

Lesson Plan 3: WASH Behaviors and Disease Transmission 1 hr 40 mins

Lesson Description



The focus of this lesson is to highlight the connection between different WASH behaviors and the spread of disease. Participants will explore different ways water-related disease can be transmitted and the different ways of preventing this transmission within communities.

Learning Outcomes



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

1. Describe the link between WASH behaviour and disease transmission
2. Show the transmission routes of water-related diseases
3. Explain how to prevent water-related disease transmission

Materials



- Flip chart paper
- Tape
- Markers
- Ball
- Transmission Routes Activity Cards (GoN)*
- Transmission Routes cards (CAWST)*
- Transmission Routes Diagram (handout or display)/ 4 F diagram flex*
- 3 Pile Sorting Cards*

Preparation



- Prepare flip chart with lesson description or learning outcomes
- Prepare 5 sets of *Transmission Routes Activity Cards*
- Prepare 3 sets of 3 pile sorting cards

Introduction

10 minutes



1. Ask the participants: "What was the first thing that you did in the morning?"
Possible answers: wash face, go to the toilet, sweep around the house, brush teeth, collect water, wash hands and feet. If participants offer non WASH-related suggestions then follow the trainer note below.

Trainer Note: As participants offer their suggestions for the morning activities you may want to record them under the headings of "WASH Related" and "Not Related to WASH" the latter including things such as use mobile phone, watch TV, etc.

2. Ask the participants: "Which of these activities relate to WASH?"

3. Provide time for 2-3 participants to offer suggestions about which activities were WASH related and which weren't, and to explain why.
4. Explain to the participants that throughout the day we practice many WASH related behaviors like hand washing, bathing, washing clothes and utensils, cleaning our house, etc.
5. Present the learning outcomes or lesson description.

Good and Bad WASH Behavior

25 minutes



1. Ask the participants: "What do we mean by 'good' WASH behavior and 'bad' WASH behavior?"
2. Discuss with the participants that good WASH behavior means practicing hygienic behaviors which prevent disease and promote health, while bad WASH behavior means not practicing or following hygienic behavior that affects the health and hygiene of people negatively.
3. Tell the participants that now they are going to explore what different types of WASH behaviors are and the impacts (both positive and negative) of them.
4. Divide the participants into 3 groups.
5. Provide one set of the 3 pile sorting cards to each group.
6. Ask the participants to separate the cards into 3 piles, that is, good behavior, bad behavior and in-between behaviors.
7. Give the groups up to 10 minutes to sort their cards.
8. After 10 minutes, ask all the participants to gather around one group and discuss the differences that they see in the arrangement of the cards compared to their own.
9. After this, ask all the participants to go to the next group and last group respectively. At each of the groups discuss differences in the ordering and why the group decided to place it where they did.
10. Summarize all the discussions and explain to participants that if community people practice good WASH behavior they can reduce the risk of disease and promote health. If people are practicing bad WASH behavior they might get sick or transmit illness to others.

Disease Transmission Routes

30 minutes



1. Ask the participants to shake hands with all the other participants.
2. Ask the participants: "What if one of the participants has not washed their hands properly after using the toilet this morning?"
3. Explain to the participants that if any of them had not washed their hands properly after defecating, microorganisms can pass stay on their hands and become contaminated. Likewise, these microorganisms can pass to us all the way from the things we have touched in our daily activities, such as from money, the handle of a door, a pen, paper, the bar/railing on stairs etc.

Trainer Note: *At this point participants may wish to wash their hands if they are feeling uneasy after the above explanation.*

4. Explain to the participants that we will explore other ways how microorganisms from feces are able to get to our mouths and make us ill.
5. Divide the participants into 5 groups.
6. 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; and fowls (animals like dogs, chickens etc.)*
7. Allow participants to start working in their groups and ask them to create a story with the help of the available cards. Walk around and ensure that there is no confusion. Give them 5-10 minutes to complete this task.
8. 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.
9. Ask the participants to put the cards as it is, we will return to the cards again.
10. Summarize the session by explaining all five transmission routes by displaying the 5F diagram in a large poster or flex.

Blocking Disease Transmission Routes

20 minutes



1. Ask the participants to return to their previous groups (5 groups) and the picture story they shared. Provide each group with a piece of flip chart paper and several markers.
2. Ask the participants to have a discussion in their individual groups about how they can prevent their transmission route. Ask them to think of more than one barrier.
3. Ask the participants to write down their ideas for preventive measures on their piece of flip chart paper. Give the groups approximately 5-10 minutes to record their ideas.
4. After 5-10 minutes, ask each group to share their ideas with the larger group. Have the larger group add suggestions as each group presents their barriers.
5. After the group with “fingers” presents, see if they have already identified any of the critical hand-washing times and hand washing technique.
6. If they have not, explain that there are critical times at which hand-washing must occur for it to be effective for blocking disease transmission.
7. Explain to participants that it is very important to wash hands thoroughly/ properly (cleaning all of the fingers, under the fingernails, palms, and backs of hands) and to wash hands using soap and clean water.
8. After the group with “fluids” presents, see if they have already identified any of the POU options.

- a. If they have not, explain that there are several ways they can ensure their water is safe in their home. Ask them to discuss as a large group what other solutions they can use in their homes to make water safe to drink. Add their responses to the list.
 - b. Tell the participants that treating water at the household level can reduce incidences of diarrhea by up to 39%.
9. After all of the participants have presented, ask them what barrier was the most common for all transmission pathways. Using a toilet is a very important barrier that can stop the spread of diseases.
 10. Only in arid regions where groundwater is commonly used: Explain to the participants that it is very important for toilets to be far away from the water source so that microorganisms from feces cannot get from the toilet into the water that people are drinking. It is recommended to build latrines at least 15 m from the nearest water source and not directly uphill of the water source.
 11. Explain that the toilet is very important and use of toilets can reduce incidences of diarrheal diseases by up to 32%. However, the other barriers are also necessary. For example, if people are using toilets but are not washing their hands at the critical times or have animals defecating near water, etc., they can still end up indirectly eating feces and becoming sick.

Note: *The 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*
 - *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’s” and 3 “before’s.” 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
- **Barriers for *Fields*:**
 - *Use of toilet or latrine*
 - *Wash raw fruits and vegetables with safe water*
 - *Cook vegetables thoroughly*
 - **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*
12. Summarize the session by showing the Flex with the barriers to transmission on the 5F diagram.
13. Summarize why we need to use all the barriers: We haven't blocked the transmission of disease fully with only one. We need to use all water, sanitation and hygiene.

Review
15 minutes

1. Explain to the participants that they are going to do a competition.
2. Divide the participants into 2 groups.
3. Now ask the groups to list good and bad WASH behaviors.
4. Give 3 minutes for participants to create their lists.
5. After 3 minutes, ask the groups to stop writing.
6. Ask the groups to share their answers in the large group.
7. In the same groups, give the CAWST 5F diagram cards.
8. Tell the participants they are going to race to see which group can complete the routes of transmission first in a right way.
9. Explain that each group should put the image of the feces and mouth at opposite locations and then connect the two by placing the other images and arrows in between them.
10. Give 5 minutes to the participants to discuss and arrange the cards.
11. Share the outcomes in a large group and make changes if necessary.

Reflections on Lesson