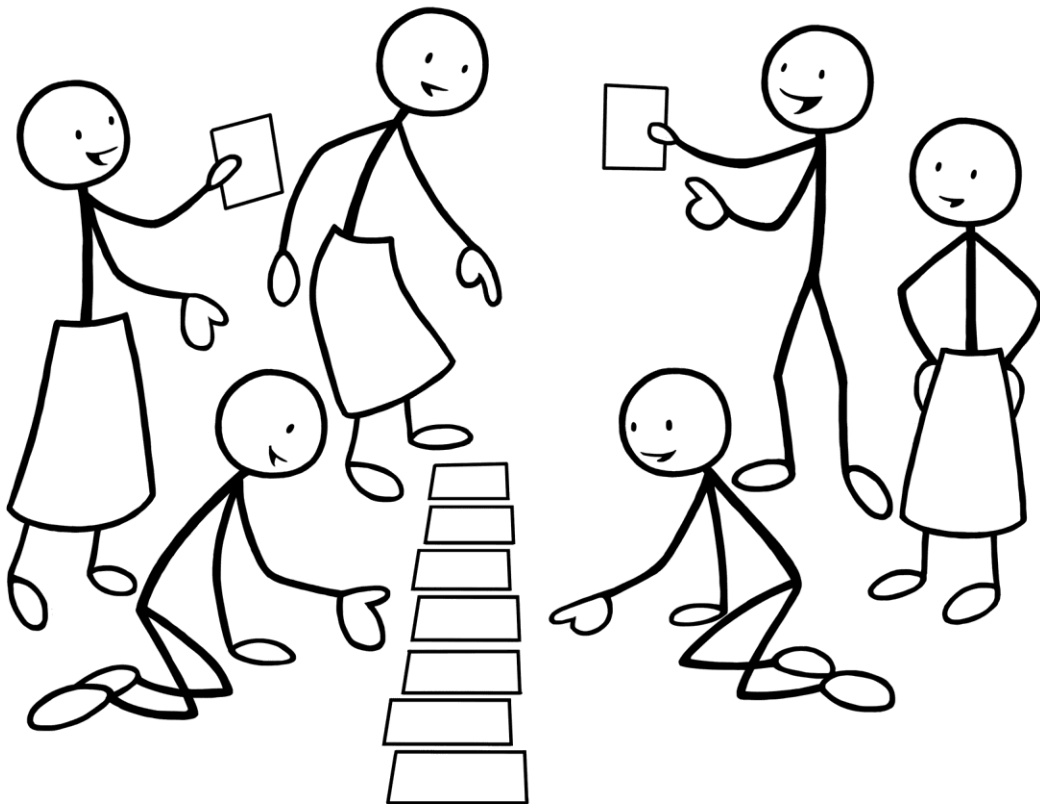


Community Health Promotion for Trainers





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CAWST is a Canadian humanitarian organization focused on the principle that clean water changes lives. Safe water and basic sanitation are fundamentals necessary to empower the world's poorest people and break the cycle of poverty. CAWST believes that the place to start is to teach people the skills they need to have safe water in their homes. CAWST transfers knowledge and skills to organizations and individuals in developing countries through education, training and consulting services. This ever expanding network can motivate individual households to take action to meet their own water and sanitation needs.

One of CAWST's core strategies is to make knowledge about water common knowledge. This is achieved, in part, by developing and freely distributing education materials with the intent of increasing its availability to those who need it most.

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Symbol Key

Throughout the trainer manual there are several symbols that are used in the lesson plans. Here is a key that provides information about each of the symbols.

	The clock symbol appears next to the amount of time the lesson may take. This is just an estimate. The lesson may be longer or shorter depending on how you facilitate it.
	The clipboard appears when there is preparation that needs to be done before an activity. Scan the lesson plan for any preparation symbols before facilitating the lesson. These symbols will tell you what to do before starting.
	The key appears where there are important points and topics to discuss during the activity. These are reminders to the trainer of what key points the participants should understand after finishing the lesson.
	The exclamation point appears to warn you of things to consider during the lesson. Read the lesson plan for any exclamation points before facilitating the lesson. This will help

Lesson Plan: Workshop Introduction

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

1. Understand the ground rules for how the group is expected to work together during the workshop.
2. Understand the group expectations for the workshop.
3. Describe CAWST's and/or your organization's role and mission.



1 hour 30 minutes

- | | |
|--|---|
| <ul style="list-style-type: none"> • Laptop and projector (optional) • Flipchart • Flipchart paper • Markers • Stickers - dots and coloured | <ul style="list-style-type: none"> • Manual & Workshop materials (1 per person) • Notebook (1 per person) • Pens (1 per person) • Icebreaker activity • PowerPoint: <u>Workshop Introduction</u> |
|--|---|

1. Introductions

- Introduce CAWST trainers, workshop hosts and other guests as appropriate
- Lead an **icebreaker** activity to help participants meet each other and introduce themselves to the group

Icebreaker – Option 1

- On a tent card or piece of paper, have each participant write down an interesting fact or brief story about themselves. Inform participants not to put their names on the cards.
- Collect the tent cards and redistribute them to everyone. Give the participants time to move around and find out which person their card belongs to.
- After 10 minutes, bring the participants back into the large group. Ask each participant to describe their fact and the reason why they have come to the workshop.

Icebreaker – Option 2

- Ask participants to describe three facts about themselves to a partner.
- After 5 minutes, bring the participants back into the group. Ask each participant to introduce their partner to the rest of the group.

Icebreaker – Option 3

- Ask participants to write down a piece of paper, two things that are true about themselves and one thing that is untrue. Inform participants not to put their names on the paper.
- Place all the pieces of paper in a bag or box and have each participant pick out one piece of paper from the bag.
- Instruct the participants to guess who the person is from the statements on the card. Participants also need to guess which statement of the three is false.

- Note: This can be a fun activity for groups that already know each other a bit.



In some countries, a formal welcoming ceremony will start the workshop. Consult with your host beforehand to determine the protocol and the amount of time required. You may need to adjust your agenda accordingly.

2. Group Agreement - Making Ground Rules



- Write 'Group Agreement' on a piece of flipchart paper
- Introduce making ground rules by explaining these are expectations created by the group that will guide the workshop activities and allow us to learn together.
- Ask participants to think about their favourite training or learning experience. What made that experience so positive?
- You can also ask for people to talk about a negative learning experience and what made it a bad experience.
- Ask participants to suggest ways to create a positive learning environment for everyone. Check to see if the participants agree with what has been said.
- Write the expectations on a flipchart or board.
- If nothing is forthcoming from the participants, the facilitator may provide some suggestions, such as:
 - Respect what other people say
 - Only one person to speak at a time – side conversations
 - It is OK to ask questions if you don't understand
 - Turn off cell phones during the session
 - Workshop schedule – write down start, break, lunch, break, and closing times
- Appoint a timekeeper to help remind you when it's time for a break or lunch.
- Ask if anyone's expectations have been left out and write any additional points on the list.
- Post the ground rules in a visible location for the entire session. Conclude by saying that these are the group's expectations for working together. It is OK to add to the ground rules if other suggestions are brought forward later on during the session.



Refer back to the ground rules if the group or an individual is not meeting the expected behaviour during the workshop.

3. Participant Self-Assessment



Write on a piece of flipchart paper 4 main topics for the workshop with scales drawn below the topic. The topics should be the pieces of knowledge or skills that you will teach in the workshop, for example, water contamination, local water issues, project planning, etc.)

How the biosand filter works

None

A little

A lot

March 2009

6

- Explain that this is a tool to assess what knowledge and skills we have now before starting the workshop.
- Explain that there may be some areas where we know a lot about a particular topic and other areas where we don't know anything yet. There is no shame in saying that you don't have any knowledge about a particular topic.
- Ask people to place a dot along the line based on where they think they are at the moment.
- Give everyone 4 stickers (all of the same colour and shape) so that each person can come up and place one dot along each of the 4 lines
- Ask participants to come up a couple people at a time to place their dots.

-
- When everyone has finished placing their dots, explain that the goal of the workshop is to help each participant move along the scale.
 - Our goal is that by the end of the workshop everyone will gain some knowledge or skill about that topic.
-



Discuss how there is a range of understanding among the participants and it's important that everyone has a common base of knowledge. Some of the material that you are going to present (especially on the first day) may be new for some and repetition for others. Also mention how it is good for participant's who have more knowledge or experience to help teach others who have less understanding.

4. Group Expectations



- Write 'Group Expectations' on a piece of flipchart paper
- Ask the participants to describe their expectations for the workshop. Ask: What do you hope to learn during the training?
- Record people's expectations on the piece of paper as they list them.
- Affirm the expectations that you will be covering during the workshop.
- If there are things that are outside the scope of the workshop, explain that they will not be discussed. Offer any alternatives for discussing those topics if they are relevant, such as websites, research papers, names of other organizations.

5. Workshop Format & Agenda

- Discuss the CAWST philosophy for training and learning
 - Experiential, hands-on and learn by doing.
 - Individual and group activities.
 - Case studies and learning from others' experience.
 - Open discussion, questions and answers.
 - Develop a sense of community and network within group.
- Review agenda for the first day
- Introduce manual and toolkit
- Ask for any questions

6. Workshop Logistics - Housekeeping

- Ask the host organization to discuss any workshop logistics that need to be addressed.
- Remember to discuss:
 - Building/workshop layout
 - Bathrooms
 - Fire exit
 - First Aid

7. Introduction to CAWST / Your Organization



If you have a laptop and projector, use the PowerPoint presentation (**Workshop Introduction**) to introduce CAWST's role as well as your organization's role.

If you do not have a laptop and projector – use the PowerPoint as a guide and talk about the role of CAWST and/or your organization.



- Organization Mission & Vision
- Organizational Strategies
- History of the organization
- Activities to date
- Future plans
- Expectations of clients/partners

8. Review

- Summarize topics and emphasize key points. Clarify any confusion and respond to questions.

9. Reflections on Lesson

- Use this space to record your comments about what worked well and what didn't, and suggestions for improvement the next time.

Lesson Plan: Global and Local Water and Sanitation Issues

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

1. Describe the global and local water and sanitation issues.



45 minutes

- Laptop & projector (optional)
- Flipchart
- Flipchart paper
- Markers
- PowerPoint: Global & Local Water Issues
- Jenga Game – slips of paper or blocks

1. Introduction

- The purpose of this activity is to share what we already know about the water and sanitation problems in our communities.



- Choose the option that is most appropriate for the workshop audience.
- If you are going to do Option 2 – Group Discussion, do the PowerPoint presentation after the discussion has finished (if necessary).

2. Global Water Issues (Option 1) – PowerPoint & Placemat Activity



- If you have a laptop and projector, use the PowerPoint presentation (**Global & Local Water Issues**) to introduce the topic.
- If you do not have a laptop and projector, discuss the global water and sanitation statistics

Fill in the slide at the end of the presentation with the access to water and sanitation statistics for that particular country.

- Review the global information as well as the local statistics
- Answer any questions that participants may have

Placement Activity

- Explain that now we will do an activity to reflect on the water and sanitation issues in their country / community
- Divide participants into groups of 4 or 5.
- Distribute flip chart paper to each group.

- Ask the participants to divide the paper into sections equal to the number of participants in the group, leaving a circle or square in the centre of the chart.
- Ask everyone to individually reflect on the question, issue or topic, and then silently write their thoughts in their personal area of the chart.
- Give a signal for the participants in each small group to discuss their thoughts. Each participant will have a turn to share with the small group. Afterwards, all small group members engage in discussion to find common elements or ideas. Ask participants to record common ideas in the centre of the place mat.
- Ask the small groups to post their charts and share their thoughts with the entire group. If time, allow participants to circulate around the room to look at the ideas on the charts of other groups.

3. Global and Local Water Issues (Option 2) – Group discussion & PowerPoint



- Print out the words found in Jenga Game.
- Cut out the words/phrases onto individual slips of paper or write them on Jenga blocks.
- Add words/phrases to the list if there is another topic you would like discuss.



Jenga is a game that is played in North America with wooden blocks. If you are unfamiliar with this game, then use the slips of paper and facilitate this activity as a large group discussion.

-
- Introduce the topic and hand out the slips of paper to every participant. You can handout more than one slip of paper to each person if there are more topics than participants
 - Invite participants to share their word/phrase with the group and explain what they know about the topic.
 - Encourage participants to link their word/phrase with the previous word/phrase – in no particular order.
 - If a participant does not know what their word or number means, encourage them to ask the group.
 - Encourage discussion and questions.
 - If you do have Jenga blocks – you can have each person take a block from the tower you've made to illustrate how the tower becomes unstable when all these problems are present.
 - When each person has shared their word, summarize the discussion.
-



- The exercise is meant to illustrate how these problems are inter-connected.
- Clarify questions about the following:
 - 884 million people lack access to safe water
 - 2.5 billion people lack access to adequate sanitation (1.2 no toilet, 1.3 a bad toilet)
 - MDGs – Millennium Development Goals, United Nations led initiative to promote development through reduction of poverty, achievement of universal primary education, increasing access to water/sanitation, etc. (8 goals to be achieved by 2015)

- Definition of an improved water source (household connection, public standpipe, borehole, protected well, protected spring, rainwater)
- Definition of access to basic sanitation (connection to public sewer/septic tank, pour flush / simple pit / ventilated improved pit latrine)



- If you have a laptop and projector, use the PowerPoint presentation (**Global & Local Water Issues**) to introduce the topic.
- If you do not have a laptop and projector, discuss the global water and sanitation statistics

Fill in the slide at the end of the presentation with the access to water and sanitation statistics for that particular country.

- Review the global information as well as the local statistics
- Answer any questions that participants may have

4. Review

- Summarize topics and emphasize key points. Clarify any confusion and respond to questions.

5. Reflections on Lesson

- Use this space to record your comments about what worked well and what didn't, and suggestions for improvement the next time.

Lesson Plan: Water Cycle, Contamination, and Treatment

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

1. Identify different ways that water is contaminated by human activities.
2. Describe the local water issues.
3. Describe the difference between community and household water treatment.



45 minutes

- Flipchart
- Flipchart paper
- Markers
- 3 bottles of water (one clean, one a little cloudy and one very dirty)

1. Introduction

This lesson is a brief review of the water cycle and how water becomes contaminated.

2. Water Cycle

- Ask the participants to describe the water cycle.
- Ask for a volunteer to come up and draw part of the water cycle on the flipchart paper.
- Ask for other volunteers to finish describing how water is cycled through the Earth.



- Evaporation, transpiration, atmospheric, storage, precipitation, infiltration, runoff, lakes, groundwater, ocean
- Less than 1% of Earth's water is fresh water.

3. Water Contamination

- Using the water cycle diagram, ask participants how does water become contaminated?
- Encourage participants to talk about where each of the different contaminants may come from.
- Ask participants which source of water is the cleanest?
- Emphasize that generally rainwater is cleanest then groundwater. Surface waters are the least clean for biological contamination.



- There are 3 major types of contaminants: physical, chemical, and biological.
- Physical – soil, particles, sediment



- Chemical – industrial pollutants, fluoride, arsenic
- Biological – pathogens are disease-causing organisms, there are four main kinds (helminths, protozoa, bacteria and viruses).
- Biological contamination is the biggest concern for people in developing countries. It is human and animal feces that cause many children to die and many people to be sick with diarrhea.



- Show the participants the 3 bottles of water that you've prepared.
- Ask participants
 - Which water they would you prefer to drink?
 - Why?
 - How do you know the water is safe to drink?
 - What is pure water?
 - What is safe water?
- Discuss the WHO definition of safe water and ask people what they think it means.
- If you don't have 3 bottles of water, ask participants: What are some of the ways that we can tell that water is contaminated?
- Encourage discussion.
- Discuss the WHO definition of safe water and ask people what they think it means.



- We often use our senses to see if the water is contaminated – turbidity, color, flavour, odor, salinity, etc.
- Our instincts tend to be right. Water that has a lot of turbidity tends to be more contaminated than water that is clear. BUT, just because water looks clear, it doesn't mean that it's free of pathogens.
- There is a difference between water that is "pure" and water that is "safe".
- WHO definition of safe water *"does not represent any significant risk to health over the lifetime of drinking, including different sensitivities that may occur between life stages"*

4. Water Treatment

- Using the water cycle diagram, ask people if they know where the city or village's drinking water comes from.
- Is this water treated? If yes, how do they treat the water?
- Use these questions as a way to introduce community water treatment to the group
- Explain how community water treatment would happen in general terms.



- Community scale water treatment has three steps: sedimentation, filtration, and disinfection.
- Household water treatment follows a similar process to community scale treatment.

- Explain that you will discuss household water treatment and technology options later in the workshop

5. Review

Summarize topics and emphasize key points. Clarify any confusion and respond to questions.

6. Reflections on Lesson

- Use this space to record your comments about what worked well and what didn't, and suggestions for improvement the next time.

Lesson Plan: Role of Community Health Promoters and Trainers

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

1. Describe the role of a community health promoter.
2. Describe key skills, attitudes and knowledge needed to be a community health promoter.
3. Describe the role of a trainer of community health promoter.
4. Describe key skills, attitudes and knowledge needed to be a trainer of community health promoter.



60 minutes

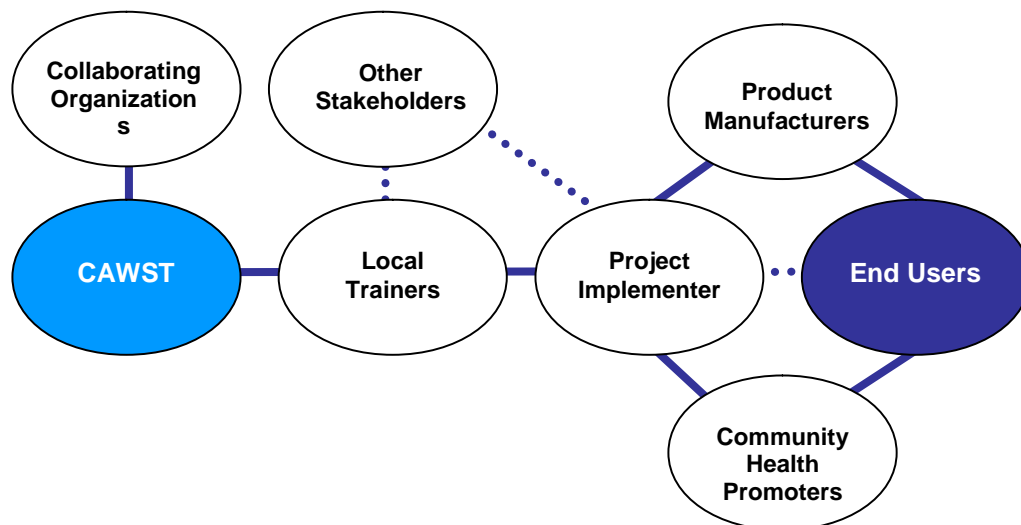
- Markers
- Flipchart
- Flipchart Paper

1. Role of Community Health Promoters (CHPs)



- CHPs act as community educators and help people to change their behaviour
- It is important that the CHP is a trusted member of the community and be able to learn new skills and communicate well
- Anyone can be a CHP – need to learn the right knowledge, skills and attitudes

- Ask participants to brainstorm the important roles involved in project implementation
- As people mention the roles, draw the CAWST technology transfer model on a piece of flipchart paper.



- How does that group contribute to the project? What is their role and responsibilities?

- Highlight that some roles may be completed by the same individual or group and may not be distinct roles within the organization
- Summarize the discussion and explain that the group will be focusing on the role of community health promoters

2. Knowledge, Skills and Attitudes



- Knowledge means a person's understanding and information about key subjects, such as disease transmission or household water treatment.
- Skills means a person's practical, technical and 'people' skills, such as good listening or project design.
- Attitude means a person's feelings and approach, such as being empowering and non-judgmental

-
- Divide the group up into 3 or 4 small groups
 - Ask each group to draw a large picture of a person on a piece of flip chart paper.
 - Ask participants to think about the knowledge, skills and attitudes that a community health promoter for water, hygiene and sanitation should have and the knowledge skills and attitudes that a trainer for community health promoters should have.
 - Give an example of each category – Knowledge (disease transmission), Skill (good listener), Attitude (friendly)
 - The groups should write the knowledge by the head of the person, skills by the hands, and attitudes by the heart.
 - Explain that half the groups will be doing this activity for promoters and the other half for trainers.
 - Assign each group 'promoter' or 'trainer'.
 - Give each group 15 – 20 minutes to work in their small groups.
 - Ask one person from each group to present their group's work to the larger group.
 - When the activity is complete, encourage the participants to discuss what the diagram shows.



- Key Knowledge: about water, sanitation, hygiene; household water treatment; local context; participatory learning tools
- Key Attitudes: friendly, patient, respectful, committed, motivated
- Key Skills: active listening, effective questioning, facilitating group activities



If participants leave out important knowledge, skills, or attitudes, contribute ideas yourself and explain why they are important.

Review Questions

- Was there agreement about the knowledge, skills and attitudes?
- Which ones are most important?
- How do knowledge, skills and attitudes link together?
- How does the person compare to real people involved in action on water, hygiene and sanitation?
- What knowledge, skills and attitudes were the same for promoters and trainers?
- What knowledge, skills and attitudes were different for promoters and trainers?

3. Review

- How do community health promoters contribute to the overall project?
- What support would help people to improve their knowledge, skills and attitudes?
- Where can it come from?

Summarize topics and emphasize key points. Clarify any confusion and respond to questions.

4. Reflections on Lesson

- Use this space to record your comments about what worked well and what didn't, and suggestions for improvement the next time.

Lesson Plan: Water, Hygiene, Sanitation

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

1. Identify different ways that water is contaminated by human activities.
2. Describe disease transmission routes related to water.
3. Identify ways that water-related diseases can be prevented.
4. Explain the importance of good sanitation practices and technologies to ensure good health.
5. Identify different options for latrines and other good sanitation practices.
6. Identify good personal and domestic hygiene habits.
7. Demonstrate how to facilitate group activities.
8. Demonstrate how to use various participatory learning tools.



1 hour 30 minutes

- Laptop & projector **OR** TV & DVD player
- Video – Prescription for Health
- Sanitation ladder (3 laminated sets)
- Three pile sorting (3 laminated sets)
- Transmission routes (3 laminated sets)

1. Introduction



- These activities focus on the key knowledge that community health promoters need to have when working in water, hygiene and sanitation.
- The purpose of the activities is to learn new information about water, hygiene, and sanitation.
- This is a safe place to practice facilitating activities with community groups.

2. Prescription for Health Video



Setup laptop and projector or TV/DVD with the **Video: Prescription for Health**

- Introduce the video
- Ask participants to watch for the following:
 - i. How are water-related diseases transmitted?
 - ii. What is the process of development that is used?
 - iii. What is the role of education in water-related projects?
 - iv. Is there anything you would do differently as a community health promoter?
- Watch the video (25 minutes)
- Encourage discussion about the video
- Ask the group:
 - Are any of these scenes familiar?

- Have people seen scenes similar to the ones shown? Describe.
- Do any of the communities here suffer from similar problems? Explain.
- What is the role of education?
- How is development encouraged?



- Education and awareness is critical to the success of any water, hygiene, sanitation program.
- There are many ways that water-related diseases can be transmitted (food, flies, hands, drinking water, fields, feces).
- There are many ways to stop water-related diseases from being transmitted – good sanitation, good hygiene practices, and safe water.

3. Participatory Games



Use the laminated sets of the games: Sanitation Ladder, Three Pile Sorting, and Transmission Routes.

- Explain that the purpose of this activity is to learn games that can be used in a participatory way to teach communities about water, hygiene and sanitation.
 - Each group will be playing the game and then members of the group will practice facilitating each of the 3 games.
-
- Divide the participants up into 3 groups.
 - Give all three groups the same game to play. Explain to each group how to play the game (**directions below**).
 - After each group has finished the game, instruct all the groups to compare each of their results.
 - Discuss the similarities and differences between the various diagrams. Encourage discussion to find out why participants placed the pictures in a particular order or group and ensure everyone understands.
 - **See directions** for each of the games below.
-
- This activity can be facilitated in multiple ways – depending on how much time you have and how many trainers are facilitating.
 - If you only have one facilitator, you can also facilitate each of the games with the large group.
 - If you have two or three facilitators, consider creating a group for each facilitator. Each facilitator can work with their group and facilitate all three games. Teaching and explaining how the participants would facilitate the game themselves.



4. Sanitation Ladder



This activity helps participants to:

- Describe the community's sanitation situation

- Identify options for improving sanitation
 - Discover that improvements can be made step-by-step
-
- Give the participants the pictures depicting the various methods of excreta disposal.
 - Ask the participants to sort the pictures into steps according to improvements in sanitation practices. Give participants 15 – 25 minutes for this work.
 - When the groups have completed this task, ask the group to explain its sanitation ladder to the larger group
 - Encourage a group discussion covering:
 - The similarities and differences in the way the options have been arranged by each of the groups.
 - The options that have been identified as best for the community
 - The advantages of each option
 - The difficulties or obstacles that would make moving up the ladder difficult
 - How these decisions were reached
-



- The sanitation ladder shows that improvements can be made step by step.
 - Communities realize that changes can be made over time, at a pace that is appropriate and manageable to them.
-



For additional facilitation options see **Tool: Sanitation Ladder**.

5. Three Pile Sorting

This tool can be used to:



- Assess people's understanding of water, hygiene and sanitation practices and the impact on health
 - Provide a way to explore issues about water, hygiene and sanitation
 - Start discussions about local beliefs and practices
-

- Give out the sets of three pile sorting drawings, and three heading cards – one with the word “good”, another with the word “bad” and third with the word “in-between”.
- Ask the participants to sort the pictures into three piles.
 - Good – those which they think show activities that are good for health.
 - Bad - those which they think show activities that are bad for health.
 - In-between - those which they think are activities that are neither good nor bad for health or which they are not sure about.
- After 10 – 15 minutes ask the participants to explain their selections and why they made these choices.
- Don't prompt or direct the choices of the group by giving information. If people ask you specific questions, redirect the questions back to the group for a response. If the group is unable to interpret any one drawing, suggest that it is set aside.

- When each group has finished, ask all the groups to visit one group's piles and encourage discussion. (Repeat for the other 2 groups.)
- Facilitate a discussion on the way the participants have sorted the drawings.
- Ask the groups to identify differences in the way the piles.
- Clarify any misconceptions about disease transmission routes, and encourage the group to think carefully about the choices moving cards from one pile to another if necessary.
- After all three groups have been visited; debrief the activity with the group.



- Many of the pictures can be interpreted in multiple ways. This makes the activity more challenging and encourages discussion.
- Three pile sorting encourages people to share their existing knowledge with each other. The facilitator should encourage discussion not tell the community they have "bad" practices.



This activity can generate a lot of discussion and enthusiasm. Ask people to speak one at a time. Refer back to the Group Agreement if necessary.

For additional facilitation options see **Tool: Three Pile Sorting**.

6. Transmission Routes

This tool can be used to:



- Assess people's understanding of water, hygiene and sanitation practices and the impact on health
- Provide a way to explore issues about water, hygiene and sanitation
- Start discussions about local beliefs and practices

- Introduce the topic and start with the pictures of feces and the child's mouth.
- Explain that there are many ways in which pathogens can be "transmitted" from the feces to the mouth.
- Place the feces picture at one end of the table/floor and the mouth picture at the other end.
- Ask the groups to place the remaining pre-cut cards, including the arrows, between these two pictures to show how pathogens can find their way to the mouth.
- After the group has finished, explain that then you can facilitate a discussion to help the group use this new knowledge to examine its own situation. Discuss and identify:
 - The transmission routes in their community
 - The problem areas and behaviours that are putting people at risk of infection.
- Ask the group to identify practices that can break the transmission routes. Have them place the following pre-cut cards on top of the arrows: latrine, water treatment technologies, hand washing, good hygiene practices, good food handling practices and safe water storage.
- Ask the groups to compare diagrams with the other groups.



- Do not be concerned if the groups do not identify all the transmission routes. It is enough if they have identified some of the routes.
- The transmission route diagram does not have to be perfect, close enough so that they understand how the diseases are passed from feces to the mouth.

7. Review

Summarize topics and emphasize key points. Clarify any confusion and respond to questions.

8. Reflections on Lesson

- Use this space to record your comments about what worked well and what didn't, and suggestions for improvement the next time.

Lesson Plan: Community Activity Practice

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

1. Demonstrate how to use various participatory learning tools.
2. Demonstrate how to facilitate group activities.
3. Demonstrate active listening skills.
4. Demonstrate effective questioning.
5. Demonstrate key attitudes such as patience, friendliness, and respect.



1 hour

- | | |
|---|---|
| <ul style="list-style-type: none"> • Flipchart • Flipchart paper • Markers | <ul style="list-style-type: none"> • Sanitation ladder (3 laminated sets) • Three pile sorting (3 laminated sets) • Transmission routes (3 laminated sets) |
|---|---|

1. Introduction



- These activities focus on the key knowledge that community health promoters need to have when working in water, hygiene and sanitation.
- The purpose of the activities is to learn new information about water, hygiene, and sanitation.
- Practicing facilitating activities to teach others.

2. Participatory Games



Use the laminated sets of the games: Sanitation Ladder, Three Pile Sorting, and Transmission Routes.

- Explain that the purpose of this activity is to learn games that can be used in a participatory way to teach communities about water, hygiene and sanitation.
 - Each group will be playing a different game.
 - After debriefing the activity, members of the group will practice facilitating their game with the entire group of participants.
-
- Divide the participants up into 3 groups.
 - Give all three groups a different game to play. Explain to each group how to play the game (**directions below**).
 - After each group has finished the game, debrief the activity with the group.
 - Ask them to appoint one or two individuals from the group to facilitate the activity with the other participants.

- Give each small group time to practice facilitating in their small group before bringing all three groups back together.
- Allow each group time and space to facilitate their game with the larger group.
- Make suggestions and encourage them as needed.
- The goal is not to present their results to the group, but rather to get the other participants to play and learn from the game themselves.
- Once each game has been facilitated, debrief the entire activity with the group.
- **See directions** for each of the games below.



- This activity can be facilitated in multiple ways – depending on how much time you have and how many trainers are facilitating.

3. Sanitation Ladder



This activity helps participants to:

- Describe the community's sanitation situation
- Identify options for improving sanitation
- Discover that improvements can be made step-by-step

- Give the participants the pictures depicting the various methods of excreta disposal.
- Ask the participants to sort the pictures into steps according to improvements in sanitation practices. Participants can take 15 – 20 minutes for this work.
- When the groups have completed this task, ask the group to explain its sanitation ladder to the larger group
- Encourage a group discussion covering:
 - The similarities and differences in the way the options have been arranged as steps.
 - The options that have been identified as best for the community
 - The advantages of each option
 - The difficulties or obstacles that would make moving up the ladder difficult
 - How these decisions were reached



- The sanitation ladder shows that improvements can be made step by step.
- Communities realize that changes can be made over time, at a pace that is appropriate and manageable to them.



For additional facilitation options see **Tool: Sanitation Ladder**.

4. Three Pile Sorting

This tool can be used to:

- Assess people's understanding of water, hygiene and sanitation practices and the impact on health

- Provide a way to explore issues about water, hygiene and sanitation
- Start discussions about local beliefs and practices

-
- Give out the sets of three pile sorting drawings, and three heading cards – one with the word “good”, another with the word “bad” and third with the word “in-between”.
 - Ask the participants to sort the pictures into three piles.
 - Good – those which they think show activities that are good for health.
 - Bad - those which they think show activities that are bad for health.
 - In-between - those which they think are activities that are neither good nor bad for health or which they are not sure about.
 - After 10 – 15 minutes ask the participants to explain their selections and why they made these choices.
 - Don't prompt or direct the choices of the group by giving information. If people ask you specific questions, redirect the questions back to the group for a response. If the group is unable to interpret any one drawing, suggest that it is set aside.
 - When each group has finished, ask all the groups to visit each other's piles and encourage discussion.
 - Facilitate a discussion on the way the participants have sorted the drawings.
 - Clarify any misconceptions about disease transmission routes, and encourage the group to think carefully about the choices moving cards from one pile to another if necessary.
 - Debrief the activity with the group.



- Many of the pictures can be interpreted in multiple ways. This makes the activity more challenging and encourages discussion.
- Three pile sorting encourages people to share their existing knowledge with each other. The facilitator should encourage discussion not tell the community they have “bad” practices.



For additional facilitation options see **Tool: Three Pile Sorting**.

5. Transmission Routes

This tool can be used to:



- Assess people's understanding of water, hygiene and sanitation practices and the impact on health
- Provide a way to explore issues about water, hygiene and sanitation
- Start discussions about local beliefs and practices

-
- Introduce the topic and start with the pictures of feces and the child's mouth.
 - Explain that there are many ways in which pathogens can be “transmitted” from the feces to the mouth.
 - Place the feces picture at one end of the table/floor and the mouth picture at the other end.

- Ask the groups to place the remaining pre-cut cards, including the arrows, between these two pictures to show how pathogens can find their way to the mouth.
- After the group has finished, explain that then you can facilitate a discussion to help the group use this new knowledge to examine its own situation. Discuss and identify:
 - The transmission routes in the community
 - The problem areas and behaviours that are putting people at risk of infection.
- Ask the group to identify practices that can break the transmission routes. Have them place the following pre-cut cards on top of the arrows: latrine, water treatment technologies, hand washing, good hygiene practices, good food handling practices and safe water storage.
- Ask the groups to compare diagrams with the other groups.



- Do not be concerned if the groups do not identify all the fecal-oral routes. It is enough if they have identified some of the routes.
- The transmission route diagram does not have to be perfect, close enough so that they understand how the diseases are passed from feces to the mouth.

6. Review

- Facilitating group activities takes practice,
- Encourage the project implementers and community health promoters to hold more practice sessions to become comfortable with the activities.

Summarize topics and emphasize key points. Clarify any confusion and respond to questions.

7. Reflections on Lesson

- Use this space to record your comments about what worked well and what didn't, and suggestions for improvement the next time.

Lesson Plan: Household Water Treatment and Safe Storage

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

1. Describe the multi-barrier approach to safe drinking water.
2. Describe the 3 steps in household water treatment.
3. Describe the criteria for appropriate containers that can be used for safe water storage.



1 hour 30 minutes

- Laptop and projector
- Flipchart
- Flipchart paper
- Markers
- Laminated picture posters (optional)
- Models and/or samples of locally available technologies
- Water storage containers – safe and unsafe
- PowerPoint: HWT Options

1. Introduction

Discuss how household water treatment and community scale treatment follow similar processes

2. Household Water Treatment (Option 1)

- PowerPoint (**HWT Options**)
- Review the slide presentation before the session to hide any slides that are not locally available
- Discuss the differences between household and community scale treatment
- Discuss the multi-barrier approach to safe water.
- Explain how each step in the multi-barrier approach reduces the risk of water-related diseases.
- Link each of the steps in household water treatment to the pathogens that were discussed earlier.
- To illustrate the multi-barrier approach – introduce at least one technology that is available locally for each of the steps:
- Use models, samples or the picture posters to illustrate each of the technologies and steps.



- Community scale water treatment has three steps: sedimentation, filtration, and disinfection.
- Household water treatment follows a similar process to community scale treatment.
- The major differences between the two are: infrastructure, maintenance, upkeep, capital and ongoing costs, social considerations.
- Multi-barrier approach removes pathogens through these 5 steps:



- Protect your water source – stop contamination from entering water source
- Sedimentation – remove dirt, sediment, decrease turbidity (pathogens like to stick to sediment)
- Filtration – remove dirt & larger pathogens
- Disinfection – remove/kill smaller pathogens
- Safe water storage – prevent recontamination
- There are a variety of technologies that will eliminate pathogens:
 - Protect your water source – cover a well, keep animals away from source
 - Sedimentation – settling, coagulants, etc.
 - Filtration – biosand, ceramic, etc.
 - Disinfection – chlorine, SODIS, etc.
 - Safe water storage – characteristics of a good storage container – lid & narrow opening or tap

3. Household Water Treatment (Option 2)

- Discuss the differences between household and community scale treatment
- Discuss the multi-barrier approach to safe water.
- Explain how each step in the multi-barrier approach reduces the risk of water-related diseases.
- Link each of the steps in household water treatment to the pathogens that were discussed earlier.
- Divide participants up into small groups of 2-3 people.
- Give each group a particular technology and instruct them to use the manual, laminated picture posters, models, etc.
- Instruct participants to use flipchart paper and the models to prepare a short presentation for the group about that particular technology
- They should consider talking about the following: What type of technology is it? How do you do it? What are some of the limitations? How much does it cost?



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- The major differences between the two are: infrastructure, maintenance, upkeep, capital and ongoing costs, social considerations.
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- There are a variety of technologies that will eliminate pathogens:
 - Protect your water source – cover a well, keep animals away from source
 - Sedimentation – settling, coagulants, etc.
 - Filtration – biosand, ceramic, etc.
 - Disinfection – chlorine, SODIS, etc.

4. Safe Storage

- Discuss the characteristics of a safe storage container with the entire group
- Show examples of storage containers that people use – which are safe and which are unsafe?



- Lid & narrow opening or tap are most important
- Constructed of high quality material (translucent, durable, lightweight)
- Easy to clean
- Single, small opening
- Non-rusting easy to clean spigot
- Volume indicators
- Easy to handle
- Locally available and considers local preference

5. Review

Summarize topics and emphasize key points. Clarify any confusion and respond to questions.

6. Reflections on Lesson

- Use this space to record your comments about what worked well and what didn't, and suggestions for improvement the next time.

Lesson Plan: How to Change Behaviour

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

1. Discuss some of the factors that influence people to change their behaviour.
2. Explain different techniques to change people's behaviour.
3. Describe how different types of people adopt a new behaviour or technology earlier or later than others.



1 hour

- | | |
|---|---|
| <ul style="list-style-type: none"> • Laptop & projector (optional) • Flipchart • Flipchart paper | <ul style="list-style-type: none"> • Markers • Manuals • PowerPoint: How to Change Behaviour |
|---|---|

1. Introduction



- Behaviour change is the purpose of any water, hygiene, and/or sanitation program.
- We need to have a better understanding of how we can help people to change their behaviours.
- There are several techniques and tools we can use to help people change their behaviour.

2. How to Change Behaviour



- Setup laptop and projector with PowerPoint presentation (How to Change Behaviour)
- If you do not have a laptop and projector, use flipchart paper to illustrate your points. Draw some of the diagrams from the presentation before beginning.

-
- Present the behaviour change model.
 - Discuss the difficulty and long-term needs for behaviour change



-
- Behaviour – way people act in general, especially in relation to the situation they are in or the people they are with.
 - Habit – Ingrained and sustained behaviours, often developed in childhood, not easily lost.
 - We are only able to help people change their behaviour if you understand how they think and feel.
 - Once we understand why people act they way they do, we can focus on their needs and use their perspective to design our promotion messages and activities.

3. Why do people act as they do?

- Introduce the ideas of beliefs, norms and motivations from the PowerPoint or flipchart paper.
- Choose between the following activities to illustrate beliefs, norms, and motivations



- Beliefs – Learned when you were young, cover almost everything.
- Norms – Normal ideas and behaviours in your society or community.
- Motivation – If you are motivated, you are likely to take action to accomplish something.

- **Option 1 - Tool: Courage to Change**

- Make a line on the floor. State that one end means 'easy' and the other end means 'hard'.
- Ask the participants to identify a way in which individuals or the community need to change in relation to water, hygiene, sanitation. [Examples include – we all need to wash our hands, we all need to stop defecating in the open.]
- Ask everyone to stand along the line according to how easy or difficult they think it would be for individuals or the community to make that change.
- Encourage discussion between participants.
- Repeat the process for another 4-5 changes.
- Debrief the exercise. How could this tool be used in the community?

- **Option 2 - Exercise – Looking at Others (in manual)**

- Divide the participants up into three small groups
- Ask each group to read the short story and discuss the questions.
- Give each group 15 – 20 minutes for this exercise.
- Bring the small groups back together and ask each group to share their responses.
- Highlight the beliefs, norms and motivations from the story.
- Debrief the story and activity.

4. Factors that influence people to change



Introduce the factors that influence people to change and resistance to change on the PowerPoint or flipchart paper.

- **Exercise – What is Needed to Change? (Manual)**

- Divide the participants up into three small groups
 - Ask each group to read the short story and discuss the questions.
 - Give each group 15 – 20 minutes for this exercise.
 - Bring the small groups back together and ask each group to share their responses.
-
- Debrief the activity with the large group.

5. Helping people to change



Introduce the concepts of helping people to change on the PowerPoint or flipchart paper. Explain the adoption/innovation curve.



- Different types of people will adopt a new technology earlier or later than others.
- Innovators – risk takers, love new ideas
- Early adopters – open to new ideas, high expectations for community development
- Early majority – deliberate in their actions
- Late majority – sceptical of new ideas, cautious, not risk takers
- Laggards – resist change, traditional, suspicious of innovations

• **Option 1 – Tool: Low Hanging Fruit**

- Explain the purpose of the exercise is to identify which activities and services will be easier to start and which will be harder.
- Ask people to draw a tree with both high and low branches.
- Ask people to draw on separate cards new activities or services that they think should be introduced to handle water, hygiene, and sanitation problems.
- Explain that the idea of low hanging fruit is that it is the easiest to pick from the tree.
- Facilitate a discussing about which activities or services are low-hanging fruit.

• **Option 2 – Case Study: Late Adopters**

- Divide the participants up into small groups
- Ask each group to read the short story and discuss the questions.
- Give each group 20 – 30 minutes for this exercise.
- Bring the small groups back together and ask each group to share their responses.

-
- Debrief the activity with the group.

6. Review

- Reinforce that this is the theory of how behaviour change happens.
- More activities will focus on how to change behaviour.

Summarize topics and emphasize key points. Clarify any confusion and respond to questions.

7. Reflections on Lesson

- Use this space to record your comments about what worked well and what didn't, and suggestions for improvement the next time.

Lesson Plan: Participatory Learning and Action

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

1. Describe the concept of participatory learning and action.



40 minutes

- Flipchart Paper
- Markers
- Flipchart

1. Introduction



- Talk about 'What is Participatory Learning and Action?'
- Help people to participate together in learning and then act on that learning.
- Increase self-esteem and empower people.
- Help people share information, learn from each other, work together to solve common problems.

2. Participatory Learning and Action (PLA)

- Discuss participatory learning and action.
- Divide participants up into small groups and have each group answer one of the following questions:
 - Why use PLA?
 - Who can use PLA?
 - When can PLA be used?
 - Where can PLA be used?
 - How can PLA be used?
- Ask each small group to present the information to the entire group.
- Facilitate the large discussion and add any information.
- Facilitate a group brainstorm about the advantages and disadvantages of participatory learning and action.



- Advantages – inexpensive, used anywhere, fun, build self-esteem, people with different degrees of experience and literacy can use them, memorable.
- Disadvantages – Difficult to plan because it depends on what people want to do, takes more time, good facilitation skills needed, some people resist new way of learning, more focused on creativity rather than learning aspect of activity.
- Explain that participatory learning and action is one way to help people change their behaviour.
- This is part of fulfilling the demand for knowledge and education.

3. Review

Summarize topics and emphasize key points. Clarify any confusion and respond to questions.

4. Reflections on Lesson

- Use this space to record your comments about what worked well and what didn't, and suggestions for improvement the next time.

Lesson Plan: Social Marketing & Key Messages

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

1. Explain social marketing and how it can be used with community groups.
2. Design key messages for different local needs and motivations.
3. Design appropriate social marketing messages and choose effective communication methods for different target audiences.
4. Explain techniques to use when trying to change people's behaviour.



1 hour

- | | |
|--|-------------------|
| • Manuals | • Markers |
| • Laptop and Projector | • Flipchart paper |
| • PowerPoint presentation:
Social Marketing | • Flipchart |

1. Introduction

- Group has already talked about the theory behind behaviour change.
- Start introducing ways in which we can change behaviour through social marketing.

2. Social Marketing



- Setup laptop and projector with PowerPoint presentation (Social Marketing)
- If you do not have a laptop and projector, use flipchart paper to illustrate your points. Draw some of the diagrams from the presentation before beginning.

- Ask participants to think about the reasons why a particular group might want to wash their hands, use a latrine, use a household water treatment technology, etc.
- Help them to focus on social marketing reasons – rather than health!
- Present the PowerPoint presentation and encourage discussion about local examples of social marketing.



- Social marketing is using commercial marketing techniques for social goods (health, sustainability, recycling, etc.)
- The role of social marketing is to promote the technology and raise awareness.
- One important part of commercial marketing is to target different groups with different advertisements, activities, etc.
- Social marketing leads to demand for knowledge, education which empowers action and behaviour change.
- Ultimate goal of social marketing is different than commercial market. The purpose is better health and sustainable behaviour change.

3. Target Audiences

- How can we apply social marketing tools for our water, hygiene and sanitation projects?
- Explain that social marketing requires you to pick a target audience. This will help you make the message relevant to a particular group.
- Ask the participants – who do we usually target with our water, hygiene and sanitation projects?
- As the participants brainstorm ideas, recreate the target audience diagram from the manual.
- Facilitate a large group discussion about how each of these groups benefit from water, hygiene, sanitation projects.



- Primary audiences – typically mothers and children, child-carers
- Secondary – fathers, mothers-in-law, neighbours
- Tertiary – community leaders, religious leaders, donors, government, opinion leaders
- Messages that are directed at a target audience will be more successful at changing behaviour.

4. Designing the Right Message

- Facilitate a discussion about designing the right messages for our target audience.



- Focus on benefits important to the target audience – specifically people's needs and motivations
- Targeted promotional strategy based on local motivating factors is likely to be more effective than standard public health approach
- Keep it simple and positive – focus on 2/3 messages
- Avoid positioning your message on fear of disease and death of children
- Avoid contradicting traditional beliefs, but try to integrate and incorporate these beliefs into the message

• **Exercise – Designing the Right Message**

- Divide the participants up into small groups
- Ask each group to read the short story and design 2 or 3 key messages to encourage households to install a pit latrine.
- Give each group 20 - 30 minutes for this exercise.
- Have each group present to the large group.
- Highlight the beliefs, norms and motivations from the story.
- Debrief the messages and activity.
- Highlight the local needs and motivations in the case study that inspired the messages:
- Prestige, well-being, family's health and safety, convenience, comfort and cleanliness

- Super natural dangers, misfortune, and bad luck

5. Review

- Summarize topics and emphasize key points. Clarify any confusion and respond to questions.

6. Reflections on Lesson

- Use this space to record your comments about what worked well and what didn't, and suggestions for improvement the next time.

Lesson Plan: Working with Communities

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

1. Apply various participatory learning and action tools to effectively work with community groups.
2. Design appropriate social marketing messages and choose effective communication methods for different target audiences.
3. Apply participatory learning and facilitation techniques to train Community Health Promoters.
4. Explain techniques to use when trying to change people's behaviour.



1 hour

- | | |
|---|--|
| <ul style="list-style-type: none"> • Manual (1 per person) • Flipchart paper • Flipchart | <ul style="list-style-type: none"> • Create your own activity target audiences (1 per group) • Markers |
|---|--|

1. Introduction

- Explain that during this exercise, we will be applying social marketing and participatory learning and action for community groups
- Introduce different communication methods are more appropriate for different target audiences

2. Communication Methods

- Review the target audience diagram that you discussed in the **Lesson: Key Messages**
- Ask participants to identify different activities that are used for awareness creation in their communities (storytelling, drama, games, etc.)
- Write down the different ideas on a piece of flipchart paper
- Once you have a fairly complete list, ask the groups to brainstorm the advantages and disadvantages of each of the communication methods
- Explain how these are different participatory tools and activities that can be used to help change behaviour.
- Every communication method may not be appropriate for every target audience



- Divide participants into 4 or 5 small groups.
- Give each group a different target audience from the **Create your own activity target audiences** (i.e. mothers, fathers, children aged 5-9, youth, etc.)
- Explain that each small group will be promoting hand washing to their target audience.
- Review with the group how to properly wash hands.

- Ask participants:
 - When should we wash our hands?
 - How do we wash our hands?

The **three times** when we should wash our hands are:

- Before cooking or preparing food.
- Before eating or before feeding children.
- After defecating and after changing or cleaning babies.



The **three steps** to wash our hands are:

- Wash both hands with water and soap or ash.
- Rub the front and back of your hands and in between your fingers at least three times.
- Dry hands with a clean towel or air dry your hands

- Have each group design a key message and a participatory activity for their target audience.
- Review the following with the group:
 - Messages should focus on the benefits important to the target audience - local needs and motivations in addition to health.
 - Keep it simple and positive – focus on 2/3 messages



- Allow each small group to work for 20-30 minutes preparing their messages and activities.
- Invite each group to present to the large group.
- Discuss the different activities and motivations for different target audiences.
- Ask the participants to consider the following:
 - What were the differences between the activities?
 - What were the differences between the messages?
 - Is there anything you would have done differently for one of the target audiences?

3. Review



- Choose communication methods based on your target audiences
- Use the social marketing technique to promote the technology or project – which will encourage people to learn more about what you are promoting
- Summarize topics and emphasize key points. Clarify any confusion and respond to questions.

4. Reflections on Lesson

- Use this space to record your comments about what worked well and what didn't, and suggestions for improvement the next time.

Lesson Plan: Working with households

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

1. Describe appropriate procedure for visiting a household.
2. Demonstrate how to use the poster presentation to educate a household.
3. Demonstrate how to use tools for monitoring.



1 hour 30 minutes

- Picture Posters (1 set per person)
- Laminated picture posters (1 set)
- Flipchart
- Flipchart paper
- Markers

1. Introduction



- Door-to-door household visits are effective for awareness building and education about water, sanitation, and hygiene issues
- Household visits are a good way to teach the household how to use and maintain a household water treatment technology or about water, hygiene, sanitation.
- Introduce the picture posters as a tool to use during a household visit.

2. Household Visit Checklist



- Help the group develop a checklist for the steps to go through when conducting a household visit.
- The target audience is usually mothers and child caregivers.
- Write down the checklist in sequence on a piece of flipchart paper.
- Some things to consider when planning an household visit: appearance, introductions, terms of address, establish confidence, be positive, establish confidentiality, privacy, timing
- One checklist may not be sufficient. It may be necessary to develop several checklists depending on the goals of the visit. Is this an introductory visit or follow-up visit?
- Key steps – Greet the household, Introduce themselves, Explain the purpose of the visit, Provide information, Ask if there are any questions, Thank the individual, Provide contact information for future questions.

3. Practice Household Visits



- Divide the participants up into partners
- Explain that they will be role playing a visit to the household
- Ask each group to choose one or two laminated picture posters that they will be using with the household for their visit

- Ask each group of partners to use the script they created in the previous activity and create a role play for their visit and picture posters.
- Give 15-20 minutes for each group to create their role play

- **Option 1**

- Group the pairs into small groups.
- Have each set of partners practice their household visit role play within the small group.
- Ask the small group to provide feedback and ask questions about the scenario.
- Help clarify any questions that come up regarding the scenarios and the process of visiting a household.

- **Option 2**

- Have each set of partners practice their household visit role play in front of the entire group.
- Ask the large group to use the checklist as a way to evaluate the role play group.
- Ask the group to provide feedback and ask questions about the scenario.
- Help clarify any questions that come up regarding the scenarios and the process of visiting a household.



- In some cultures it is difficult for people to make mistakes or role play in front of their friends, colleagues or supervisors.
- Encourage people that this is a safe place to practice, make mistakes, and become more comfortable with visiting households.

4. Review



- Discuss the challenges of household visits
- How would the group train community health promoters to overcome these challenges?
- Summarize topics and emphasize key points. Clarify any confusion and respond to questions.

5. Reflections on Lesson

- Use this space to record your comments about what worked well and what didn't, and suggestions for improvement the next time.

Lesson Plan: Household Visit Practice

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

1. Demonstrate how to use the contents of the field kit.
2. Demonstrate active listening skills.
3. Demonstrate effective questioning.
4. Demonstrate key attitudes such as patience, friendliness, and respect.
5. Demonstrate how to use tools for monitoring.
6. Explain how to operate and maintain specific technologies.
7. Troubleshoot potential problems that may occur with the use and maintenance of the household water treatment technology.



2 hours (or more)

- Household Water Treatment technology Model
- Storage container
- Monitoring Forms (1 set per group)
- Pens
- Troubleshooting Scenarios (for trainer)
- Monitoring Field Kit
- Organization pamphlet
- Posters
- Technology Field Kit
 - BSF specific – 1 litre container, disinfection hose & funnel, tape measure
 - Ceramic specific – brush

1. Introduction



- Door-to-door household visits are effective for awareness building and education about water, sanitation, and hygiene issues
- Household visits are a good way to teach the household how to use and maintain a household water treatment technology.

2. Practice Household Visits



- Divide the group into partners. Use the same partners as those created for the lesson Working with Households.
- Explain that each group will visit the imaginary household of you, the trainer. Explain that the group should use the checklist created during Working with Households.
- Use a different troubleshooting scenario for each group.
- Explain that the audience should use the checklist to evaluate the group.
- Role play a different scenario for each group. Create characters for each group.
- Allow approximately 10 minutes per group, depending on the time you have allowed for the activity. Appoint a time keeper if you are concerned about time.
- After each group finishes their visit, ask the audience to provide feedback for the group.
 - i. What did the group do well?

- ii. Was there anything you would have added to the conversation?
 - iii. Was there any information given that you disagreed with?
 - Repeat this activity for each of the small groups
-



- In some cultures it is difficult for people to make mistakes or role play in front of their friends, colleagues or supervisors.
 - Encourage people that this is a safe place to practice, make mistakes, and become more comfortable educating and visiting households.
-

- Clarify any questions regarding the role plays, especially technical questions.

3. Review

Ask the following questions to review:

- How do you feel about conducting household visits?
- What were some of the challenges?
- How can you overcome these challenges?

Summarize topics and emphasize key points. Clarify any confusion and respond to questions.

4. Reflections on Lesson

- Use this space to record your comments about what worked well and what didn't, and suggestions for improvement the next time.

Lesson Plan: Working with Schools

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

1. Design key messages that are based on children's motivations.
2. Identify factors to be taken into consideration when developing children's learning activities.
3. Describe how to work in schools and interact with teachers.



1 hour

- Manual (1 per person)
- 3 pile sorting – pile of 'Bad' practices
- Flipchart paper
- Flipchart
- Markers
- Designing the Right Message for Children (1 quiz per person)

1. Introduction



- This lesson will focus on why we work in schools and things to consider when working in schools.
- We will also do a couple of activities for school children.

2. Working in Schools



- Write down on 3 separate pieces of paper, the following headings:
 - Why do we work in schools?
 - How should we work in schools?
 - How do we develop activities for children?
- Ask participants to write down their ideas on the sheets of paper that you've posted around the room
- Allow 10 minutes for people to write down their ideas.
- Post all three pieces of paper in front of the room and discuss.



- Why work in Schools?
 - Children tend to be more open to adopting new habits which will last through their adult lives.
 - They can influence the behaviour of their families, peers and neighbours.
 - Primary school children (ages 5 to 14 years of age) often miss out on public health programs that tend to focus on children under 5 years old.
 - Water related illness cause children to miss school and lose their concentration.
- How to work in schools?
 - Meet with school principal and teachers to explain your purpose and find out their needs and expectations.
 - Make an agreement with the school and set up the logistics



- Time, place, how the visit will be handled, class size, age group
- Try not to give more teachers work to do. Integrate activities into curriculum or make them an extra-curricular activity
- Materials should be low cost or free.
- How do we develop activities for children?
 - Same as adults, must understand what motivates children to change their behaviour.
 - Design key messages based on children's needs and motivations.
 - Make hygiene and sanitation cool. Approval of their peers is their highest importance.
 - Make activities fun and part of a socializing activity.
 - Find classroom by classroom solutions.
 - Build a sense of pride in belonging to the classroom and school.
 - Children learn the least from reading or memorizing and the most from experience.
 - Use a variety of activities inside and outside the classroom.

3. Understanding Children's Motivations



- Hand out a quiz to each participant from 'Designing the Right Message for Children'.
- Ask each participant to fill out the True / False quiz.
- Review each of the questions with the participants.



-
- Than answers to the quiz are: True, False, False, True, True, True, False, True, True, False.
 - Children like to spend time with their friends. They dislike activities that take away from time with their friends.
 - The latrine was a dark and scary place, which affected their desire to use the latrine.
-
- Remind the group that we need to focus on children's motivations and needs just like adults.

4. Children's Activities

- Do an activity that you might facilitate with school-aged children.
- Participants can also share different activities that they have done with school children.
- **Option 1: Three Pile Sorting**
- Take the 'bad' practices pile from the Three Pile Sorting activity that was used earlier in the workshop.
- Use these cards to discuss with the 'children' which practices are going on in the school right now? Which practices happen at home?
- Give small groups a few cards and ask them to come up with ways to change those particular practices either at school or at home.

- Discuss those changes with the class. Encourage students to change those habits little by little.
- **Option 2:** Glitter game
- Bring a powder, glitter, tamaric – some kind of colourful material you can use on your hands to act as microbes or germs
- Get your hands dirty with the powder
- Invent an excuse for the children to shake hands
- Ask the children to look at their hands and see if they have been “contaminated”
- Facilitate a discussion about how microbes are spread from one person to another and how we become sick from microbes
- **Option 3:** School walk
- Do a walk around the school to analyze the water, hygiene and sanitation situation.
- Ask the children to identify practices and facilities that could be changed to improve the situation.

5. Review



- Explain that there are resources on their CDs that have lesson plans for different school-age groups.
 - Joy of Learning
 - Life Skills Based Hygiene Education
 - WaterAid website
- Summarize topics and emphasize key points. Clarify any confusion and respond to questions.

6. Reflections on Lesson

- Use this space to record your comments about what worked well and what didn't, and suggestions for improvement the next time.

Lesson Plan: Key Skills for Community Health Promoters and Trainers

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

1. Demonstrate active listening skills
2. Demonstrate effective questioning skills.
3. Demonstrate how to facilitate group activities.
4. Demonstrate how to use various participatory learning tools to train community health promoters



3 hours

- | | |
|--|--|
| <ul style="list-style-type: none"> • Manual (1 per person) • Flipchart paper • Flipchart • Markers | <ul style="list-style-type: none"> • Tool 11 – role play cards • Tool 14 – case study • Tool 18 – Facilitation Challenges • Square pieces of blank scrap paper (4) |
|--|--|

1. Introduction



- This lesson will focus on some of the key skills that are important for both community health promoters and for trainers.
- The techniques that we use during this session can be used to train community health promoters.
- Review some of the key skills that the group identified during the lesson on Knowledge, Skills and Attitudes.

2. Active Listening (30 minutes)



- Facilitate a discussion about why active listening is important.
 - Ask the participants:
 - How do you know that someone is actively listening to you?
 - How do we show people that we are actively listening?
-
- Help people feel that they are being heard and understood; encourages people to participate.
 - Use body language and facial expressions to show interest.
 - Pay attention to the speaker's body language and tone of voice.
 - Ask questions to show a desire to understand.
 - Summarize and rephrase the discussion to show your understanding of what has been said.

- Facilitate one of the following exercises to illustrate active listening:
 - Exercise – Nodders & Shakers (in manual)
 - Use nodding and shaking to show body language affects communication
 - Tool 10: Back to Front –
 - Divide participants up into pairs and ask the pairs to sit back-to-back
 - Ask one person to speak on any subject for 3-4 minutes while the other listens
 - Ask them to change roles
 - Debrief the exercise – What were the differences between listening to each other back-to-back and listening to each other face to face? What do these differences mean in terms of active listening and what it involves?
 - Tool 11: Bad/Good Listening –
 - Divide participants into pairs. Hand out cards for Person A and Person B.
 - Ask participants to play the role on their cards for up to 5 minutes.
 - Debrief by asking what it felt like to be with a ‘bad’ listener.
 - Redo the role play with Person B being a ‘good’ listener.
 - Debrief by asking what it felt like to be with a ‘good’ listener. Ask the speakers what the ‘good’ listeners were doing or not doing.

3. Effective Questioning (30 minutes)

- Facilitate a discussion about effective questioning.



- Increases people's participation in discussions.
- Ask open-ended questions that create discussions: Why? What? When? Where? Who? How? (Six ‘helper’ questions)
- Ask probing questions by following up answers with further questions, continually asking “But why?”
- Ask clarifying questions by rewording a previous question.

- Facilitate an activity to illustrate effective questioning
 - **Option 1: Tool 14: Open and Closed**
 - Prepare a brief (one-paragraph) case study of a typical local person living without safe drinking water, describing their life circumstances. Divide the participants into groups of six people.
 - Explain that in each group of six there will be two teams (A and B) of three people: in each team, there will be a local person, the questioner and an observer. Give the local person in each team a copy of the case study to read, and ask them not to show it to their team members.
 - Explain that in the A teams in each group, the questioner is only allowed to ask closed-ended questions and the role of the observer is to check that they do this. In the B teams in each group, the questioner is only allowed to ask open-ended questions and the role of the observer is to do the same.

- Explain that the questioners have five minutes to find out as much as they can about the local person living without safe drinking water in their team.
- At the end of the time, ask questioners in the A teams to tell the rest of the group what they learned about the person living without safe drinking water. Then ask the questioners on the B teams to do the same.
- Compare the difference between information gathered from asking closed and open-ended questions, and discuss lessons learned about effective questioning.

• **Option 2: Tool 13: Probing Deeper**

- Break into pairs.
- Ask one member of the pair to think of a story or incident that their partner does not know about. Explain that their partner is going to ask them questions about it. Their task is to answer these questions as briefly as possible.
- Instruct their partner (the questioner) to try to use each of the six 'helper' questions at least twice to find out about this story or incident.
- After five minutes, end the questioning and debrief what it was like to try to probe deeper.
- Swap roles and repeat the exercise. (optional)

-
- Debrief the effective questioning activity.

4. Facilitating Group Activities

- Brainstorm with the group - What is the definition of a facilitator?
- Explain what a facilitator is and the four main areas where we have to develop our skills as facilitators.



- Facilitating means to make things easy.
- Ensure that everybody feels part of the group and has a chance to participate in the activity.
- Need to develop facilitating skills in four main areas:
 - Encourage sharing and learning
 - Communicate well
 - Keep materials practical and relevant
 - Respond to group dynamics

-
- Discuss
 - Divide participants into four small groups.
 - Ask each group to discuss how to be a good facilitator in one of the four main areas. Each group should have a different main area.
 - Have each group present their thoughts to the large group before doing the exercise for that topic. [Note: There is no exercise for 'Keeping materials practical and relevant']

- Summarize and add any information that hasn't been discussed at the time of the presentation.
-
- Encouraging sharing and learning: Trust Game
 - Ask participants to sit around in a circle. Explain to participants that this is a serious exercise about trust.
 - Ask participants to think of a secret they have which they would not want anyone else to know. Ask them to write this down on a small piece of paper, fold it up and not show it to anyone.
 - Now ask participants to pass their piece of paper with the secret in it to the person to their left.
 - Ask each person around the circle how it feels to have their secret in someone else's possession. You can record some of these responses on a flipchart if you wish.
 - Now ask each person in turn how it feels to have someone else's secret in their possession. Again, you can record these on a flipchart if you wish.
 - Now ask participants to give the pieces of paper with the secret on them back to the person the secret belongs to. Once this is done, tell participants that they can all destroy their pieces of paper and relax! No one has had to share their secret.
 - Debrief participants by asking them:
 - What does this tell us about confidentiality in PLA?
 - What kind of things might people share with us which should be kept confidential?
 - What rules should we have about confidentiality during PLA?
-
- Communicating well: Folding Paper Game (in Participant Manual Section 5)
 - Four volunteers need to stand in front of the rest of the group.
 - Give each volunteer a square sheet of paper. They must close their eyes and not ask any questions.
 - Another person gives the following instructions:
 1. Fold the paper in half and tear off the bottom right hand corner.
 2. Fold the paper in half again and this time tear off the upper right hand corner.
 - Ask the volunteers to open their eyes and show everyone the unfolded paper. It is very likely that the results will not be the same.
 - Discuss as a group how the directions could have been clearer and what words could have been interpreted in different ways. How can people be encouraged to ask for clarification when they do not understand something?
 - Discuss what is needed to communicate well?
-
- Respond to group dynamics: Facilitation Challenges
 - Explain to participants that facilitating participatory learning activities involves working with a range of different people. This activity focuses on challenging, but realistic, situations that can arise while facilitating and how to deal with these situations.
 - Divide participants into groups of four or five.

- Give each group a set of facilitation challenge cards. One person in the group must choose a card and read it out to the rest. The others can suggest what course of action they would take to address the situation.
- Each group should bring their ideas back to the large group to discuss what actions he/she would take.
- Debrief with the entire group. Discuss a couple of the situations that groups felt were the most problematic.

5. Review

- Discuss challenges with the group – areas where they may need more practice or not feel comfortable yet.
- Summarize topics and emphasize key points. Clarify any confusion and respond to questions.

6. Reflections on Lesson

- Use this space to record your comments about what worked well and what didn't, and suggestions for improvement the next time.

Lesson Plan: How to Train Community Health Promoters (CHPs)

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

1. Understand how to recruit community health promoters
2. List the components of a workshop to train community health promoters.
3. Explain how to conduct a training needs assessment.
4. Develop a sample agenda for a training session.
5. Demonstrate how to use various participatory learning tools to train community health promoters.
6. Discuss how to supervise community health promoters.
7. Demonstrate how to use tools for monitoring.



1 hour 30 minutes

- | | |
|--|---|
| <ul style="list-style-type: none"> • Laptop and projector • Flipchart Paper • Flipchart • Markers • Manual (1 per person) | <ul style="list-style-type: none"> • PowerPoint: How to Train CHPs (Optional) • Tool 32: Scenarios (1 per group) |
|--|---|

1. Introduction



- Recruiting and training community health promoters happens as part of a larger project
- Project planning needs to happen before the project starts to determine goals, objectives, budget, time and scope of CHP program
- Often, the emphasis of the project is on a technology or other infrastructure, which can decrease the project's ability to make an impact.
- Community health promotion is often thought about after the project has begun, but it's very important for the success of the project.

2. How to Recruit Community Health Promoters

- Discuss the process of recruiting community health promoters.
- Discuss the creation of a job description for the community health promoters.
 - What would you include in the description?
 - *Link this back to the Knowledge, Skills, and Attitudes activity
- Communicate what responsibilities and tasks are expected and key skills.
 - Will you advertise and interview people for the position?
 - Will you offer recruitment incentives?
- Discuss - how many Community Health Promoters are necessary? How many should you train?

3. How to Develop a Training Program

- Discuss tools for conducting a needs assessment
 - interviews, surveys,
- Give people what they need and not necessarily what they want
- Discuss how people don't know what they don't know

4. Writing Aims & Objectives



- Introduce the activity in the Manual – **How to Develop the Training Program**
- Divide participants up into small groups – if there are groups of participants from the same organization – divide them up into groups by organization
- Give each group a Sample objective from **Tool 32: Scenarios**
- Ask the groups to do the following:
 - Make the objective SMART (specific, measurable, achievable, realistic, and time-bound)
 - Prepare a training agenda & competency list to achieve that objective
 - Develop the format of the training using the sample agenda
- Instruct participants to use their manuals as a guide



- Format should include: opening & introductions, housekeeping, learning expectations, ground rules, objectives & schedule, energizers, field work, small & large group discussion, evaluation, closings, etc.

- Ask each small group to present their work to the large group (This can be done at the end of this module instead of here if the groups are working with their organizations).
- Instruct participants to think about what this training included and use that as a starting point for developing the overall training program

5. How to Develop a Training Program cont'd

- Facilitate a discussion about developing a training program
- Ask participants what the steps are when developing a training program.
- Discuss how to monitor and evaluate the training.
- What are some examples of monitoring and evaluation tools that we've used during this training?



- Plan content, develop format, choose location, identify participants, select facilitators, work with facilitation team, monitor the training, write the final report
- Monitoring & evaluating the training & CHPs – using self-assessment, pre/post assessment, observations, utilize checklists that have been developed with the CHPs

- Debrief the discussion and link this to the final activity – **Lesson Plan – Action Planning**

6. How to Monitor Behaviour Change and Progress

- Talk about the ultimate purpose of the training program and community health promotion program – behaviour change
- How do we know that behaviour change has happened in the communities?
- Introduce methods for monitoring behaviour change – observations, focus group discussions, interviews, questionnaires/surveys, participatory activities
- Introduce **Monitoring Tools 33, 38, & 39** as activities that can be done with CHPs or with communities to monitor change
- Describe each of the tools:
 - **Tool: Most Significant Change** – Discuss the most significant change since starting the project. Ask why these changes are significant.
 - **Tool: Before and Now Diagram** – Have the group draw diagrams of the situation before and the situation now. Discuss the reasons for the change.
 - **Tool: Monitoring Matrix** – Chart to show what activities are working well and what needs improving. Visual tool to show the progress towards their goals.

7. Review



- Summarize topics and emphasize key points. Clarify any confusion and respond to questions.

8. Reflections on Lesson

- Use this space to record your comments about what worked well and what didn't, and suggestions for improvement the next time.

Lesson Plan: Action Planning

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

1. Understand how to recruit community health promoters
2. List the components of a workshop to train community health promoters.
3. Explain how to conduct a training needs assessment.
4. Develop a sample agenda for a training session.
5. Demonstrate how to use various participatory learning tools to train community health promoters.
6. Discuss how to supervise community health promoters.
7. Demonstrate how to use tools for monitoring.



1 hour 30 minutes

- | | |
|------------------------|-----------------------------|
| • Laptop and projector | • Markers |
| • Flipchart Paper | • Manual (1 per person) |
| • Flipchart | • Action Planning Scenarios |

1. Introduction

- This is the final activity to bring together everything that we've learned during the workshop

2. Action Planning



- If participants have an existing project, don't use the culminating scenario case studies. Ask the participants to think about how they will apply what they've learned to their current or future projects.
- Divide the participants into small groups – could be the same as those for Writing Aims and Objectives – preferably into groups by organization
- Groups will prepare a promotion program including their community health promoter training strategy
- Participants will need to think about the following:
 - What are the local needs and motivations of the community?
 - Who will be your target audience(s)?
 - What will be the key messages you will promote?
 - What activities/products do you plan to do to communicate the key messages?
 - Who will you recruit to be community health promoters?
 - How will you train the community health promoters?
 - What knowledge/skills/attitudes will they need?
 - How will you evaluate and monitor the community health promoters?
 - How will you monitor behaviour change in the community?
- Groups will present their strategy briefly to the large group

- This is the final activity of the workshop – encourage the participants to show all that they’ve learned during the week.
- Ask participants to outline what they may not know yet for developing their program. What information do they need before developing their plan?
- Allow at least 1 hour for this activity.
- Ask each group to present. Ask if the participants have questions and/or feedback for the group.

3. Review



- Summarize topics and emphasize key points. Clarify any confusion and respond to questions.

4. Reflections on Lesson

- Use this space to record your comments about what worked well and what didn’t, and suggestions for improvement the next time.

Lesson Plan: Introduction to a Specific Household Water Treatment Technology

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

1. Explain how specific household water treatment technologies work in basic terms.
2. Explain how to operate specific household water treatment technologies.
3. Explain some of the advantages and limitations of the technology.



45 minutes

- | | |
|--|---|
| <ul style="list-style-type: none"> • Laptop & projector (optional) • Household Water Treatment technology Model • Flipchart • Flipchart paper • Markers | <ul style="list-style-type: none"> • PowerPoint Presentations <ul style="list-style-type: none"> • Introduction to Technology • Technology Design and Use • Technology Effectiveness |
|--|---|

1. Introduction

Explain this is a brief introduction to the household water treatment technology

2. Technology Introduction



- If you have a laptop and projector, use the PowerPoint presentation (**Intro to Technology**) to introduce the technology.
- If you do not have a laptop and projector, draw a picture of the technology on flipchart paper to use as a diagram.

-
- Explain how the technology works and how to use it.
 - Invite the participants to ask questions during the presentation.
 - After the presentation, invite the group to visit a real model of the technology.
 - Allow each participant to time to see the technology and ask questions.

3. Technology Design & Effectiveness



- If you have a laptop and projector, use the PowerPoint presentations (**Technology Design and Use, Technology Effectiveness**) to further explain the technology.
- If you do not have a laptop and projector, draw a picture of the technology on flipchart paper to use as a diagram. Use the flipchart paper to illustrate your points using the content from the PowerPoint presentations.

-
- Explain the design of the technology and the important operating parameters.
 - Explain the research that has been done on the technology to show how effective it is in the field.
 - Invite the participants to ask questions during the presentation.
 - Allow each participant time to see the technology and ask questions.



-
- This technology is one part in a larger process of household water treatment.
 - Emphasize what other technologies can be appropriate to use in conjunction with the technology

4. Review

- Explain that you will be doing additional activities to help them understand the technology better, including how to maintain the technology.
- Clarify any questions regarding the technology.

Summarize topics and emphasize key points. Clarify any confusion and respond to questions.

5. Reflections on Lesson

- Use this space to record your comments about what worked well and what didn't, and suggestions for improvement the next time.

Lesson Plan: Introduction to the Biosand Filter (BSF)

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

1. Explain how specific household water treatment technologies work in basic terms.
2. Explain how to operate specific household water treatment technologies.
3. Explain some of the advantages and limitations of the technology.



45 minutes

- | | |
|--|--|
| <ul style="list-style-type: none"> • Laptop & projector (optional) • Household Water Treatment technology Model • Flipchart • Flipchart paper • Markers | <ul style="list-style-type: none"> • PowerPoint Presentations <ul style="list-style-type: none"> • Intro BSF • BSF Design and Use • BSF Effectiveness |
|--|--|

1. Introduction

Explain this is a brief introduction to the biosand filter

2. Technology Introduction



- If you have a laptop and projector, use the PowerPoint presentation (**Intro BSF**) to introduce the technology.
 - If you do not have a laptop and projector, draw a picture of the technology on flipchart paper to use as a diagram.
-
- Explain how the technology works and how to use it.
 - Identify parts of the filter (sand media, gravel, lid, diffuser, reservoir, spout)
 - Explain the wall thickness
 - Explain water level (determined by spout tubing)
 - Explain how the water flows through the filter
 - Invite the participants to ask questions during the presentation.
 - After the presentation, invite the group to visit a real model of the technology.
 - Allow each participant to time to see the technology and ask questions.

3. Technology Design



- If you have a laptop and projector, use the PowerPoint presentations (**BSF Design and Use**) to further explain the technology.
- If you do not have a laptop and projector, draw a picture of the technology on flipchart paper to use as a diagram. Use the flipchart paper to illustrate your points using the content from the PowerPoint presentations.



-
- Explain the design of the technology – that the technology is based on slow sand filters, which have been used for more than 100 years.
 - Explain the 4 removal mechanisms that are occurring inside the filter:
 - i. Mechanical Trapping
 - ii. Predation
 - iii. Adsorption/Attraction
 - iv. Natural Death
 - Explain what happens during the run and the pause period.
 - Explain the important operating parameters.
 - Filter takes approximately 30 days to mature (for the biolayer to develop)
 - Filter is used regularly (water added daily), consistent source
 - Raw water source is not too turbid (less than 50 NTU)
 - The concrete filter body is not leaking
 - Diffuser is in place and in good condition
 - Water level is 5 cm above the sand (when filter is not in use)
 - Top of sand is level
 - Flow rate is 0.6 Litres per minute or slower – controlled by sand from sieving and washing
 - Invite the participants to ask questions during the presentation.
-



- This technology is one part in a larger process of household water treatment.
- Emphasize what other technologies are available that can be appropriate to use in conjunction with the biosand filter (i.e. coagulants, chlorine, SODIS, etc.)

4. Technology Effectiveness



- If you have a laptop and projector, use the PowerPoint presentations (**BSF Effectiveness**) to further explain the research that's been done on the filter.
- If you do not have a laptop and projector, draw a picture of the technology on flipchart paper to use as a diagram. Use the flipchart paper to illustrate your points using the content from the PowerPoint presentations.

-
- Go through the PowerPoint presentation and discuss the research that has been done on the filter.



- A lot of research has been done on the biosand filter. The studies have had very positive results.
- Focus on the reasons why the filter was well accepted in the Project Bravo study – people thought the water looked, tasted and smelled better
- Local motivations for using the filter are not necessarily health related.
- In many studies on the filter, people say their health has improved, but the fact that the water was simply “better” water was the primary motivator for using and liking the filter.

5. Review

- Explain that you will be doing additional activities to help them understand the technology better, including how to maintain the technology.
- Clarify any questions regarding the technology.

Summarize topics and emphasize key points. Clarify any confusion and respond to questions.

6. Reflections on Lesson

- Use this space to record your comments about what worked well and what didn't, and suggestions for improvement the next time.

Lesson Plan: Introduction to the Ceramic Filter

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

1. Explain how specific household water treatment technologies work in basic terms.
2. Explain how to operate specific household water treatment technologies.
3. Explain some of the advantages and limitations of the technologies.



45 minutes

- | | |
|--|---|
| <ul style="list-style-type: none"> • Laptop & projector (optional) • Household Water Treatment technology Model • Flipchart • Flipchart paper • Markers | <ul style="list-style-type: none"> • PowerPoint Presentations <ul style="list-style-type: none"> • Intro to Ceramic • Ceramic Design and Use • Ceramic Effectiveness |
|--|---|

1. Introduction

Explain this is a brief introduction to the ceramic filter

2. Technology Introduction



- If you have a laptop and projector, use the PowerPoint presentation (**Intro to Ceramic**) to introduce the technology.
 - If you do not have a laptop and projector, draw a picture of the technology on flipchart paper to use as a diagram.
-
- Explain how the technology works and how to use it.
 - Identify parts of the filter (clay pot, lid, plastic storage container, tap)
 - Explain how the filter is made
 - Explain how the water flows through the filter
 - Invite the participants to ask questions during the presentation.
 - After the presentation, invite the group to visit a real model of the technology.
 - Allow each participant to time to see the technology and ask questions.

3. Technology Design



- If you have a laptop and projector, use the PowerPoint presentations (**Ceramic Design and Use**) to further explain the technology.
- If you do not have a laptop and projector, draw a picture of the technology on flipchart paper to use as a diagram. Use the flipchart paper to illustrate your points using the content from the PowerPoint presentations.

-
- Explain the design of the technology
 - Explain the 2 removal mechanisms that are occurring inside the filter:
 - Mechanical trapping – clay and small pores
 - Chemical disinfection – colloidal silver
 - Explain what happens as the water runs through the filter.
 - Explain the important operating parameters and proper use.
 - Raw water source is not too turbid (less than 50 NTU) and use the best source
 - Flow rate is 1 - 3 Litres per minute or slower – controlled during production – size of rice husks/sawdust and kiln temperature
 - Ceramic pot – no cracks or breaks
 - Storage container – no leaks or cracks
 - Filtered water quality – 90-99%, disinfection is recommended
 - Maintenance – scrub with brush after filter flow rate slows down
 - Lifespan of ceramic pot
 - Invite the participants to ask questions during the presentation.
-



- This technology is one part in a larger process of household water treatment.
- Emphasize what other technologies are available that can be appropriate to use in conjunction with the ceramic filter (i.e. coagulants, chlorine, SODIS, etc.)

4. Technology Effectiveness



- If you have a laptop and projector, use the PowerPoint presentations (**Ceramic Effectiveness**) to further explain the research that's been done on the filter.
- If you do not have a laptop and projector, draw a picture of the technology on flipchart paper to use as a diagram. Use the flipchart paper to illustrate your points using the content from the PowerPoint presentations.

-
- Go through the PowerPoint presentation and discuss the research that has been done on the filter.
-



- A lot of research has been done on the ceramic filter. The studies have had very positive results.
- Focus on the reasons why the filter was well accepted in Ghana – people thought the water looked, tasted and smelled better



- Local motivations for using the filter are not necessarily health related.
- In many studies on the filter, people say their health has improved, but the fact that the water was simply “better” water was the primary motivator for using and liking the filter.

5. Review

- Explain that you will be doing additional activities to help them understand the technology better, including how to maintain the technology.
- Clarify any questions regarding the technology.

Summarize topics and emphasize key points. Clarify any confusion and respond to questions.

6. Reflections on Lesson

- Use this space to record your comments about what worked well and what didn't, and suggestions for improvement the next time.

Lesson Plan: Frequently Asked Questions for a Household Water Treatment (HWT) Technology

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

1. Explain some of the advantages and limitations of the HWT technology
2. Explain how to operate and maintain a specific household water treatment technology.
3. Troubleshoot potential problems that may occur with the use and maintenance of different technologies.



1 hour 15 minutes

- Frequently Asked Questions (1 per person or group)
- Flipchart
- Flipchart Paper

1. Introduction



- Explain the goal of this activity is to learn more about the household water treatment technology – use, maintenance, and initial troubleshooting (problem solving)
- This is one of the important pieces of knowledge that community health promoters need

2. Frequently Asked Questions – Discussion & Review

- Divide participants up into small groups of 4-6 people
- Give each group a copy of the Frequently Asked Questions (FAQs) for the HWT technology
- Explain that each group should review all the questions and discuss the answers
- Ask participants to write down any questions they have about the FAQs to discuss with the entire group
- As the small groups discuss, visit each group to answer any questions and contribute to the discussion
- Remember any important questions that are asked during the small group discussions. Review these questions during the large group discussion.



- Allow 30-40 minutes for the small group discussion. Don't rush the groups. Allow enough time for each group to go through all the questions.

- Ask the participants to return to the large group
 - Review each question with the large group.
 - Ask the first group to read and answer the first question. Discuss with the group.
 - Repeat this process for each of the questions. Have a different group answer each question, alternating between groups.
 - Clarify questions and summarize the discussion
-



- Hand out a copy of the FAQs to each participant at the end of the activity

3. Review Questions

- How do you feel about your ability to answer the frequently asked questions?
 - What would you do if you didn't know the answer to a question that someone asked you about the technology?
-



- Reassure participants that it's ok not to know the answer to a question. It's important to be honest with the person and tell them that you do not know.
-
- Summarize topics and emphasize key points. Clarify any confusion and respond to questions.

4. Reflections on Lesson

- Use this space to record your comments about what worked well and what didn't, and suggestions for improvement the next time.

Lesson Plan: Monitoring HWT Technologies

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

1. Explain role of monitoring for household water treatment projects
2. Demonstrate how to use tools for monitoring, such as follow-up forms.



45 minutes

- | | |
|------------------------------------|-------------------|
| • Installation form (1 per person) | • Markers |
| • Follow-up form (1 per person) | • Flipchart paper |
| • Other forms (1 per person) | • Pens |

1. Introduction

- Explain the importance of monitoring for the project
- Explain the difference between monitoring the technology and monitoring behaviour change in the community
- Explain the objectives of the activity – demonstrate how to use tools for monitoring



- Community health promoters act as the eyes and ears of the project within the community.
- Community health promoters are the direct link between the organization and the community.
- Community health promoters are often included in the monitoring activities of a project.

2. Monitoring Forms (Option 1)



Use this option if the organization has not yet developed monitoring forms for the technology. If the organization has developed monitoring forms use **Monitoring Forms (Option 2)** below.

- Brainstorm with the group what types of monitoring forms might be necessary for a project. Examples include installation, production, monitoring, and follow-up forms.
- Ask participants why each of the forms is important? What is the purpose of the form?
- Explain that the group will focus on the forms that a community health promoter might use.
- Divide the group up into 4 small groups.
- Assign 2 groups the installation form and the other 2 groups the follow-up form.
- Ask each group to come up with a list of items they would want to include on the form.

- Give participants 15-20 minutes to brainstorm in small groups.
- Ask each group to pick one individual who will present their information to the larger group.
- Have each small group present to the larger group.

Review Questions

- Are there items in common between the 2 groups that developed installation forms?
- Is there anything you would add to the installation form?
- Are there items in common between the 2 groups that developed follow-up forms?
- Is there anything you would add to the follow-up form?



Installation and follow-up forms are “married”. In order to understand information on the follow-up form, the organization will need to collect similar information at the time of installation and/or during a baseline survey.

3. Monitoring Forms (Option 2)



Use this option if the organization has monitoring/follow-up forms for the technology.

- Hand out the follow-up forms to each participant.
- Divide the group up into 4 small groups.
- Ask each small group to discuss the forms. Encourage them to ask questions and clarify any misunderstandings.
- Ask the small groups to return to the large group.
- Clarify any questions about the form(s).
- Ask the participants:
 - i. Is there anything you would add to the form?
- Explain that the organization has developed these forms as a tool for monitoring the technology and behaviour change in the community.
- Their role as community health promoters is vital to the organization’s understanding of any problems and their ability to make an impact.
- Discuss how to complete the form(s).
- Explain that these forms will be used in other activities during the workshop. Participants will have time to practice with the forms and become comfortable with them.



Installation and follow-up forms are “married”. In order to understand information on the follow-up form, the organization will need to collect similar information at the time of installation and/or during a baseline survey.

4. Review

Summarize topics and emphasize key points. Clarify any confusion and respond to questions.

5. Reflections on Lesson

Use this space to record your comments about what worked well and what didn't, and suggestions for improvement the next time.

Lesson Plan: Workshop Closing

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

1. Reflect on their accomplishments during the workshop.
2. Understand the role of your organization (CAWST, WET Centre, etc.) in the future of their projects.



1 hour

- | | |
|--|--|
| <ul style="list-style-type: none"> • Workshop evaluation (1 per person) • Certificates (1 per person) • CDs (1 per person or organization) • Business cards (1 per person) • Camera | <ul style="list-style-type: none"> • Organization pamphlet (1 per person or organization) • Stickers – dots & coloured • Pens • Organization banner(s) |
|--|--|

1. Review – Self Assessment & Learning Expectations



- Give each participant a sticky dot for the Participant Self Assessment.
- Instruct each person to place their dot along the lines to show where they are now, after completing the workshop. (Omit this activity if you did not do a self assessment during the workshop opening)

- Reflect on the progress that people have made during the training.
- Explain that we're not expected to be experts in 3 or 4 days. We've been able to move along the scale in our knowledge and ability to work as community health promoters.

- Review the learning expectations with the group.
- Did we cover all of the expectations that people had when the workshop began?
- Are there areas where you (the trainer) can provide more information if an expectation wasn't met?

2. Closing Thoughts

- Invite the participants to share any closing thoughts before giving out the certificates.
- If appropriate, ask each person to give an individual reflection.
- What do they plan to do with the knowledge learned?
- How has the workshop experience been?
- Thank everyone for their complete participation in the workshop.
- Explain your role in the project moving forward.

3. Certificates



- Have the certificates prepared in advance.
 - Read out the certificate statement for everyone to understand their accomplishment.
 - Explain that this certifies the trainer's confidence in their ability and understanding of the subject matter.
 - Give each person their certificate. Congratulate (s)he on a job well done.
-



In some cultures it is appropriate to have a long closing ceremony where pictures of each participant are taken as they are receiving their certificates. Allow more time for the closing if this is a local custom.

4. Group Photo & Final Evaluation

- Ask the participants to gather together for a group photo.
 - Use the organization banner(s) for the photo.
 - Ask each participant to fill out and turn in a final evaluation of the workshop.
-



Translators may be needed for the evaluation if the participants are not able to read and write well.

5. Reflections on Lesson

- Use this space to record your comments about what worked well and what didn't, and suggestions for improvement the next time.

Tool 14 Case Study

Maria Toledo lives in a rural mountain community near Huaraz, Peru. She lives in a basic two room wooden hut with her husband Luis, three sons (Ernesto, age 5; Juan, age 8; and Carlos, age 10) and invalid mother-in-law Ana. Her husband works and lives at a gold mine during the week and travels home on the weekends to be with his family. He is usually exhausted by this time, but spends the weekend working on the family's garden. To help financially support her family, Maria sells bread from a small stand outside her house during the day to passersby. Her sons walk 2 kilometres to the local school six days a week.

The household does not have running water, so every morning Maria hauls water from a spring that is about 1 kilometre away. During the rainy season, the household uses rainwater that is collected from their corrugated metal roof and stored in a ferrocement tank. Since the water looks pretty clear, Maria assumes that it is safe and doesn't do anything to treat it before use. She stores the water in 15 litre plastic pails outside the house until she needs it.

There is a pit latrine located about 50 metres from the house. Her husband and boys prefer to defecate in the bushes since they are closer to the house and the latrine smells. Maria puts up with the odour and flies since the latrine gives her more privacy than the bushes. There is no hand washing facility near the latrine. Although Maria has been taught about germs and the importance of hand washing after defecation, she doesn't bother since there is no hand washing facility near the latrine. There are also many pigs and a donkey roaming the area and it is difficult to avoid stepping into piles of their faeces around the house.

A Community Health Promoter from the local NGO, Pure Water for Peru, has visited Maria three times over the last two months. Maria confides that she is frequently sick with diarrhea which makes it hard to take care of the family and run her small bread making business. She doesn't want her customers to know about her bouts of diarrhea for fear of losing business. Also her sons frequently miss school due to illness.

Create Your Own Participatory Activity

Target Audiences

Rural Mothers – ages 20-45

Rural Men – ages 20-45

Rural Community Leaders

Urban youth – boys and girls 12-18

Urban Women - self-help group

Action Planning Case Studies & Questions

Group 1:

You are the Coordinator for Health Promotion of a community based organization (CBO) that has received funds to implement a biosand filter project over a period of two years. The organization plans to build 1,000 filters and has already established a high-quality manufacturing facility. The CBO has already selected the communities where they will be implementing the program – 5 rural villages. Your job is to design a two year community health promotion program to support the initial acceptance, long term use, and maintenance of biosand filters.

Here is a description of a typical family in the community:

Maria lives in a rural mountain community near Huaraz, Peru. She lives in a basic two room wooden hut with her husband Luis, three sons (Ernesto, age 5; Juan, age 8; and Carlos, age 10) and invalid mother-in-law Ana. To help financially support her family, Maria sells bread from a small stand outside her house during the day to passersby.

The household does not have running water, so every morning Maria hauls water from a spring that is about 1 kilometre away. Since the water looks pretty clear, Maria assumes that it is safe and doesn't do anything to treat it before use. She stores the water in 15 litre plastic pails outside the house until she needs it. Roosters, pigs and donkeys roam around the house.

Maria is frequently sick with diarrhoea which makes it hard to take care of the family and run her small bread making business. She doesn't want her customers to know about her bouts of diarrhoea for fear of losing business. Also her sons frequently miss school due to illness.

Things to consider when designing the program:

- What are the local needs and motivations of the community?
- Who will be your target audience(s)?
- What will be the key messages you will promote?
- What activities/products do you plan to do to communicate the key messages?
- Who will you recruit to be community health promoters?
- How will you train the community health promoters?
- What knowledge/skills/attitudes will they need?
- How will you evaluate and monitor the community health promoters?
- How will you monitor behaviour change in the community?

Group 2:

You are the Coordinator for Health Promotion of a community based organization (CBO) that has received funds to implement a hand washing and hygiene project over a period of three years. The CBO has already selected the communities where they will be implementing the program – 5 urban slums. Your job is to design a three year promotion program raise awareness and encourage behaviour change about hand washing and personal hygiene.

Here is a description of a typical family in the slum:

Sara lives in a shack in the urban slums of Kenya with her daughter and son (ages 1 and 3). Her husband works away at a factory during the week and travels home on the weekends to be with his family. Sara gets the family's water from a community tapstand that runs for only a few hours each day. She often has to wait long hours in line and has trouble getting enough water to meet her family's needs.

Two of her babies have died from diarrhoea, and she believes that it was evil spirits that made her children sick. Internal parasites, diarrhoea and scabies are the biggest problems in the community.

Things to consider when designing the program:

- What are the local needs and motivations of the community?
- Who will be your target audience(s)?
- What will be the key messages you will promote?
- What activities/products do you plan to do to communicate the key messages?
- Who will you recruit to be community health promoters?
- How will you train the community health promoters?
- What knowledge/skills/attitudes will they need?
- How will you evaluate and monitor the community health promoters?
- How will you monitor behaviour change in the community?

Group 3:

You are the Coordinator for Health Promotion of a community based organization (CBO) that has received funds to implement a sanitation project over a period of two years. The organization plans to build 500 latrines and has already selected the communities where they will be implementing the program – 5 rural communities. Your job is to design a two year community health promotion program to support the acceptance, long term use, and maintenance of the latrines

Here is a description of a typical family in the village:

Zeytu lives in a rural village in Benin, West Africa. She lives in a basic hut with her husband, two daughters (ages 2 and 4) and son (age 10). She hauls drinking water from a local watering hole that is about 2 km from her house. This is also the same place where her husband takes their animals to drink.

There is a shallow pit latrine located about 50 metres from the house. It doesn't have a roof and the walls are starting to fall down. It was built years ago and is shared with her neighbours. The pit has never been emptied and is almost full. Her husband and boys prefer to defecate in the bushes since they are closer to the house and the latrine smells. Zeytu puts up with the odour and flies since the latrine gives her more privacy than the bushes. There is currently no hand washing facility available.

Interviews with a wide range of households identified that prestige and well-being were the main motivators for installing a latrine. People also wanted to protect their family's health and safety from dangers, accidents, snake bites, and crimes associated with open defecation. There was also a desire for increased convenience, comfort and cleanliness associated with using a latrine. As well, people wanted to protect themselves from supernatural dangers associated with open defecation. Improved health was hardly mentioned as a reason for wanting a latrine.

Things to consider when designing the program:

- What are the local needs and motivations of the community?
- Who will be your target audience(s)?
- What will be the key messages you will promote?
- What activities/products do you plan to do to communicate the key messages?
- Who will you recruit to be community health promoters?
- How will you train the community health promoters?
- What knowledge/skills/attitudes will they need?
- How will you evaluate and monitor the community health promoters?
- How will you monitor behaviour change in the community?

Things to consider when designing the program:

- What are the local needs and motivations of the community?
- Who will be your target audience(s)?
- What will be the key messages you will promote?
- What activities/products do you plan to do to communicate the key messages?
- Who will you recruit to be community health promoters?
- How will you train the community health promoters?
- What knowledge/skills/attitudes will they need?
- How will you evaluate and monitor the community health promoters?
- How will you monitor behaviour change in the community?

Things to consider when designing the program:

- What are the local needs and motivations of the community?
- Who will be your target audience(s)?
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- How will you train the community health promoters?
- What knowledge/skills/attitudes will they need?
- How will you evaluate and monitor the community health promoters?
- How will you monitor behaviour change in the community?

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- How will you train the community health promoters?
- What knowledge/skills/attitudes will they need?
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- How will you monitor behaviour change in the community?

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- What are the local needs and motivations of the community?
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- Who will you recruit to be community health promoters?
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- What knowledge/skills/attitudes will they need?
- How will you evaluate and monitor the community health promoters?
- How will you monitor behaviour change in the community?

Troubleshooting & Role Play Scenarios

Lesson Plan: Working with Households

For Participants:

1. The family tells you they are cleaning the filter once a week.
2. Flow rate of the filter is very fast.
3. Flow rate of the filter is very slow.
4. There is no flow from the filter.
5. The family says that their children are still sick.
6. You open the lid and remove the diffuser, but you don't see any water.
7. There is food stored inside the filter.
8. The standing water level in the filter is 2cm (0.8 inches).
9. The standing water level in the filter is 10cm (4 inches).
10. The sand is not level and has small indents or craters in the surface.
11. You see there is only one bucket for fetching and storing water.
12. The family asks you how the biosand filter works.
13. The family wants to know how to clean the filter.
14. The family would like to know how to use the filter.
15. There is a long hose attached to the filter spout.
16. There is a tap or valve attached to the spout.
17. The family asks you how to chlorinate.
18. The filtered water is cloudy.

Lesson Plan: Household Visit Practice

For Trainers:

1. You have just arrived home after going to visit family for two weeks. During that time your filter has dried up.
2. You are the father of the house. When the organization came to install your filter, you were not there. Your wife is in charge of the filter and you don't know anything about how to use or maintain the filter.
3. You complain that the filter is too slow and isn't providing enough water for the family as well as your neighbors.
4. You are storing food inside the filter because it is nice and cool in the reservoir.
5. Your filter smells bad. The filtered water tastes and smells bad. You no longer want to use the filter and are telling the community not to use their filters.
6. You tell the promoters that you're cleaning the filter once a week.
7. You complain that your children are still sick.
8. You are using the same storage container for fetching and storing the filtered water.
9. Your children have plugged the outlet spout. They are always playing with the filter.
10. You attach a long hose to the outlet spout to water your garden with the filtered water.
11. You have been adding chlorine to the filter. This is something you learned from your neighbor.
12. Your filtered water is cloudy looking. Your neighbors have clear water coming from their filter. You don't understand why the water is still cloudy.

*For more ideas, use the participant troubleshooting scenarios.

Kanchan Arsenic Filter Scenarios

1. There are no brick chips in the diffuser basin. The nails are in the 4 corners of the basin.
2. The nails in the diffuser basin are 5 cm (2 inches) long.

3. The nails in the diffuser basin look the same as when the filter was installed one month earlier.