

Lesson Plan 2: Disease Transmission and Blockage



60 minutes

Lesson Description



This lesson plan focuses on the route of transmission of pathogen from feces to mouth including the possible blockage of the routes.

Learning outcomes



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

1. Explain on transmission routes of feces to mouth
2. Discuss blockage of transmission routes

Materials



- Markers
- Flip chart paper
- Tape
- Color pictures of feces
- Poster/Flex of 5F diagram
- Flip Chart/Flex of Blocking 5F diagram
- 5 sets of 5F diagram (adopted from Government of Nepal - GoN)
- 2 Sets of *Transmission Routes* (including *Blocking*) Cards with *Arrows* (adopted from CAWST)
- 2 cards with animals from CAWST 3-pile sorting
- Instructions for the 5F diagram
- Pamphlets/ Flex of various POU options
- Hand-Washing flex

Preparation



- Read and prepare lesson plan
- Write learning outcomes on flip chart
- Prepare 2 sets of Transmission Routes and Blocking Cards with Arrows (adopted from CAWST)
- Prepare 5 sets of 5F diagram (adopted from the Government of Nepal)
- Print or prepare the 5F diagram instructions
- Prepare the PoU pamphlets

Introduction

5 minutes



1. Ask participants to close their eyes and imagine the dirtiest school's toilet which you have ever seen in your life time?
2. Ask participants how they felt. Explain with the example, that once you had seen a newly constructed toilet with no door. But when you reach there to see the toilet, you saw feces all inside the toilet and also you saw some white parasites in the feces. After that scene, you could not eat food for a while.
3. Relating to the story, ask participants if they have ever thought if they have eaten feces: "Do you think you have ever eaten feces?" *Note their expressions and responses. Normally, the majority of participants will say 'No.'*

4. Explain that everyone, including you, has probably indirectly eaten microorganisms from feces. Continue to explain that this lesson will explore how this occurs and how we can prevent it.
5. Introduce the learning outcomes.

Disease Transmission Routes

25 minutes



1. Explain to the participants that they are going to explore how microorganisms from feces can get into our food, water and finally our mouth.
2. Divide the participants into 5 groups.
3. Provide one set of the 5F diagram (GoN) cards to each group.
 - *Each set contains one specific transmission route. For example, flies; fingers; fluids; fields; fowls (animals like dogs, chickens etc.)*
4. Allow participants to arrange the cards within their groups and ask them to create a story to sensitize a community with the help of available cards while arranging the cards into order. Walk around and ensure that there is no confusion. Give them 5-10 minutes to complete this task.
5. Ask the participants to share their story as a large group, one group at a time. When each group presents, ask the other groups to come over to see their story. Make necessary corrections if needed.
6. Summarize the session by explaining all five transmission routes by displaying the 5F diagram in a large poster or flex.

Blockage of transmission route

20 minutes



1. Give newsprint and marker to each group.
2. Ask each group to think of and discuss different ideas for blocking each “F” pathway and list down prevention behavior activities on newsprint.
3. Tell the participants that they have only 5 minutes to complete the group work.
4. Once the group work is complete, ask each group to present their group work in large group. Ask other groups to add on more if necessary in each transmission route.
5. Repeat the process until all groups have presented.

Review

10 minutes



1. Divide the participants into 2 groups and provide them with a complete set of the Transmission Routes (CAWST) cards to each.
2. Tell the participants they are going to compete with each other. They have to arrange the routes of transmission cards in a correct order.
3. Explain that each group should put the picture of the feces and mouth (happy face) at opposite locations and then connect the two by placing the other images and arrows in between them.

Reflection on Lesson

Trainer Reference: Disease Transmission and Blockage

Following are examples of barriers for the transmission routes:

- **Barriers for Flies:**
 - Cover your food and water
 - Keep your dishes clean and covered.
 - Use a toilet to prevent flies from coming in contact with feces
 - FSM
 - Dispose of solid waste properly so it does not attract flies
 - Use screens/ nets on doors and windows of houses

- **Barriers for Fingers:**
 - Hand-washing at critical times with soap. The critical times are 3 “after” and 3 “before” situations of washing hands properly with soap at these critical times can reduce incidences of diarrhea by up to 45%.
 - I. After using toilet
 - II. After cleaning child feces
 - III. After touching waste
 - IV. Before eating
 - V. Before feeding
 - VI. Before preparing food

- **Barriers for Fluids (Water):**
 - Use of toilet to prevent source contamination
 - Source water protection
 - Using any Point-of-use water treatment option
 - Safe storage
 - FSM

- **Barriers for Fields:**
 - Use of toilet or latrine
 - Wash raw fruits and vegetables with safe water
 - Cook vegetables thoroughly
 - FSM

- **Barriers for fowls (Animals):**
 - Use of toilet to block animals from contacting feces
 - Keep animals contained (for example, on tethers or in kennels)
 - Keep food in places where animals cannot access it

Additional, latrine construction and use also contributes highly as a barrier to contaminate food and water.