

Lesson Plan: What is WASH?



60 minutes total

Lesson Description



The focus of this lesson is to highlight the connection between WASH and the spread of diseases. Participants will explore the different ways water-related diseases can be transmitted, and the different ways of preventing their transmission.

Learning Outcomes



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

1. Describe the WASH acronym
2. Explain the transmission routes of water-related diseases
3. Explain how to prevent water-related disease transmission
4. Explain the concept of WASH for Healthy Homes

Materials



- Flip chart paper
- Tape
- Markers
- Transmission Routes Activity*
(<https://resources.cawst.org/activity/0726f5e1/transmission-routes-activity>)
- 6 images for WASH for Healthy Homes (see end of lesson plan)

Preparation



- Prepare flip chart paper with lesson description or learning outcomes
- Small pieces of coloured paper
- Prepare 5 sets of *Transmission Routes Activity Cards*
- Print the 6 images for WASH for Healthy Homes
- Read the CWP_Healthy Homes_Monitoring Forms in the workshop materials and familiarize yourself with the meaning of each category.

Introduction

5 minutes



1. Divide a piece of flip chart paper into two columns.
2. Ask the participants: “Before coming to this training today, what were some of the activities or things that you did?”

Eat breakfast, wash face, go to the toilet, sweep around the house, brush teeth, collect water, wash hands and feet, drive in a taxi, get dressed, etc.

3. As participants give you answers, write them on flip chart paper in 2 columns. The first column will be for WASH-related activities and the second column will be for non-WASH-related activities. Do not write any titles for the columns yet.
4. Explain to participants that you have been placing the activities into 2 columns on the flip chart paper because they are in 2 different categories.
5. Ask the participants: “What are the 2 categories?” *Water-related Activities and non-water-related activities*
6. Present the learning outcomes or lesson description.

What is WASH?
5 minutes

1. Explain to the participants that throughout the day we practice many WASH-related behaviors like handwashing, bathing, washing clothes and utensils, cleaning our house, etc. Most of these activities are very common and we do them every day of our lives.
2. Ask the participants to discuss with a partner: “What does WASH mean?”
3. Ask the partners to share their thoughts with the larger group. *The participants will most likely identify the meaning of the acronym Water, Sanitation, and Hygiene.*
4. Explain to participants that dividing activities into either water, sanitation, or hygiene is not enough to fully understand the meaning of WASH and why it is so important.
5. Explain to participants that to better understand the meaning of WASH, they will need to look at the bigger picture of how diseases are spread through water, sanitation, and hygiene.

Transmission Routes Activity – part 1 (routes)
15 minutes

1. Divide participants into groups of 3-5 people. Hand out the white cards and arrows to each group from the *Transmission Routes* card games you have prepared.
2. Explain that they should use the white cards and arrows to create as many transmission routes as they can to show how pathogens from human excreta can find their way from the feces to the child.
3. When the groups have made their diagrams, ask each group to explain its diagram to the other groups and describe why they have chosen to order the cards in such a way. Let them respond to questions raised by the other groups.
4. Discuss the similarities and differences between the various diagrams. Encourage discussion to find out why participants placed the pictures in a particular order and ensure everyone understands what a “transmission route” is.
5. Ask the participants: “How does this activity help us more fully understand the meaning of WASH?” *It shows us the different components of WASH and how they are all important and connected.*

WASH Solutions – Barriers to Transmission Routes**15 minutes**

1. Explain to participants that there are many activities that we can do throughout the day that help prevent the spread of disease and help us protect ourselves and our communities. Refer back to the list of activities in the 'WASH-related' column as examples.



2. Hand out a few small pieces of paper to each participant.
3. Ask the participants to take their pieces of paper and crumple them into balls of paper.
4. Ask the participants to throw the balls of paper at you. Do not defend yourself.
5. Ask the larger group: "What just happened?" *I got hit by the piece of paper because I did not protect myself.* Explain to the participant that "I should use an object to protect myself from the ball of paper being thrown at me".
6. Ask the participants to once again throw the balls of paper at you. This time, use an object to protect yourself from the balls of paper.
7. Ask the larger group: "What just happened?" *I did not get hit by the pieces of paper because I made the choice to use an object to protect myself.*
8. Explain to participants that we can think of each paper balls as a disease. Explain that sometimes people don't make that choice for various reasons. Some examples could be: not knowing why it's important to block the ball, not being able to block it, they don't have an object to help block the ball, or that no one has ever thought of blocking the ball before. They will be discussing more reasons why someone may not protect themselves in another lesson.
9. Explain to participants that the object you used to protect yourselves is called a 'barrier'.
10. Explain to participants that they will now be looking at barriers to use to protect ourselves against WASH-related diseases.

Transmission Routes Activity – part 2 (barriers)**10 minutes**

1. Ask the participants to return to their earlier groups.



2. Hand out the yellow cards to each group. Explain that they should use the yellow cards to block the transmission of diseases. They need to put the yellow card directly on top of the card that it is trying to block.
3. Discuss with participants that we need to use all the barriers to maximize our protection. We can't block the transmission of diseases fully with just one barrier.
4. Explain to participants that someone being sick, especially with diarrhea, can be a consequence of not using all the barriers to protect themselves.

WASH for Healthy Homes**15 minutes**

1. Explain to participants that all the different elements of WASH can be overwhelming for people as there are so many things to remember to stay safe and protect themselves from disease. To make things easier, we have created categories in

WASH with a list of things that people should do to keep track. We call this 'WASH for Healthy Homes'.

2. Explain to participants that you will be returning to these categories later in the workshop.
3. As you explain each of the 6 categories, post the images on the wall to form a circle. The categories are: Drinking Safe Water, Using latrines, Handwashing, Clean Environment, Safe Food, and Shared Responsibility.



Trainer Note: See the CWP_Healthy Homes_Monitoring Forms document for further explanation on the different categories.

4. Explain to participants that to have a healthy home, a person needs to practice activities in 6 categories of WASH. If they do not, then they are not completely protecting themselves against water-related diseases. If one of the categories is missing, then the person may still get sick.



Trainer Note: Make sure you return to the WASH diagram at the end of each lesson that pertains to that category of WASH.

Review

5 minutes



1. Ask participants: "What does the acronym WASH stand for?" *Water, Sanitation and Hygiene.*
2. Ask the participants to stand up.
3. Explain to participants that they will be using their hands to make the shape of each of the letters of the WASH acronym in the air in front of them. As they act out the shape of the letter, they will need to give examples of activities that people do at home that is related to that category of WASH.
4. Ask the participant to use their hands to make the shape of a "W" and "A". Ask participants: "what are some activities that fit under water?" *Drinking, bathing, washing clothes, brushing teeth, etc.*
5. Ask the participant to use their hands to make the shape of an "S". Ask participants: "what are some activities that fit under sanitation?" *Using and maintaining the latrine, digging a latrine pit, emptying a latrine pit, managing insects, managing animals, etc.*
6. Ask the participant to use their hands to make the shape of an "H". Ask participants what are some activities that fit under hygiene? *Handwashing, bathing, cooking, etc.*

Reflections on Lesson

Drinking Safe Water



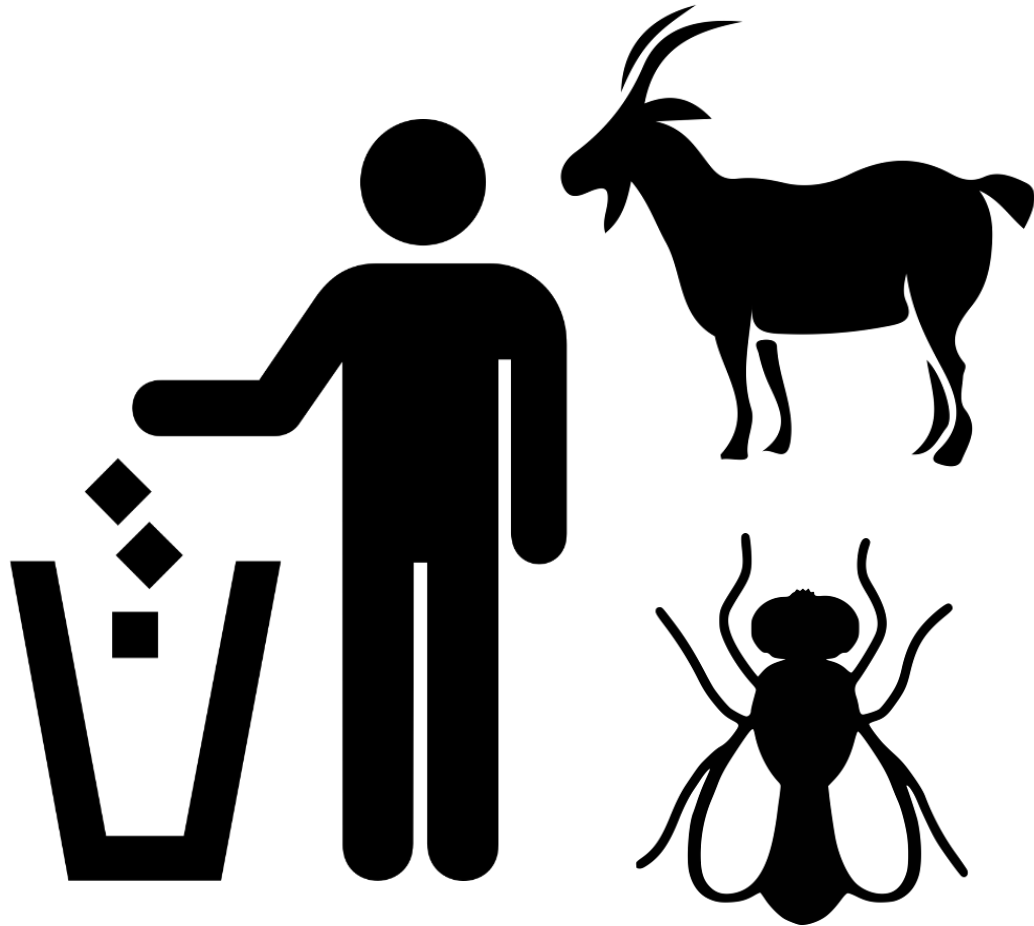
Using Latrines



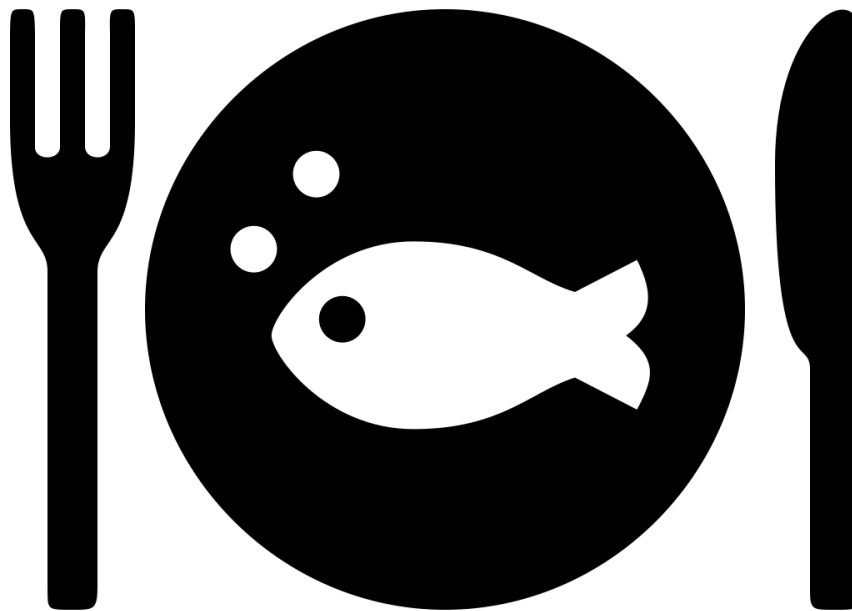
Hygiene



Clean Environment



Safe Food



Shared Responsibility

