

Lesson Plan: The WASH Detective



1 hr 30mins total

Lesson Description



In this lesson, participants will be identifying how to identify WASH issues in a household or community. They will then discuss the importance of understanding the reasons and context of a household before attempting to influence behaviour change. Finally, participants will discuss ways to prioritize solving different WASH issues in a household.

Learning Outcomes



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

1. Identify possible WASH issues in a household
2. Describe indicators of household WASH practices
3. Discuss strategies to discover the barriers to adopting good WASH practices
4. Discuss prioritizing WASH issues in working with households

Materials



- Flip chart paper
- Marker
- Regional WASH Detective Activity (1 per 3-4 participants)
- Whiteboard markers

Preparation



- Print several copies of the regional WASH Detective Activity (1 per 3-4 participants)
- Optional: Write the learning outcomes on flip chart paper

Introduction


5 minutes



1. Ask participants to imagine themselves as police detectives.
2. Explain the scenario to participants:




A thief has broken into a government office and has stolen important secret documents. You have been asked, as the best detective, to solve the mystery and catch the person who did it.

3. Ask the participants: “How can we find out information about what happened to solve the mystery?” *Interview the people who work there, look for fingerprints, look at video cameras.*

4. Ask the participants: “What are we looking for?” *Clues that can give us information of the identity and whereabouts of the thief.*
-  5. Explain to participants that part of their role as a Community WASH Promoter is similar to being a good detective; finding out as much information as possible about people and their households to have the best strategy to support them to change their behaviours.
6. Explain to participants: Although a detective and WASH Promoter may have similar observation and questioning skills, it is very important to note that you are not trying to punish the household member, you are trying to help them.
7. Present the lesson description or learning outcomes.
8. Explain to participants that in this lesson, they will be focusing on the 2nd finger of our steps to an effective household visit: **Understand.**


The WASH Detective – Part 1: What, Where, and How?

30 minutes

-  1. Divide participants in pairs or groups of 3-4 people.
2. Explain to participants that they will now play the role of a Community WASH Promoter, using detective skills, to find out information about the behaviour of a household in relation to WASH.
3. Explain to participants that they will need to use a whiteboard marker to circle things they see that will indicate a certain bad WASH practice. They will have 2 minutes to do this.
-  4. Handout a WASH Detective picture to each group of participants and give them 2 minutes to do the activity.
5. Take turns to ask each group to identify 1 of their clues that indicate a bad WASH practice.
6. Write their answer on flip chart paper
7. Move to the next group, and do the same thing until all the groups have had the chance to present a clue.
-  8. Explain to participants that there are many different ways to collect information, and simply observing and looking for clues is one of the ways that can help you get information.
9. Ask participants: “Now that we have all these clues, what do we do with them? What is the purpose of identifying all these clues?” *It can help you focus your messaging, it can help you understand why the person is not adopting a certain behaviour, etc.*

The WASH Detective – Part 2: Who and Why?

15 minutes

-  1. Explain to participants that a crucial skill of an effective Community WASH Promoter is not only the ability to identify the WASH issues in a household, but also the ability to discover the reasons why a household is not adopting better WASH behaviours.
2. Ask participants: “Why is it important to try to find out the reasons why the household is not adopting better WASH behaviour?” *It is important to know the reason so that*

- you can focus on the strategy that will be the most effective.* Explain that you will be covering effective strategies in the next lesson.
3. Ask the participants to find a partner and to identify themselves as A or B.
 4. Ask the participants to choose one of the WASH issues identified in the WASH Detective activity.
 5. Explain to participants that person A will play the role of the CWP and person B will play the role of the member of the household in the picture.
 6. Explain to participants that the person playing the CWP must try to use probing questions and find out why the other person is not adopting better WASH behaviours. You are simply trying to understand the most you can about a certain behaviour.
 7. The person playing the household member must try to improvise and give reasons why the WASH issue exists. The reasons can be chosen from one of the reasons identified in the Behaviour Change lesson earlier in the workshop.
 8. After 3 minutes of practice ask the participants to share, as a larger group, the challenges they faced when asking the household member questions and strategies that worked to find out more information.
 9. Ask the partner to switch, this time person B will play the role of CWP, and person A will play the role of a household member. Again, discuss with the larger group the challenges and strategies used to get more information.

How to Prioritize WASH Issues

20 minutes



1. Explain to participants that identifying and understanding all the WASH issues in a household or community is just the first step, they must now choose which ones to focus on.
2. Ask participants to listen carefully. Say the words just once: apple, peach, banana, orange, grape, strawberry, cherry, mango, blueberry, and passion fruit.



3. Ask the participants to write down all the words that you said in their notebooks or a piece of paper. They do not have to be in the same order, do not give them any clues. Give the participants just 30 seconds to write down the fruits.
4. Explain to participants that you will be reading out the words again. They will check if they have remembered all of them correctly.
5. Say the words one more time. Ask participants: "Has anyone gotten all the words correctly?"



6. Explain to participants that having too much information at once can be overwhelming and we need to break it down into chunks by prioritizing and only choosing to discuss one or a few issues at once. If you focus on too many issues at the same time, it can be overwhelming for households. When households are overwhelmed, they may choose to not make any change at all.
7. Write down the fruit names on flip chart paper.
8. Ask participants: "If you had to choose just 1 fruit, which one would it be? And why?"

9. Discuss with participants the different criteria that people had for choosing the fruit. This could be taste, amount of vitamins, ease of transport, etc.
10. Explain to participants that they will now be doing the same activity but for WASH issues.
11. Ask participants to return to their groups from the WASH Detective game.
12. Explain to participants that they must try to imagine that they are actually going to work with the household in the picture of the WASH Detective game.
13. Ask participants: "Where do we start? Which WASH Issues do we discuss first?"
14. Ask participants to look at their poster and must choose which WASH issue to prioritize. They must consider not simply the most important, but in the order that they think will help them achieve behaviour change in the household for the long-term.
15. Give the participants 2 minutes to discuss.
16. Ask each group to share where they would start. More importantly, ask them to discuss why they have chosen that particular issue to be the first.
17. As each group presents, write down the different priorities on flip chart paper.
18. Discuss with the larger group which issue should be the first issue from the list and why.



Trainer Note: It is important to remember that the ultimate goal of a Community WASH Promoter is to achieve behaviour change. There is no clear correct answer to this question. The goal of this activity is to try to get participants to think about how they prioritize.

It could be easier to start with water treatment, as the household member will see the benefits much quicker as their health improves and will be motivated to adopt other WASH practices.

On the other side, it could also be easier to start with the use of a latrine as part of a wider community-led attitude behaviour change program that focuses on achieving a higher social status or more safety for women and children.

Review

2 minutes



1. **Pair Share:** Ask participants to discuss with a partner: "Why is it important to try to find out the reasons why a household would not be adopting a WASH behaviour?"

Reflections on Lesson