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| <b>Topic:</b>   | <b>Water Safety Plans – Step 3: Planning for solutions</b> |                      |               |
| <b>Step No:</b> | <b>3</b>   | <b>Level No:</b>     | <b>1</b>      |
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**Picture sorting**

Draw the pictures in [Tools: Step 3: Level 1: No 1](#) in large style on flip chart paper or print copies out and give one to each participant. Explain that in each picture there are things that help keep the water clean. Ask the group to come to the flip chart and circle all the good things for keeping the water clean that they can see in the picture or circle all the good things for keeping the water clean that they can see on their piece of paper.

Discuss with the group what good things they have identified. Have the pictures in [Tools: Step 3: Level 1: No 2](#) ready and cut out. When the group pick out the examples of good practice as in the enlarged pictures, stick them on the flip chart. Discuss with the group any that they have missed and whether these are helpful in keeping the water source clean.

**Effective solutions**

Draw the chart below on flip chart paper with just the symbols as below, and explain the chart and what the symbols mean.

Give the group the task with the following words:

*'Remove the good actions that we have stuck up on the chart for our community's primary water sources. We are going to divide the good actions into what is easy to do, okay to do, and hard to do.'*

Explain the chart: the first column has the choice 'easy to do', the second has the choice 'in-between', and the third has the choice 'hard to do'. Would this solution or action to block problems be easy to do, in-between, or hard to do? Then we would place this block in this place.

When the group has completed the task, explain that we will concentrate on the things that are easy to do and okay to do rather than those things that are difficult for us to do.



|   |   |   |
|---|---|---|
| <br>(Easy to do) | <br>(In-between) | <br>(Hard to do) |
|   |   |   |

### Solutions for transport

Put up the picture of the jerry can with the problems written or drawn around it.

Ask the group what can be done to ensure that the water remains clean during transportation. Write the solutions in a different colour on the flip chart paper, or stick the pictures in [Tools: Step 3: Level 1: No 3](#) over the top of the problem pictures.

Ask the group what solutions they can do easily in their community. Tick each easy solution.

Explain that for everyone in the community to have clean water during the transport stage of the water journey, everyone needs to be doing these solutions, not just the WASH Committee. It is therefore necessary for the WASH Committee to teach everyone in their community to do this and also to monitor that people are doing these things. Explain that we will come back to this when we do our action plan.



### Solutions for point of use

Put up the picture of the local storage pot with the problems written or drawn around it.

Ask the group what can be done to ensure that the water remains clean or gets clean at home. Write the solutions in a different colour on the flip chart paper or stick the pictures in [Tools: Step 3: Level 1: No 4](#) over the top of the problem pictures.

Ask the group what solutions they can do easily in their community. Tick each easy solution.

Explain that for everyone in the community to have clean water at home or at the point of use stage of the water journey, everyone needs to be doing these solutions, not just the WASH Committee. It is therefore necessary for the WASH Committee to teach everyone in their community to do this and also to monitor that people are doing these things. Explain that we will come back to this when we do our action plan.

