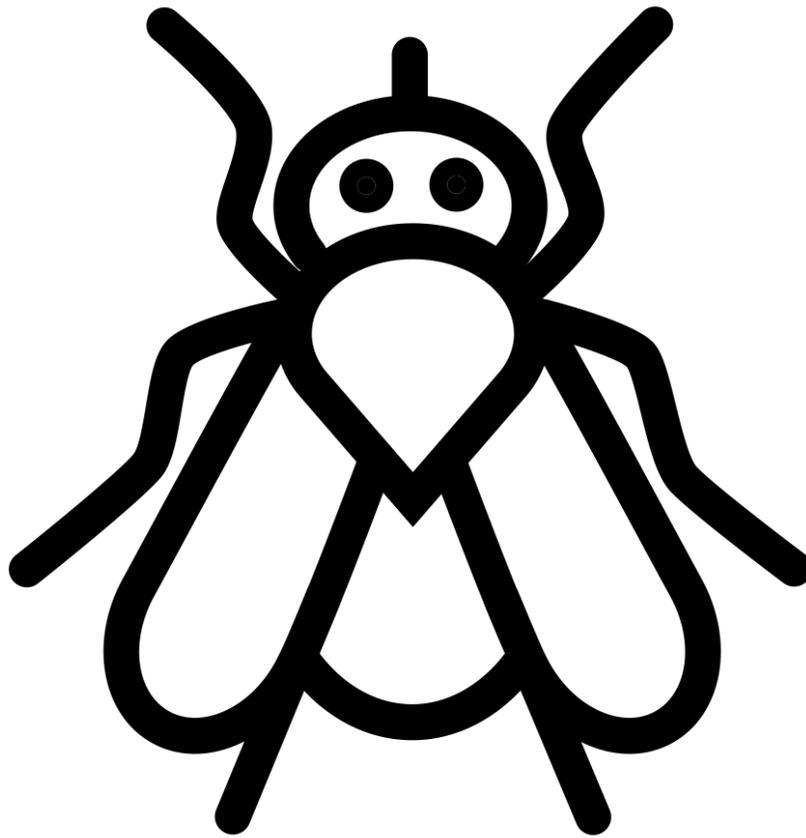
10 minutes



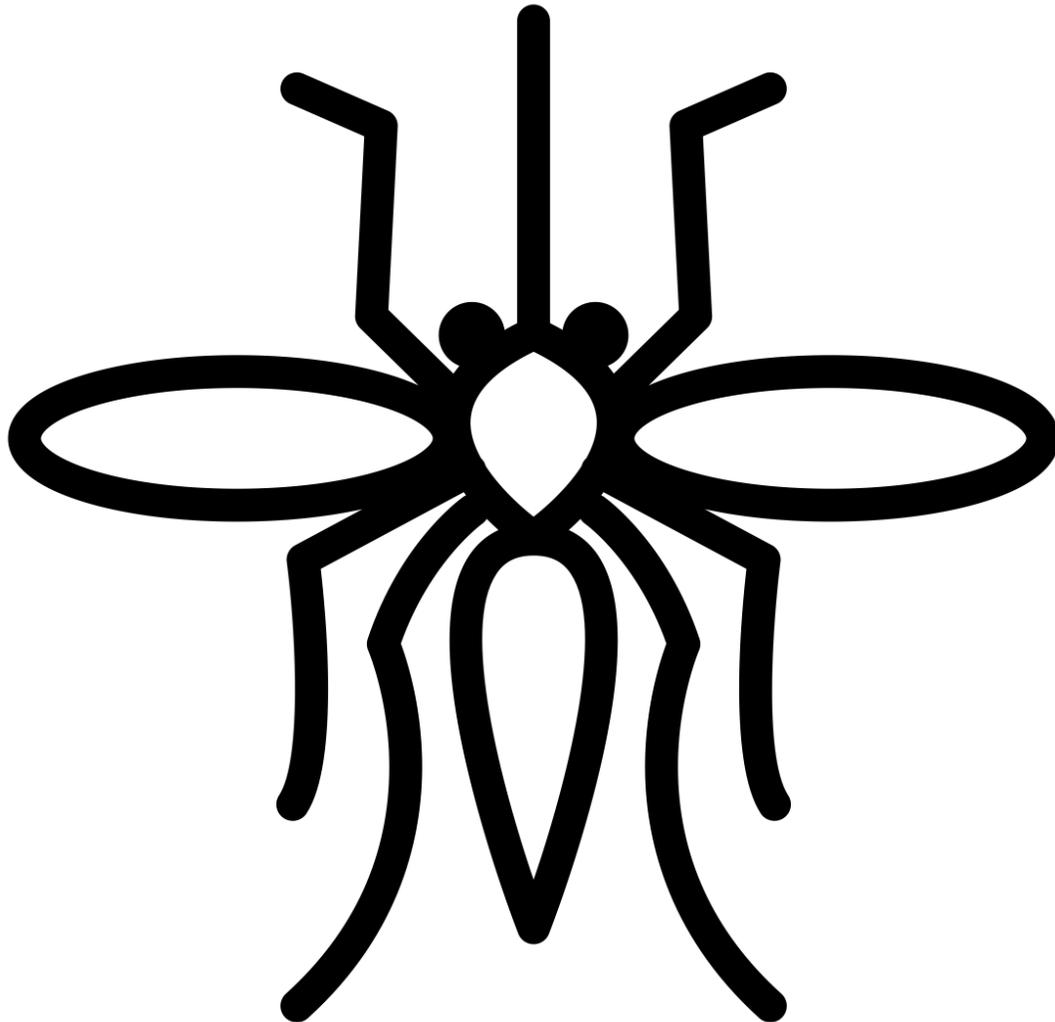
1. Ask participants to remain in their group and write a song or poem to help people remember what they should do to help prevent the spread of diseases from insects and animals.
2. Ask the groups to present their song or poem to the rest of the larger group.

Reflections on Lesson

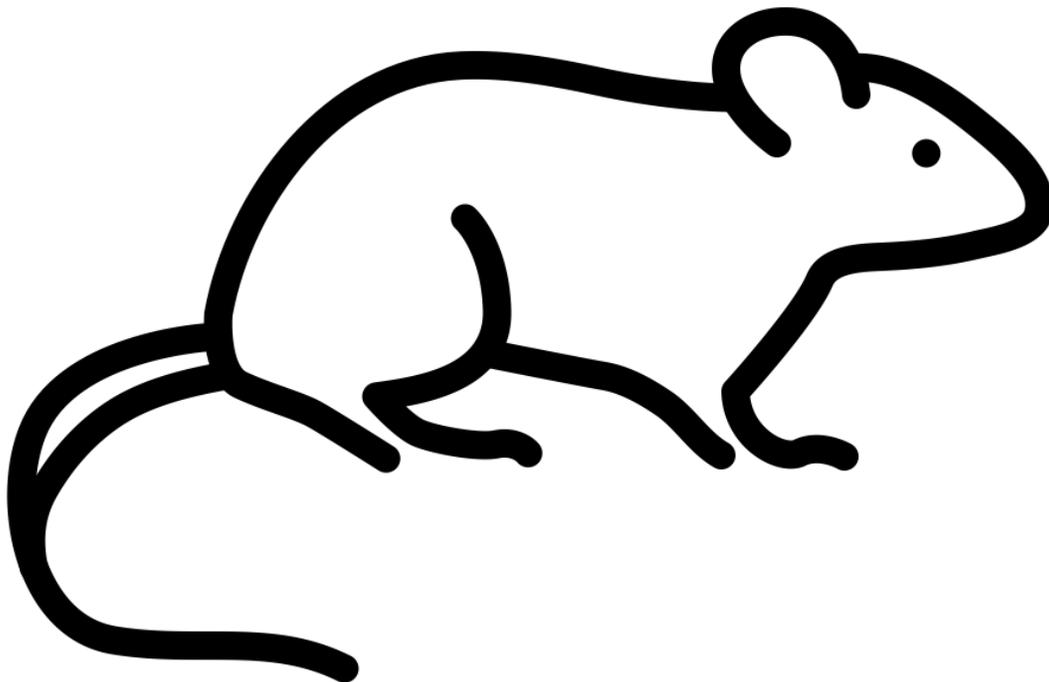
Flies



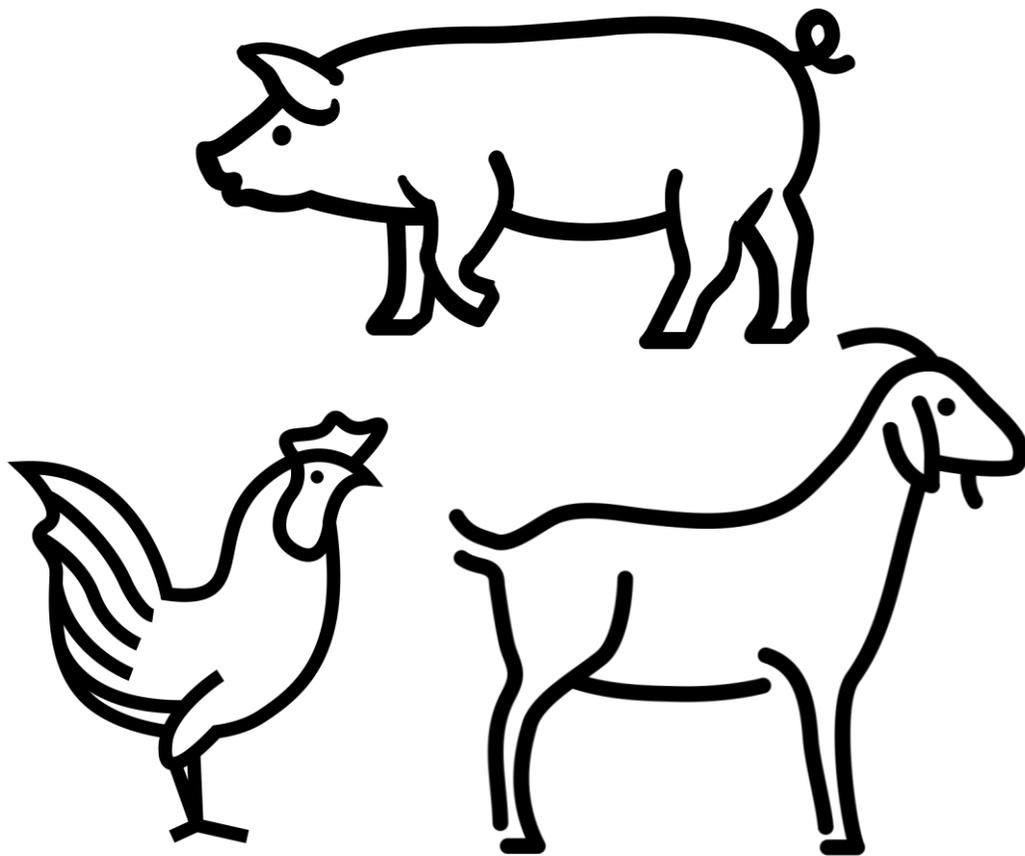
Mosquitos



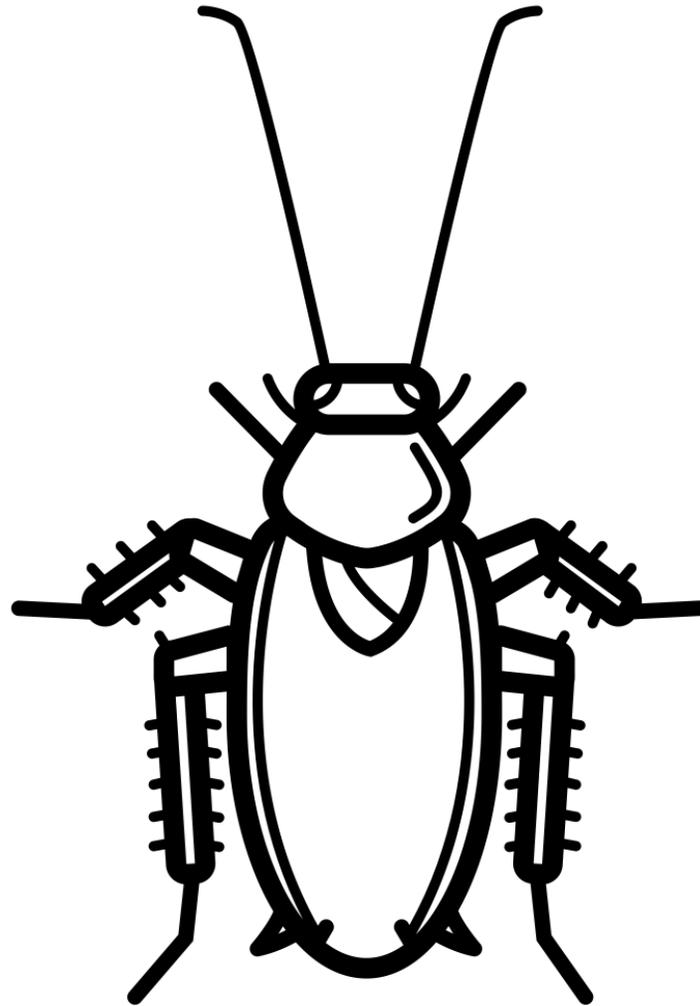
Rodents



Chickens/Cows/Pigs/Dogs/Goats



Cockroaches



Lesson Plan: Gender and WASH



45 minutes total

Lesson Description



This lesson focuses on the differences between sex and gender. Participants will explore how gender is directly related to WASH. Participants will also discuss how gender affects their work as Community WASH Promoters.

Learning Outcomes



At the end of this lesson, participants will be able to:

1. Define the difference between sex and gender
2. Discuss the relationship between WASH and gender
3. Discuss the importance for CWPs to address gender in WASH practices.

Materials



- Markers
- Flip chart paper
- WASH Roles Activity (regional)
- 3 sheets of paper with the following words written on them: “Man”, “Woman”, and “Both”.

Preparation



- Optional: Write the session learning outcomes on flip chart paper
- Draw two signs: one that says ‘Sex’ and another that says ‘Gender’. Tape them to 2 different walls opposing one another.

Introduction

15 minutes



1. Explain to participants that the words gender and sex are often mistaken for one another, and we will be defining them through an activity.
2. Explain to participants that you will be reading out statements. When they hear the statement, they must stand under either ‘Sex’ or ‘Gender’. They will need to decide whether the statement is gender-based, or sex-based. Briefly discuss their choice by asking 1 or 2 participants to explain why they chose their side.



Trainer Note: If participants are unable to get the correct answer after a few attempts, give them the definition of gender and sex, and then return to finish the activity.

3. Say the following statements out loud:
 - a. Women can become pregnant
 - b. Women wear dresses
 - c. Men can grow beards

- d. Men do not cry as much as women
 - e. Women are good cooks
 - f. Women have long hair
 - g. Men go to work to provide for their families
 - h. Women take care of the household
4. Explain to participants: “What is the difference between sex and gender?”
 5. Provide the following definitions and highlight any information missed in the definitions created by the groups:



Sex: *Biological differences between men and women. They are generally permanent and universal (UNDP, 2007). For example, women can give birth to babies and produce milk, men cannot.*

Gender: *Socially constructed roles and responsibilities of women and men that can be changed. Gender roles are constructed by culture, politics, environment, economic, social and religious factors as well as custom, law, ethnicity and individual and institutional bias. For example, women should be homemakers and men should be wage earners. (UNDP, 2007) This includes stereotypes of men and women in the culture.*

6. Ask participants to discuss why the distinction between sex and gender is important. Share some of the answers in the full group. *Place emphasis on the fact that gender can be changed whereas our sex cannot be changed easily without a physical operation.*
7. Explain to participants that in this lesson, they will discuss how gender is related to WASH and how Community WASH Promoters need to think of gender when working with community members.
8. Present the lesson description or learning outcomes.

WASH Roles & Gender

25 minutes



1. Stick the 3 posters up on the wall: 1 man, 1 both, and 1 woman.
2. Give each person 1 of the activity cards from the WASH Roles Activity.
3. Ask participants to think of the activity on their card and decide whether it is mostly done by the man, the woman, or both in the household. Ask them to quietly come to the wall and stick them under their respective titles.
4. When they have finished placing the cards under the signs, have them stand in full view of all the cards laid down.
5. Ask participants to share their overall observations about the way the different activities have been classified. Generally, most of the cards will be under the category of women.
6. Ask the participants to discuss the implication of this division of labour in the home and in the community. Pose questions to further the participants' analysis:

- What happens if the woman gets sick? Will the family just drink untreated water?
 - What if men are not there? Does this mean that there will be no toilets or rubbish pits?
 - What happens if the man is not home when you visit a household to discuss how to address WASH issues?
 - How does this affect your work as a Community WASH Promoter? What will you do differently?
7. Explain the importance of ensuring that everyone in the family and community is informed regarding WASH and that everyone plays a role in WASH in some aspect. It is everyone's responsibility to have proper WASH.



Trainer note: Be sure to mention that these are often difficult issues to discuss at home and should be approached in a delicate way to ensure that respect is given to everyone.

Review

5 minutes



1. Ask the participants to think silently and reflect on the following questions as you read them one by one:
- As a Community WASH Promoter, are you talking to the right person?
 - Should you be talking to different people about different subjects? If so, which ones?
 - How does this lesson help you in your role as a Community WASH Promoter?

Reflections on Lesson

Lesson Plan: Principles of a Household Visit

**60 minutes total**

Lesson Description



This lesson focuses on the purpose of household visits in the realm of behaviour change. Participants will discuss respectful and collaborative approaches when working with households, as well as general steps to take during a household visit.

Learning Outcomes



At the end of this session participants will be able to:

1. Explain the purpose of a household visit
2. Describe the 6 step process of a household visit
3. Discuss principles of working with household members

Materials



- Flip chart paper
- Sticky notes
- Markers

Optional (costume of a Community WASH Promoter):

- Clipboard
- Hat
- Education materials

Preparation



- Read the lesson plan and familiarize yourself with the 6 step process of a household visit
- Optional: Write the learning outcomes on flip chart paper

Introduction

15 minutes

1. Ask the participants if someone would like to be a volunteer for a scenario exercise to play the role of a household member.
2. Ask the volunteer to stand in front of the group. Explain to the volunteer that they will play the role of a household member and must try to improvise answers. Explain to all participants that you will play the role of the Community WASH Promoter coming to the household to talk about WASH practices.
3. If possible, change your attire to look more like a Community WASH Promoter (hold a clipboard, wear a hat, use posters, etc.)



Trainer Note: You will play the role of very *ineffective* Community WASH Promoter. This will mean being very rude, aggressive, condescending, and insulting.

4. Approach the volunteer and greet them only briefly. Don't introduce yourself.
 5. Begin talking at him/her regarding the issue of how water can get contaminated and how the person should really use a latrine. If the volunteer has any questions, pretend you did not hear what they said and continue talking about how water can become contaminated.
 6. Tell the volunteer to show you where they defecate. If they refuse, demand that they show you.
 7. Pretend that the household member is showing you where they defecate. Try to be disgusted by what they are showing you. Begin to list things that they are not doing correctly: no handwashing station, not a maintained latrine, they are not using a water filter, etc.
 8. Pretend you are starting to become angry and disgusted by how the household member is living.
 9. Tell the volunteer that they need to listen to you and start cleaning their latrine better, using a filter, build a handwashing station, wash their hands, cover their food, gather the garbage around the house, get some chlorine, keep the animals away from the house, build a rainwater collection system, etc... Make sure you are listing many things for the beneficiary to change.
 10. Tell the volunteer that they need to change all of these things or they will never be healthy and they will stay poor.
 11. Say goodbye to the volunteer and walk out of the room.
 12. Come back into the room and ask the volunteer to sit back into their seat.
 13. Ask the volunteer: "How do you feel?"
 14. Ask the participants: "Do you think that my method for a household visit was effective?" "Do you think the household member will change his/her behaviour after my visit? *Most likely not.*"
15. Explain to participants that: "throughout this workshop we have been discussing problems and solutions related to water, sanitation, and hygiene; however, we have not yet discussed how to motivate people to adopt these practices."
16. Present the lesson description or learning outcomes.



Purpose of a Household Visit

5 minutes



1. Ask participants: "What is the goal of a household visit?" *The overall goal of a household visit is to help and support community members to change behaviours and adopt good practices in water, sanitation, and hygiene that will lead to improved health and livelihoods.*



2. Explain to participants that a Community WASH Promoter is not a replacement for a poster, a radio message, or a book on how using a filter will help make people healthy. A Community WASH Promoter is not simply a person that brings information to people about the importance of water, sanitation, and hygiene practices.

3. Explain to participants that a Community WASH Promoter is someone who works with people to help and support them to adopt new practices. A household visit is about working *with* household members to help them change their behaviours. As we have covered earlier in the workshop, changing behaviour is very difficult and can take a long time. That means being respectful, friendly, patient, flexible, and open to discuss problems and solutions.

How to be Respectful

35 minutes



1. Remind participants that during the role-play in the introduction, you played the role of a Community WASH Promoter that was rude and not very effective.
2. Explain to participants that we will be looking at how to be more effective and respectful during a household visit and working with people.
3. Explain to participants that they will now work in groups to discuss things that they should do as Community WASH Promoters that will be effective, and things they should avoid doing. They will then present their ideas to the rest of the group.
4. Divide the participants into groups of 4-5 people.
5. Give each group some markers and flip chart paper.
6. Ask participants to make 2 columns: DO and DON'T.
7. Ask participants to make a list of things they should do when visiting a household in the DO column and things they should avoid under the DON'T column.
8. Give the participants 10 minutes to discuss and write down their recommendations.
9. Ask the participants to take turns presenting their ideas to the larger group.

What are the Steps of a Household Visit

20 minutes



1. Explain to participants that they have identified how to behave and act when working with household members, and now we will discuss what to do during a household visit. Explain to participants that they will create a guide for a household visit.



2. Explain to participants that most household visits will be different according to the Community WASH Promoter role or project, the household members present, the location of the home, the needs of the household members, among many other variables; however, we must still have steps to guide us through the process.
3. Draw a large picture of an open hand on flip chart paper.



4. Explain to participants that to remember the things to do during a household visit, we will be using our hand as a guide to the steps. It's easy to use our hand to help us remember the steps.



Trainer Note: Culturally, people count differently with their hands. Some begin with their thumb while others begin with their index fingers, and some start from open hands while others start with closed fists. You may wish to modify the activity depending on your specific context.

5. Ask the participants to make a fist with their hands and stick out their thumbs.
6. Ask participants: “What do you think is the first thing we should do when we arrive at a household? *Greet the household member in a polite and friendly manner.*”



Trainer Note: Greetings can be very different in every culture. It is sometimes normal for a greeting to take a long time, much longer than simply a handshake. The participants will know their own context.

7. Next to the thumb of the hand you have just drawn, write ‘*Greeting*’.



8. Explain to participants that during this step it is important to introduce yourself, explain why you are there, and try to make the visit as pleasant and polite as possible. It is important to ask if this is a good time to speak with the household and if it is intrusive or not. It is always better to return at a more convenient time than to try to push messaging when the household is not ready or comfortable.

9. Ask participants to stick out their index finger. Participants should now have their thumb and 2nd finger extended.

10. Ask them: “What do you think is the 2nd thing we should do after greeting the household member when we arrive at a household?” *Identify and understand the WASH issues of a household.*

11. Next to the index (2nd) finger, write ‘*Understand*’



12. Explain to participants that when going to a household it is important to ask many questions and look for things that will help you identify which WASH topics you should focus on. A good starting point is to ask household members to self-identify their own perceived challenges before you begin to point any out.

The key message in this step is to ask questions, observe, and listen *before* trying to influence their behaviour.

13. Explain to participants that they will be covering this step in detail in the next lesson.

14. Ask participants to also raise their middle finger. Participants should now have 3 fingers extended.

15. Ask participants: “Now that we know what messaging we should focus on, what should we do next?” *Address those issues in a way that will influence the household member to adopt certain WASH behaviours.*

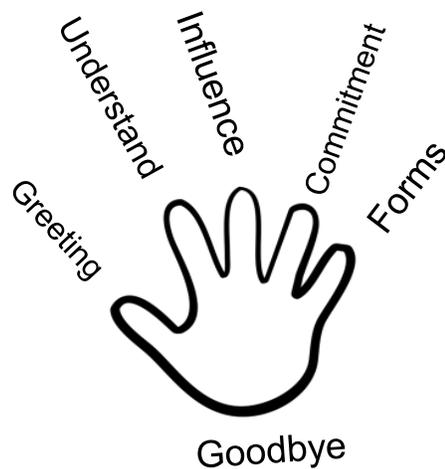
16. Next to the index (3rd) finger, write ‘*Influence*’

17. Explain to participants that this can be the most crucial step of a household visit and the most challenging. The big question is how to influence; do you teach someone about the risks? Do you inform them that their behaviours are not the norm of the community? Do you ask effective questions and get the people to reflect on their own behaviours? Where do you start? What do you talk about? We will be covering more information in the next few lessons.



18. Ask the participants: “Why is the step *Influence*, after the step *Understand*?”

19. Explain to participants that before they try to influence households to adopt effective WASH practices, they must first identify what the WASH issues are and then try to understand why those issues exist. Once you understand why the issues exist, then you can choose an effective strategy to try to influence.
20. Ask participants: “After working with the household in trying to influence them to adopt good WASH behaviours, what could we do next to help them adopt and continue these behaviours?” *Getting them to make an action plan, make a private or public commitment, etc.*
21. Ask participants to also raise their 4th (ring) finger. Participants should now have 4 fingers extended.
22. Next to the index (4th) finger, write ‘*Commitment*’.
-  23. Explain to participants that a great strategy to help households adopt good WASH practices is to encourage them to make a plan for the future. As a Community WASH Promoter, you will be helping household members decide what to do next, and how to do it. Creating or writing down a plan will keep the household member accountable and help them to regulate themselves. People may also make individual, family, or group commitments to change their behaviours.
24. Explain to the participants that the last finger is also a great way to keep the household member accountable in adopting good WASH practices: *Fill out forms*.
25. Ask participants to also raise their 5th finger. Participants should now have 5 fingers extended.
26. Next to the index (5th) finger, write ‘*Forms*’.
-  27. Explain to participants that in the next few lessons we will be looking at how to use forms to help you not only keep the household accountable, but to help you record their progress in becoming a healthier home. It will help you identify your areas of focus and recommendations because you will know what you had discussed with them during the previous household visit and what they had agreed to do differently.
28. Explain to participants that there is 1 last step: the whole hand.
29. Ask participants to wave their hand in the air.
30. At the bottom of the hand, write ‘*Goodbye*’.
-  31. Explain to participants that the most important part of being an effective Community WASH Promoter is having a good relationship with people. If you are not liked and respected, then people will not listen to your recommendations. The wave of the whole hand represents saying goodbye to the household in a respectful and polite manner. Most people will remember the first and last moments of a social interaction. It is important to end your visit on a respectful, friendly, and polite tone so that when they see you approaching next time they are happy to see you.
32. The final hand should look like this:



33. Ask participants to go through the steps of a household visits with a partner by using their fingers as a guide.

Review**5 minutes**

1. Explain to participants that one strategy to help ensure households visits are effective is to place yourself in their position. Ask the participants to imagine how it would feel if someone came to visit their own home to discuss issues in the household and how you should change your behaviour.
2. Ask participants to close their eyes and imagine being back in their home enjoying time with their family.
3. Ask participants to now imagine someone coming to their house to discuss issues on water, sanitation, and hygiene.
4. Ask participants to try to imagine how it would feel during that moment.
5. Ask participants to reflect on how they would like someone to approach their household to discuss these issues in a positive way.
6. Ask participants to also reflect on how they will approach their next household to discuss these issues.

Reflections on Lesson

Lesson Plan: The WASH Detective



1 hr 30mins total

Lesson Description



In this lesson, participants will be identifying how to identify WASH issues in a household or community. They will then discuss the importance of understanding the reasons and context of a household before attempting to influence behaviour change. Finally, participants will discuss ways to prioritize solving different WASH issues in a household.

Learning Outcomes



At the end of this session participants will be able to:

1. Identify possible WASH issues in a household
2. Describe indicators of household WASH practices
3. Discuss strategies to discover the barriers to adopting good WASH practices
4. Discuss prioritizing WASH issues in working with households

Materials



- Flip chart paper
- Marker
- Regional WASH Detective Activity (1 per 3-4 participants)
- Whiteboard markers

Preparation



- Print several copies of the regional WASH Detective Activity (1 per 3-4 participants)
- Optional: Write the learning outcomes on flip chart paper

Introduction

5 minutes



1. Ask participants to imagine themselves as police detectives.
2. Explain the scenario to participants:

A thief has broken into a government office and has stolen important secret documents. You have been asked, as the best detective, to solve the mystery and catch the person who did it.

3. Ask the participants: “How can we find out information about what happened to solve the mystery?” *Interview the people who work there, look for fingerprints, look at video cameras.*

4. Ask the participants: “What are we looking for?” *Clues that can give us information of the identity and whereabouts of the thief.*
-  5. Explain to participants that part of their role as a Community WASH Promoter is similar to being a good detective; finding out as much information as possible about people and their households to have the best strategy to support them to change their behaviours.
6. Explain to participants: Although a detective and WASH Promoter may have similar observation and questioning skills, it is very important to note that you are not trying to punish the household member, you are trying to help them.
7. Present the lesson description or learning outcomes.
8. Explain to participants that in this lesson, they will be focusing on the 2nd finger of our steps to an effective household visit: **Understand.**

The WASH Detective – Part 1: What, Where, and How?

30 minutes

-  1. Divide participants in pairs or groups of 3-4 people.
2. Explain to participants that they will now play the role of a Community WASH Promoter, using detective skills, to find out information about the behaviour of a household in relation to WASH.
3. Explain to participants that they will need to use a whiteboard marker to circle things they see that will indicate a certain bad WASH practice. They will have 2 minutes to do this.
-  4. Handout a WASH Detective picture to each group of participants and give them 2 minutes to do the activity.
5. Take turns to ask each group to identify 1 of their clues that indicate a bad WASH practice.
6. Write their answer on flip chart paper
7. Move to the next group, and do the same thing until all the groups have had the chance to present a clue.
-  8. Explain to participants that there are many different ways to collect information, and simply observing and looking for clues is one of the ways that can help you get information.
9. Ask participants: “Now that we have all these clues, what do we do with them? What is the purpose of identifying all these clues?” *It can help you focus your messaging, it can help you understand why the person is not adopting a certain behaviour, etc.*

The WASH Detective – Part 2: Who and Why?

15 minutes

-  1. Explain to participants that a crucial skill of an effective Community WASH Promoter is not only the ability to identify the WASH issues in a household, but also the ability to discover the reasons why a household is not adopting better WASH behaviours.
2. Ask participants: “Why is it important to try to find out the reasons why the household is not adopting better WASH behaviour?” *It is important to know the reason so that*

- you can focus on the strategy that will be the most effective.* Explain that you will be covering effective strategies in the next lesson.
3. Ask the participants to find a partner and to identify themselves as A or B.
 4. Ask the participants to choose one of the WASH issues identified in the WASH Detective activity.
 5. Explain to participants that person A will play the role of the CWP and person B will play the role of the member of the household in the picture.
 6. Explain to participants that the person playing the CWP must try to use probing questions and find out why the other person is not adopting better WASH behaviours. You are simply trying to understand the most you can about a certain behaviour.
 7. The person playing the household member must try to improvise and give reasons why the WASH issue exists. The reasons can be chosen from one of the reasons identified in the Behaviour Change lesson earlier in the workshop.
 8. After 3 minutes of practice ask the participants to share, as a larger group, the challenges they faced when asking the household member questions and strategies that worked to find out more information.
 9. Ask the partner to switch, this time person B will play the role of CWP, and person A will play the role of a household member. Again, discuss with the larger group the challenges and strategies used to get more information.

How to Prioritize WASH Issues

20 minutes



1. Explain to participants that identifying and understanding all the WASH issues in a household or community is just the first step, they must now choose which ones to focus on.
2. Ask participants to listen carefully. Say the words just once: apple, peach, banana, orange, grape, strawberry, cherry, mango, blueberry, and passion fruit.



3. Ask the participants to write down all the words that you said in their notebooks or a piece of paper. They do not have to be in the same order, do not give them any clues. Give the participants just 30 seconds to write down the fruits.
4. Explain to participants that you will be reading out the words again. They will check if they have remembered all of them correctly.
5. Say the words one more time. Ask participants: "Has anyone gotten all the words correctly?"



6. Explain to participants that having too much information at once can be overwhelming and we need to break it down into chunks by prioritizing and only choosing to discuss one or a few issues at once. If you focus on too many issues at the same time, it can be overwhelming for households. When households are overwhelmed, they may choose to not make any change at all.
7. Write down the fruit names on flip chart paper.
8. Ask participants: "If you had to choose just 1 fruit, which one would it be? And why?"

9. Discuss with participants the different criteria that people had for choosing the fruit. This could be taste, amount of vitamins, ease of transport, etc.
10. Explain to participants that they will now be doing the same activity but for WASH issues.
11. Ask participants to return to their groups from the WASH Detective game.
12. Explain to participants that they must try to imagine that they are actually going to work with the household in the picture of the WASH Detective game.
13. Ask participants: "Where do we start? Which WASH Issues do we discuss first?"
14. Ask participants to look at their poster and must choose which WASH issue to prioritize. They must consider not simply the most important, but in the order that they think will help them achieve behaviour change in the household for the long-term.
15. Give the participants 2 minutes to discuss.
16. Ask each group to share where they would start. More importantly, ask them to discuss why they have chosen that particular issue to be the first.
17. As each group presents, write down the different priorities on flip chart paper.
18. Discuss with the larger group which issue should be the first issue from the list and why.



Trainer Note: It is important to remember that the ultimate goal of a Community WASH Promoter is to achieve behaviour change. There is no clear correct answer to this question. The goal of this activity is to try to get participants to think about how they prioritize.

It could be easier to start with water treatment, as the household member will see the benefits much quicker as their health improves and will be motivated to adopt other WASH practices.

On the other side, it could also be easier to start with the use of a latrine as part of a wider community-led attitude behaviour change program that focuses on achieving a higher social status or more safety for women and children.

Review

2 minutes



1. **Pair Share:** Ask participants to discuss with a partner: "Why is it important to try to find out the reasons why a household would not be adopting a WASH behaviour?"

Reflections on Lesson



Lesson Description



In this lesson, participants will cover the 3rd principle of a household visit: Influencing Behaviour Change. They will discuss strategies that a Community WASH Promoter can use to try to influence someone to adopt good WASH behaviours.

Learning Outcomes



At the end of this lesson, participants will be able to:

1. Discuss strategies to influence a household to adopt good WASH behaviours

Materials



- Flip chart paper
- Behaviour Change Flower (see end of lesson plan)
- Behaviour Change Techniques Guide (see end of lesson plan)

Preparation



- Print copies of the Behaviour Change Techniques Guide
- Draw large Behaviour Change Flowers on 4-5 flipchart papers. Write one of the different behaviours in the middle of each circle.
 1. Not using a latrine (they have one)
 2. Not treating drinking water
 3. Not washing their hands after using the latrine
 4. Not using a latrine (they *do not* have one)
 5. Not storing water safely
- Optional: Look at the RANAS table that has been created throughout the workshop. Choose 5 different reasons, 1 from each category of RANAS, and write them in the petals for each behaviour.
- Optional: Write the learning outcomes on flip chart paper

Introduction: Mix and Match Problems and Solutions

10 minutes



1. Explain to participants that you will be giving a card to everyone. Written on each card is either a problem or a solution. The people with the problem cards will go around the room and present their problems to the people who have solutions. The goal of the activity is to find your corresponding solution. Make sure you randomize the handouts to make it more difficult for participants to find their match.

2. Explain to participants that they will have 5 minutes to stand up and try to find their match.
3. Ask participants: "What happened when you presented a solution to a problem that did not match?" *It was funny and was not an effective solution.*
-  4. Explain to participants that when trying to influence behaviour change, it is important to try to provide solutions and advice that matches the barrier that is preventing someone from adopting a WASH behaviour.
5. Present the lesson description or learning outcomes.

Influencing Behaviour Change

60 minutes



1. Ask the participants to raise 3 fingers. Refer back to the 'hand on the wall' of the principles of a household visit.
2. What is the third finger? *Influence.*
3. Explain to participants that this is the step where they must try to influence the household to adopt a better WASH behaviour.
4. Explain to participants that they must choose a strategy that matches the reasons why the household has not already adopted the WASH behaviour.
5. Give the example: "If someone says they do not want to use the latrine because it is dark, hot, and smelly, advising them that using a latrine is important will not be very effective. As a CWP, you must advise them in a way that will directly relate to the reason why they are not using a latrine to be the most effective at changing behaviour.
6. Explain to participants that they have identified different reasons for not adopting WASH behaviours in the 'Factors that Influence Behaviour' lesson earlier in the workshop.
7. Explain to participants that they will now be working in groups to try to think of strategies that directly address the reasons that were given for the person not adopting certain WASH behaviours.
8. Use one of the prepared Behaviour Change Flowers as an example and stick it on the wall for everyone to see.
9. Explain that in the middle of the 'Behaviour Change Flower' is a 'WASH Behaviour' that we would like people to change. Each Behaviour Change Flower has a different WASH behaviour.
10. Explain to participants that the small petals on the flower are the reasons why people are not adopting the behaviour.



Trainer Note:

Option A: Look at the RANAS table that we have been creating throughout this workshop. Choose 5 different reasons, 1 from each category of RANAS, and write them in the petal for each behaviour.

Option B: Ask participants to choose their own reasons for each category of why the WASH behaviour does not exist.

11. Explain to participants that they will need to work together as a team and write several ideas of strategies they could use as a Community WASH Promoter to try to influence behaviour change for each specific reason.
12. Explain to participants that the important thing to remember is that the strategies you choose need to directly address the reason that the person has given, or that you have discovered, for not adopting the WASH behaviour.
-  13. Divide the participants into groups of 3-4 and give each group 1 of the flipchart papers with the diagram of a Behaviour Change Flower.
14. Explain to participants that they will have 15 minutes to fill out their Behaviour Change Flowers.
15. After 15 minutes, ask participants to put down their markers and pay attention to your next instructions.
-  16. Explain to participants that the people who have developed RANAS have also created a guide to help us find strategies for each category of factors of RANAS.
17. Hand out a copy of the Behaviour Change Techniques Guide to each participant.
18. Ask participants to return to their Behaviour Change Flower and compare it with the strategies of the Behaviour Change Techniques Guide. Explain to participants that they may want to add 1 or 2 new strategies for each petal of their flower.
19. Give them another 10 minutes to read the guide, compare it with the ideas they have come up with, and add a few new ideas to their flower if they have them.
20. Ask each group to stick their Behaviour Change Flower on the front wall of the room and to present their ideas to the larger group.
21. When each group has presented, ask the rest of the participants if they had other ideas of strategies they could use to help influence behaviour change of the household.
-  22. Once all the groups have presented, explain to participants that there are many ways a Community WASH Promoter can support a family or community to adopt good WASH practices. Their role consists of a lot more than giving information on the risks associated with bad WASH behaviours.

Review

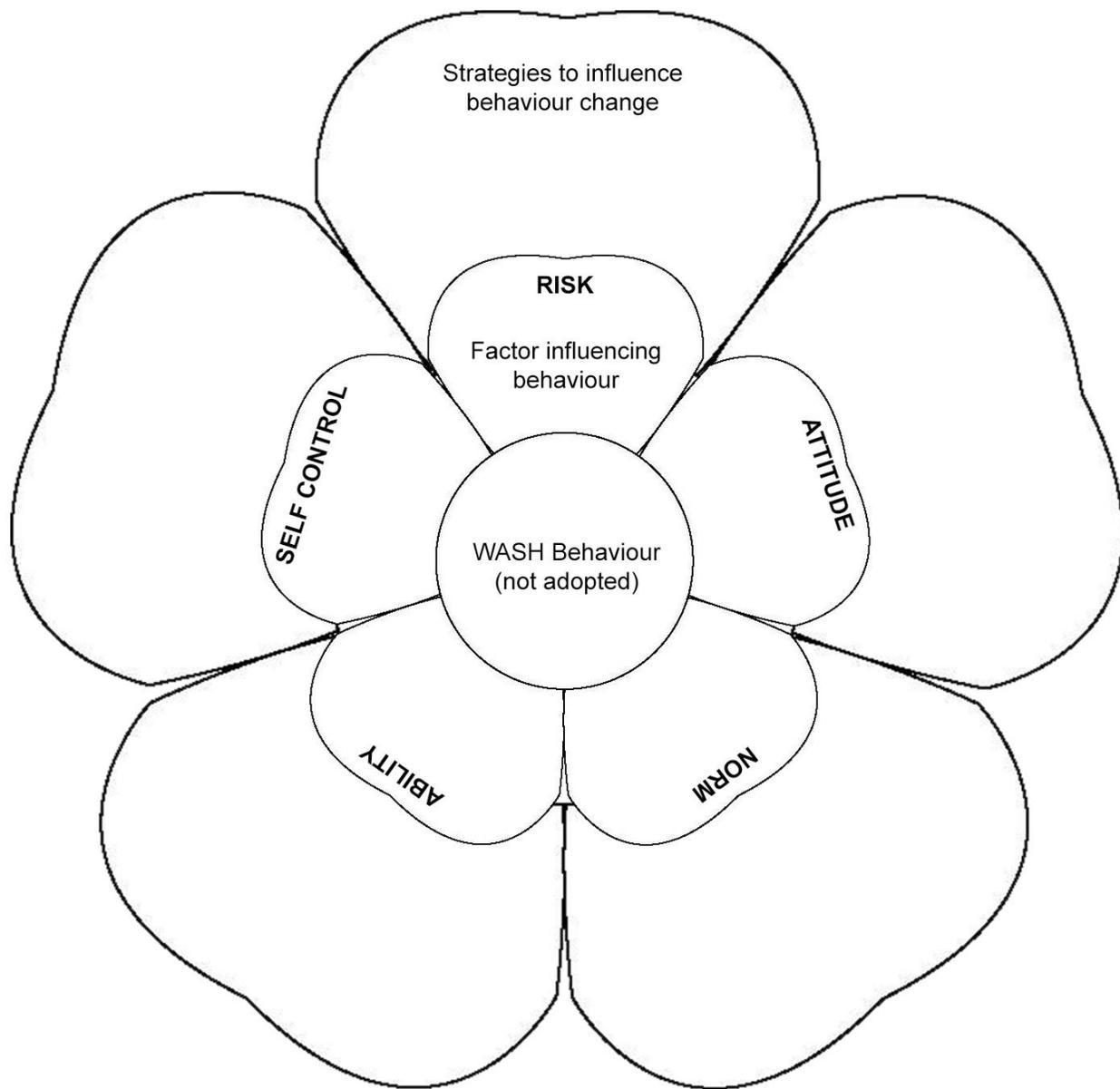
5 minutes



1. Ask participants to read all the strategies on the Behaviour Change Flowers on the wall. They will need to come to the front and draw a star next to their favourite 3 strategies they have learned today that they could use when visiting households.

Reflections on Lesson

I need a hammer.	Here is a hammer.
I would like to eat a banana.	Here is a banana.
I need to drink some water.	Here is some water.
I would like to eat chicken.	Here is some chicken.
I don't know how to dance.	I will show you how to dance.
I need a shirt to keep warm.	Here is a shirt to keep warm.
I need a wrench.	Here is a wrench.
I need a nail.	Here is a nail.
I need credit for my phone.	Here is some phone credit.
I need a spoon to eat my soup.	Here is a spoon.
I need a knife to cut my food.	Here is a knife.
I don't like mosquitos.	Here is a mosquito net.



Behaviour Change Techniques Guide

RISK – A person’s understanding and awareness of the risk.
1. Present facts and information about the risk to their health, safety, or security.
2. Highlight a fear of the <u>consequences</u> of the risk; if they do not adopt the behaviour.
3. Present information or stories about the <u>likelihood</u> of something bad happening.
ATTITUDE – Beliefs about the costs and benefits, and emotions related to behaviour.
4. Provide information and advice on the costs and the benefits of a behaviour. Ex: someone does not want to spend money on soap, or chlorine tablets; explain that the cost of chlorine is much less than the cost of medication needed when you are sick.
5. Describe the <u>positive</u> feelings related to the behaviour (safety, respect, dignity, pride, etc.)
6. Describe the <u>negative</u> feelings related to the consequences of performing the behaviour (disgust, embarrassment, etc.)
7. Use a reward for adopting the behaviour.
NORM in Community – What the community does and thinks of the behaviour.
8. Discuss how others in the community are already adopting the behaviour and they will be left out if they don’t also do it.
9. Discuss the importance of declaring a change for the betterment of the whole community and getting everyone to join, discuss how the household can be a leader. Ex: ask household who already adopted the behaviour to tell others and put a poster or star on the house.
10. Ask them if other people would approve or disapprove of their behaviours.
11. Organize support from the community. Ex: making a community plan to stop open defecation.
ABILITY – A person’s ability, or perception of ability, to adopt the behaviour.
12. Teach them how to do something, or demonstrate the behaviour yourself.
13. Help them gain access to the things they need. Ex: talk to merchants in the market.
14. Give them feedback on their behaviours (doing it correctly/incorrectly), and give compliments to motivate them.
SELF-CONTROL – Barriers, distractions, or supports to continue the behaviour.
15. Encourage them to plan ahead; ex: buying chlorine or soap in bulk.
16. Offer feedback on how well they have done since adopting the behaviour.
17. Help them create reminders to keep doing the behaviour and avoid unwanted behaviour.
18. Help them anticipate and plan for regrets and failures.
19. Discuss how adopting the positive behaviour is now part of their identity and they are role models for other in their community.

Lesson Plan: Forms and Commitments



45 minutes total

Lesson Description



In this lesson, participants will discuss the importance of using forms to collect information from household members to influence change. They will also review how to use monitoring forms effectively.

Learning Outcomes



At the end of this session participants will be able to:

1. Explain the importance of monitoring household progress
2. Demonstrate using monitoring forms
3. Explain the importance of setting WASH goals and commitments with household members
4. Identify ways CWP's can support community members to commit to achieving their WASH goals

Materials



- “CWP_Healthy Homes Monitoring Forms”

Preparation



- Read and review lesson plan
- Print 1 copy of “CWP_Healthy Homes Monitoring Forms” for each participant
- Optional: Write the learning outcomes on flip chart paper

Introduction

5 minutes



1. Give the example to participants that when you go to the market to buy 1 or 2 items, you can usually remember them quite easily.
2. Ask the participants: “What do you do when you have 15 things to get from the market? How do you make sure you do not forget anything? *You can write them down.*”
3. Explain to participants that as a Community WASH Promoter, you will be giving recommendations and advice to people to influence them to adopt a certain WASH behaviour. There are 2 things that you can do to help people maintain their WASH behaviours. What are these 2 things? *First, focus and prioritize only 1 or 2 behaviours. Secondly, write things down.*

4. Explain to participants that in this lesson, we will be covering tools that you can use as a Community WASH Promoter to make sure that information is not forgotten and that you can use to keep track of the progress of households.
5. Present the lesson description or learning outcomes.

Monitoring Forms

15 minutes



1. Hand out a copy of the monitoring forms to every participant.



2. Explain to participants that there are 3 documents: the 1st document is a single family monitoring form, the 2nd document is a multi-family monitoring form, and the 3rd is a guide to help you use the first 2 forms.
3. Ask participants to work with a partner to review the 3 documents and discuss how you could use them as a Community WASH Promoter. Give them 5 minutes to review the forms and discuss how they could use them.
4. Ask the different groups to share what they have discussed about using the forms.
5. Explain to participants that you will now go through every form and how to use them.
6. Go through the single-family monitoring form as a group.
7. Ask the participants: “What are the different symbols on the first row?” *The different symbols are: clean water, improved sanitation, personal hygiene, clean environment, safe food, and shared responsibilities.*
8. Go through every part of the form as a group and clarify what each section means.
9. Ask the participants: “Why is it important to use this form?” *The WASH Monitoring Forms are a tool that they can use to help them remember the progress of the households they have visited and what the household members have committed to doing.*
10. Go through the multi-family monitoring form as a group.
11. Ask the participants: “How are the 2 forms different and how would we use them differently?” *1 form is to track the progress of a single family, and the other is to track the progress of a community or region that contains more than 1 family.*

Making Commitments with Households

15 minutes



1. Explain to participants that one of the biggest challenges to motivating people over the long term is the ‘Self-Control’ behavioural factor. Some people will adopt a new behaviour very easily, but some require a lot of time.
2. Explain to participants that it is common for people to adopt certain behaviours for the short term, and return to their usual habits a few months later.
3. Give the example of someone starting to use a latrine: “After a triggering moment, people who used to defecate in the open start using a latrine. This change may seem like a success in behaviour change initially, but over time, the person may return to defecating in the open.”
4. Explain to participants that making behaviour changes can be very challenging for individuals. People make changes at different speeds.

5. Ask participants: “Why is the Self-Control behavioural factor important and slightly different from the others?” *It influences the behaviour change while you are not there, it helps the household members to maintain their behaviours for the future.*
6. Divide the participants into groups of 4-5 people and give each group a flip chart paper with markers.
7. Ask the participants to discuss: “What can we do as CWPs to help household members maintain good WASH behaviours for the long term?”
8. Ask participants to share their ideas and write them down on flipchart paper. Ask participants to be very specific in their descriptions, and to create small examples of tools they could use to support the household. Some answers include: *Help them to make commitments to change (ex: assign a responsibility to a specific person), help them create reminders (ex: a list on the wall), help them plan ahead (ex: budget for the purchase of chlorine every month), change their environmental surroundings (ex: move their handwashing station closer to the latrine), etc.*
9. Explain to participants that it is the role of a Community WASH Promoter to try to get households to commit to change for the long term.

Review**5 minutes**

1. Ask participants to think of their own household. They must now try to fill in a row in the single-family monitoring form as practice. They will need to read the guide to know the criteria for each category of WASH for Healthy Homes.

Reflections on Lesson

Lesson Plan: Role Playing Household Visits


90 minutes

Lesson Description



In this lesson, participants apply the knowledge and skills they have learned during previous lessons to practice conducting a household visit. They will practice being adaptive to the needs of household members according to different possible scenarios they may face as a Community WASH Promoter.

Learning Outcomes



At the end of this session participants will be able to:

1. Demonstrate an effective household visit

Materials



- Flipchart paper
- Markers
- Regional Scenario Cards
- Scenario Behavioural Factors (end of lesson plan)
- WASH for Healthy Homes Monitoring Forms
- Timer or clock

Preparation



- Print and cut the Scenario Behavioural Factors
- Print the Regional Scenario Cards
- Match the Scenario Behavioural Factors with the numbered posters in the set of Regional Scenario Cards
- Print 5 copies of WASH for Healthy Homes Monitoring Forms
- Optional: Write the learning outcomes on flip chart paper

Introduction

5 minutes


1. Explain to participants that to become the best Community WASH Promoter they can be, they will need to practice.
2. Present the lesson description or learning outcomes.

Role Playing Household Visits

60 minutes


1. Explain to participants that they will now be practicing household visits.

2. Explain to participants that 1 person will play the role of a Community WASH Promoter, and the other person will play the role of a household member. The rest of us will simply sit and observe. The role-play will be very short (2-5 minutes). After the role-play is finished, you will discuss as a group the things that went well, and provide recommendations on how we could improve it.
3. Explain the following roles to the participants:
 - a. **Household Member:** The person who plays the household member must come to the front and pick up one of the 10 scenarios. Each set of scenarios will have 2 posters (1 good WASH practice and 1 bad WASH practice) and a behavioural factor card. They must then display their 'households' by sticking the posters on the wall. They will be approached by a Community WASH Promoter. The community WASH promoter will need to give encouragement to the picture that is well done, and must identify and discuss the picture that needs to be improved. They must improvise their answers and play the role of a household member.
 - b. **Community WASH Promoter:** The person who plays the role of Community WASH Promoter will need to approach the made-up households and begin practicing a household visit. They will also practice effective questioning techniques, providing recommendations to the household member based on **only** the needs identified, and working with household members in general to try to influence behaviour change. *They must *NOT* discuss issues not identified in the picture poster.

They will practice the 6 steps of a household visit:

1. Greet,
 2. Understanding WASH issues (by identifying the WASH issues on posters and asking questions to find out the why the person is not adopting the behaviour),
 3. Practice influencing behaviour change (by addressing the specific problems identified by the household member)
 4. Fill in the Healthy Homes Monitoring Form (very quickly), and
 5. Practice making an action plan/commitment with the household member.
4.  **Trainer Note:** Try to create a safe learning environment for participants. Explain to participants that the purpose of this activity is to help look for ways to improve the effectiveness of household visits, to make mistakes, and to learn; it is not a reason to criticize someone. Ask the participants to respect people's efforts as they present to the rest of the group.
 5. Ask a volunteer to play the role of a household member. Ask them to come to the front and pick up one of the 10 scenarios. Stick the 2 posters on the wall behind the volunteer and read the behavioural factor card.
 6. Ask a volunteer to play the role of Community WASH Promoter.
 7. Ask the volunteers to begin practicing a household visit. Explain to them that this activity is meant to be short and they should only focus on a few key things to practice. Explain that the visit should take a maximum of 10 minutes (depending on the number of participants).

Trainer Note: Keep track of time by using a timer or clock; it is important to give more people the opportunity to practice. If you have a co-trainer, it could be a good idea to find another room and deliver this session with 2 smaller groups rather than 1 large one.

8. **Feedback Session:** When the household visit is complete, ask the volunteers to sit back in their chairs.
 - a. First, ask the Community WASH Promoter to self-reflect and share what they believe went well, and what they think they should do next time to improve.
 - b. Secondly, ask the household member to share how they felt during the practice session. They should try to focus on specific things that caused them to feel safe and comfortable, or specific things that caused them to feel uncomfortable. They should focus on how the Community WASH Promoter was interacting with them.
 - c. Thirdly, ask the spectators to share their observations, feedback, and recommendations on what to improve the next time they conducted a household visit.
 - d. Lastly, provide your own feedback to the Community WASH Promoter.
9. Repeat the activity until all participants have had the chance to play the role of the Community WASH Promoter. Debrief the session at the end of each role-play.

Debriefing as a Large Group

15 minutes



1. Explain to participants that they will now be creating a list of tips to remember while conducting effective household visits.
2. Ask participants: "In your experience, what are some things we should do, or avoid, while doing a household visit?"
3. Write down their answers on flipchart paper. Here are some examples of answers:

Things to do	Things to Avoid
<ul style="list-style-type: none"> -Be polite and kind -Ask to speak with them, and accept if they say no. -Ask many questions -Give them advice on how they can improve their WASH issues -Look at the person when you are speaking with them. -Leave on a good note 	<ul style="list-style-type: none"> -Don't be impolite -Don't talk <i>to</i> the person, talk with them -Don't be condescending

Review

5 minutes

1. Ask participants to reflect on how they acted playing the role of a Community WASH Promoter. Ask them to read the list we have made as a larger group and choose the 3 best tips for them to work on. Ask participants to write down the 3 they have chosen in their notebooks to help them remember.

Reflections on Lesson

Scenario Behavioural Factors:

1	<ul style="list-style-type: none"> You don't have time to build a latrine You like to defecate in the open because the latrine is too hot 	Image 1 + 2
2	<ul style="list-style-type: none"> No one in the community stores their water in safe storage containers You do not believe there is any risk in the unsafe storage of water 	Image 3 + 4
3	<ul style="list-style-type: none"> You don't have enough water to wash your hands You don't know the health risk of not washing your hands 	Image 5 + 6
4	<ul style="list-style-type: none"> You don't know how to treat water You don't have any way to treat water 	Image 7 + 8
5	<ul style="list-style-type: none"> You don't know that animals are a risk to health You don't have the resources to build a fence 	Image 9+10
6	<ul style="list-style-type: none"> You have a latrine but do not like to use it because it smells bad <ul style="list-style-type: none"> You do not have time to clean the latrine 	Image 11+12
7	<ul style="list-style-type: none"> Everyone in the community throws their garbage everywhere You think it takes too much work to dig a hole to bury the waste 	Image 13+14
8	<ul style="list-style-type: none"> You keep forgetting to cover the water barrel You leave the barrel uncovered because it takes less time to take water to feed animals 	Image 15+16
9	<ul style="list-style-type: none"> You don't know that flies spread diseases You don't know how to control the flies 	Image 17+18
10	<ul style="list-style-type: none"> You don't know the risks of leaving solid waste next to the river <ul style="list-style-type: none"> You don't have time to dig a hole 	Image 19+20

Lesson Plan: Action Planning



30 minutes total

Lesson Description



In this lesson, participants will create individual action plans. Action plans help participants set goals to become better Community WASH Promoters and constantly improve their effectiveness to create a bigger impact.

Learning Outcomes



At the end of this session participants will be able to:

1. Set goals to improve their effectiveness as Community WASH Promoters

Materials



- Flip chart paper
- Markers
- Tape
- Option 1: Action Plan Template*
- Option 2: Action Plan Tree trunk and leaves (3 per participant)*

Preparation



- Write *Action Plan Example Goal* (see end of lesson) on flip chart paper
- Option 1: Print *Action Plan Template* (1 for every participant)
- Option 2: Cut out a tree trunk with branches and stick it on the wall. (see Action Plan Tree at end of lesson plan for reference)
- Option 2: Cut out 3 tree leaves per participant (see end of lesson plan for template)
- Optional: Write the learning outcomes on the flip chart

Introduction

5 minutes



1. As a large group, ask participants to imagine they are just finishing working with a household. Ask them: "Why would you want a household to have an action plan?" *The purpose of the household visit is to give people new knowledge and skills to use in their lives. By creating an action plan and commitment, households will have a clear idea of how to put their new learning into practice.*
2. Explain to participants that they will be creating an action plan for themselves on what they would like to improve as Community WASH Promoters.
3. Explain to participants that when we talk about behaviour change, we are not only talking about household members, we are also talking about ourselves.
4. Present the learning outcomes or lesson description.

Action Planning**20 minutes**

1. In pairs, ask the participants to discuss: "Why is it important to continue to learn and improve?" *Continuous learning is important to ensure that our skills are up to date and that we are passing on accurate information to households. The more we learn and practice the better we become as Community WASH Promoters and the more effective we are at changing people's behaviours to adopt WASH practices and improve people's lives.*
2. In pairs, ask participants to discuss: "What skills would you like to develop to become a better Community WASH Promoter?"
3. Explain to participants that they will set 3 goals to work toward the skills they have identified.
4. Ask the participants: "Why is 3 a good number of goals?" *3 is a manageable number; more than 3 may overwhelm someone. It is easier to see results when we focus on a limited number of goals.*

Option 1: Action Plan Forms

5. Explain that goals are broken into 3 parts

- What you will do
- Why it is important
- How you are going to do it

6. Post the *Action Plan Example Goal* on the flip chart.



7. Hand out a copy of the *Action Plan Template* to each participant and ask them to fill it in. Remind participants to be specific about their goals.
8. Ask the participants: "How will you use this action plan?" *Review it before working with community members and remind yourself of the things you would like to focus on to improve.*
9. Tell participants when they have accomplished a goal they can create a new one.

Option 2: Action Plan Tree

5. Explain to participants that you will be giving them 3 pieces of paper in the shape of a leaf. They will need to write what they plan to do after this workshop with their new knowledge and skills. They will need to write 1 goal on each leaf. Once they have finished, they will stick their leaves on the Action Plan Tree.



6. Hand out 3 leaves to each participants and ask them to fill them out.
7. Ask a few participants to share their action plan leaves.

Review**2 minutes**

1. Option 1: Divide the participants into groups of 3 and ask them to share their action plans with each other

2. Option 2: Ask all the participants to bring their action plan leaves and stick them on the Action Plan Tree. Ask them to read of the other action plan leaves that have been stuck to the wall.

Reflections on Lesson

I will... practice asking effective questions to household members to better understand why they are not consistently using their filters.

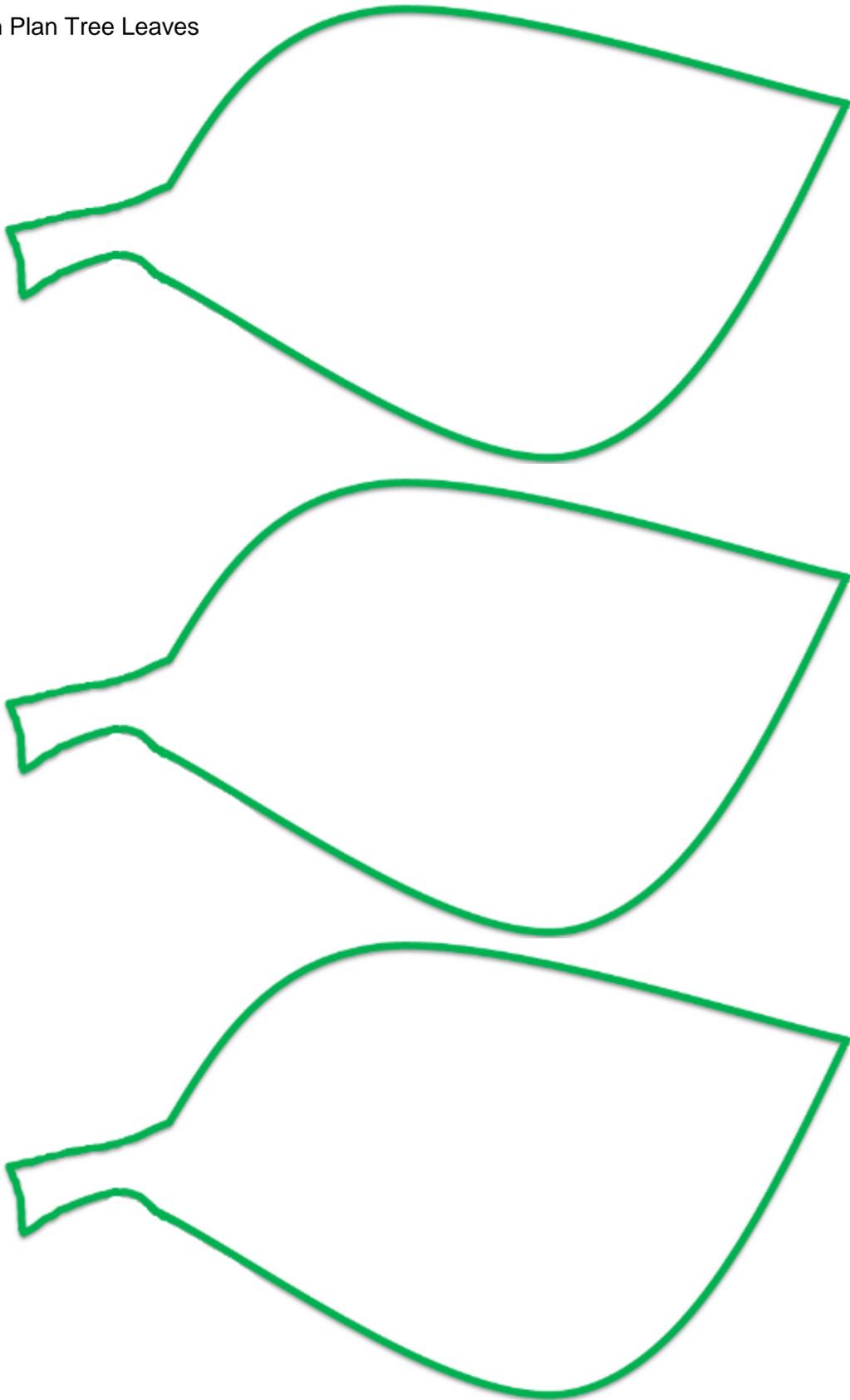
Because... it is important for me to know why so that I can provide the proper recommendation and advice.

My strategy to implement this action is... to practice with other Community WASH Promoters and households, observe how other Community WASH Promoters ask questions, and practice asking effective questions with a colleague.

Action Plan Tree Example:



Action Plan Tree Leaves



Name: _____

Date: _____

To improve my effectiveness as a Community WASH Promoter:

1. I will...

because...

My strategy to implement this action is...

2. I will...

because...

My strategy to implement this action is...

3. I will...

because...

My strategy to implement this action is...

Signature: _____

Lesson Plan: Workshop closing**35 minutes total****Lesson Description**

In the workshop closing, participants review what they learned, evaluate the workshop, and receive a certificate. The final closing is an opportunity to consolidate participants' learning, gather feedback and celebrate successes.

Learning Outcomes

At the end of this session participants will be able to:

1. Complete a self-assessment.
2. Evaluate whether learning expectations were met.
3. Complete a final evaluation.

Materials

- Sticker dots
- Self-assessment flip chart
- Workshop Final Evaluation Forms
- Certificates
- Camera for group photo

Preparation

- Print Workshop Evaluation Forms for each participant
- Print certificates for each participants
- Repost self-assessment flip chart

Self-Assessment**5 minutes**

1. Explain to participants: "I hope you now know much more than when you arrived."
2. Explain to participants that they are going to return to the self-assessment that they did on the first day and do the same thing again to see how much more you know about Community WASH Promotion.
3. Explain that sometimes you think that you know a lot about a topic but once more learning takes place you realize that you did not know as much as you thought you did at the beginning...this is okay.
4. Go through the assessment as a group and explain each line as you let participants put on their new colour sticker dot.
5. Look back as a group to see what the assessments look like.

Learning Expectations Revisited**5 minutes**



1. Review the *Group Learning Expectations* from the first day and ask the participants if each learning expectation was addressed. If not, give options for participants to find the information they were looking for or to identify next steps for follow-up

Final Workshop Evaluations

10 minutes



1. Hand out the final evaluations and ask everyone to complete one.

Certificates

10 minutes



Option A

1. Hand out the certificates randomly. Ask each participant to present the certificate they were given to the person whose name is on the certificate. When they hand the person the certificate, ask them to say something positive about the person--such as something they appreciated about, or learned from, that person during the workshop.

Option B

1. Randomly hand out the certificates face down to each participant. Ask the participants to check in secrecy whose certificate they have been given. Ask each participant to say something positive about the person whose name appears on the certificate (without saying the name of that person). Ask the group to guess who the person might be. Ask the person to give the recipient their certificate.

Option C

1. Hand out the certificates to each recipient. This may be more appropriate in certain countries and allows an opportunity for individual photos.

Group Photo

5 minutes



1. Arrange to have somebody take a group photo with the trainers and all of the participants.
2. Arrange to have the photo taken the day before if you wish to include the photo on the participant CD, USB stick, or online folder.

Review



1. Ask each participant to share their feeling at the end of the workshop, by using the following phrase:

I feel _____ because

OR

my favorite part was _____

Reflections on Lesson and Workshop Overall



Community WASH Promotion

Appendix 1: Workshop Materials

Upper - 424 Aviation Road NE
Calgary, Alberta, T2E 8H6, Canada
Phone: + 1 (403) 243-3285
Fax: + 1 (403) 243-6199
E-mail: resources@cawst.org
Website: www.cawst.org

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1.1 General Equipment and Materials

General equipment and materials are needed daily for workshop delivery.

Equipment / Material	Quantity	✓
Computer or laptop	1	
Projector	1	
External computer speakers	1	
Extension cord(s)	1	
Camera	1	
Markers	1 box	
Printer paper	1 pack	
Flipchart paper (or large pieces of paper)	2–3 pads	
Tape	1 roll	
Scissors	1	
Cue cards (or post-it notes)	3 packs	
Extra paper	1 pack	
Name tags	1 per participant	
Pens	1 per participant	
Pencils with erasers	1 per participant	
Notebooks	1 per participant	
Sticker dots	1 package, 2 different colours	
Certificate paper	1 per participant	
CD with workshop materials	1 per participant	

1.2 Other Equipment and Materials

Some equipment and materials required for this workshop must be found locally in advance. Some equipment and materials are optional depending on how you use the lesson plans. Check the lesson plans and determine which of the following equipment and materials you will need.

Equipment / Material	Quantity	Lesson Plan #	✓
Glass	1	3	
Clear water jugs	3	7	
Optional: Water Contamination Model	one set for every 10 participants: <ul style="list-style-type: none"> • 2 bottles of water with holes perforated in the lids – one per model • 1 bottle or jar with large holes perforated in the lid • A large sheet of plastic • Dirt or sand to shape hills or a surface with natural contours • Play dough or clay for building miniature houses, people and livestock • Grass • Small balls of dirt to represent feces • Seeds or colourful spices like turmeric or paprika to represent chemical contamination • Pieces of paper to represent garbage • Food colouring 	7	
Water Treatment Technology;	One of the following: <ul style="list-style-type: none"> • Biosand Filter, • Ceramic Candle Filter, • Ceramic Pot Filter, • SODIS bottle, • local chlorine products, • other water treatment technology 	9	
Safe Storage Container (with tap, lid, and handle)	1	9-10	
Large transparent jug of water	1	10	
Cup or mug with handle	1	10	
Juice powder, food colouring, or any powder that will make clear water turn colourful	1	10	
Optional: Handwashing Station	1	14	
Optional: Glitter or Turmeric	1	14	
Optional: Handwashing Station Construction Materials	<ul style="list-style-type: none"> • 2x2m forked wooden sticks • 2x1m straight wooden sticks • Shovel (or other digging tools) 	14	

Equipment / Material	Quantity	Lesson Plan #	✓
	<ul style="list-style-type: none"> • Water container with handle • Gravel • Soap • String 		
Local Menstrual Hygiene Management products (sanitary pads, cloths, tampons, etc.)	1+	15 (elective)	
Local education materials used to teach about puberty and menstruation	1+	15 (elective)	
Bag of garbage	<ul style="list-style-type: none"> • Plastic bag • Plastic bottle • Cans • Paper • Food waste • Gloves 	15 (elective)	
Optional: Community WASH Promoter Costume	<ul style="list-style-type: none"> • 1 hat • 1 clipboard 	17	
Timer or clock	1	21	

1.3 Printed Materials for Lesson Plan Activities

Print the following participant materials in advance of the workshop, depending on the Lesson Plans and optional activities that you use. You may also wish to translate these materials into the local language.

Document	Quantity	Lesson Plan #	✓
Transmission Routes Activity Cards	1 set per group	2	
6 Images for WASH for Healthy Homes	1 set	2	
Poverty Cycle Cards	4 sets	3	
Benefits of WASH Scenarios	1 set	4	
Behaviour Change Scenarios	1 set	5	
Behaviour Change Factors Titles and Examples	1 set	5	
Multi-Barrier Approach Matching Activity	1 set per 4 participants	8	
Regional Poster for use and maintenance of water treatment technology	1	9	
Optional: Image of safe storage container	1	10	
Regional Sanitation Ladder Activity	1 per 4-5 participants	11	
Latrine Diagrams	1 per 2-3 people	13 (elective)	
Latrine Parts and Functions	1 per 2-3 people	13 (elective)	
Optional: Handwashing Story	1 per 2 participants	14	
5 Keys to Safer Food titles	1	15 (elective)	
5 Images of animals and insects	1	15 (elective)	
Menstrual Hygiene Role-play cards	1-2	15 (elective)	
Bag of Garbage Activity Cards	1 per 18 participants	15 (elective)	
Regional WASH Detective Activity	1 per 3-4 participants	18	
Behaviour Change Flower	1 per 3-4 participants	19	
Behaviour Change Techniques Guide	1 for each participant	19	

WASH for Healthy Homes Monitoring Forms	1 set for each Participant	20	
Regional Scenario Images	1-2 sets	21	
Scenario Behavioural Factors	1-2 sets	21	
Option 1: Action Plan Template Option 2: Action Plan Leaves	1 set for each participant	22	



Community WASH Promotion

Appendix 2: Daily Reviews & Evaluations

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2.2 Review Activities

You can use these activities to review material at the end of a session or the end of a day. You could also use these tools first thing in the morning as a fun way to review the previous days' material and get everybody's brains functioning and focused for the day.

Keep in mind the literacy level of the group as you choose activities. Not all of these activities may be appropriate for groups with low literacy levels. However, you can change most activities to suit your group. For example, use pictures instead of written words; ask participants to discuss with others or draw instead of writing.

A Tell B

At any time during the workshop think of a relevant question for reviewing topics previously discussed. Tell participants to turn to their neighbour and decide on who will be A and who will be B. Get A to answer the question to B, and then get B to answer the question to A. This gives each person a chance to speak to a partner while their partner listens. You can extend this activity by calling upon some pairs to share their learning and ideas with the whole class OR get the participants to swap partners and exchange their ideas again to extend the activity.

Big Mouth

Get the group to break off into pairs. Ask a question about one of the topics recently covered in the workshop. Every person begins to talk at once answering the question. The participants must talk continuously without pausing - trying to talk the longest. As soon as one of the participants takes a pause they must stop talking and see how long their partner can continue for.

Charades

On a small piece of paper write out the words or phrases that have to do with workshop topics. Make sure the terms have already been covered in the course. Ask a participant to come up and randomly choose one without looking, and then act out their phrase without talking or writing. The other participants guess out loud what the person is acting. Whoever guesses correctly is the next person to act out a word. Make sure that each participant has a turn to act.

Finger Review

Come up with a few true or false review questions. Pose each question to the group asking them to answer by raising their fingers in front of their chest. Raise one finger for true and all five for false. This allows all participants to answer the questions and allows you to easily and quickly assess how well the participants understand the material. This activity allows participants to keep their answers confidential.

Flashcards

Create a set of flashcards that list a topic on one card with the corresponding characteristics of that topic written on another card. Give each participant one card and have them find the person holding the corresponding card.

Graffiti Wall

Write different review topics on separate pieces of flipchart paper. For example:

- Local and Global Issues
- Risk Management
- Faecal Sludge Use (Resource Recovery)
- Treatment Technologies

Tape the pages on the walls around the room where they can be written on. Divide the participants into groups of 2 or 3 and start each group at a different topic. Give them about one minute per topic to write as much as they can think about and then tell them to move onto the next one. They should read what is there and only write new things down. As the pages fill up you may have to give them more time at each sheet. Once participants return to the sheet they started at, get them to walk around the room and read the sheets to see what they forgot, remembered or are surprised about.

Learning Ball Game

Have the group standing in a circle. Ask a participant to throw a ball to another participant. That person must say something new that they learned that day.

Mime (Silent Role Play)

After a practical session (or possibly classroom information) ask participants to turn to a partner and silently explain the concept or the steps of the session using actions.

Paper Airplane Quiz Game

Write a series of questions related to the workshop content that has already been covered. Divide the participants into small groups. Give each group a piece of paper, and ask them to make a paper airplane. Arrange a hoop or finish line out of wire, tape, rope or two chairs. Explain that when you ask a question, the first group to throw their airplane through the hoop (or over the finish line / between the chairs) gets to answer the question. If they answer incorrectly, the other groups may discuss and come to consensus on an answer. Keeping points for correct answers is optional.

Paper Cabbage

Prepare review questions and put each question on its own piece of paper. Take the first question and crumple it into a ball, take the next one and wrap it around the first one. Continue wrapping the ball of paper until all the questions are part of the ball. Get all the participants to stand in a circle. Start music, or clap your hands if there is no music available. The participants pass the cabbage around the circle, or throw it to each other. Periodically stop the music or clapping. When the sound stops the person who is holding the cabbage opens the outside paper and answers the question that is written on it. The game continues until all the layers have been unwrapped.

Quiz Game

Write a series of questions related to the workshop content that has already been covered. Divide the participants into two groups. Each group sends one person up to the front to answer a question. First person to hit the 'buzzer' (the buzzer can just be a sticky note, or an object they can grab) gets to answer the question. If they answer incorrectly, the entire other team gets to discuss and come to consensus on an answer. If the other team answers incorrectly, the first person gets to consult his/her entire team to try again. Each team sends up a different person for the second question, and so on.

Alternatively, ask the entire team a question and allow them to consult and answer within a specified time limit (say 30 seconds). If they answer incorrectly, the other team gets to try to answer. Points can be assigned for each correct answer.

Think Pair Share

At any time during the workshop come up with a relevant question for reviewing topics previously discussed. Tell participants to think about the answer on their own for half a minute to two minutes depending on the complexity of the question. Tell them they are welcome to write down some of their thoughts. Once enough time has lapsed, ask them to turn to a partner and share their answers. This encourages participants to discuss their thoughts and gain confidence in their knowledge. This also allows quieter participants to speak up and share. To extend this activity call upon some pairs to share their learning and ideas with the whole class OR get the participants to swap partners and exchange their ideas again to extend the activity.

What am I?

Pick a topic from the workshop. On pieces of paper, write down examples from that topic or print pictures. Stick one word or picture to each participant's back, so that they cannot see it. Then ask participants to walk around the room, asking each other questions to try to figure out what is on their back. The questions they ask can only be answered by "yes" or "no". The game continues until everyone has figured out what they are.

Word in a Hat

Write words related to the workshop on pieces of paper (one word per paper). Place the words in a hat (or other container). Pass the hat around the circle. Each participant pulls a piece of

paper out of the hat and has to explain what the word means, or tell the group what they have learned about it.

2.3 Daily Opener Review Questions

Day 2

Question	Answer
1. What does WASH stand for?	Water, Sanitation, Hygiene
2. Explain why WASH is important for the country as a whole	People are sick so they cannot go to work or school. Time and money is wasted on improving health, rather than being happy and productive members of society.
3. What are some personal benefits to having a latrine?	Dignity, safety, privacy
4. What are some personal benefits to having a water filter and always drinking clean water?	Dignity, not being sick, save the forest
5. What does RANAS stand for?	Risk, Attitude, Norms, Ability, and Self-Control
6. How can use RANAS to help us with behaviour change?	We can use it to identify the reasons why someone does not want to adopt a certain behaviour. We can then decide how to influence behaviour change.

Day 3

Question	Answer
1. What are some different ways that water can get contaminated?	Feces, industrial waste, agriculture, garbage, etc.
2. Why is it important to use a safe storage container?	So that water treated water does not get re-contaminated
3. How do you check to see if someone is using their water filter correctly, consistently, and continually?	Ask them to show you how to use it., their filter is hidden away, they do not know how to use it, etc.
4. What are the different steps of the Multi-Barrier Approach?	Water source protection, sedimentation, filtration, disinfection, safe storage.
5. What are some reasons why someone would not have a very nice latrine?	-Don't think it is important, don't have the money, the ground is too hard/soft, no one in the community has one, etc.
6. Why is it important to maintain a latrine?	So that the latrine is pleasant and comfortable to use, less smell, etc.

Day 4

Question	Answer
1. What are some different ways that someone can build a basic latrine?	Open Defecation Field, Shallow Trench Latrines, Deep Trench Latrines, cat scratch.
2. What are the 2 key critical times for handwashing?	After defecating, and before eating
3. What are the 2 objectives are food hygiene?	Preventing contamination, and killing/preventing reproduction of microorganisms
4. What are the different ways that animals and insects spread diseases?	Biting your skin, taking your blood, feces, biting, touching your food
5. Why is it important to give girls in school a safe environment for menstrual hygiene management?	So that they can concentrate on being at school and learn, have dignity, good for self-esteem and confidence,
6. What are the different things we should do with our solid waste?	Reduce, reuse, recycle, burn, bury

Day 5

Question	Answer
1. What are the 6 steps of an effective household visit?	Greet, identify WASH issues, influence, commitment, forms, goodbye.
2. Why is it important to identify WASH issues before trying to influence a household to adopt a certain behaviour?	You need to know the reason why the household is not adopting the behaviour already, before you choose a strategy to influence them.
3. How can you identify different WASH issues in a household or community?	Observe or ask questions.
4. Why is it important to use visual tools to help teach household how to adopt WASH practices correctly?	It is much more effective way for people to learn and remember.
5. Why is it important to use form when visiting a household?	Monitor progress of the household, more easy remember what you discussed previously, helps household to make commitments.

2.4 End of Day Evaluation Tools

Alligator Arms

Ask participants to stand with their arms sticking out in front of them, palms touching like an alligator's mouth. One topic at a time, ask participants how valuable each topic covered in the workshop that day was. Arms wide apart (one arm up and one arm down) means it was very valuable, arms closed together in front means it wasn't at all valuable, plus anywhere in between.

Similarly, a scale can be used by sitting, standing, and standing with arms raised in the air.

Apples and Onions

If possible purchase an apple and an onion. Explain that the apple represents something positive about the day; it could be something new they learned or something they enjoyed. The onion represents something they wish to change about the day: it could be something they found confusing or difficult to do, or it could be something they want to change or learn more about. Sitting in the circle, give a participant an apple and an onion and have them say something about the day for each.

The apple and onion is then passed along the circle until everyone has had a chance to express themselves

Plus/Change

Ask each participant to say one positive (plus) thing about the day, and one thing they would change. This can also be done on paper – give each participant a small piece of paper; on one side they write something positive, on the other side something that could be changed in future.

Scales

Write the numbers 1, 5, 10 on a piece of paper and post them along the wall as a continuum. Inform the participants that a 1 is low, a 5 is medium, and a 10 is high. Ask questions about the sessions that were conducted such as:

- How valuable did you find the disease transmission lesson?
- How useful was the latrine technology activity?
- Did you enjoy the menstrual hygiene role play?

After each question have participants stand along the scale to indicate how they felt about each topic.

2.4.2 End of Day Evaluation 2

Name (optional): _____

Think about the workshop so far. Finish the following sentences:

Something I am really excited to have learned is...

I feel...

I was surprised...

I was wondering...

I realized...

I appreciated...

I felt challenged...

I am clearer about...

Tomorrow I would like...

Any additional comments are welcome here: