

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