



Vera Aqua
Vera Vita

WORKSHOP PACKET

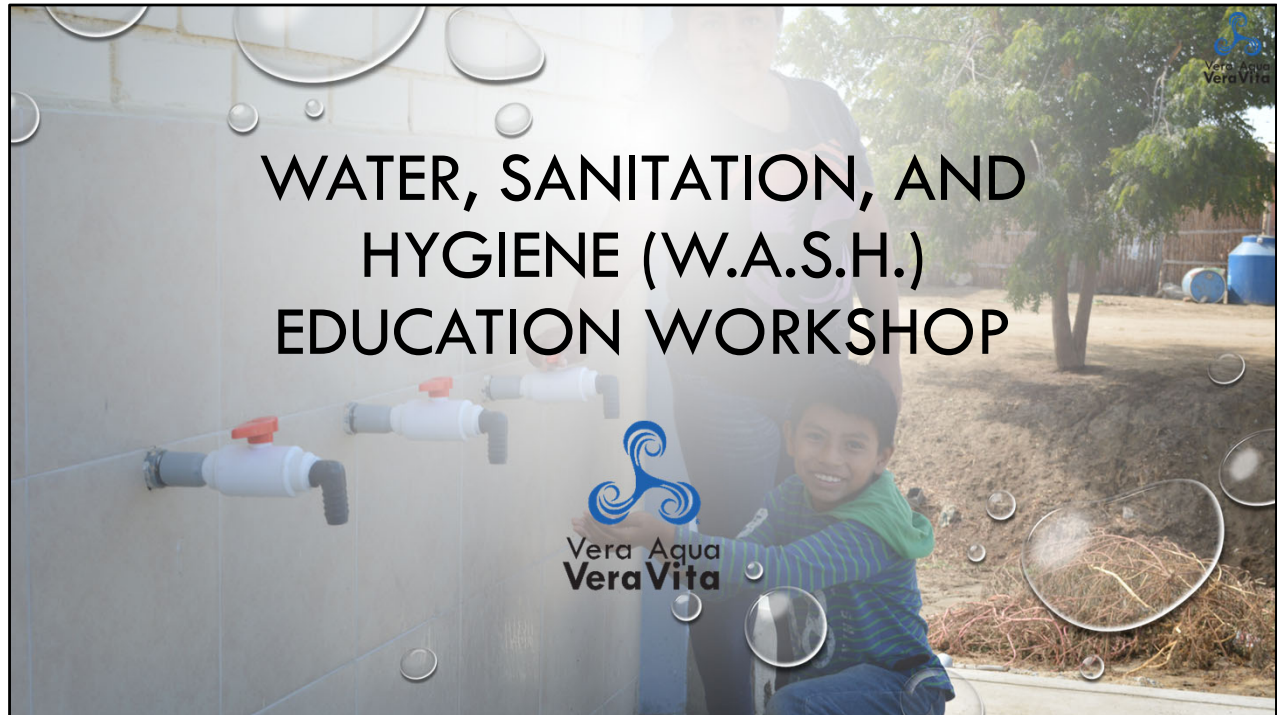
WORKSHOP PRESENTER OUTLINE

W.A.S.H. Education Workshop

Workshop-Presenter-Outline



Time	Day 1 (Introduction to W.A.S.H.)
30 Min	Workshop Introduction
20 Min	What is W.A.S.H.?
5 Min	> Sedimentation Activity Preparation
40 Min	Why W.A.S.H. Matters
5 Min	Break - 5 Min
30 Min	T.O.B. Topic Placeholder
40 Min	The Benefits of W.A.S.H.
10 Min	> Three Glasses of Water Activity
15 Min	> 5 Scenarios Activity
15 Min	Break - 15 Min
20 Min	How Water Gets Contaminated
10 Min	Day 1 Closing
Time	Day 2 (Technical/Practical Implications)
10 Min	Factors that Influence Behavior
10 Min	The Role of the Community W.A.S.H. Promoter
40 Min	Multi-Barrier Approach
10 Min	> Multi-Barrier Approach Activity
5 Min	> Sedimentation Activity Results
10 Min	> Filtration Activity
5 Min	Break - 5 Min
30 Min	T.O.B. Topic Placeholder
30 Min	Water Treatment
5 Min	> SODIS Activity Preparation
15 Min	Break - 15 Min
20 Min	Safe Water Storage and Handling
10 Min	> Water Container Activity
40 Min	Sanitation Ladder
20 Min	> Sanitation Activity
10 Min	Day 2 Closing
Time	Day 3 (Calls to Action)
5 Min	> SODIS Activity Results
40 Min	Hygiene
20 Min	> Handwashing Activity
5 Min	> Soap & Pepper Activity
30 Min	Solid Waste Management
15 Min	> Waste Sorting Activity
30 Min	T.O.B. Topic Placeholder
10 Min	Part I Closing
5 Min	Break - 5 Min
5 Min	Part II Begins
5 Min	Identifying and Prioritizing W.A.S.H. Issues
45 Min	Basic Principles of a Household Visit
15 Min	Break - 15 Min
15 Min	Making Commitments with Households
30 Min	> Role Playing Household Visit
40 Min	Action Planning & Workshop Closing



Slide Presentation Style: Lecture

Presenter to read title of every slide before continuing to Presentation Order

Presentation Order:

Welcome audience

Read slide

General introduction

Introduce yourself

Introduce purpose and intent of workshop: "This Workshop is dedicated towards empowering you with knowledge and skills about proper Water, Sanitation, and Hygiene care by introducing you to the importance of W.A.S.H. and the impact that it has on your life. There are incredible benefits of implementing the best management practices introduced herein which will enable you to be good stewards of the gift of these natural resources the Lord has given you. Through the lens of the Theology of the Body, we hope to convey understanding of the deep importance of nourishing your body and health with clean water and proper sanitation and hygiene and refreshing your soul with the abundant goodness of Living Water offered by our Lord Jesus Christ!"

Thank audience for taking time to attend

Encourage to get comfortable

Explain how this is intended to be interactive

If anyone has questions during the presentation to please raise their hand and ask (Others may have the same question)

“For the time being, please hold all questions for they may be answered on the next slide”

Housekeeping

Make note that there will be breaks scheduled throughout the workshop

If you need to use the bathroom before the break, feel free to do so but please don't distract the other attendees on your way out

Presenter to know that agenda will be discussed on next slide

WORKSHOP AGENDA

PART I: OVERVIEW OF W.A.S.H.

PART II: BECOMING A W.A.S.H. PROMOTER

Time	Day 1 (Introduction to W.A.S.H.)	Time	Day 2 (Technical/Practical Implications)	Time	Day 3 (Calls to Action)
30Min	Workshop Introduction	10Min	Factors that Influence Behavior	40Min	Hygiene
20Min	What is W.A.S.H.?	10Min	The Role of the Community W.A.S.H. Promoter	30Min	Solid Waste Management
40Min	Why W.A.S.H. Matters	40Min	Multi-Barrier Approach	30Min	T.O.B. Topic Placeholder
				10Min	Part I Closing
5Min	Break	5Min	Break	5Min	Break
30Min	T.O.B. Topic Placeholder	30Min	T.O.B. Topic Placeholder	5Min	Part II Opening
40Min	The Benefits of W.A.S.H.	30Min	Water Treatment	5Min	Identifying and Prioritizing W.A.S.H. Issues
15Min	Break	15Min	Break	15Min	Basic Principles of a Household Visit
20Min	How Water Gets Contaminated	20Min	Safe Water Storage and Handling	15Min	Break
10Min	Day 1 Closing	40Min	Sanitation Ladder	15Min	Making Commitments with Households
		10Min	Day 2 Closing	30Min	Role Playing Household Visit
				40Min	Action Planning & Workshop Closing

VAVV W.A.S.H. Education Curriculum 2

Slide Presentation Style: Lecture

Presentation Order:

Part I and Part II are distinct. If audience members would like to dive deeper encourage them to stay for Part II

Introduce Day with Theme in parenthesis underneath mentioning a few of the topics that will be covered


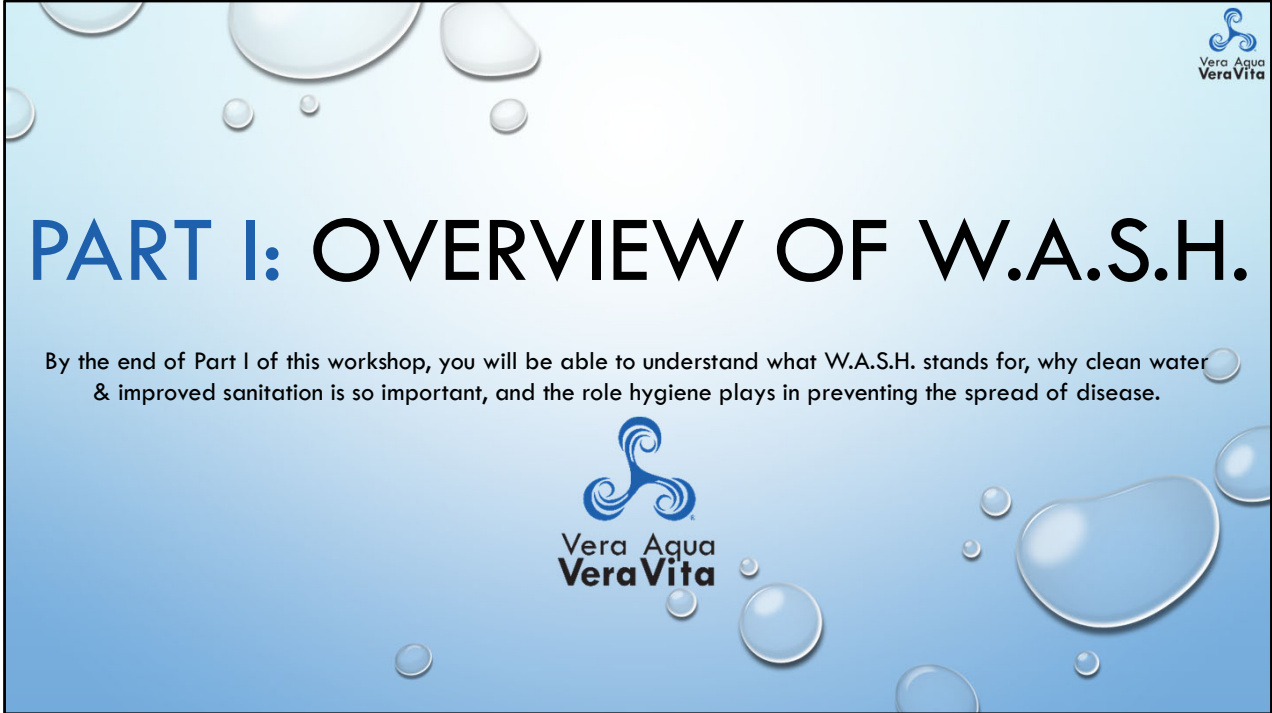
Don't list topics one by one. Pick and choose a couple that reflect the theme of the day

Point out breaks

Workshop will be on average ~ 4 hours a day for 3 days


Be sure to mention that if the attendees have other responsibilities that prevent them for staying for the entire workshop, we encourage them to attend what they are able, when they are able

“Any questions?”



PART I: OVERVIEW OF W.A.S.H.

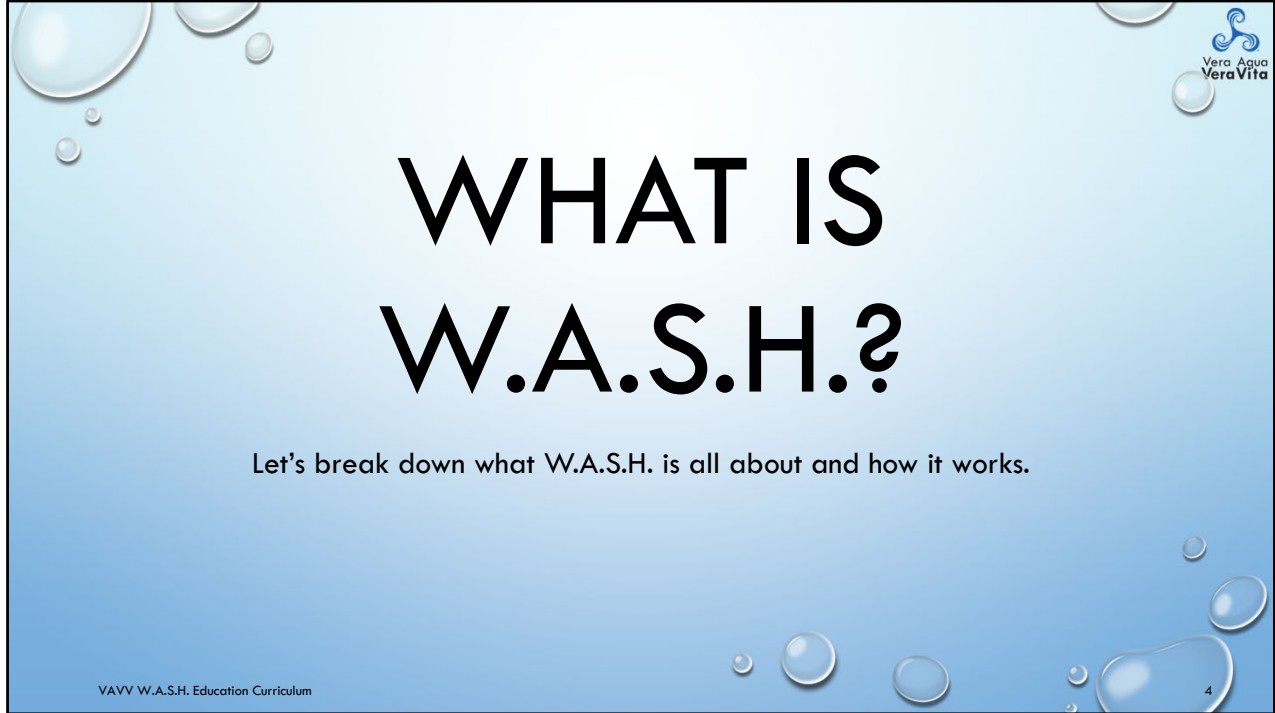
By the end of Part I of this workshop, you will be able to understand what W.A.S.H. stands for, why clean water & improved sanitation is so important, and the role hygiene plays in preventing the spread of disease.



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Slide Presentation Style: Lecture

Presentation Order:
Read slide



**WHAT IS
W.A.S.H.?**

Let's break down what W.A.S.H. is all about and how it works.

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Slide Presentation Style: Lecture

Presentation Order:
Read slide

WHAT IS W.A.S.H.?


WHAT IS W.A.S.H.?

Water
Essential to life

And

Sanitation
Services & products that prevent disease from contaminating water

Hygiene
Behaviors that lead to good health



Graphic 1

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Slide Presentation Style: Lecture

Presentation Order:
Read slide

WHAT IS W.A.S.H.?


THE BIGGER PICTURE OF W.A.S.H. AND OUR GOALS

The environment, the people living in it, and the economic success of those people are all deeply intertwined.



Graphic 2

The area where the portions intersect is considered the best choice for the sustainability of the system long term.



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Slide Presentation Style: Interactive

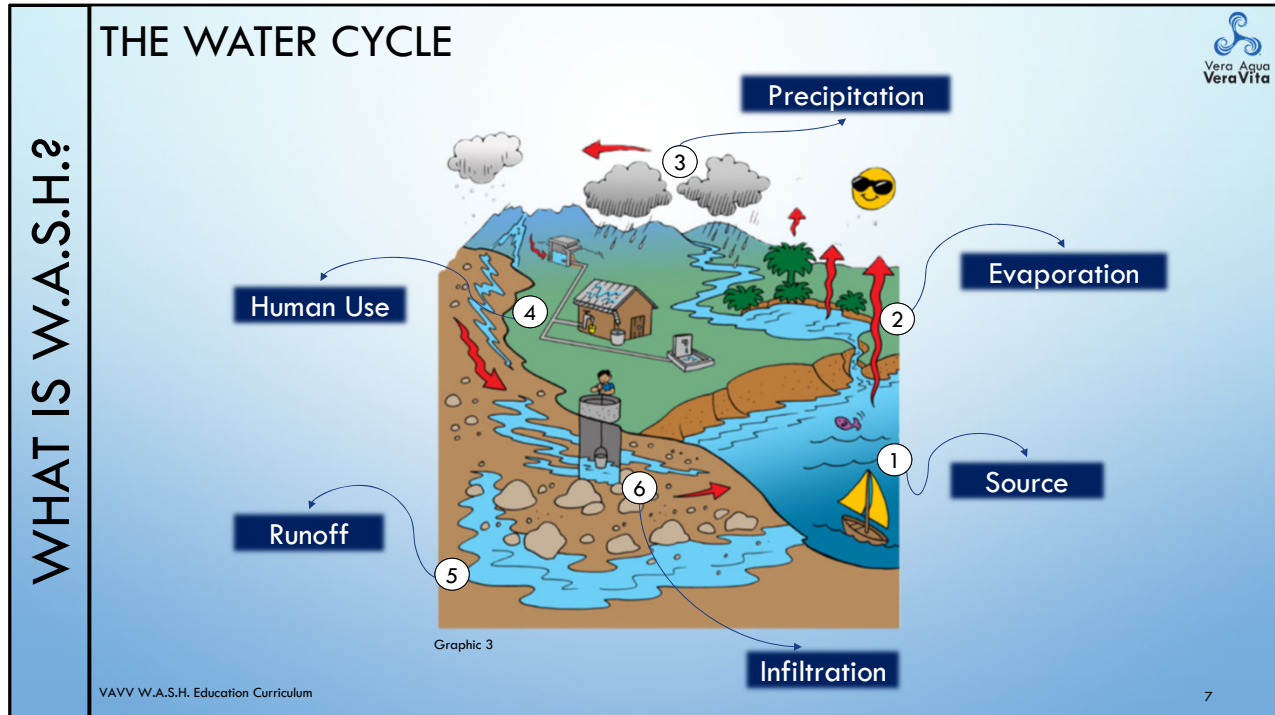
Presentation Order:

Read slide – mention that the relationship between these three things is called the Triple Bottom Line

Ask the class to interpret the diagram – What does it mean to them? What do the overlapping areas mean to them?

After discussion, click and read line that appears

Follow with, “For example: Clear cutting the rainforest to create farmland and timber is good for the economy short term but negatively effects the environment – therefore it will negatively effect the people in the long term”.



Slide Presentation Style: Interactive

Presentation Order:

With pointer stick, start at the bottom right of the slide with the lake “Source” and continue around counter-clockwise to “Runoff”

Click to reveal 1, “Source: A body of water.”

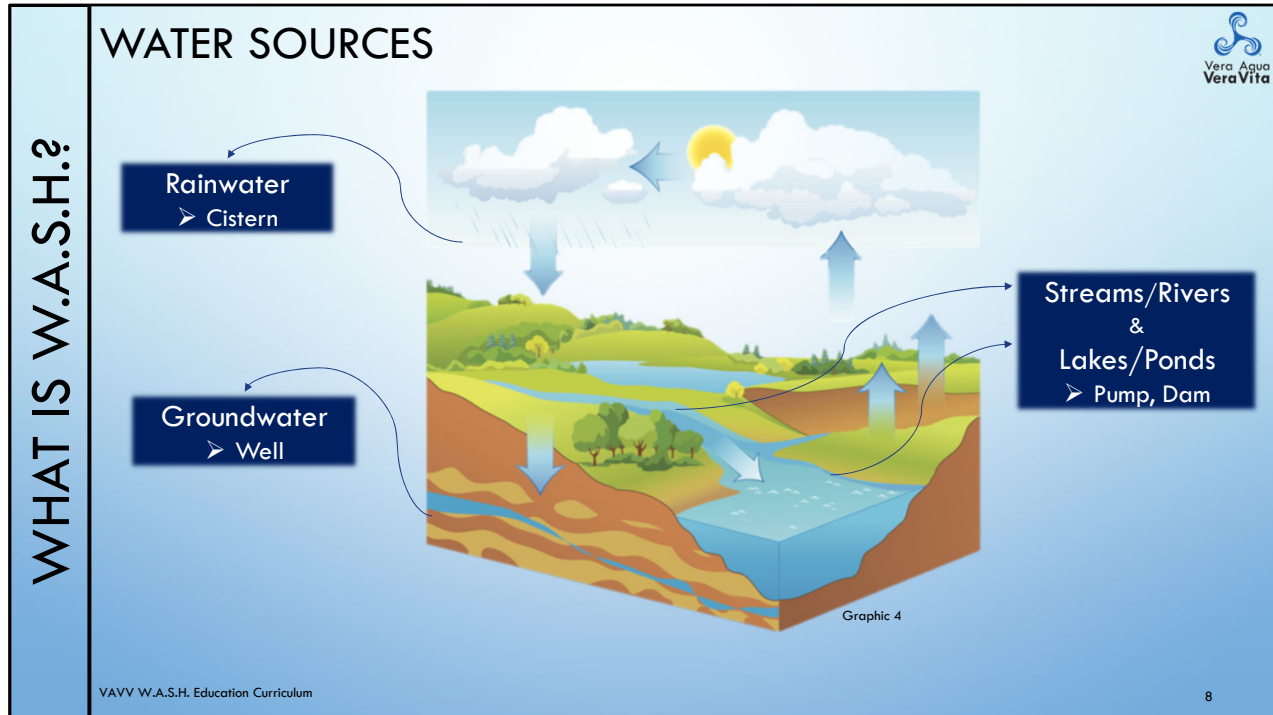
Click to reveal 2, “Evaporation: The sun’s heat turns water into water vapor.”

Click to reveal 3, “Precipitation: Clouds releasing water back to earth in rain or snow.”

Click to reveal 4, “Human Use: We collect and use water for a wide assortment of human activities – such as for drinking, irrigation, cleaning and manufacturing to name a few.”

Click to reveal 5, “Runoff: Water on the surface of the earth either remains on the surface or runs back into water sources such as lakes or rivers.”

Click to reveal 6, “Infiltration: Water seeping through the ground and collecting as groundwater to be harvested from aquifers or wells.”



Slide Presentation Style: Lecture

Presentation Order:

Read slide, noting that the bullet under the water source is a method of capturing that water source.

Note during Streams/Rivers & Lakes/Ponds that the ocean is another body of water that can be utilized if it is desalinated but this is an expensive task.

Presenter also to mention that it is very easy to capture surface water sources with little to no tools, example filling a bucket from a pond. Depending on the source, the method of capturing water is more or less difficult.


Show the participants a sample of their source water in a clear water container – note that this will be used tomorrow in the sedimentation activity


“The purpose of bottling some of your source water here, is to show you what is visibly present in your water and why it is important to allow water to settle out suspended particles. Today you are seeing the before, tomorrow you will see the after.”

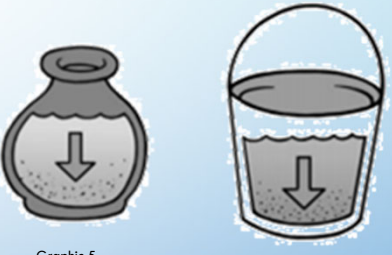
THE MULTI-BARRIER APPROACH - ACTIVITY

SEDIMENTATION ACTIVITY

DAY 1 - PREPARATION



-  Show audience a clear water bottle full of the community's source water
- Set aside and prepare bottle of water that will be left undisturbed until Day 2 of this activity when the Results will be revealed (showing the before and after effect)



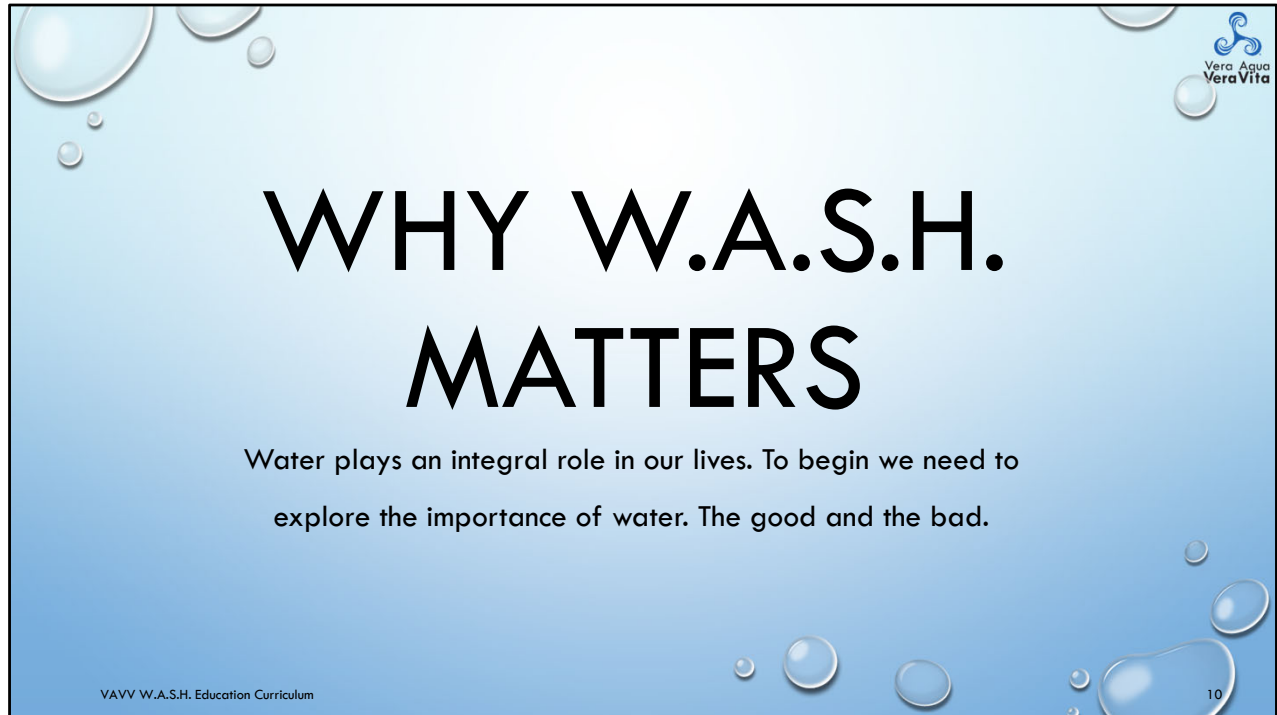
Graphic 5

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Slide Presentation Style: Interactive

Presentation Order:
Read activity overview
Read activity objective



**WHY W.A.S.H.
MATTERS**

Water plays an integral role in our lives. To begin we need to explore the importance of water. The good and the bad.

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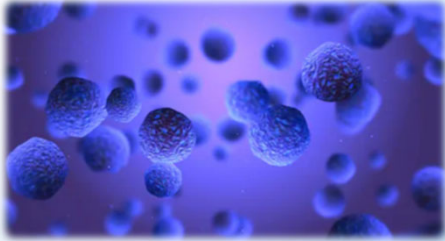
Slide Presentation Style: Lecture

Presentation Order:
Read slide


WHY W.A.S.H. MATTERS

WHAT'S IN YOUR WATER?


- **Organic**
 - Microbiological
- **Inorganic**
 - Physical
 - Chemical
 - Radiological



Graphic 6



Graphic 7



Graphic 8

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Slide Presentation Style: Lecture

Presentation Order:

Read slide

List examples of each category of contaminant

Microbiological: Viruses, Bacteria


Physical: Sediment, Trash

Chemical: Heavy Metals, Nitrogen


Radiological: Uranium

WHY W.A.S.H. MATTERS

WHAT'S IN YOUR WATER? ORGANIC ASPECTS

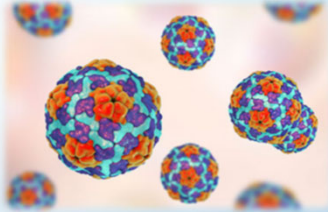


Bacteria



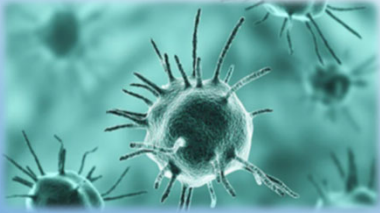
Graphic 9

Viruses




Graphic 10

Protozoans



Graphic 11

Worms



Graphic 12

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Slide Presentation Style: Lecture

Have print outs of cards for reference if asked for more information – in Spanish as well as English

Presentation Order:

Read, “Organic contamination comes from three kinds of living organisms, (bacteria, protozoans, and worms), and viruses. Let’s go through some of the diseases that can be caused by each category of organism. Keep in mind this is not a complete list, but it consists of a few of the more prevalent waterborne diseases”

Read

“Bacteria

Cholera: Most common in countries with limited access to adequate sanitation and safe drinking water. Each year there are 1.3–4 million cases and 21,000–143,000 deaths due to cholera.

Typhoid Fever: Africa and Southeast Asia with limited access to safe water and adequate sanitation. Up to 20 million people get sick from typhoid and 161,000 people die from the disease every year.

Viruses

Hepatitis A & E: Both viruses are found worldwide and commonly affect people living in areas with poor sanitation and hygiene practices.

Parasites/Protozoa

Cryptosporidium: Found worldwide, cryptosporidiosis is one of the leading causes of severe diarrhea in young children.

Giardia: Found worldwide, giardia is one of the most commonly-reported parasitic diseases.

Worms/Rotifers

Ascaris: Found worldwide, especially in tropical and subtropical regions.

Ascariasis causes around 60,000 deaths per year.

Schistosomes: Common in tropical and subtropical regions. At least 206 million people required treatment for schistosomiasis in 2016.”

Read, “Don’t be overly alarmed. These contaminants are easily eliminated if we have good water, sanitation and hygiene practices. This is why we’re here and put so much emphasis on providing access to clean water and proper sanitation services.”

WHY W.A.S.H. MATTERS

WHAT ELSE IS IN YOUR WATER?

Debris



Graphic 13

Heavy Metals

Aluminum



Arsenic



Cadmium




Lead



Graphic 14

Mercury



Sediment/Dirt



Graphic 15

Pesticides/Herbicides



Graphic 16

Fertilizers/Nitrogen



Graphic 17

VAVV W.A.S.H. Education Curriculum 13

Slide Presentation Style: Lecture

Presentation Order:

Discuss Debris

Discuss Sediment

Discuss Pesticides and Fertilizers

Discuss Nitrogen

Note that runoff fertilizers and nitrogen can lead to algal blooms and nutrient overloaded bodies of water. This can decrease the biodiversity of life in the water. Even though you may not see the effects, it can affect ecosystems and communities downstream.

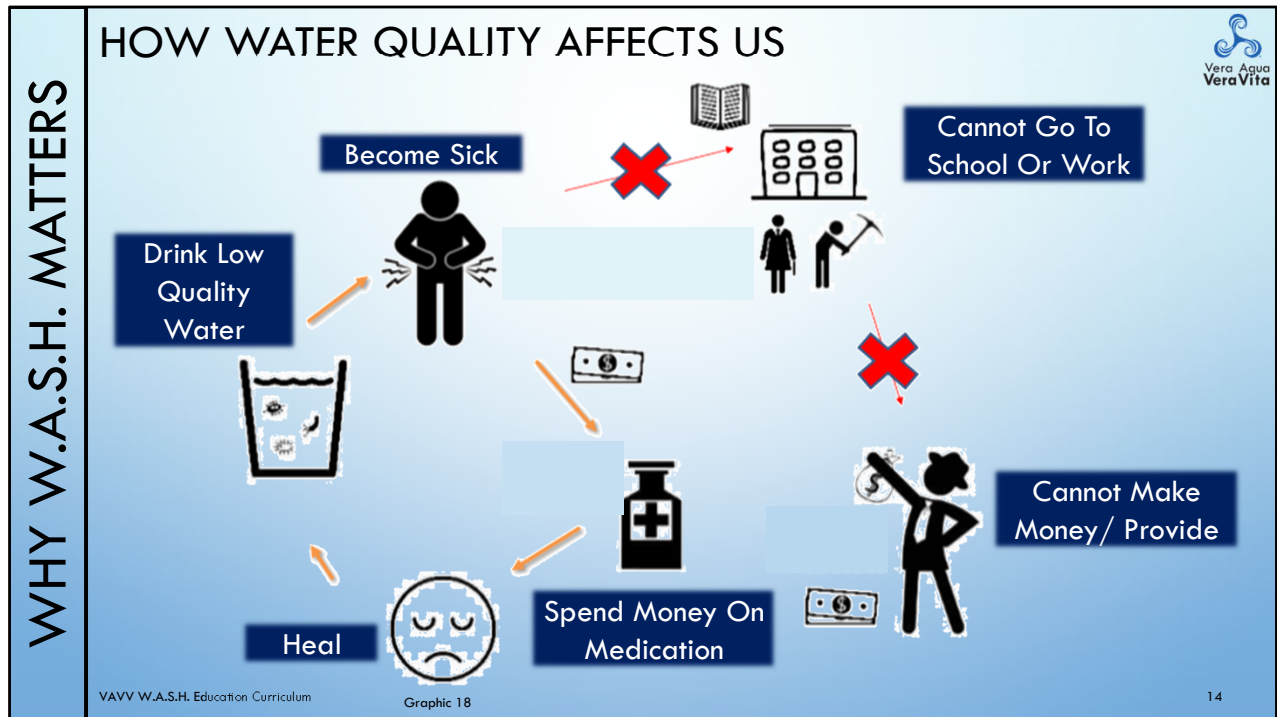
Discuss Heavy Metals and three prevalent diseases that stem from sustained contact with them:

“Arsenic, Arsenicosis: At least 140 million people in 50 countries rely on drinking water sources that contain arsenic at levels above the World Health Organizations guideline value of 10 µg/L.

Fluoride, Fluorosis: Fluorosis affects millions of people, many of whom live in the Middle East, Sub-Saharan Africa, and Asia.

Lead, Lead Poisoning: Lead poisoning occurs when lead builds up in the body, often over months or years. Even small amounts of lead can cause

serious health problems. Children younger than 6 years are especially vulnerable to lead poisoning, which can severely affect mental and physical development.”



Slide Presentation Style: Interactive

Presentation Order:

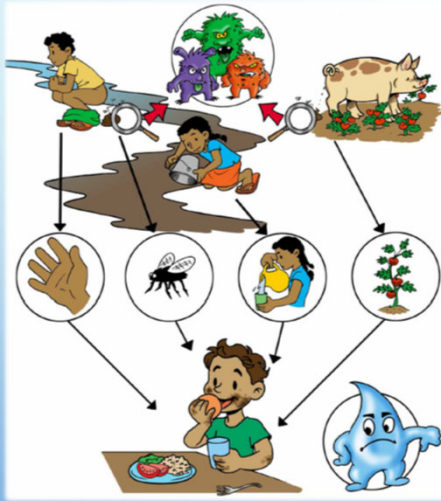
Ask participants, “What have your negative experiences been with drinking water? If no answers asks – Have you gotten sick? Have you had to miss work or school? Have you had to spend lots of time and energy retrieving water that made you ill?”
Review two graphic routes

From Drink low quality water to Heal

From Drink low quality water to Cannot make money / provide

Presenter to say, “The negative impacts of poor water quality depicted here in this graphic are directly connected to the poverty cycle and access to clean water, proper sanitation services, and improved hygiene are keys in breaking the cycle.”

HOW WATER CAN TRANSMIT DISEASE



Graphic 19

There are **four main transmission routes** of disease. **Water** is involved in all four!

Transmission Route	Prevention
Human to Human	Hygiene
Insects	Prevent standing water (bug net/spray)
Consuming Contaminated Water	Treatment and Protection
Consuming Contaminated Food	Wash produce and thoroughly cook meat

Slide Presentation Style: Interactive

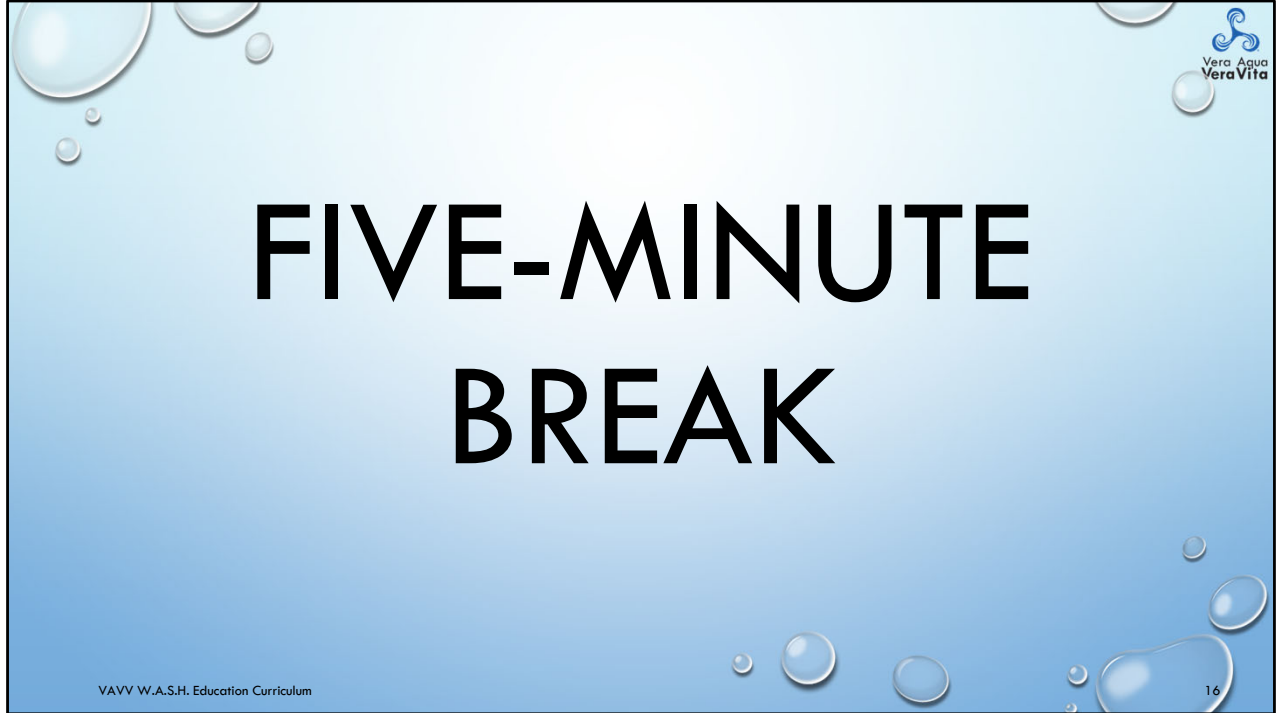
Presentation Order:

Ask class what the graphic means to them.

After discussion click and read line above chart.

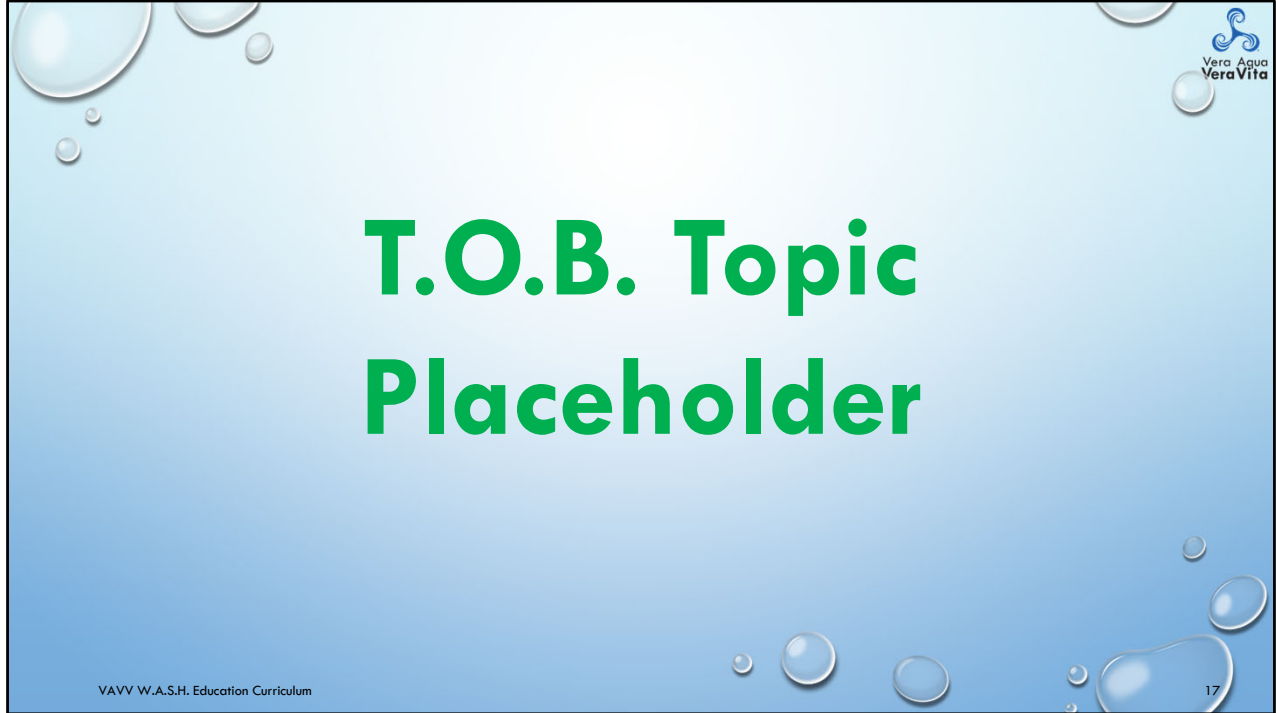
Read chart going down transmission routes and connecting them to the graphic and the prevention methods

For Contaminated Food, "If contaminated water is used to irrigate or if animals are able to roam the crops, then the contaminants might be on the crops and need to be cleaned with soap and clean water to remove."



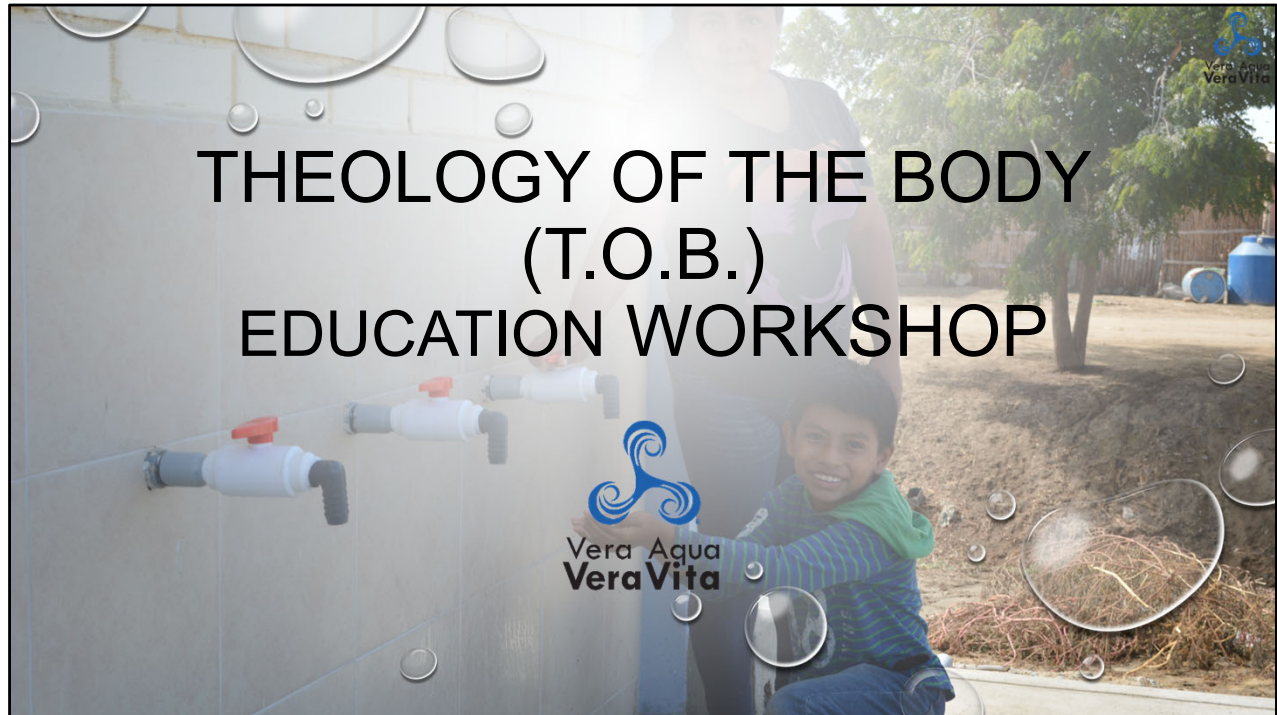
Slide Presentation Style: Lecture

Presentation Order:
Read slide



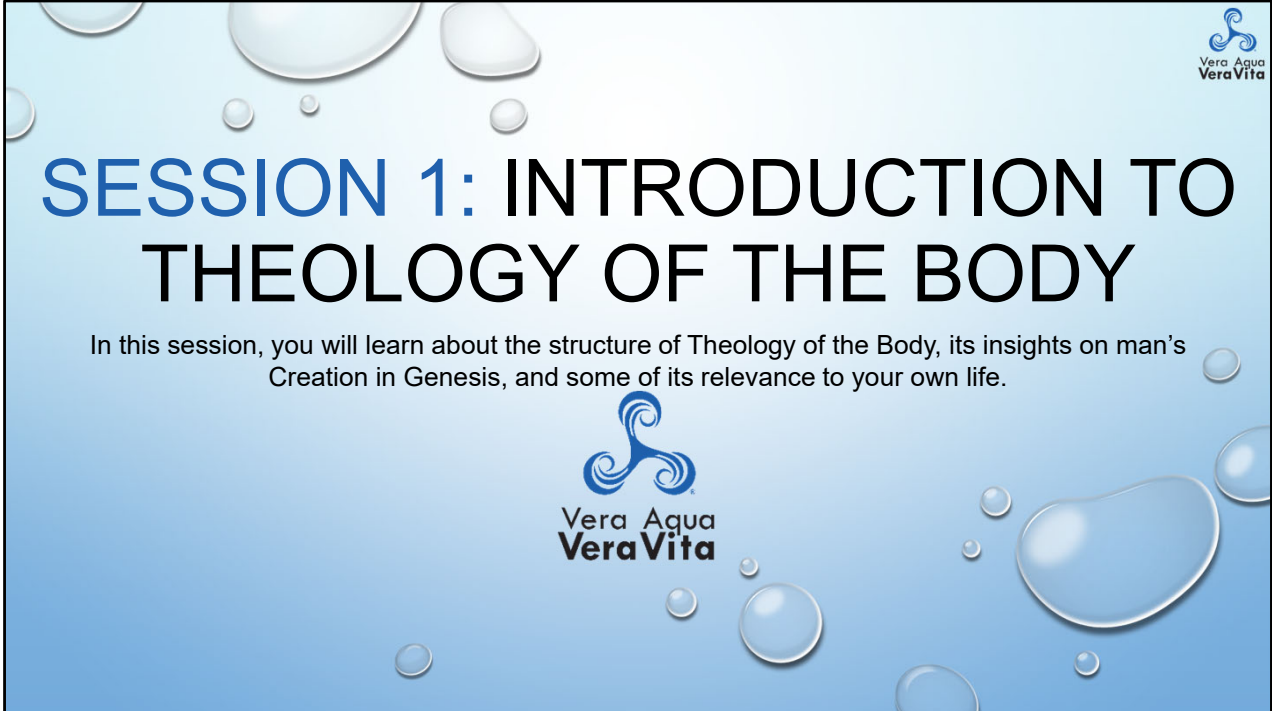
Slide Presentation Style: Lecture


Presentation Order:




Hello everyone! Welcome to our first session of Theology of the Body! My name is - -- and over the next few days, interspersed throughout the WASH topics, I will be introducing you to the Catholic teaching of Theology of the Body. The word “theology,” as you might now, means the “study of God.” Hence, the mere words “theology of the body” are very interesting. What in the world does my body have to do with God?

Instructional Note: Give some background information about how you first got acquainted with Theology of the Body. Share some of your own initial reservations and/or questions about theology of the body when you first studied it. Share briefly how it has impacted your life.

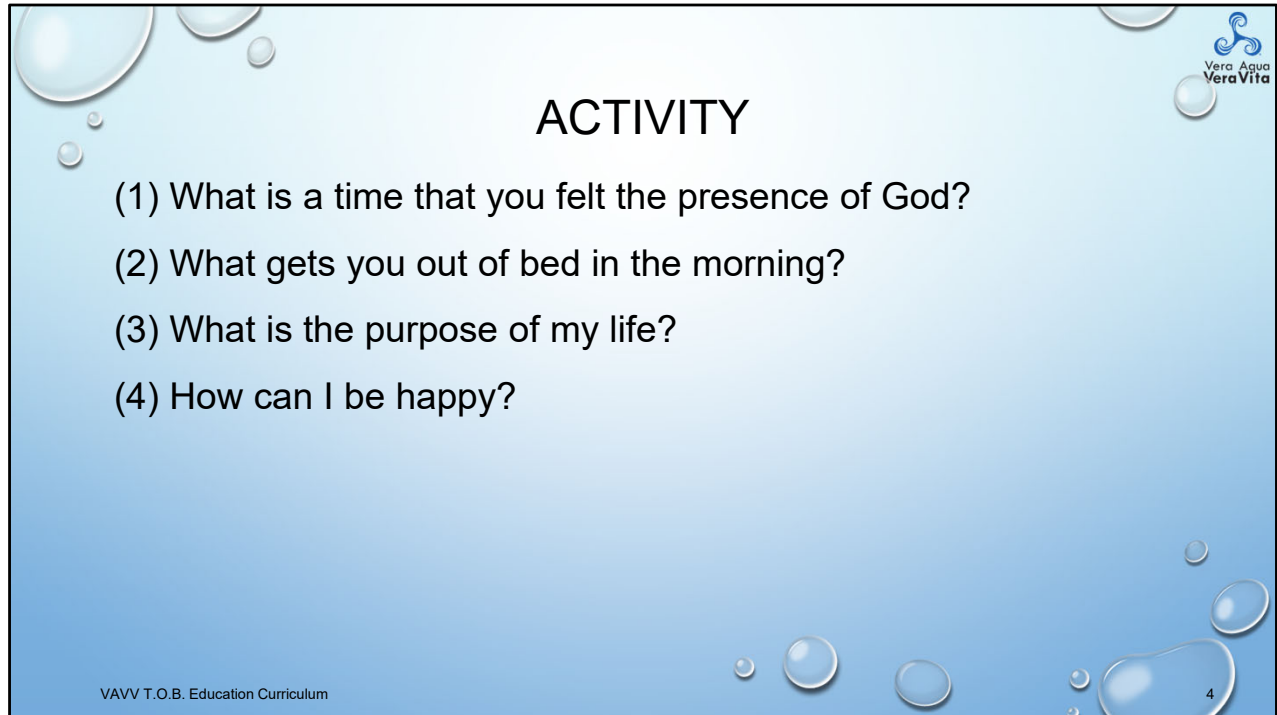



**SESSION 1: INTRODUCTION TO
THEOLOGY OF THE BODY**

In this session, you will learn about the structure of Theology of the Body, its insights on man's Creation in Genesis, and some of its relevance to your own life.


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Our goals for today are to give a basic outline of this Catholic teaching, to convince you of its relevance to your lives, and to dig into the first part of this teaching, which centers on the Creation of man in Genesis. Regardless of where you are on your own spiritual journey, we believe that this teaching will be truly meaningful and interesting to each of you. And hopefully by the end of this session, you will feel excited to dive deeper with us for the next two TOB sessions to come in the following days!



ACTIVITY

- (1) What is a time that you felt the presence of God?
- (2) What gets you out of bed in the morning?
- (3) What is the purpose of my life?
- (4) How can I be happy?

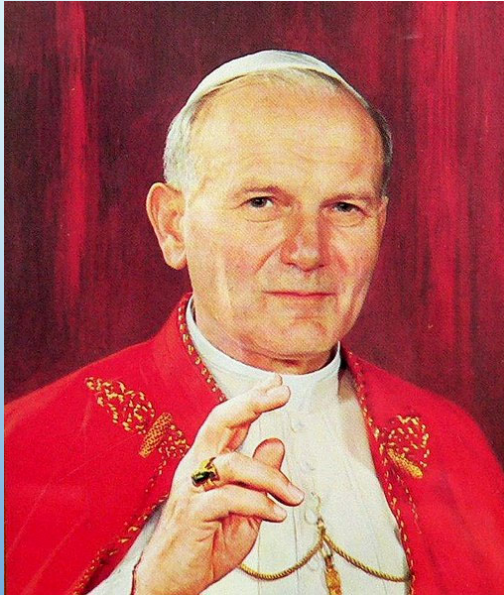
VAVV T.O.B. Education Curriculum 4

As you know, Vera Aqua Vera Vita's mission is to empower your community with access to clean water and knowledge about good health practices related to water. We know it may seem strange or unrelated to include several presentations on the Catholic faith. While we will not go into too much depth about how all of this relates to clean water at this moment, we want to start this session with a small reflection to help you all relate to the basic message of the Theology of the Body. On the piece of paper we have given you, we would like you to write your answers to two of the questions listed here. Please write the number of the question you are answering. When you are done, raise your hand and someone will come collect your paper.

Instructional Note: Collect pieces of paper and fold them up. Place them in a hat and have volunteers (or someone) draw a piece of paper from the hat and then read it out loud. If it is a large group, read a maximum of five of the pieces of paper. Then, the presenter can try to summarize some of the common patterns in their answers and connect these patterns to themes in theology of the Body (such as Gift of Self, the dignity of being a human, experiencing God in physical things, etc...)

Thank you all for participating in this exercise! Now that our brains are warmed up, we can get started immersing ourselves in this beautiful teaching.

John Paul II's Theology of the Body

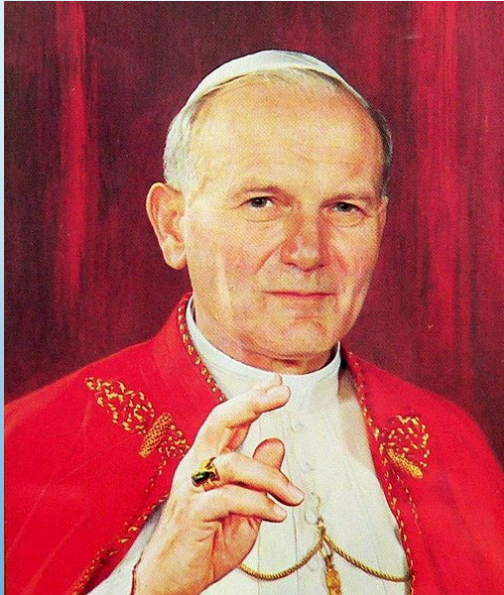


VAVV T.O.B. Education Curriculum

As you may already know, Pope St. John Paul II led the Church into the 20th Century, serving from 1978 until his death in 2005. He was an extraordinarily holy person who famously said “Do not be afraid. Open wide the doors for Christ.” When we read his words, we read the words of someone whose ideas came from both extensive study and an intense relationship with Christ. What we call Theology of the Body today was actually a collection of weekly talks that John Paul II delivered to pilgrims in Rome during the first five years of his papacy. Altogether, he gave 129 talks on Theology of the Body that have since been published in print. The amount of time he spent on this, and the way he prioritized it, gives insight into just how important JP II believed an understanding of the body was to Christian living. Indeed, some authors believe that the TOB can be summarized by the following words of JP II:

Instructional Note: Next slide.

John Paul II's Theology of the Body



“The body, and only the body, is capable of making visible what is invisible: the spiritual and the divine. It has been created to transfer into the visible reality of the world the mystery hidden from eternity in God, and thus to be a sign of it.”
(TOB 19:4)

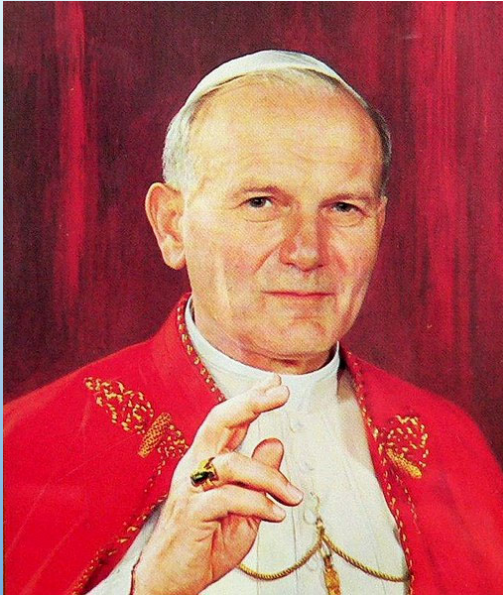
VAVV T.O.B. Education Curriculum

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The body, in fact, and only the body, is capable of making visible what is invisible: the spiritual and the divine. It has been created to transfer into the visible reality of the world the mystery hidden from eternity in God, and thus to be a sign of it.” (St. John Paul II).” [pause a few seconds] The grandeur of our bodies, even in our vale of tears, reveals something of the grandeur of God! We are going to unfold what this means by following the outline that JP II set out for us:

Instructional Note: Next slide.

John Paul II's Theology of the Body



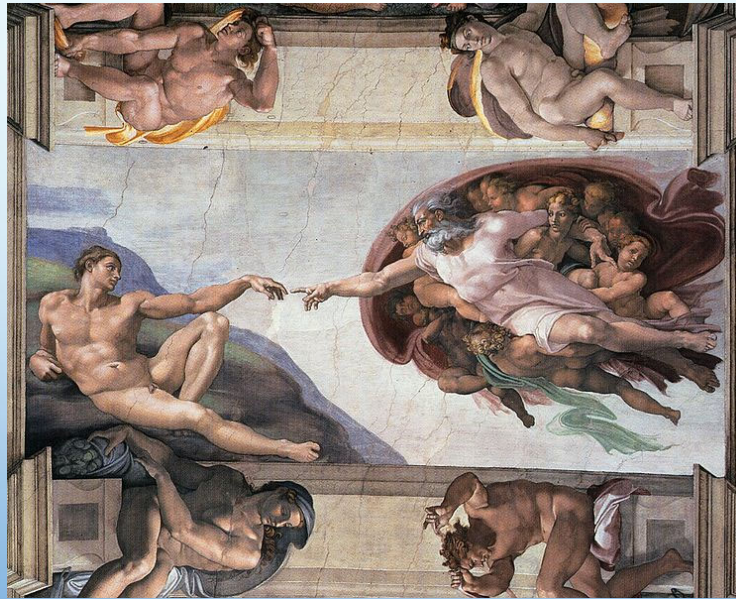
VAVV T.O.B. Education Curriculum

- A. The Words of Christ
 1. Christ appeals to the "Beginning"
 2. Christ appeals to the Human Heart
 3. Christ appeals to the Resurrection
- B. The Sacrament

There are two major parts of TOB. The first part is titled the "Words of Christ" and lays out a Scriptural foundation for the relevance of the body. The second part, called "The Sacrament," applies a theological understanding of the body to a Christian understanding of marriage. Let's get started on the Words of Christ!

Instructional Note: Next slide.

INTRO TO T.O.B.?



VAVV T.O.B. Education Curriculum

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The Beginning that JP II refers to is the story of the creation of Adam and Eve in Genesis. Although I am sure you have heard it many times before, we are going to go ahead and reread these words. I invite you to close your eyes and immerse yourself in the story. Pay attention to anything that particularly resonates with you.

Genesis 2:4-25

This is the story of the heavens and the earth at their creation. When the LORD God made the earth and the heavens—

5 there was no field shrub on earth and no grass of the field had sprouted, for the LORD God had sent no rain upon the earth and there was no man to till the ground,
6 but a stream* was welling up out of the earth and watering all the surface of the ground—

7 then the LORD God formed the man out of the dust of the ground and blew into his nostrils the breath of life, and the man became a living being.

...

15 The LORD God then took the man and settled him in the garden of Eden, to cultivate and care for it.

.....

18 The LORD God said: It is not good for the man to be alone. I will make a helper

suited to him.

19 So the LORD God formed out of the ground all the wild animals and all the birds of the air, and he brought them to the man to see what he would call them; whatever the man called each living creature was then its name.

20 The man gave names to all the tame animals, all the birds of the air, and all the wild animals; but none proved to be a helper suited to the man.

21 So the LORD God cast a deep sleep on the man, and while he was asleep, he took out one of his ribs and closed up its place with flesh.

22 The LORD God then built the rib that he had taken from the man into a woman. When he brought her to the man,

23 the man said:

“This one, at last, is bone of my bones
and flesh of my flesh;

This one shall be called ‘woman,’
for out of man this one has been taken.”

24 That is why a man leaves his father and mother and clings to his wife, and the two of them become one body.

25 The man and his wife were both naked, yet they felt no shame.

Think for a second about what stands out to you. (pause a few seconds).

Did you notice how even in a place as beautiful and abundant as Eden, Adam still longs for someone like himself? Or how Adam reacts the first time he sees Eve? Or how Adam and Eve are vulnerable with each other, and they feel no shame? Did you possibly notice how Adam’s experiences are not so different from what we ourselves have lived and have longed for?

In John Paul’s understanding, Adam represents all of us humans, whether male or female, and the “original” experiences of Adam teach us about what it means to be human. I am quoting JP II when I say “Right from the first moment of his existence, created man finds himself before God as if in search of his own entity. It could be said he is in search of the definition of himself ... in search of his own “identity.”” In the words of an American writer Christopher West, who has written extensively about Theology of the Body, this feeling of alone-ness is “the first discovery of personhood in freedom.” ...

Instructional Note: Next slide.

INTRO TO T.O.B.?

Original Solitude.





Original Nakedness.

Original Union.





VAVV T.O.B. Education Curriculum 9

Furthermore, “Joy in the other human being, in the second "self," dominates the words spoken by the man on seeing the woman” in their original union (TOB 8:4). And of course, this union is the means by which Adam and Eve fulfill God’s commandment in Genesis 1 to “Be fertile and multiply.” Finally, in JP2’s words, “Seeing each other, as if through the mystery of creation, man and woman see each other even more fully and distinctly than through the sense of sight itself, that is, through the eyes of the body. They see and know each other with all the peace of the interior gaze, which creates precisely the fullness of the intimacy of persons” (TOB 13:1).


Instructional Note: Press next for animation

Original solitude, original union, and original nakedness are the words JP 2 uses to describe these experiences, and in Christopher West’s words, these experiences still “echo” in our hearts.

INTRO TO T.O.B.?



“In the beginning, it was not
SO.” MATTHEW 19:8





VAVV T.O.B. Education Curriculum

Something important we need to say: It is our goal to emphasize the sheer dignity it is to be a human created in the image and likeness of God, but we know that is not always how we experience our lives as embodied individuals free to make choices and affected by the choices of others. John Paul II, and Christ, know this. Much later in Scripture, Jesus refers to Genesis in a conversation with the Pharisees about the legality of divorce in the Gospel of Matthew.

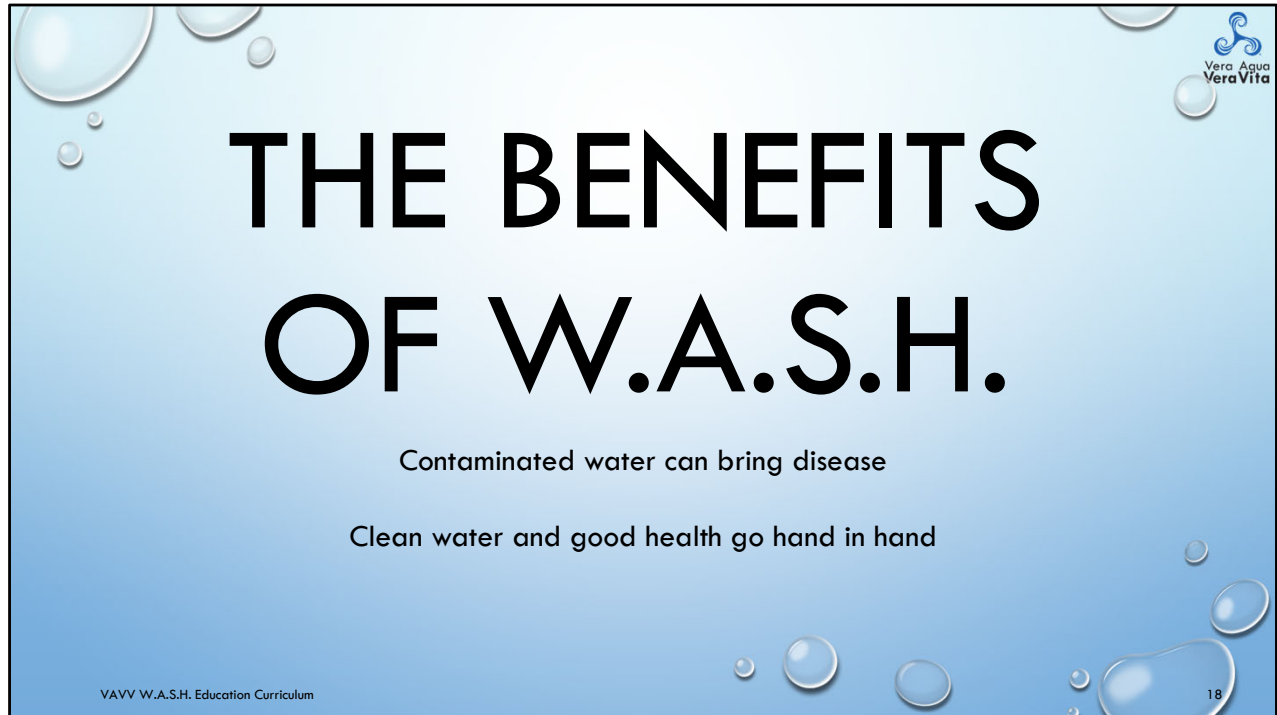
Instructional Note: Press next for animation.

The Pharisees are trying to trap Jesus into contradicting Moses, who allowed divorce, but Jesus is firm in saying that “what God has joined together, no human being must separate” and that although “Because of the hardness of your hearts Moses allowed you to divorce your wives,” ...”from the beginning it was not so.” The beginning still matters, and it is one way that we can come to know what it means to live in a fully human sense.

What is another thing, and THE GREATEST THING that can show us how to live? Christ Himself. In our next session, we are going to talk more about Christ’s redemption of our bodies and our ultimate destiny as redeemed persons.



As we close this session, I invite you to reflect on your own experience of Solitude, Union, and Nakedness. When have you experienced the grandeur of being an individual endowed with freedom? When have you felt so completely seen and loved? When have you felt fully vulnerable in the face of someone you love? When have difficult circumstances kept you from experiencing these things? I invite you to take these thoughts and experiences to Christ in prayer, with honesty and trust. Thank you so much for joining us. I hope you can join us next time as we explore how Christ's work has redeemed our bodies after the Fall and how our destinies reveal something even more marvelous than we can imagine.



**THE BENEFITS
OF W.A.S.H.**

Contaminated water can bring disease

Clean water and good health go hand in hand

VAVV W.A.S.H. Education Curriculum

18


Slide Presentation Style: Lecture

Presentation Order:
Read slide

THE BENEFITS OF W.A.S.H.

THE ROLE OF WATER IN OUR LIVES

What are some ways that you use water in a day?



Graphic 20

VAVV W.A.S.H. Education Curriculum

19

Slide Presentation Style: Interactive

Presentation Order:

Opening statement, “In order to explore the impact of having clean water in our community, it is helpful first to explore the role that water plays”.

Presenter to then ask explicitly the audience for participation, “What are some ways that you use in water in a day?”

THE ROLE OF WATER IN OUR LIVES



As we examine all the areas of our life that water touches, we can see how the quality of the water used in our community could make a big difference.

What can you see in the water below?



Graphic 21



Graphic 22



Graphic 23

Slide Presentation Style: Interactive

Presentation Order:

Read the slide text

Click - Presenter to then ask explicitly the audience for participation, “What do you see in the different pictures of water shown here?”


Click to make the pictures appear one by one – discussing after each appears



When discussing the third picture with the clear water glass be sure to mention that, “Just because water is clear doesn’t mean that it is clean. As you will see in the activity on the next slide.”


Continue to “Three Glasses of Water Activity” slide...

THE BENEFITS OF W.A.S.H. - ACTIVITY

THREE GLASSES OF WATER ACTIVITY



-  • Use sight and smell senses to determine whether you would drink the water in the three glasses passed around the room and why
-  • Recognize unsafe drinking water using multiple senses and critical thinking skills



Graphic 24

VAVV W.A.S.H. Education Curriculum

21

Slide Presentation Style: Interactive

Presentation Order:

Read activity overview

Do activity per Activity Trainer Manual

Click and read activity objective

Presenter should emphasize after the activity: “There might be harmful agents in untreated water we cannot see. So, don’t assume that just because the water is clear, that it is clean!”


THE BENEFITS OF W.A.S.H.H.

HOW W.A.S.H. CAN HELP

“Today, one child under 5 dies from a water related disease every 2 minutes in developing countries (Around the world).”

- WHO

W.A.S.H. practices can help prevent this from happening in your community.



Graphic 25

VAVV W.A.S.H. Education Curriculum

22

Slide Presentation Style: Interactive

Presentation Order:

Point and ask explicitly every fifth person in the room to stand up or hold their hand up.


Read the quote

Then, ask people to look around the room at those that are standing and/or holding their hand up, and explain that “they represent the one in 5 children that dies every 2 minutes because of water related disease.” Pause and let that last statement sink in with the audience for a moment.


Click and read the text under the line.


Finish slide with, “This workshop is designed to equip you with knowledge and methods to improve your quality of life & relationship with water!”

THE BENEFITS OF W.A.S.H. - ACTIVITY



5 SCENARIOS ACTIVITY

- 
 - Read through scenarios that show how people have benefitted from W.A.S.H. best management practices
- Be able to describe how W.A.S.H. practices can be beneficial
 - Recognize several different W.A.S.H. practices
- ?
 - Which practices stand out to you the most and why?
 - How are they beneficial?



Graphic 26

VAVV W.A.S.H. Education Curriculum

23

Slide Presentation Style: Interactive

Print the 5 scenarios from CAWST's 5-Scenarios.pdf document for this activity

- Presentation Order:
- Read activity overview
 - Click and read activity objectives
 - Read the five scenarios out loud
 - Do activity per Activity Trainer Manual
 - Click and read discussion questions



Slide Presentation Style: Lecture

Presentation Order:
Read slide



**HOW WATER GETS
CONTAMINATED**

Exploring what pollutants are in our water, and where they came from - inside or outside of our community – we can take action to protect our water sources from further pollution.

VAVV W.A.S.H. Education Curriculum 25

Slide Presentation Style: Lecture

Presentation Order:
Read slide

HOW WATER GETS CONTAMINATED

CONTAMINATION OUTSIDE THE COMMUNITY





Graphic 27

**Chemical Spills
&
Mining Activities**



Graphic 28

**Untreated
Wastewater**



Graphic 29

**Pesticides
&
Herbicides**

VAVV W.A.S.H. Education Curriculum

26

Slide Presentation Style: Lecture

Presentation Order:

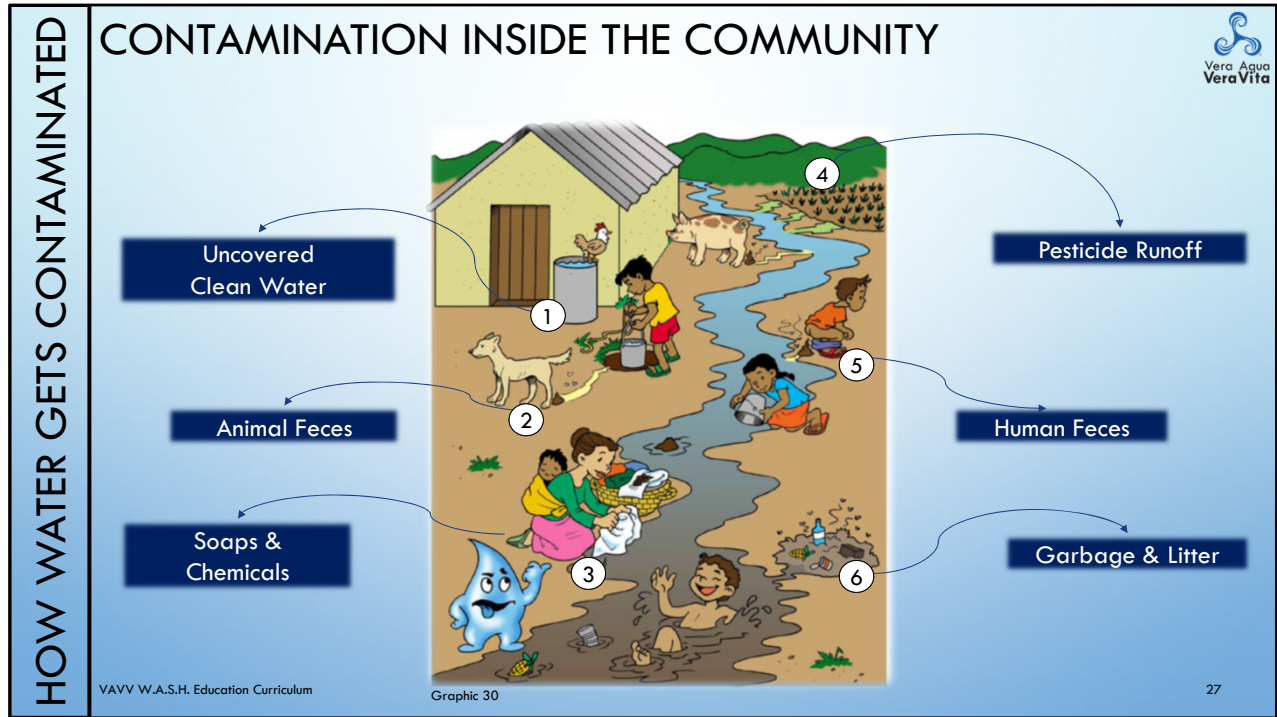
Read, “Waste that isn’t properly managed can find its way into water. This can travel downstream in a river to affect many dispersed communities”.

Read

“Industrial spills and mining activities near your water source can lead to higher concentrations of chemicals and heavy metals.

Untreated wastewater from upstream communities can pollute your water with fecal waste as it is carried downstream.

Pesticides and herbicides run off into waterways when it rains leading to higher nitrogen content in water sources.”




Slide Presentation Style: Interactive

Presentation Order:

Ask class to name the issues in the graphic, or how the water is getting contaminated in each example, starting with 1 and going to 6. Click to reveal the answers in order 1 through 6.

HOW WATER GETS CONTAMINATED

A CLOSER LOOK AT YOUR WATER




From Outside Of The Community

- Chemical Spills/ Mining Activity
- Untreated Wastewater
- Pesticides / Herbicides

From Inside Of The Community

- Uncovered Clean Water
- Garbage & Litter
- Soaps & Chemicals
- Pesticide Runoff
- Human Feces
- Animal Feces

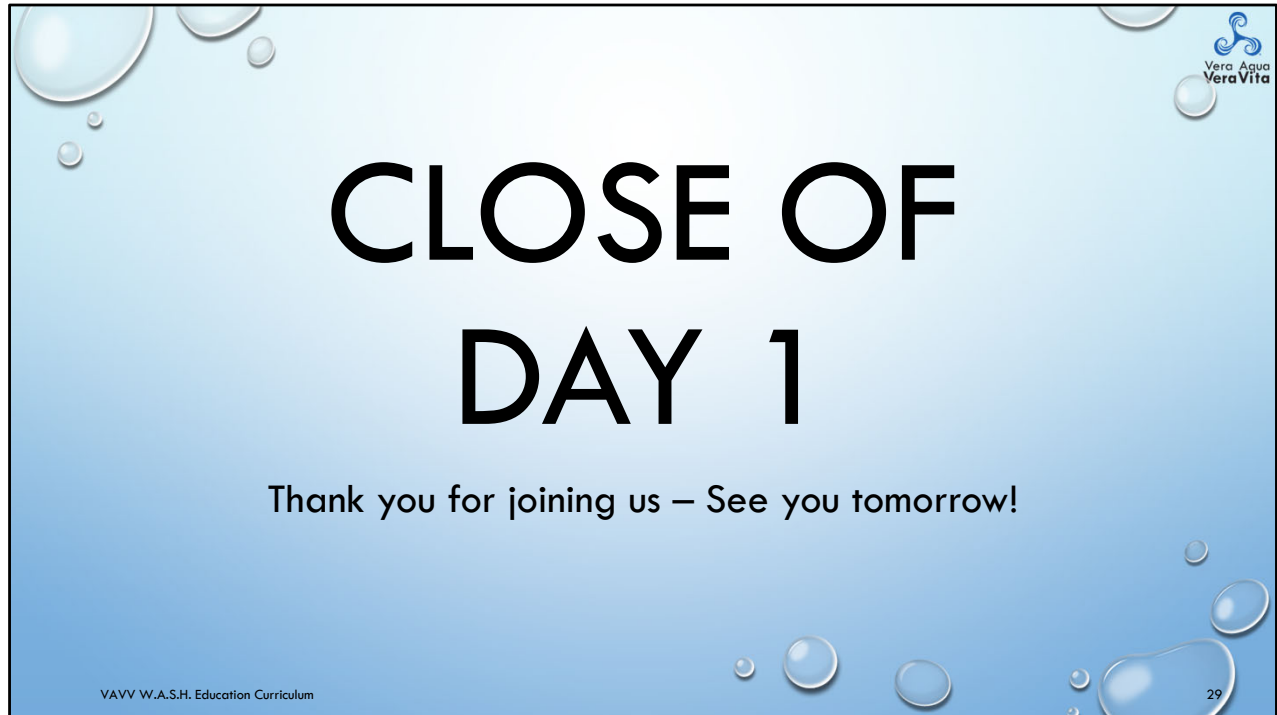


VAVV W.A.S.H. Education Curriculum

28

Slide Presentation Style: Interactive

Presentation Order:
 Read, “Nobody knows your community like you do. Looking at the list below of the contamination sources we have covered, what are some sources you feel are endangering your water source?”
 Either open conversation/dialogue with the community during this slide or ask the participants to review the list to themselves – noting the contaminant sources that they think are issues with their water source.
 Use pointer to acknowledge answers on the picture or list.
 This is meant for identification purposes, not for problem solving yet.



**CLOSE OF
DAY 1**

Thank you for joining us – See you tomorrow!

VAVV W.A.S.H. Education Curriculum

29

Slide Presentation Style: Lecture

Presentation Order:
Read slide

START OF DAY 2

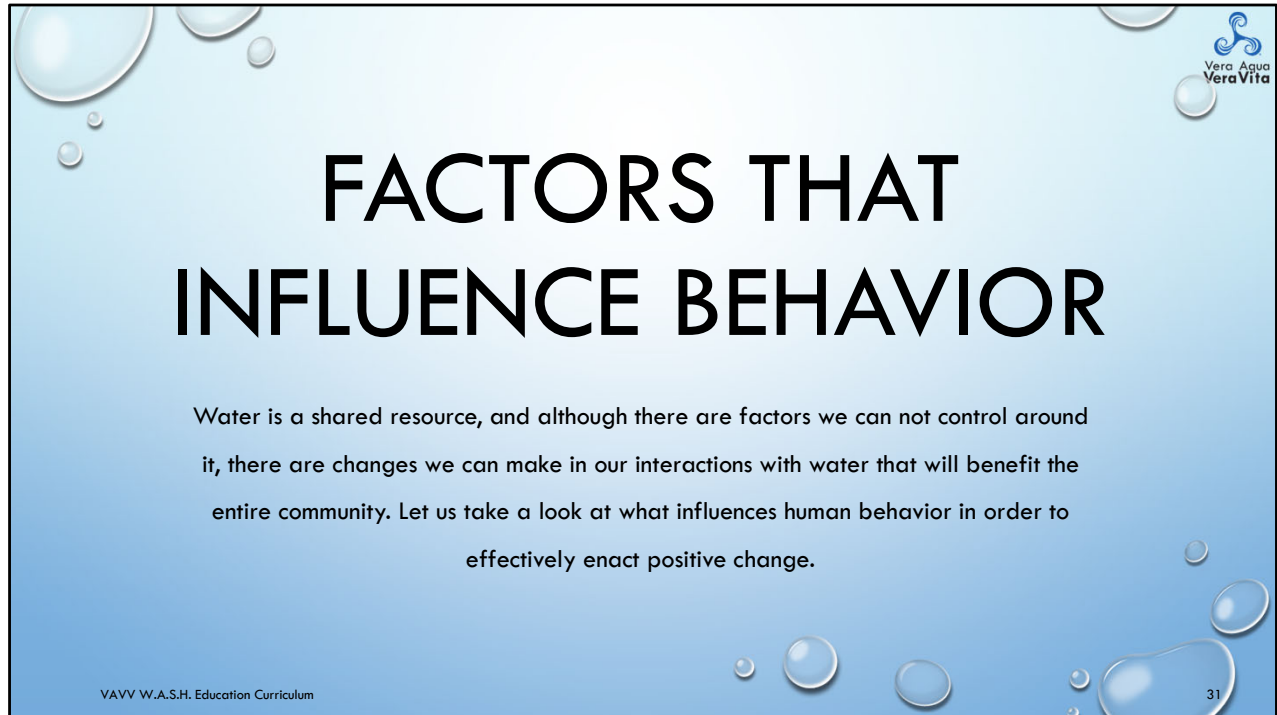
Time	Day 2 (Technical/Practical Implications)
10Min	Factors that Influence Behavior
10Min	The Role of the Community W.A.S.H. Promoter
40Min	Multi-Barrier Approach
5Min	Break
30Min	T.O.B. Topic Placeholder
30Min	Water Treatment
15Min	Break
20Min	Safe Water Storage and Handling
40Min	Sanitation Ladder
10Min	Day 2 Closing

VAVV W.A.S.H. Education Curriculum

30

Slide Presentation Style: Lecture

Presentation Order:
Read slide



**FACTORS THAT
INFLUENCE BEHAVIOR**

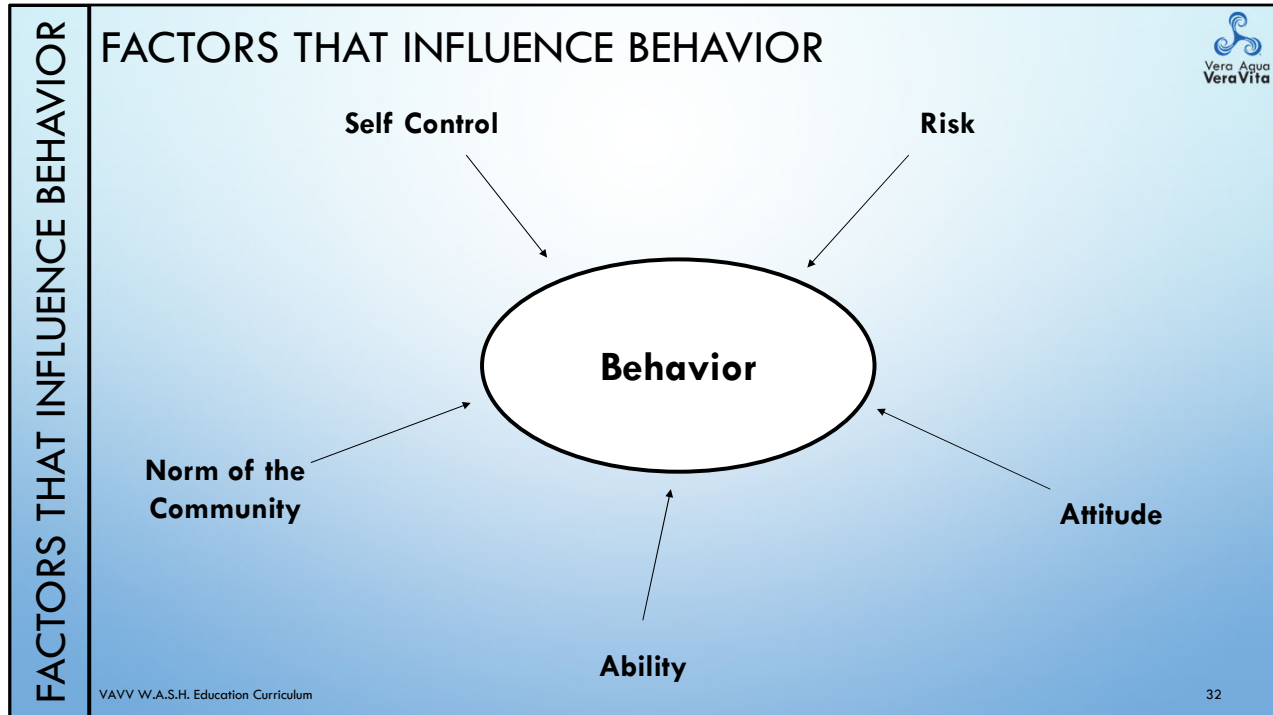
Water is a shared resource, and although there are factors we can not control around it, there are changes we can make in our interactions with water that will benefit the entire community. Let us take a look at what influences human behavior in order to effectively enact positive change.

VAVV W.A.S.H. Education Curriculum

31

Slide Presentation Style: Lecture

Presentation Order:
Read slide



Slide Presentation Style: Interactive

Presentation Order:

Presenter to elaborate and open discussion on the following:

Risk: A person's understanding and awareness of the risk (how likely it is to be affected, and how severe is the impact)

Attitude: A person's beliefs about the costs (money time and effort) and the benefits (savings, health, other advantages). Attitude also includes the emotions that come about when doing or thinking about the behavior.

Norm of the community: What community does and thinks about the behavior.

Ability: A person's confidence and ability to adopt a behavior

Self-control: How the person can stay committed to the behavior for the longer term.




Vera Aqua
VeraVita

THE ROLE OF A COMMUNITY W.A.S.H. PROMOTER


Interested in becoming a W.A.S.H. Promoter?
Its easy! Its all about learning, sharing, and making commitments.

VAVV W.A.S.H. Education Curriculum 33

Slide Presentation Style: Lecture


Presentation Order:
Read slide


THE ROLE OF A COMMUNITY W.A.S.H. PROMOTER



THE ROLE OF A COMMUNITY W.A.S.H. PROMOTER

- Community W.A.S.H. promoters will:
 - Promote W.A.S.H. practices
 - Visit households
 - Teach household members about using W.A.S.H. technologies
 - Motivate people to adopt practices
 - Become a community champion





If you want to become a W.A.S.H. Promoter stick around for Part II of the workshop which is the last half of day 3.

VAVV W.A.S.H. Education Curriculum
34

Slide Presentation Style: Lecture

Presentation Order:

Who wants to be a Community W.A.S.H. Promoter?

Presenter should mention that at the end of the workshop, if people are interested in becoming a promoter in their community, they are invited to stay to receive some more information and material.



**THE MULTI-BARRIER
APPROACH**

For the material we've covered in this workshop to be more impactful, let's review the framework that water experts agree works for maintaining clean water in communities.


VAVV W.A.S.H. Education Curriculum 35


Slide Presentation Style: Lecture

Presentation Order:
Read slide


THE MULTI-BARRIER APPROACH

THE MULTI-BARRIER APPROACH






Source Protection




Sedimentation

Removes large particles and often > 50% of pathogens



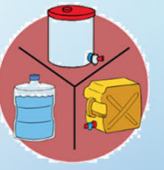
Filtration

Removes small particles and often > 90% of pathogens



Disinfection

Deactivates or kills remaining pathogens



Safe Storage

VAVV W.A.S.H. Education Curriculum

Graphic 31


36

Slide Presentation Style: Lecture


Presentation Order:


The multi-barrier approach allows for a full coverage water treatment and protecting the clean water


THE MULTI-BARRIER APPROACH - ACTIVITY




MULTI-BARRIER APPROACH ACITIVITY


- 
• Use human barriers to represent the steps of water treatment process and how these added barriers prevent pathogens from reaching us

- 
• Show the benefit of multiple barriers between us and the pathogens in untreated water


- 
• What happened when there was just one barrier?
• What happened when you added more?



Pathogen
Graphic 32



Barrier
Graphic 33



You
Graphic 34

VAVV W.A.S.H. Education Curriculum

37

Slide Presentation Style: Interactive

Presentation Order:

Read activity overview

Do activity as per Activity Trainer Manual

Click and read activity objective

Click and read first question – discuss

Click and read second question - discuss

Explain how the lessons learned here are the logic behind the techniques that we will show you in the next few sections of the workshop.

THE MULTI- BARRIER APPROACH

EXAMPLES OF THE MULTI-BARRIER APPROACH



Water Source Protection
Graphic 35



Clean Water Storage
Graphic 38



Sedimentation
Graphic 36



Filtration
Graphic 37



Disinfection
Graphic 39

VAVV W.A.S.H. Education Curriculum



38

Slide Presentation Style:

Presentation Order:

Boiling is an efficient way of treating water at home


To treat water through boiling, boil the water at 100* C (212* F) for 10 minutes


It will only kill live organisms, so pairing it with filtration would allow it to remove large particles as well

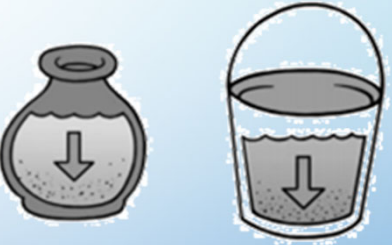
THE MULTI-BARRIER APPROACH - ACTIVITY

SEDIMENTATION ACTIVITY

DAY 2 - RESULTS



-  • Settle source water to see amount of sediment in source water
- Observe how much sediment is in source water
- Be able to describe why drinking turbid water is harmful



VAVV W.A.S.H. Education Curriculum 39

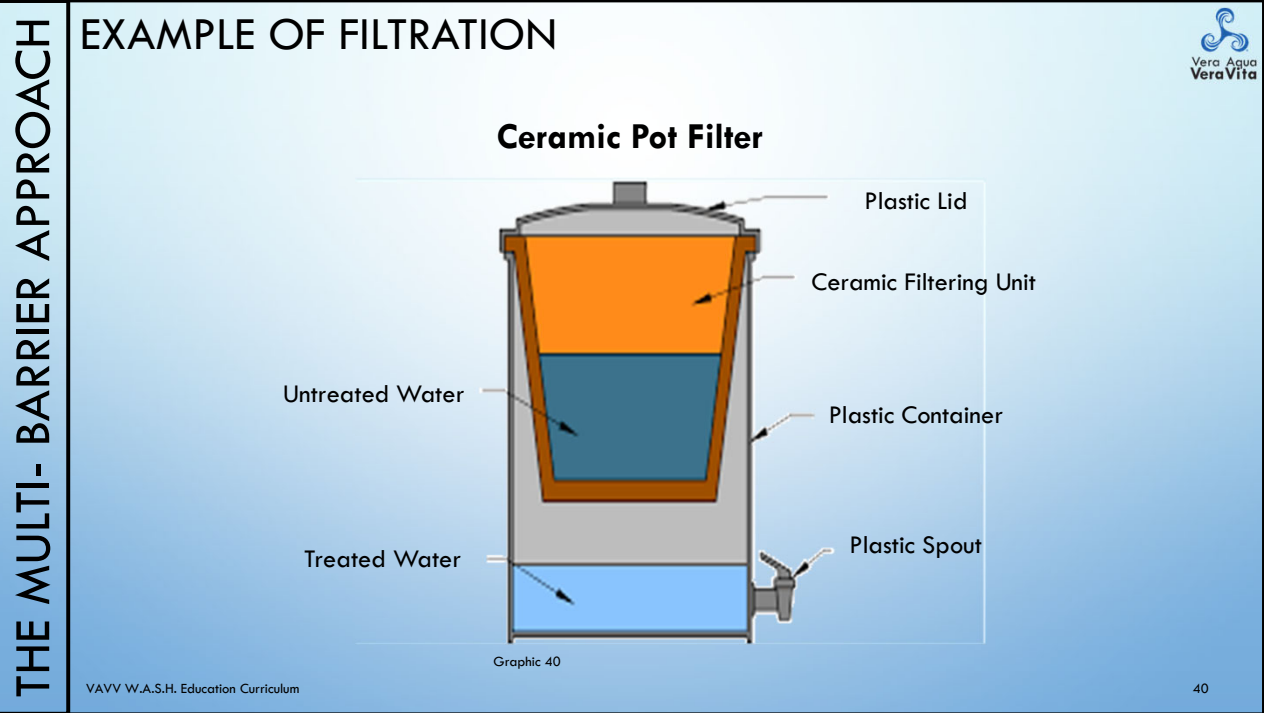
Slide Presentation Style: Interactive

Presentation Order:

Read activity overview

Click and read activity objective

Do activity per Activity Trainer Manual



Slide Presentation Style: Lecture

Presentation Order:

Explain different parts of the filtration system

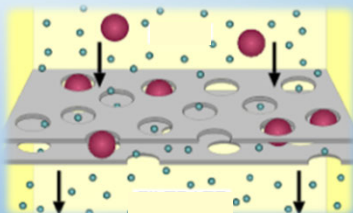
Note that this manmade process mimics the natural process that occurs as groundwater seeps through soil.

Circle back and remind the class that this is one step in the 5 step multi-barrier approach that helps prevent water contaminants from reaching us.


THE MULTI-BARRIER APPROACH - ACTIVITY

FILTRATION ACTIVITY

- Watch a demonstration on filtration using a filter
- Perform the filtration after watching the demonstration
- Describe how filtration works as a method to treat water
- Perform filtration for own household needs



Graphic 41



Graphic 42

VAVV W.A.S.H. Education Curriculum

41

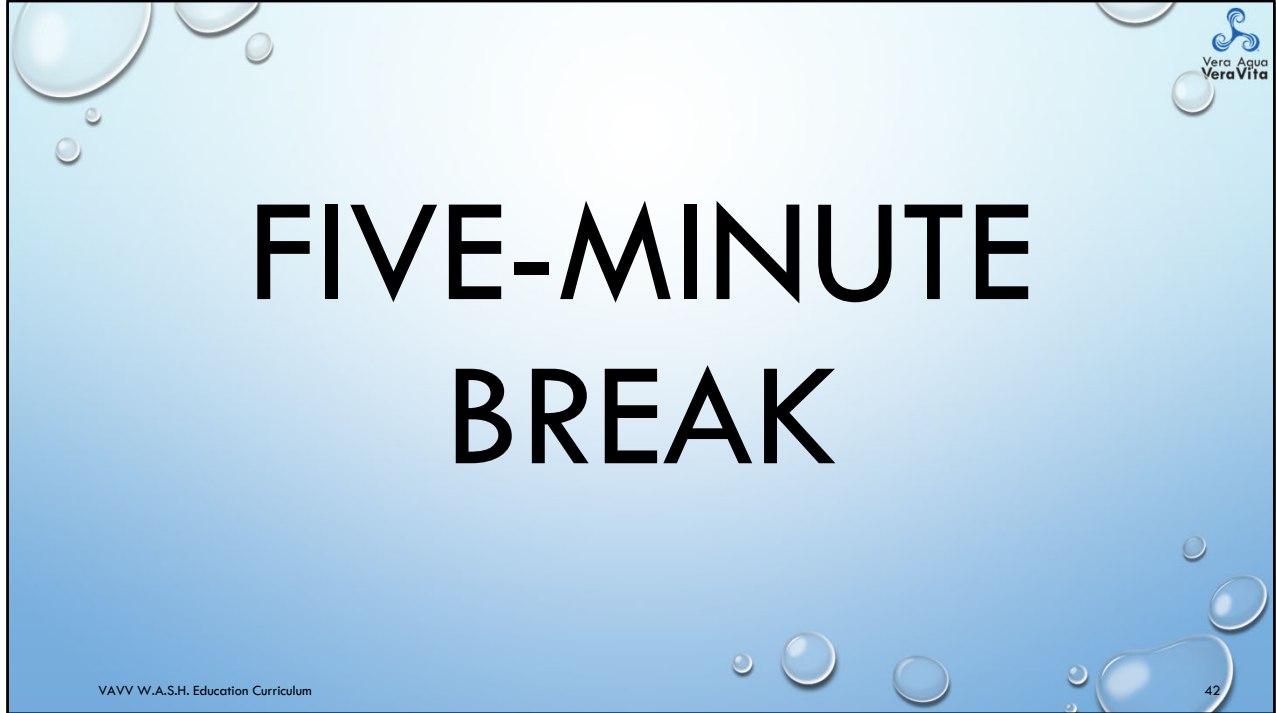
Slide Presentation Style: Interactive

Presentation Order:

Read activity overview

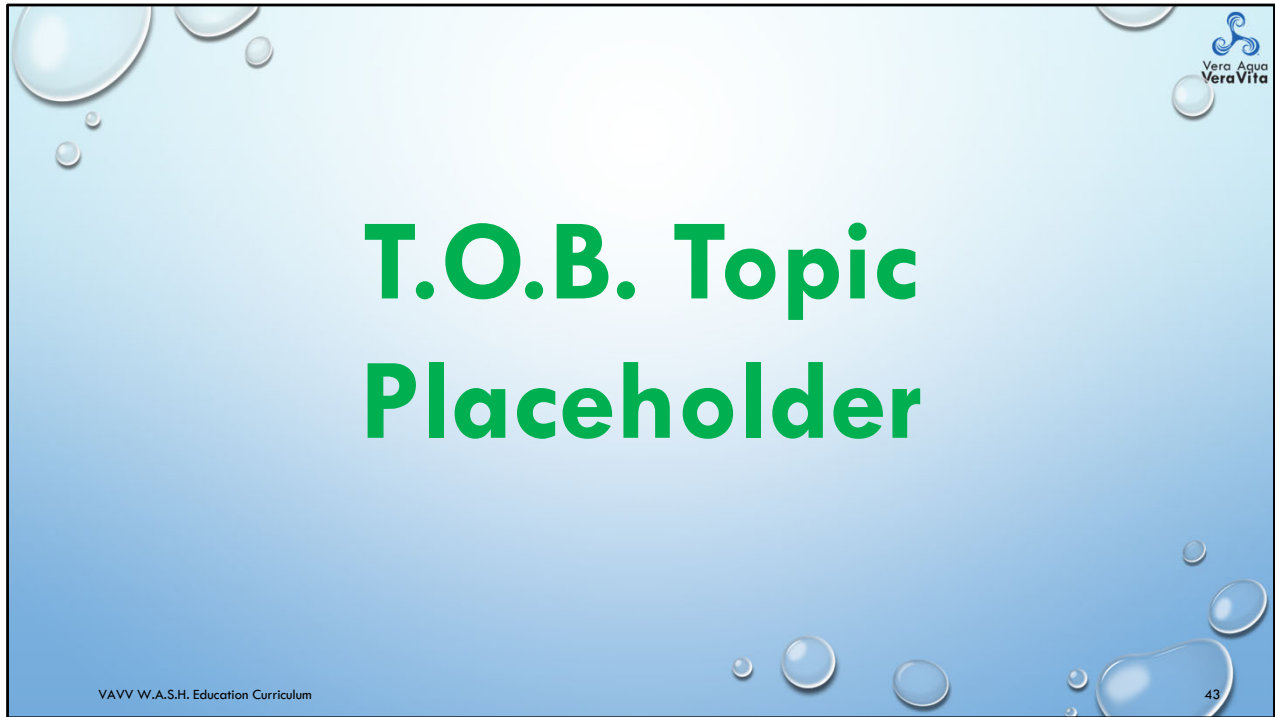
Click and read activity objective

Do activity as per Activity Trainer Manual



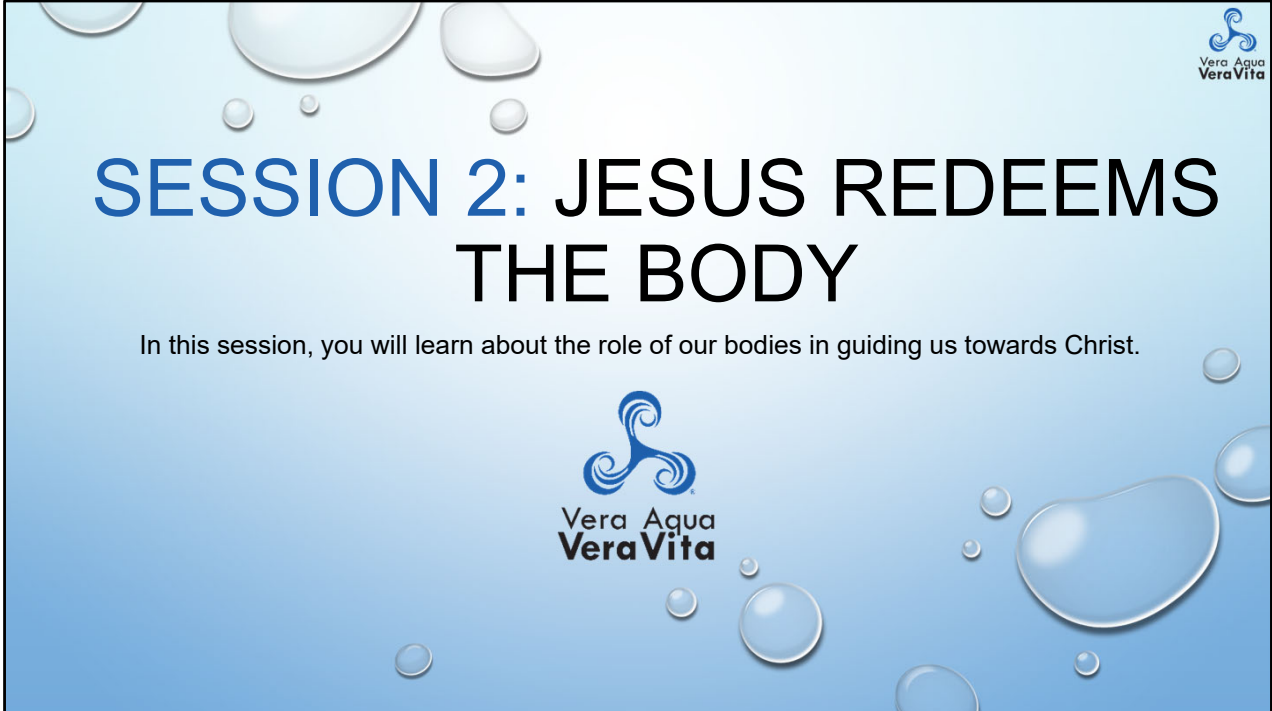
Slide Presentation Style: Lecture

Presentation Order:
Read slide




Slide Presentation Style: Lecture

Presentation Order:



**SESSION 2: JESUS REDEEMS
THE BODY**

In this session, you will learn about the role of our bodies in guiding us towards Christ.



Vera Aqua
VeraVita

Welcome to our second session of Theology of the Body! Thank you all for deciding to join us again. Last time, we talked a lot about man's Creation at Genesis and concluded by acknowledging that the experience of man and women in the beginning is often not the case for us after the Fall. Simply, life can be very difficult. However, the Christian conviction that I am sure many of you have at least heard of is that there is hope even in our current circumstances because of the life of Jesus Christ. Today we are going to explore more of John Paul's Theology of the Body, talking about how Christ showed us and enabled us to attain our ultimate destinies.



JESUS REDEEMS THE BODY

**“Let us make human
beings in our image”**
Genesis 1:26

VAVV T.O.B. Education Curriculum

14

Our warmup exercise for today is to brainstorm, as a group, what we think these words mean. I am going to read very briefly some words I am sure you have all heard before.

Gn 1:26-27

Then God said: Let us make human beings in our image, after our likeness. Let them have dominion over the fish of the sea, the birds of the air, the tame animals, all the wild animals, and all the creatures that crawl on the earth.

27 God created mankind in his image; in the image of God he created them; male and female he created them.

JESUS REDEEMS THE BODY

“Let us make human beings in our image”
Genesis 1:26





VAVV T.O.B. Education Curriculum

15

What does it mean to be made in God’s image? We are brainstorming, so just say whatever comes to mind, even if you do not necessarily think it is accurate.

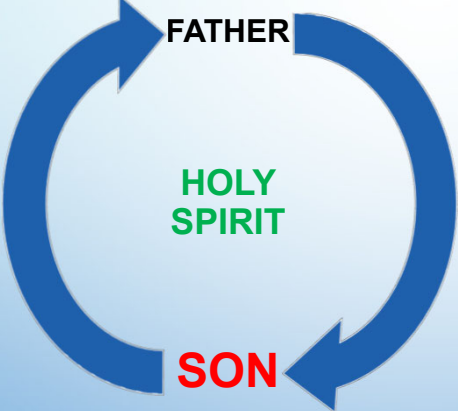
Instructional Note: Pause, wait for volunteers. Also offer your own answers. Write the responses on a large piece of paper or whiteboard, if possible. Next, relate patterns in responses to make a few key points: man is different from animals because man has freedom, what Christians call Free Will, and this free will gives man the capacity to love...


...We are shown in the story of Adam and Eve, furthermore, that the greatest choice we long to make is the choice to love. Recall from our last session, the concept of original solitude, how man experiences his uniqueness in the physical world, distinct from other animals, and how purely joyful Adam is when he meets Eve, who “at last, is bone of my bones and flesh of my flesh.” Finally, there is someone like himself who shares the capacity to love, which, to clarify, is not a feeling of affection or obligation but the “decision to will the good of another.” This is who man is at the beginning: an intelligent being who is free to love and desires to love. Indeed, one of the CENTRAL insights of theology of the body is this: “man... cannot fully find himself except through a sincere gift of himself” (Gaudium et Spes Ch 2). These words come from a document from the Second Vatican Council, but they are

echoed throughout John Paul's meditations. Indeed, one of the things he says is the following: "the gift reveals... the essence of the person. When God-Yahweh said, "It is not good that man should be alone," (Gn 2:18) he affirmed that "alone" man does not completely realize this essence. He realizes it only by existing "with someone"—and even more deeply and completely—by existing "for someone... The communion of persons means existing ...in a relationship of mutual gift. [and] This relationship is precisely the fulfillment of "man's" original solitude." (TOB 14)

If Theology is the study of God, Theology of the Body states that from our very human experiences, we can learn something about the divine life. We, who created in the image of God, are fulfilled by making a total gifts of ourselves to another. We know from experience that one outcome of the total, freely given, mutual gifts of two individuals, a man and a woman, is a child. Mutual gift leads to fruitfulness. And something similar exists from eternity in God.

JESUS REDEEMS THE BODY





VAVV T.O.B. Education Curriculum

16

The Trinity is something that we hear about from the time we are children, when we first learn how to make the sign of the Cross. And yet, even as we grow older, it remains a mystery. How are there three persons in one God? Do I have to leave behind my reason to accept this? One of the simplest insights into the Trinity that I have heard is the following: even without human beings, there would still be love in God. I am sure you have all heard the words God is Love. We mentioned before the classical definition of love, which is to will the good of another. If God is supreme love, it is fitting that there is “another” in God.

Instructional Note: Press next for animation

The mystery of the Trinity, which Christ revealed to us, praying as He did to His Father and speaking about the Holy Spirit, provides an explanation for this. The more technical words used to describe the Trinity are the following: from eternity, the Father generates the Son and the Spirit proceeds from the Father and the Son. They are three persons in total, perfect communion. God is an eternal exchange of Love. Simply, God is Love.

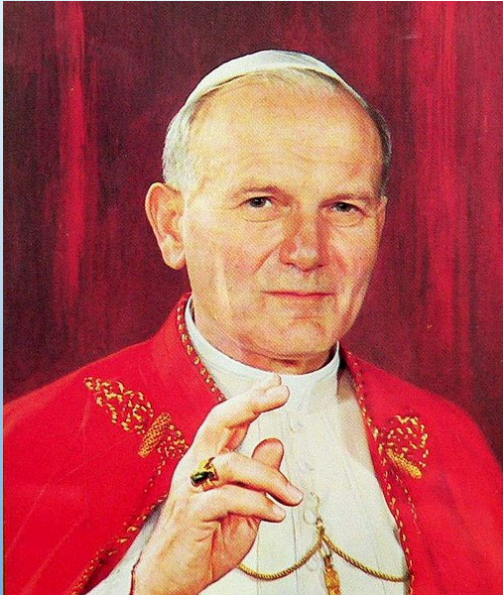
Perhaps the complexity of this teaching can help us to appreciate what John Paul II is saying about the body in TOB. Humans, creatures endowed with the dignity of

being made in God's image, can encounter in their lived experience some of the mystery of the Trinity.

The very first paragraph of the Catechism of the Catholic Church, which is essentially a book summarizing Church teachings, says the following: "God, infinitely perfect and blessed in himself, in a plan of sheer goodness freely created man to make him share in his own blessed life. For this reason, at every time and in every place, God draws close to man. He calls man to seek him, to know him, to love him with all his strength. He calls together all men, scattered and divided by sin, into the unity of his family, the Church. To accomplish this, when the fullness of time had come, God sent his Son as Redeemer and Savior. In his Son and through him, he invites men to become, in the Holy Spirit, his adopted children and thus heirs of his blessed life" (CCC 1)

In his brilliant design, God draws us into this blessed life through our bodies. While on earth, man and woman express their mutual longing for communion through mutual self-gift, which finds expression in their bodies. And this is only a shadow and foretaste of the perfect union existing in God and for which we were created to enter into.

John Paul II's Theology of the Body



VAVV T.O.B. Education Curriculum

- A. The Words of Christ
 - A. Christ appeals to the "Beginning"
 - B. Christ appeals to the Human Heart
 - C. Christ appeals to the Resurrection
- B. The Sacrament

Now that we have said a bit more about the relationship between man's original experiences as a bodily creature, and how this draws us into the life of the Trinity, let us take a moment to place ourselves on a map of our TOB curriculum. We have talked about the section entitled "Christ's appeal to the 'Beginning'" and are now going to talk briefly about "The Human Heart" and "The Resurrection," or, as Christopher West describes them, "Where we are now" and "Where we are headed."

JESUS REDEEMS THE BODY



VAVV T.O.B. Education Curriculum

18

You may remember from last time our brief discussion of how, despite the great dignity of man described in Genesis, and Adam and Eve’s original Unity, human life and relationships can be so difficult today. John Paul uses Christ’s appeal to the “Human Heart” to reflect on the temptation to sin that exists after the Fall. In Matthew Chapter 5, Jesus is giving His great Sermon on the Mount. One of the things that he says is the following: “You have heard that it was said, ‘You shall not commit adultery.’ But I say to you, everyone who looks at a woman with lust has already committed adultery with her in his heart.” (Matthew 5:27-28).

For a brief moment, we want to say that while we know it can be uncomfortable to talk about human sexuality, and we do not want to make you uncomfortable, discussing this topic will enable us to uncover the fuller value and beauty of what John Paul is telling us about human nature. It is also only by discussing human sexuality that we can begin to heal our own relationship to it and, in many cases, to see it as a gift rather than as a burden. Still, please let us know if there is anything we can do to help make you all more comfortable.

Now, to return to the words of Jesus, what do you think is the significance of talking about the heart? What is the significance of saying that a hidden choice, in our heart, rather than a particular physical action is the primary component of sexual

sin? Of course, Jesus is not saying that what we do with our bodies does not matter! Rather, the action of my soul in relation to another's body has true significance, because the other person's body is not just physical matter, but a PERSON. Man is both body and soul, not more one than the other, which is a theme we have been developing. And lust is a sin that impacts WHOLE persons. According to the Catechism, lust is a "disordered desire for or inordinate desire for sexual pleasure," disordered meaning that the sexual desire is "sought for itself, isolated from its procreative and unitive purposes." John Paul's reflections on lust insightfully re-express this definition, which may sound familiar to you. He writes: "Man as a person is "the only creature on earth that God has willed for its own sake" and, at the same time, he is the one who "can fully discover his true self only in a sincere giving of himself." Lust ... attacks this "sincere giving." It deprives man of the dignity of giving, which is expressed by his body through femininity and masculinity. In a way it depersonalizes man, making him an object "for the other." Instead of being "together with the other"—a subject in unity, in the sacramental unity of the body—man becomes an object for man, the female for the male and vice versa." (TOB 32:4). He also says, "The heart has become a battlefield between love and lust. The more lust dominates the heart, the less the heart experiences the nuptial meaning of the body. It becomes less sensitive to the gift of the person, which expresses that meaning in the mutual relations of man and woman" (TOB 32:3). In a word, humans were made for more. We were made to experience love, freely, fully, fruitfully, and faithfully. But so often, by giving into the temptation to lust, we settle for less, believing, perhaps, that such love is not in our reach.

The Gospel message is that freedom from lust, and freedom to love is possible through the saving work of Christ. In his Sermon, Jesus raises the standard of morality higher than how his audience had previously understood the law. He says it not only matters what you DO but also what is in your heart. Are you loving the person who is in front of you, someone created in the image of God? We have all sinned. We have all experienced how difficult it is to live a Christian life, be it in our families or in our friendships. We lose our patience. We become envious. We make selfish choices to fulfill selfish desires. But amazingly, Christ does not condemn us for each of the ways we have fallen short and does not berate the desires we have in our hearts, even the selfish ones. Rather, He invites us to fullness and abundance. He looks at us with compassion and says, "I know that each desire in your heart is a longing for greatness. A longing for the greatness I created you for. A longing for love. Let me show you how to receive this gift." Christ's grace is free; all we have to do is say Yes.

The freedom from sin paid for by Christ's death and Resurrection brings us back into communion with our neighbors, and ultimately helps us to live life joyfully and with peace while still in our current life. But Christ's mercy and goodness towards us does not even stop there.

SALVATION OF THE BODY



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If you are Christian, you have likely heard about the Resurrection of the Dead. When you think of the Resurrection, you probably think of the soul continuing to live on after death, about the hope that some of our family members have been welcomed into the arms of the Father in Heaven, and that we, too will one day meet God face to face. What great hope this is, a gift freely given to us and something WON by Christ who defeated death. As far as understanding what the Resurrection means, though, many people stop here. However, there is much to be gained from spending time meditating on this topic. If we were to sit down to do this, we may realize that we actually know very little about what Heaven looks like. But John Paul helps us to see some key aspects that are often overlooked.

He returns to the Gospel of Matthew again, to a conversation between Jesus and a group of teachers called Sadducees. The Bible reads:

- 23 On that day Sadducees approached him, saying that there is no resurrection. They put this question to him,
- 24 saying, "Teacher, Moses said, 'If a man dies without children, his brother shall marry his wife and raise up descendants for his brother.'
- 25 Now there were seven brothers among us. The first married and died and, having no descendants, left his wife to his brother.

- 26 The same happened with the second and the third, through all seven.
27 Finally the woman died.
28 Now at the resurrection, of the seven, whose wife will she be? For they all had been married to her.”
29 Jesus said to them in reply, “You are misled because you do not know the scriptures or the power of God.
30 At the resurrection they neither marry nor are given in marriage but are like the angels in heaven.
31 And concerning the resurrection of the dead, have you not read what was said to you by God,
32 ‘I am the God of Abraham, the God of Isaac, and the God of Jacob’? He is not the God of the dead but of the living.”

(Matthew 22:23-32)

How can there not be marriage in Heaven? After all, isn't marriage a good thing? If not, why would the Church place so much emphasis on what is and is not allowed regarding marriage and sexual morality more generally? The reality that Jesus shares with us here, however only esteems the sacrament of marriage even further, for it is a means by which we see are destiny. Jesus tells us that we were made for a union even greater than the union of marriage. The Catechism states that “God himself is an eternal exchange of love, Father, Son, and Holy Spirit, and he has destined us to share in that exchange” (CCC, 221). In a great mystery, we were made for perfect union with God Himself. As a bride marries a bridegroom, Christ will marry us, His Church. Think of the joy you have experienced at weddings you have attended, your own or a friend's, as I read these words from Revelation:

- 7 Let us rejoice and be glad
and give him glory.
For the wedding day of the Lamb has come,
his bride has made herself ready.
8 She was allowed to wear
a bright, clean linen garment.”
(The linen represents the righteous deeds of the holy ones.)
9 Then the angel said to me, “Write this: Blessed are those who have been called to the wedding feast of the Lamb.” And he said to me, “These words are true; they come from God.


(Revelation 19:7-9)


Our destinies are to be unified with Christ, and through Christ, with each other. And if this is still too abstract for us, have recourse to the Beginning, to that image of Adam and Eve beholding one another face to face. Think about a man and a woman deeply selflessly in love with each other. And then consider that this is only, in Christopher

West's words, a "faint glimmer" of man's beatific vision of God (p. 103)

Throughout JP2's TOB, John Paul is trying to remind us of the dignity of human nature revealed to us in our physical bodies, which will indeed be present in the Resurrection, with (I quote) "the forces of the spirit [permeating] the energies of the body" (TOB 67:1). John Paul is trying to remind us of the happiness and fulfillment we were made for, something found only in the relationship with God we are CALLED TO. In his words, "Marriage and procreation in itself do not determine definitively the original and fundamental meaning ... of being, as a body, male and female" but only "give a concrete reality to that meaning in the dimensions of history" (TOB 69:4). Our identities as male and female guide us towards our fulfillment in Heaven, where "Divinization ... will bring the human spirit such a range of experience of truth and love such as man would never have been able to attain in earthly life" (TOB 67:4) for we will "[fully participate] in God's inner life" (TOB 68: 4). Christopher West simplifies things when he says "We will know God and he will know us" (p. 104).

SALVATION OF THE BODY





20

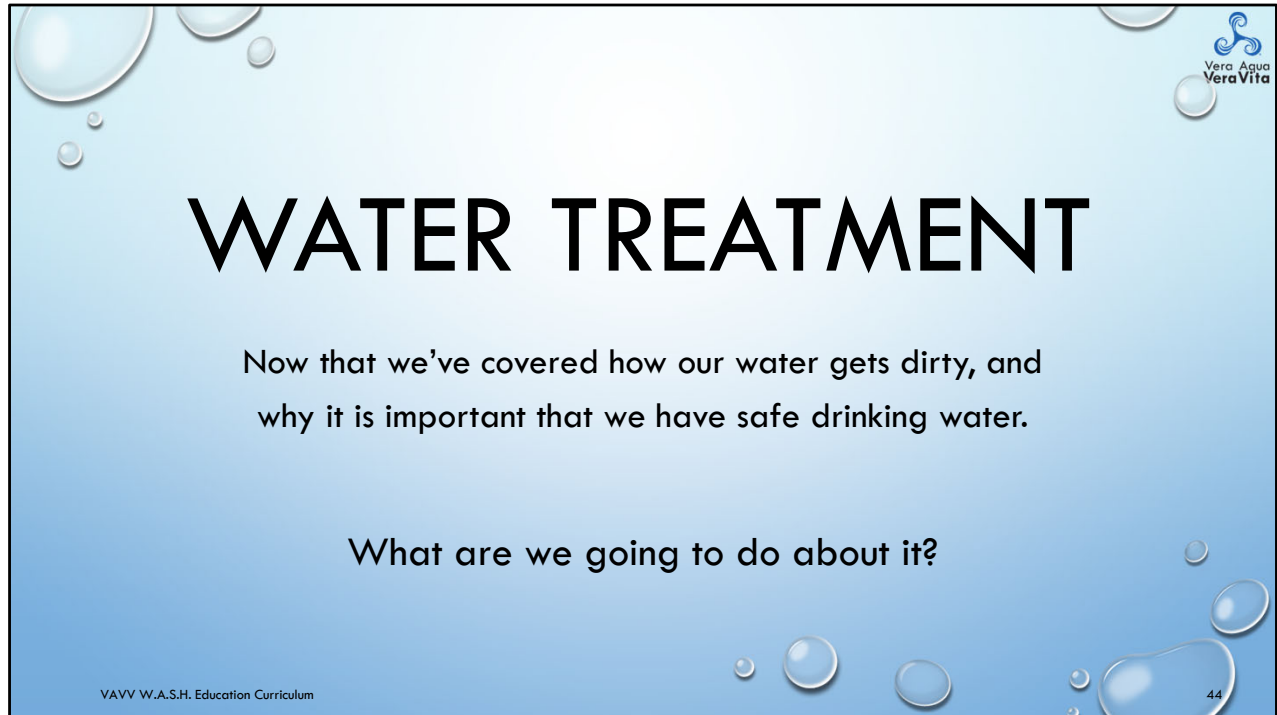
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Closing slide:

When you look at the suffering Christ, consider the infinite love He has for you from the beginning and for eternity. If you feel so inclined, offer up your thanks for His goodness and mercy towards us in silence.

Instructional Note: Pause for a few moments.

We thank you again for joining us in our study of the TOB and hope that you learned something today! For today, the take-home questions are the following: When have you experienced the body as something burdensome? And how does an understanding of bodily union as prefiguring our union with God, and the communion within God Himself, change how you see your body? Please, take these thoughts to prayer, and ask the Holy Spirit for help on your journey of healing, which is something we must all embark on. We look forward to concluding this study with you next time with our final presentation.



WATER TREATMENT

Now that we've covered how our water gets dirty, and why it is important that we have safe drinking water.

What are we going to do about it?

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Slide Presentation Style: Lecture

Presentation Order:
Read slide


WATER TREATMENT

NATURAL WATER TREATMENT




Graphic 43

Sun (Disinfection)




Graphic 44

Organisms




Graphic 46

Dilution



Graphic 45

Oxygen



Graphic 47

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45

Slide Presentation Style: Lecture

Presentation Order:

Sun

UV light kills many harmful microorganisms

Oxygen

Turbulence and dissolved oxygen

Organisms

Microorganisms can also be beneficial


Bacteria can destroy waste materials

Soil and Flora

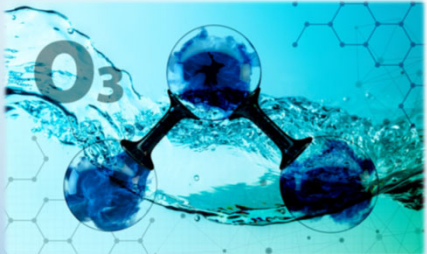
The soil is a natural filtration method

WATER TREATMENT

CHEMICAL WATER TREATMENT




Ozonation



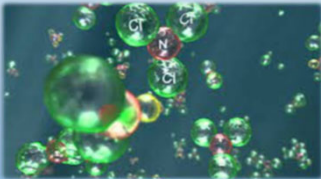
Graphic 48

Chlorination



Graphic 49

Chloramines



Graphic 50

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Slide Presentation Style: Lecture

Presentation Order:

Ozonation: O_3 is a natural caustic compound that when dissolved in water works as a disinfectant.

Chloramines: Another group of chemicals that all contain chlorine which can be used as a water disinfection method.

Chlorination: This is the most common and well known means of disinfecting water, but it is not the only method available.


Read, "Another method of disinfection is solar disinfection which we will explore on the next slide."

WATER TREATMENT - ACTIVITY


SOLAR DISINFECTION – SODIS ACTIVITY

DAY 1 – PREPARATION

- ✍️
 - Use a plastic bottle and the sun to treat filtrated samples of source water
- ☑️
 - Describe the benefits of disinfecting water
 - Visibly see the difference between original and disinfected samples
 - Perform SODIS at home



Graphic 51




Graphic 52

VAVV W.A.S.H. Education Curriculum 47

Slide Presentation Style: Interactive

Activity is multi-day

Presentation Order:
 Read activity overview
 Do activity Day 1 per Activity Trainer Manual
 Click and read activity objective

WATER TREATMENT	<h2>HOW WATER IS BEING TREATED IN YOUR COMMUNITY</h2> <p>Now that we know that there are many different steps to treat water, what action are you taking in you or your community's water treatment process?</p> <ol style="list-style-type: none">1. Source Protection: ____2. Sedimentation: ____3. Filtration: ____4. Disinfection: ____5. Safe Storage: ____	 <p>Vera Agua Vera Vita</p>
	<p>VAVV W.A.S.H. Education Curriculum</p>	<p>48</p>

Slide Presentation Style: Interactive

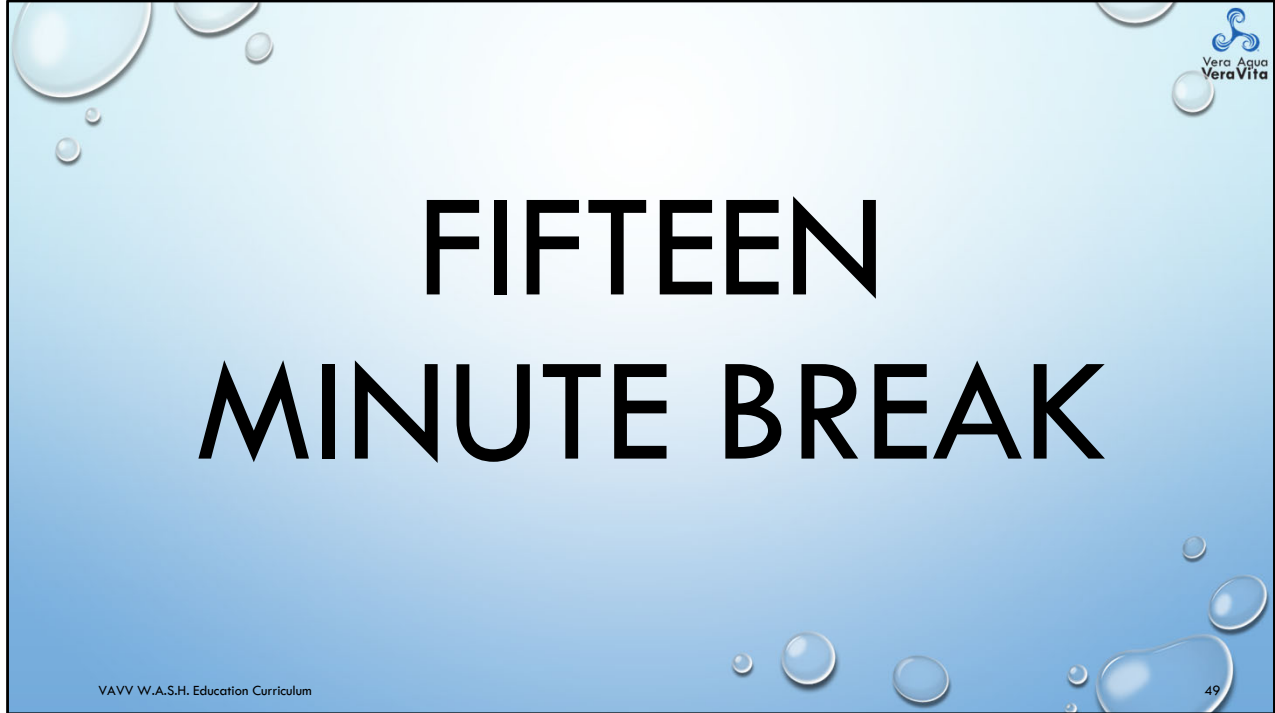
Fill in with information on specific community from questionnaires before presenting

Presentation Order:

Read intro statement

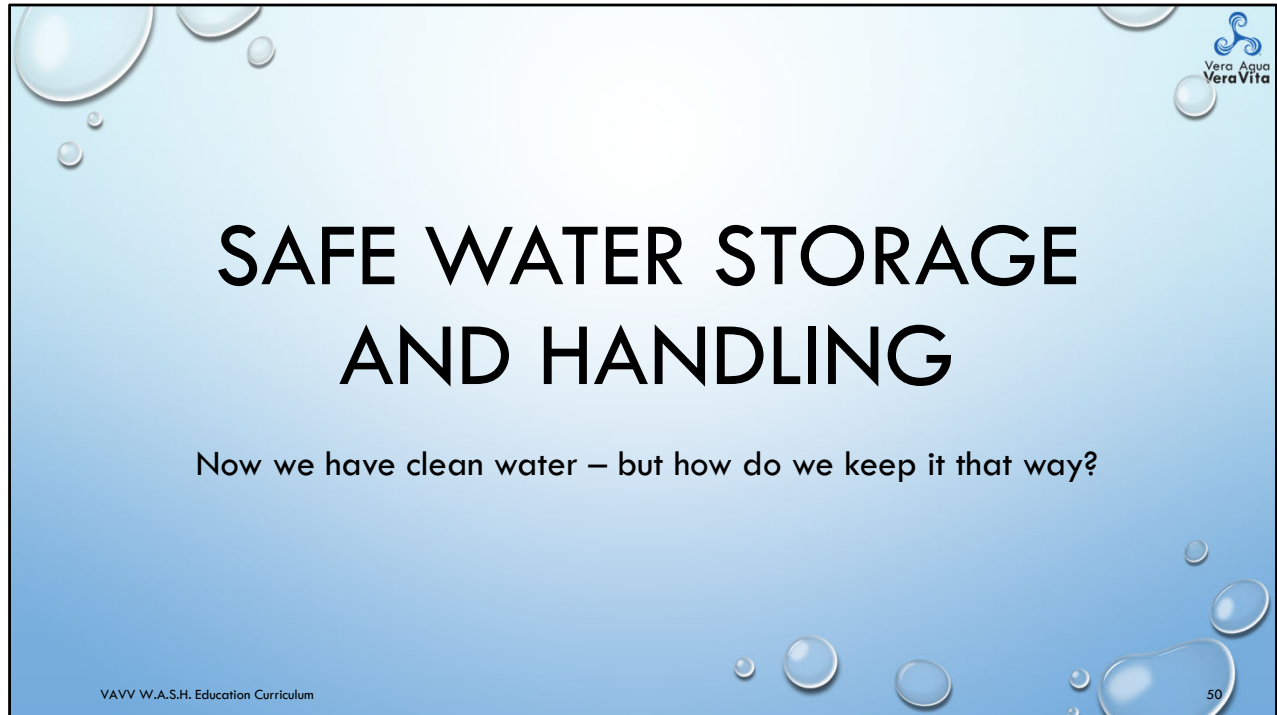
Going down the list 1 through explain how the steps are being accomplished locally

Ask for engagement if the attendees have anything to add



Slide Presentation Style: Lecture

Presentation Order:
Read slide



**SAFE WATER STORAGE
AND HANDLING**

Now we have clean water – but how do we keep it that way?

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Slide Presentation Style: Lecture

Presentation Order:
Read slide

SAFE WATER STORAGE AND HANDLING

RE-CONTAMINATION

What are some ways that water could be re-contaminated?



Graphic 53

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Slide Presentation Style: Interactive

Presentation Order:

Read slide

Open discussion with the audience

SAFE WATER STORAGE AND HANDLING

RECONTAMINATION

Water Can Be Re-contaminated By:

- Dipping a dirty cup or hand into the water
- Drinking directly from the container or faucet
- Children, animals, or insects
- Insufficient cleaning and hygiene



Graphic 54



Graphic 55

Vera Aqua
VeraVita

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Slide Presentation Style: Lecture

Presentation Order:
Read slide

SAFE WATER STORAGE AND HANDLING

SAFE WATER STORAGE CHECKLIST

Using This Checklist As A Guide Will Help Prevent Recontamination

1. Durable & Strong
2. Easy To Clean
3. Tight Sealing Lid
4. Tap For Removing Water



Graphic 56


VAVV W.A.S.H. Education Curriculum

53

Slide Presentation Style: Lecture


Presentation Order:
Read slide

WATER STORAGE AND HANDLING - ACTIVITY



WATER CONTAINER ACTIVITY

- Arrange several water containers from worst to best
 - Find the best water containers at effectively holding clean water
- ✓
 - Be able to pick the most appropriate water container for household needs
 - Be able to describe why some containers are better than others



Graphic 57

VAVV W.A.S.H. Education Curriculum

54

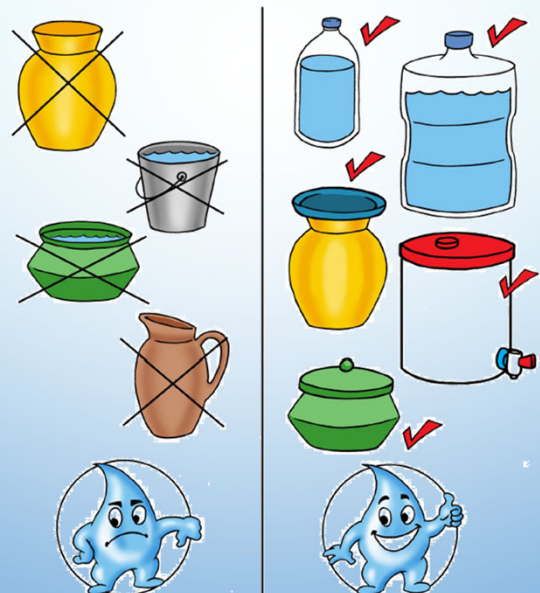
Slide Presentation Style: Interactive

Be mindful to use water containers examples (the good and bad) that are available/ used in the region specific to the workshop in order to have the biggest impact

Presentation Order:
 Read activity overview
 Do activity as per Activity Trainer Manual
 Click and read activity objective

SAFE WATER STORAGE AND HANDLING

BEST STORAGE PRACTICES



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Graphic 58

55

Slide Presentation Style: Lecture

Presentation Order:
Discuss graphic



SANITATION

We do not want waste in our water – making a game plan to keep waste and water separate will help keep our water sources protected.

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56

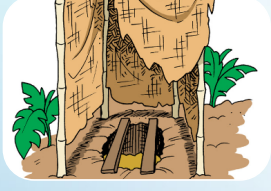
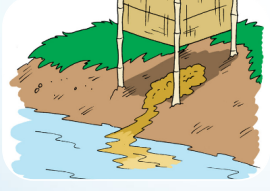
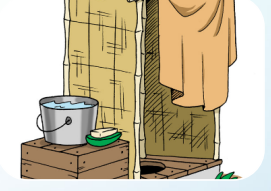

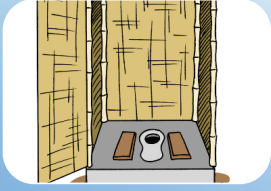
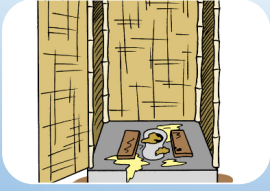
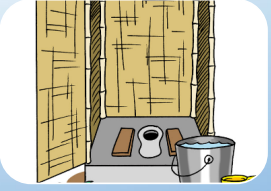
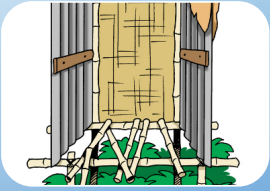
Slide Presentation Style: Lecture

Presentation Order:
Read slide

SANITATION LADDER

SANITATION LADDER



 <p>Pit Latrine With Curtain Walls</p>	 <p>Latrine Without Pit, Water Enters Water Source</p>	 <p>Walled Latrine With Pit In Floor, Handwashing Station</p>	 <p>Walled Latrine With Pit In Floor, Curtain Door</p>
 <p>Walled Latrine With Designated Seat</p>	 <p>Walled Latrine With Dirty Designated Seat</p>	 <p>Walled Latrine With Designated Seat, Handwashing Station</p>	 <p>Walled Latrine With Raised Floor, No Pit</p>

VAVV W.A.S.H. Education Curriculum Graphic 59
57

Slide Presentation Style: Lecture

Presentation Order:


Explain that we'll be going through latrine options through the next two slides, and that in an activity after this we will try to arrange these from best to worst sanitation practices.

Click and read information under graphics as they appear from left to right, top to bottom


Be sure to encourage the attendees to raise hands if they have questions on what appears in the graphics.

SANITATION LADDER


SANITATION LADDER - CONTINUED




**Walled Latrine
With Raised Seat**




**Walled Latrine
With Ventilation
Stack**




**Open Defecation
Near Water
Source**




**Open Defecation
Near Home**




**Open Defecation
In Forest**



Burying Feces



**Open Defecation
Near Path**



**Walled Latrine With
Ventilation Stack, Curtain
Door**


VAVV W.A.S.H. Education Curriculum 58

Slide Presentation Style: Lecture


Presentation Order:
Same as last slide

SANITATION LADDER - ACTIVITY



SANITATION LADDER ACTIVITY




- Arrange the sanitation options from worst to best



- Accurately arrange the sanitation options in order of best management practices
- Be able to describe why the sanitation practices are used in the way that they are



VAVV W.A.S.H. Education Curriculum 59

Slide Presentation Style: Interactive

Presentation Order:


Read activity overview





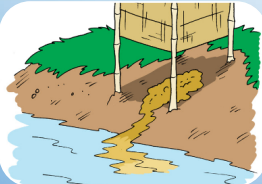
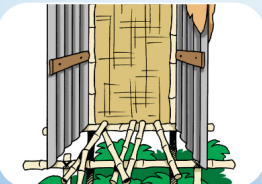

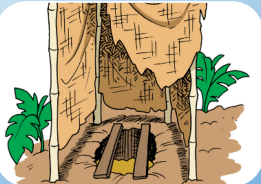
Do activity as per Activity Trainer Manual

Click and read activity objective

SANITATION LADDER

SANITATION LADDER – IDEAL ORDER



 <p>Open Defecation Near Water Source</p>	 <p>Open Defecation Near Home</p>	 <p>Open Defecation Near Path</p>	 <p>Open Defecation In Forest</p>
 <p>Latrine Without Pit, Water Enters Water Source</p>	 <p>Walled Latrine With Raised Floor, No Pit</p>	 <p>Burying Feces</p>	 <p>Pit Latrine With Curtain Walls</p>

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60


Slide Presentation Style: Lecture

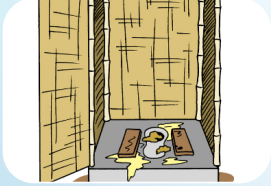
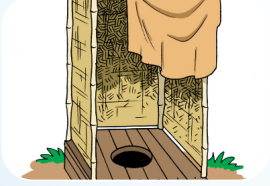



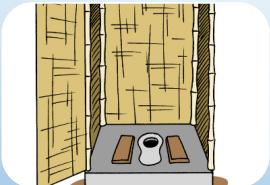
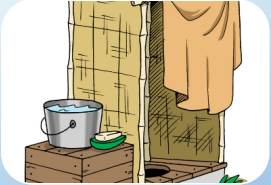
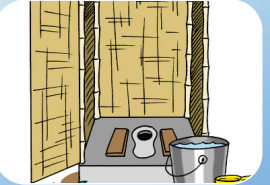
Presentation Order:

Explain as you go through the graphics why this is the ideal order – mentioning the poor practices shown

SANITATION LADDER

SANITATION LADDER - IDEAL ORDER



 <p>Walled Latrine With Dirty Designated Seat</p>	 <p>Walled Latrine With Pit In Floor, Curtain Door</p>	 <p>Walled Latrine With Raised Seat</p>	 <p>Walled Latrine With Ventilation Stack, Curtain Door</p>
 <p>Walled Latrine With Ventilation Stack</p>	 <p>Walled Latrine With Designated Seat</p>	 <p>Walled Latrine With Pit In Floor, Handwashing Station</p>	 <p>Walled Latrine With Designated Seat, Handwashing Station</p>

VAVV W.A.S.H. Education Curriculum 61


Slide Presentation Style: Lecture

Presentation Order:

Keep discussing ideal order

Note that for the last four options are almost equal

SANITATION LADDER



SANITATION LADDER EXPLANATION

Gradual step by step improvements made to latrines can make a huge difference in the health of your community and water

Avoid

- Open Defecation
- Dirty Latrines
- Near Water Source
- Near Path
- Without Pit

Goals

- Keep Clean
- Pit In Ground
- Away From Water Source
- Walls – Curtain
- Handwashing Station
- Bury Feces If Necessary

Improved goals

- Designated Seat
- Walls – Hard
- Ventilation
- Add Lime To Waste Pit
- Raised Seat
- Emptying The Latrine Pit Safely

VAVV W.A.S.H. Education Curriculum

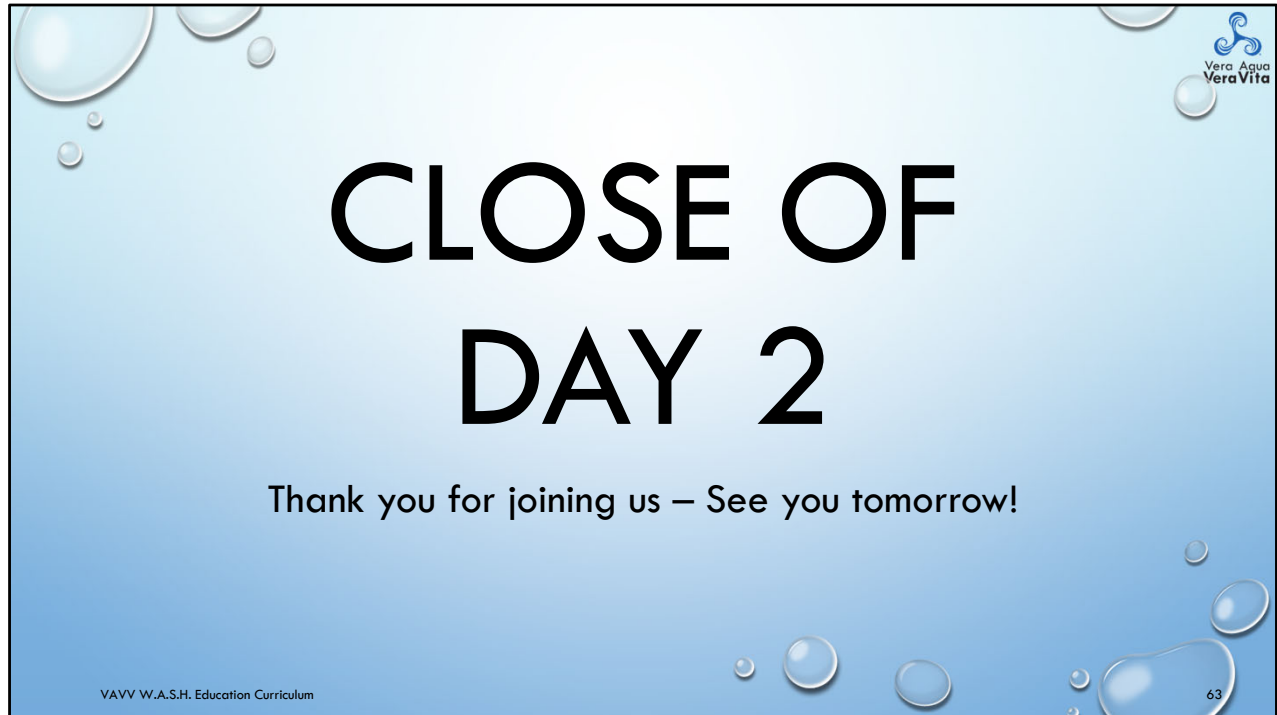
62

Slide Presentation Style: Lecture

Presentation Order:

Read intro

Read through lists in order of left to right



CLOSE OF DAY 2

Thank you for joining us – See you tomorrow!

VAVV W.A.S.H. Education Curriculum

63

Slide Presentation Style: Lecture

Presentation Order:
Read slide

START OF DAY 3

Time	Day 3 (Calls to Action)
40 Min	Hygiene
30 Min	Solid Waste Management
30 Min	T.O.B. Topic Placeholder
10 Min	Part I Closing
5 Min	Break
5 Min	Part II Opening
5 Min	Identifying and Prioritizing W.A.S.H. Issues
15 Min	Basic Principles of a Household Visit
15 Min	Break
15 Min	Making Commitments with Households
30 Min	Role Playing Household Visit
40 Min	Action Planning & Workshop Closing

Part I →

Part II →

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64

Slide Presentation Style: Lecture




Presentation Order:
Read slide

WATER TREATMENT - ACTIVITY

SOLAR DISINFECTION – SODIS ACTIVITY

DAY 2 - RESULTS

- ✍️
 - Use a plastic bottle and the sun to treat filtrated samples of source water
- ☑️
 - Describe the benefits of disinfecting water
 - Visibly see the difference between original and disinfected samples
 - Perform SODIS at home

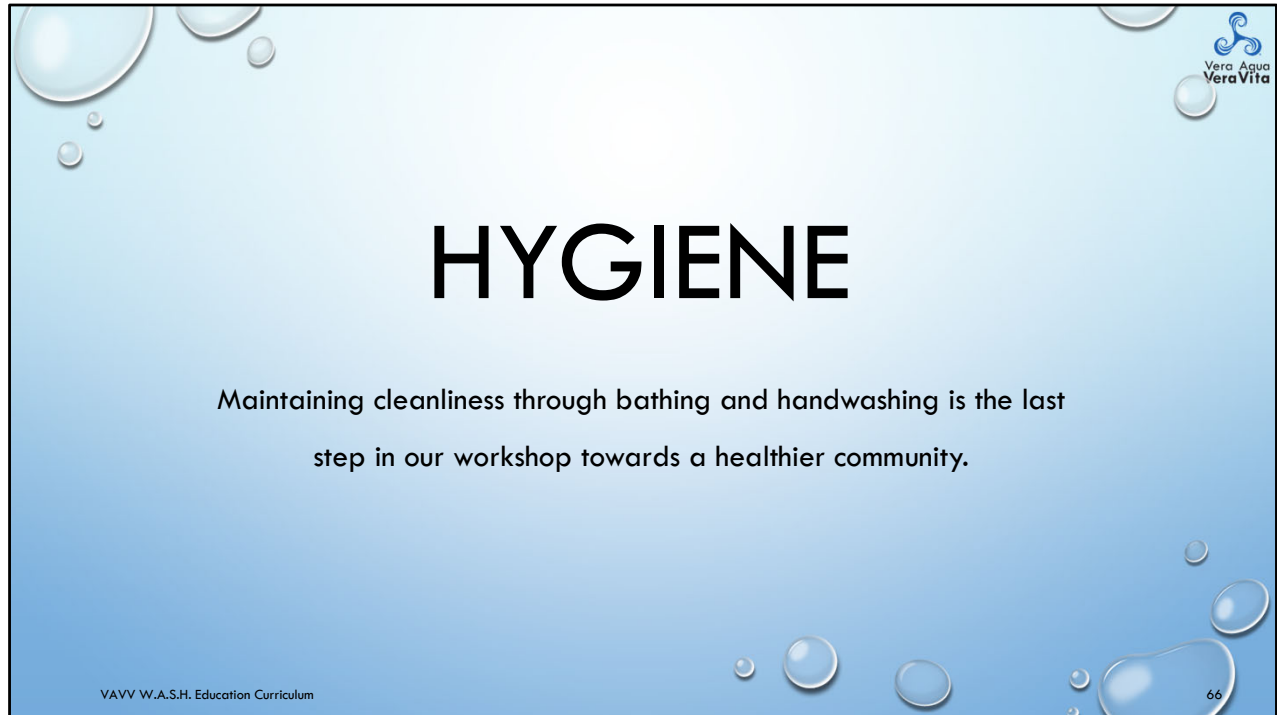




VAVV W.A.S.H. Education Curriculum 65

Slide Presentation Style: Interactive

Activity is multi-day

Presentation Order:
 Follow instructions in Activity Trainer Manual Day 2
 Click and read goal



HYGIENE

Maintaining cleanliness through bathing and handwashing is the last step in our workshop towards a healthier community.


VAVV W.A.S.H. Education Curriculum

66

Slide Presentation Style: Lecture

Presentation Order:
Read slide


THE IMPORTANCE OF HYGIENE



To talk about hygiene we need to first explore germs – or bacteria and viruses.

Dangerous paths germs can travel starting with our hands:

- Onto our food
- Into our water
- Into our body through hand to mouth contact
- Onto others through handshakes and hugs



WAVV W.A.S.H. Education Curriculum

67

Slide Presentation Style: Lecture

Presentation Order:

Read intro

Read, “Germs are everywhere and not all are harmful to humans but limiting interactions with germs is a good idea. Cleaning with soap helps to kills germs and stave off disease”.

Read, “Dirt and germs can cling to our bodies, clothes, scalps, and hands. They can thrive here and cause skin infections or simply use these surfaces as jumping off points to infect our food, water, or ourselves directly through hand to mouth contact”.

THE IMPORTANCE OF HYGIENE

This is where hygiene helps.

Washing our hands, bodies and clothes with soap when dirty kills germs and doesn't allow germs to travel and cause infection.

It is better safe than sorry to wash our hands more often than we may think we need to.



Slide Presentation Style: Lecture

Presentation Order:
Read slide

WHAT AM I TOUCHING?

Take a minute to review everything you have touched in the last hour.

We use our hands constantly to interact with the world.

And what do we know about the world?

It hosts a lot of germs.



Graphic 62

Slide Presentation Style: Interactive

Presentation Order:

Read intro

Pause for people to review in their heads

Click and read

Click and read

HANDHANDWASHING


HANDWASHING

Clean water + hand soap = effective hand washing


Scrub hands for 20 seconds

Wash hands:


- After using the bathroom
- Before preparing/cooking/eating food
- Before feeding a child
- After cleaning a child's bottom



Graphic 63



Graphic 64





Graphic 65

VAVV W.A.S.H. Education Curriculum

70

Slide Presentation Style: Lecture

Presentation Order:
Read slide

HANDHANDWASHING	<h2 style="text-align: center;">HANDWASHING DURING A PANDEMIC</h2>  <p>Additional Handwashing To Stay Safe During A Pandemic:</p> <ul style="list-style-type: none"> • After coughing or sneezing • When entering or leaving the household or any other building • After coming into physical contact with anyone outside your household • After touching surfaces when outside the home (e.g. doorknobs, railing, money, etc.) • After visiting a public space, including public transportation, markets and places of worship • Before, during and after caring for a sick person  <p style="text-align: center;">Graphic 66</p> <p style="font-size: small;">VAVV W.A.S.H. Education Curriculum 71</p>
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Slide Presentation Style: Lecture

Presentation Order:

Read, “Handwashing at these critical occasions should continue to be promoted during the COVID-19 outbreak. However, to interrupt transmission of COVID-19 you should also encourage handwashing at the following additional times:”

Read through list

Read, “There may also be additional times that are relevant in your context. If it is not possible to wash hands immediately after contacting any of the above (e.g. whilst in a public place), care should be taken to avoid touching the face. Hands should be washed immediately after returning home.”

HYGIENE DURING A PANDEMIC

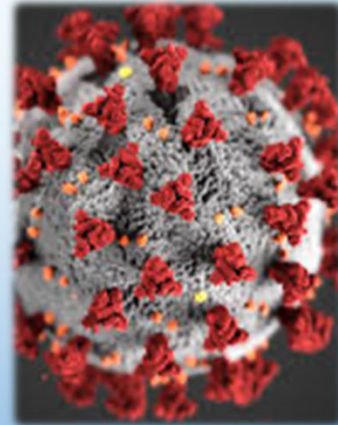


Cleanliness is more important than ever during outbreaks of contagious disease

World Health Organization (WHO)

Guidelines

- Keep at least 6 feet apart from people outside of your household when possible
- Wear a face covering when in public, especially when indoors
- Avoid hand on hand contact such as handshakes
- Stay home if you feel sick




Graphic 67



Slide Presentation Style: Lecture


Presentation Order:
Read slide

HANDWASHING - ACTIVITY

HANDWASHING ACTIVITY



-  • Practice handwashing using product that represents germs
-  • Wash hands in appropriate and effective way
- Recognize the areas of hands that need more attention



Graphic 68

VAVV W.A.S.H. Education Curriculum 73

Slide Presentation Style: Interactive

Presentation Order:

Read activity overview

Read activity objective

Do activity as per Activity Trainer Manual

Click and read goal

Alternative Activity Idea: Use Glitter instead

HANDWASHING - ACTIVITY

SOAP IN PEPPER ACTIVITY

-  • See how soap repels germs
- Be able to describe how soap works to remove germs
- Visually see the effects of soap



Graphic 69



Graphic 70

VAVV W.A.S.H. Education Curriculum

74

Slide Presentation Style: Interactive

Presentation Order:

Read activity overview

Read activity objective

Do activity as per Activity Trainer Manual

Click and read goal



**SOLID WASTE
MANAGEMENT**

Solid waste must be handled differently than other types of waste that we've discussed. It needs to be separated, sorted, and then either disposed of, reused, or recycled.


VAVV W.A.S.H. Education Curriculum 75

Slide Presentation Style: Lecture

Presentation Order:
Read slide

SOLID WASTE MANAGEMENT

REDUCE, REUSE, RECYCLE




REDUCE

REUSE

RECYCLE

Graphic 71



VAVV W.A.S.H. Education Curriculum
76

Slide Presentation Style: Lecture

Presentation Order:

Read, “These are three strategies to be considered before disposing of something when thinking about solid waste disposal. All three strategies are great for three things:

- The environment
- Preventing waste from contaminating our water bodies
- Our wallets!

Reduce: Reducing the amount of waste we produce by reducing excessive consumerism.

Reuse: Reuse something by repairing it instead of buying new and discarding the old. Try to limit the amount of single use items you purchase. Also includes repurposing something into a new function, such as repurposing a plastic water bottle into a SODIS ready bottle by cleaning it and removing the label.

Recycle: Investigate the recycling options available in your community. Some recycling centers will pay for goods that can be recycled!”

SOLID WASTE MANAGEMENT

MANAGING WASTE

Reasons For Managing Waste

- Reduce Breeding Grounds
- Protect Environment And Water Sources
- Reduce Flooding Due To Blockage
- Reduce Pollution



Paper
Glass
Organic
Plastic

Graphic 72

VAVV W.A.S.H. Education Curriculum 77

Slide Presentation Style: Lecture

Presentation Order:

Read slide

Make note and list some of the different materials that fit into the various categories of paper, glass, organics, and plastics.

REDUCING WASTE

- Limit plastic bag usage from shops
- Use reusable food containers and water bottles
- Fix/repair broken items



Graphic 73



Graphic 74




Graphic 75

Slide Presentation Style: Lecture

Presentation Order:
Read slide

SOLID WASTE MANAGEMENT



LOCAL WASTE DISPOSAL OPTIONS

A look at some of the sites and options available to your community for recycling and safe garbage disposal.

Safe garbage disposal: Away from your water sources and living areas

- _____
- _____

Recycling options

- _____
- _____

Local disposal sites that are close to water and living areas and should be avoided if possible

- _____
- _____



Graphic 76

VAVV W.A.S.H. Education Curriculum

79

Slide Presentation Style: Interactive

Fill in specific to the area with underscores

Presentation Order:

Read slide

Engage with the audience while walking through this slide

SOLID WASTE MANAGEMENT - ACTIVITY



WASTE SORTING ACTIVITY

- ✍️ • Practicing waste sorting in the correct locations
- ☑️ • Dispose of waste correctly
- ☑️ • Be able to describe why each waste item gets disposed of in the way that it does



Graphic 77

VAVV W.A.S.H. Education Curriculum

80

Slide Presentation Style: Interactive

Presentation Order:

Read activity overview

Do activity as per Activity Trainer Manual

Click and read activity objective

Discuss the limitation that the community itself may be facing when trying to practice good Solid Waste Management, examples:

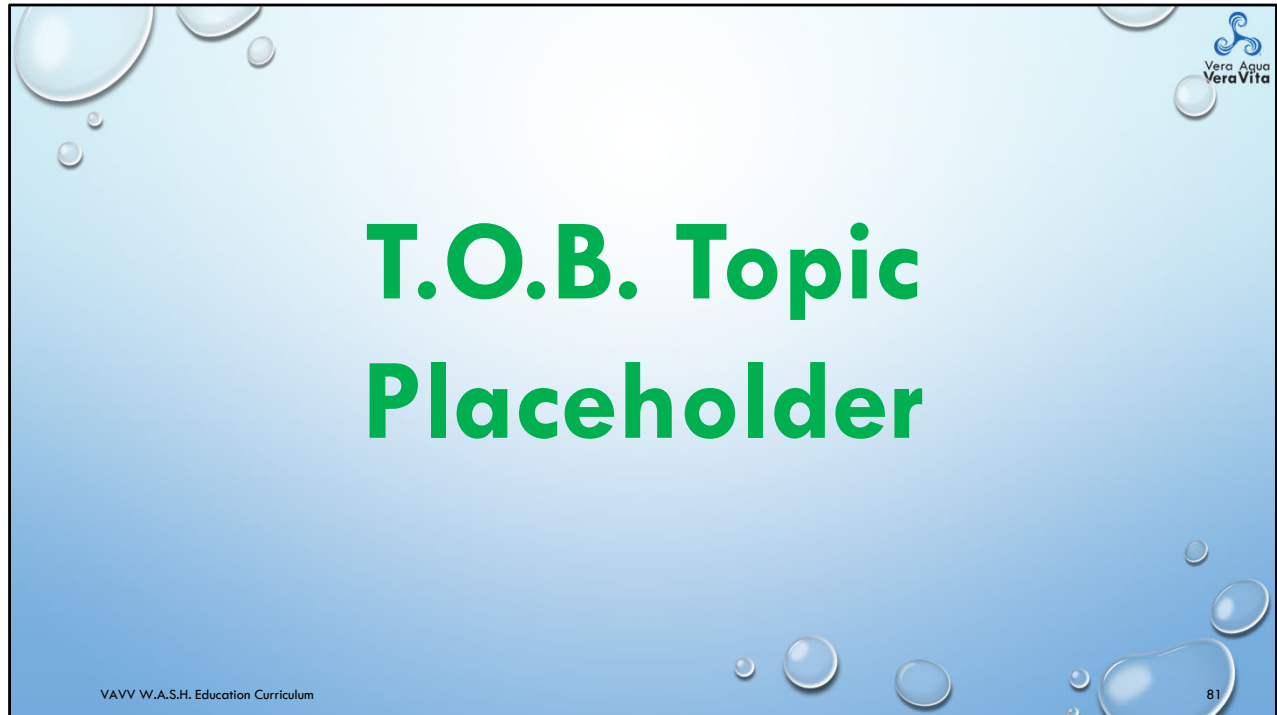
They do not have proper waste bins.

They do not have a properly maintained and managed landfill/dump.

There is no waste collection service.

There is no recycling program in place.

Drive home the importance of striving for improved Solid Waste Management by using the best waste disposal option available at the time, and trying to rally others to do the same and create moment for waste management systems to be put in place.





Slide Presentation Style: Lecture

Presentation Order:

Read slide

Read, “This concludes Part I of the W.A.S.H. Workshop material. Let’s take a few minutes to review the information we’ve learned. I’d also like to invite anyone who feels empowered to be an ambassador in your community for the material we’ve covered to stay for Part II, “Becoming a W.A.S.H Promoter”.



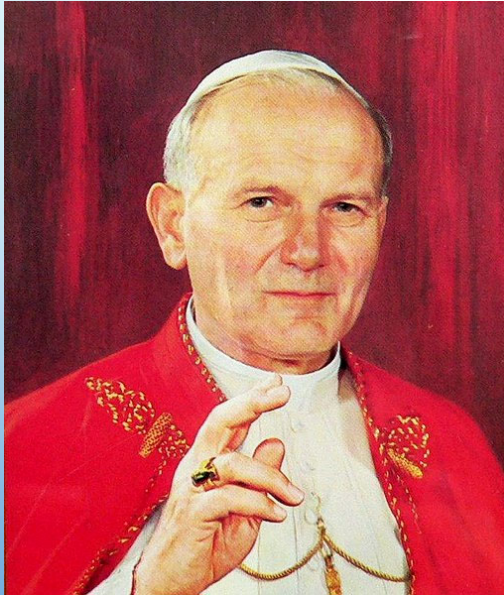

SESSION 3: T.O.B. IS FOR EVERYONE!

In this session, you will learn about practical applications of the Theology of the Body and how we can truly live out this life-giving teaching in our own lives.


Vera Aqua
VeraVita

Welcome to our final session of Theology of the Body. We thank you for sticking with us and are excited to conclude this series with you, so that you can go out and experience the joy of living out what you have learned and share what you have learned with others. Let's get started!

John Paul II's Theology of the Body



VAVV T.O.B. Education Curriculum


- A. The Words of Christ
 - A. Christ appeals to the "Beginning"
 - B. Christ appeals to the Human Heart
 - C. Christ appeals to the Resurrection
- B. The Sacrament

If we are placing ourselves on a map of our TOB curriculum, we are just about here...


Instructional Note: Next to play animation.

We have talked about the sections entitled "Christ's appeal to the 'Beginning,'" Christ's appeal to the Human Heart, and Christ's appeal to the Resurrection. Today we are going to finish up on Christ's appeal to the Resurrection, specifically explaining John Paul's understanding of the decision of some people to forego marriage and also talk about Marriage, what JP 2 discusses in "The Sacrament." Both of these things fall under the central theme of today, which is the concept of vocation.

T.O.B. IS FOR EVERYONE



How can I make a gift of myself?



VAVV T.O.B. Education Curriculum

24

When we talk about Vocation, we are essentially talking about one’s answer to the question, “How can I make a gift of myself?”

The concept of total self gift is something we previously explored, specifically in relation to the story of Adam and Eve, whose original union brought some sense of completion or fulfillment to Adam’s sense of solitude. To repeat the words from Vatican 2 I previously shared with you, “man... cannot fully find himself except through a sincere gift of himself” (Gaudium et Spes Ch 2). Additionally, in JP2’s words, “[man] realizes [his essence] only by existing "with someone"—and even more deeply and completely—by existing "for someone... The communion of persons means existing ...in a relationship of mutual gift. “ (TOB 14:2).

Since I first read these words to you, we have learned that our bodies point to the union with God we were made for, for it is through our bodies that men and women express their unity with one another in the sexual relationship. Sexual union prefigures our marriage to Christ in Heaven and images the very union of the Trinity as well. While we cannot pretend to understand God’s majestic design, our own experiences of community and family life have likely shown us that our most peaceful and joyful moments are not alone, but in relationships. Maybe, celebrating the birth of a child. Or finding inexplicable joy when you have made a sacrifice to

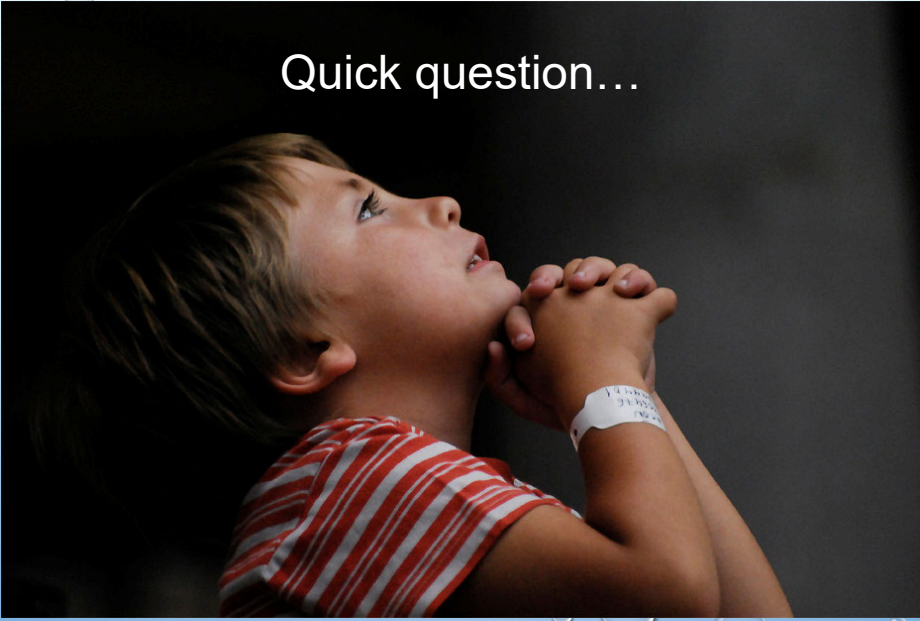
help a friend. Or receiving peace once you've offered a trial to God in prayer. The moments we are most fulfilled do not occur when we are alone.

What John Paul has done is help us to notice God's plans inscribed in our lives, in the structure of our bodies and in the desires and tendencies of our hearts. We were made for Union with God, a union bought for us by Christ, who makes a total gift of himself on the Cross and who says "Come follow me."

To be human is to be someone called to make a gift of self. And to be Christian is to know that this urge is not aimless but directed towards union with our God. How can we live in a way that draws near to this mystery? How can we anticipate the Wedding Feast we have been invited to? These are some of the most human questions we can ask, for our response leads us to our destiny.

T.O.B. IS FOR EVERYONE

Quick question...



Vera Aqua
VeraVita

VAVV T.O.B. Education Curriculum

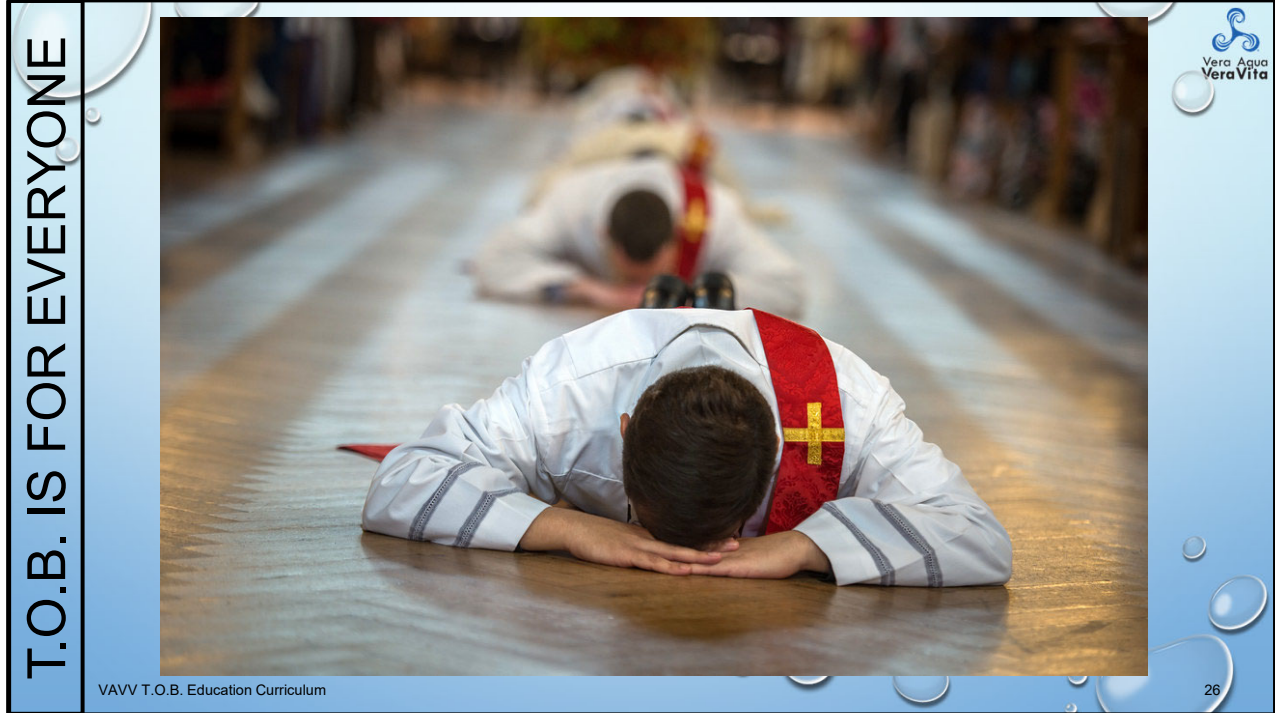
25

Could I have a show of hands of individuals who are married or believe that God's plan for them is to be married? Now, raise your hand if you believe God is calling you to a life of celibacy. Finally, raise your hand if you are not sure what Vocation God is calling you to.

Thank you all for participating.

As you have all probably observed, relatively few individuals are called to a life of celibacy. While you can all likely name 10 people you know who are married, you likely are not acquainted with 10 people who have foregone marriage for the sake of God's Kingdom. Perhaps at some point in our lives, we ourselves considered this lifestyle but were deterred by a sense of fear. And yet, religious priests, brothers, and sisters remain some of the most striking sources of inspiration and assurance in our efforts to live a Christian life.

Why is this?



After everything we have said about human nature and the dignity of marriage, the lives of celibate individuals may confuse us. But when we take a closer look, we can see how celibacy only reinforces the dignity of marriage and the universal call towards union with God.

In his book *Love and Responsibility*, John Paul writes that celibacy, as “the self giving of a human person wedded to God himself, expressly anticipates this eternal union with God and points the way to it.” Individuals who freely choose this lifestyle seek to draw nearer to the Eternal Wedding Feast while still in this earthly life. It is not that marriage is an inferior choice because it is quote on quote “easier” or that sexual intercourse, even within marriage, is a bad thing. Remember, God designed the sexual relationship to image the very union He desires to have with us! Rather, the dignity of a Vocation to Celibacy is that celibate individuals, through the grace of God, in the words of Christopher West, “have an even more intense foretaste of the communion to come with God and with all the saints” (p. 122). And, of course, the Heavenly Marriage is superior to earthly marriage, which was designed to draw us TO the Heavenly Marriage.

This is why the mere image of a religious sister can inspire such Hope in us! When we see an individual who has devoted himself or herself to Christ and His Church in

anticipation of meeting Him Face to Face, we are reminded that Earth is not our home and that every sorrow will pass away. What a gift Vocations to the religious life are for this reason, and also for the efficaciousness of the endless prayers and sacrifices they make for our suffering world. In addition to the sacrifice of their bodies to Christ, celibate individuals make gifts of themselves to God through their spiritual and corporal works of mercy and through living in relationship with Him and with the other individuals in their communities.

Not everyone, however, is called to live a celibate life. St. Paul writes in the First Letter to the Corinthians that “each [person] has a particular gift from God, one of one kind and one of another.” John Paul II writes, furthermore, that the vocations of marriage and celibacy “explain or complete each other” (TOB 78:2). Just as the lives of celibate individuals can remind married individuals of the purpose of their union, the lives of married individuals can provide inspiration to those who are celibate. The mutual sacrifices made by married couples on a day to day basis remind celibate individuals of their own commitment to God Himself, a commitment to faithfulness, and of the “fruitfulness of the spirit” that springs from a celibate individual’s relationship with Christ (p. 123).

Both marriage and celibacy are Vocations of immense dignity. Furthermore, no two individuals are the same. God draws each of us towards our perfection as a Father calls His children, aware of their unique traits and personalities. But ultimately, He is simply calling. He desires for all of us to be at the Wedding Feast and makes a Way for us. When we ask the question, “How can I make a gift of myself?” at whatever point we are in our lives, Christ draws near and shows us what to do next. Of course, it is up to us to sincerely ask this question and to give Christ permission to lead us.



Now, to talk about marriage, the Vocation that so many of us have been called to. I am sure that much of what JP2 discusses on this topic will be familiar to you, for you yourselves have experienced the trials and joys of marriage.

JP2's key Scripture verse for reflecting on marriage is Ephesians 5, which reads as follows:

- 21 Be subordinate to one another out of reverence for Christ.
- 22 Wives should be subordinate to their husbands as to the Lord.
- 23 For the husband is head of his wife just as Christ is head of the church, he himself the savior of the body.
- 24 As the church is subordinate to Christ, so wives should be subordinate to their husbands in everything.
- 25 Husbands, love your wives, even as Christ loved the church and handed himself over for her
- ...
- 31 "For this reason a man shall leave [his] father and [his] mother and be joined to his wife, and the two shall become one flesh."
- 32 This is a great mystery, but I speak in reference to Christ and the church.

33 In any case, each one of you should love his wife as himself, and the wife should respect her husband.

Unfortunately, these words are often misunderstood. Today, it is common for individuals, even Christians, to think that St. Paul is instructing wives to simply accept every demand her husband makes of her, be it reasonable or unreasonable, harmless or harmful. This reading is far from the truth of what Paul is trying to say.

In fact, Paul's instructions to couples to "Be subordinate to one another out of reverence for Christ" represented something very different from what the Ephesians had heard prior to this. In their culture, the dominance of husbands over wives, in a way that constricted a woman's freedom, was the norm. Hence, Paul's instructions that both spouses be subordinate to one another actually represents a radical shift from the norm. Furthermore, the character of this mutual submission is the "reciprocal gift of self" (TOB 89:4) that we have been talking about. That gift of self in which man finds his fulfillment.

Notice, also, the standard of what this gift of self should look like: "Husbands, love your wives, even as Christ loved the church." For a woman to be subordinate to her husband is to receive the love of her husband, which must conform to Christ's selfless love poured out on the Cross. Indeed, John Paul goes on to write that "marriage corresponds to the vocation of Christians only when it mirrors the love that Christ, the Bridegroom, gives to the Church, his bride, and which the Church... seeks to give back to Christ" (TOB 90:2). And when spouses can love each other as Christ loves the Church, marital love becomes "redeeming, saving love, the love with which man has been loved by God from eternity in Christ" (TOB 90:2).

What a blessing marriage is to those who embrace it and to those who understand it as a sign of God's love. JP2 beautifully writes that marriage "embraces the universe" (TOB 102:8). Does the way we live our marriages embrace the universe?

We are fortunate to be the beneficiaries of not only Christ's goodness but also the writings of Saints like JP2 and Pope Paul VI, who characterized four key characteristics of the type of self-gift mutually given in marriage. Specifically, a spouse's love is given freely, fully, faithfully, and fruitfully. It is given by one's own free choice, by an individual who has cultivated the virtue of self-control. It is given without self-interest, even when it hurts, and with one's whole heart. It does not cease to be given in this earthly life. And it is open to the blessing of children, who exist as living signs of the couple's love for one another. All of these attributes are lived out through the marital embrace.

What a blessing it is to be called to this Vocation.



Finally, we want to address those of you who feel you have not heard a call to the married life or to a life of chastity, even after much prayer and discernment. You are not alone, and you are seen and loved by God, who has set a path to the Heavenly Banquet before you. He would not call you to something you could not attain.


The Second Vatican Council emphasized something that was contained throughout the Church's Tradition. Speaking of the Universal Call to Holiness, *Lumen Gentium* said the following:

“it is evident to everyone, that all the faithful of Christ of whatever rank or status, are called to the fullness of the Christian life and to the perfection of charity; by this holiness as such a more human manner of living is promoted in this earthly society. In order that the faithful may reach this perfection, they must use their strength accordingly as they have received it, as a gift from Christ. They must follow in His footsteps and conform themselves to His image seeking the will of the Father in all things. They must devote themselves with all their being to the glory of God and the service of their neighbor. In this way, the holiness of the People of God will grow into an abundant harvest of good, as is admirably shown by the life of so many saints in Church history.”

(Lumen Gentium 40)

In whatever station of life we are in, married, single, or celibate, let us draw near to Christ's love and offer up our love to Him in our daily lives, in our families, among friends, and in our employment. Let us rest in His love and listen for the gentle voice with which He tells us our next step, big or small.

T.O.B. IS FOR EVERYONE



VAVV T.O.B. Education Curriculum



29

We are nearing the end of what has been merely a taste of the Theology of the Body! Nonetheless, as this may be brand new information for you, we are aware that it was still quite a lot of information. So, I encourage you to consider more deeply taking up a study of this wonderful teaching and the incredible impact it can have on enriching your life!

As you are all aware, Vera Aqua Vera Vita's mission is to bring clean water to communities, by building water treatment facilities and by educating the communities we serve about good hygiene and sanitation. We know that access to clean water empowers people to thrive. It allows adults to spend more time supporting their families. It gives children more time to go to school. It dramatically improves health by reducing infectious disease in communities. And it allows you to experience the refreshment of a fresh, clear glass of water.

Instructional Note: Press next for animation.

The final words from Scripture that we would like to share with you are the words of Jesus to the Woman at the Well in John's Gospel which are an abundant inspiration to our mission here at Vera Aqua Vera Vita. This woman is a Samaritan woman, and this makes it all the more surprising that Jesus, a Jewish man, would talk to her.

Jesus asks her for a drink of water and when she questions him, He says the following:

10 "If you knew the gift of God and who is saying to you, 'Give me a drink,' you would have asked him and he would have given you living water."

11 [The woman] said to him, "Sir, you do not even have a bucket and the well is deep; where then can you get this living water?"

12 Are you greater than our father Jacob, who gave us this well and drank from it himself with his children and his flocks?"

13 Jesus answered and said to her, "Everyone who drinks this water will be thirsty again;

14 but whoever drinks the water I shall give will never thirst; the water I shall give will become in him a spring of water welling up to eternal life."

15 The woman said to him, "Sir, give me this water, so that I may not be thirsty or have to keep coming here to draw water."

Haven't we all thirsted for this living water? For refreshment and hope and rest amid the challenges of our lives? Life with Christ is not easy, but with Living Water, the journey is sweet.

We at VAVV have experienced and continue to experience the power of God in our lives. And we have seen how helpful Theology of the Body can be in giving a framework for even the most mundane tasks in our lives. In every moment, we are called to make of ourselves a gift. We invite you to make yourselves gifts to your families and neighbors by caring for our ecosystem and practicing good hygiene and sanitation. We invite you to care for your bodies, keeping in mind the dignity of our bodies, which reveal God's love for us, right now and for eternity. Theology of the Body shows us the dignity of the whole person, body and soul, and gives us a glimpse of the mysterious depths of God's grace. Vocation towards the other is dependent upon our relationship with God and our vocational calls are properly fulfilled when we remember the Theology of the Body.

Now, we invite you all to share, if you feel comfortable, any final thoughts and questions, and any major takeaways. We invite you to reflect, at home, on how God is calling you to give of yourself to your family, friends, community, and God.

Instructional Note: Pause and allow several people to share if they want.

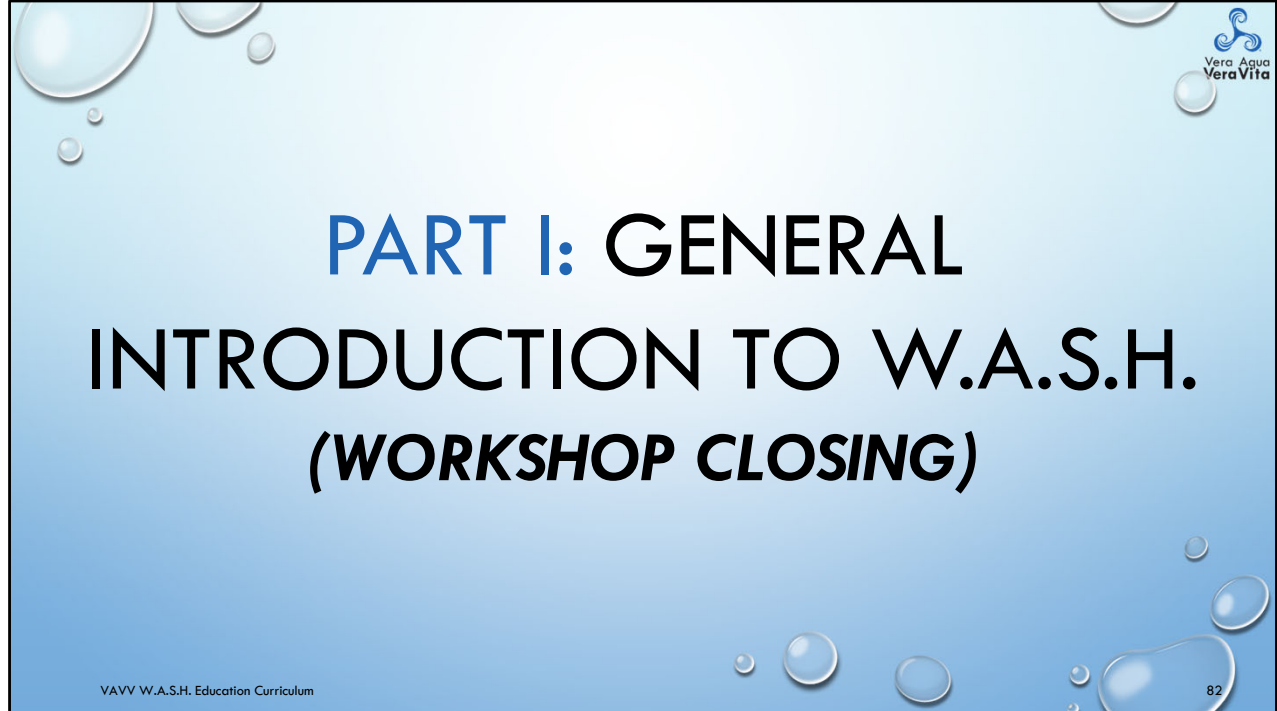
Before we officially conclude our presentation, let us pray together the prayer of St. Francis of Assisi.

Lord, make me a channel of thy peace,
that where there is hatred, I may bring love;
that where there is wrong,

I may bring the spirit of forgiveness;
that where there is discord, I may bring harmony;
that where there is error, I may bring truth;
that where there is doubt, I may bring faith;
that where there is despair, I may bring hope;
that where there are shadows, I may bring light;
that where there is sadness, I may bring joy.
Lord, grant that I may seek rather to
comfort than to be comforted;
to understand, than to be understood;
to love, than to be loved.
For it is by self-forgetting that one finds.
It is by forgiving that one is forgiven.
It is by dying that one awakens to Eternal Life.
Amen.

And for the intercession of Blessed Pier Giorgio Frassati... We say, "Pray for us!"

THANK YOU!!!
AD MAJÓREM DEI GLÓRIAM!!



**PART I: GENERAL
INTRODUCTION TO W.A.S.H.
(WORKSHOP CLOSING)**

VAVV W.A.S.H. Education Curriculum

82

Slide Presentation Style: Lecture

Presentation Order:

Read slide

Read, “This concludes Part I of the W.A.S.H. Workshop material. Let’s take a few minutes to review the information we’ve learned. I’d also like to invite anyone who feels empowered to be an ambassador in your community for the material we’ve covered to stay for Part II, “Becoming a W.A.S.H Promoter”.

WORKSHOP CLOSING	TOPICS COVERED	
	<ul style="list-style-type: none">• What Is W.A.S.H.?• Why W.A.S.H. Matters• The Benefits Of W.A.S.H.• How Water Gets Contaminated• Factors That Influence Behavior• The Role Of A Community W.A.S.H. Promoter	<ul style="list-style-type: none">• The Multi-barrier Approach• Water Treatment• Safe Water Storage And Handling• Sanitation Ladder• Hygiene• Solid Waste Management

VAVV W.A.S.H. Education Curriculum 83

Slide Presentation Style: Lecture


Presentation Order:

Click and read bullets as they appear, lightly reviewing topic.

WORKSHOP OUTCOMES

GOALS & OUTCOMES

- Perform handwashing and hygiene techniques regularly and effectively
- Use toilets/latrines when possible and defecate away from water source if toilets/latrines are not available
- Store water in clean and closed containers to prevent recontamination
- Dispose of solid waste in appropriate location (i.e. designated landfill, dump)
- Be champions in the community & beyond



VAVV W.A.S.H. Education Curriculum
84

Slide Presentation Style: Lecture

Presentation Order:
Click and read each outcome

QUESTIONS



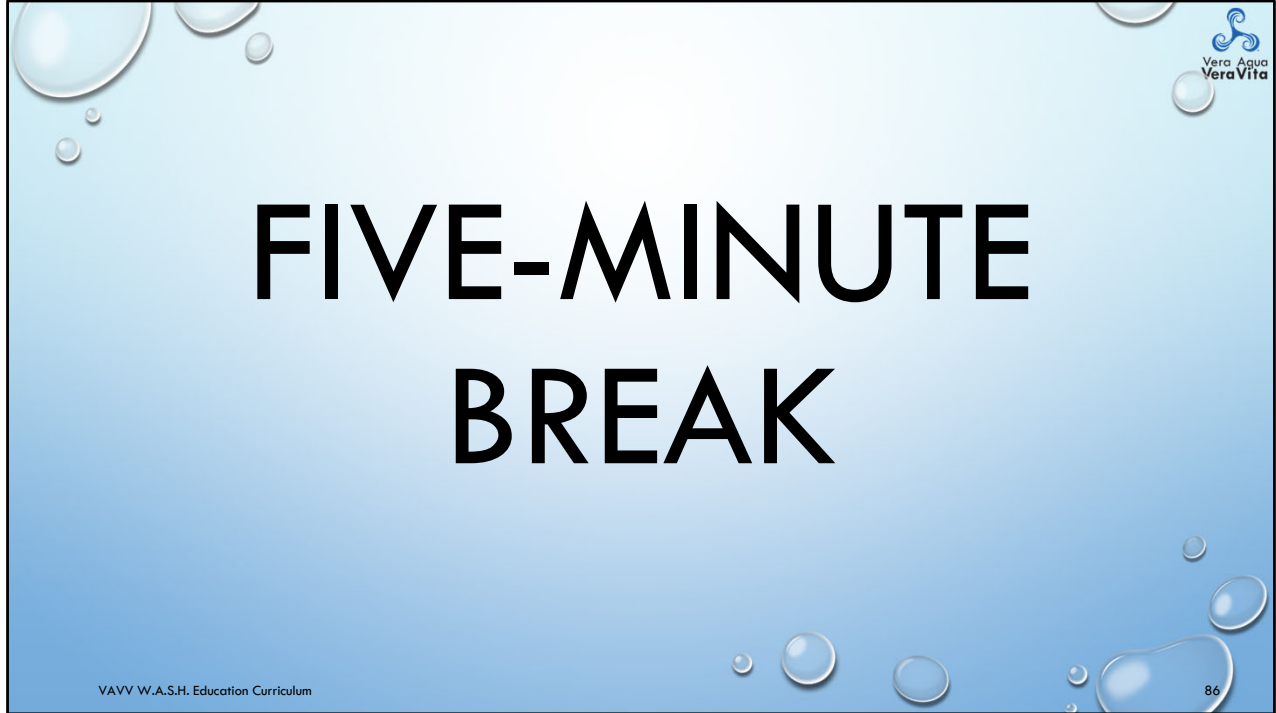
Graphic 78



Graphic 79

Slide Presentation Style: Interactive

Presentation Order:
Open for questions



Slide Presentation Style: Lecture

Presentation Order:
Read slide



**PART II: BECOMING A
W.A.S.H. PROMOTER**

Clean water, sanitation, and hygiene have the power to make a positive impact on your community's health

Spread the word. Empower your community.



Vera Aqua
VeraVita

Slide Presentation Style: Lecture

Presentation Order:
Read slide

IDENTIFYING AND PRIORITIZING W.A.S.H. ISSUES



Preventative Measures To Stay Healthy:

- Handwashing regularly
- Keeping wastewater separate from drinking water
- Safe water storage/containment
- At home water treatment
- Bathing when possible



Graphic 80



Graphic 81

Slide Presentation Style: Lecture


Presentation Order:

Read Intro to bullet list


Click and read for each of the five bullets

BASIC PRINCIPLES OF A HOUSEHOLD VISIT

BASIC PRINCIPLES OF A HOUSEHOLD VISIT



Graphic 82



Greet

Understand

Influence

Commit

Goodbye

VAVV W.A.S.H. Education Curriculum
89

Slide Presentation Style: Interactive

Presentation Order:

To approach each of the five principles: Follow the order of Click – Read revealed word and read the description from numbered list below – Open for discussion – Then repeat

Greeting: 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

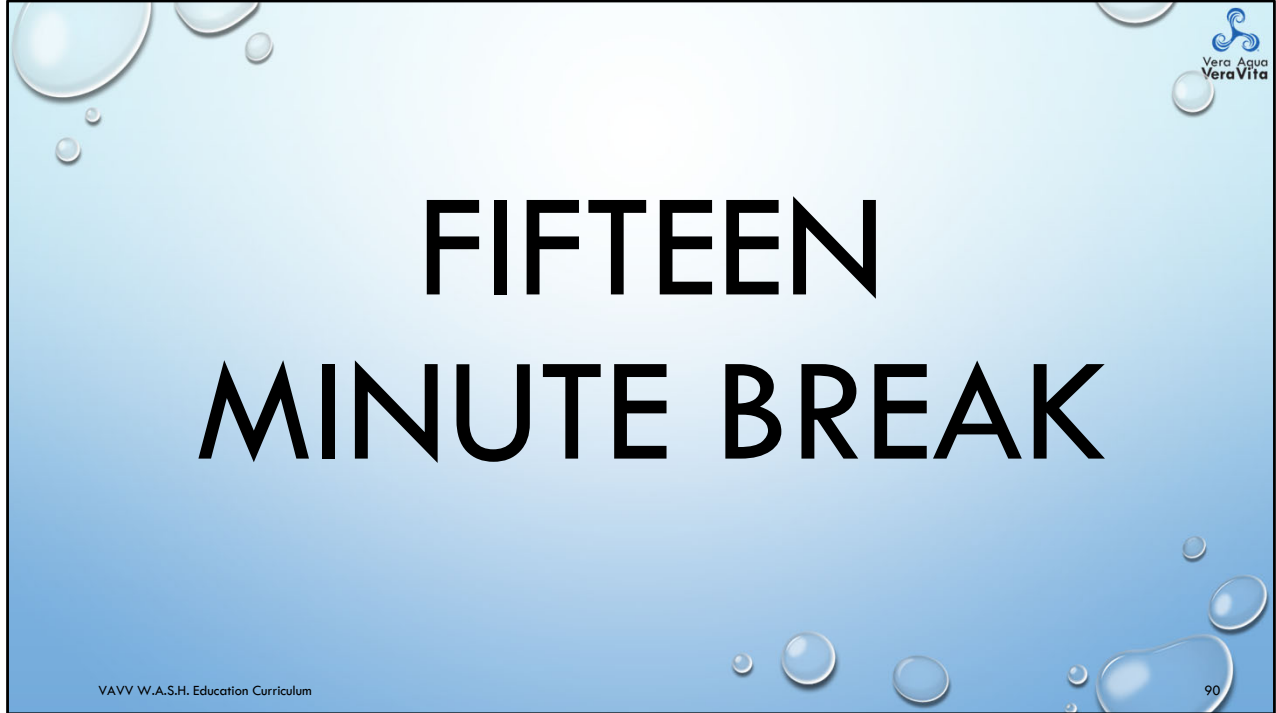
Understand: The key in this step is to ask questions, observe, and listen before trying to influence their behavior. Learn and understand their situation.

Influence: Before you try to influence households to adopt effective W.A.S.H. practices, review what the W.A.S.H. issues are and why those issues exist. These are things we learned here in this workshop! Share the knowledge that you have gained with others. Influencing here means sharing knowledge. Speak your own personal testimony on your journey with W.A.S.H. best practices.

Commitment: Creating or writing down a plan will keep the household member accountable and help to create lasting change. Something realistic yet impactful.

Goodbye: It is important to end your visit on a respectful, friendly, and polite note as to leave them empowered with knowledge and feeling like part of team.

Questions?



Slide Presentation Style: Lecture

Presentation Order:
Read slide



MAKING COMMITMENTS WITH HOUSEHOLDS

MAKING COMMITMENTS WITH HOUSEHOLDS

To have the best chance at long term behavior change, there are some key things to keep in mind.

The Main Goal Is Group Awareness Of The Issues and Mindful Habit Change:

- Importance of making commitments
- Honoring commitments
- Be positive!
- Together we can be the change we want to see



Vera Agua
Vera Vita

VAVV W.A.S.H. Education Curriculum

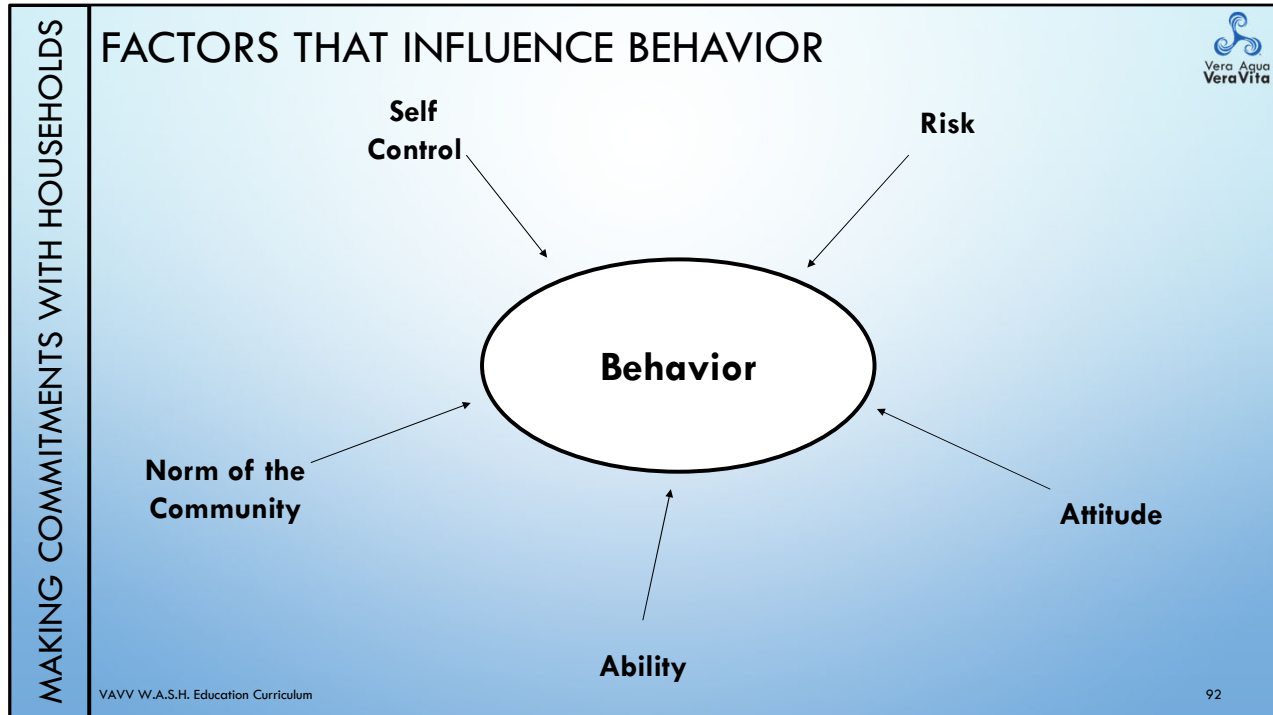
91

Slide Presentation Style: Lecture

Presentation Order:

Reference back to the Factors that Influence Behavior Section and read, “It is common for people to adopt certain behaviors for the short term and return to their usual habits a few months later.”

Read slide



Slide Presentation Style: Lecture

Presentation Order:

We discussed this in part I, but here we will use it in relation to making commitments on behavior change.

Presenter to elaborate and open discussion on the following:

Risk: A person's understanding and awareness of the risk (how likely it is to be affected, and how severe is the impact). This can be useful as you describe the risk of not adopting W.A.S.H. best management practices.

Attitude: A person's beliefs about the costs (money, time, and effort) and the benefits (savings, health, other advantages). Attitude also includes the emotions that come about when doing or thinking about the behavior. This can be positively influenced through empathy and instilling a belief that better practices are possible and beneficial.

Norm of the community: What the community does and thinks about the behavior.


Ability: A person's confidence and ability to adopt a behavior. You'll learn more about this aspect of the household's relationship with water during the Understand portion of the household visit. Utilize this information and discuss the aspects of change



that are within the realistic limits for their individual situation.


Self-control: How the person can stay committed to the behavior for the longer term.
Talk about your personal experience with W.A.S.H. practices and how real beneficial change takes time.

HOUSEHOLD VISIT - ACTIVITY

ROLE PLAYING HOUSEHOLD VISIT ACTIVITY



- 
 - Practice the way household visits should be conducted
- 
 - Properly perform a household visit
 - Politely inform residents of W.A.S.H. Issues



Graphic 83


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Slide Presentation Style: Interactive

If desired, change this house graphic to a picture of a house specific to the region being workshopped

- Presentation Order:
- Read activity overview
 - Do activity as per Activity Trainer Manual
 - Click and read goal
 - Open for questions and discussion


ACTION PLANNING




ACTION PLANNING

Build Formal Plan

1. Break up into groups of 10 or less and select a temporary team leader.
2. Identify & Assign people on your team to visit 10 households.
3. Write-down your plan/schedule to visit these houses.
4. Gather back as a large group and have your temporary team leader share with the large group your Plan.
5. Combine all the small group developed plans into one cohesive, comprehensive plan.
6. Formally select One Team Leader from the Small Group Team Leaders to lead the entire team of W.A.S.H. Community Promoters.
7. Build a Whatsapp Group Chat for all of the team members that are able for ongoing effective communication.
8. Schedule Regular Meetings for the Team (recommended once every 3 months).



Graphic 84



Graphic 85

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Slide Presentation Style: Lecture

Presentation Order:

Read intro

Writing Down a Formal Plan is an informal activity. Divide the large group break up into small groups (no more than 10 people per group and work on the bullets above. This written plan will be shared with the entire team via Whatsapp Group Message (or similar means of communication).

This is meant to form a cohesive plan with accountability from the entire team.

Click and read bullets as they appear

Tell the group that which households to visit can be assigned either based off vicinity (neighbors) or off relationship (receiving a household visit from family or friends can make the information more impactful).


The Team Leader is intended to be the main driver of ensuring the plan is implemented and checking in with the team for the status of the efforts to evaluate what is working and what is not.

Encourage the participants share one or two things they will commit to doing after the workshop, and then they all discuss how they will support one another to achieve their goals and perhaps make commitments to check in with one another.

PROMOTER WORKSHOP CLOSING

W.A.S.H. PROMOTER TOPICS COVERED

- Identifying And Prioritizing W.A.S.H. Issues
- Basic Principles Of A Household Visit
- Making Commitments With Households
- Action Planning



Graphic 86

VAVV W.A.S.H. Education Curriculum

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Slide Presentation Style: Lecture


Presentation Order:

Click and read bullets as they appear, lightly reviewing topic.

OVERALL DESIRED OUTCOMES

GOALS & OUTCOMES

- Learn what it means to be a W.A.S.H promotor
- Begin to develop a game plan to implement W.A.S.H. best management practices outside of this workshop
- Practice successful household visits
- Understand that change takes time and commitment
- Empower others



The illustration features a central cluster of five hands reaching towards each other. Surrounding this are icons for a bar of soap with bubbles, a toilet, a water bottle, a trash can, and a human head with a brain inside. The Vera Aqua VeraVita logo is in the top right corner of the slide.

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Slide Presentation Style: Lecture

Presentation Order:
Click and read outcomes

QUESTIONS



Slide Presentation Style: Interactive

Presentation Order:
Open for questions

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ACTIVITY TRAINER MANUAL

Activity: Three Glasses of Water

Day 1 | Section: “Benefits of W.A.S.H.”

Estimated Time: 10 Minutes

Activity Description

In this activity, participants will observe three glasses of water visually with different substances dissolved or suspended in them, and decide which, if any, of the glasses of water they would feel comfortable drinking. After discussion on the appearance of the water cups, the glasses will be passed around the room for the participants to smell – revealing a smelly substance in the clear glass.

Activity Outcomes

After completing the activity, participants will be able to:

1. Recognize unsafe drinking water
2. Recognize that even clear water may be contaminated with things invisible to the human eye

Materials Needed

- Three glasses of water
 - Tea (discolored)
 - Dirt in water (sediment)
 - Vinegar (invisible)

Instructions

1. Begin by setting the three glasses of water in a spot visible to the entire room
2. Ask the group to point to the water glass they would drink from
 - a. Why this one?
 - b. What do you see in the others?
3. After discussion, pass the three glasses around the room asking the group to smell the three glasses, holding comments until everyone has had a chance to smell the glasses
4. Ask the participants which glass of water, if any, they would drink now. The participants should smell the vinegar water and change their answer to none. Use this change of heart to drive the point home that just because water is free from visible contaminants, it should be treated through the methods that will be described later in the workshop to be sure all harmful agents are removed.

Activity: Benefits of WASH Scenarios

Day 1 | Section: “Benefits of W.A.S.H.”

Estimated Time: 15 Minutes

Activity Description

In this activity, participants will read through scenarios that show people adopting WASH practices and how they have benefitted from those practices.

Activity Outcomes

After completing the activity, participants will be able to:

3. Describe how WASH practices can be beneficial
4. Recognize several different WASH practices

Materials Needed

- 5 Scenario Cards from the 5-Scenarios.pdf document

Instructions

5. Begin by breaking up the participants into 5 groups
6. Have each group go to a different station around the room where a scenario card has been placed
7. Give them 5 minutes at the station to read the scenario and discuss the WASH practice depicted in the scenario
 - a. Which practices stand out to you the most and why?
 - b. How are they beneficial?
8. Rotate the groups after the 5 minutes are up and repeat until groups have visited all stations

Activity: Multi-Barrier Approach

Day 2 | Section: “The Multi-Barrier Approach”

Estimated Time: 10 Minutes

Activity Description

In this activity, we will need at least five participants to volunteer to demonstrate how the multi-barrier approach is a successful tactic to prevent contaminants from reaching us through our water. One volunteer will be a “Community Member” and one volunteer will be a “Pathogen”. The pathogen will attempt to reach the community member in trials. In each consecutive attempt a “barrier” volunteer will be added, making it more and more difficult for the contaminant to reach the “Community Member”.

Activity Outcomes

After completing this activity, participants will be able to:

1. Describe the multi-barrier approach as it pertains to safe drinking water
2. Show how multiple barriers successfully prevent a contaminant from reaching us

Materials Needed

- Volunteers

Instructions

1. Begin by asking for 5 or 6 volunteers to come to the front of the room.
2. Ask for one volunteer to be the “Pathogen” and another a “Community Member”. Explain to the Pathogen that it is their goal to reach the Community Member and to tap them on the shoulder (successfully “infecting” them). Ask the Community Member to keep their arms by their sides and to stand still. Their only protection against the pathogen when drinking water is the “Barriers”. Explain to the rest of the volunteers that they will signify “Barriers” such as sedimentation or disinfection (e.g. boiling) and that their goal is to prevent the Pathogen from reaching the Community Member.
3. Start the first round with just the Pathogen and the Community Member. It will be easy for the Community Member to be infected.
Add a Barrier volunteer between them each round to show how effective the multi-barrier approach is at keeping pathogens from reaching us in our water.
4. Thank the volunteers and send them back to their seats. Discuss the multi-barrier approach and open with two main questions:
 - a. What happened when there was just one barrier?
 - b. What happened when you added more?

Explain how the lessons learned here are the logic behind the techniques that we will show you in the next few sections of the workshop.

Activity: Settling Source Water

Day 2 | Section: “The Multi-Barrier Approach”

Estimated Time: 10 Minutes Total

Activity Description

In this activity, participants will observe a sample of water from their water source. They will study it as it comes straight out of the source and again after the sediment has settled to the bottom.

Activity Outcomes

After completing the activity, participants will be able to:

1. Observe how much sediment is in their water source
2. Describe why drinking turbid water is harmful

Materials Needed

- Sample of Source Water
- Clear Container

Instructions

1. **On Day 1 of the workshop**, show the participants the sample of source water before setting it on a flat surface.
2. **On Day 2 of the workshop**, deliver the lesson that relates to the activity before showing the bottle to the participants.
3. Once the lesson has finished, show the source sample, and have the participants observe the layers that should have appeared.
4. Discuss why this has happened and how it relates to water quality.

Activity: Filtration Experiment

Day 2 | Section: “The Multi-Barrier Approach”

Estimated Time: 10 Minutes

Activity Description

In this activity, participants will watch a demonstration on how to use a clean white shirt or a clean white rag to filter some of their source water. The demonstration will occur using the sample of water that has already been settled out.

Activity Outcomes

After completing the activity, participants will be able to:

1. Describe how filtration works as a method to treat water
2. Perform filtration for their own household needs

Materials Needed

- Sample of Source Water
- Two Clear Containers
- Clean white shirt or clean white rag
- Rubber band

Instructions

1. Begin by taking the clean white cloth and placing it on top of a clear, empty container
2. Strap the clean white cloth to the container with a rubber band
3. Pour the water from the sample that has settled into the clean white cloth filter slowly so that the water does not overflow
4. Continue to pour small amounts of water onto the clean white cloth filter until the water has been moved from the original container into the new one
5. Remove the soiled white cloth filter from the container and allow the participants to view the filtered water and the amount of sediment that has been removed
6. If time allows, have each participant repeat the experiment on their own

Activity: SODIS (Solar Disinfection)

Day 2 | Section: “Water Treatment”

Estimated Time: 10 Minutes Total

Activity Description

In this activity, participants will be able to practice a disinfection technique using solar UV rays. Each participant will be given a plastic bottle that contains a sample of their source water. The instructor will test the original sample of water using a test kit. Each participant will take their sample home and leave it in the sun for at least 12 hours. They will bring the bottles back the next day, and the instructor will test a few of the samples for comparison.

Activity Outcomes

After completing the activity, participants will be able to:

1. Describe the benefits of disinfecting water
2. Visibly see the difference between the original and disinfected samples
3. Perform SODIS at home

Materials Needed

- Plastic Bottles
 - Ridge-less/Smooth
 - Label Removed
 - Not Discolored
- Sample of Source Water
- Water Testing Kits

Instructions

DAY 1

1. Begin by preparing several bottles with the source water
2. Test the sample of water using one of the testing kits
3. Show the participants the results
4. Give each participant a bottle of source water
5. Inform them that they will be taking a bottle home to leave in the sun for at least 6 hours for the purpose of disinfecting the water
6. Remind them not to open the bottles and to bring them back the next day

DAY 2

1. Using the testing kits, test all or a few of the bottles from the participants
2. Compare the results with the results from the untreated water, and have the participants look at each of them
3. Discuss the results with the participants and how the sun was able to kill the microorganisms
4. Reflect on the benefits of using this technique at home.

Activity: Picking Appropriate Water Container

Day 2 | Section: “Water Storage and Handling”

Estimated Time: 10 Minutes

Activity Description

In this activity, participants will arrange several water containers from least likely to contain clean water effectively to most likely to contain clean water effectively. The ranking will show which options are better than others even if the best containers are not available.

Activity Outcomes

After completing this activity, participants will be able to:

1. Pick the most appropriate water container for their household needs
2. Describe why some containers are better than others

Materials Needed

- Local Containers
 - Dirty Container
 - Container with Lid
 - Etc.
- Sets of Paper with Letters

Instructions

1. Label each container with a letter in a random order
2. Place the containers on a table at the front of the room so that everyone can see them
3. Give each participant a set of cards with the same letters that are on the table
4. Have them rank the cards in the order that they think the containers should go, from worst to best
5. Once completed, place the containers in the front of the room in the correct order
6. Let the participants check their answers before discussing the ranking
7. Explain that if there is no access to the top few containers, the ones in the middle would be better than the ones that came in last

Activity: Sanitation Ladder

Day 2 | Section: “Sanitation Ladder”

Estimated Time: 20 Minutes

Activity Description

In this activity, participants will arrange sanitation options in the order that they believe is the worst to the best option. The participants will be divided into groups so that they are able to help each other and discuss along the way.

Activity Outcomes

After completing this activity, participants will be able to:

1. Accurately arrange the sanitation options in order of best management practices
2. Describe why the sanitation practices are used in the way that they are

Materials Needed

- Cards with Sanitation Practices

Instructions

1. Begin by splitting the participants into 5 groups
2. Give each group a set of cards with sanitation practices on them
3. Have them rank the cards from least effective sanitation practice to the most effective
4. Make sure they discuss with each other when there is a disagreement on card placement so that they can decide where it should go
5. After about 10 minutes, have the participants walk around the room to see how the other groups placed their cards
6. Have them return to their original spots for a discussion on the different ways the cards were placed
7. Note that there are many correct ways to place the cards

Activity: Practice Handwashing – Glo Germ*

Day 3 | Section: “Hygiene”

Estimated Time: 10 Minutes

Activity Description

In this activity, participants will practice handwashing after learning the correct way to wash hands. Before washing their hands, each hand will be covered in a product called Glo Germ that mimics germs on the hand. After washing, a blacklight will be held up to each hand to determine how well the participant washed their hands, highlighting the areas they need to focus on. Separate the audience into two groups. One group will be applying Glo Germ to their hands and the other group will be a control group that does not have Glo Germ applied to their hands. Neither of the groups will know whether they have Glo-Germ. The two groups will then be asked to interact with one another for 5 minutes by shaking hands.

Activity Outcomes

After completing this activity, participants will be able to:

1. Wash their hands in appropriate and effective way
2. Recognize the areas of hands that need more attention

Materials Needed

- Glo Germ
- Lotion (“Placebo”)
- Blacklight
- Soap
- Clean Water

Instructions

(*Remind people not to touch their face during this activity until they have washed their hands.)

1. Begin by separating the participants into two groups, one control group and one experimental group. The control group rubs lotion on their hands and the experimental group rubs the Glo Germ on their hands as if they were applying lotion.
2. Ask the two groups to interact with one another for 5 minutes by shaking hands.
3. After the interaction time, use the blacklight on each participant to show them the “germs” that cover their hands.
4. Reveal to the participants which group got the Glo Germ and which group got the “placebo” lotion. Point out how both groups now have the Glo Germ on their hands after interacting with each other. This is reminiscent of germ spread.
5. Have each participant wash their hands with soap and clean water for 20 seconds.
6. After washing, use the blacklight again to show them how well they did.
7. Discuss the problem areas that many of the participants had and how to fix them.

Activity: Practice Handwashing - Glitter (Alternate to Glo Germ Handwashing)

Day 3 | Section: "Hygiene"

Estimated Time: 20 Minutes

Activity Description

In this activity, participants will practice handwashing after learning the correct way to wash hands. Before washing their hands, each hand will be covered in a product called Glitter that mimics germs on the hand. After washing, a blacklight will be held up to each hand to determine how well the participant washed their hands, highlighting the areas they need to focus on. Separate the audience into two groups. One group will be applying Glitter to their hands and the other group will be a control group that does not have Glitter applied to their hands. Neither of the groups will know whether they have Glo-Germ. The two groups will then be asked to interact with one another for 5 minutes by shaking hands.

Activity Outcomes

After completing this activity, participants will be able to:

3. Wash their hands in appropriate and effective way
4. Recognize the areas of hands that need more attention

Materials Needed

- Glitter
- Blacklight
- Soap
- Clean Water

Instructions

(*Remind people not to touch their face during this activity until they have washed their hands.)

8. Begin by separating the participants into two groups, one control group and one experimental group. The control group rubs lotion on their hands and the experimental group rubs the Glitter on their hands as if they were applying lotion.
9. Ask the two groups to interact with one another for 5 minutes by shaking hands.
10. After the interaction time, use the blacklight on each participant to show them the "germs" that cover their hands.
11. Reveal to the participants which group got the Glitter and which group got the "placebo" lotion.
12. Have each participant wash their hands with soap and clean water for 20 seconds.
13. After washing, use the blacklight again to show them how well they did.
14. Discuss the problem areas that many of the participants had and how to fix them.

Activity: Soap in Pepper

Day 3 | Section: “Hygiene”

Estimated Time: 5 Minutes

Activity Description

In this activity, participants will learn how soap gets rid of germs. The pepper plays the role of germs which disperse when in contact with the soap.

Activity Outcomes

After completing the activity, participants will be able to:

1. Describe how soap works to remove germs
2. Visually see the effects of soap working

Materials Needed

- Clear Bowl
- Clean Water
- Ground Pepper
- Dish Soap

Instructions

1. Begin by filling the bowl with water until it is about halfway full
2. Sprinkle the pepper into the bowl until a layer forms across the top and explain to the participants that the pepper represents germs in this activity
3. Dip your finger into the bowl and show the participants that nothing has happened to the “germs” but that the “germs” have now appeared on your finger
4. Lather your finger in dish soap and dip your finger into the water again
5. Show the participants how the soap has repelled the pepper
6. Depending on time, have the participants repeat this experiment by themselves
7. Discuss the results of the experiment and why it is necessary to use soap when washing hands

Activity: Waste Sorting

Day 3 | Section: "Solid Waste Management"

Estimated Time: 15 Minutes

Activity Description

In this activity, participants will practice sorting waste in appropriate ways. They will be given several waste items and must place each item into the correct waste location around the room.

Activity Outcomes

After completing the activity, participants will be able to:

1. Dispose of waste correctly
2. Describe why each waste item gets disposed of in the way that it does

Materials Needed

- Waste Items (Clean/Unused or Images)
 - Metal Cans
 - Plastic Bottles
 - Napkins
 - Light Bulbs
 - Cardboard Boxes
 - Food Items
 - Batteries
 - Diapers
 - Paper
- Waste Bins labeled correspondingly to the type of waste they are for with Paper Labels

Instructions

1. Place the labeled bins around the room (Compost, Trash, Recycling, Hazardous Materials, etc.)
2. Give each participant several waste items
3. Have them place their items into the correct bin
4. Once completed, go through the bins as a group and have the participants identify any misplaced items
5. Discuss the items placed incorrectly and explain where the item should go and why
6. Discuss the limitation that the community itself may be facing when trying to practice good Solid Waste Management, examples:
 - a. They do not have proper waste bins.
 - b. They do not have a properly maintained and managed landfill/dump.
 - c. There is no waste collection service.
 - d. There is no recycling program in place.
7. Drive home the importance of striving for improved Solid Waste Management by using the best waste disposal option available at the time, and trying to rally others to do the same and create momentum for waste management systems to be put in place.

Activity: Role Playing House Visit

Day 3 | Section: "Role Playing Household Visit"

Estimated Time: 30 Minutes

Activity Description

In this activity, participants will role play a house visit. This will allow them to practice the ways that house visits should be conducted.

Activity Outcomes

After completing this activity, participants will be able to:

1. Properly perform a house visit
2. Politely inform household residents of WASH issues

Materials Needed

- Proper Visit Script
- Improper Visit Script

Instructions

1. Begin by asking for a volunteer
2. Take one of the roles in the script and have the volunteer read the lines of the second person
3. Once completed, discuss the problems or successes in the imitation visit with all the participants
4. Pass out second script to participants and have them partner up
5. Have them role play the other script
6. Regroup and discuss the problems or successes in the second script

CAWST FIVE SCENARIOS

Benefits of WASH Scenarios**Scenario 1**

John comes from a small village in the countryside and his family has lived there for many generations. He doesn't have a latrine at home because he thinks they smell bad and that human feces should be part of nature. He also says that his parents and ancestors also did not use a latrine so he does not need one.

Over time, people in his community built latrines. Eventually, he was the only household in his village without a latrine. People started to insult him by saying he was dirty and selfish because he was spreading diseases in the village. People stopped visiting him, avoided shaking his hand, and even stopped talking to him.

One day, John decided he had enough and built himself a latrine. Everyone started to once again respect him and stopped calling him dirty.

Scenario 2

A mother goes to a field at night to defecate because she does not have access to a toilet. She tells her daughter to do the same thing because that's what she has been doing her whole life.

Eventually, her daughter goes out on her own at night and is assaulted by a group of young men. She returns to her family and tells her mother. The mother is traumatized and feels that she is to blame for not protecting her. The mother tells her husband who is also furious and ashamed.

The husband goes out and builds a safe latrine that is well lit and close to the house. Ever since he built the latrine, there haven't been any more issues.

Scenario 3

Lucas used his pit latrine because he knew that it was important to protect the health of his family and his community, but he did not enjoy using it. It smelled very bad, it was full of flies, and it was very dark.

He decided to save some money and improved his latrine. He worked with the local carpenter and installed a pipe to connect his latrine to his rainwater collection system and installed a pour flush latrine. At the same time, he tore down the structure and build a very nice structure made of wood.

He was very happy. His latrine did not smell bad anymore and it was very clean and comfortable. He always enjoyed inviting people over, because he was proud and he knew that people would be comfortable and impressed by his new latrine.

Scenario 4

A family is very intelligent and knows that to kill pathogens they can simply boil water. Before every meal, the mother collects wood, makes a fire, and boils a large amount of water. The children can then take that water to school, and they can use it throughout the day for cooking. The family is healthy and everything seems to be going well.

One day, after a heavy rain, a large section of the town had been flooded. The floods were getting worse and worse every year, but no one really knew why. The mother went to the market and spoke with people from another village about the increasing floods. The people from the other village did not have floods when it rained because they did not cut down so many trees for firewood. The trees kept the soil from being washed away and were able to absorb more water.

She realized that the wood she had been using to boil her water and to cook was actually coming from the nearby forest, which almost no longer existed. She then realized that using chlorine or other ways to treat her water could still protect her family while using less natural resources.

Scenario 5

Sofia is a mother of 4 children. One day, she goes to the market to buy some vegetables and notices a small market stall selling beautiful clothes. Sofia approaches the merchant and asks her: "Where did you get these clothes? They are beautiful!" The merchant replied: "Thank you! I made them myself".

Sofia was shocked. She asked her: "How do you have time to make them? I spend 4 hours of my day fetching water in the morning". The merchant explained that she collects her water from the nearby river which only takes her 15 minutes per day. Sofia was disgusted and asked her: "But how are you not getting sick? We all know that the water from the river is too dirty to drink!".

The merchant simply explained that she treats her water herself at home using sedimentation, a biosand filter, and chlorine. This allows her to save many hours during the day to make clothes that she can sell at the market and make money.