

Lesson Plan: Role Playing Household Visits



90 minutes

Lesson Description



In this lesson, participants apply the knowledge and skills they have learned during previous lessons to practice conducting a household visit. They will practice being adaptive to the needs of household members according to different possible scenarios they may face as a Community WASH Promoter.

Learning Outcomes



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

1. Demonstrate an effective household visit

Materials



- Flipchart paper
- Markers
- Regional Scenario Cards
- Scenario Behavioural Factors (end of lesson plan)
- WASH for Healthy Homes Monitoring Forms
- Timer or clock

Preparation



- Print and cut the Scenario Behavioural Factors
- Print the Regional Scenario Cards
- Match the Scenario Behavioural Factors with the numbered posters in the set of Regional Scenario Cards
- Print 5 copies of WASH for Healthy Homes Monitoring Forms
- Optional: Write the learning outcomes on flip chart paper

Introduction

5 minutes



1. Explain to participants that to become the best Community WASH Promoter they can be, they will need to practice.
2. Present the lesson description or learning outcomes.

Role Playing Household Visits


60 minutes



1. Explain to participants that they will now be practicing household visits.

2. Explain to participants that 1 person will play the role of a Community WASH Promoter, and the other person will play the role of a household member. The rest of us will simply sit and observe. The role-play will be very short (2-5 minutes). After the role-play is finished, you will discuss as a group the things that went well, and provide recommendations on how we could improve it.
3. Explain the following roles to the participants:
 - a. **Household Member:** The person who plays the household member must come to the front and pick up one of the 10 scenarios. Each set of scenarios will have 2 posters (1 good WASH practice and 1 bad WASH practice) and a behavioural factor card. They must then display their 'households' by sticking the posters on the wall. They will be approached by a Community WASH Promoter. The community WASH promoter will need to give encouragement to the picture that is well done, and must identify and discuss the picture that needs to be improved. They must improvise their answers and play the role of a household member.
 - b. **Community WASH Promoter:** The person who plays the role of Community WASH Promoter will need to approach the made-up households and begin practicing a household visit. They will also practice effective questioning techniques, providing recommendations to the household member based on **only** the needs identified, and working with household members in general to try to influence behaviour change. *They must *NOT* discuss issues not identified in the picture poster.

They will practice the 6 steps of a household visit:

1. Greet,
 2. Understanding WASH issues (by identifying the WASH issues on posters and asking questions to find out the why the person is not adopting the behaviour),
 3. Practice influencing behaviour change (by addressing the specific problems identified by the household member)
 4. Fill in the Healthy Homes Monitoring Form (very quickly), and
 5. Practice making an action plan/commitment with the household member.
4.  **Trainer Note:** Try to create a safe learning environment for participants. Explain to participants that the purpose of this activity is to help look for ways to improve the effectiveness of household visits, to make mistakes, and to learn; it is not a reason to criticize someone. Ask the participants to respect people's efforts as they present to the rest of the group.
 5. Ask a volunteer to play the role of a household member. Ask them to come to the front and pick up one of the 10 scenarios. Stick the 2 posters on the wall behind the volunteer and read the behavioural factor card.
 6. Ask a volunteer to play the role of Community WASH Promoter.
 7. Ask the volunteers to begin practicing a household visit. Explain to them that this activity is meant to be short and they should only focus on a few key things to practice. Explain that the visit should take a maximum of 10 minutes (depending on the number of participants).

Trainer Note: Keep track of time by using a timer or clock; it is important to give more people the opportunity to practice. If you have a co-trainer, it could be a good idea to find another room and deliver this session with 2 smaller groups rather than 1 large one.

8. **Feedback Session:** When the household visit is complete, ask the volunteers to sit back in their chairs.
 - a. First, ask the Community WASH Promoter to self-reflect and share what they believe went well, and what they think they should do next time to improve.
 - b. Secondly, ask the household member to share how they felt during the practice session. They should try to focus on specific things that caused them to feel safe and comfortable, or specific things that caused them to feel uncomfortable. They should focus on how the Community WASH Promoter was interacting with them.
 - c. Thirdly, ask the spectators to share their observations, feedback, and recommendations on what to improve the next time they conducted a household visit.
 - d. Lastly, provide your own feedback to the Community WASH Promoter.
9. Repeat the activity until all participants have had the chance to play the role of the Community WASH Promoter. Debrief the session at the end of each role-play.

Debriefing as a Large Group

15 minutes



1. Explain to participants that they will now be creating a list of tips to remember while conducting effective household visits.
2. Ask participants: "In your experience, what are some things we should do, or avoid, while doing a household visit?"
3. Write down their answers on flipchart paper. Here are some examples of answers:

| Things to do | Things to Avoid |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| -Be polite and kind -Ask to speak with them, and accept if they say no. -Ask many questions -Give them advice on how they can improve their WASH issues -Look at the person when you are speaking with them. -Leave on a good note | -Don't be impolite -Don't talk <i>to</i> the person, talk with them -Don't be condescending |

Review

5 minutes

1. Ask participants to reflect on how they acted playing the role of a Community WASH Promoter. Ask them to read the list we have made as a larger group and choose the 3 best tips for them to work on. Ask participants to write down the 3 they have chosen in their notebooks to help them remember.

Reflections on Lesson

Scenario Behavioural Factors:

| | | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 1 | <ul style="list-style-type: none"> You don't have time to build a latrine You like to defecate in the open because the latrine is too hot | Image 1 + 2 |
| 2 | <ul style="list-style-type: none"> No one in the community stores their water in safe storage containers You do not believe there is any risk in the unsafe storage of water | Image 3 + 4 |
| 3 | <ul style="list-style-type: none"> You don't have enough water to wash your hands You don't know the health risk of not washing your hands | Image 5 + 6 |
| 4 | <ul style="list-style-type: none"> You don't know how to treat water You don't have any way to treat water | Image 7 + 8 |
| 5 | <ul style="list-style-type: none"> You don't know that animals are a risk to health You don't have the resources to build a fence | Image 9+10 |
| 6 | <ul style="list-style-type: none"> You have a latrine but do not like to use it because it smells bad <ul style="list-style-type: none"> You do not have time to clean the latrine | Image 11+12 |
| 7 | <ul style="list-style-type: none"> Everyone in the community throws their garbage everywhere You think it takes too much work to dig a hole to bury the waste | Image 13+14 |
| 8 | <ul style="list-style-type: none"> You keep forgetting to cover the water barrel You leave the barrel uncovered because it takes less time to take water to feed animals | Image 15+16 |
| 9 | <ul style="list-style-type: none"> You don't know that flies spread diseases You don't know how to control the flies | Image 17+18 |
| 10 | <ul style="list-style-type: none"> You don't know the risks of leaving solid waste next to the river <ul style="list-style-type: none"> You don't have time to dig a hole | Image 19+20 |