

**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.

7. 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**



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

---

### Reflections on Lesson