

## Lesson Plan 3: Working With People in Emergencies



1 hour total

### Lesson Description



The focus of this lesson is to describe the current and ongoing goals of the emergency response effort, how an emergency WASH volunteer contributes to those efforts, as well as clarifies scope for the volunteer role. Participants will explore communication techniques for interacting with disaster-affected people so they are equipped with the tools they need while working in communities or in temporary relief sites.

### Learning Outcomes



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

1. Describe current goals of the emergency response
2. Explain the role, responsibilities, and limitations of WASH volunteers
3. Describe effective techniques for communicating with disaster affected people

### Materials



- Flip chart paper
- Tape
- Markers
- 1 flip chart titled “How to Help” and 1 flip chart titled “How Not to Help”

### Preparation



- Write the lesson description or learning outcomes on flip chart paper
- Prepare 2 flip charts with the title “How to Help” and “How Not to Help”

### Introduction

5 minutes



1. Ask participants to walk around the room and find someone they don't know or someone they are less familiar with and to introduce themselves to that person.
2. Ask the participants: “How did you introduce yourself to this person?” *Possible responses might include: “Shake hands, smile, Namaste, eye contact, etc.”*
3. Explain to participants that as WASH volunteers they will need to approach and interact with large numbers of disaster affected people.
4. Present the learning outcomes or lesson description.

**Goals of Emergency Response****5 minutes**

1. Explain to participants that many disaster affected people may be living in temporary housing or camps. In these camps, peoples' access to safe WASH is reduced and they are more vulnerable to malnutrition and the spread of disease.
2. Explain that in some areas, access to piped water has been damaged, and that well water or water spouts may be contaminated. In addition, people may not have the ability to safely store their water as they could before the emergency.
3. Explain to participants that the goals of the emergency WASH response are to help people address the need to treat their own water, to store their water safely, to improve hygiene and sanitation practices, and to reduce the spread of disease.

**What is a WASH Volunteer?****15 minutes**

1. Ask the participants: "What do you think of when we say the word 'volunteer'?"
2. Ask 2-3 participants to share their ideas.
3. Explain to them the definition of a volunteer: "A person who helps or provides support to do something without any expectation of a reward."
4. Tell participants you are going to divide them into groups to think of the specific roles and activities of a WASH volunteer.
5. Divide participants into 3 groups and give a bunch of blank cards to each group.
6. Ask the participants to write down one idea on each card for activities they think a WASH volunteer should do. Give the groups 5-6 minutes to write down their ideas.
7. Ask the groups to post their cards on a wall or at the front of the room using tape or pins. If different groups have the same ideas, group these cards together.
8. Review the cards on the wall and summarize the key roles and responsibilities. Add missing information from the following list:
  - Provide key WASH information and messages
  - Provide instructions and suggestions on how to use WASH materials or tools
  - Help people conduct WASH activities
  - Help to distribute WASH materials or supplies
  - Inform agencies or organizations about current and evolving needs in field conditions
  - Help to coordinate with victims and other stakeholders to provide support
9. Review the completed list and clarify any participant questions about their role or responsibilities as an emergency WASH volunteer.

**Volunteer Limitations****10 minutes**

1. Tell the participants: “Now that we’ve discussed things we can do as emergency WASH volunteers, what are some things that are outside of our scope/responsibilities?”
2. Ask participants to volunteer suggestions and write their ideas down on the board or flip chart. *Possible responses include: Build or repair houses, provide food, provide access to medicine or health facilities, repair roads, provide money/financial assistance, etc.* Add anything you feel is missing from the list.
3. Tell participants that as emergency WASH volunteers they may not be able to help disaster affected people with some of the listed needs and services however they can refer them to other organizations working in those areas. Explain that later in the day you will talk about these organizations and how to connect with them.

**Communicating with Disaster Victims****15 minutes**

1. Ask participants to think again of the introduction activity.
2. Ask participants: “Would you introduce yourself in the same way to a person who had just been through an emergency situation? What would you change?”
3. Ask a few participants to share their suggestions.
4. Explain to participants that as a WASH volunteer, they will be introducing themselves and working with large numbers of people who may be anxious, stressed, or angry. Explain that as a volunteer, we can help people release their tension by demonstrating that we are listening to them and hearing their concerns.
5. Explain to participants you want to create a list of good “How to Help” behaviors for WASH volunteers, and a list of bad “How Not to Help” behaviors. Tell them you will divide them into two groups to brainstorm these ideas.
6. Divide participants into 2 groups and give each group 1 flip chart – “How to Help” and “How Not to Help”. Ask the participants to work with their group for 5 minutes to think of things they can do or say as volunteers that would be beneficial or not.
7. Possible responses might include:

How to Help (Good Behaviors)	How Not to Help (Bad Behaviors)
<ul style="list-style-type: none"> <li>• Find key people in camps</li> <li>• Tell people why you are there</li> <li>• Explain what type of support you can provide</li> <li>• Eye contact with people</li> <li>• Respond and nod to show you are listening</li> <li>• Ask them questions</li> <li>• Do not rush or interrupt</li> <li>• Do not make judgments</li> <li>• Show them you agree with their concerns</li> <li>• Express sympathy and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Do not consult with key people in camps</li> <li>• Do not explain why you are there and what you can help with</li> <li>• Telling people what to do; acting confrontational</li> <li>• Not explaining how to do something</li> <li>• Comparing them to others</li> <li>• Not listening; poor listening skills</li> <li>• Becoming angry or emotional</li> <li>• Using complicated language or technical jargon</li> <li>• Do not involve in any conflicts</li> <li>• Do not take unnecessary risks.</li> </ul>

8. Ask each group to present their list to the other group. After each group presents, ask the other group to add anything they feel is missing from the list. Add their ideas and your own to complete the two lists.
9. Explain to the participants that approaching and working with people in temporary shelters can be challenging, but with the right approach people will be open to working with them and listening to the importance of their WASH messages

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**Review**

**5 minutes**



1. Ask the participants to discuss with a partner something that they feel most comfortable to do among the roles and responsibilities of WASH volunteer.
2. Ask the participants to discuss with their partner something they think will be their biggest challenge as a WASH volunteer.

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**Reflections on Lesson**