Lesson Plan 12: Environment Sanitation **45 minutes**

**Lesson Description**

This lesson plan focuses on the description of environmental sanitation and the role of individual, household and community to attain environment sanitation.

**Learning Outcomes**

1. Describe Environmental sanitation
2. Identify community roles in environment sanitation

**Materials**

* Brown Sheet paper
* Permanent marker
* Masking tape
* Two pictures of community: one polluted environment and other clean environment

**Preparation**

* Write definition of *Environmental sanitation* on a brown sheet
* Write learning outcomes on a paper

**Introduction 10 minutes**

1. Present two pictures of a community where households are clean however in one picture, the environment is much polluted while the other has a clean environment.
2. Ask to participants, their community belongs to which scenario and also ask which one they would prefer to attend and why?
3. Present Learning outcome to participants

**OPTIONAL**,

1. Ask participants to close their eyes and imagine that they are travelling a new place.
2. Up on their route they pass through a village where the area around is polluted, road, river, public areas are polluted.
3. However, households nearby seem clean and well managed.
4. Again, continuing their route they come to another village where the community seems clean; Road, public areas are clean.
5. Ask participants which village they like and why.
6. Ask few to volunteer their answer and present learning outcomes.

**Environmental Sanitation 30 minutes**

1. Linking to the answer from the participants from the introduction activity, ask few participants to answer what is environment sanitation.
2. Present the definition noted in flip chart paper to the large group and discuss further.

"**Environmental sanitation**" means the art and science of applying sanitary, biological and physical science principles and knowledge to improve and control the **environment** and factors therein for the protection of the health and welfare of the public.

**Environmental hygiene** is a group of activities that aim to protect people from dangerous conditions arising from unsanitary shelters, air supplies or bodily nourishment centers. These conditions include unsanitary water supplies, waste disposal systems, food sources, and temporary or permanent housing structures.

1. After the discussion, inform participants that they are going for a group activity and for that you need 3 groups.
2. In their groups, participants will be drawing a picture of community with clean environment and the groups will have a competition on which group complete it first.
3. Divide participants into 3 groups and provide a flip chart paper and few markers to each group and tell their time starts now.
4. Once all the groups have finished drawing, ask groups to change their drawing between groups. Give a minute or two to observe the picture by groups
5. After a minute or two, ask participants to draw (add on the drawing), how the community gets polluted and for the activity they will have 3 to 5 minutes.
6. Ask participants to start at once. After all the groups have finished or once the time is up, again ask participants to change the pictures between the groups and let other groups observe the picture for a minute.
7. On observing pictures with pollution, inform participants that now they will be noting down the idea of cleaning or measures to mitigate/ control the polluted environment represented in the pictures in different level: Individual level, household level and community level.
8. Assign each group with a level and ask participants to note down their idea of cleaning or measures to mitigate/ control the polluted environment represented in the pictures.
9. Provide a newsprint paper to each group and again provide 5 minutes for the activity.
10. Ask groups to present their outcome in the large group. Make sure to add ideas from large group after each group has presented.
11. After all groups have presented, summarize how clean environment sanitation can be attended and how to sustain it.

**Review 5 minutes**

1. Ask participants to note an issue, in the area they reside, in their notebook.
2. Give participants to think and note the answer.
3. Again ask the participants to note the way that they can contribute to resolve the issue.
4. Ask few participants to volunteer their answer in the large group.

**Reflections on Lesson**