Lesson Plan 4: Gender and WASH  **1 hr 20 min total**

**Learning Outcomes**



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

1. Classify WASH activities by gender at the household and community level.
2. Describe the relationship between gender and WASH.
3. Explain how to create gender balance in WASH-related activities at the household level.

**Materials**



* Markers
* Pens
* Flip chart paper
* Tape
* Sticky Notes
* CAWST Gender Roles pictures of husband, wife, husband and wife, children and family
* Stop watch

**Preparation**



* Read and prepare lesson plan.
* For additional information, refer to Appendix 1.
* Write learning outcomes on the flip chart.
* Print the CAWST Gender Roles pictures.
* Prepare flip charts with CAWST pictures representing man, woman, man and woman, children.
* Prepare flip charts with headings for “men” and “women.” Post them on the board at the front of the room.
* Post the flip chart paper with man, woman, man & woman and children around the room.

**Introduction: 10 minutes**



1. Ask the participants to close their eyes and think about all the WASH related activities they did since they woke up until they came to the workshop.

OR, if all participants are of the same sex, ask them to think about the WASH activities they did, and those carried out by a partner or other family members.

1. Ask few participants (male and female) to share their activities, voluntarily.
2. Present the learning outcomes.

**Gender and WASH 30 minutes**



1. Ask the participants to think about WASH-related activities that are conducted within households and in the community in a day.
2. Divide the participants into two groups and give each group several packages of sticky notes and enough markers/pens for each participant.
3. Tell the participants that they will be having a competition to see which group can come up with the biggest list of WASH-related activities in 3 minutes. They should work as a team to write as many WASH-related activities as possible, each on an individual sticky note.
4. Set the timer or stop watch to 3 minutes. Start the timer and ask each group to write all the WASH-related activities they can think of on individual sticky notes.
5. When the timer ends, yell “stop” and then count up the number of different activities that each group has recorded. You may wish to give a prize to the winning group.
6. Post two pieces of flip chart next to each other at the front of the room. Give one the title “Men” and the other the title “Women.”

Men

Women

1. Ask the groups to place each of their sticky notes on the flipchart for the gender that performs that task more frequently. If both genders perform a task equally often, ask the participants to place the sticky note on the line between the two flip charts.
2. Look at the lists and discuss if there any sticky notes that should to be changed or rearranged.
3. As a large group, discuss the results: which group appears to do more WASH activities and why? *Women conduct most of the WASH-related activities in the household in the context of Nepal.*
4. Ask the participants to return to their groups. Ask one group to focus on “men” and the other group to focus on “women.”
5. Ask the groups to create a list of all of the WASH-related activities that a typical person of their assigned gender (men or women) would do in a typical day from morning to night.
6. After they have created their schedules/ lists, ask the groups to discuss how much time is required for each activity and to estimate how many hours of the day their typical man/woman will spend performing WASH-related tasks.
7. Ask a volunteer from each group to present their schedule/ list and their estimated total time per day for their gender to the larger group.
8. Discuss the difference between the schedule and total time for men and women. Ask the participants to discuss why this situation occurs in our society. *The total number of hours spent on WASH activities for females is more than for men.*

**Creating Gender Balance in WASH 30 minutes**



1. Ask the participants to share how they feel about the above scenario and discuss their ideas for improving the balance between time men and women spend on WASH activities.
2. Return to the sticky notes on the board or flip chart. Ask the participants to each take several sticky notes from the flip chart at the front of the room and arrange the sticky notes on the other flip charts posted around the room with the CAWST images for “man,” “woman,” “man and woman” and “children.”
3. Explain that participants should place the sticky notes on each of the flip chart papers according to the change they would like to see in society to create more gender balance in WASH activities.
4. Ask the participants to observe the placement of the sticky notes and discuss if they feel there should be any changes.
5. Ask the participants: “What are the possible benefits to individuals and communities of creating a gender balance in WASH-related activities?” Create a list on a flip chart. Examples can include:
	* Provides increased opportunities for women to participate in community development activities
	* Increased opportunity for women to participate in capacity building activities
	* Women can participate in income generation activities
	* Increases awareness level of women in the community
	* Can involve in awareness-raising activities
	* Improves social inclusion

**Review 10 minutes**



1. Ask the participants to think of two things they can do to reduce overburdening their mother, sister or wife.
2. Ask them to write it in their note books and keep it as a commitment.
3. Ask several volunteers to share their commitments with the larger group.

**Reflections on Lesson**