

Lesson Plan 2: WASH In Recovery


50 minutes total

Lesson Description



The focus of this lesson is to outline how emergencies affect infrastructure, people's access to food, water, and safe WASH, as well as to highlight objectives for the emergency WASH recovery phase of activities.

Learning Outcomes



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

1. Describe the WASH acronym
2. Explain how emergencies affect access to safe WASH
3. Describe WASH objectives for the emergency recovery phase

Materials



- Flip chart paper
- Tape
- Markers
- WASH Words cards (See end of lesson plan)

Preparation



- Read and prepare lesson plan
- Write learning outcomes or lesson description on flip chart paper
- Print and cut WASH Words card
- Prepare flip chart with definition of emergency phase and recovery phase

Introduction

10 minutes


1. Prepare the WASH Words cards by randomly spreading them across a table in the room, or placing them in a small container.
2. Ask the participants to come forward and take one of the word cards.
3. After everyone has received a word card, ask them to try to find other people who have similar or related words as them.
4. Participants should begin dividing into three corresponding groups. If participants form many smaller groups, tell them that there should be 3 groups in total.
5. After the participants have arranged into the three related groups, ask them to identify what their words have in common with one another.

6. Ask each group to show their words to the large group and identify the common element that connected their words. Participants should be organized into words related to water, sanitation, and hygiene.
7. Summarize the participants' responses by explaining these are connected public health topics and present the WASH acronym.
8. Explain that these three issues – clean water, sanitation, and hygiene – are inter-linked with each other and all needed to benefit people and prevent the spread of disease after emergencies, during reconstruction, and for long-term development.
9. Explain that water, sanitation and hygiene are like a 3 legged stool; one leg is water, the second leg is sanitation and the third leg is hygiene. If you take away one leg the stool will no longer stand just as if you neglect any of the 3 of water, sanitation and hygiene your health will fail.
10. Present the learning outcomes or lesson description.

Emergency Phase and Recovery Phase
10 minutes

1. Ask the participants, if there is any difference between the WASH needs at the present and at the time of earthquake? *Possible answer: yes*
2. Ask few volunteers to answer, "What are the differences between the WASH needs at the time of earthquake and at present?"

Possible answer: At the time of earthquake, the basic needs were of priority like drinking water, food, shelter and etc. while at present the priority is for safe drinking water, safe food, safe environment and etc.

3. Ask the participants why the priority of same group of people has changed? *Possible answer: At the time of earthquake, people regular/ normal life were disturbed and were uncertain about anything, basic needs were not fulfilled, etc. whereas at the moment, time has passed and people are returning back to regular/ normal life, fulfilling their basic needs and are more concerned about their health and well-being.*
4. Paste the flip chart paper with definition of emergency phase and recovery phase and discuss the needs in different phases differ, so does the priority.

Emergency phase: An emergency is a situation that poses an immediate risk to health, life, property or environment. Most emergencies require urgent intervention to prevent a worsening of the situation, although in some situations, mitigation may not be possible and agencies may only be able to offer palliative care for the aftermath. In case of earthquake in Nepal in 2015, a time period of 3 months was declared as emergency phase.

Recovery phase: The recovery phase starts after the immediate threat to human life has subsided. The immediate goal of the recovery phase is to bring the affected area back to normalcy as quickly as possible. In case of earthquake of Nepal in 2015, after the time period of 3 months, it was declared as recovery phase.

Impact of Emergencies on WASH
15 minutes

1. Divide the participants into pairs. Give each pair 3-4 Meta cards.

2. Ask the participants: “After the emergency, how was people’s access to safe water, sanitation, and hygiene (WASH) immediately affected?”
3. Ask for the pairs to record their ideas on the Meta cards they have been provided.
Possible responses might include; possibility of open defecation, solid waste not managed properly, waste water not managed, direct contact with feces, mud, clay (flies and microbes), mass camping (huge number of people in one place), lack of access to safe WASH, lack of abundant food, lack of health facilities, etc.
4. After the participants have finished ask them to paste their cards on the wall or board.
5. Discuss and summarize the points in large group. Add any key points which are missing.

Need for WASH in Recovery

10 minutes



1. Using the ideas which have been posted, emphasize that these were the WASH issues facing people shortly after the emergency.
2. Ask the participants: “Now as we are moving into recovery and reconstruction, why do people still require WASH promotion?”
 1. Ask for a few participants to volunteer their ideas. *After emergencies WASH issues may last several months or even several years. Access to food, shelter, safe water, hygiene and sanitary facilities, and the knowledge and skills to avoid disease can take significant time to rebuild or communicate to affected people.*
 2. Explain that in the aftermath of emergencies many people, temporary shelters, or in highly affected rural areas may be unable to access clean water, safe sanitation, and proper hygiene for significant periods of time. As areas move into the reconstruction phase, aid organizations which operated after the emergency may reduce services or pull out, leaving people with less support than they require.
 3. Referring to the posted WASH issues from the previous activity, ask participants: “Which of these issues after the emergency are people still facing today?”
 4. Discuss as a large group. Highlight that the activities of WASH volunteers can be thought of as: improving access to WASH facilities, improving WASH practices, controlling epidemics, and capacity-building of WASH implementers.

Review

5 minutes



1. In their pairs, ask participants to discuss and write the full form of WASH.
2. Give participants a minute to write their responses.

Reflections on Lesson

Chlorine

Filter

Drink

Boiling

Turbid

River

Latrine

Soap

Hand washing

Garbage

Feces

Animal Dung

Food Waste

Comb

Shower

Brush

Towel

Sanitary Pad

Diaper

Toothpaste