Overview of Activities

50 minutes total

Lesson Plan

HWTS Option Selection

1. **Scenario**: Introduction
2. **Pair-Share & Presentation**: Criteria and Process for HWTS selection
3. **Scenarios**: HWTS Option Selection
4. **Workbook:** Review

Learning Outcomes

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

1. List criteria to consider when selecting HWTS options
2. Explain why different user groups prioritize different criteria
3. Suggest a process for selecting HWTS options for a given scenario

Recommended Reading

Technical Brief: Selecting Household Water Treatment and Safe Storage (HWTS) Options

Materials

Handout: HWTS Selection Scenarios (12 copies, 1 page each; see end of lesson)

Flip chart paper

Markers (one set per group)

PowerPoint: HWTS Selection

5 minutes

Scenario: Introduction

Use “PowerPoint: HWTS Option Selection” for this introduction.

1. Reveal the PowerPoint slide with the motorbike and tell the participants to imagine they are purchasing a new motorbike. Ask the participants: “What criteria would you use to decide which one to buy?” Record their answers. Possible answers are:
	* Cost, fuel efficiency, how the motorbike looks, the number of people it can seat, and its ability to travel on muddy roads
2. Ask: “Will the same criteria be important to everyone in your community?”
	* No. Some people will care more about certain criteria (cost, size, appearance), and others will care less. Personality and a person’s situation are likely to influence what they value.
3. Explain that HWTS selection is similar to motorbike selection: There are many criteria to consider, and different people value different criteria.
4. Present the “Learning Outcomes” slide or provide an overview of the lesson.

20 minutes

Pair-Share & Presentation: Criteria and Process for HWTS Selection

Use “PowerPoint: HWTS Option Selection” for this activity.

1. Remind the participants that the goal of HWTS implementation is to achieve correct, consistent, and continued use of appropriate systems. Explain that the group will now talk about some of the criteria to consider and processes to use when selecting HWTS options.
2. In pairs, ask the participants to discuss the following questions:
	* What criteria should you consider when selecting HWTS options?
	* What process have you used in the past to select HWTS options?
	* What process would you use in the future to select HWTS options?
	* Would the process differ for personal versus business or program use?
3. Ask some participants to volunteer share what they discussed with their partner.
4. Use the PowerPoint slides to:
	* Present the 4 groups of criteria (performance, ease of use, feasibility, and acceptability). Ask the participants to give examples of criteria that would fit within each of the 4 groups.
	* Explain that there is no best way to select HWTS options, but some general principals and processes can help.
	* Present the overview of the HWTS selection process. Explain this suggested process is one way to do HWTS selection, but not the only way.
	* Describe some activities for each step (understand, select, and test). Provide examples from your own experience or case studies.

25 minutes

Scenarios: HWTS Option Selection

Use “PowerPoint: HWTS Option Selection” for this activity.

1. Remind the participants that the steps you just described are very general and may need to be adapted or changed depending on the specific situation. Explain that they will now look at some specific situations to discuss how they would approach HWTS selection.
2. Explain that 4 diverse scenarios in which HWTS option selection is required will be looked at.
3. Divide the participants into 4 small groups. Give each group a few copies of “**Handout: HWTS Selection Scenarios**,” and assign each group to 1 of the 4 scenarios. Give them flip chart paper and markers to record their ideas.

Alternative Option

Instead of using the 4 scenarios in “Handout: HWTS Selection Scenarios”:

1. Create and present a scenario that includes detailed information (community demographics, current practices, risks, previous HWTS exposure). If possible, base the scenario on an actual local community and use pictures.
2. Ask all 4 groups to answer the discussion questions based on the detailed scenario. Encourage them to consider the Multi-Barrier Approach.
3. Ask all 4 groups to present their answers. Discuss the similarities and differences between their responses to the scenario.
4. Tell the groups they will have 10–15 minutes to discuss the following questions:
	* What steps would you take to select the best HWTS options for this scenario?
	* Which criteria do you think may be most important to these users?
	* Which HWTS options may be appropriate (consider the Multi-Barrier Approach)?
	* What assumptions did you make, or what additional information do you need to answer the above questions?
5. Ask each group to share their scenario and the key points of their discussion with the large group.
6. Summarize common themes and notable differences between the scenarios. Highlight key differences between the scenarios (business, emergency context, community-based organization, single family).

10 minutes

Workbook: Review

Use “PowerPoint: HWTS Option Selection” for this activity.

1. Ask the participants to select partners.
2. Ask them to open their **workbooks** to the “Selecting HWTS Options” page and, with their partners, to:
	* Review the selection criteria and process
	* Record any key points or new ideas they learned from the scenarios under “Scenario Notes”
	* Discuss any questions they have about selecting HWTS options
3. After 5 minutes, ask if there are any questions or ideas participants want to share with the full group. If so, take a few minutes to discuss them.
4. Summarize key points.

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HWTS Selection Scenarios Handout

# Scenario 1

You work for a business that offers many different health and hygiene products in rural districts. You want to start offering household water treatment products because your customers frequently ask if you have any. Here is what you know about your target market:

* Many are farming families (80%) who move twice per year when seasons change.
* Only 10% have experience with chlorine disinfection.
* About 10 households were once part of a ceramic pot filter pilot study, but aside from that, there is little local experience with water filters.
* Most households use surface water during the rainy season and boreholes during the dry season.

# Scenario 2

You work for an international nongovernmental organization (iNGO) that distributes humanitarian kits after emergencies. You have been assigned to work in a country where your organization has no previous experience. An earthquake recently affected large regions of the country, and many people have been displaced from their homes.

Your iNGO has good connections with distributers of chlorine tablets and gravity-driven membrane filters. It would take much more work to find and distribute other HWTS options quickly. You do not know whether people in the affected regions have used these water treatment methods in the past.

# Scenario 3

You work for a local community-based organization. The community leaders you have been working with for many years requested help finding an appropriate HWTS option. They are concerned because some neighbouring communities have recently had cholera outbreaks.

Some households in the community have biosand filters from an organization that distributed them about 5 years ago. Otherwise, the community has little exposure to HWTS. About 50% of the households work in local garment factories. They have little disposable income. They are close to a large town with a variety of retail outlets.

# Scenario 4

You and your family live in an apartment in an urban centre. You have tap water, but it is inconsistent in quality. You want to keep your young children healthy, so you are looking for an additional treatment method you can use in your home to make sure your water is safe. You do not have access to water quality testing equipment.