



# The Center for Sustainable Development

## Addressing Rural Development Challenges with Sustainable Solutions

# lesson plan

## community workshop

### Participatory Lesson Plan on Control of Diarrhea for Community Members

**Level of workshop leader:** Promoter  
**Level of Workshop Participant:** End-user; Community Member  
**Duration of Workshop:** 5 hours

Workshop Leader: Workshop Assistant:  
Date: Lesson number:  
Workshop Level: Number of Participants:

### BACKGROUND FOR LESSON PLAN

#### Workshop Position in Progression of Workshops:

- Previous workshop: General Participatory Community-wide Needs Assessment.
- This workshop: Control of Diarrhea in Children.
- Next workshop options:
  - Family Hygiene
  - Hygiene in the Kitchen
  - SODIS Water System
  - Protecting the community's water system
  - Construction of Latrines

#### Assumed Knowledge

The community has prioritized diarrhea in children as part of their Community-wide needs assessment.

#### Anticipated Difficulties/Problems

- Information may not be well received due to cultural differences between workshop leaders and participants.
- Community members may be resistant to behavioral changes.
- Strong personalities may dominate workshops.

#### Solutions

- It is important that the promoter is from the same culture and speaks the same language as the participants.
- Drawings and illustrations should be appropriate for and familiar to the community members.
- Strong personalities may be able to be reasoned with in order to understand the importance of the participatory process – or given projects that will occupy them.

#### Useful Internet Links:

This lesson plan has been adapted from the [Training Manual for SODIS Promotion](#), and from the [PHAST Step-by-Step Guide: A participatory approach for the control of diarrhea disease](#).

The [SODIS website](#) .

[SODIS Flipchart Posters](#), workshop materials and additional manuals for download.

[SODIS Handout for Promoters](#). A useful, detailed summary of the SODIS system.

## PURPOSE

**Goal of Workshop/Purpose:** What workshop participants will be able to do as a result of the lesson.

The purpose of the workshop is for community members to discover how diarrheal disease is transmitted through their village, to identify solutions and to prioritize solutions appropriate for their community.

**Objective 1** Participants will analyze and learn how diarrheal disease can be spread through the environment.

**Objective 2** Participants will learn actions that can be taken to block the disease transmission routes.

**Objective 3** Participants will prioritize which solutions are most appropriate for the community.

## MATERIALS

- About 10 drawings of transmission routes.
- About 15 drawings of different ways to stop or block the transmission routes of disease.
- [SODIS Flipchart Posters](#) for reference
- Large sheets of paper.
- Letter sized sheets of paper.
- Colored pens or marker pens.
- Sticky tape.
- Large sheets of newsprint and tape.
- Colored markers.
- [How-To Card](#).

## BRIEF SUMMARY OF LESSON:

### Introduction:

Activity 1. Transmission Routes Tool

- Introductions. Ice Breaker: Sing a song or play a game.
- Tell the participants what they'll be able to do as a result of the lesson.

### Guided Practice:

Activity 1. Transmission Routes Tool

Activity 2. Blocking the routes tool

Activity 3. Prioritizing Solutions

### Workshop Conclusion

Activity 4. Conclusion

## BEGINNING OF LESSON:

### INTRODUCTION

#### Activity 1. Problem Identification: Transmission Routes Tool

#### Purpose

- Participants will analyze and learn how diarrheal disease can be spread through the environment.
- To help build a feeling of team spirit and mutual understanding.
- To generate group self-esteem and creativity.

#### Time

2 hours

## Materials

- About 10 drawings of transmission routes. Draw situations where people could unintentionally come into contact with human feces and the germs they carry. Think carefully about the conditions in the community and adjust your drawings to the local situation. Also include situations where people do not come into contact with human feces. Including such drawings helps people to think deeply about transmission routes.
- large sheets of paper
- colored pens or marker pens
- sticky tape

## What to do

### Introduction:

Workshop Leader

1. Introduction: Tell the participants what they'll be able to do as a result of the lesson.

Workshop Leader & Workshop Participants

2. Introductions. Ice Breaker: Sing a song or play a game.

## GUIDED PRACTICE:

### Activity 1. Problem Identification: Transmission Routes Tool

3. Ask the participants to form groups of 5 to 8 people

4. Give each group a set of materials and ask them to do the following task:

"One drawing shows a person defecating openly (use local term) another, an inadequate latrine. Another shows a person's mouth. (Show the drawings)."

"Please use the rest of the drawings to try and create a diagram showing the different ways in which fecal matter (use appropriate local description) might come in contact with an individual. You can draw arrows between the different drawings to show the ways that this might happen.

5. When the groups have made their diagrams, ask each group to show and explain its diagram to the other groups. Let them respond to any questions raised by the other groups.

6. Discuss similarities and differences between the various diagrams.

7. Now facilitate a discussion to help the groups use this new knowledge to examine their own situation. Discuss and identify:

- the transmission routes in the community
- the problem areas and hygiene behaviors that are putting people at risk of infection

If possible ask a participant to record the problem areas in the community as they are discussed.

Workshop Participants:

Take 5 mins to discuss the problems. Talk about what you do and don't understand, what you do and don't like.

## Notes

Some participants may at first be shocked at the content of this activity. There may be disbelief that feces can be transmitted to the mouth. The best way to deal with this situation is to get the group working together as quickly as possible. Those participants who are more receptive than others will help the disbelievers to become more involved.

Do not be concerned if each group does not identify all the fecal oral routes or if its diagrams do not look like the "F-diagram". It is enough if it has identified some of the routes. The routes must nevertheless be clearly defined in order to be useful in future activities. Other group members may identify additional, different routes. These can be discussed and a more complete drawing be formed.

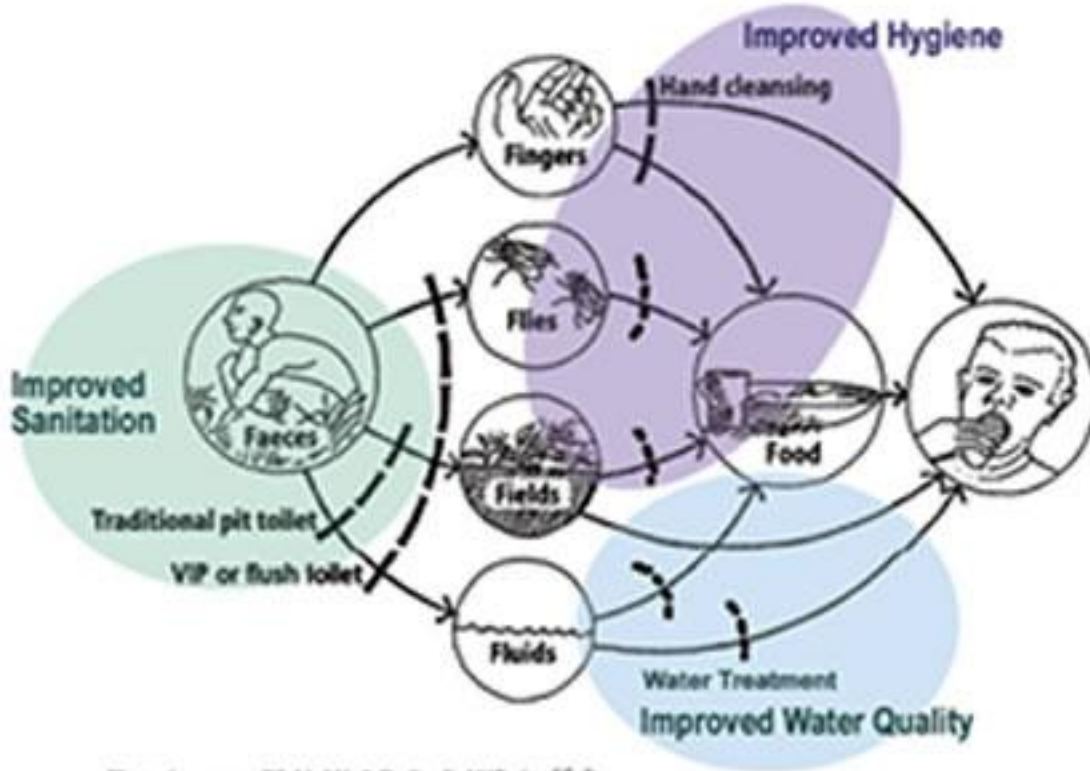


Illustration source: Winblad U. & Dudley E. 1997 (modified)

Do not prompt or direct the groups when they are trying to create their diagrams. If the group as whole does not manage to clearly identify the transmission routes, try to find out why. It may be useful to hold a group discussion to evaluate the activity, which can be tried a second time.

**Possible Drawings:**

- a persons mouth or face
- a hand
- food crops or a vegetable garden
- flies, cockroaches or other insects
- open defecation (if relevant)
- animals in water sources
- people washing in water sources
- plates of uncovered food
- someone collecting water
- uncovered water collection containers
- household dishes, cups, eating utensils
- a dirty latrine/ toilet
- a person using their hand to drink water from a container
- someone preparing food
- dogs or pigs eating feces
- a women cleaning a baby's bottom

**30 Minute Break**

**GUIDED PRACTICE:**

**Activity 2. Blocking the routes tool**

**Purpose**

Participants will learn actions that can be taken to block the disease transmission routes.

**Time**

2 hours

**Materials**

- Make about 15 drawings of different ways to stop or block the transmission routes of disease. Choose only those relevant to the situation of the community or ethnic group. Cut the pictures in an oval shape. This helps to distinguish them from the Transmission Routes drawings.
- Diagrams prepared during the Transmission Routes Tool session
- Paper
- Colored pens or marker pens
- Sticky tape

**What to do**

Workshop Leader

1. Ask participants to continue working in the same small groups as during the Transmission Routes Tool session
2. Give the groups the task:

“Now that we know the ways in which feces (use appropriate local word) can spread, we need to think about what can be done to stop this from happening. Each group should take a set of drawings and agree as a group where to put them on the diagram that has been prepared during the Transmission Routes Tool Session to stop or block the different routes.”

3. After 30 minutes ask each small group to present its diagrams which now includes the blocks or barriers. Let each group respond to any questions asked by other participants.

Workshop Participants:

Take 5 mins to discuss the solutions. Talk about what you do and don't understand, what you do and don't like.

**Notes**

Stress that this activity is a continuation of and builds on the transmission routes diagrams produced in the previous activity.

The groups may want to change or add to some of the routes that they drew before, since they may have discussed among these routes themselves and gained additional knowledge in the meantime. These changes are productive. Ensure they are discussed.

- There is not one right answer as to which barrier should be put on which transmission route. The minimum requirement is that the group has tried to block all the routes it has identified.
- It is useful to have blank paper and pens so that the group can create its own blocks if the existing drawings do not cover all situations.
- It would be a good idea to put the diagrams up on the wall of the community center or other meeting place.

Drawings:

- covered food
- a fenced water source
- animals in a fenced pen
- a person burying rubbish
- a person collecting children's feces from the yard
- storing water in covered containers
- washing hands with soap
- boiling water
- cooking food
- solar exposure of water in bottles
- dishes on a table or drying rack
- storage of water in closed bottles

- a clean latrine

### **Activity 3. Prioritizing Solutions**

#### **Purpose**

Participants will prioritize which solutions are most appropriate for the community.

#### **Time**

30 minutes

#### **Materials**

- Diagrams prepared during the Blocking the Routes Tool session
- Paper
- Colored pens or marker pens
- Sticky tape

#### **What to do**

Workshop Leader

1. Ask participants to continue working in the same small groups as during the Blocking the Routes Tool session

2. Give the groups the task:

“Which of the solutions you have discovered are best for the community? Which solutions do you feel should be first and which should be next?”

3. After 20 minutes ask each small group to present its prioritization. Let each group respond to any questions asked by other participants.

Workshop Participants:

Take 5 mins to discuss the solutions. Talk about what you do and don't understand, what you do and don't like.

#### **Notes**

### **Conclusion:**

### **Activity 4. Conclusion**

#### **Purpose**

To reinforce what has been learned.

#### **Time**

30 mins

#### **Materials**

- Diagrams prepared during the three sessions
- Paper
- Colored pens or marker pens
- Sticky tape
- Colored pens or marker pens
- Sticky tape

#### **What to do**

Workshop Leader & Workshop Participants

1. Discuss and review what has been learned and decided.

Workshop Participants:

Take 5 mins to discuss the solutions. Talk about what you do and don't understand, what you do and don't like.

### **Workshop Evaluation by workshop participants.**

A workshop evaluation form can answer a number of questions.

- Did the participant achieve the goal of the workshop?
- Could the workshop be improved to better meet cultural or practical needs?
- Did the promoter do a good job?

**Participant Assessment/Evaluation:** What the promoter will do to see if the workshop was taught effectively and that the students have achieved the goal of the workshop.

- Watch faces.
- Ask questions.
- Listen carefully to group discussions; is everyone participating in the discussion?
- Analyze common mistakes and positive solutions observed during independent practice

### **Notes**

## **GENERAL NOTES**

### **How to be a facilitator**

The most important thing is to remember that a facilitator is not a teacher. When doing a participatory assessment, all members of a group are equally important. The facilitator is not a leader who directs the group to where he thinks it should go. Instead he helps the group to understand their own situation and to make informed decisions about how to improve that situation.

His/ Her role is to facilitate the process and to help to:

- identify issues of importance to the group
- express their problems
- analyze their problems
- identify possible solutions

The facilitator should not:

- direct the group
- give information instead of letting the group find it for itself
- advise or suggest what the group should do
- make assumptions about what is the right response
- correct the group

Before approaching the community, group facilitation should be practiced under the guidance of an experienced trainer.

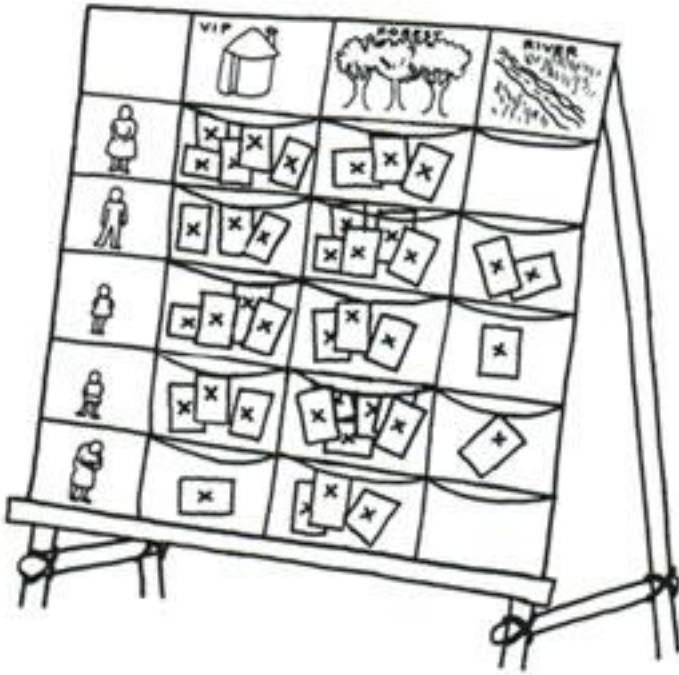
## **USEFUL TOOL**

### **Pocket voting tool**

The pocket voting is a tool that can be used to collect information on the individual sanitation and hygiene practices in the community.

### **Materials needed:**

- a pocket chart
- drawings showing behaviors / activities you would like to get information about  
(i.e. places for defecation, hygienic behaviors, water treatment practices)
- voting materials (i.e. slips of paper, stones, seed)



### What to do:

1. Show the group the pocket chart and explain what a pocket chart is. Explain how it can be used to collect information on what people actually are doing in the community.
2. Set up the chart with the behaviors / activities you would like to get information about.
3. Once the chart is set up, show how the information is collected by identifying one's own position in the column on the left side and the options for behavior along the top, and then place a token to indicate the behavior practiced. The left-hand side column consists of pictures of different types of individuals: a women, a man, a boy, a girl. In placing your token, you identify what type of individual you are, as well as the option you use.
4. The pocket chart must be set up in such a way that participants can place their tokens without being seen by others.
5. Ask the participants to place their tokens one by one.
6. Once all participants have placed their tokens, ask a volunteer to count the tokens and display the totals.

Participants should discuss the meaning of the totals. For example:

- Which options are the most/ least commonly used? Why?
- What factors influence people's choices?
- What other options do people favor? Why?
- How do/ would these choices affect the health or well being of the community members?

### Notes:

- When this tool is used the first time, confusion can be avoided if only one drawing at one time is placed in the left-hand side column. Participants can place their tokens to identify their options. After this, the next drawing can be placed below the first one in the left-hand side column. Continue in this way until all the drawings in the left-hand side column are in place.
- Stress the need for people to be honest when placing their tokens.
- This activity can also be used to collect more information by asking more than one question.
- Make sure that the set of drawings reflects all the options present in the community. Be prepared to make and include additional drawings to represent additional options mentioned or suggested by the group during the activity.
- Be prepared with ways to keep the rest of the group busy while members are taking turns to place their tokens, since this process can be quite long. Or else, do the pocket chart activity during a break.
- The tokens should be counted in front of the group so that everyone can see that the counting is done accurately. The tokens should be taped onto sheets of paper or directly onto the pocket chart in 24 in order to give immediate visual feedback.

- The pocket chart is a good evaluation tool. Information collected at this early stage can be compared with information collected in the same way, later in the program. By comparing the two sets of information, the group can see whether changes in behavior are taking place.

### **Overview of approaching the members of a community:**

The activities in the community are initiated by informing, sensitizing and motivating the authorities and the community about the objectives of the project and the importance of water treatment and hygiene behavior.

The first contacts in the community are made with local leaders, influential people, medical personnel (health posts) and teachers.

Once the authorities commit their support and active participation in the promotion process, the community can be approached through:

1. Meetings with different groups in the community such as mother's groups, youth groups, agricultural groups, etc.
2. General community gatherings

The size of the group should not exceed 30 people. If the community is of large size, it needs to be split into smaller groups for training.

During the group gatherings the awareness building process is initiated through using the participatory problem analysis and solution finding methods such as:

- Transmission Routes Tool
- Blocking the Routes Tool
- Discussion of different water treatment methods (boiling, chlorination, SODIS), their Advantages and Limitations