

**Lesson Plan 1: Introduction to WASH****1 hr 15 min total****Learning Outcomes**

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

1. Explain the WASH acronym.
2. Identify common diseases in the community that are related to poor WASH.
3. Identify what is in water that makes people sick.
4. Discuss how poor WASH practices affect people's lives.

**Materials**

- Flip chart paper
- Markers
- Tape
- Meta cards
- Two sets of 3 Pile Sorting cards
- Child masks (optional)

**Preparation**

- Read and prepare the lesson plan
- For additional information, refer to Appendix 1
- Write learning outcomes on the flip chart paper
- Prepare flip chart with heading 'How poor WASH affects people's lives'
- Prepare flip chart with 'Water, Sanitation and Hygiene' written on it

**Introduction****5 minutes**

1. Divide a piece of flip chart into three sections.
2. Ask the participants to have a piece of paper and a pen ready.
3. Explain that you will say three words and after each word participants should write down the first thing they think of.
4. Say the word "water" and give participants time to write down the first word they think of. Ask participants to share their thoughts in the large group. As they say their associations, write them in one section of the flip chart.
5. Repeat the same process for the words "sanitation" and "hygiene."

6. Summarize the participants' responses by relating them to WASH.
7. Present learning expectations.

### What is WASH?

5 minutes

1. Explain to participants that they will hear word WASH during this workshop many times. Ask the participants: "What do you think WASH means?"
2. Ask for 2-3 participants to volunteer responses, and then explain that WASH means Water, Sanitation and Hygiene. Define "sanitation" and "hygiene" if needed.
  - *Sanitation: The promotion of health through prevention of human contact with wastes. Ex: Toilets/latrines, solid waste managements, etc.*
  - *Hygiene: The things people do to keep themselves and their surroundings clean in order to maintain good health. Ex: hand-washing, food hygiene, menstrual hygiene etc.*
3. Ask participants: "Why do you think we combine these three words together into WASH? Why do we connect water, sanitation, and hygiene?"
4. Summarize participant responses by explaining that these three issues – clean water, sanitation, and hygiene – are all needed to benefit people and prevent the spread of disease. Throughout this workshop, participants will explore the ways these three things need to be addressed together to create a healthy community.

### Identifying WASH Practices

25 minutes



1. Tell the participants they are going to sort cards into 2 groups: 1. Healthy/good WASH behaviors and, 2. Bad/unhealthy WASH behaviors.
2. Break the participants into 2 groups and provide each group with a set of 3 *Pile Sorting* cards.
 

**Trainer Note:** Participants are only creating two piles
3. When participants have finished sorting their cards, ask them to look at the other group's piles and discuss any differences between the groups and move cards as required.
4. Ask the participants to identify which bad practices they have seen in their communities. Discuss as a large group.
5. Ask the participants to think about what happens when people and communities have the bad/unhealthy WASH practices. What does this lead to? *Disease*.

### Water-Related Diseases in the Community

15 minutes

1. Ask the participants: "What sicknesses affect your community?" Record their answers on flip chart paper.
2. Ask the participants if they know which diseases are due to poor water, sanitation and hygiene practices. Circle these diseases in another color marker.

- *Ex: Typhoid, Jaundice (Hep. E), Cholera, Giardia, Amoebic Dysentery, Bacillary Dysentery, Trachoma, Ascariasis, Malaria, Scabies, Typhus, Diarrhea, Viral flu, Schistosomiasis, Hookworm, Dengue, etc.*
3. Circle any diseases participants did not mention that are related to poor water, sanitation and hygiene practices.
  4. Ask the participants what causes these diseases. Write down the possible causes on flip chart paper.
  5. Explain that these diseases come from tiny pathogens. Ask participants if they know what a pathogen is. Explain that most pathogens are tiny living things (except viruses) which enter our bodies, multiply, and cause various diseases.
  6. Explain that in order to prevent these diseases we need safe WASH practices.

### The Effects of Poor WASH

20 minutes

1. Ask two of the participants to volunteer (*better to choose volunteer either both male or both female*) to play the role of children in a game demonstrating the impact of WASH practices.
2. Tell volunteer A that he/she will be Krishna and tell volunteer B that he/she will be Hira.
3. Ask the two volunteers to stand in the centre of the venue.
4. Explain that you will describe events that occur throughout their lives. If the other participants think that an event is positive and it will improve the child's life, the volunteer will move two steps forward. If the other participants think the event is negative and will harm the child's life, the volunteer will move two steps backward.
5. Distribute the children's masks (optional) and begin by explaining the following:
 

“Both children were born on the same day, in the same village and in households with similar socio-economic statuses. They also had similar weight during birth. Despite several similarities, their lives took different paths due to the water, sanitation and hygiene behaviors of those around them.”
6. Read the following situations below and ask participants to decide if the volunteers should move forward or backward.

Role	Krishna		Hira	
	Behavior:	Results:	Behavior:	Results:
1. 6 Months Old	At 6 months of birth, weaning ceremony was performed. Krishna is healthy, happy and his weight is appropriate. The parents are happy	Two steps forward	After first 6 months of birth, weaning ceremony was performed. Hira is healthy, happy and his weight is appropriate. The parents are also happy.	Two steps forward
2. 1 Year Old	There is a toilet in krishna's home and all family members use the toilet for defecation.	Two steps forward	There is no toilet in Hira's home and all family members go in the open field for defecation. Flies	Two steps backward

Role	Krishna		Hira	
	Behavior:	Results:	Behavior:	Results:
			from the field landed on his food and contaminated it	
3. 2 Years	Krishna's family members always use treated water and also fed the same treated water to Krishna.	Two steps forward	Hira's family members never treated water and drank directly from the source and also fed the same untreated water to the Hira.	Two steps backward
4. 5 Years Old	Krishna started his schooling from the school nearby his village.	Two steps forward	Hira also started his schooling from the school nearby his village.	Two steps forward
5. 10 Years Old	Krishna visited his neighbor's house to play. The family did not wash their hands and served him contaminated food.	Two steps backward	Hira visited his neighbor's house to play. The family washed their hands before eating and ate food that had been cooked well.	Two steps forward
6. 16 Years Old	Due to Krishna's family's healthy WASH behaviours, he was rarely been sick and able to attend all classes in regular basis. Krishna secured first division in the SLC. Everyone in the family was happy due to his achievement and he made his family proud.	Two steps forward	Due to Hira's family's unhealthy WASH behaviours, he used to get sick frequently by WASH related diseases (sometimes with diarrhoea and sometimes with typhoid) and he was unable to attend classes in regular basis. Hira appeared for SLC exam but couldn't pass it in the first attempt because he missed a lot of classes due to illness. His parents were upset with him.	Two steps backward
7. 25 Years Old	Krishna got a job easily due to his good academic background. He supported his parents financially and he earned a good reputation. He is getting married and is happy with his life.	Two steps forward	Hira couldn't get a proper job due to poor academics. He can only hold odd jobs and makes little money. He struggles to support his family and is unhappy with his life.	Two steps backward

- At the end of the game, ask all the participants to stand in their places, close their eyes, think about the situation and results of the game and imagine the future they would want for their brother, sister, child, etc.

8. Explain to participants that the Government of Nepal also wants all citizens to have the same life as Krishna. Explain that the government has set national goals of “universal access to water and sanitation by 2017”. In order to achieve this goal different WASH movements are going on across the country like the ODF campaign, National Sanitation Week, etc.
9. In pairs, ask the participants to discuss how they can contribute to reach the national sanitation goals. Share some responses in the large group.

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**Review****5 minutes**

1. In pairs, ask the participants to discuss how their families have experienced the effects of poor WASH practices.
2. As a group, ask the participants how our lives can be affected if we change those practices from bad to good.

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**Reflections on Lesson**