

Lesson Plan: Principles of a Household Visit

**60 minutes total**

Lesson Description



This lesson focuses on the purpose of household visits in the realm of behaviour change. Participants will discuss respectful and collaborative approaches when working with households, as well as general steps to take during a household visit.

Learning Outcomes



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

1. Explain the purpose of a household visit
2. Describe the 6 step process of a household visit
3. Discuss principles of working with household members

Materials



- Flip chart paper
- Sticky notes
- Markers

Optional (costume of a Community WASH Promoter):

- Clipboard
- Hat
- Education materials

Preparation




- Read the lesson plan and familiarize yourself with the 6 step process of a household visit
- Optional: Write the learning outcomes on flip chart paper

Introduction

15 minutes

1. Ask the participants if someone would like to be a volunteer for a scenario exercise to play the role of a household member.
2. Ask the volunteer to stand in front of the group. Explain to the volunteer that they will play the role of a household member and must try to improvise answers. Explain to all participants that you will play the role of the Community WASH Promoter coming to the household to talk about WASH practices.
3. If possible, change your attire to look more like a Community WASH Promoter (hold a clipboard, wear a hat, use posters, etc.)



- Trainer Note:** You will play the role of very *ineffective* Community WASH Promoter. This will mean being very rude, aggressive, condescending, and insulting.
4. Approach the volunteer and greet them only briefly. Don't introduce yourself.
 5. Begin talking at him/her regarding the issue of how water can get contaminated and how the person should really use a latrine. If the volunteer has any questions, pretend you did not hear what they said and continue talking about how water can become contaminated.
 6. Tell the volunteer to show you where they defecate. If they refuse, demand that they show you.
 7. Pretend that the household member is showing you where they defecate. Try to be disgusted by what they are showing you. Begin to list things that they are not doing correctly: no handwashing station, not a maintained latrine, they are not using a water filter, etc.
 8. Pretend you are starting to become angry and disgusted by how the household member is living.
 9. Tell the volunteer that they need to listen to you and start cleaning their latrine better, using a filter, build a handwashing station, wash their hands, cover their food, gather the garbage around the house, get some chlorine, keep the animals away from the house, build a rainwater collection system, etc... Make sure you are listing many things for the beneficiary to change.
 10. Tell the volunteer that they need to change all of these things or they will never be healthy and they will stay poor.
 11. Say goodbye to the volunteer and walk out of the room.
 12. Come back into the room and ask the volunteer to sit back into their seat.
 13. Ask the volunteer: "How do you feel?"
 14. Ask the participants: "Do you think that my method for a household visit was effective?" "Do you think the household member will change his/her behaviour after my visit? *Most likely not.*"
-  15. Explain to participants that: "throughout this workshop we have been discussing problems and solutions related to water, sanitation, and hygiene; however, we have not yet discussed how to motivate people to adopt these practices."
16. Present the lesson description or learning outcomes.

Purpose of a Household Visit

5 minutes



1. Ask participants: "What is the goal of a household visit?" *The overall goal of a household visit is to help and support community members to change behaviours and adopt good practices in water, sanitation, and hygiene that will lead to improved health and livelihoods.*



2. Explain to participants that a Community WASH Promoter is not a replacement for a poster, a radio message, or a book on how using a filter will help make people healthy. A Community WASH Promoter is not simply a person that brings information to people about the importance of water, sanitation, and hygiene practices.

3. Explain to participants that a Community WASH Promoter is someone who works with people to help and support them to adopt new practices. A household visit is about working *with* household members to help them change their behaviours. As we have covered earlier in the workshop, changing behaviour is very difficult and can take a long time. That means being respectful, friendly, patient, flexible, and open to discuss problems and solutions.

How to be Respectful

35 minutes

1. Remind participants that during the role-play in the introduction, you played the role of a Community WASH Promoter that was rude and not very effective.
2. Explain to participants that we will be looking at how to be more effective and respectful during a household visit and working with people.
3. Explain to participants that they will now work in groups to discuss things that they should do as Community WASH Promoters that will be effective, and things they should avoid doing. They will then present their ideas to the rest of the group.
4. Divide the participants into groups of 4-5 people.
5. Give each group some markers and flip chart paper.
6. Ask participants to make 2 columns: DO and DON'T.
7. Ask participants to make a list of things they should do when visiting a household in the DO column and things they should avoid under the DON'T column.
8. Give the participants 10 minutes to discuss and write down their recommendations.
9. Ask the participants to take turns presenting their ideas to the larger group.

What are the Steps of a Household Visit

20 minutes

1. Explain to participants that they have identified how to behave and act when working with household members, and now we will discuss what to do during a household visit. Explain to participants that they will create a guide for a household visit.
2. Explain to participants that most household visits will be different according to the Community WASH Promoter role or project, the household members present, the location of the home, the needs of the household members, among many other variables; however, we must still have steps to guide us through the process.
3. Draw a large picture of an open hand on flip chart paper.



4. Explain to participants that to remember the things to do during a household visit, we will be using our hand as a guide to the steps. It's easy to use our hand to help us remember the steps.



Trainer Note: Culturally, people count differently with their hands. Some begin with their thumb while others begin with their index fingers, and some start from open hands while others start with closed fists. You may wish to modify the activity depending on your specific context.

5. Ask the participants to make a fist with their hands and stick out their thumbs.
6. Ask participants: “What do you think is the first thing we should do when we arrive at a household? *Greet the household member in a polite and friendly manner.*”



Trainer Note: Greetings can be very different in every culture. It is sometimes normal for a greeting to take a long time, much longer than simply a handshake. The participants will know their own context.

7. Next to the thumb of the hand you have just drawn, write ‘*Greeting*’.



8. Explain to participants that during this step it is important to introduce yourself, explain why you are there, and try to make the visit as pleasant and polite as possible. It is important to ask if this is a good time to speak with the household and if it is intrusive or not. It is always better to return at a more convenient time than to try to push messaging when the household is not ready or comfortable.

9. Ask participants to stick out their index finger. Participants should now have their thumb and 2nd finger extended.

10. Ask them: “What do you think is the 2nd thing we should do after greeting the household member when we arrive at a household?” *Identify and understand the WASH issues of a household.*

11. Next to the index (2nd) finger, write ‘*Understand*’



12. Explain to participants that when going to a household it is important to ask many questions and look for things that will help you identify which WASH topics you should focus on. A good starting point is to ask household members to self-identify their own perceived challenges before you begin to point any out.

The key message in this step is to ask questions, observe, and listen *before* trying to influence their behaviour.

13. Explain to participants that they will be covering this step in detail in the next lesson.

14. Ask participants to also raise their middle finger. Participants should now have 3 fingers extended.




15. Ask participants: “Now that we know what messaging we should focus on, what should we do next?” *Address those issues in a way that will influence the household member to adopt certain WASH behaviours.*

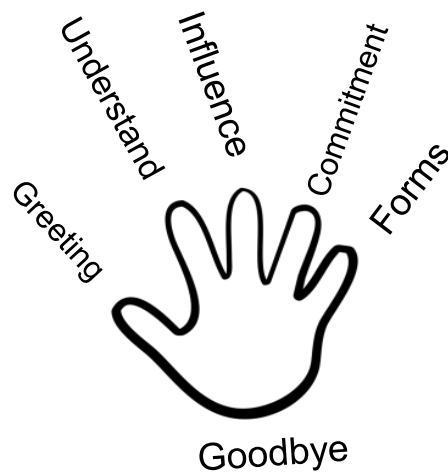
16. Next to the index (3rd) finger, write ‘*Influence*’

17. Explain to participants that this can be the most crucial step of a household visit and the most challenging. The big question is how to influence; do you teach someone about the risks? Do you inform them that their behaviours are not the norm of the community? Do you ask effective questions and get the people to reflect on their own behaviours? Where do you start? What do you talk about? We will be covering more information in the next few lessons.



18. Ask the participants: “Why is the step *Influence*, after the step *Understand*?”

19. Explain to participants that before they try to influence households to adopt effective WASH practices, they must first identify what the WASH issues are and then try to understand why those issues exist. Once you understand why the issues exist, then you can choose an effective strategy to try to influence.
20. Ask participants: “After working with the household in trying to influence them to adopt good WASH behaviours, what could we do next to help them adopt and continue these behaviours?” *Getting them to make an action plan, make a private or public commitment, etc.*
21. Ask participants to also raise their 4th (ring) finger. Participants should now have 4 fingers extended.
22. Next to the index (4th) finger, write ‘*Commitment*’.
-  23. Explain to participants that a great strategy to help households adopt good WASH practices is to encourage them to make a plan for the future. As a Community WASH Promoter, you will be helping household members decide what to do next, and how to do it. Creating or writing down a plan will keep the household member accountable and help them to regulate themselves. People may also make individual, family, or group commitments to change their behaviours.
24. Explain to the participants that the last finger is also a great way to keep the household member accountable in adopting good WASH practices: *Fill out forms*.
25. Ask participants to also raise their 5th finger. Participants should now have 5 fingers extended.
26. Next to the index (5th) finger, write ‘*Forms*’.
-  27. Explain to participants that in the next few lessons we will be looking at how to use forms to help you not only keep the household accountable, but to help you record their progress in becoming a healthier home. It will help you identify your areas of focus and recommendations because you will know what you had discussed with them during the previous household visit and what they had agreed to do differently.
28. Explain to participants that there is 1 last step: the whole hand.
29. Ask participants to wave their hand in the air.
30. At the bottom of the hand, write ‘*Goodbye*’.
-  31. Explain to participants that the most important part of being an effective Community WASH Promoter is having a good relationship with people. If you are not liked and respected, then people will not listen to your recommendations. The wave of the whole hand represents saying goodbye to the household in a respectful and polite manner. Most people will remember the first and last moments of a social interaction. It is important to end your visit on a respectful, friendly, and polite tone so that when they see you approaching next time they are happy to see you.
32. The final hand should look like this:



33. Ask participants to go through the steps of a household visits with a partner by using their fingers as a guide.

Review**5 minutes**

1. Explain to participants that one strategy to help ensure households visits are effective is to place yourself in their position. Ask the participants to imagine how it would feel if someone came to visit their own home to discuss issues in the household and how you should change your behaviour.
2. Ask participants to close their eyes and imagine being back in their home enjoying time with their family.
3. Ask participants to now imagine someone coming to their house to discuss issues on water, sanitation, and hygiene.
4. Ask participants to try to imagine how it would feel during that moment.
5. Ask participants to reflect on how they would like someone to approach their household to discuss these issues in a positive way.
6. Ask participants to also reflect on how they will approach their next household to discuss these issues.

Reflections on Lesson