

Lesson Plan 9: Link to WASH



45 minutes

Lesson Description



The lesson plan focuses on the importance of WASH for community health, its link to the water supply scheme, and the role of the water supply user committee in advocating for better WASH practices. Participants will also understand disease transmission routes and the link between WASH practices.

Learning Outcomes



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

1. Describe the WASH acronym
2. Explain the link between improved WASH and water supply schemes
3. Explain disease transmission routes

Materials



- Flip chart paper
- Markers
- 5F-diagram cards
- 5F diagram flex / poster

Preparation



- Read and prepare the lesson plan materials
- Write the session learning outcomes on flip chart paper
- Prepare the 5F diagram game cards

Introduction

5 minutes



1. Ask the participants: “When we talk about water supply user committees, what other word is often linked in this description?” – *Sanitation*.
2. Collect responses from participants and if they do not have the correct answer, tell them the term is “sanitation.” In many cases, the water supply user committee is termed as the “Water and sanitation user committee.”
3. Ask participants:
 - a. “Why do you think this term is linked to the water supply committee?”
 - b. How are these two things connected?”

4. Again collect the answers from participants and inform them that they are going to explore further on how these words connect to each other.
5. Present the learning outcomes of the session.

Water, Sanitation and Hygiene

15 minutes

1. Ask the participants: “What are your thoughts on connecting words like “sanitation” or “hygiene” to the water supply user committee?”
2. Give them a minute to think on the topic and collect their ideas.
3. Summarize all the answers from the participants that there is significant link between these and water. – *Safe water, sanitation and hygiene as one are incomplete without the other. In absence of one, there is a huge impact on human health. So, these three are termed together as WASH - Water, Sanitation and Hygiene*
4. Write the term WASH on the flip chart or board and make it clear it is composed of these three terms.
5. Ask the participants: “How does correct operation and maintenance of the water supply scheme help protect health?” – *It provides safe and sustainable drinking and washing water to the community, an important component of health.*
6. Ask the participants: “By itself, is it enough to keep the community healthy?” – *No.*
7. Use the following example to help participants make this connection:
 - a. In absence of sanitation, supplied water might not be safe, the source can easily become polluted, and in absence of hygiene, even the supplied safe water might be re-contaminated by human behaviors.

Disease Transmission Routes and Barriers

20 minutes

1. Inform participants that they are further going to do an activity to demonstrate how these different behaviors can contaminate water, spread disease, and affect community health.
2. Explain that for this activity, participants will be divided into 5 groups and each group will be given a set of cards which the groups have to arrange into sequential order.
3. For the activity, they will get about 5 minutes time.
4. Divide into 5 groups and provide the cards of 5F diagram and ask them to start the activity.
5. After 5 minutes, tell participants that the cards give idea on the route of disease transmission.
6. Presenting the 5F diagram flex, summarize the idea and ask each group to name their routes.
7. As the groups name the route, discuss the barrier to the route.

Review**5 minutes**

1. Inform participants that they are going for a review activity.
2. For the activity, participants will be divided into pairs ask them to discuss:
 - What is WASH?
 - Why is WASH important for the water user committee to address?
 - What are some things they could work on to improve WASH in the community?

Reflections on Lessons

