

Lesson Plan: Why WASH Matters



1 hr 30 mins total

Lesson Description



In this lesson, participants will discuss the importance of having good WASH practices in reducing the spread of water-related diseases and breaking the poverty cycle. The lesson will also highlight relevant global and national goals related to WASH.

Learning Outcomes



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

1. Discuss the importance of WASH
2. Identify common diseases in their community
3. Explain current WASH issues locally and globally

Materials



- Flip chart paper
- Markers
- Tape
- Cue cards or post-it notes
- Glass of visibly dirty water
- Optional: Projector
- Optional: CWP_Why WASH Matters PowerPoint presentation
- Poverty Cycle cards

Preparation



- Prepare the glass of visibly dirty water and place it on a table in front of the participants.
- Cut out 1 set of the poverty cycle cards for each group of 3-5 participants (see end of lesson plan)
- Prepare questions and answers regarding the statistics of the region or country you are delivering the workshop. You can use the CWP_Why WASH Matter PowerPoint presentation as a guide for creating questions.
- Optional: Review the CWP_Why WASH Matters PowerPoint Presentation and modify the statistics according to the region you are delivering the workshop.
- Optional: Write the learning outcomes on flip chart paper

Introduction

5 minutes



1. Pick up the glass with the visibly dirty water and ask participants: “Would it be a good idea for me to drink this water? Why or why not?”

No. Drinking dirty water could make me sick. It could spread diseases.

2. Ask participants more probing questions: “Why is it a bad thing to be sick?”

Health impacts, make other people sick, could become more sick, could miss work or school, cannot take care of family members, etc.

3. Present the lesson description or learning outcomes.

Consequences of Bad WASH Practices – Diseases

30 minutes



1. Explain to participants that they will now work in teams to list as many diseases that are common in their communities as they can.



2. Divide the participants into small groups of 3-5 people.
3. Hand out a set of post-it notes or cue cards to each group.
4. Ask each group to write different diseases that are common in their communities or country on individual cue cards or post-it notes. They can be any diseases, not only related to WASH. As the participants write the diseases, ask them to bring the post-it notes to the front and stick them on the wall. Give them 5 minutes to finish.



Trainer note: *Group similar cue cards or post-it notes together as the participants are bringing them up. Try to separate them not only in groups, but in 2 columns: WASH-related diseases and non-WASH-related diseases. Don't write the title of the columns yet.*

5. Tell the participants: “Wow! Look at all those diseases!”
6. Read the list as a group and have a discussion on which of the diseases listed are the most common.
7. Explain to participants that you have been separating the diseases not only into groups of the same diseases, but also into 2 columns. Ask the participants: “If we had to give a title for both columns, what would they be? *WASH-related, and non-WASH-related.*”
8. Explain to participants that in the previous lesson they discussed how WASH-related diseases are spread: through bad WASH practices. Use examples from the *Transmission Route* activity to help with the discussion (dirty hands, flies on food, dirty water, etc.)
9. Ask the participants: “What diseases could we remove if everyone treated their water?” Remove all the diseases which are spread through contaminated water.
10. Ask the participants: “What diseases could we remove if everyone consistently used a latrine and good sanitation?” Remove all the diseases which are spread through sanitation and environmental sanitation (including latrine, insects and animal management, pollution through burning garbage, etc.)
11. Ask the participants: “What diseases could we remove if everyone consistently practiced good hygiene, like washing their hands?” Remove all the diseases which are spread through hand-washing (some of these could include the flu and other common non-WASH diseases.)
12. Remove all the post-it notes that are identified by the participants. Eventually, remove all the WASH-related diseases from the wall.

13. Explain to participants that eliminating WASH diseases is quite easy as most of the solutions are fairly simple, such as using filters, using a latrine, and washing your hands.
14. Explain to participants that you have not removed all the non-WASH diseases because you will not be focusing on them. Explain that many of those diseases are more complex to prevent and may need the help of medical experts.

The Poverty Cycle

20 minutes



1. Ask participants: "Why is it important for people to be healthy?" *So people can go to work, children can go to school, people are more productive, people have more money because they don't waste their money on medical bills, etc.*
2. Divide the participants into groups of 4-5 people.
3. Give each group a set of the poverty cycle images.
4. Explain to each group that they will need to use all the images in the set to create a diagram of a story. Explain to participants that the story does not have to be in a line (from left to right), it can be circular, and can even take different paths.
5. Ask participants to first arrange the images and then once they have decided the order as group, to stick all the images on a flipchart paper using tape or glue. After 5 minutes, ask the group to come stick their flip chart on the wall, or simply make a circle and ask the participants to place their flipcharts in the center of the circle on the floor.
6. Ask each group to explain their story.
7. Explain the poverty cycle to participants. *When people are ill, they cannot go to work or go to school, which means they cannot make money and children cannot learn. If children do not learn, they will not be able to have good jobs in the future. If people are ill, they must spend money to pay for medical bills rather than paying for school, healthy food, or clothes to go to work.*
3. Explain to participants that an easy way to help break the poverty cycle is to have good WASH practices and eliminate WASH-related diseases.
4. Ask participants to return to their seats if they are standing in the circle.
5. Ask participants: "Let's now think of this poverty on a larger scale. What do you think happens to the development of a country if everyone is sick because of bad WASH practices?" *If people are sick, they cannot learn and get good jobs that make good money. The more people are sick the less money people make. The less people make money, the less people can buy things, which means less money for everyone; including less money for the government which means they cannot provide good services to people.*



Trainer Note: This could be quite a difficult concept to explain. You may use this example if you think it will be helpful:

John is a carpenter. He makes and sells furniture. People in his village do not make a lot of money because many of them do not work very much because they keep getting sick from diarrhea or cholera. The diseases could be easily avoided if people treated their contaminated water, washed their hands regularly, and always used a

latrine; but people do not do those things. Since people do not make very much money, there is no one to buy the furniture that John makes. As a result, John's opportunities are affected because people in his village are not adopting good WASH practices and are always sick. This example is repeated at the country-wide level.

Global and Local Issues of WASH

20 minutes



1. Divide the participants into 4 groups. Ask each group to take 30 seconds and come up with a team name.
2. Write the names of the 4 teams on a flipchart paper.
3. Explain to participants that you will be showing questions related to WASH and their country on the projector. Explain to the different groups that they will need to work together as a team and agree on 1 answer to each questions.
4. Optional: Start the PowerPoint presentation.
5. Ask the participants the WASH-related questions. As each group gives you one answer, write it down under the team name.



Trainer Note: If you are not using the PowerPoint Presentation, here are the quiz questions:

- What percentage of [Country] have access to improved water?
 - What percentage of [Country] have access to improved sanitation?
 - What percentage of [Country] households have handwashing stations with soap and water available?
 - What was the number of deaths due to Diarrhoeal diseases among children under 5 (in 2015)?
 - What percentage of [Country] children have stunted growth (2008-2012)?
 - What are the government targets for improved water and sanitation coverage by 2030?
6. Give the participants the answer to the questions. Write a point for the team that is the closest to the correct number.
 7. Go through every question the same way.
 8. The team with the most points at the end wins the game.
 6. Optional: Finish the PowerPoint presentation by going through the remaining slides about the WASH issues in the country and how the global community is trying to solve them with the Sustainable Development Goals.
 7. Explain to participants that the global community has established Sustainable Development Goals to try to work together to help alleviate poverty.

Review

5 minutes



1. Ask the participants: "Why is adopting good WASH practices important for our communities?"
2. Discuss with the larger group.

Reflections on Lesson







