

## Lesson Plan 3: Vulnerable Populations



60 min total

### Learning Outcomes



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

1. Identify vulnerable population groups in a community.
2. Describe why they are vulnerable.
3. Explain how WASH volunteer/CHP/Individual can support vulnerable people.

### Materials



- Flip chart paper
- *Equity versus Equality* Picture
- Meta cards
- Blind fold
- Stop watch

### Preparation



- Read and prepare lesson plan.
- Write learning outcomes on the flip chart
- For additional information, refer to Appendix 1

### Introduction

15 minutes



1. Tell the participants that you need 5 volunteers to participate in a race.
2. Line up the five volunteers at one end of the room and show them the finish line at the other end of the room. Tell them that the person who reaches the other side first after you say “go” will be the winner. *Optional: you can tell them that the finish line is the water source and they are racing to get to the water first.*
3. Explain to the participants that each volunteer has specific limitations on how they can move:
  - Volunteer 1 can walk with blind fold.
  - Volunteer 2 can only use one leg
  - Volunteer 3 cannot separate his/her feet
  - Volunteer 4 can only crawl (or if the floor is dirty, can only hop)
  - Volunteer 5 can run normally and has no limitations

4. Make sure that all volunteers understand, and then start the race by saying “ready, set, go!”
5. Let the race continue until the first person crosses the finish line (likely will be volunteer 5). Ask everyone to stop where they are, and announce the winner.
6. Ask the volunteers to return to the larger group to debrief.
7. Ask the participants: “What did you think of the race? Was it fair?” No, it was not fair because only one person was able to run freely.
8. Ask the participants: “What could we do to make the race more fair?” We could give a head start to the participants with limitations.
9. Explain to the participants that this lesson will look at certain groups in our communities that have limitations that make them less able to access safe WASH or more at risk of getting sick from poor WASH. Just as we need to do some things to make the race more fair for people with limitations, we need to take special actions to make sure that access to WASH is fair for people who are more vulnerable.
10. Present the learning outcomes.

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### Identifying Vulnerable Populations

15 minutes



1. Explain that the people who were less able to move forward in the race represented vulnerable populations. Explain that vulnerable populations are people with either:
  - Lower immunity (lower ability to fight disease), or
  - Limited access to WASH
2. Ask the participants to give you some examples of vulnerable populations. Record their answers on the flip chart. If they do not include them on the list, be sure that people with HIV/AIDs, living with disability, children under 5, pregnant women and the elderly are added. *Other examples include: economically vulnerable, caste wise vulnerable, displaced people (ex. from disasters or conflict), etc.*
3. For each group listed on the flip chart, ask the participants “why are these people more vulnerable?”
4. Explain that people with lower immunity (groups like pregnant women, young children, and people with HIV) can get sick from water that is only slightly contaminated – water that healthy people might be able to drink without getting ill.

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### Supporting Vulnerable Populations

25 minutes

1. Divide the participant in 4 to 5 groups. Give each group one piece of flip chart paper and several markers.
2. Show the Equity vs. Equality picture to all groups and ask them to discuss what they think the picture means in the context of vulnerable populations. After about 2

minutes, ask participants to share their ideas with the larger group. *The boxes in the picture represent work that the volunteer/CHP/Individual can do for vulnerable population to have equitable WASH.*

3. Ask the groups to each choose 2 vulnerable populations (e.g. pregnant women, people with disabilities) from the list the participants brainstormed earlier. Ensure that the groups do not all choose the same vulnerable populations.
4. Ask the participants to discuss in their groups how they can help their specific vulnerable populations have access to a safe and equitable WASH environment.
5. Give 10 minutes to discuss and record their ideas on their flip chart paper.
6. Ask each group to share their solutions with the large group. Summarize the main ideas into the following ways a volunteer/CHP can support vulnerable people:
  - Raise awareness of vulnerable populations in the community (group discussions, speaking events, focus groups, etc.)
  - Help to create an environment with equitable access to WASH for all (advocacy to local WASH forum, etc.)
  - Advocate about the need for safe WASH for vulnerable populations (group discussion, speaking events, focus groups, local WASH forum etc.)
  - In summary, tell the participants that they can support vulnerable people by playing the role as Mediator, Motivator, Counselor and Advocate.

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**Review****5 minutes**

1. In pairs, ask participants to discuss one thing they can do to support a vulnerable person or group in their community.

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**Reflections on Lesson**

## Equity versus Equality

